

Papatoetoe Intermediate School Board

Governance Manual 2024

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)
- School Map
- Board Members Contact Details

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

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

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

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"> ● Papatoetoe Intermediate School is the school of choice ● Higher levels of student engagement in classes ● Our school is known as a place that supports teachers to become leaders ● Evidence of improved student achievement and progress evidenced in achievement data
		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"> Evidence of increased student ownership of achievement and learning pathways Improving student and whanau attendance and involvement data Students are positively involved in school development culture and environment evidenced in student-led and implement projects
		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. Our school has a long and proud history (opening in 1953) with the original name of Otara Intermediate School. We have had a large number of students attend our school over the years and have produced a large number of national leaders, in a range of disciplines.

Our school currently caters for over 800 Year 7 & 8 students and maintains an enrollment zone. Students living within our zone come to our school from local contributing schools. Many students travel to school by bus. The school has a bike track and encourages students to come to and from school using 'sustainable transport'. 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 while others reflect the school's history. The grounds are extensive, and trees are well established.

Papatoetoe Intermediate School is the Lead School for the RTLB Cluster 10; Manawanui and hosts 30 RTLB. Papatoetoe Intermediate School also hosts Mt Richmond Special School satellite classes.

Our vision is Capable Staff; Empowering Students.

The professional development of all staff members is very important. Teachers and support staff are provided with developmental opportunities and support to attend courses. Staff meetings are devoted to professional development and educational consultants assist the school in developing and delivering high quality programmes. The school is part of the Papatoetoe Kahui Ako and participates wholeheartedly in the collective educational development for this area.

The school has a philosophy of 'future focused' learning and every student is provided a device. 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, Statistics and Financial Literacy 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

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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 strategic aims by 1 December each year.
	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 Education Act 1989 s104 (1) (c))
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 Schedule 6 (17) 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](#)

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](#)

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

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](#)

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

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

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

	Approval date	Reviewed	Next review
1. Meeting protocols			
1.1 Public attending board meetings			
1.2 Meeting agenda			
1.3 Meeting checklist			
1.4 Evaluation of meeting			
2. Committee principles			
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			
3. Board member induction process			
4. Concerns and complaints process			
4.1 Board complaints checklist			
5. Internal evaluation process			
5.1 Triennial review programme			

C1 Meeting protocols

The Papatōetoe 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 work plan 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 the 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:
 - all Board members who wish to participate in the meeting have access to the technology needed to participate, and
 - a quorum of members can simultaneously communicate with each other throughout the meeting.

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 election¹.
- 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.

¹ 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.²
- 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.

² 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.

This procedure approved: August 2022:

C1.2 Meeting agenda

A typical agenda will be as follows:

Board meeting agenda – date			
	Policy reference	Led by	Time
1. Administration			5 mins
1.1 Present			
1.2 Apologies			
1.3 Declaration of interests			
2. Strategic decisions			30–45 mins
2.1 Strategic decisions made if required	Operational/ governance policy		
3. Monitoring			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			
4. Strategic discussions			30–45 mins
4.1 Exploration of special issue or project (e.g. budget, principal performance agreement/ appraisal, delegations)			
4.2 Education Gazette			
5. Identify agenda items for next meeting			5–15 mins
6. Administration			5–15 mins
6.1 Confirmation of minutes			
6.2 Correspondence			
7. Meeting closure			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"> - Māori students - Pasifika students - Students with special education needs 	
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?

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.

Date of approval:

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.

Review schedule: Triennially

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.

Review schedule: Triennially

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?

