

STAnews

The monthly magazine for school trustees throughout New Zealand



NZSTA

HEALTH AND
WELLBEING

JUNE 2017
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NAU MAI, HAERE MAI

This is the health and wellbeing issue – with a focus on taking a holistic view to looking after our tamariki. The lead article focuses on the bigger picture of student wellbeing and considers the meaning behind the NZSTA logo, the harakeke/flax.

Looking at how we run our schools from a wider perspective and not just focusing on the academic aspects, allows us to assist every student to achieve their highest possible educational potential.

Enclosed with this issue is the 2016 NZSTA annual report and a flyer on the Education Act updates.

Reminder: Your January-February issue of *STAnews* came with your 2017 conference brochure. If you missed yours, you can access all the information about this year's conference at nzstaconference.co.nz or nzsta.org.nz.

STAnews is NZSTA's flagship publication and is produced 10 times a year by the *STAnews* editorial team in the office of the President at NZSTA National Office. Each issue contains relevant and informative articles covering the wide range of topics that affect our member boards. Unless otherwise acknowledged, articles are written by the NZSTA President and staff.

hei whāngai i te harakeke
to nurture the harakeke/flax

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STUDENT WELLBEING – MORE THAN JUST ACHIEVEMENT

Unuhia te rito o te harakeke, kei hea te kōmako e kō?

Ui mai ki ahau, “He aha te mea nui o te Ao?”

Māku e kī atu,

“He tangata, he tangata, he tangata”.

If you remove the central shoot of the flax bush, where will the bellbird find rest?

If you were to ask me, “What is the most important thing in the world?”

I would reply,

“It is people, it is people, it is people”.

In te Ao Māori, the harakeke (flax bush) represents a family group. Te rito (the central shoot) represents the child. The awahi rito (the leaves on either side of the rito) represent the parents, and the matua rito (the surrounding leaves) represent the grandparents. The awahi rito and the matua rito nurture and protect the rito, constantly ensuring its safety and wellbeing.

In the past, putting the child at the centre of the mainstream worldview hasn’t happened quite as naturally. The image of a family (or a school or a society) has been more like a daisy than a flax bush, with the adults at the centre (the stamen) and the children arranged like petals clinging to them.

It’s worth noting that while the rito is the point where new growth occurs, the petals of a daisy are the first to die off when the plant is stressed.

The whakataukī (proverb) at the start of this article (“He tangata”) carries a particular challenge for those who work in English-medium (“mainstream”) schools: to turn social conditioning – and an inclination to think of schools in terms of the adults and what they do – on its head and focus on the students and what’s happening for them.

We’ve been talking about this for a long time now, but for many of us – probably most of us – we’re not there yet. We still tend to revert to our old mental models of the adults doing what they do and the students adapting to that (or not), rather than us adapting to our students.

Helen Timperley offered this example in her *Think Piece on Education Accountability* for the Treasury in August last year:

... we accessed a recent survey undertaken by the New Zealand Principals’ Federation about the reasons principals joined CoLs [Communities of Learning]: only 20% stated that they were motivated to improve learning outcomes for students. We also examined the three CoL plans we had accessed. A focus on collective responsibility for changing the instructional core was not particularly evident in the plans. For example, one answered the question about “Why is this so?” by locating the achievement challenges in perceived deficits of students rather than the educational provision offered to these students. To quote from this plan:

... it is our collective understanding that the root cause of underachievement is fundamentally attributable to the lack of key capabilities in students which are essential both now and in their future lives...⁵

The other two plans largely bypassed asking or answering the question, “Why is this so?” Indeed, guidelines for CoLs published by the Ministry of Education (2016) do not suggest they do so.

(Helen Timperley, 2016, p.22)

ERO WELLBEING INDICATORS

One starting point for evaluating how well we address students' wellbeing is the Education Review Office's wellbeing indicators. These fall under five main headings:

1. Agreed values and vision underpin the actions in the school to promote students' wellbeing
2. The school's curriculum is designed and monitored for valued goals
3. Students are a powerful force in wellbeing and other decisions
4. All students' wellbeing is actively monitored
5. Systems are in place and followed to respond to wellbeing issues.

Each of these areas contains a governance section (which ERO calls "stewardship"). For example:

1. Agreed values and vision underpin the actions in the school to promote students' wellbeing **Domain 1: Stewardship [ie Governance]**

The board of trustees represents and serves the education and school community in its stewardship role.

The board of trustees:

- actively seeks students' perspectives about wellbeing
- ensures the school's vision and values reflect the strengths and potential of students, teachers, parents and whānau
- is persistent in connecting with parents of the most vulnerable children when reviewing the school's vision and values
- has an appropriate focus on improving wellbeing of all students, particularly those who are at risk of poor wellbeing outcomes.

OTHER WELLBEING INITIATIVES

It's outside the scope of this article to provide a full audit of all the wellbeing initiatives that you may want to consider when you discuss your school's approach to monitoring and improving student wellbeing. However, we can suggest a few areas that have been in the spotlight in the past few years.

Which of these are your principal and staff pursuing? How do they link to your strategic plan? What evidence do you gather to show whether they are being effectively implemented?

