

# Papatoetoe Intermediate School Board

## Governance Manual 2022

The following documentation outlines

- The Papatoetoe Intermediate School Charter and Strategic Plan
- An introduction to our school and community
- Part A – Annually updated section – a list of those things a Board will receive in the first meeting of the year
- Part B – Governance Framework
- Part C - How we work as a Board; Governance Responsibilities (Board Responsibilities)
- Part D - Operational Responsibilities (Principal Responsibilities)
- Staff Code of Conduct Procedure
- Complaints Procedure
- Protected Disclosure Procedure
- Enrolment Policy
- School Map
- Annually updated information: Annual Plan/Map of the school/ Staff and structure/ Board contact details etc
- National Education Goals (NEGs)
- National Administration Guidelines (NAGs)

# Papatoetoe Intermediate School

*Whakapokai o Tara.*

*Lead, as Tara Led.*

*We must all 'Act Nobly'.*

## Creating and Pursuing Opportunities

### Capable staff

Consistently high-quality curriculum delivery, appropriate for all students  
Cooperative, collaborative, peaceful classrooms  
Cultural competencies ensure 'learning focused' relationships with whanau  
Ongoing curriculum improvement  
Part of the Papatoetoe Kahui Ako

### Empowering students

Inclusion and equity of access for all students  
Student leadership and mentoring  
Promote learners' rights and responsibilities; particularly student 'agency'  
We teach for positive mental health  
Students understand their learning pathways

All our people are 'STAR's'  
**Safety – Trust – Attitude - Respect**  
Ensure Success

Our students are  
**Effective Communicators, 'Connected',  
Learners with Healthy Minds and Bodies**

## Improving outcomes for every student

## Strategic Plan 2021 – 2026

	Strategic Goals	2021	2022	2023	2024	2025	2026	Measures
Capable staff	Consistently high-quality curriculum delivery, appropriate for all students	Leadership PD to improve teacher ‘coaching’ and mentoring						<ul style="list-style-type: none"><li>Papatoetoe Intermediate School is the school of choice</li><li>Higher levels of student engagement in classes</li><li>Our school is known as a place that supports teachers to become leaders</li><li>Evidence of improved student achievement and progress evidenced in achievement data</li></ul>
		Leaders work alongside teachers to improve consistency of curriculum delivery						
		Introduction to Kagan		Cooperative classrooms				
		Improve and extend resources across core curriculum, science and digital technologies						
			Develop ‘alternative’ learning programmes e.g. film, recording, robotics etc.					
		Writing PD focus	Maths PD focus	Reading PD focus	Writing PD focus	Maths PD focus	Reading PD focus	
		PLG Continued	Science/ Te Reo Maori/ Health and Physical Wellbeing/ Ed 4 Sus PD			Arts and Technology PD		
	Cooperative, collaborative, peaceful classrooms	Teachers support student-led restorative classrooms					PB4L Review	
		Provide ongoing teacher PD re behaviour strategies/ functions of behaviour/ neurodiversity						
	Cultural competencies ensure ‘learning focused’ relationships with whanau		Develop Cultural Competencies					
		Reflect our school communities through art works/ signage/ design/ use of language etc.						
	Ongoing curriculum improvement	Establish online reporting portals and e-portfolio						
		Ensure modern, responsive and inclusive classroom spaces; furniture, flexibility, varied and ‘eco-friendly’			Flexible and variable classroom spaces			

	Strategic Goals	2021	2022	2023	2024	2025	2026	Measures	
Empowering students	Inclusion and equity of access for all students	Provide an embedded range of Learning Support and GATE programmes						<ul style="list-style-type: none"><li>Evidence of increased student ownership of achievement and learning pathways</li><li>Improving student and whanau attendance and involvement data</li><li>Students are positively involved in school development</li><li>culture and environment evidenced in student-led and implement projects</li></ul>	
		All teachers teach and use Tikanga and Te Reo Maori			Review	Establishment of a school Te Reo/ Marae space			
		Development of culturally responsive school curriculum: cultural projects							
	Student leadership and mentoring	Increase and embed the range of student leadership programmes			Develop and embed culturally responsive student leadership programmes				
	Promote learners’ rights and responsibilities; particularly student ‘agency’			Promote the Rights and Responsibilities of the Learner across the school as a student project					
				Establish and embed critical and constructive student feedback to teacher processes and systems that improve Teaching and Learning and support teachers to adjust practices					
	We teach for positive mental health	Design, develop and deliver consistent, cohesive mental health programme designed for our adolescent students							

## 1. Our School and Community

Papatoetoe Intermediate School is a state funded co-educational intermediate school situated in Papatoetoe, as part of the greater Auckland City. The school has a long and proud history (opening in 1953) with the original name of Otara Intermediate School. The school has had a large number of students pass through the doors and produced a large number of national leaders, in a range of disciplines. It currently caters for approximately 700 Year 7 & 8 students. The MOE does expect the school roll to grow over the next ten years.

Papatoetoe is a suburban community in South Auckland. A number of families have a long association with the school, and community groups use school facilities. There are some facilities in the school which are modern and others that reflect the school's historic basis. The grounds are extensive, and trees are well established. The school has a strategic Property Plan and Finances are now becoming more stable. The school maintains an enrollment zone and most students live within that zone and come to our school from 8 contributing schools. Some students travel to school by bus. The school has a bike track and encourages students to come to and from school using 'sustainable transport'.

Papatoetoe Intermediate School is the Lead School for the RTL B Cluster 10; Manawanui and hosts 30 RTL B. The MOE and school have a financial agreement to manage the use the RTL B services and funding in accordance with MOE requirements. Papatoetoe Intermediate School also hosts Mt Richmond Special School satellite classes. The school is also the fund holder for the Papatoetoe Primary Principals' Association and the DP/DP Association.

Professional development of all staff is regarded as very important. Teachers and teacher aides all are provided with career support and developmental opportunities and supported to attend courses. Staff meetings are devoted to professional development and consultants assist the school in developing and delivering high quality programmes. The school is part of the Papatoetoe Kahui Ako and participates whole heartedly in the collective development.

The school has a philosophy of 'future focused' learning and every student has access to a device and can bring their own. Education for Sustainability, Technology, The Arts (Visual Arts, Performance Arts and Music), Digital Technology, Learning Languages, Te Reo Maori, Aotearoa; New Zealand History along with PE and Health, Science, Social Sciences, Reading, Writing (Literacies) and Mathematics and Statistics are provided in a structured and well developed curriculum provision.

Student leadership is a key facet of the school culture, and all students are offered leadership opportunities. Sports, Enrichment and Extension, Cultural Groups, Peer Mediation and House Groups provide some of the structures for leadership development. Students are supported to understand their own learning and progress. Students also participate in class, meetings, collective meetings and have a say in school development.

## Advice and Support – contacting NZSTA

Papatoetoe Intermediate School is a member of NZSTA as a result all of the members of this school Board are able to access NZSTA support and training. Members will receive regular emails and updates from NZSTA and invitation to training seminars (we strongly encourage members to attend). NZSTA will also provide Board specific training if requested – talk to the Presiding member about this if you think it would be useful.

Board members will receive an invitation to 'log in' and create a password. It is best to do this asap.

Link - <https://www.nzsta.org.nz/>

## Part A: Annually updated section

1. Trustee register
2. Board workplan
3. Charter/Strategic plan – our number 1 policy
4. Delegations list

*See at the end of this document*

## Part B: Governance policies - how we work as a board

	Outcome statements	Approved/reviewed	Next review
1. Board roles and responsibilities policy	The Papatoetoe Intermediate School Board is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.		
2. Member code of behaviour policy	The Board will act in an ethical and respectful manner.		
3. Member remuneration and expenses policy	Remuneration and reimbursement of expenses to trustees is transparent, fair and reasonable.		
4. Conflict of interest policy	The Board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.		
5. Chair role description policy	The Board is effectively led.		
6. Staff elected Board member role description policy	The staff representative brings a staff perspective to Board discussion and decision making.		
7. Relationship between Presiding Member and Principal policy	The relationship between the Presiding Member and the Principal is based on trust, integrity and mutual respect.		
8. Principal performance management policy	A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board.		

# 1. Board roles and responsibilities policy

## Outcome statement

The Papatoetoe Intermediate School Board is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.

## Scoping

The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked. The board sets the strategic direction for the school and governs via its policies, which it entrusts to the principal to implement.

## Delegations

Accountability rests with the whole board, with no individual trustee or committee having decision-making authority unless it has been delegated and documented.

## Expectations and limitations

Board actions		Standards
1. Sets the strategic direction and long-term plans and monitors the Board's progress against them.	1.1	The Board leads the annual charter/strategic plan review process.
	1.2	The Board sets/reviews the <b>strategic aims by 1 December each year.</b>
	1.3	The Board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education by 1 March each year.
	1.4	Regular Board meetings include a report on progress towards achieving strategic aims.
	1.5	The charter/strategic plan is the basis for all Board decision making.
2. Monitors and evaluates student progress and achievement.	2.1	The Board approves an annual review schedule covering curriculum and student progress and achievement reports.
	2.2	Reports are received at each regular Board meeting from the principal on progress against the annual plan, highlighting risk/success.
	2.3	Information reported to the Board is thoughtfully discussed, critiqued and challenged.
	2.4	Targets in the Annual Plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities.
3. Appoints, assesses the performance of and supports the principal.	3.1	Principal's performance management system is in place and implemented.
4. Approves the budget and monitors financial management of the school.	4.1	Budget is approved by the first meeting each year.
	4.2	Satisfactory performance of financial management against budget is in evidence.
5. Effectively manages risk.	5.1	The Board has an effective governance model in place.
	5.2	The Board remains briefed on internal/external risk environments and takes action where necessary.
	5.3	The Board identifies trouble spots in statements of audit and takes action if necessary.
	5.4	The Board ensures the Principal reports on all potential and real risks when appropriate and takes appropriate action.
6. Ensures compliance with legal requirements.	6.1	New members read and understand the governance framework including policies, the school charter/strategic plan, board induction pack and requirements and expectations of Board members
	6.2	New and continuing members are kept aware of any changes in legal and reporting requirements for the school.
	6.3	The Board seeks appropriate advice when necessary
	6.4	Accurate minutes of all Board meetings are approved by the Board and signed by the Presiding Member
	6.5	Individual staff/student matters are always discussed in public-excluded session.
	6.6	Board meetings have a quorum.
7. Ensures Board members attend Board meetings and take an active role.	7.1	Board meetings are effectively run.
	7.2	Board members attend Board meetings having read Board papers and reports and are ready to discuss them.

	7.3	Attendance at 80% of meetings (minimum).
	7.4	No unexplained absences at Board meetings (three consecutive absences without prior leave results in immediate step-down – refer <a href="#">Education Act 1989 s104 (1) (c)</a> )
8. Approves major policies and programme initiatives.	8.1	The board approves programme initiatives as per policies.
	8.2	The board monitors implementation of programme initiatives.
9. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.	9.1	The Treaty of Waitangi is obviously considered in Board decisions.
	9.2	The Board, Principal and staff are culturally responsive and inclusive.
10. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	10.1	The Board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements).
	10.2	The Board ensures there are personnel policies in place and they are adhered to (code of behaviour).
	10.3	The Board ensures there is ongoing monitoring and review of all personnel policies.
11. Deals with disputes and conflicts referred to the Board as per the school's concerns and complaints procedures.	11.1	Successful resolution of any disputes and conflicts referred is achieved.
12. Represents the school in a positive, professional manner.	12.1	Code of behaviour is adhered to.
13. Oversees, conserves and enhances the resource base.	13.1	Property/resources meet the needs of the student achievement aims.
14. Effectively hands over governance to new board/members at election time.	15.1	New Board members are provided with induction and a copy of the board's governance manual.
	15.2	New Board members are fully briefed and able to govern following attendance at an orientation programme.
	15.3	Appropriate delegations are in place as per <a href="#">Schedule 6 (17)</a> of the Education Act.
	15.4	Board and Board members participate in appropriate ongoing professional development.

## Procedures/supporting documentation

- Board of Trustees Handbook and Induction process
- Board agenda and minutes
- Board delegations
- Conflict of Interest declarations

## Monitoring

- Board Meeting Review Survey sheets and data
- Board PD record

## Legislative compliance

[Education Act 1989](#)

[Employment Relations Act 2000](#)

[State Sector Act 1989](#)



## 2. Board member code of behaviour policy

### Outcome statement

The Board will act in an ethical and respectful manner

### Scoping

Every member of the Papatoetoe Intermediate School Board will have access to the code of behaviour and opportunities to discuss its expectations of their conduct. Board business will be conducted in an ethical and respectful manner, in accordance with legislation and Board policy.

### Expectations and limitations

As members of an effective governance team, each member of the Board shall:

- ensure the needs of all students and their achievement is paramount
- be loyal to the school and its mission
- maintain and understand the values and goals of the school
- protect the special character of the school
- publicly represent the school in a positive manner
- respect the integrity of the Principal and staff
- observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school
- be diligent and attend Board meetings prepared for full and appropriate participation in decision making
- ensure that individual trustees do not act independently of the Board's decisions
- speak with one voice through Board policies and ensure that any disagreements with the Board's stance are resolved within the Board
- in the course of Board meetings, disclose any interests in a transaction or decision where they, their family and/or partner, employer or close associate will receive a benefit or gain and leave the meeting for the duration of discussion and/or voting in relation to the matter
- recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the Principal or staff
- recognise that only the Presiding member (working within the Board's agreed chair person's role description or delegation) or a delegate working under written delegation can speak for the Board
- continually self-monitor their individual performance as trustees against policies and any other current Board evaluation tools
- be available to undertake appropriate professional development.

### Procedures/supporting documentation

- Board Minutes and survey data/ Board Handbook

### Monitoring

- Board will discuss meeting survey data every 6 months

### Legislative compliance: [Education Act 1989](#)

Reviewed: August 2022

Next review: July 2025

### 3. Board member remuneration and expenses policy

#### Outcome statement

Remuneration and reimbursement of expenses to Board members is transparent, fair and reasonable.

#### Scoping

The Board exercises its right to set the amount that the and Presiding member and other board members are reimbursed for attendance at board meetings. These honoraria cover the expense of attending board meetings and are not payment for work undertaken.

The Principal, as a member of the Board, is entitled to the same payment as all other Board members except the Presiding member.

Any other payments or reimbursements are at the discretion of the Board.

#### Expectations and limitations

Currently at Papatoetoe Intermediate School:

- the Presiding Member **receives \$150 per Board meeting**
- elected board members **receive \$100 per Board meeting**
- there is no payment for working group/committee meetings
- attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the Presiding Member
- costs associated with attendance at professional development sessions may be met by the Board but prior approval must be sought
- all other reimbursements are at the discretion of the Board and must be approved prior to any spending occurring.

#### Procedures/supporting documentation

School reimbursement claim form

#### Monitoring

Board will check and discuss Board expenditure every 6 months as part of the Finance discussion at the Board meeting

#### Compliance

[Income Tax Act 2007](#)

[IRD Honoraria payments to school trustees](#)

Reviewed: August 2022

Next review: July 2025

## 4. Conflict of interest policy

### Outcome statement

The Papatoetoe Intermediate School Board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of Board decisions and reputation of Board members.

### Scoping

The Board shall create a register of all Board members detailing any interests, relationships or holdings that could potentially result in a conflict of interest. This register shall be updated whenever a Board member's circumstances change, or a new member joins the Board. It should be reviewed at the start of each school year and following Board elections.

Board members who have a conflict of interest shall be excluded from relevant Board meetings (or relevant parts of Board meetings).

### Expectations and limitations

All staff and Board members will effectively manage conflicts of interest between the interests of the school on one hand and personal, professional and business interests on the other. This includes managing potential and actual conflicts of interest as well as perceptions of conflicts of interest.

Any Board member who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a member must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter.

Any Board member who is a member of the board's staff must be excluded from any meeting while the Board discusses, considers, considers anything relating to, or decides on any matter relating to their own employment or a complaint received against them.

Any Board member who is a student enrolled at the school must be excluded from any meeting while the Board discusses, considers, considers anything relating to or decides on any matter relating to them as an individual student.

In the course of Board meetings, Board members will disclose any interests in a transaction or decision where their family and/or partner, employer or close associate will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question.

### Procedures/supporting documentation

Disclosure of interest statements

### Monitoring

- Conflict of Interest declaration documents will be made available at every Board meeting

### Legislative compliance

Reviewed: August 2022

Next review: July 2025

## 5. The Presiding Member's role description policy

### Outcome statement

The Papatoetoe Intermediate School Board is effectively led.

### Scoping

- ✓ The Presiding Member is the leader of the Board and works on behalf of the Board with the Principal on a day-to day basis.
- ✓ The Presiding member establishes and nurtures a positive professional working relationship with the principal.
- ✓ The Presiding member represents the Board to the broader community and works in partnership with the Principal to safeguard the integrity of the Board's processes.
- ✓ The Presiding member often represents the Board to the school and wider community and agencies such as the Ministry of Education and the Education Review Office and carries a responsibility to safeguard the integrity of the Board.
- ✓ The Presiding member presides over Board meetings and ensures that each member has a full and fair opportunity to be heard and understood by the other members of the Board and that decisions that are in the best interest of the school, its students and staff are reached.

### Delegations

The Board delegates management of the relationship between the Board and the Principal to the Presiding member.

*The Board may choose to agree other delegations to the Presiding Member.*

### Expectations and limitations

The Presiding member:

- is appointed by election at the first Board meeting of the year except in a triennial Board election year where it shall be at the first meeting of the Board\*
- acts within Board policy and delegations at all times and not independently of the Board
- leads the Board members and develops them as a cohesive and effective team
- welcomes new members, ensures that disclosure of any conflicts of interest is made and the code of behaviour is understood (and signed) and leads new trustee induction
- assists Board members' understanding of their role, responsibilities and accountability, including the need to comply with the trustee code of behaviour policy
- ensures the work of the Board is completed
- sets the Board's agenda and ensures that all Board members have the required information for informed discussion of the agenda items
- ensures the meeting agenda content is only about those issues that, according to Board policy, clearly belong to the Board to decide
- effectively organises and presides over Board meetings, ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987\* and any Board protocols and policies
- ensures interactive participation by all Board members
- represents the Board to external parties as an official spokesperson for the school except for those

matters where this has been delegated to another person

- is the official signatory for the Board, including for annual accounts\*
- is responsible for promoting effective communication between the Board and wider community, including communicating appropriate board decisions
- establishes and maintains a productive working relationship with the Principal
- ensures the Principal's performance agreement and review are completed on an annual basis
- ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
- ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint.

\* Legislative requirement

## Procedures/supporting documentation

Governance policies

## Monitoring

- Board Meeting review sheets will be completed at every meeting. Data will be collated and discussed every 6 months.
- The Board elected Presiding member will be provided with an external trainer appointed by the Board. This will be budgeted for each year up to the value of \$400.
- The Board Chair will work under the advice of NZSTA

## Legislative compliance

[Education Act 1989 Schedule 6](#)

[Local Government Official Information and Meetings Act 1987](#)

Reviewed: August 2022	Next review: Month prior to meeting when Presiding member is elected
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## 6. Staff elected Board members role description policy

### Outcome statement

The staff elected member brings a staff perspective to Board discussion and decision making.

### Scoping

As a Board member, the staff elected Board member is elected by their peers to serve the interests of the school at governance level. They have equal voice, vote, standing and accountability to any other Board member.