Very welcome	Welcome	Not very welcome
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Comment:

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

Very timely	Timely	Not very timely
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Comment:

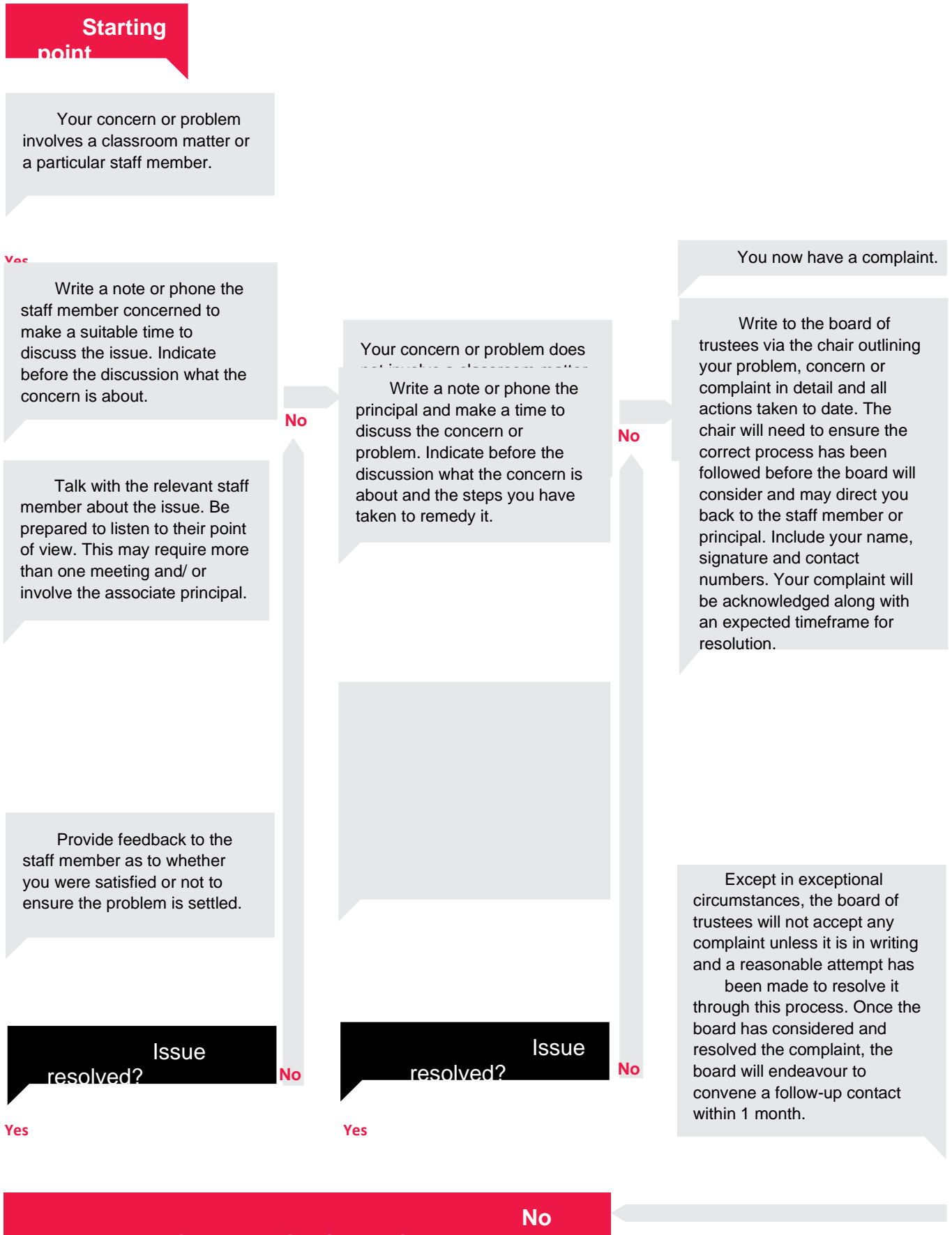
- Did you find the induction with the principal and chair to be effective?

Very effective	Effective	Not very effective
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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.

Review schedule: Triennially

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 policy	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 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.			