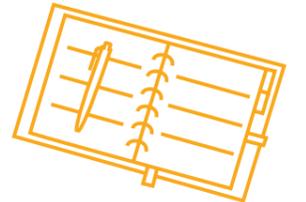
- Ka Hikitia.
- Kia eke panuku <http://nzcurriculum.tki.org.nz/System-of-support-incl.-PLD/School-initiated-supports/Professional-learning-and-development/Kia-Eke-Panuku-Building-on-Success>.
- Pasifika Education Plan.
- Food in schools – breakfast clubs, Fruit in Schools, etc.
- Bullying prevention.
- Positive Behaviour for Learning (PB4L).
- Learning Support (was Special Education/ Intensive Wraparound Service).
- Guidance counselling.
- Career information, advice, guidance and education <http://nzcurriculum.tki.org.nz/Curriculum-resources/Career-education>.

Helen Timperley's article is available at treasury.govt.nz/downloads/pdfs/oia/oia-20170044.pdf.

ERO's wellbeing indicators are available at ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/what-ero-knows-about-student-wellbeing.



PRESIDENT'S PEN MEMBERSHIP MATTERS



NEW GUIDANCE AND COUNSELLING GUIDELINES

NZSTA is working with the Ministry of Education and other stakeholder groups to develop good-practice guidelines for guidance and counselling in secondary schools. The work follows the Education Review Office's 2013 report, *Improving Guidance and Counselling for Students in Secondary Schools*.

A draft of the guidelines is well underway, with a particular focus on ensuring clarity and consistency in terminology – for example, what we mean by counselling, guidance and pastoral care.

REVISED LEADERSHIP AND TEACHING PRACTICES TOOL

NZSTA has been invited to work with NZCER's sector advisory group on redeveloping the leadership and teaching practices tool.

This self-evaluation tool enables principals and staff to record their perceptions of the practices they observe in their schools. It also offers opportunities for staff to reflect on individual, school and leadership practices as part of their ongoing professional development.

The tool's methods and reports aren't suitable for direct reporting to boards of trustees, as using them for that purpose would likely compromise the tool's usefulness in self-development. NZCER will prepare aggregated, national-level data on the survey responses to help track system-level patterns and changes over time.

UPDATE: SPECIAL EDUCATION DISPUTE RESOLUTION PROCESS

The phased implementation of the Special Education Dispute Resolution Process (SEDReP) (see *STAnews*, February 2017) is about to begin in three selected regions.

NZSTA, parent advocacy and Ministry of Education representatives will attend a series of "train-the-trainer" facilitation sessions. The first will update them on the new process, and subsequent sessions will prepare them to facilitate information workshops and meetings between schools, parents and Ministry staff to identify and resolve issues at the earliest possible opportunity. These trainers will then provide training and support on the SEDReP in their regions.

We'll keep you posted on the implementation progress.

COMMUNITIES OF LEARNING | KAHUI AKO

We continue to hear of board frustration with the Community of Learning (CoL) implementation process.

Our advice is to take the initiative and get involved. As the governing body of your school or kura you have the right, and the authority, to call a meeting or initiate discussions as a board and with your principal, Ministry staff and other interested boards. If you're not receiving the information you need, you're entitled to ask for it.

You'll find information and resources on CoLs at our new Kahui Ako website: <http://kahuiako.nzsta.org.nz>. If you don't find your question answered there, feel free to call our Advisory and Support Centre on 0800 STA HELP (0800 782 435), option 1.

PRESIDENT'S DIARY

See what our President, Lorraine has been up to in the past month.

MAY

2 May	National Education Leaders Partnership meeting	19 May	Police and Education Partnership meeting
3 May	NZSTA and the Ministry of Education discuss the Education Act update	24 May	PLD (Professional Learning and Development) Implementation Reference Group
11-12 May	Inclusive Communities Through Education Summit	26-27 May	NZSTA Chair Residential Programme
15 May	Kuratau School board meeting	30 May	Physical Restraint Advisory Group meeting
16 May	Taupo-nui-a-Tia board meeting		



THE PILLARS OF SUCCESS

The latest report from PISA (the Programme for International Student Assessment), which we cover in this issue of *STAnews*, has done a great job of identifying the characteristics of a high-performing education system. It recognises that the overall health and wellbeing of a student has huge impacts on their achievement levels.

Here in New Zealand, our learning framework includes “Hauora”, the Māori philosophy of health and wellbeing. Hauora has four dimensions: Taha tinana – Physical wellbeing; Taha hinengaro – Mental and emotional wellbeing; Taha whānau – Social wellbeing; and Taha wairua – Spiritual wellbeing. The four dimensions influence and support each other in forming a holistic view of health and wellbeing.

This concept of wellbeing as having physical, mental, emotional, social, and spiritual dimensions is also recognised by the World Health Organization.

We’re here to ensure that every student achieves to their highest possible educational potential. When results aren’t being achieved, we need to take a step back and look at the bigger picture, including students’ overall wellbeing. Is our learning environment the best it can be?