### Expectations and limitations

Staff elected Board member accountability measures		Standard
1. To work within the Board's charter/strategic plan.	1. 1	The charter/strategic plan is obviously considered in Board decisions.
2. To abide by the Board's governance and operational policies.	2. 1	The staff elected Board member has a copy of the governance manual and is familiar with all Board policies.
3. The staff Board member is first and foremost a Board member and must act in the best interests of the students at the school at all times.	3. 1 3. 2	The staff elected Board member is not a staff advocate. The staff elected Board member does not bring staff concerns to the Board.
4. The staff elected Board member is bound by the Board members code of behaviour.	4. 1	The staff elected Board member acts within the code of behaviour.
5. It is not necessary for the staff elected Board member to prepare a verbal or written report for the Board unless specifically requested to by the Board.	5. 1	No regular reports from the staff elected Board member are received unless a request has been made by the Board on a specific topic.

### Procedures/supporting documentation

- Board Handbook and Induction processes
- Board Meeting review sheets and data. Data is reviewed every six months.

### Monitoring

- Board Meeting review sheets and data. Data is reviewed every six months.
- The staff elected trustee is supported to attend Board general and role-specific training

### Legislative compliance

Review schedule: Triennially	
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## 7. Relationship between Presiding Member and Principal policy

### Outcome statement

The relationship between the Presiding member and the Principal is based on trust, integrity and mutual respect.

### Scoping

A positive, productive working relationship between the Principal and the Presiding member is both central and vital to the school.

The Presiding member and Principal should act as sounding boards, both supporting and challenging, in order to hold the school to account for achieving the goals and targets that have been set.

The Presiding member has no authority except that granted by the Board. The Presiding member does not act independently of the Board.

### Delegations

The Presiding member and Principal meet regularly to:

Discuss personnel matters including complaints against staff members (including the principal), performance management, disciplinary matters, leave over 5 days, applications for long term leave, principal applications for leave etc.

***The Presiding member is delegated to Act on behalf of the Board in:***

- Principal appraisal – To select, with the principal, an appraiser; To agree on appraisal goals; To confirm a contract and timeframes; To check on progress and confirm appraisal/ performance management summary
- Complaints against the Principal – To hear the complaint; To decide the initial level of action required; To seek resolutions if that is a straight forward matter
- To approve payments when the Principal is unable
- To meet with the Ministry of Education
- To speak to the media
- To sign approved contracts
- Seek legal advice – initially from NZSTA
- Notify the schools insurer
- To represent the Board at public meetings
- To attend mediation in the event of a personal grievance
- To negotiate financial settlements on behalf of the Board

### Expectations and limitations

- The Presiding member and Principal must work as a team, and there should be no surprises.
- The relationship must be professional.
- Each must be able to counsel the other on performance concerns.
- The Presiding member supports the Principal and vice versa as appropriate.
- Each agrees not to undermine the other's authority.
- There is agreement to be honest with each other.
- Each agrees and accepts the need to follow policy and procedures.

- Neither party will deliberately hold back important information.
- Neither party will knowingly misinform the other.

### Procedures/supporting documentation

- Board Handbook and Induction processes.
- Board Meeting review sheets and data. Data is reviewed every six months.
- Minutes are kept of Presiding member and Principal meetings

### Monitoring

- The Presiding member reports to the Board about any actions taken independently of the Board
- The Presiding member invites the Principal appraiser to the Board meeting and together they present the annual appraisal summary

### Legislative compliance

Reviewed: August 2022	Next review: July 2025
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## 8. Principal performance management policy

### Outcome statement

A fair and transparent performance management process recognises the professionalism of the Principal and the accountabilities of the Board.

### Scoping

An annual performance agreement will be established between the Board and Principal and be in place at the beginning of each school year.

The Principal's performance against this agreement will be reviewed throughout the year, and a final report will be prepared and presented to the Board at the end of the school year.

The prime focus of the agreement will be that every student at the school is able to attain their highest possible standard in educational achievement.

A budget for professional expenses and for professional development will be established annually in accordance with the Principal's professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the Board.

Any overseas trips for professional development must be approved by the school Board at least one term in advance of the event.

Professional development expenses may include but are not confined to continuing education, books and periodicals, mentoring and attendance at professional conferences.

### Delegations

The Presiding member (or personnel committee of the Board) will ensure an annual performance review is carried out in accordance with this policy.

### Expectations and limitations

- The review process will occur annually, providing a written record of how the Principal has performed as per the terms of the performance agreement and identifying professional development needs.
- The Principal's performance will be formally reviewed on an annual basis by duly delegated members of the Board and, optionally at the Board's choice, an independent consultant who specialises in education.
- Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
- There will be three interim reviews, one each term preceding the annual formal review, between the Principal and Presiding member or delegate(s) to discuss progress.
- The Principal will be reviewed on the criteria set out in the performance agreement – performance objectives, professional standards, learning and development objectives and fulfilment of additional duties that require concurrence payment.
- If the Principal and the Board disagree on the performance objectives, the Board, after considering the Principal's input, will amend the disputed objectives or confirm the unchanged objectives. The Board's decision will be final.
- The Presiding member, delegate(s) and consultant may gather information from staff, parents or any

other relevant members of the larger school community who can provide feedback on how the Principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.

- The Principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied, with the Principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the Principal. The Principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the Principal's views before deciding to either amend the report in accordance with the Principal's views or let the report stand with the Principal's comments attached.
- The Presiding member /delegate(s)/consultant will present the final report/summary back to the Board with the result of the review. The Principal may/may not be present at the presentation and/but will have the opportunity to address the Board. The Principal will then exit, and further discussion may continue among the Board.
- The Principal will be informed personally and in writing of the final outcome following the report discussion.
- The performance agreement and results of the review are confidential to the principal, the board and their agents unless both parties agree to wider distribution.

### Procedures/supporting documentation

- Principal's performance management agreement and contract
- Principal's appraisal summary
- Outcome of discussion (if there is discussion without the Principal being present)
- Board minutes

### Monitoring

- The Presiding member (or personnel committee of the board) will monitor appraisal progress with the Principal and Principal's appraiser
- The Presiding member (or personnel committee of the board) will ensure the process is fair and compliant with legal expectations

### Legislative compliance

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Reviewed: August 2022

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Next review: July 2025

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## Part C: Governance processes and procedures – ways in which we ensure effective governance

	Approval date	Reviewed	Next review
<b>1. Meeting protocols</b>			
1.1 Public attending board meetings			
1.2 Meeting agenda			
1.3 Meeting checklist			
1.4 Evaluation of meeting			
<b>2. Committee principles</b>			
2.1 Review committee terms of reference			
2.2 Student behaviour management committee terms of reference			
2.3 Finance committee terms of reference and annual calendar			
<b>3. Board member induction process</b>			
<b>4. Concerns and complaints process</b>			
4.1 Board complaints checklist			
<b>5. Internal evaluation process</b>			
5.1 Triennial review programme			

## C1 Meeting protocols

The Papatoetoe Intermediate School Board is committed to effective and efficient meetings and, to this end, sets out the following guidelines for the conduct of Board meetings.

### Timing of meetings

- Dates and times of meetings will be set in the board workplan and usually held on the **last Monday** of the month, starting at **6.00pm and finishing no later than 8.30pm**.
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting

### Agenda and meeting papers

- The Presiding member is responsible, in liaison with the Principal, for the preparation of an agenda prior to each meeting.
- The Principal is to ensure that secretarial services are provided to the Board.
- Agenda items are to be notified to the chair **5** days prior to the meeting.
- The agenda and Board papers will be circulated to board members at **least 5 days** prior to the meeting.
- The Board should have access to all correspondence. Correspondence that requires the Board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that Board members can read it if required.
- The agenda for the part of each meeting that is open to the public will be posted on the Board's section of the school website at **least 48 hours prior to** the meeting and copies made available at the meeting place for any members of the public.
- Late items will only be accepted with the approval of the Board and in rare circumstances where a decision is urgent.
- The order of the agenda may be varied by resolution at the meeting.
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the meeting documentation.
- The agenda is to be collated with the items placed in order and marked with an agenda item number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.

### Public participation

- The Board meeting is a meeting open to the public rather than a public meeting.
- Only Board members have automatic speaking rights.
- Public participation is at the discretion of the Board.
- Public attending the meeting, including staff members not elected as the staff representative, are given a notice about their rights regarding attendance at the meeting – see C1.1 Public attending Board meetings.

### Exclusion of the public

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 1987. The wording to be used in the motion to exclude the public is found in Schedule 2A of the Act. The board must make the reasons for excluding the public clear. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.\*

- Persons may be asked to remain after the public has been excluded because they possess knowledge that will be of assistance in relation to the matter to be discussed. The Board must pass a resolution that they may remain.

### **Conduct of meetings**

- A quorum of more than half the members currently holding office is required.\*
- Board members will declare any conflict of interest at the beginning of the meeting.
- Any Board members with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.\* A pecuniary interest arises when a Board member may be financially advantaged or disadvantaged as a result of decisions made by the Board (contracts, pay and conditions). A conflict of interest is when an individual trustee could have or could be thought to have a personal stake in matters to be considered by the Board.
- The Presiding member shall be appointed by election at the first meeting of the year except in the triennial election year where it will be at the first meeting of the newly elected Board.\*
- The elected Presiding member (or, in their absence, a non-school-based Board member) presides at meetings.
- Only apologies received from those who cannot be present must be recorded. Board members who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave, a member must request leave from the Board at a Board meeting, and the Board must make a decision whether or not to grant it.\*
- Points of order are questions directed to the Presiding member that require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.
- The Board's normal meeting procedures may be suspended by resolution of the meeting.

### **Decision-making process**

- All decisions are to be taken by open voting by all members present.
- In the event of tied voting on a resolution, the chair may exercise a casting vote in addition to their deliberative vote.\*
- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chair and are then open for discussion.
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.
- No further amendments may be accepted until the first one is disposed of.
- The mover of a motion has right of reply.
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.
- When a matter cannot be resolved or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

### **Minutes**

- Board meeting minutes will be taken by a contracted, paid minute secretary who is not a member of the Board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.

- Minutes are sent to the chair for checking within 3 working days and distributed electronically to the board within 7 working days. Requests for corrections or amendments should be submitted by email to the Presiding member as soon as possible to ensure accurate minutes can be confirmed at the next meeting.
- Minutes to be tabled for approval should be included in documentation made available to all Board members prior to the meeting.

### Special meetings\*

- A special meeting may be called by delivery of notice to the Presiding member signed by at least one-third of Board members currently holding office.
- Meetings can be held via audio, audio and visual or electronic communication providing:
  - o all Board members who wish to participate in the meeting have access to the technology needed to participate, and
  - o a quorum of members can simultaneously communicate with each other throughout the meeting.

### Legislative requirement

#### *Additional Notes:*

#### **Meeting Procedures**

##### General:

- Meetings will generally be held monthly, (at least 8 per year) – usually 10 are set
- The quorum shall be more than half the members of the Board currently holding office.
- The Presiding Member shall be elected at the first meeting of the year except in a triennial election year, when the election of a Chairperson must be made at the first meeting held after the election<sup>1</sup>.
- The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.
- Any Board Member with pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.

##### Time of Board Meetings:

- Regular meetings will be held on the last Monday of each month and commence at 6pm.

##### Special Board meetings:

- A special meeting may be called by delivery of notice to the Presiding signed by at least one third of the members.

##### Exclusion of the Public:

- The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accord with the Meetings Act.

##### Public Participation:

- Public will not normally be allowed free discussion during the meeting.
- Public participation is at the discretion of the Presiding Member.
- Public attending the meeting will be informed about their rights to participation in the meeting.

##### Motions/Amendments:

- All motions and amendments moved in debate must be seconded unless moved by the Presiding Member.
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.
- No further amendments may be accepted until the first one is disposed of.
- The mover of a motion has right of reply.

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<sup>1</sup> MoE Circular 2006/14

- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.

#### **Termination of debate:**

- All decisions will be taken by open voting by all Members present.

#### **Suspension of Meeting Procedures:**

- Standing Orders may be suspended by resolution of the meeting.

#### **Agenda:**

- The order of the Agenda may be varied by resolution at the meeting.

### **Procedural Information**

1. The planning year for the Board is from 1 January to 31 December.
2. Student Achievement Data and reporting against the National Standards will be provided to the MoE as part of the Analysis of Variance by 1 March each year
3. The updated charter and annual report will be lodged with the Ministry of Education by 31st May each year.
4. RTLB provide information to the MOE Wellington (Audited Accounts and A Report on the Funding Agreement) by 1 May

### **Papatoetoe Intermediate School Board Constitution – for Review in March 2025**

The constitution of the Papatoetoe Intermediate School Board is:

- Four Ministry selected members
- Three parent elected members
- A staff elected trustee
- Principal
- up to 3 co-opted Board members  
A Board can co-opt people on to the Board as it sees fit. Co-opted trustees do not fill vacancies; they are additional to the total number on the Board.<sup>2</sup>
- Exercise governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.
- be held with the expectation that Members have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour
- have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act. Decisions by the Board are fully recorded but remain confidential. The Board needs to:
  - Make the reasons for excluding the public clear
  - Reserve the right to include any non-Board member it chooses

### **Board members must attend meetings.**

- If more than 3 meetings are missed that Member's position is automatically annulled.
- Board members should read all the Board Papers prior to the Board meeting and have any agenda items questions etc. available to the Presiding Member the day prior to the meeting.
- Board members are provided a device and a school email to increase Board security.

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<sup>2</sup> NZSTA Trustee Handbook

## C1.1 Public attending board meetings

The Papatoetoe Intermediate School Board welcomes public presence at Board meetings and hopes that members of the public enjoy their time observing Board meetings. Members of the public include staff, students and parents of the school who are not trustees on the Board.

These procedures will be provided to members of the public attending meetings so that they understand the rules that apply and will be followed unless otherwise authorised by the Board:

- Board meetings are not public meetings but meetings held in public.
- If the meeting moves to exclude the public (usually to protect the privacy of individuals), members of the public will be asked to leave the meeting until this aspect of business has been concluded.
- Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably, this request has been made in advance. Public participation is at the discretion of the Board.
- Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of 15 minutes per interest group.
- No more **than 3 speakers** on any one topic.
- Speakers are not to question the Board and must speak to the topic.
- Board members will not address questions or statements to speakers.
- Speakers shall not be disrespectful or offensive or make malicious statements or claims.
- If the chair believes that any of these have occurred or the speaker has gone over time, they will be asked to finish.

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This procedure approved: August 2022:

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## C1.2 Meeting agenda

A typical agenda will be as follows:

### Board meeting agenda – date

	Policy reference	Led by	Time
<b>1. Administration</b>			5 mins
1.1 Present			
1.2 Apologies			
1.3 Declaration of interests			
<b>2. Strategic decisions</b>			30–45 mins
2.1 Strategic decisions made if required	Operational/ governance policy		
<b>3. Monitoring</b>			45–60 mins
3.1 Ongoing summary of progress to date in relation to annual plan			
3.2 Expert presentation			
3.3 Data analysis			
3.4 Exploration of key result area (goals)			
3.5 Finance and audit report			
<b>4. Strategic discussions</b>			30–45 mins
4.1 Exploration of special issue or project (e.g. budget, principal performance agreement/ appraisal, delegations)			
4.2 Education Gazette			
<b>5. Identify agenda items for next meeting</b>			5–15 mins
<b>6. Administration</b>			5–15 mins
6.1 Confirmation of minutes			
6.2 Correspondence			
<b>7. Meeting closure</b>			5–15 mins
7.1 Comments on meeting procedures and outcomes			
7.2 Preparation for next meeting			

Notes:

- Correspondence is listed on the back of the agenda.
- List of current delegations is attached to the agenda.

## C1.3 Meeting checklist – 2023

### Term 1 2023

3 February	Notes
3 March	Notes

### Term 2 2023

3 April	Notes
3 May	Notes
3 June	Notes

### Term 3 – 2023

3 July	Notes
3 August	Notes
3 September	Notes

### Term 4 – 2023

3 October	Notes
3 November	Notes
3 December	Notes

## Meeting checklist – 2023

### Term 1 2023

3 February	Notes
Elect Presiding member	
Review analysis of variance /statement of variance (AoV/SoV)	
Approve Annual Plan and Annual Budget	
Confirm/sign Principal performance agreement	
Review reporting to parents from previous year	
Sign financial attestation	
Review and update self-review schedule	
Teacher registration and Police vetting (non-teaching) report	
Property regularly audited	
Sign annual health and safety attestation	
Plan Board professional development for year	
Confirm school year dates	
RTLB Annual Budget, Annual Plan and Data report	
3 March	Notes
March roll return	
Charter/strategic plan – aim 1 review	
Student achievement/progress report	
Sign off SUE reports (monthly)	
Monitor budget	
Review concerns and complaints procedure	
EEO policy report	
Management unit report	
Use of physical restraint report (as/when required)	
Hazard management report (termly)	
Report on international students	

### Term 2 – 2023

3 April	Notes
Charter/strategic plan – aim 2 review	
Monitor budget	
Student achievement/progress report	
Principal performance review report	
Governance policy review	
3 May	Notes
Charter/strategic plan – aim 3 review	
Monitor budget	
Student achievement and progress report	
Emergency planning and procedures report	
3 June	Notes
Religious education community consultation	
Charter/strategic plan – aim 1 review	
Priority groups report: <ul style="list-style-type: none"> <li>- Māori students</li> <li>- Pasifika students</li> <li>- Students with special education needs</li> </ul>	
Monitor budget – mid-year review	

Operational policy review	
Plan 10YP	
Evacuation procedure report	

### Term 3 – 2023

3 July	Notes
July roll return	
Charter/strategic plan – aim 2 review	
Reporting to parents mid-year review	
Monitor budget	
Student achievement/progress report	
Report on internet safety	
Principal performance review report	
Update on international students	

3 August	Notes
Charter/strategic plan – aim 3 review	
Monitor budget	
Student achievement/progress report	
Employer responsibilities policy review	
Review planning and reporting processes	

3 September	Notes
Health curriculum community consultation	
Charter/strategic plan – aim 1 review	
Community consultation ahead of planning for next year	
Monitor budget	
Student achievement/progress report	
Evacuation procedure report	

### Term 4 – 2023

3 October	Notes
Charter/strategic plan – aim 2 review	
Monitor budget	
Present draft planning for next year	
Student achievement/progress report	
Teaching and non-teaching staff performance review report	

3 November	Notes
Charter/strategic plan – aim 3 review	
Monitor budget	
Develop budget for next year	
Confirm planning for next year	
Student achievement/progress report	

3 December	Notes
Principal performance end of year report	
Draft AoV/SoV	
Student achievement/progress report	
Budget – end of year report and approve budget for next year	
Evacuation procedure report	



## C1.4 Evaluation of meeting on [date] chaired by [name]

1. How well do you think we achieved the objectives for the meeting based on the agenda?

Not at all					Very well
1	2	3	4	5	

Comment:

2. How well do you think the board works as a team?

Not at all					Very well
1	2	3	4	5	

Comment:

3. How satisfied are you with how the meeting was chaired?

Not at all					Very well
1	2	3	4	5	

Comment:

4. How satisfied are you with your participation and contribution as an individual?

Not at all					Very well
1	2	3	4	5	

Comment:

5. Is there anything that you believe could improve our meeting process?

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Name: (Optional) \_\_\_\_\_

## C2 Committee principles

The Board may set up committees/working parties to assist it to carry out its responsibilities and due process (e.g. staff appointments, finance, property, disciplinary).

The Education Act 1989 Schedule 6 (17) gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money.

