



DEC's B.O.T. Flyer

Combined Board of Trustees Kelston and van Asch Deaf Education Centres

Update for parents of children enrolled at or receiving services from Kelston & van Asch Deaf Education Centres

(Issue 2. September 2016)



In this update:-

- Update from Combined Board of Trustees meeting held **29th August 2016**
- By the way...

Members of the Combined Board of Trustees for Kelston & van Asch Deaf Education Centres

Back Row: Rachel Douglas (Board Chair & Parent Trustee), David Foster (Principal – Kelston)

Middle Row: Bernie Mulcahy-Bouwman (Principal – van Asch), Meghan Coppage (Student Trustee – Kelston), Crystal Skinley (Parent Trustee), Jill Le Prou (Board Secretary), Merran Gwyndell (Parent Trustee),

Bottom Row: Cha'nel Kaa-Luke (Student Trustee – van Asch), Rachel Coppage (Parent Trustee), Krista Clifford (Staff Trustee), Ratu Ratu (Parent Trustee)

Insert - Dr David McKee (Parent Trustee)



Summary of the Minutes of Combined Board of Trustees meeting held on 29th August 2016 (you can find the full version of the minutes on the web site <http://www.kdec.school.nz/BOT> or <http://www.vanasch.school.nz/the-board.php>

- The Board gave approval for the final version of the Education Brief for van Asch to be sent to the Ministry of Education. This has been developed in consultation with the Staff, Parents, Christchurch Deaf community and the Board. It describes the services currently offered by van Asch Dec at the main site, and outlines a vision for how they could look in the future. The next stage of this work will be a property brief, which looks at how the educational needs could be met, what buildings would be required, and what the best location will be. http://www.vanasch.school.nz/pdfs/FINAL_MIN_BRIEF_August1_2016.pdf

POLICY REVIEW

As part of the ongoing policy review, a number of Centre policies were brought before the Board for approval. *(These policy documents are available in full on the DEC websites or by contacting the Board Secretary, Jill Le Prou, whose contact details are provided on the back page of this flyer).*

- [Internet/Cyber Safety Policy](#)
- [Education Outside the Classroom \(EOTC\)](#)
- [Child Protection Policy](#)

EDUCATION REVIEW OFFICE (ERO) - visit to Board Meeting

Both Kelston and van Asch Deaf Education centres were due for their regular ERO review, and the Board has negotiated for a combined review to be completed for the first time. This means the same review team visits both schools, and while we will get two separate reports, the feedback will be based on the whole picture. The 'Board' section for each report will be the same. This will support us in our goal of providing a nationally consistent service.

The reviews took place in August, and as part of the review they visited our August Board meeting for some feedback. The draft ERO reports will come back to the centres early in Term 4, and should be confirmed with any changes made by the end of Term 4.

ERO staff had specific questions for the Board and the following is a summary of the Board's feedback.

What changes or developments have occurred during the last three years?

- A National Database of our students has been created and is being constantly updated – we can now identify with some certainty where all the deaf students are.
- The Board has formed 2 committees – a Finance committee who meet to prepare a finance report for members, and an Executive Committee that can make decisions outside of Board meetings when needed and bring these back to the Board for approval.
- The Board has accessed training through different avenues and uses external facilitators for its Strategic Planning Days.
- There was high turnover with the initial Board members, and the Community Engagement Officer was asked to conduct exit interviews with those members who had resigned to find out if there were issues that could be addressed. In response to this, members of this new Board received a *Governance Manual* and a *Brief for Incoming Board* as part of their induction to help them gain an understanding of the board business.

- There have been a number of significant projects over the last 3 years (NZSL@School, Assist, etc) and now is a time for consolidation of those projects and to look at whether the staffing mix is right to achieve the best outcomes for our students

How does the Board put its Charter together?

- The Board holds a Strategic Planning Day in September each year using an external facilitator. This meeting focuses on strategy, challenges and what the Board wants to achieve. The Principals use the discussion to shape the Charter, consult with staff and bring back a number of drafts for approval. Senior leaders are closely involved in the Charter as well as input from the Community Engagement Officer.

In this complex organisation, are there things that help the Board manage this complexity? Structures/systems in place?

In what ways do the Principals' reports to the Board help you to understand what is happening in the school, to ask questions?