How familiar is your board with the concept of Hauora? Do you engage with it, or just pay lip service?

No matter how well your school is doing, there is always room for reflection. How can we at board level create school policies that support our tamariki to achieve to their full potential?

We’d love to hear what has worked well at your school.

Nick Inskip, Chief Executive, NZSTA
ninskip@nzsta.org.nz

PISA 2015 RESULTS: STUDENT WELLBEING

PISA (the Programme for International Student Assessment) is a three-yearly international survey that evaluates education systems worldwide by testing the skills and knowledge of 15-year-old students. The last survey was carried out in 2015 and its results have been released by the OECD in three volumes. The latest focuses on students’ wellbeing.

Here are some of the key statistics from the executive summary, which gives a high-level overview of the findings.

“Students’ well-being, as defined in this report, refers to the psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life.”

Schools are not only places where students acquire academic skills; they are also where children develop many of the social and emotional skills that they need to thrive. Schools that nurture children’s development in these ways help students attain a sense of control over – and satisfaction with – their life. They can help students become more resilient in the face of adversity, feel more connected with the people around them, and aim higher in their aspirations for their future. In other words, what happens in school is crucial for well-being. Students’ well-being, as defined in this report, refers to the psychological, cognitive, social, and physical qualities that students need to live a happy and fulfilling life.

PISA 2015 examined students’ well-being in four main areas of their life:

- Their performance in school,
- their relationships with peers and teachers,
- their home life, and
- how they spend their time outside of school.

SOME OF THE KEY FINDINGS ARE:



7.3

AVERAGE WHEN ASKED ABOUT THEIR LIFE SATISFACTION ON A SCALE OF 0 –10



12%

OF STUDENTS ARE NOT SATISFIED WITH THEIR LIFE



ANXIETY ABOUT SCHOOLWORK WAS ONE OF THE MAIN SOURCES OF STRESS FOR SCHOOL-AGE CHILDREN AND ADOLESCENTS



A CORRELATION BETWEEN ANXIETY AND A DECREASED LEVEL OF LIFE SATISFACTION WAS FOUND



1/10

STUDENTS REPORTED THAT THEY ARE MADE FUN OF AT LEAST A FEW TIMES PER MONTH



4%

OF STUDENTS REPORTED THEY ARE HIT OR PUSHED AT LEAST A FEW TIMES PER MONTH

WHAT STUDENTS DO OUTSIDE OF SCHOOL AND THEIR WELL-BEING

On average across OECD countries, students who reported taking part in some moderate or vigorous physical activity were less likely to report that they feel very anxious about schoolwork and that they feel like an outsider at school. But around 6% of boys and 7% of girls reported that they do not participate in any form of physical activity outside of school.

Many students spend a lot of their time on the Internet: 26% of students reported that they spend more than six hours per day on line during weekends, and 16% spend a similar amount of time on line during weekdays. These “extreme Internet users” are more likely to feel lonely at school, have low expectations of further education, and tend to arrive late for school.

WHAT THE PISA RESULTS IMPLY FOR POLICY

Schools can help eradicate bullying in partnerships with parents, community organisations and health or social services. The data also show that parental involvement and adolescents’ perceptions about the support their parents give them are associated with students’ feelings about schoolwork, their performance in PISA and their well-being, in general. These results suggest that forging stronger relationships between schools and parents to give adolescents the support they need – academically and psychologically – could go a long way towards improving the well-being of all students.

POLICY AT BOARD LEVEL

Now we need to think about how our board level policies can shape our students future and have a positive impact on their life satisfaction.

By focusing on the wider health & well-being of students and by working as a community we can help to lift student achievement in schools across New Zealand.

We encourage you to download a free copy of the report to read the findings in more detail.

To download a free copy of PISA 2015 Results (Volume III) Students’ Well-Being (in full or by chapter) at keepeek.com/Digital-Asset-Management/oced/education/pisa-2015-results-volume-iii_9789264273856-en.



POSITIVE EDUCATION: MOVING BEYOND WELFARE TO WELLBEING

By Dr Lucy Hone

What is Positive Education?
An escalating crisis in mental illness among young New Zealanders has led to a burgeoning interest in “Positive Education”.

Positive Education is not a fad. It is quite different from self-help and goes far beyond the limited remit of mere positive thinking. Defined as the bringing together of findings from the science of wellbeing and best-practice teaching to support individuals, schools and whānau to flourish, Positive Education includes the application of resilience research and evidence-based character development to enable students to cope better with stress and protect them against depression and anxiety. It's about preparing students for the tests of life, not a life of tests.

“Teaching wellbeing in schools will improve the lives of young people and drive up test results.” – Dr Martin Seligman.

ISN'T THIS JUST PASTORAL CARE?

While schools have a long history of pastoral care, Positive Education moves away from that ad hoc approach to student welfare by advocating for a proactive, whole-school focus on wellbeing promotion – so that all students (and all staff) are taught strategies and processes to look after their own wellbeing, rather than taking a remedial focus.