Board committees:

- are to be used sparingly to preserve the Board functioning as a whole when other methods have been deemed inadequate
- can include non-Board members but at least one must be a member
- may not speak or act for the board except when formally given such authority for specific and time-limited purposes – such authority will be carefully stated in order not to conflict with authority delegated to the Principal or the Presiding member
- assist the Board chiefly by preparing policy alternatives and implications for Board deliberation
- are intended to assist the Board and not to advise or carry out the work of staff
- must act through the Board and can only recommend courses of action unless they hold delegated authority to act on the Board's behalf
- are to have terms of reference drawn up as required, usually containing information as to their:
  - purpose
  - membership
  - delegated authority.

The Papatoetoe Intermediate School Board currently has the following standing committees

- Disciplinary committee

Any other committees established for special purposes should conform to the above principles.

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Date of approval:

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## C2.1 Review committee terms of reference

### Purpose

To monitor, on the Board's behalf, compliance with Board policies and external legislation. This includes:

- supporting the Board to review the effectiveness of the Board's governance processes
- reviewing the effectiveness of systems for the assessment and management of areas of risk
- verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other
- commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the Board
- reporting any problems or reservations arising from the external auditor's/reviewer's work and any other matters that the external auditor/ reviewer brings to the attention of the Board
- ensuring implementation of the triennial review programme.

### Committee members

At least one Board member who should not be either the Presiding member or Principal.

### Meets

As required. The chair of this committee will report to the board as appropriate on the areas covered by the terms of reference and the triennial review programme.

### Delegated authority

The review committee is formally constituted as a committee of the Board within these approved terms of reference and the delegated authority re the delegations list.

The committee shall be appointed by the Board. The Board may co-opt additional Board members to the committee as and when required.

Members of the management team shall attend meetings when requested. A representative of the external auditor may be requested to attend meetings when appropriate.

The committee is authorised by the Board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any Board member or employee, and all members and employees are requested to cooperate with any request made by the committee. The Principal will be informed in advance of any such requests.

The committee may recommend that external and independent advice is sought. If the advice is likely to incur costs, prior approval must be sought from the board.

(**Note:** NZSTA provides free and confidential advisory services to Board members and Boards via its Advisory Support Centre 0800 782 435.) No individual member of the review committee can act without the directive of the committee as a whole.



## C2.2 Student behaviour management committee terms of reference

### Purpose

To ensure that all processes relating to the suspension of students adhere to the requirements of the Education Act 1989, Education Rules 1999 and Ministry of Education guidelines.

### Committee members

All members of the Board excluding the Principal. The chair of the committee is the Presiding member or, in the chair's absence, will be determined by the committee. The quorum for the committee shall be three Board members.

### Delegated authority

Under Schedule 6 section 17 of the Education Act 1989, certain powers of the Board shall be delegated to the student disciplinary committee of the school Board. The committee will:

- act in fairness, without bias or prejudice and with confidentiality
- act within legislation and the Ministry of Education guidelines
- act only on written and agreed information, not verbal hearsay
- use processes of natural justice in discipline hearing procedures
- make recommendations on discipline matters to the board as necessary, or
- decide the outcome of any student disciplinary meeting.

The Board will be kept informed by the Principal of the number of stand-downs, suspensions, exclusions and expulsions at each Board meeting.

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Review schedule: Triennially

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## C2.3 Finance committee terms of reference

### Purpose

The finance committee is formed to provide guidance to the Principal in the financial management of the school.

### Scoping

The school Board has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finances and budget to the Principal.

As a committee of the Board, the finance committee is responsible for providing guidance to the Principal on financial matters.

### Delegated authority

The finance committee is responsible to the Board for:

- recommending, in association with the Principal, an annual operating and capital budget, including professional development budget allocation for the Principal and the staff
- determining the level of budgetary discretion available to the Principal
- monitoring and reporting on the annual budget via the Principal
- reviewing on behalf of the board accounts passed for payment by the school
- advising on additional funding sources
- assisting the Principal to prepare a financial results report, where appropriate, which is to be provided to the Board by the Principal at every Board meeting
- recommending changes to financial policy
- overseeing the preparation of the annual accounts for Board approval
- assisting the Principal in reporting financial performance to parents and the community
- providing input into the school's strategic plan
- preparing special reports for consideration by the Board
- annually reviewing the school's risk management needs and insurance cover
- assessing and making recommendations to the Board on requests for spending on individual items outside of budget.

### Finance committee annual calendar

Date	Action required
28 February	Finance committee self-review and plan for the year.
31 March	Annual accounts prepared and forwarded to the auditors.
30 April	Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Note that this should also encompass normal cyclical maintenance and capital works.
31 May	Community reporting on financial performance.
30 June	Ensure any issues raised by the auditor have been addressed.
31 August	Annual review of risk management needs and insurances.

30 September	Annual plan available as an input document for preparation of the budget.
31 October	Initial annual budget recommendations submitted to the board.
30 November	Revised annual budget (if required) submitted to the board for approval.

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Review schedule: Triennially

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### C3 Board member induction process

The Board is committed to ensuring continuity of governance and a smooth transition when trustees join the Board. New Board members will receive a welcome letter on their joining the Board which includes:

- where and when they can pick up their governance folder
- the suggested date of the induction
- an outline of what will be covered in the induction meeting
- the date of the next Board meeting
- Presiding member and Principal contact details.

New Board members will be issued with a governance manual (either electronically or in hard copy) containing copies of the school's:

- strategic and annual implementation plans
- policies
- current budget
- last ERO report
- last annual report
- triennial board work plan
- minutes of the last three open board meetings
- any other relevant material.

New Board members will be invited to attend an induction, facilitated by the Presiding member or delegate, which will include:

- explaining Board policy and other material in the governance folder
- code of behaviour – trustees to sign and agree to work within the Board's code
- overview of the requirements of the Board role with reference to policy
- introduction to the strategic plan and explanation of its importance
- summary of any opportunities or risks facing the board
- professional development from NZSTA
- overview of first Board meeting – election of Board chair, delegations.

- ✓ The Principal and Presiding member or delegate will brief all new members on the organisational structure of the school.
- ✓ The Principal will conduct a site visit of the school.
- ✓ New Board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
- ✓ After 3 months on the Board, the effectiveness of the induction process is to be reviewed by the chair with the new members.

The review will include the following aspects:

- Did you feel welcomed onto the board?

<b>Very welcome</b>	<b>Welcome</b>	<b>Not very welcome</b>
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Comment:

- Did you receive all necessary information in a timely manner?

<b>Very timely</b>	<b>Timely</b>	<b>Not very timely</b>
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Comment:

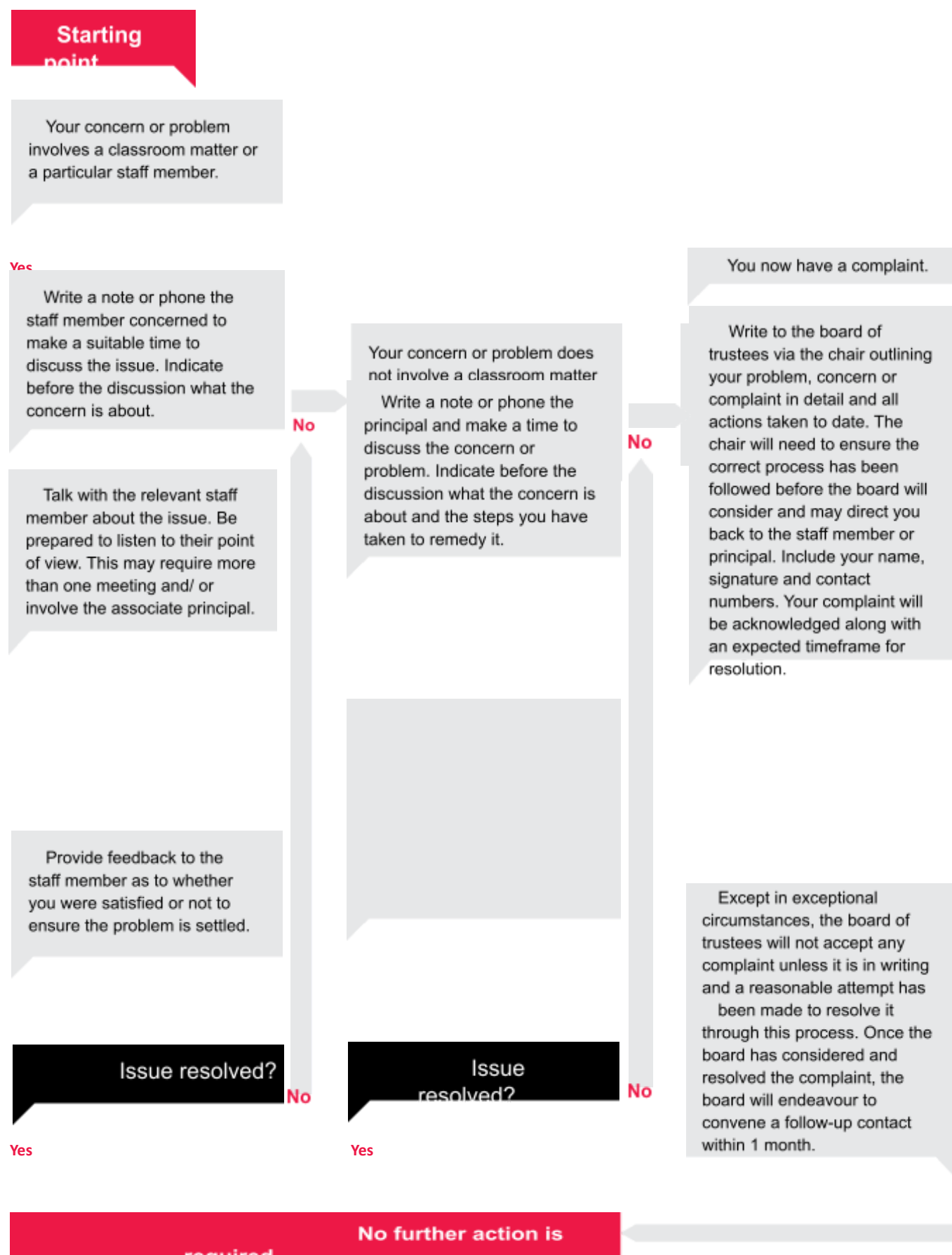
- Did you find the induction with the principal and chair to be effective?

<b>Very effective</b>	<b>Effective</b>	<b>Not very effective</b>
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Comment:

Please comment on how we could improve this induction process:

## C4 Concerns and complaints process



## C4.1 Board complaints checklist

Once a letter of complaint has been received, the Presiding Member should ensure the following process is followed:

	Notes/date completed
1. Ensure the process has been followed as outlined in the concerns and complaints procedure or is a genuine complaint against the Principal or Board.	
2. Verify with the Principal that any staff (or others) identified in the complaint are aware of the situation and that there has been discussion and attempts to reconcile.	
3. If the complaint or action is employment related or has potential industrial relations implications, contact the NZSTA employment advisory and support centre. For all other complaints, contact the NZSTA governance advisory and support centre.	
4. Alert the school's insurance broker.	
5. Acknowledge the letter of complaint within 7 days and advise the Board process, or redirect the complainant to Principal, DP, AP or staff member as appropriate. Report to the Board without names or detail at the next meeting.	
6. Once confirmed as a complaint, forward it confidentially to all Board members for consideration.	
7. Board request to Principal to present full written report outlining all actions taken, advice received, meetings held and justified decisions made.	
8. Board determines whether the above fully satisfies them of full and fair process. If so, the board supports the Principal and advises the complainant.	
9. If not satisfied, the Board meets and discusses in committee, determines whether to formally meet the complainant and delegates responsibility to Board member(s) as deemed appropriate.	
10. Board delegates meet with the complainant and discuss the complaint more fully, verifies, investigates and clarifies. Support persons should be confirmed as welcome to attend.	
11. Board delegates report back to full board and recommend actions/decisions.	
12. Board takes appropriate actions, records and formally minutes decisions.	
13. Board advises complainant in writing of its provisional decisions and factors considered in reaching them, within 21 days of complaint receipt, unless otherwise agreed by all parties. Complainant is given opportunity to comment before the board's final decision is reached and given.	
14. Board endeavours to convene follow-up meeting within 1 month of step 9.	




## C5 Internal evaluation process

A planned process for internal review enables continuous improvement in the governance and performance of the school.

The Board's triennial review schedule is based on annually updated work plans.

A copy of the current work plan will be considered at each board meeting to ensure the evaluation cycle is on track.

Performance for each area itemised on the review schedule will be evaluated against evidence that includes but is not limited to:

- the annual report including the AoV/SoV and audited financial statements
- student achievement data
- Education Review Office (ERO) reports
- NZSTA Internal Evaluation Tool (IET)
- feedback from parents, caregivers and staff
- student voice
- Principal performance review
- any other means deemed appropriate by the Board.

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Review schedule: Triennially

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## C5.1 Triennial review programme - example based on annual work plans 2023–2025

(example adapted from NZSTA template)

Board meeting dates 2023								
Area for review	Feb	Mar	May	Jun	Aug	Sep	Nov	Dec
Strategic plan	Confirm and approve 3-year strategic plan and annual implementation plan	Annual aims regularly reviewed and reported to board through principal's reports					Review of strategic plan Approve review plan	Receive annual implementation plan review and plan for next year
Policy	Governance policy 1: Board roles and responsibilities Governance policy 2: Trustee code of behaviour	Operational policy 1: Responsibilities of the principal		Operational policy 2: Curriculum delivery	Operational policy 9: Concerns and complaints		Governance policy 5: Chair role description	
Learner progress and achievement	2023 AoV/SoV draft	Special education needs		Mid-year Data report post parent interviews	Māori/Pasifika focus	Gifted and talented		
HR	Principal performance agreement process	Principal performance agreement approved		HR audit	HR audit report	Provisional staffing entitlement and funding		Principal appraisal report
Curriculum		Key competencies		English		The arts		
Budget	Approve budget Monthly report	Monitor Monthly report	Monitor Monthly report	Mid-year review Monthly report	Monitor Monthly report	Monitor Monthly report Update/review 5YA/10YPP	Next year's draft budget Monthly report	Finalise and adopt draft budget Monthly report
Community of Learning/ Kāhui Ako	Community of Learning/Kāhui Ako regularly reported to board through principal's reports							
New government or local initiatives								
Board process compliance requirements	Elect chair	Accounts to auditor AoV/SoV to MoE RTLB Review Report and Accounts for MOE	Annual report to MoE by 31 May	Roll return 1 July	Concerns and complaints process	Health curriculum consultation		
Board best practice	Delegations	5YA and 10YPP in draft		5YA and 10YPP signed off				

Board PD		Your community workshop		Health and safety workshop		Board self-directed learning	PD session with NZSTA facilitator	Board self-directed learning
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#### Board meeting dates 2024

Area for review	Feb	Mar	May	Jun	Jul	Aug	Sep	Nov	Dec
Strategic plan	Confirm 3-year strategic plan and annual implementation plan	Annual aims regularly reviewed and reported to board through principal's reports						Draft 4-year strategic plan	Receive draft annual implementation plan
Policy	Governance policy 9: Principal performance management		Operational policy 3: Personnel; 3.1: Appointments	Governance policy 4: Conflict of interest		Operational policy 4: Financial planning, 4.1: Financial condition and 4.2 Asset protection	Governance policy 6/7: Staff/student trustee role description	Governance policy 8: Relationship between Chair & principal	
Learner progress and achievement	2024 AoV/SoV report	Special education needs			Mid-year report	Māori/Pasifika focus	Gifted and talented		AoV/SoV draft
HR	Principal performance agreement process	Principal performance agreement approved		Summary of exit interviews			Provisional staffing entitlement and funding		Principal appraisal report
Curriculum		Technology		Health and physical education		Science		Social sciences	
Budget	Approve budget Draft financial report	Monitor Monthly report	Monitor Monthly report	Monitor Monthly report	Mid-year review Monthly report	Monitor Monthly report	Monitor Monthly report Update/review 5YA/10YPP	Next year's draft budget Monthly report	Finalise and adopt draft budget Monthly report
Community of Learning/ Kāhui Ako	Community of Learning/Kāhui Ako regularly reported to board through principal's reports								
New government and local initiatives									
Board process compliance requirements	Elect chair	Accounts to auditor	Annual report to MoE by 31 May	Committee principles and terms of reference	Roll return 1 July			Appoint returning officer for triennial elections as appropriate	Parent reporting

Board best practice	Role of the chair Delegations Trustee code of behaviour policy	Accounts to auditor AoV/SoV to MoE RTLB Review Report and Accounts for MOE	Annual report to MoE by 31 May	Roll return 1 July					
Board PD	Board self-directed learning/NZSTA workshops	Board self-directed learning	Board self-directed learning	Board self-directed learning	Board self-directed learning	Board self-directed learning	Board self-directed learning	Board self-directed learning	

#### Board meeting dates 2025

Area for review	Feb	Mar	Apr	May	Jun	Aug	Sep	Nov	Dec
Strategic plan	Confirm 3-year strategic plan and annual implementatio n plan	Annual aims regularly reviewed and reported to board through principal's reports						Review of annual plan	Receive draft annual implementati on plan
Strategic aims			Strategic aim 1	Strategic aim 2	Strategic aim 3	Strategic aim 1	Strategic aim 2	Strategic aim 3	
Policy		Operational policy 6: Health and safety	Operational policy 7: Child protection	Governance policy 3: Trustee remuneration and expenses	Operational policy 8: Managing challenging behaviour and physical restraint		Operational policy 5: Protection and sharing of intellectual property (Creative Commons)		
Learner progress and achievement	AoV/SoV report	Special education needs			Mid-year report	Māori/Pasifika focus	Gifted and talented		AoV/SoV draft
HR	Principal performance agreement process	Principal performance agreement approved					Provisional staffing entitlement and funding		Principal appraisal report
Curriculum		Mathematics and statistics		Education learning languages		Key competencies		Integrated curriculum	
Budget	Approve budget Monthly report	Monitor Monthly report	Monitor Monthly report	Monitor Monthly report	Mid-year review Monthly report	Monitor Monthly report	Monitor Monthly report Update/revie w 5YA/10YPP	Next year's draft budget Monthly report	Finalise and adopt draft budget Monthly report
Community of Learning/ Kāhui Ako	Community of Learning/Kāhui Ako regularly reported to board through principal's reports								

New government and local initiatives									
Board process compliance requirements	Prep for Board elections	Accounts to auditor	Trustee induction process	Annual report to MoE by 31 May	Roll return 1 July	Board meeting process	Health curriculum consultation		Parent reporting
Board best practice	Review Board induction process Delegations	Promote Board elections	Promote Board elections	Induction of new board (in election year) Election of chair					
Board PD	Board self-directed learning	Board self-directed learning		Board self-directed learning	NZSTA Governance essentials	Board self-directed learning/workshops	Board self-directed learning/workshops	Board self-directed learning/workshops	

## Part D: Operational policies – Board expectations for school control and management

	Outcome statements	Approved	Reviewed	Next review
1. Responsibilities of the Principal policy	Authority and accountability for the day-to-day running/operation of the school is delegated to the Principal.			
2. Curriculum delivery policy	Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.			
3. Personnel (NAG 3) policy	The obligations and responsibilities of being a good employer are met.			
3.1 Appointments policy	The best applicants are appointed through a fair, rigorous appointments process.			
4. Financial planning policy	All school resources are managed prudently to ensure resources are targeted to where they make the most difference to outcomes for students.			
4.1 Financial condition policy	The school is financially viable and manages risks effectively.			
4.2 Financial planning and condition (combined alternative) policy	The school is financially viable, manages risks effectively and resources are targeted to where they make the most difference to outcomes for students.			
4.3 Asset protection policy	Assets of the school are utilised to maximise the best outcomes for students.			
5. Protection and sharing of intellectual property (Creative Commons) policy	The Board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.			
6. Health and safety policy	A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff and other people in the workplace.			
7. Child protection policy	Students at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.			
8. Managing challenging behaviour and physical restraint	To minimise the effect of challenging behaviour, the school Board shall ensure that effective procedures are in place around the management of student behaviour and the use of physical			

policy	restraint.			
9. Concerns and complaints policy	All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.			