- Financial reports, Curriculum reports and Quarterly reports are received on a regular basis. These reports from both Centres are presented in the same format making them easier for the Board to read and understand.
- There is a structure in place to ensure such reports do not get missed. The Board has a strong culture of delegation, i.e. Principals getting on with the day to day management of the school. The Principals are asked to present the complex information in a simple way. The Finance Committee includes both Principals, two Executive Officers. The HR Managers from both Centres liaise on HR issues (Policies & Procedures).

How well did the information you received inform you about how well the students are doing?

- Members stated that they had seen a lot of development in student achievement resulting from the Board doing things and taking action for deaf students.
- Trustees commented that nationally the picture of achievement is much better than they thought it would be.
- Now that the database is complete, student achievement data is becoming clearer, and this is helping the Board to identify what the needs are for students.
- The Board's vision for improving student social and emotional wellbeing is also important. The social interaction they experience when they are with their peers is an important part of their learning and achievement.

Is the Board getting information that informs them of the students' wellbeing?

- Each Principal produces a report for every Board meeting, updating on day to day happenings in the schools. These updates help to keep the Board informed about student emotional wellbeing. They include activity updates e.g. KIT days, as well as reporting on adverse issues or areas of concern.
- Board members also receive the school bulletins for staff and families.

How does the Board engage with the community and parents around these priorities?

- A formal structure has not been developed to pass information from Parents to Board level, stakeholder forums with the community happen twice a year. These Forum meetings are attended by the Principals, the Community Engagement Officer as well as local staff, and in locations around the country so they are accessible for parents. Feedback to the Board comes via the Principals or the Community Engagement Officer.
- In some parts of the country the parents are happy with services and in others they are not. The Board recognises that all parents want their children's needs met, and it is important that the feedback happens so we can reassess our priorities.
- Some key issues at the moment are how children are prioritised to be receiving services, particularly if they are wanting to access NZSL@School, have multiple diagnoses, or have unilateral hearing losses.

How do we ensure there is Maori representation on the Board?

- The Board uses its ability to co-opt primarily to address any deficits in diversity. It has in the past co-opted people to ensure Maori are represented on the Board. This will be a conversation at the Board's September meeting.

Is the Board getting information about the Appraisal of staff?

- The Principals' appraisals were done by an external appraiser last year.
- Staff appraisals are being done by the principals. This has resulted in discussion around the training programme offered for Teachers of the Deaf, and what needs to be done to strengthen this programme.

Have you had any formal complaints since the last ERO Review?

Yes – All formal complaints follow a process to resolution.

OTHER MATTERS

ANZCED Conference: The conference took place over the July holiday break, and was widely attended. Papers were presented under Educational, Audiology and Medical strands. The financial result was that the conference made a small surplus. Most staff attended as their professional development for 2016. Presentations from the Conference may be accessed from: <http://www.anzcedapcd2016.com/anzced16>

FUTURE MEETINGS

Future meeting dates and venues can be found here:

<http://www.kdec.school.nz/BOT>

<http://www.vanasch.school.nz/the-board.php>

By the Way....

Our new Sensory Resource Centre has opened in Tauranga. Located at the corner of Bethlehem and Carmichael Roads, the \$1.02 million facility has been funded by the Ministry of Education. It is a shared facility between staff from Kelston Deaf Education Centre and Resource Teachers of Blind and Low Vision (BLENNZ).



Prize winners from the recent Mainstream Speech Competition held at Hamilton North School



Years 5-6

1st Sama Yaghi (Hamilton)

Years 7-8

1st Coby Tauroa (Whakatane)

Years 9-10

1st Danikha Jones (Opotiki)

Years 11-13

1st Jemma Cordara (North Shore)

A special cup, for the most extraordinary speech, was awarded to Amy Whittaker, (Whakatane).

Unveiling and Blessing of new Maihi – van Asch

On Wednesday 12th October van Asch hosted the unveiling and blessing of its new Maihi (carved arms).

The project, carried out over two terms, was completed by four senior van Asch students, Henry, Jhonathan, Shahil and Dominic at the Whakaraupo Carving Centre in Lyttelton.

A group of staff and students from Kelston Deaf Education Centre attended the blessing as well as members of the local deaf community, local MP Ruth Dyson and the principal of Redcliffs School. The occasion was marked using the three official languages of New Zealand: Maori, New Zealand Sign Language and English.



For further information about items listed in this flyer please contact:-

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For copies of reports mentioned in this Summary please contact:-

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