Only by having a dual-pronged approach to mental health, in which we promote wellbeing literacy as well as support those with mental illness, will we reduce the mental illness burden in New Zealand. Schools have an “ethical, professional and legal responsibility to ensure that their practices promote the wellbeing of students” (Education Review Office, 2013), and research shows that promoting wellbeing leads to academic gains.

TWO STRANDS OF EDUCATION

Advocates of Positive Education suggest that, to equip students to flourish in the 21st century, schools must pursue two complementary strands of education: “Character plus Academics”. This ancient wisdom has been empirically verified by modern science.

Academic achievement contributes to wellbeing by increasing engagement, meaning and accomplishment. Conversely, programmes and practices designed to enhance wellbeing through the development of character strengths and wellbeing literacy have been shown to contribute positively to academic achievement.

“Teaching wellbeing in schools will improve the lives of young people and drive up test results,” says Dr Martin Seligman, Director of the Positive Psychology Center at the University of Pennsylvania, who's currently lobbying governments worldwide to add wellbeing literacy to their schools' curricula. By pursuing both strands, Positive Education aims to enable young people to become the authors of their own life stories, endowing them with the practical wisdom they need to make good choices, cope with adversity, lead happy, engaged and successful lives, and contribute positively to society.



Dr Lucy Hone

WHAT ARE THE FIRST STEPS?

Before teachers can promote wellbeing in the classroom they need to play around with this material themselves.

Australian schools, many of which have been actively promoting Positive Education in schools for several years now, recommend the Learn It, Live It, Teach It, Embed It model, originally from Geelong Grammar School.

According to the model, school-wide wellbeing promotion starts with teaching staff, with professional development that focuses on ensuring that all staff understand the importance of (and processes for) teaching growth mindsets, character strengths education, mindfulness and thinking traps to name a few.

The Positive Education model recommends that schools start by appointing wellbeing champions, adopting an evidence-based wellbeing framework to guide their strategies, involving the student voice and educating the parent community on why wellbeing matters. The International Positive Education Network's online library (ipen-network.com) is a good place to find more resources.

EMERGENCY PREPAREDNESS: ARE YOU READY?



The Health and Safety at Work Act 2015 has been in force for just over a year now, so it's timely for schools to review how well they're doing in meeting their responsibilities.

A board of trustees has the primary duty of care to ensure that individuals are kept safe, as under the Act it's considered to be the "person conducting a business or an undertaking" (PCBU). The board members are considered "officers" and are responsible for making sure that the school meets all its health and safety obligations.

The board must ensure that the school has a health and safety policy and receive assurance and reports from the principal that the school has the appropriate procedures and resources. NZSTA has some useful information and resources to guide you through this process at nzsta.org.nz/accountability/health-and-safety.

EMERGENCY PLANNING CONSIDERATIONS

As was the case for many organisations around the country, NZSTA's emergency preparedness was tested by the 2016 Kaikōura earthquake. As a result we reviewed our emergency plans and equipment and made sure that our staff have everything they need to keep themselves safe and preserve life safely in a sudden event.

When planning health and safety initiatives for your school, it's important to go beyond earthquakes and consider the many types of emergency that could affect your school's ability to operate safely (such as wind, loss of power or utilities, fire and flooding), as well as activities taking place away from school, which need be covered by Risk Assessment and Management Plans.

SURVIVE-IT – HELPING SCHOOLS TO PREPARE FOR THE WORST

Given the extent of your board's emergency preparedness responsibilities, it can be time-consuming and confusing to find out what equipment you need and where you can find it at an affordable cost. We recommend that you consider contacting a specialist in civil defence emergency solutions: Survive-It.

NZSTA discovered Survive-It after the Kaikōura earthquake, when we consulted the company on developing a nationwide solution to meet our needs. The initial contact led to discussions with regional staff about the difficulties many schools and kura kaupapa face in raising enough capital in a short time to implement school-wide emergency preparedness initiatives.

In response, Survive-It introduced a lease option that enables schools and kura kaupapa to acquire civil defence kits tailored to their individual needs. Its service includes a free assessment, with equipment options including classroom grab-and-go bags, large static cabinets, mobile wheelie bin kits and individual survival bags.

THE BENEFITS OF THE SURVIVE-IT SERVICE

The Survive-It lease arrangement enables:

- school boards to acquire high-quality equipment and supplies for a fixed monthly fee, which can be incorporated into operating expenditure and funded by operations grants
- principals to report compliance as part of their standard board reporting, and use the equipment as evidence of compliance during Education Review Office visits, and
- schools to track and monitor their civil defence kits and supplies to ensure that they remain fully fit for purpose and ready for use in emergency situations.

We believe the Survive-It solution is an excellent opportunity for school boards to ensure that their schools are fully prepared to keep their school communities safe and meet their statutory obligations without delay. To find out more, visit survive-it.co.nz.

TIME TO START THINKING ABOUT THE FOOD ACT

The Food Act 2014 aims to improve food safety, including in schools. Schools, colleges and te kura kaupapa Māori that sell or provide food have to register under the law by March next year, so now is a good time to start thinking about what you need to do.

This article was provided by the **Ministry for Primary Industries**.

WHAT DOES THE LAW MEAN FOR SCHOOLS?