## D1 Responsibilities of the Principal policy

### Outcome statement

Authority and accountability for the day-to-day running/operation of the school is delegated to the Principal.

### Scoping

The Principal is the professional leader of the school and the Board's chief executive working in partnership with the Papatoetoe Intermediate School Board. The Board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed. The Principal is responsible for the implementation of these policies including the charter/strategic plan.

The relationship between the Board and Principal is based on mutual respect, trust, integrity and support with both parties working to ensure no surprises.

### Delegations

Authority and accountability for the day-to-day running of the school is delegated to the Principal. Reference in documentation to the school, management and staff is to be read as "Principal" for responsibility for implementation.

Only decisions made by the Board acting as a Board are binding on the Principal unless specific delegations to the Presiding Member, individual Board members, committee chairs or committees of the Board are in place.

The elected Presiding Member/personnel committee has responsibility for the Principal's performance review.

### Expectations and limitations

The Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful or imprudent or that violates the Board's expressed values, its charter/strategic plan or commonly held professional ethic.

The responsibilities of the Principal are set out in the Board's operational policies and include the following:

- Meet the requirements of their current job description and employment agreement including the four areas of practice from the Professional Standards for Primary Principals.
- Participate in the development and implementation of their annual performance agreement and participate in their annual review process.
- Act as the educational leader and day-to-day manager of the school within the law and in line with Board policies.
- Develop, seek Board approval for and implement an annual plan that is aligned with the Board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
- Use resources efficiently and effectively and preserve assets (financial and property).
- Operate within the Board's approved annual budget.

- Give effect to good employer policies and practices through effective procedures, instructions or guidelines.
- Employ, deploy and terminate staff positions in line with Board policy and legislative requirements.
- Communicate with the community on operational matters as and where appropriate.
- Refrain from unauthorised public statements about the official position of the Board on social, political and/or educational issues that are or have the potential to be controversial.
- Keep the Board informed of all information relevant to its governance role and report this in accordance with the requirements set out under Monitoring below.
- Act as protected disclosures officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000.
- Appoint, on behalf of the board, the privacy officer and EEO officer.
- Ensure school procedures meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and Education Gazette.
- Ensure systems are developed and implemented to support the smooth running of the school in regards to surrender and retention of property and searches of students. Written records and storage of items must be consistent with legislative requirements and associated rules and guidelines.

The Principal is not restricted from using the expert knowledge of individual Board members acting as community experts.

### **Procedures/supporting documentation**

- Board's governance and management definitions
- Principal's job description
- Principal's employment agreement including relevant Principal Professional Standards
- Principal's performance agreement and review report
- Annual implementation plan and budget
- Personnel-related policy and procedures including appointments and performance management

### **Monitoring**

The Board will review the Principal's performance in line with its policy on principal performance review.

Evidence gathered for the review will include Principal reporting to the Board in line with the Board's annual workplan and that addresses all matters having real or potential legal considerations and risk for the school including significant trends, implications of Board decisions, issues or risk to policy compliance or changes to the basis upon which the Board's strategic aims have been developed.

The principal will prepare (or, where appropriate, delegate, coordinate and approve) a report for every Board meeting that:

- is timely, accurate and presents information in an understandable form that is not too complex or lengthy
- includes data and analysis on curriculum delivery, student progress and achievement
- tracks progress and variance towards strategic aims and key performance indicators
- informs the Board of any significant changes in staffing, programmes, plans or processes that are under



consideration

- outlines financial income and expenditure and explains any variance against budget
- summarises and highlights any risks associated with the fortnightly staff usage and expenditure (SUE) report
- identifies the number of stand-downs, suspensions, exclusions and expulsions during the period and highlights trends over time
- identifies the instances of physical restraint
- includes information of any actual or potential risks to health and safety
- specifies current roll numbers and explains any roll variance against year levels
- recommends changes in board policies when the need for them becomes known
- highlights areas of possible adverse publicity or community dissatisfaction
- addresses any other matter requested by the Board within a reasonable, specified timeframe.

### Legislative compliance

[Education Act 1989](#)

[Privacy Act 1993](#)

[Protected Disclosures Act 2000](#)

[Collective Employment Agreement for Principals](#)

Reviewed:	Next review:
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## D2 Curriculum delivery policy

### Outcome statement

Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.

### Scoping

The Board's primary objective is to ensure that every student at the school is able to attain their highest possible standard in educational achievement.

### Delegations

As the professional leader of the school, the principal is responsible for fostering quality teaching and learning outcomes.

### Expectations and limitations

The Principal must ensure:

- an Annual Plan is developed setting out how progress will be made towards the achievement of charter/strategic aims and targets and is approved by the Board
- the school curriculum is based on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Marautanga o Aotearoa)
- school programmes provide students in years 1–10 with opportunities to learn in all areas of the national curriculum and for students in years 11–13 to continue to learn in their specialised areas of learning
- there is a focus on the national priority groups of Māori, Pasifika and students with special learning needs in school planning and reporting\*
- assessment practices enable the engagement, progress and achievement of students to be monitored and reported
- Board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

### Procedures/supporting documentation

- Annually set Achievement Targets
- Curriculum and Assessment Handbooks
- The 'STAR Way' Handbook
- School-wide Annual Plan (including Health and Physical Wellbeing Strategic Plan, IT Strategic Plan)
- Annual Budget

### Monitoring

The Principal will prepare (or, where appropriate, delegate, co-ordinate and approve) a report for every Board meeting that:

- includes data and analysis on curriculum delivery, student progress and achievement
- tracks progress and variance towards strategic aims and key performance indicators
- informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration.

**Legislative compliance:** [Education Act 1989](#) / [New Zealand Curriculum/Te Marautanga o Aotearoa](#)

\*National Education and Learning Priorities (from 2019)

## **D3 Personnel (NAG3) policy**

### **Outcome statement**

The obligations and responsibilities of being a good employer are met.

### **Scoping**

The Board recognises its responsibilities and accountabilities to its employees are achieved through its chief executive.

### **Delegations**

The Board delegates responsibility to the Principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair and respectful manner in accordance with the current terms of employment documents and identified good practice.

### **Expectations and limitations**

The Principal must ensure:

- all employment-related legislative requirements are applied
- all employees' understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- a smoke-free environment is provided
- employment records are maintained and all employees have written employment agreements
- management pay units for appropriate positions are allocated in a fair, transparent manner
- employee leave is effectively managed and reported so that:
  - the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered
  - Board approval is sought for any requests for discretionary staff leave with pay
  - Board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days
  - Board approval is sought for any requests for staff travelling overseas on school business
  - the Board is advised of any staff absences longer than 5 school days
- effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development
- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from NZSTA advisers where employment issues arise, and the school's insurer is notified.

### **Procedures/supporting documentation**

- Personnel Handbook
- Staff leave forms and procedures
- Staff performance review
- Professional development – Teacher Only Week Handbook
- Storage of confidential information procedures

### **Monitoring**

- The Principal's Reports to the Board (including RTLB Cluster Managers Report)
- Annual Plan updates
- Annual Check (by a delegated Board member/s who is not a current or previous staff member) of Personnel files, Archived Files, Contracts etc.

## Legislative compliance

State Sector Act 1988

Employment Relations Act

2000 Privacy Act 1993

Health and Safety at Work

Act 2015 Collective

Employment agreements

Reviewed: August 2022	Next review: July 2025
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## D3.1 Appointments policy

### Outcome statement

The best applicants are appointed through a fair, rigorous appointments process.

### Scoping

- To assist in the appointment of quality staff to any vacancy that may arise, appointment committees with expertise relevant to the vacancy will be selected to carry out the appropriate appointment procedures.
- In accordance with the regulatory requirements for safety checking under the Vulnerable Children Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with Papatoetoe Intermediate School procedures on safety checking, Police vetting and screening.

### Delegations

- The Board delegates authority to determine the composition of the various appointment committees according to the schedule outlined below.
- Appointment of the Principal is the responsibility of the Board, which will determine the process and seek NZSTA advice.

### Expectations and limitations

The Principal must ensure that:

- appointment of the Deputy Principal, RTLB Cluster Manager, Associate Principals, Practice Leaders and Financial Manager will involve an appointment committee consisting of the Principal, the Presiding Board Member (or delegate) and, at the discretion of the Board, a further Board Member
- unless determined otherwise by the Board, appointment of any other teacher allocated a Management Unit or with additional responsibility and all other teachers, part-time teachers, long-term relieving teachers and non-teaching staff will be the responsibility of the Principal in consultation with the Presiding Member (or delegate) where deemed necessary
- procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff.

In the case of Community of Kāhui Ako membership:

- staff seeking the Communities of Learning / Kāhui Ako leadership role or the teacher across schools role must seek and receive consent from their employing Board (via the Principal) before applying for the role.

### Procedures/supporting documentation

- Job descriptions
- Police vetting procedure
- Safety checklist
- Templates – application form, shortlisting matrix, interview matrix, reference checking matrix etc.

### Monitoring

- The Principal ensures an up-to-date Personnel Handbook outlines employment procedures used by both the school and RTLB.
- Principal reports to the Board. The RTLB Cluster Manager reports to the Board through the Principal and attend Board meetings on a rotational basis.

- The Principal meetings with the Board Chair employment issues, staff complaints, disciplinary or competency procedures.
- Annual Check (by a delegated Board member/s who is not a current or previous staff member) of Personnel files, Archived Files, Contracts etc.
- Cluster Manager's appraisal summary
- Principal's Appraisal summary

**Legislative compliance:** [Collective employment agreements](#) / [Employment Relations Act 2000](#)

[Vulnerable Children Act 2014](#)

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Reviewed: August 2022	Next review: July 2025
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## D4 Financial planning policy

### Outcome statement

All school resources are managed prudently to ensure resources are targeted to where they make the most difference to outcomes for students.

### Scoping

The Papatoetoe Intermediate School Board has overall responsibility for the financial management of the school. The Principal is the day-to-day manager of the school and responsible for achieving legislative requirements and charter/strategic aims and targets within Board policy objectives.

### Delegations

The Board delegates the day-to-day management of the school's finances and budget to the Principal. The Principal, in association with the 'finance committee', is responsible for recommending an annual operating and capital budget to the Board within the timelines specified in the finance committee terms of reference.

### Expectations and limitations

Budgeting shall not fail to reflect the Annual Plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight. The budget should:

- reflect the results sought by the Board
- reflect the priorities as established by the Board
- comply where the Board's requirement is for a balanced budget
- demonstrate an appropriate degree of conservatism in all estimates.

### Procedures/supporting documentation

- Audited Accounts – school and RTLB
- Annual budget
- Monthly financial reports to the Board – including the whole school financial report, RTLB financial report and financial report of any external groups for whom the school manages funds (e.g. Papatoetoe Principals Association)

### Monitoring

The Principal is responsible for financial reporting and demonstrating budget compliance.

Where there is non-compliance, variances are to be reported to the Board with recommendations on the actions required to meet compliance.

### Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the [Financial Information for Schools Handbook \(FISH\)](#).

Reviewed: August 2022

Next review: July 2025

## D4.1 Financial condition policy

### Outcome statement

The school is financially viable and manages risks effectively.

### Scoping

The financial viability of the school must be protected at all times, and every practicable effort is made to eliminate the risk of theft or fraud.

### Delegations

The Principal is required to ensure robust, clear procedures are in place to safeguard the integrity of financial management.

### Expectations and limitations

The Principal must ensure:

- unauthorised debt or liability is not incurred
- generally accepted accounting practices or principles are not violated
- tagged/committed funds are not used for purposes other than those approved
- more funds than have been allocated in the fiscal year are not spent without prior board approval
- all money owed to the school is collected in a timely manner
- timely payment to staff and other creditors is made
- unauthorised property is not sold or purchased
- all relevant government returns are completed on time
- no one person has complete authority over the school's financial transactions
- when making any purchase:
  - o of over \$1000, comparative prices are sought
  - o of over \$2000, an adequate review of ongoing costs, value and reliability is undertaken
  - o of over \$5000 on a single item, board approval is first sought
- effective systems are in place to meet the requirements of the payroll system.

### Procedures/supporting documentation

- See Papatoetoe Intermediate School's Financial Handbook

### Monitoring

- The Financial Manager attends Board Meetings, as required, to report on Finance
- Financial documentation is included with the Board Handbook
- Board members may request detail financial summaries

### Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and [the Financial Information for Schools Handbook \(FISH\)](#).

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Reviewed:

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Next review:

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## D4.3 Asset protection policy

### Outcome statement

Assets of the school are utilised to maximise the best outcomes for students.

### Scoping

Assets may not be unprotected, inadequately maintained or unnecessarily risked.

### Delegations

The Principal is delegated day-to-day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff.

### Expectations and limitations

The Principal must:

- ensure all board assets are insured
- not allow unauthorised personnel or groups to handle funds or school property
- not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
- maintain an up-to-date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500
- ensure the implementation of the 10-year property maintenance plan
- engage sufficient property maintenance staff for the school within budget limitations
- receive Board approval for maintenance contracts over \$5,000 for any one contract
- conduct competitive tenders for all contracting
- protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
- not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
- not invest or hold operating capital in insecure accounts or in non-interest-bearing accounts except where necessary to facilitate ease in operational transactions.

### Procedures/supporting documentation

- Principal's report to the Board and supporting 'Property' documentation including:
  - Building Project reports
  - Property managements monthly work summary
  - Plans, Agreements and Site meetings for school and MOE building projects
- 5YA and 10YPP
- IT Strategic Plan and related summaries

### Monitoring

- The Board appoints a property management firm (Watershed) to support with overseeing and advice on all property matters including:
  - Appointment, oversight, performance management, professional development of the school Caretaker

- o Cyclical maintenance plan and implementation
- o Urgent property matters: e.g. roofing leaks, drainage concerns etc.
- o Project management as part of the 5YA
- o Development and review of 5YA and 10YPP
- o Liaison and support for of MOE building projects
- o Weekly site visits and regular property meetings
- A company representative attends BOT meetings once a year and to present 5YA for approval
- Selected board members undertake a site summary once a year

### Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the [Financial Information for Schools Handbook \(FISH\)](#).

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Reviewed: August 2022	Next review: July 2025
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## D5 Protection and sharing of intellectual property (Creative Commons) policy

### Outcome statement

The Papatoetoe Intermediate School Board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.

### Scoping

The New Zealand Copyright Act 1994 Section 21 (2) recognises the copyright ownership rights of the school Board of works produced by their employees in the course of their employment.

By licensing its copyright, the Board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the Board.

### Delegations/responsibility

The Board delegates to the principal the responsibility to:

- apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees owns copyright
- transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
- ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school.

### Limitations and expectations

The Board:

- does not make any claim over the ownership of copyright works produced by students – the copyright to these works remains with the creator
- recognises that this policy only applies to copyright works and not to any other forms of intellectual property
- recognises that the copyright in works produced by an employee other than in the course of their employment by the Papatoetoe Intermediate School Board remains the property of that employee – where this is unclear, the process for dispute resolution outlined below shall apply.

### Resolution of disputed copyright ownership

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

1. In the first instance, the dispute should be documented and presented to the Principal.
2. If the dispute is still not resolved, the documentation should be presented to the Presiding Board member.
3. If the dispute is still not resolved following steps 1 and 2, mediation with an appropriate authority will be undertaken.

Steps 1 and 2 should be replaced with the school's dispute resolution process, where appropriate.

### Definitions

**Creative Commons Aotearoa:** The New Zealand affiliate of an international non-profit movement that provides free open licences that copyright holders can use to share their work.

**Teaching materials:** Copyright works produced by employees of the school for the purposes of teaching.

### Associated legislation

[The New Zealand Copyright Act 1994](#)

### Associated procedures

- Photocopying and Resource Management procedures (Administration Handbook)
- Copywrite licences
- Staff members are informed (on induction and biannually) of their responsibilities under copy write law and under creative commons.

### Monitoring

- Principal reports
- A selected board member/s check with Executive Officer and Resource manager once a year re compliance

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Reviewed: August 2022

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Next review: July 2025

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## D6 Health and safety policy

### Outcome statement

A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff members and other people in the workplace.

### Scoping

The Board is responsible for ensuring health and safety procedures are developed and implemented. However, employees need to be aware of their responsibilities and comply with the Board's health and safety policy and school procedures.

### Delegations

The Board delegates to the Principal as officer the responsibility to:

- develop and implement health and safety procedures
- ensure employees have the information they need in order to comply with policy and procedures.

### Expectations and limitations

The Board will, as far as is reasonably practicable,<sup>1</sup> comply with the provisions of legislation dealing with health and safety in the workplace by:

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation on the strategy occurs with workers and the school community
- ensuring there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures and comply with the [Sale and Supply of Alcohol Act 2012](#)
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents
- having a commitment to a culture of continuous improvement.

The Principal, as officer, has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation and in particular the six due diligence obligations<sup>2</sup>
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke-free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every 2 years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the Presiding Member of any emergency situations as soon as possible

- ensure all employees and other workers at the school will take reasonable care to:
  - cooperate with school health and safety procedures
  - comply with the health and safety legislation and duties of workers
  - ensure their own safety at work
  - promote and contribute to a safety-conscious culture at the school
- 1. **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.
- 2. These are to:
  - know about work health and safety matters and keep up to date
  - gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations
  - ensure the person conducting a business or undertaking (PCBU) has appropriate resources and processes to eliminate or minimise those risks
  - ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks and for responding to that information
  - ensure there are processes for complying with any duty and that these are implemented
- verify that these resources and processes are in place and being used.

### Procedures/supporting documentation

- Staff induction
- Education outside the classroom, RAMS
- Emergency and Evacuation Procedures
- Health and Safety Handbook
- Hazard register and assessment
- Injury and incident reporting (procedure, checklist, board report, investigation form)
- Administering medication Procedures
- Accident and First Aid management procedures
- Alcohol, smoking and drugs
- Behaviour management – managing challenging behaviour and physical restraint (policy and procedures) - see the STAR Way Handbook
- Civil defence and crisis procedures
- Collection, storage and access to personal information
- Concerns and Complaints Procedures
- Restraint, Search and Seizure Procedures
- Access and Court Order Management
- Cyber safety Procedures
- First aid and infection (pandemic plan)
- Healthy eating expectations
- Parent helpers Procedures
- Adult behaviour at school (adult conduct at school)
- Playground supervision/ Duty expectations
- Police vetting Procedures

- Protected disclosures Procedures
- Reporting Sexual Harassment Procedures
- Sun smart (sun safety)
- Transporting Children and Bus Procedures

## Monitoring

- The Principal ensures a Health and Safety Handbook outlines all expectations and procedures in regards to Health and Safety.
- A Hazard register provided to the Board once a year
- An accident report is provided to the Board at the end of each term
- Health and Safety meeting minutes
- A senior staff member acts as the Health and Safety officer who is fully trained in all relevant aspects of Health and Safety pertaining to a school, including Hazard identification and management, legislative requirements, site management, monitoring and reporting. Training also covers Risk and Management of Safety (RAMS) for Education Outside of School and Camps
- All staff and visitors who have unsupervised and/or regular access to students must be police vetted. All staff and visitors to the school must sign in. Any un-vetted visitors work in the school when students are not present or supervised at all times by a vetted staff member.

## Legislative compliance

[Health and Safety at Work Act 2015](#)

[Vulnerable Children Act 2014](#)

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Reviewed: August 2022

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Next review: July 2025

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## D7 Child protection policy

### Outcome statement

Students at this school thrive, 'belong' and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.

### Scoping

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with Section 15 of the [Oranga Tamariki Act 1989](#), any person in our school/kura who believes that any child or young person has been or is likely to be harmed (whether physically, emotionally or sexually), ill treated, abused, neglected or deprived must follow school procedures and may also report the matter to a social worker or the local Police.

### Delegations

Although ultimate accountability sits with the school Board, the Board delegates responsibility to the Principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents.

### Expectations and limitations

The Principal must:

- develop appropriate procedures to meet child safety requirements as required and appropriate to the school
- comply with relevant legislative requirements and responsibilities
- make this policy available on the school's internet site or available on request
- ensure that every contract or funding arrangement that the school enters into requires the adoption of child protection policies where required
- ensure the interests and protection of the child are paramount in all circumstances
- recognise the rights of family/whānau to participate in the decision making about their children
- ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
- support all staff to work in accordance with this policy to work with partner agencies and organisations to ensure child protection procedures are understood and implemented
- promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
- consult, discuss and share relevant information with the board or designated person in line with our commitment to confidentiality and information-sharing protocols in a timely way regarding any concerns about an individual child
- seek advice as necessary from NZSTA advisers on employment matters and other relevant agencies where child safety issues arise
- make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy



- ensure that this policy forms part of the initial staff induction programme for each staff member.

## Procedures/supporting documentation

### Definitions

- Identification and reporting of child abuse and neglect
  - o Four categories of abuse (emotional, physical, sexual and neglect)
  - o How to respond to suspected abuse or neglect
  - o How to respond to disclosures made by a child
  - o Recording a disclosure
  - o Reporting suspected child abuse and neglect
- Confidentiality, information sharing and recording
- Safety checking – safety checklist
- Staff capability and professional development
- **Safe at work practices**
  - o *Transporting children* – students should not travel alone with staff members. They can only travel in school/staff vehicles with the express permission of their legal guardian
  - o *Physical contact with children* – staff members should avoid physical contact with students
  - o *Working one on one with children* – staff members are discouraged from working in a room alone with a student.
  - o *Overnight stays/camps* – staff must follow instructions and meet expectations
  - o *Social media and technology* (internet protection, photo storage) – only students with caregiver permission may have photos taken, only those with express permission may be shared publicly
  - o *Parent help* – all regular or overnight parent helpers must be
  - o *Visitors on site* – all visitors on site must sign in at the office. All visitors should be supervised while on site
  - o *External contractors* – external contractors should be police vetted, if they are not then they must work outside of school hours or separated from students or be supervised at all times
  - o *Before, After-school, outside of school programmes* – students cannot attend before, after or outside of school programmes without the express permission of their legal caregiver, arrangements for drop off and pick up must be made in advance. All programmes must be overseen by staff members and managed by a person who has a full police vet.
  - o *Socialising with children* – staff members should not socialise with students without their caregivers being in attendance
  - o *Gifts and rewards* – see Code of Conduct
  - o *Intimate care – toileting* – training must be given to those needing to do this
  - o *Application of medication and sunscreen* – children must apply their own
  - o *Managing challenging behaviour and physical restraint policy* – see ‘The STAR Way Handbook’

- o *Allegations against staff* – see the Complaints Procedures

## Monitoring

- The Principal ensures that the Health and Safety Handbooks (1-5), STAR Way Handbook and Personnel Handbook and cover all the listed procedures
- The Principal reports to the Board on a regular basis in regards to any activities or concerns in relation to the stated procedures.
- The Health and Safety leader attends Board meetings at least twice a year to present any requests for overnight stays, report on EOTC Activities etc.

## Legislative compliance

<http://www.education.govt.nz/>

Vulnerable Children Act 2014

[Oranga Tamariki Ministry for Children](#) – further information and sample child protection templates

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Reviewed: August 2022

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Next review: July 2025

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## **D8 Managing challenging behaviour and physical restraint policy**

### **Outcome statement**

To minimise the effect of challenging behaviour, the Papatoetoe Intermediate School Board shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.

### **Scoping**

This policy applies throughout the school.

All staff are required to familiarise themselves with Ministry of Education guidelines for registered schools in New Zealand on the use of physical restraint and to undertake appropriate professional development.

The board will ensure that any incident of physical restraint is notified to parents or caregivers and reported to the Ministry of Education. The Board will ensure that parents or caregivers are notified if physical restraint is an element in a student's individual behaviour plan.

Complainants with concerns regarding use of physical restraint must follow the school's prescribed concerns and complaints procedure.

### **Delegations**

The Board delegates to the Principal:

- responsibility for ensuring that adequate staff training and support is in place
- the reporting of incidents of physical restraint to parents, caregivers and the Ministry of Education
- notification to parents and caregivers if an element of physical restraint is in a student's individual behaviour plan.

### **Limitations and expectations**

- Physical restraint is defined as using force to prevent, restrict or subdue the movement of a student's body or part of the student's body and is a serious intervention.
- Staff shall be well versed in prevention and de-escalation strategies used to limit the need to physically restrain a student.
- Use of physical restraint is limited to authorised staff members and only where:
  - o there are reasonable grounds to believe that there is a serious and imminent risk to the safety of a student or of any other person
  - o the restraint used is reasonable and proportionate in the circumstances.
- 'Authorised staff' are employees who are trained and authorised by their employer (the school Board) to use physical restraint.
- Teachers and staff members who are authorised to physically restrain students shall receive suitable training and support.
- Seclusion of students is prohibited. Seclusion of students is defined as placing a child or student in a room involuntarily, alone and from which they cannot (or believe they cannot) freely exit.

### **Associated legislation**

[Education Act 1989](#)

[Education \(Physical Restraint\) Rules](#)

[2017 Health and Safety at Work Act](#)  
2015

## Associated procedures

- The STAR Way Handbook
- Staff training procedures
- Approvals and procedures for Restraint
- Approvals and procedures for Search and Seizure
- Procedures for notification for: physical restraint, search and seizure

## Monitoring

Instances, matters or risks in relation to this policy shall form part of the Principal's report to the Board meeting, taking care that individual students cannot be identified.

The Board shall monitor the use of physical restraint, looking for trends and any action that could be taken at governance level to support reducing such incidents.

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Reviewed: August 2022	Next review: July 2025
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## **D9 Concerns and Complaints policy**

### **Outcome statement**

All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.

### **Scoping**

In order to maintain a safe and comfortable environment for all students, staff and visitors, an accessible procedure for handling complaints and grievances will be implemented and maintained to provide an open and fair way of resolving issues and will comply with all relevant legislation.

### **Delegations**

The Papatoetoe Intermediate School Board delegates to the Principal full responsibility of ensuring processes are in place and operating effectively and adequately. In the event of a complaint or grievance concerning the Principal, responsibility lies with the Board.

### **Expectations and limitations**

In complying with the policy, the Principal shall not fail to:

- implement and maintain robust procedures to meet the policy requirements
- ensure that the process for complaints or grievances is clearly communicated
- report to the Board as follows:
  - o When receiving a complaint, the Board must ensure that the complainant has previously followed the school's concerns and complaints procedure and that the complaint has been escalated to Board level correctly.
  - o Should the Board receive a complaint regarding the Principal or determine that any policy violation may have occurred, the Board in the first instance will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the Principal).
  - o Where the Board considers the degree and seriousness of the concern or any violation sufficient to warrant initiating a disciplinary or competency process, the Board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

### **Procedures/supporting documentation**

- Personnel Handbook
- The Complaints procedure – distributed to Whanau and Caregivers
- The Complaints procedure – as distributed to Staff

### **Monitoring**

The Principal shall maintain a register of complaints and resolutions and report to the Board at least quarterly per annum outlining numbers of complaints, resolution success figures and

any areas of concern for Board deliberation.

## Legislative compliance

Reviewed: August 2022

Next review: July 2025

## Other Relevant Board Information included – see following

- Staff Code of Conduct
- Complaints Procedure
- Protected Disclosures Procedure
- School Map
- Staff List – Current Year
- Board Member Contact Details
- Meeting Dates – Current Year
- Annual Plan - 2021

## Operational Procedure No. 2.1: Code of Conduct – Staff

### Introduction

The *Papatoetoe Intermediate School Board* has a statutory obligation to be a good employer and we personally recognise the importance of treating staff fairly and properly in all aspects of employment.

In return, the Board expects a high standard of behaviour from you. All staff members are expected to identify with and have a commitment to the philosophy and values of the school, and to demonstrate that commitment in the performance of their duties.

Please make yourself fully familiar with the standards in this document.

Presiding Member: Jeremy Nicholls

*Last reviewed and updated: June 2022*

### Purpose of the Code

The purpose of this Code of Conduct is to assist you to know and understand the minimum standards of conduct and behaviour expected of you as an employee of the *Papatoetoe Intermediate School Board*.

This reflects the basic requirements of professionalism, integrity and courtesy needed to ensure that we provide a quality education to our students, and that a pleasant and safe working environment exists for all staff and students.

### Coverage

The Code applies to all employees of *Papatoetoe Intermediate School* including permanent, temporary, and casual employees. This Code forms part of your employment with the Board.

### Principles

The Code of Conduct establishes three principles of conduct which all staff are expected to observe:

1. You should fulfil your lawful obligations to Papatoetoe Intermediate School Board of Trustees with professionalism and integrity.
2. You should perform your official duties honestly, faithfully and efficiently, respecting the rights of the students, the school community and your colleagues.
3. You should not bring your employer into disrepute through your activities, whether inside or outside school. Activities outside the school are not likely to be acceptable if they:
  - damage the standing or reputation of Papatoetoe Intermediate School because of the position you hold in it;
  - interfere with the proper performance of your duties.

### **Shared Expectations**

Papatoetoe Intermediate School can operate effectively and provide a quality educational outcome when there is a shared expectation between the board (as the employer) and its employees. This two-way commitment benefits both the employer and employee when everyone meets expectations.

Set out below is a summary of the expectations that Papatoetoe Intermediate School Board of Trustees, as the employer, has of you, and the expectations that you, as an employee, may have of Papatoetoe Intermediate School.

### **Papatoetoe Intermediate School Board Expectations of Staff**

Papatoetoe Intermediate School Board of Trustees expects you to:

- work within the law with honesty and integrity;
- comply with all lawful and reasonable instructions;
- comply with the policies of the Papatoetoe Intermediate School Board;
- work diligently and meet the requirements of your employment agreement;
- respect the rights of colleagues, students and the school community.

### **Obligations of Papatoetoe Intermediate School Board to Staff**

As a good employer, we are committed to meeting the following staff expectations:

- a commitment to the spirit and principles of the Treaty of Waitangi;
  - opportunities for equal employment, including recognition of:
    - the aims and aspirations of Maori and ethnic or minority groups;
    - the employment needs of Maori, Pacific Island, ethnic or minority groups, women, and people with disabilities;
- impartial and open selection and appointment procedures;
- fair rates of remuneration for skill, responsibilities and performance;
- an up-to-date job description that provides clear statements of your duties and your employer's expectations of you;
- adequate training and equipment to perform your duties;
- regular and appropriate feedback and communication on your work performance;
- effective communication of information;
- good and safe working conditions;
- opportunity for the enhancement of your abilities;
- freedom from harassment or discrimination in the workplace;
- a commitment to a supportive and confidential Employee Assistance Programme;

- appropriate disciplinary and dispute procedures and the opportunity for redress against unfair or unreasonable treatment by the employer.

### **Codes of Behaviour**

If you have any prior criminal convictions, you are required to inform Papatoetoe Intermediate School Board of Trustees about them before accepting employment with the school. If you do not disclose this information or are not truthful about it, disciplinary action could be taken against you which could lead to dismissal.

You are to avoid any activity, either work-related or private, which could reflect badly on Papatoetoe Intermediate School in its relationships with the school community. This means that you are to inform your manager in writing if:

- you apply for bankruptcy or become bankrupt;
- any criminal charges or convictions that may occur while you are employed by Papatoetoe Intermediate School Board of Trustees are of such a nature that it would be inappropriate for you to continue to be employed in the same capacity by the board. This may include, for example, charges that involve loss of trust between you and the board, or charges that damage the reputation of the school;
- secondary employment – permission from employer – doesn't interfere with primary duties.

### **Performance of Duties**

Employees are expected to carry out their duties in an efficient and competent manner.

This means that you are expected to:

- comply with the law;
- comply with all lawful and reasonable instructions and work as directed by your employer or their duly delegated representative;
- perform your duties according to the legislation, policies and procedures of Papatoetoe Intermediate School Board;
- comply with any other code of ethics or practice that may apply to your profession e.g. New Zealand Education Council Code of Ethics, Nursing, Executive Officers;
- perform your work to an agreed standard;
- show proper and reasonable care when using board property, resources or funds;
- contact your employer (within 30 minutes of your normal starting) if you are to be absent from work due to sickness or an emergency.

You are also expected to obtain permission from your employer to:

- be absent from your workplace during work hours;
- enter into any contract or agreement on behalf of Papatoetoe Intermediate School Board of Trustees. The Board will not accept responsibility for any unauthorised action.

### **Unacceptable Behaviour**

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by the board include:

- ignoring lawful and reasonable instructions from your employer;
- being under the influence of alcohol, drugs or solvents impeding your performance during working hours;



- giving false information (e.g: stating you have a driver's licence when you don't; making a false claim for expenses);
- failing to declare information that is requested when you apply for employment with Papatoetoe Intermediate School Board (eg: having a revoked driver's licence or a criminal conviction);

### **Appropriate Relationships with Students**

You should recognise the sensitivity of the situation of students under Papatoetoe Intermediate School Board of Trustees care and control and show respect for and protect their dignity.

- No employee is to have any type of sexual relationship with any person under the age of 16 or any student of the school.
- No employee is to have a sexual, familial or financial relationship with a student or young person with whom they have a professional relationship arising from their employment with the board.

You must inform your employer if a person to whom you are related, or with whom you are having or previously had any personal, sexual or financial relationship, comes within the ambit of your professional responsibilities.

In addition, our School strongly discourages teachers and staff members from:

- Having social media contact with present or past students
- Texting or calling students without including their caregivers in the conversation
- Having on-going contact with students socially outside of school hours without the presence of their parents, caregivers or whanau

We treat any complaints, or concerns about such matters, seriously.

### **Respect for the Rights of Others**

While you are employed by Papatoetoe Intermediate School Board of Trustees you have a duty to treat your colleagues, students and the public with courtesy and respect.

Expectations are that you will:

- Avoid behaviour that might distress other employees or disrupt the workplace.
- Ensure that any workplace relationships do not have a negative effect on your work performance.
- Respect the privacy of individuals when dealing with personal information.
- Be non-judgemental by not harassing or discriminating against your colleagues or students on the basis of their gender, age, disability, marital status, and ethnicity, religious or ethical beliefs or sexual orientation.
- You must not have or bring into the workplace any material that may be viewed as racist or sexist, that is pornographic, or that is otherwise offensive to the board or its staff.

### **Unacceptable Behaviour**

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by the board include:

- the use of abusive, obscene or threatening language or behaviour to your colleagues or the public;

- misuse, abuse or improper use of your position or of any statutory authorities or powers that may be delegated to you.

### **Conflicts of Interest and Integrity**

You are expected to be honest, fair and impartial when you perform your duties. This means that:

- You should not show bias to an individual student. Everyone should be treated fairly.
- In general, you are not to approve anything that will result in expenditure in respect of yourself (e.g.: increased salary, travel expenses, a training course, your own overtime).
- You are not to lend money to, or borrow money, or otherwise enter into financial relationships with staff or students. The amount of money lent or borrowed could imply indebtedness that could lead to a conflict of interest in formal work relationships.
- You must inform Papatoetoe Intermediate School Board of Trustees if you are involved in, or have a personal or financial interest or commitment to, any activity that may conflict, or could be seen by others to conflict, with the performance of your duties and the goals of the school.

This includes situations such as:

- having a close family member, relation or partner working with you;
- when a member of your family or a person that you know enters into a professional relationship with the school. Under no circumstances are you to become professionally involved, or in any way try to influence that relationship, or obstruct staff in performing their duties.

A financial interest or commitment includes:

- company directorships;
- shareholdings;
- offers of additional employment outside the school.
- You must inform Papatoetoe Intermediate School Board of Trustees if you are a member of (or plan to become a member of) or have a family involvement in a trust or community organisation which is funded by or otherwise linked to the school.
- Some employees, such as teachers, are required to abide by a professional code of ethics. These employees must inform Papatoetoe Intermediate School Board of Trustees if there are any conflicts between their professional codes of ethics and the duties they are directed to perform.
- You should consult with your employer before taking up other paid employment where that other paid employment could conflict with the performance of your duties at Papatoetoe Intermediate School.
- You should speak to your employer if you are unsure whether or not a particular situation is, or could be seen to be, a conflict of interest.

### **Gifts and Rewards**

You may not seek any form of reward (including gifts, favours, prizes or fees) for performing your duties as an employee. Gifts or rewards can be seen as bribes or inducements that put you under an obligation to someone other than Papatoetoe Intermediate School Board of Trustees. While it is acceptable to receive a gift of a low value, if you are offered any form of

reward or gift valued at \$35.00 or more, you should inform your employer who will decide the appropriate response.

### **Participation in public bodies or voluntary associations**

You must inform your employer if you are participating in a public or voluntary organisation (or intend to) and there are actual or potential conflicts between your responsibilities and duties as a staff member of Papatoetoe Intermediate School Board of Trustees and your responsibilities and duties to the other organisation. Where it is considered there is a potential conflict of interest, appropriate arrangements will need to be made to avoid or resolve the conflict.

For example:

- It could be interpreted as a conflict of interest if you are a member of (or plan to become a member of) or have a family involvement in a trust or community organisation which is funded by or otherwise linked to Papatoetoe Intermediate School Board of Trustees.
- If you intend to stand for Parliament you must discuss this with your employer, to arrange leave. (This will commence at an agreed date, as per the *Electoral Act 1993*.)

### **Unacceptable Behaviour**

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment. Examples of behaviour that would be considered unacceptable by the Papatoetoe Intermediate School Board of Trustees include:

- approving expenditure for yourself, a family member, or a business that you have an interest in;
- failing to declare activities that you are involved in that could be seen to be in conflict with your work;
- soliciting, and/or accepting gifts or rewards, or using board services/resources for personal advantage or gain;
- failing to disclose a personal relationship with a student or their family when you have a professional relationship with that person.

### **Security/Confidentiality**

You are expected to maintain the highest standards of confidentiality and security in the workplace.

This means that you are not to:

- use the boards' computer systems in any way that may corrupt or disrupt their normal function;
- access, or attempt to access, machines or networks by unauthorised means – for example unauthorised use of dial-in modems;
- use information related to the boards' systems for anything other than authorised purposes;
- bring into the workplace via the email or Internet system, or by any other means, any material that is pornographic, or that may be viewed as racist or sexist;
- give your computer password/security card to any other members of staff without good and justifiable reason;
- leave a record of your password anywhere obvious so that someone else may see it.