Thousands of businesses – including early childhood education centres, as well as restaurants and cafes – are already working under the Food Act. The law sets rules on food safety for anyone selling food or providing it as part of a paid service. The deadline for schools to apply for registration is March next year.

The rules are risk based, so not all schools have to do the same thing. For example:

- if your school cooks food at a café, you'll probably need to use a written plan (a 'food control plan') to manage food safety. Your school doesn't need to write the plan; you can use a template created and recently redesigned by the Ministry for Primary Industries (MPI). The template easy to use and comes with an online tool to select the pages you need. You can download it at mpi.govt.nz/food-safety/food-act-2014/food-control-plans, and
- if your tuck shop only sells pre-packed food (such as packaged sandwiches or pies), you'll follow a national programme. This is a set of rules for lower-risk businesses, with fewer requirements and no need for a written plan.

In both cases you'll need to register, most likely with your local council, and get checked by a verifier. The verifier, from your local council or a private agency, checks to make sure you're making safe food. Being risk based, the rules don't require specific equipment such as commercial dishwashers. Verifiers check that staff know how to keep food safe and are following good practices.

If your school doesn't make or sell food (for example because you use an external catering company) you don't need to register. There are a few other things you don't need to register for as well, such as selling food for fundraising up to 20 times a year, and making food as part of the curriculum.

WHAT SHOULD YOU DO NOW?

Schools need to register by 31 March 2018, which gives you plenty of time to work out what you need to do.

See mpi.govt.nz/foodact for more information. Check how the rules apply to your school by clicking on "Where do I fit?" on the Food Act web page, or read a special leaflet for schools at mpi.govt.nz/document-vault/5260.

If you have any questions or concerns, get in touch with your local council or MPI.

THE CASE AGAINST SUGARY DRINKS

This article was provided by the **New Zealand Dental Association**.

The New Zealand Dental Association cares about the health of Kiwi kids. This is why we are so keen on encouraging all schools in New Zealand to adopt water-only policies. Children don't need to consume sugary drinks at school – it negatively affects their health, including their teeth.

The World Health Organization recommends that adults have a maximum of six teaspoons of sugar per day, and young children only three teaspoons per day¹. Shockingly, if a child has one can of soft drink they are consuming three days' worth of sugar in one go!

Energy drinks are particularly unsuitable for children as they are packed full of not only sugar, but also caffeine and other stimulants.

Currently only one in 10 schools has a water-only (and plain reduced-fat milk) policy.

Many schools have adopted such policies and seen beneficial results among the children. For example, Yendarra School in South Auckland adopted a water-only policy 10 years ago, and a recent study indicated that it has had a direct effect on reducing tooth decay and obesity while also improving classroom behaviour and learning outcomes.

Riverlands School in Marlborough has recently adopted a water-only policy. It believes that it is time for all schools to act to help prevent future health issues among children²

- Sugary drinks are the major source of sugar for Kiwi kids.
- Sugary drinks are associated with tooth decay, weight gain and obesity.
- In 2015, 29,000 children had teeth removed due to dental caries, abscesses and gum disease.
- Nearly two-thirds of adults and one-third of children are either overweight or obese in New Zealand.

Sugary drinks include any beverage that has added sugar, including fizzy drinks, energy drinks, sports drinks, fruit drinks and juices, flavoured milks, powdered drinks, cordial and flavoured waters.

Dentists have been seeing the harm that sugary drinks are causing to kids and their families/whānau. That's why the New Zealand Dental Association – together with our partner organisations – developed the Consensus Statement on Sugary Drinks. We encourage all New Zealanders to switch their sugary drinks to water.

We believe that school boards of trustees should show leadership by adopting water-only policies at their schools. You'll find a water-only policy template at:

<https://education.govt.nz/school/student-support/student-wellbeing/health-and-wellbeing-programmes/why-promote-healthy-lifestyles>.

¹ who.int/mediacentre/news/releases/2015/sugar-guideline/en.

² stuff.co.nz/national/education/91316683/school-takes-the-fizz-out-of-unhealthy-drinking-habit.



NZSTA INCOME: HOW IT IS SPENT

NZSTA produces audited accounts each year which are incorporated in NZSTA annual report. The NZSTA annual report covering the year 1 January to 31 December 2016 is being sent to all member boards in June 2017. Following is an explanation of NZSTA's financial activity during 2016.

NOTE: In the NZSTA 2016 financial statements, the auditors (as in the 2015 statements) asked that both income and expenditure for the NZSTA annual conference be reported as separate line items. In the following graphical analysis, neither is reported separately; rather the net income is included in "other income". The reason for this is that the conference is completely self-funding through sponsorship and registration fees and as such is separate from NZSTA core business.

INCOME

NZSTA's income generally comes from three main sources:

- Subscriptions from members.
- Government and other contracts.
- Other activities.

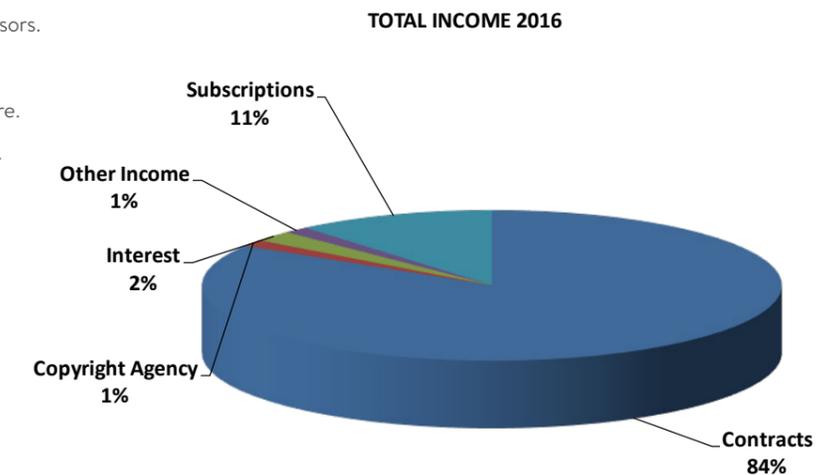
For 2016 "Contracts" provides for the delivery of the following:

- Professional development to boards.
- Employment relations advisors.
- Human resource advisors.
- Advisory and support centre.
- Elections in any given year.

At any one time there will be other areas of miscellaneous income that contribute to NZSTA's income base.

Variations in income

NZSTA's income (and expenditure) can vary significantly from one financial year to another due to the peaks and troughs of the school boards' three-year cycle.



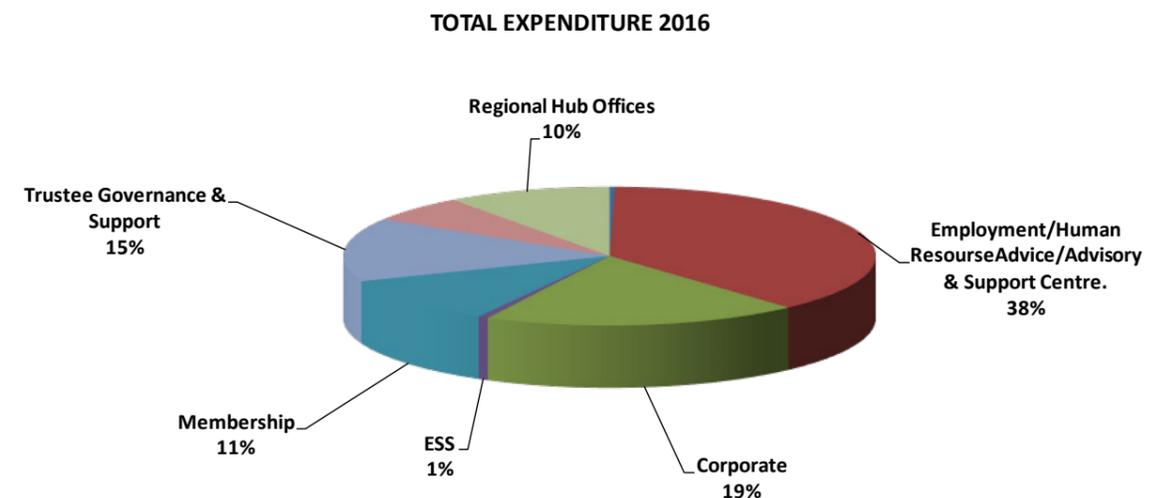
EXPENDITURE

NZSTA's key focus in 2016 was on the delivery of employment and human resources services, Advisory and Support Centre services, and trustee governance & support via both National Office and NZSTA Hub offices. In total these activities accounted for 63% of total expenditure.

19% of expenditure in 2016 was attributable to "corporate", which is the cost of running NZSTA. It includes wages, accommodation rental, capital expenditure, computers, cleaning, postage, paper and the myriad of other things that are required to be in place in order for the organisation to operate effectively.

There is no cross-subsidisation (and nor can there be) between government funded activity and member-funded activity.

Eleven percent of expenditure was incurred in member-funded activity (membership). This includes those activities specified in detail below.

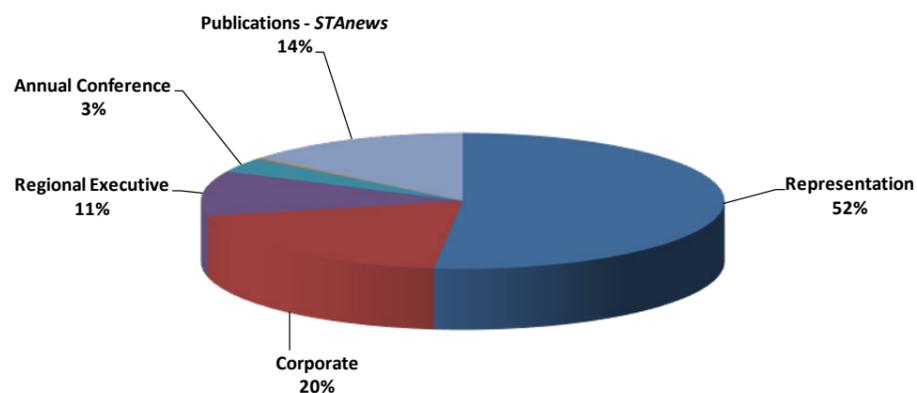


EXPENDITURE – MEMBERSHIP

This figure shows how the representation budget (that is, your subscriptions) was spent in 2016.