### **Ownership of Information**

Papatoetoe Intermediate School owns all data stored on computer systems. Management has the right to access and view this information at any time. The school IT network is being continually monitored and staff found using the system inappropriately may face disciplinary action.

### **Data Storage on Computer Systems and Servers**

Only business information can be stored on computer systems. You are not permitted to store any personal data on the computer system, including documents, spreadsheets, databases, games and jokes.

### **Computer Software**

Only software authorised by the board can be loaded onto Papatoetoe Intermediate School computer systems. Any software loaded onto any Papatoetoe Intermediate School equipment must have a valid licence with proof of ownership. No software owned by the board, may be copied and used on another PC or taken home and loaded onto a personal device. This contravenes software licensing laws.

### **Use of the Email System**

The email system is for school purposes and must not be misused. While it is acceptable to send or receive business messages from outside the school, users should be aware that this information might not be secure outside the school. This needs to be considered before you send email. Personal information, such as documents, spreadsheets, databases, games, jokes and other non-business-specific email must not be circulated via the email system.

### **Internet**

Use of the Internet is for school purposes only. You are not to retrieve, distribute or store unapproved or non-business-related material from the Internet. You must have approved access and this is provided on an individual basis.

### **Retention of Data**

Papatoetoe Intermediate School Board of Trustees is required to retain information in accordance with the Archives Act 1957. This means that you cannot delete business-critical data from the computer system without permission.

### **Unacceptable Behaviour**

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by the school include:

- misuse, abuse or unauthorised use of board funds, resources or property (including telephones, fax machines, Internet, email, photocopiers, computers, credit cards, taxi cards and vehicles);
- falsifying board records (eg: inaccurate or false recording of your time sheet).

### **Official Information**

The disclosure or release of official information is subject to the *Official Information Act 1982*. Information related to Papatoetoe Intermediate School, its suppliers or the users of its

services is to be treated at all times as confidential to the board and is to be used by employees for official purposes only.

Employees of Papatoetoe Intermediate School Board of Trustees are also subject to the provisions of the *Privacy Act 1993*. The main object of this Act is to promote and protect personal information and it seeks to give individuals some measure of control over personal information about themselves.

### **Release of Official Information**

Official information must only be released by authorised employees, and only in accordance with the procedures as stated in the Official Information Act. Board instructions about the release of official information must also be followed.

It is not to be released to the media or the public without the proper authorisation. For example, staff may not remove or copy school documents or records for external use without approval from their manager. It should never be used for personal motives.

### ***Unacceptable Behaviour***

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by Papatoetoe Intermediate School Board of Trustees include:

- providing information outside Papatoetoe Intermediate School without proper authority;
- using board information for unauthorised purposes;
- using school information to support personal motives;
- breaching the Privacy Act in respect of employees, suppliers or users of board services.

### **Public Comment**

Staff members should not respond to requests from the media for comment on matters relating to the school. Only authorised staff members should respond to media requests for comment on such matters. If the media makes an approach to you, inform P your principal/Bboard so they can respond to the media request.

### ***Unacceptable behaviour***

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by the board include:

- publicly commenting on matters relating to individual students;
- giving the impression that you are expressing the views of Papatoetoe Intermediate School when you are actually stating your own personal views;
- making a personal attack on a fellow staff member.

### **Breaches of the Code of Conduct**

This Code of Conduct describes the standards of behaviour expected of staff. As outlined in the Code, behaviour or actions that are considered unacceptable by *Papatoetoe Intermediate School* may result in disciplinary action against the employee concerned, which could include termination of employment.

### **Disciplinary Action**

Disciplinary action is about problem solving. *Papatoetoe Intermediate School Board* is concerned to identify problems associated with performance or behaviour, and to make sure that the process for fixing those problems is prompt, consistent and fair. In general, disciplinary procedures include informal or formal disciplinary action along the following lines:

**1. Informal Disciplinary Action:**

- discussion of the problem;
- assistance to help overcome the problem;
- referral to the Employee Assistance Programme, if appropriate;
- temporary transfer to other duties.

**2. Formal Disciplinary Action:**

- oral warning;
- written warning;
- removal of discretionary conditions of employment (ie: delegations, flexible working hours, etc.);
- transfer to another position at existing salary;
- transfer to another position with reduced pay (but not below the minimum rate for that position);
- suspension (with or without pay);
- dismissal with notice;
- dismissal without notice.

Other options may be considered, depending on the circumstances of the case.

Whether disciplinary action is informal or formal, the Papatoetoe Intermediate School Board of Trustees will make sure that the disciplinary procedures are fair. This means that:

You must be told of your right to request union, legal or other assistance and/or representation.

- a) You must be told of the specific behaviour or performance that is causing concern, and given a reasonable opportunity to provide an explanation.
- b) You must be told, where appropriate, of the action that is required to amend or improve your behaviour or performance, and be given a reasonable opportunity to do so.
- c) We must undertake an appropriate investigation before any substantive disciplinary action is taken.
- d) If the offence is sufficiently serious, an employee is to be placed on suspension pending investigation.
- e) An oral warning would usually precede a written warning, depending on the seriousness of the misconduct.
- f) It is a requirement that the process and result of any disciplinary action are recorded in writing, read and signed by you (the employee), and then placed on your personal file.

In general terms, no disciplinary papers will go on your file unless you have seen them or have been given a genuine opportunity to see them. If you are not satisfied with the disciplinary action taken, you have the right to pursue a personal grievance. This procedure is outlined in your employment agreement.

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### Acknowledgement of Receipt of Code of Conduct

(Full Name).....has attended a Code of Conduct

presentation on (date).....with (Presenters name)\_\_\_\_\_

This document acknowledges that you have received a copy of the Code of Conduct **Yes/No**

**Declaration:** I understand that a breach of the Code may lead to disciplinary action, including dismissal.

Signed

Date

(a copy of this page is placed in employee's personal file)

.....

.....

### Operational Procedure No. 2.2: Complaints Procedures (as part of the Personnel Handbook)

*Papatoetoe Intermediate School, including Manawanui RTL Cluster 10, is open to feedback and committed to seeking appropriate resolution of concerns or complaints and addressing policy and process inadequacies highlighted by them.*

#### Introduction

- The Papatoetoe Intermediate School Board believes effective complaint handling is fundamental to the ongoing success of our school and Manawanui RTL Cluster 10
- People have a right to make comments or raise concerns and expect them to be heard. In addition, providing an effective complaints process supports the identification of improvements that can be made.
- The complaint process is a confidential process and should always seek to preserve the 'mana' of everyone involved; the complainant, the person against whom the complaint is laid, along with the person charged with addressing concerns.

#### Papatoetoe Intermediate School seeks to ensure that our complaints process are:

- Fair
- Accessible
- Responsive; and
- Efficient

#### Definitions

1. **A concern** is a matter that a person believes is important and needs to be addressed but may be investigated and resolved in an informal way (e.g. through discussions, restorative processes, as a generalised discussion or instruction etc.)
2. **A complaint** is a matter that affects the ongoing wellbeing and safety of a person or persons or organisation. A complaint needs to be investigated and addressed either directly with an individual or with a group of people and may use informal or formal processes for resolution.

3. **A serious complaint** is a matter that identifies a serious risk to people, persons or the organisation and may result in disciplinary action or be referred to the police or a higher authority.
4. **Bullying is**
  1. deliberate - harming another person intentionally
  2. involves a misuse of power in a relationship
  3. usually not a one-off - it is repeated, or has the potential to be repeated over time
  4. involves behaviour that can cause harm - it is not a 'normal' part of life

**Complaints or concerns may include:**

- Bullying or Harassment
- Disclosures and Protected disclosures (see Operational Procedure 2.4 )
- Inappropriate behaviour by staff, students, Board members, other members of the school community
- Ineffective practices used by staff
- Instances that cause offence, are considered demeaning, racist or considered discriminating

**In the first instance**, the Principal or appropriate school leaders will strive to address concerns or complaints informally. Through face to face meetings with facilitated and fair discussion in order to seek resolution and shared understandings. Our school uses a 'restorative approach'.

**Matters dealing with student achievement or student management should primarily be dealt with by the teacher or RTLB concerned**

The person who is dealing with the concern or complaint may seek support and advice. We encourage those about whom a complaint is made to also seek support and advice. We remind staff members that counselling is available.

**If a matter is unresolved or not adequately investigated, addressed or resolved** it should be referred to the Syndicate Leader, Practice Leader, Cluster Manager or Principal.

If a formal complaint is received by the Principal they will follow the same formal processes as outlined below, for the Board.

**Complaints may be referred to the Board** if a complaint is received from or about Board members, the Principal, leaders, RTLB, teachers, staff, students or members of the community.

**On receipt of a complaint to the Board the Presiding Member will**

- a) Acknowledge receipt of the complaint
- b) Seek clarification and ensure this is a matter to be dealt with by the Board. If the matter is considered to not be a Board matter it will be referred back to the Principal.
- c) The Presiding Member may convene a sub committee of the Board, if this is deemed necessary
- d) The Presiding Member may seek legal advice



- e) They will ensure an investigation is undertaken which meets fair and reasonable process and allows for adequate input from all parties involved
- f) Provide a written summary of the outcome/s of the investigation to all parties involved

**Serious complaints may be referred directly to the Board or may be referred to the Principal who will inform the Board.** These may include complaints about alleged misconduct and employee discipline, or from or about board members or the Principal.

The Presiding Member will

- a) Acknowledge receipt of the complaint
- b) The Presiding Member may convene a sub committee of the Board
- c) The Presiding Member may seek legal advice
- d) They will ensure an investigation is undertaken which meets fair and reasonable process and allows for adequate input from all parties involved
- e) Provide a written summary of the outcome/s of the investigation to all parties involved

**Assessing a complaint**

**When assessing a complaint the following will be included**

- what the complaint is about
- how serious or urgent the complaint is
- whether the complaint may indicate a systemic problem
- what risks the complaint raises and what kind of resolution the complainant is seeking

After considering these matters

- a decision can be made as to whether the complaint can be resolved quickly and informally
- whether no action should be taken and an explanation given to the complainant
- or whether an investigation into the matter is needed

**Investigating a complaint**

**Any investigation that is undertaken must be fair. To ensure fair process, the investigators/s will**

- act independently and have an open mind
- take measures to address any actual or perceived conflict of interest. At any stage in the complaints process a staff or Board member may pass the complaint to an 'independent investigator' if they believe there is a 'conflict of interest' or 'perceived' conflict of interest
- consider all information and evidence carefully
- keep the complaint confidential, with the complaint considered in private and information only discussed internally as necessary to properly review the matter of concern
- act without undue delay

The complainant will be given a fair chance to present their position, and be advised of the findings in order to

- check investigator/s have the correct facts
- identify any major issues that may be of concern to the person and which they may seek to challenge later if they are not addressed

The person/ people about whom a complaint is laid is also entitled to

- understand the complaint
- seek support
- a fair chance to present their position at each stage of the complaints process (initially, within the investigation, at the summary stage and on hearing the outcomes)
- be advised of the complaint process and expected timeframes
- provide their evidence and check investigators have the correct facts
- and be advised of the findings
- understand any possible outcomes resulting from the investigation

Once all relevant information and evidence has been gathered, the matters of concern will be assessed, and conclusions reached. Depending on the nature of the concerns that have been raised, and the proposed outcome of the complaint, the conclusions may be brief or may need to be more detailed.

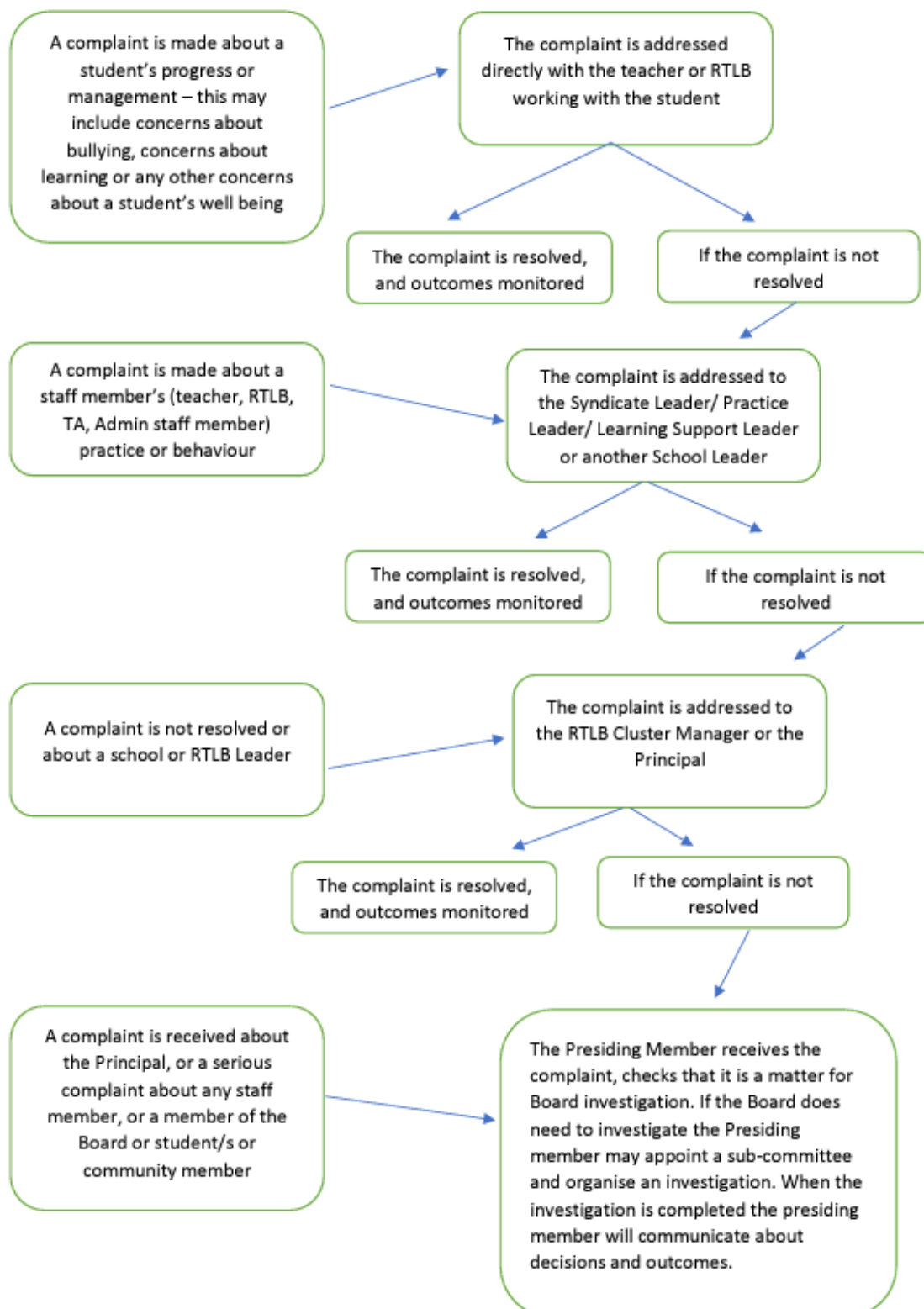
If it has been identified that something has 'gone wrong', the conclusions will include action that can be taken to resolve the complaint. This may include internal action such as changes to policies, procedures or practices. If nothing wrong is identified, the reasons why our schools actions are considered fair and reasonable will be set out.

**Once the investigation is complete, the complainant and the person/people about whom the complaint is made will be advised of**

- the outcome of the complaint investigation
- the reasons for any decisions that have been made
- or whether a review of the matter is needed

***These Procedures are reviewed annually and readily available on our school and RTLB websites, or on request from the Principal's PA or Board Secretary.***

### Complaints Procedures Diagram



## Record Keeping

1. **Any person receiving a complaint or concern will keep a written record**, of the complaint, the discussions had, the agreed understandings and outcome
2. **Full notes should be taken**, checked and signed at the following times:
  - i. When the complaint is received
  - ii. For all formal interviews, discussions and actions.
3. **A timeline should be kept** of all matters pertaining to the complaint process
  - i. A timeline should be provided to the complainant and to the other people involved (people being interviewed and the people/persons the complaint is about)
4. **A summary of the complaint and the investigation, outcomes and actions taken** should be provided to all people involved and retained in the 'complaints file'
  - i. Any ongoing matters pertaining to a particular complaint should be added to that file.
  - ii. All such records should be kept in a separate and confidential file until the matter is completed
5. **If an informal intervention or mediation has resolved an issue** a record of the agreement reached should be kept in a confidential file by the Principal [or Presiding Member] so that the agreement can be monitored. No details of the complaint or agreement are to be entered onto the personal files of either party.
6. **If a formal complaint is made, investigated and unsubstantiated**, nothing will be noted on any personnel files but will be added to the 'complaints summary' for that person and the school and may be used only for monitoring purposes
7. **If a formal complaint is made, investigated and substantiated**, then the personnel file will contain a summary of the nature of the complaint, the outcome and the penalty if any disciplinary action is taken. The time period for which this is to remain on the file will be stated in the papers.
8. **A full record of information obtained during an investigation and the disciplinary interview will be kept in a separate, confidential file by the Principal.**
9. **If the complaint is 'serious' then it must be, by law, referred to the Teaching Council and/or Police**
10. **Personnel files - Before the placement of the summary into a personnel file** consideration must be taken of the seriousness of the behaviour and the relevant employment contract. People must be notified if anything is to be added to their personnel file and they must have access to all information kept
  - i. No record of the complaint will be placed on the complainant's personal file unless it is with the complainant's permission and necessary to explain a work performance problem.
  - ii. If a complaint is found not to be proven or cannot be resolved, all records should be kept but in a separate, confidential file by the Principal. The complainant or the person complained about may take the matter further and the school may need to show that the complaint was handled appropriately.
11. **A summary of incidents of complaints made and complaints received should be kept** for each person. In this way the school can monitor incidences, school culture and how effectively its complaints procedures are operating.

## References

- NZEI, Code of practice: physical contact with students.
- Code of Conduct, Papatoetoe Intermediate School
- STAR Expectations: Papatoetoe Intermediate School student behavioural expectations

## **Operational Procedure 2.4 Protected Disclosures** (see also Health and Safety Handbook)

### **Rationale**

*The Papatoetoe Intermediate School Board of Trustees ensures procedures are in place to meet the requirements of the Protected Disclosures Act 2000.*

### **Procedures for making a protected disclosure under the Protected Disclosures Act 2000**

1. If on reasonable grounds you believe you have information that a serious wrongdoing is occurring [or may occur] within the school and you wish to disclose that information so it can be investigated you can make a protected disclosure to the Principal.
2. This can be done verbally or in writing. You should identify that the disclosure is being made under the Protected Disclosures Act and is following the board procedure, provide detail of the complaint [disclosure], and who the complaint is against.
3. If you believe that the Principal is involved in the wrongdoing, or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the Chairperson of the Board of Trustees.
  - It is then up to the person you disclose to, to decide if the disclosure constitutes serious wrongdoing, and that the allegations need investigating.

### **They can decide:**

- to investigate the disclosure themselves
  - to forward the disclosure to the board or a committee of the board to investigate
  - whether it needs to be passed on to an appropriate authority. If it goes to an appropriate authority they will advise you that they are now investigating the complaint.
4. If you believe that both the Principal and the Chairperson of the Board of Trustees may be a party to the wrongdoing or in close relationship with the person/s involved in the wrongdoing you can approach an external "appropriate authority" directly yourself. Who is an "appropriate authority"? As noted above, in some circumstances the disclosure could be made to an appropriate authority by yourself or the person to whom you have made the disclosure.

5. An appropriate authority is defined in the Act as including:  
"(a) includes -

- the Commissioner of Police:
- the Controller and Auditor - General:
- the Director of the Serious Fraud Office:
- the Inspector - General of Intelligence and Security:
- an Ombudsman:
- the Parliamentary Commissioner for the Environment:
- the Police Complaints Authority:

- the Solicitor - General:
- the State Services Commissioner:
- the Health and Disability Commissioner; and

(b) includes the head of every public sector organisation, whether or not mentioned in paragraph (a). Clause (b) can mean that in certain circumstances the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officer of the Education Review Office (ERO).

*Why can't I just go to the appropriate authority myself?*

6. There are three circumstances when you can go directly to the appropriate authority:

- When you believe that the head of the organisation is also a party to the wrongdoing or has an association with the person which would make it inappropriate for them to investigate.
- If the matter needs urgent attention or there are other exceptional circumstances.

If after 20 working days there has been no action or recommended action on the matter to which the disclosure related. Otherwise you need to go through the internal processes.

*What happens if even the appropriate authority does nothing?*

7. You could then make the disclosure to the Ombudsman [unless they were the authority you have already disclosed to] or a Minister of the Crown.

The Act does not protect you if you disclose information to the media or a member of parliament other than a Minister of the Crown in the circumstances referred to above. Where can I find out more information?

If you notify the Office of the Ombudsman verbally or in writing, that you have disclosed or are considering a disclosure under this Act, they must provide information and guidance on a number of matters including those discussed here and the protections and remedies available under the Human Rights Act 1993 if the disclosure leads to victimisation.

A copy of the Act can be found at [Legislation OnLine](#)

*This procedure has been provided by NZSTA in August 2016 and adopted by our school.*

### **Additional Information**

The Protected Disclosures Act 2000 (sometimes referred to as the Whistle-blowers Act) came into effect on 1 January 2001. The Act has implications for boards of trustees and their staff.

The intent of the Act is to allow employees to disclose serious wrongdoings in confidentiality where they believe on reasonable grounds that such wrongdoings have or are being committed by the employer or another employee in the organisation.

### **What steps does the Board have to take?**

Boards and principals are advised to:

- familiarise themselves with the content of this administrative advice and Ministry of Education circular 2000/29

- document a board policy [see paragraph 4]
- identify a person who will be the protected disclosures recipient
- identify a second person who will be the backup protected disclosures recipient should the first person nominated be the one who the disclosure is about
- formulate a written internal procedure for staff
- communicate information, the policy, and procedure to all staff
- review the policy and procedure annually when reviewing policies, update if necessary, and remind staff of the procedure
- Ensure all new staff members are advised of the procedure as they are employed.

It is unlikely that boards will have to deal with protected disclosures on a regular basis. The nature of the school environment is such that most serious issues will be identified by and dealt with through more traditional processes, e.g. the Board's Complaints Procedure.

## Enrolment Policy

Rationale: Positive and well-supported enrolment processes ensure that children have predictable learning pathways: from primary, to intermediate school and later to secondary school.

### In Zone Enrolments

All children are welcome at our school. We strive to be inclusive and treat all children and their families with respect. Papatoetoe Intermediate School does not make any distinction, when enrolling in-zone students, for any grounds such as gender, race, religion, disability, background or ability.

- All children, classified as Year 7 or Year 8, who live within the Papatoetoe Intermediate School zone, are automatically entitled to enrol and attend Papatoetoe Intermediate School
- Children who are not living with their parents but are living in zone with a designated family member or in an 'alternate care' arrangement (e.g. through Oranga Tamariki or whangai) must provide legal documentation that assigns legal guardianship to the person enrolling the child. The legal guardian is the first contact in regards to emergencies, school communication or reporting.
- We strongly encourage all in-zone enrolments be submitted before the 1 November each year
- Even parents who wish to enrol their children at another out-of-zone school should enrol their children at our school in case the out-of-zone application is not accepted.
- Class placement and transition data collection begins as soon as enrolments are accepted.

Our School Zone street list is available

- On request
- Through the school office
- In the enrolment pack
- On our school website
- At the offices of contributing primary schools

### Application forms

In-zone and out-of-zone enrolment application forms are available:

- On request
- At the school office
- On the school website
- Through the offices of contributing primary schools

On enrolment, the Parent/Legal Guardian must provide these documents:

- 1) Proof of identity – birth certificate or citizenship documentation or passport
- 2) Proof of address - enrolling parents or guardians must provide two verification documents (as listed in the enrolment pack) with the name of the parent or legal guardian enrolling the child AND the actual address used for enrolment
  - If a child is not residing permanently with their parent during the school week legal documentation, that assigns legal guardianship to the person enrolling the child, must be provided. The legal guardian is the first contact in regards to emergencies, school communication or reporting.
  - The onus is on the parent or legal guardian to provide evidence that will enable the board to judge whether the given address will be the student's usual place of residence when the school is open for instruction. If, at the time of application the parent is not able to provide the board with such evidence the board may decide to decline the application.

The Enrolment Pack - contains

- The school prospectus (which contains information about the school)
- The timeframes for enrolment (both in zone and out of zone)
- Uniform list and suppliers
- Stationery list and requirements
- Bus lists The pack is available
- On request
- At the school office
- On the school website
- Through the offices of contributing primary schools

#### International Student Enrolments

*Our school is a signatory to The Education Code of Practice for International Students (2016) and accepts International Students who reside, during their time in New Zealand, within our school zone.*

- Our school does not provide homestay facilities or accept international students who are not residing with a legal guardian.
- The same documents (listed above) are required for these students as well as the documents required for an international student to be able to access education in New Zealand

#### Enrolling out-of-zone students

*Our school complies with of the Education Act 1989 and Section 110 Education Act Amendment 2000. This Act indicates that the use of false information may result in an enrolment becoming invalid.*

Each year the Board of Trustees approves the number of out-of-zone students accepted that year. Notification of the number to the community is through the following avenues:

- In our school Newsletter
- On our School website
- In a letter to local and contributing schools



Primary schools or whanau may request out-of-zone enrolment packs. Alternatively, whanau can pick the pack up from our school office. Submission of out- of- zone applications must by the date mandated by the Ministry of Education each year. Out-of-zone enrolments are not automatically accepted.

#### Selection of Out-of-Zone Students

The procedure for the selection of an out of zone student at Papatoetoe Intermediate is as set out in the Education Amendment Act 2000. Priority selection is completed prior to balloting and within mandated timeframes.

- 1) First Priority will be given to students who have been accepted for enrolment in special programme[s] run by the school and approved by the Secretary for Education. *Our school currently does not have any Priority 1 programmes.*
- 2) Second Priority will be given to applicants who are siblings of current students.  
*A sibling is defined a 'person with the same legal guardian'.  
 Proof of the relationship is through the following documents:*
  - A birth certificate of the applicant and of their attending relative showing a common parent
  - A legal document indicating legal guardianship of the applicant at the address of the relative's parents or caregiver
- 3) Third Priority will be given to applicants who are siblings of former students.
- 4) Fourth Priority will be given to any applicant who is a child of a former student of the school.  
 (longer than five years)
- 5) Fifth Priority will be given to applicants who are children of a Board Employee or a child of a Board Member.
- 6) Sixth Priority will be given to all other applicants - these students go to ballot.

Once the number the Board has set is reached, within the order of priorities, acceptance stops.

#### Balloting for out-of-zone enrolments

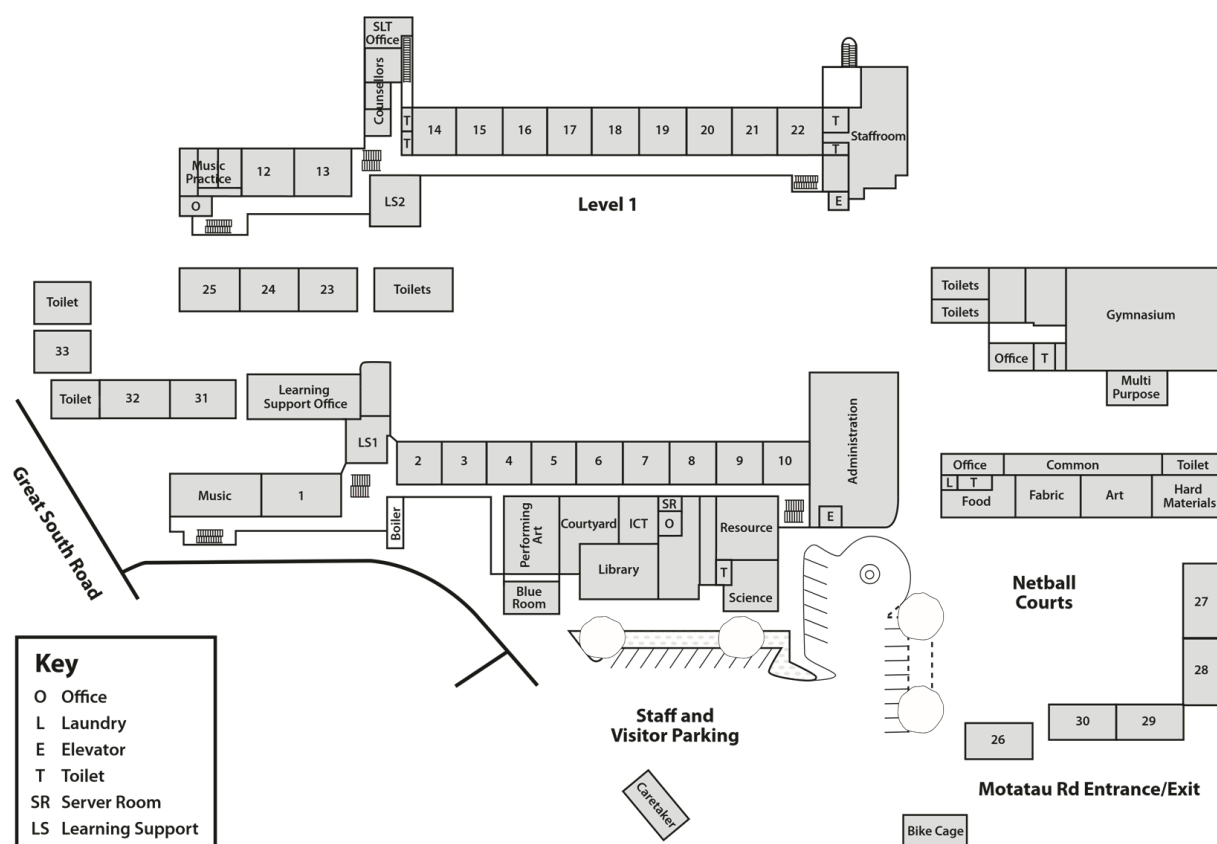
- If the number of out-of-zone enrolments to be accepted, set by the Board, is not reached then all the remaining out-of-zone enrolments are numbered and a ballot of those numbers is taken. This is a legal requirement.
- The Ministry of Education mandate the balloting date and this is publicised using the previous methods. The same date applies for all New Zealand Schools. Police are present for balloting.
- Parents/ legal guardians are notified of the results of the ballot in writing. They are required to confirm the enrolment within a limited timeframe.

All students, and their whanau, enrolled at our school, whether living in-zone or out-of-zone have the same rights and responsibilities.

All students attending Papatoetoe Intermediate School will be provided with educational opportunities that ensure that they are supported to make academic progress. This includes (but is not exclusive to) students who may need the following additional support:

- English Language Learners
- New migrant and refugees
- Social Worker support (SWIS)
- Enrichment Classes (for students above expected levels in core curriculum areas)
- High Learning Needs
- Students with behavioural needs

## School Map



## Staff List – Current Year

Matariki			
Principal	Pauline Cornwell - Kapa Haka Liaison		1
Deputy Principal	Donna Young	Delegated authority for finance and to Act as Principal/ Leader Curriculum and Classroom Pedagogy/ Liaison and support of student teachers/ IT Strategic planning and implementation (6MU) MT; Erika	2
Associate Principal	Lynn Corderoy	Delegated authority for finance and to Act as Principal / Syndicate Leader of Waiti/ Curriculum Leader: Te Reo Maori and English leader including Reading, Writing, Library, Overall Leader Assessment and Reporting/Kahui Ako Liaison Lead/ 8am meetings/ Release/ MT: Esther (Y2) Nandini (Y1) (4MU)	3
Associate Principal	Gareth Fletcher	Delegated authority for finance and to Act as Principal / Syndicate Leader of Waita / Curriculum Leader: Health and Physical Wellbeing/ Sports and extracurricular activities/ PB4L school-wide coach/ EOTC and RAMs oversight/ Health, Safety and Emergency Procedures/ Release (4MU)	4
Associate Principal	Sanjeev Kumar	Syndicate Leader of Uru Rangī/ Curriculum Leader: Mathematics/ /ACE and Cultural Groups and languages other than Maori and English/Community Liaison/ Oversight of School Student Leaders and Refined Projects/ Buses and Supervisory Duties/ Release TBC/ MT Bianca (Y2)/ Anna (Y2) (4MU)	5

Associate Principal	Tracy Prout	Syndicate Leader: Tupu a Rangi/ 'Future Focused Curriculum Leader: Social Studies, Ed4Sus etc. Digital Technologies/ External school environment/ International Students/ ORS funded student support/ MT: Lilly R7 (PRT), (4MU) - Release		6
Associate Principal	Nawinta Prasad	Syndicate leader of Tupu a Nuku the Specialist Team/ Curriculum Leader: Technology and The Arts/ Teacher: Foods/ Student support, Breakfast club, KidsCan etc. Release and Relievers/ School Events (4MU)		7
SENCo	Bonnie Nielsen	Guidance & Learning Support Leader responsible for Teacher Aides/ Curriculum Leader: ESOL & Learning Support (3MU)		8
LSL	Jane Woodill	Learning Support Leader responsible for Teacher Aides/ Curriculum Leader: ESOL & Learning Support (2MU) Study Centre (1RRP)		9
Tupu-ā-nuku				
Nawinta Prasad	Tech: Foods	Team Leader/ Breakfast Club etc./ Odd Years STEAM Exhibition (1 FTMU)		n/a
Kumar Singh	Tech: Design & Hard Materials	NZEI Site rep		10
Linda Nicholls	Tech: Soft Materials & Textiles	Breakfast Club		11
Christine Hormann	Visual Arts	Visual Art Projects/ Even Years Arts Exhibition (1FT MU) Release		12
Hamish McKenzie	Music	Tironui Trust/ Music Events/ Assembly/ House Group Leader / Refined Brothers (1 FTMU) Release		13
Vanita Narsai	Performing Arts	Assemblies, Choir, whole school events		14
Tupu-a-rangi				
Rm	Name	Spec A	Additional Responsibilities	
5	Shiro Chand	Science		15
6	Viliani Titiuti	Science	Curriculum Leader: Science & Careers (1MU) AT/ Student Mentoring TBC/ Release	16
7	Lilly Swail	PE	Teacher Room 7/ PRT MT: Tracy/ Release	17
8	Cammy Leung	PE	AT/ House Group Leader:/ Digital Technologies Support (1 FTMU)	18
9	Saba Kiani/ Erika Brecher	Science	Finishing 10 August - maternity leave/ Erika starts 8/8 (PRT) mentor Donna	19
10	Mark Hudson	PE	AT/Ed4Sus Leader Teacher: Water (0.5 FTMU first ½ of year), Release	20
Waita				
Music	Hamish McKenzie	N/A	Music Practice Rooms	n/a
12	Maddy Cooke	PE	AT/ House Group Leader Coordinator/ William Pike Liaison/ Curriculum support: Health and Physical Wellbeing (1 FTMU) Release	21

13	<b>Leslie Govender</b>	Science		22
14	<b>Common Room</b>	N/A	Learning Support	n/a
15	<b>Robert Pether</b>	PE	BT Y2/ MT: Derick	23
16	<b>Derick Theunisen</b>	Science	AT / Kahui Ako WSLT: Release MT: Robert (BTY2) Works Mon-Thurs / <b>John Toomer</b> --Fri	24
1	<b>Lilien Skudder</b>	Science	Co-teaching Lead Teacher Ed4Sus; Gardens and Livestock (0.5 FTMU 2nd ½ of the year) MT: Taryn (BTY2) after July Kahui Ako WSLT: Release	25
	<b>Taryn Marck</b>	PE	BT Y2 after July/ MT:Lilien Release until October 2022 - maternity leave	26
<b>Uru-rangi</b>				
17	<b>Kamlesh Ram</b>	PE		27
18	<b>Anna Davies</b>	Science	BT Y2 / MT: Sanjeev/ Release	28
19	<b>Bianca Kerr-Bell</b>	PE	BT Y2 /Mentor Teacher: Sanjeev/ Release	29
20	<b>Gita Singh</b>	Science		30
21	<b>Melanie Willis</b>	PE		31
22	<b>Andrea Homan</b>	Science	AT/ Ed4Sus Leader: Energy/ Travelwise/ Patrols, (1 FTMU) Release	32
<b>Waiti</b>				
23	<b>Reikus Nortje</b>	Science		33
24	<b>Nandini Chakrabarty</b>	PE	BTY1 - MT Lynn	34
25	<b>Malcolm Raymond</b>	Science	AT/ Kahui Ako WSLT: Release	35
2	<b>Andrew Francis</b>	Science	Ed4Sus Lead Teacher; Waste Management: Recycling etc/Mathematics support (1 FTMU) Release	36
3	<b>Gabby Frank</b>	PE	AT/ Student Support TBC	37
4	<b>Esther Nosa</b>	PE	BT Y2/ MT Lynn/ House Group Leader (0.5 FTMU after July) Release	38
TOTAL STAFFING ENTITLEMENT = 36.25			TOTAL staffing	38
<b>Waipuna-a-rangi – Learning Support</b>				
In class support/ HLN			<b>Tangitangi Finau</b>	1
In class support/ ESOL			<b>Hope Leota</b>	2
In class support/ ESOL			<b>Lucy Chow</b>	3
In class support/ HLN			<b>Chrystal Takiaho</b>	4
In class support / ESOL			<b>Jae Dryden</b>	5
In class support/ ORs			<b>Laurette Hummels</b>	6

In class support/HLN	<b>Ashvini Kumar</b>	7
In class support/HLN	<b>Lilymoana Manu</b>	8
In class support/ HKN	<b>Celeste Williams</b>	9
<b>Maahutonga – Administration Team</b>		
<b>Financial Manager</b>	<b>Lee-Anne Keates</b>	Admin Team Leader/ Payroll/ Property/ Finance and HR management
<b>School Secretary</b>	<b>Alisha Spiers</b>	Enrolments/SWIS data processing/ First Aid
<b>Student Receptionist/ Cashier</b>	<b>Marie Leota</b>	Attendance and notifications/ First Aid and referrals to PHN
<b>Administration Assistant</b>	<b>Kelly May</b>	Administration /First Aid
<b>Library Assistant</b>	<b>Suraj Dass</b>	PIS and RTLB Resources/ Library
<b>Teacher Support/ Security Officer</b>	<b>Diane Schutt</b>	Staff Room and Resource Management /Overseeing keys etc.
<b>Principals PA/ BoT Secretary</b>	<b>Barbara Ferregel</b>	HR management/ Novopay & Leave/ Vaccination and Testing Tracking/ Enrol Audits
<b>Caretaker</b>	<b>Craig Hooper</b>	

**Other Useful information for Board members:**

Meeting checklist is on page 27 of this manual

**Meeting Dates – Current Year****2022**

Monday 29<sup>th</sup> August at 6.00 p.m.