- Representation – this covers the representation activity with the Ministry of Education and other education sector groups, the provision of a full-time president, the operation of the NZSTA board, the cost of the AGM, communications, travel to regions, regional chair meetings, etc. This is an essential part of your subscription as it provides you with a strong voice in the education sector.
- Publications – this covers publications, with a large part of the cost being *STAnews*.
- Annual conference – this reflects the costs of executives attending the conference, and other specific parts of the annual conference (the majority of conference costs are met through the conference registration fee).
- Corporate overheads – each activity undertaken by NZSTA involves a share of the corporate costs. In the case of membership, 20% of expenditure is contributed to overall running costs.
- Regional executive – the cost of regional executive activities, for example, regional executive meetings, cluster meetings and regional newsletters.

MEMBERSHIP EXPENDITURE 2016

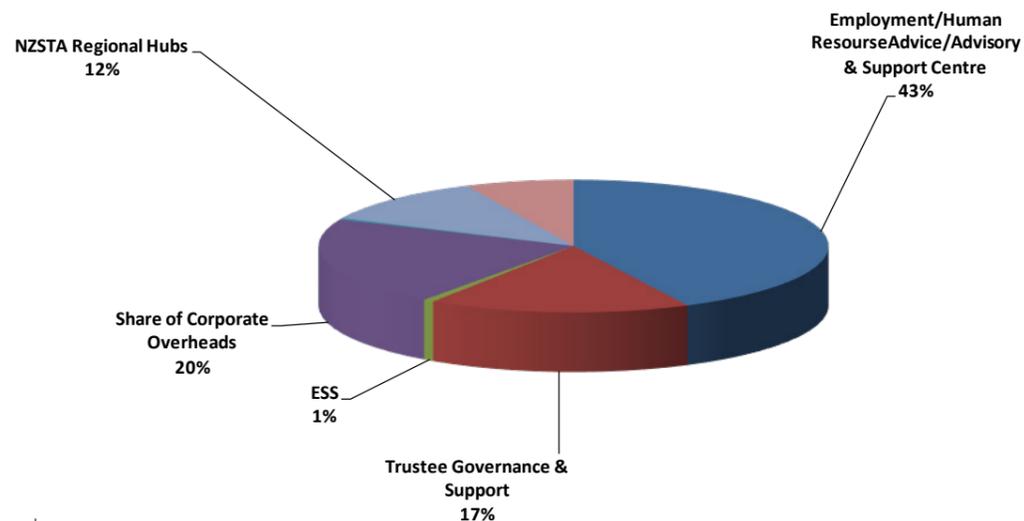


EXPENDITURE – SERVICES

This figure shows the services that were undertaken by NZSTA in 2016.

- Of the total services expenditure, 43% was expended on NZSTA's core employment relations service, call and the Advisory and Support Centre service, administrative advice, publications, collective agreement negotiations, etc.
- Of total services expenditure, 17% was expended on the delivery trustee governance and support services to schools.
- The emergency management staffing scheme (ESS) – provides short-term emergency "last resort" staffing for mainly small schools that cannot cover with current relief arrangements.
- Corporate overheads – 20% of overall service delivery expenditure went to corporate costs servicing NZSTA hubs – the cost of running regional offices over and above costs attributed direct to professional development, ESS and advisory services.

SERVICES EXPENDITURE 2016



NOMINATIONS OPEN FOR TEACHING EXCELLENCE AWARDS

Nominations are now open for the ASG National Excellence in Teaching Awards.

For 23 years, these awards have given communities in Australia and New Zealand the opportunity to formally thank their hardworking, inspirational teachers, principals and directors in early childhood, primary and secondary school education.

ABOUT ASG AND THE AWARDS

ASG is a not-for-profit, member-based organisation that helps to create educational opportunities for children. It's been helping families and their children for more than 40 years.

Established in 1996, the awards support ASG's mission to promote and encourage excellence in teaching, and raise the profile of the teaching profession. More than 4,000 teachers have received awards and more than \$940,000 has been awarded in professional development grants, prizes and endowments in Australia and New Zealand.

WHO CAN NOMINATE?

Parents, grandparents, secondary student councils, school boards/councils, parent associations, committees of management and community organisations can nominate teachers for these awards.

Teachers who are nominated have the chance of going on to the state and territory awards and then the National Awards. Professional development and project grants are up for grabs.

WHO CAN BE NOMINATED?

The awards are open to all qualified and registered teachers and principals in primary and secondary schools, and to qualified early childhood teachers and directors who teach preschool programmes for at least 20 hours a week.

ORDER YOUR PROMOTIONAL KIT

ASG is offering community libraries free promotional kits (comprising posters and postcards) to raise awareness of the 2017 awards and encourage people to nominate their inspirational educators. To request one for your library, visit asg.co.nz/neita or email neita@asg.co.nz.