Monday 26<sup>th</sup> September at 6.00 p.m.

Monday 31<sup>st</sup> October at 6.00 p.m.

Monday 28<sup>th</sup> November at 6.00 p.m.

**2023 (confirmed)**

Monday 27<sup>th</sup> February at 6.00 p.m.

Monday 27<sup>th</sup> March at 6.00 p.m.

Monday 29<sup>th</sup> May at 6.00 p.m.

Monday 26<sup>th</sup> June at 6.00 p.m.

Monday 24<sup>th</sup> July at 6.00 p.m.

Monday 28<sup>th</sup> August at 6.00 p.m.

Monday 25<sup>th</sup> September at 6.00 p.m.

Monday 30<sup>th</sup> October at 6.00 p.m.

Monday 27<sup>th</sup> November at 6.00 p.m.

## National Education Guidelines

- (1) The Minister may from time to time, by notice in the Gazette, publish (in their entirety, or by way of a general description and an indication of where the full text can be obtained) all or any of the following:
  - (a) national education goals, which are
    - (i) statements of desirable achievements by the school system, or by an element of the school system; and
    - (ii) statements of government policy objectives for the school system:
      - )
  - (aa) Foundation curriculum policy statements, which are statements of policy
    - ) concerning teaching, learning, and assessment that are made for the purposes of underpinning and giving direction to -
      - (i) The way in which curriculum and assessment responsibilities are to be managed in schools:
      - (ii) National curriculum statements and locally developed curriculum:
        - )
  - (b) National curriculum statements (that is to say statements of -
    - (i) The areas of knowledge and understanding to be covered by students; and
    - (ii) The skills to be developed by students; and
      - )
      - (ii) Desirable levels of knowledge, understanding, and skill, to be achieved
        - i) by students, during the years of schooling):
  - (ba) National standards, which are standards, in regard to particular matters
    - ) such as literacy and numeracy, that are applicable to all students of a particular age or in a particular year of schooling:
  - (c) national administration guidelines, which are guidelines relating to school administration and which may (without limitation) -
    - (i) set out statements of desirable codes or principles of conduct or administration for specified kinds or descriptions of person or body, including guidelines for the purposes of section 61:
    - (ii) set out requirements relating to planning and reporting including -
      - )
      - (A) scope and content areas, where appropriate:
      - (B) the timeframe for the annual update of the school charter:
      - (C) broad requirements relating to schools' consultation with parents, staff, school proprietors (in the case of integrated schools) and school communities, and the broad requirements to ensure that Boards take all reasonable steps to discover and consider the views and concerns of Māori communities living in the geographical area the school serves, in the development of a school charter:

- (D) variations from the framework for school planning and reporting for certain schools or classes of schools, based on school performance:
  - (ii) communicate the Government's policy objectives:
  - i) set out transitional provisions for the purposes of national administration guidelines.
  - (i)
  - v)
- (2) Without limiting the generality of subsection (1), a notice relating to a national curriculum statement may-
  - (a) Specify different commencement dates for different provisions or different purposes, which dates may differ according to the class or designation of a school, the group or year level of students attending a school, or any combination of such classes, designations, groups, or levels:
  - (b) Specify a transitional period during which a Board may elect to comply with an existing curriculum statement or the new curriculum statement, and specify a date on which a Board must begin complying with the new curriculum statement:
  - (c) Revoke any curriculum statement issued under this section, and revoke any corresponding statement (such as a syllabus) issued in the form of a notice and having effect under the Education Act 1964.

### **School charter**

- (1) Every Board must, for each school it administers, prepare and maintain a school charter.
- (2) The purpose of a school charter is to establish the mission, aims, objectives, directions, and targets of the Board that will give effect to the Government's national education guidelines and the Board's priorities, and provide a base against which the Board's actual performance can later be assessed.
- (3) A school charter must contain the following sections:
  - (a) a section that includes -
    - (i) the aim of developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture; and
    - (ii) the aim of ensuring that all reasonable steps are taken to provide
      - ) instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time students whose parents ask for it;
  - (b) a long-term strategic planning section that -
    - (i) establishes the Board's aims and purposes; and
    - (ii) establishes for the next 3 to 5 years the Board's aims, objectives,
      - ) directions, and priorities for intended student outcomes, the school's performance, and use of resources; and
    - (ii) includes any aims or objectives that designate the school's special
      - i) characteristics or its special character (within the meaning of this Act):
  - (c) an annually updated section that -



- (i) establishes for the relevant year the Board's aims, directions, objectives, priorities, and targets relating to intended student outcomes, the school's performance, and use of resources; and
  - (ii) sets targets for the key activities and achievement of objectives for the ) year.
- (4) A school charter must include the Board's aims, objectives, directions, priorities, and targets in the following categories:
  - (a) student achievement: including the assessment of students against any national standard published under section 60A(1)(ba):
  - (b) the Board's activities aimed at meeting both general government policy objectives for all schools, being policy objectives set out or referred to in national education guidelines, and specific policy objectives applying to that school:
  - (c) the management of the school's and Board's capability, resources, assets, and liabilities, including its human resources, finances, property, and other ownership matters:
  - (d) other matters of interest to the public that the Minister may determine.
- (5) A school charter must---
  - (a) contain all annual or long-term plans the Board is required to have or has prepared for its own purposes; or
  - (b) contain a summary of each plan or a reference to it

#### **Procedural requirements of preparing or updating school charter**

- (1) The Board must provide the Secretary with a copy of its first school charter and every updated or amended school charter.
- (2) A school charter must be prepared and updated annually in accordance with national administration guidelines
- (3) A Board must amend its school charter as soon as practicable after it becomes aware of any information contained in the charter that is false or misleading in a material particular.

#### **Effect of school charter**

A school charter has effect as an undertaking by the Board to the Minister to take all reasonable steps (not inconsistent with any enactment, or the general law of New Zealand) to ensure that -

- (a) the school is managed, organised, conducted, and administered for the purposes set out in the school charter; and
- (b) the school, and its students and community, achieve the aims and objectives set out in the school charter.

When school charter or updated charter takes effect

- (1) When the Secretary receives a school charter or updated school charter, the Secretary must consider whether the charter has been developed or updated in accordance with the requirements of this Act and the national administration guidelines

- (2) Unless it takes effect on a different date under subsection (5), a new or updated school charter takes effect on the 25th working day after the date that the Secretary receives it.
- (3) If, before the first or updated school charter takes effect, the Secretary determines that it was not developed or updated in accordance with the Act or is inconsistent with the Act or the national administration guidelines, the Secretary must notify the Board of the matters in the school charter to be resolved.
- (4) The Secretary must then negotiate with the Board to resolve the matters concerned and, if the Board and the Secretary are unable to reach agreement about the content of the school charter or updated school charter, the Secretary may require the Board to amend the charter or updated charter.
- (5) If the Secretary issues a notice under subsection (3), the school charter or updated charter takes effect-
  - (a) on the date agreed by the Secretary and the Board; or
  - (b) on the date the Secretary determines to be the commencement date for his or her amendments.

#### **Board must make copies of school charter available**

**Once a school charter or updated school charter takes effect, the Board must make the charter available.**

#### **Annual reports**

- (1) As soon as is practicable after the end of every financial year, and in any event no later than a day fixed by the Secretary, every Board shall give the Secretary an annual report in accordance with this section.
- (2) A report given under subsection (1) must include-
  - (a) the names of all the Board's appointed members, elected members and co-opted members; and
  - (b) the date on which each member goes out of office; and
  - (c) the auditor's report in accordance with section 87A; and
  - (ca) in respect of the Board or, in the case of a Crown entity group, for each
    - ) Crown entity in the group,-
      - (i) the total value of the remuneration (other than compensation and other benefits referred to in subparagraph (v)) paid or payable to the trustees in their capacity as trustees from the Board (or entities in the group, as the case may be), during that financial year; and
      - (ii) the total value of the remuneration (other than compensation, and other benefits referred to in subparagraph (v)) paid or payable to the committee members in their capacity as committee members from the Board (or entities in the group, as the case may be) during that financial year (except that this paragraph does not apply to trustees whose remuneration is disclosed under subparagraph (i)); and
      - (ii) the number of employees (other than principals of the school) to
        - i) whom, during the financial year, remuneration (other than compensation and other benefits referred to in subparagraph (v)) was paid or payable in their capacity as employees, the total value of which

- is or exceeds \$100,000 per annum, and the number of those employees in brackets of \$10,000; and
  - (i) a report, presented in the manner required by the Minister by notice in
  - v) the Gazette, on the total remuneration (including benefits, any compensation, ex gratia payments, any other payments, and any other consideration paid or payable in the school principal's capacity as an employee) paid to a principal of the school; and
  - (v the total value of any compensation or other benefits paid or payable
  - ) to persons who ceased to be trustees, committee members, or employees during the financial year in relation to that cessation and the number of persons to whom all or part of that total was payable; and
  - (d) the Board's annual financial statements; and
  - (e) a statement in which schools provide an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter:
- (3) The annual financial statements must be prepared in accordance with generally accepted accounting practice, audited as required by section 87A, and include all of the following:
- (a) a statement of the financial position of the Board as at its balance date:
  - (b) a statement of financial performance reflecting the revenue and expenses of the Board for the financial year:
  - (c) if required by generally accepted accounting practice, a statement of cash flows reflecting cash flows of the Board for the financial year:
  - (d) a statement of the commitments of the Board as at the balance date:
  - (e) a statement of the contingent liabilities of the Board as at the balance date:
  - (f) a statement of accounting policies:
  - (g) such other statements as are necessary to fairly reflect the financial operations of the Board for the financial year and its financial position at the end of the financial year:
  - (h) any other statements that the Secretary determines in consultation with the Auditor-General:
  - (i) in relation to each statement required by paragraphs (a) to (c) and, if appropriate, by paragraph (g), budgeted figures for the financial year:
  - (j) in relation to each statement required by paragraphs (a) to (c), paragraph (d), and paragraph (e) and, if appropriate, by paragraph (g), comparative actual figures for the previous financial year.
- (3A In addition, a Board that is a parent in a Crown entity group must, to the extent ) required to do so by generally accepted accounting practice, prepare consolidated financial statements in relation to the group for that financial year.
- (4) The annual financial statements must be accompanied by a statement of responsibility that complies with section 155 of the Crown Entities Act 2004 but that is signed by the chair of the Board and principal instead of 2 members.
- (5) In subsection (2), trustee and employee include a person who was a trustee or employee at any time during the applicable financial year but who is no longer a trustee or employee.

- (6) The requirements of this section and section 87A as to annual financial statements also apply to a Crown entity subsidiary of a Board as if the subsidiary were a Board and with all necessary modifications.
- (7) Subsection (2)(ca)(iv) and (v) applies in respect of each financial year that ends on or after 31 December 2004.
- (8) The rest of the amendments made to this section by Schedule 6 of the Crown Entities Act 2004 apply as provided in section 198 of that Act.

### **Audit**

- (1) Each Board must submit its annual financial statements to the Auditor-General within 90 days after the end of each financial year.
- (2) The Auditor-General must audit the financial statements and provide an audit report on them to the Board.

## **The National Education Goals (NEGs)**

The National Education Goals (NEGs) were amended in December 2004 to include the reference to physical activity in clause 5. The National Administration Guidelines (NAGs) were also amended. **The National Education Goals are available in te reo.**

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

### **NEG 1**

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

### **NEG 2**

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

### **NEG 3**

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

### **NEG 4**

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

### **NEG 5**

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

#### **NEG 6**

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

#### **NEG 7**

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

#### **NEG 8**

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand

#### **NEG 9**

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

#### **NEG 10**

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

#### **The National Administration Guidelines (NAGs)**

The National Administration Guidelines for school administration set out statements of desirable principles of conduct or administration for specified personnel or bodies.

##### **National Administration Guideline 1**

Each School Board is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each Board, through the Principal and staff, is required to:

##### **(a) develop and implement teaching and learning programmes:**

- i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

##### **(b) through a range of assessment practices, gather information that is sufficiently**

comprehensive to enable the progress and achievement of students to be evaluated, giving priority first to:

- i. student achievement in literacy and numeracy, especially in years 1-8; and then to
- ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;

**(c) on the basis of good quality assessment information, identify students and groups of students:**

- i. who are not achieving;
- ii. who are at risk of not achieving;
- iii. who have special needs (including gifted and talented students); and
- iv. aspects of the curriculum which require particular attention;

**(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;**

**(e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and**

**(f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.**

#### **National Administration Guideline 2**

Each School Board, with the principal and teaching staff, is required to:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;
- (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

#### **National Administration Guideline 2A**

Where a school has students enrolled in years 1-8, the school Board, with the Principal and teaching staff, is required to use National Standards to:

- (a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year;

(b) report school-level data on National Standards in the board's annual report under three headings:

- i. school strengths and identified areas for improvement
- ii. the basis for identifying areas for improvement; and
- iii. planned actions for lifting achievement.

In addition to its inclusion in the board's annual report, the NAG 2A (b) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

(c) report in the Board's annual report on:

- i. the numbers and proportions of students at, above, below or well below National Standards, including by Māori, Pasifika, gender, and by year level (where this does not breach an individual's privacy); and
- ii. how students are progressing against National Standards as well as how they are achieving.

In addition to its inclusion in the Board's annual report, the NAG 2A (c) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

(d) report the NAG 2A (c) information in the format prescribed by the Secretary for Education from time to time.

### **National Administration Guideline 3**

According to the legislation on employment and personnel matters, each school Board is required in particular to:

- (a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- (b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

### **National Administration Guideline 4**

According to legislation on financial and property matters, each school Board is also required in particular to:

- (a) allocate funds to reflect the school's priorities as stated in the charter;
- (b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- (c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

### **National Administration Guideline 5**

Each school Board is also required to:

- (a) provide a safe physical and emotional environment for students;

- (b) promote healthy food and nutrition for all students; and
- (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

#### **National Administration Guideline 6**

Each school Board is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

#### **National Administration Guideline 7**

Each school Board is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

#### **National Administration Guideline 8**

Each school Board is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in years 1-8 from the 2013 school year, and all schools from the 2014 school year.

#### **Recent amendments**

##### **September 2012**

Under section 60A of the Education Act 1989 the National Administration Guidelines Notice ('the principal notice') published in the New Zealand Gazette No. 157 on 29 October 2009 at page 3810 is amended as follows:

1. NAG 2A of the Principal notice is deleted and replaced [with the following guideline](#):
2. The principal notice is further amended by adding after NAG 6, [the following guidelines](#)

##### **October 2009**

In October 2009 changes to NAG 1 and NAG 2 were published in the New Zealand Gazette. A separate NAG (NAG 2A) has been inserted to cover the reporting requirements that relate specifically to National Standards.

NAG 1 has been amended in the following way:

- It refers to the National Curriculum and its two strands – *The New Zealand Curriculum 2007* and *Te Marautanga o Aotearoa*.
- It removes and replaces references to wording from the previous curriculum such as reference to the essential learning and skill areas. It expands the requirement to give priority to literacy in years 1 – 4 to years 1 – 8 to reflect the requirements of the National Standards.

NAG 2 has been amended to include reference to National Standards in the requirement to develop strategic plans that document how boards of trustees are giving effect to the National Education Guidelines. These are:

- the requirement to report to parents in plain language at least twice a year



- the requirement to include school-level data in the board's annual report
- the requirement to include in the school's annual report the numbers and proportions of students achieving at, above, below and well below the standard, including Māori, Pasifika and gender (where this does not breach an individual's privacy).

In February 2009 the requirement to sell only healthy food and beverages on school premises was removed from NAG 5. The requirement to promote healthy food and nutrition for all students remains.

<sup>1</sup> **Including National Standards for schools with students in Years 1-8 that use The New Zealand Curriculum and Ngā Whanaketanga Rumaki Māori for schools with students in Years 1-8 that use Te Marautanga o Aotearoa**



## 2021 Annual Plan: **Capable Staff**

Strategic Goals	2021	Measures	Planned Actions	Mid-Year summary	End of Year Summary
<b>Consistently high-quality curriculum delivery, appropriate for all students</b>	Leadership PD to improve teacher 'coaching' and mentoring	<ul style="list-style-type: none"> <li>Papat oetoe Intermediate School is the school of choice</li> <li>Higher levels of student engagement in classes</li> <li>Our school is known as a place that</li> </ul>	1. Collective Leadership coaching training		
	Leaders work alongside teachers to improve consistency of curriculum delivery		2. Leadership mentoring and coaching goals in appraisal 3. Gathering consistent data for 'evidence'		
	Improve and extend resources across core curriculum, science and digital technologies		4. Budget allocation to Maths/ Literacy/ Science/ Digital Tech		
	Writing PD focus		5. PD continued 6. Evidence of improved student achievement 7. Evidence of consistent pedagogies		
	PLG Continued		8. PLG's drive specific Teacher practice improvement		

<b>Cooperative, collaborative, peaceful classrooms</b>	Teachers support student-led restorative classrooms	supports teachers to become leaders • Evidence of improved student achievement and progress evidenced in achievement data	<b>9.</b> Students trained to lead restorative practices		
	Provide ongoing teacher PD re behaviour strategies/ functions of behaviour/ neurodiversity		<b>10.</b> Staff meetings regarding behaviour strategies/ functions of behaviour/ neurodiversity		
	Reflect our school communities through art works/ signage/ design/ use of language etc.		<b>11.</b> Budgets for signage etc. <b>12.</b> Budgets for classroom design and furniture		
<b>Ongoing curriculum improvement</b>	Establish online reporting portals and e-portfolio		<b>13.</b> Parent portal up and running and being used by 85% of parents by mid-year <b>14.</b> Review of reporting to parents completed by mid-year		
	Ensure modern, responsive and inclusive classroom spaces; furniture,		<b>15.</b> Refurbishment of all classes completed by the end of 2021		

	flexibility, varied and 'eco-friendly'				
Part of the Papatoetoe Kahui Ako			16. Staffing and training 17. Confirm actions		

### 2021 Annual Plan: **Empowering students**

Strategic Goals	2021	Measures	Planned Actions	Mid-Year Summary	End of Year Summary
<b>Inclusion and equity of access for all students</b>	Provide an embedded range of Learning Support and GATE programmes	<ul style="list-style-type: none"> <li>Evidence of increased student ownership of achievement and learning pathways</li> </ul>	1. Early Identification 2. Embed short-term withdrawal programmes 3. Manage referrals/ funding more effectively		
	<u>All</u> teachers teach and use Tikanga and Te Reo Maori		4. Stop Te Reo specialist teachers 5. Provide lessons for all classes 6. Leaders check implementation		
	Development of culturally responsive		7. Begin curriculum cultural project developments		

	school curriculum	<ul style="list-style-type: none"> <li>Improving student and whanaunga attendance and involvement data</li> <li>Students are positively involved in school development culture and environment evidenced in student-led</li> </ul>			
<b>Student Leadership and mentoring</b>	Increase and embed the range of student leadership programmes		8. Continue the student leadership mentoring started in 2020		
<b>Promote Learners' Rights and Responsibilities particularly student agency</b>	Not a priority in 2021		9. Publish 'The Rights of the Learner' for every class 10. Discuss at staff meeting T2 callback		
<b>Teach for positive mental health</b>	Design, develop and deliver consistent, cohesive mental health programme designed for our adolescent students		11. Integrate Health into classroom programmes 12. Provide lessons for all teachers 13. Leaders check implementation		

		and imple mente d project s			
Students understand their learning pathways			14. Explicit teaching about secondary school in-zone and enrolment processes		