NOMINATION CLOSING DATE

Nominations for the awards close on 22 June 2017. To nominate someone, go to asg.co.nz/nominate.



National Excellence in Teaching Awards

SNIPPETS



RESCINDING PAST BOARD DECISIONS

If your board of trustees wishes to rescind a decision made by a previous board – for example, in relation to disposing of surplus grounds or buildings – it's important to remember that these decisions aren't always reversible, and your board may be required to honour the legal commitments of the past.

If you've attended our Governance Essentials professional development workshop, you'll know that the board of trustees has a legal status that's independent of the individuals who serve on it. Trustees may be replaced with new trustees, but the legal standing of the board to which they belong remains intact.

Legally, decisions are made by the board, not by the individuals on it at the time. New trustees are required to honour the commitments made by the board before they took office, just as they must honour adopted board decisions, even if they oppose them in a vote.

If you're reviewing decisions made by your board in the past, it's a good idea to establish at the start of the process whether they can be changed. If you have any queries, contact our Advisory and Support Centre on 0800 STA HELP (0800 782 435), option 1, or email govadvice@nzsta.org.nz.

HOW DO YOU LIKE YOUR STANEWS?

Do you know that STAnews is available in two formats: hard copy and online pdf? Both are free as part of your NZSTA membership.

If you'd prefer to read the online version, please ask your board chair to email database@nzsta.org.nz, confirming the number of hard copies required and asking us to send the online version too. Note that the PDF version isn't designed to be printed; there's a definite loss of quality, even on the highest printer settings.

If you'd like to read back issues of STAnews, they're available at nzsta.org.nz/news-and-publications/news/stanews.

FLEXIBLE SCHOOL HOURS

Some schools taking advantage of the ability to vary their opening hours are discovering that their bus runs are not easily transferable to the new opening or closing times.

This may be because other schools using the same runs haven't made the same timetable changes, or because there are no buses available at the new time. School bus timetables are often linked to other public routes run by the bus companies, so what seems a simple change involving one bus may affect other timetabled services too.

If your school is considering a change of opening hours, contact your transport provider(s) as early as possible about the services available at the proposed new time. It's a good idea to use this information as part of your consultation with parents.

Depending on your school's location, school bus transport (including public bus routes your students use) is provided through your regional council and/or Ministry of Education service agent. For public bus routes your students use, you should speak to your local council. If your school charters bus services outside the public transport system, speak directly to your bus operator. However you go about this - consultation with other schools on the same bus route is critical.

WELCOME NEW STAFF



SADIE CRABTREE

Senior Adviser, ICT—National office

Sadie joins us after previously working at the Ministry for Primary Industries (MPI) for five years. During that time she supported their database and has recently become certified in Salesforce.

Sadie loves taking on new challenges, and is currently learning to sail in her spare time.



COURTNEY MOODY

Design and Communications Coordinator, National Office

Courtney has recently graduated from Victoria University with two degrees; a Bachelor of Design and Innovation and a Bachelor of Architecture studies. Her eye for detail and creative flair are making a huge impact and she is the new designer and collator of STAnews.

Courtney has a love for travel and this has exposed her to a variety of cultures, that have fueled her continuing love for design, architecture and people.



CAROL MURRAY-BROWN

Governance Adviser, Central South Hub

Carol has a legal background and joins us after many years with the Ministry of Justice where she has held multiple roles. She is a current serving member of Board of Trustees and that has inspired her to take her career in a different direction.



HEATHER SCOTT

Digital Communications Advisor, National Office

Heather's experience includes CRM database administration, coordination across marketing content and collateral, producing newsletters and blogs, updates to external and internal websites and social media content development. Heather will bring this experience, plus knowledge from her Marketing degree to the role at NZSTA.

Outside of work she is a very active individual with a competitive spirit, she is involved in a number of rowing groups as both a member and coach.



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NZSTA CONFERENCE, DUNEDIN 2017

Strategic Governance: A determination to drive high educational outcomes

FRIDAY 14 JULY-SUNDAY 16 JULY

The annual NZSTA conference is one of the highlights for our member boards and a chance to learn directly from the leading practitioners. It's about having an unrelenting focus on student achievement and making school success' our priority. All of this while meeting fellow trustees and exchanging information and ideas, whilst having a memorable experience. You are sure to leave motivated and inspired.

CONFERENCE MANAGER

If you have any queries please contact your conference manager EventMergers:

Registration and accommodation enquiries:

Bree Grooby
DDI 09 428 4783
Mobile 022 027 2011
Email bree@eventmergers.co.nz

Conference and sponsorship enquiries:

Carlene Martin
DDI 09 428 4783
Mobile 027 295 4309
Email carlene@eventmergers.co.nz

eventmergers.

conference & event management specialists

KEYNOTE SPEAKERS

This year three influential keynote speakers join us. Don't miss this opportunity to hear their expertise and insights.



Judge Andrew Becroft
Children's Commissioner



Judge Peter Boshier
The Chief Ombudsman



David Rutherford
Chief Commissioner,
Human Rights
Commission

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www.nzstaconference.co.nz