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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

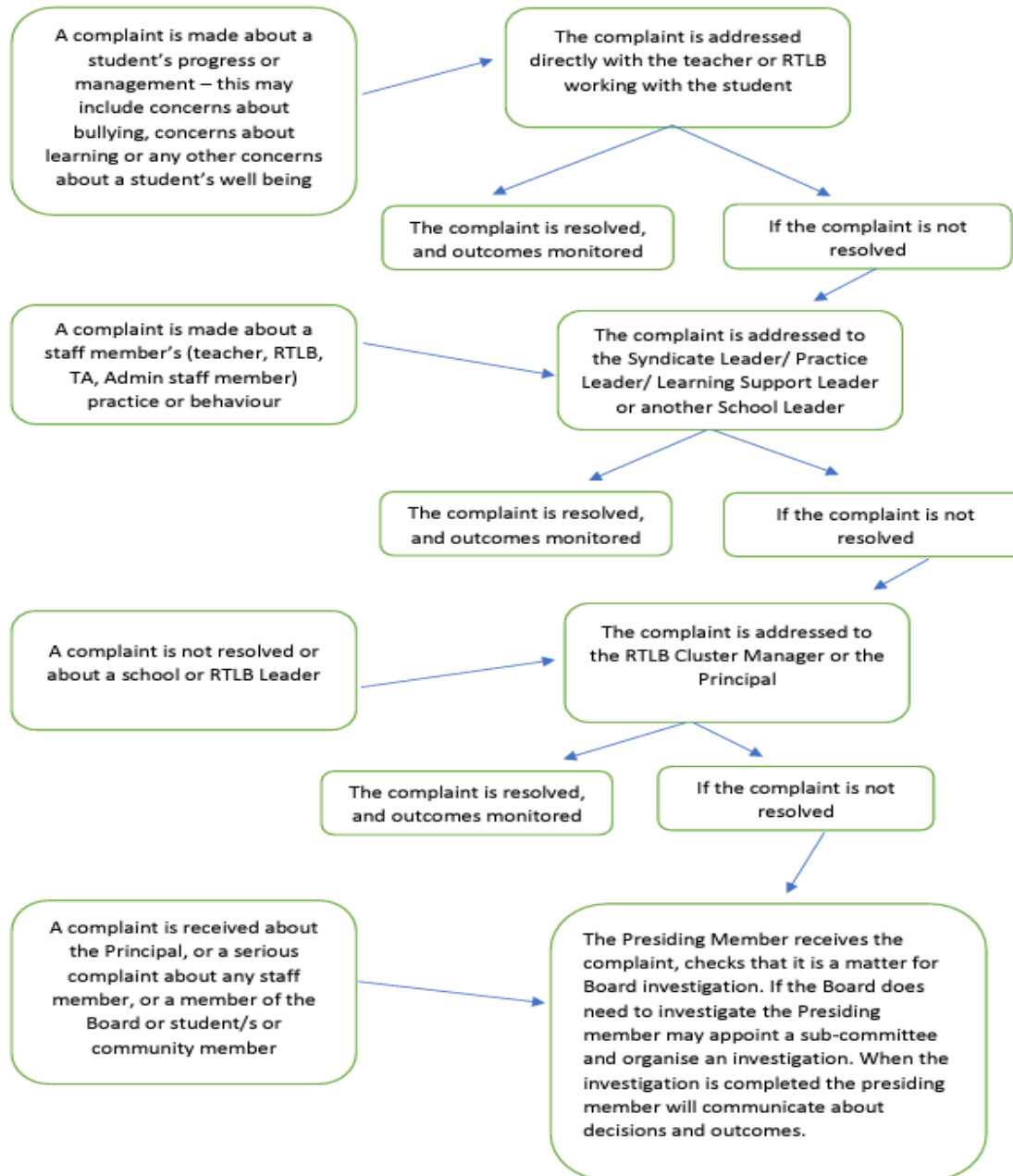
[Education Act 1989](#)

[Privacy Act 1993](#)

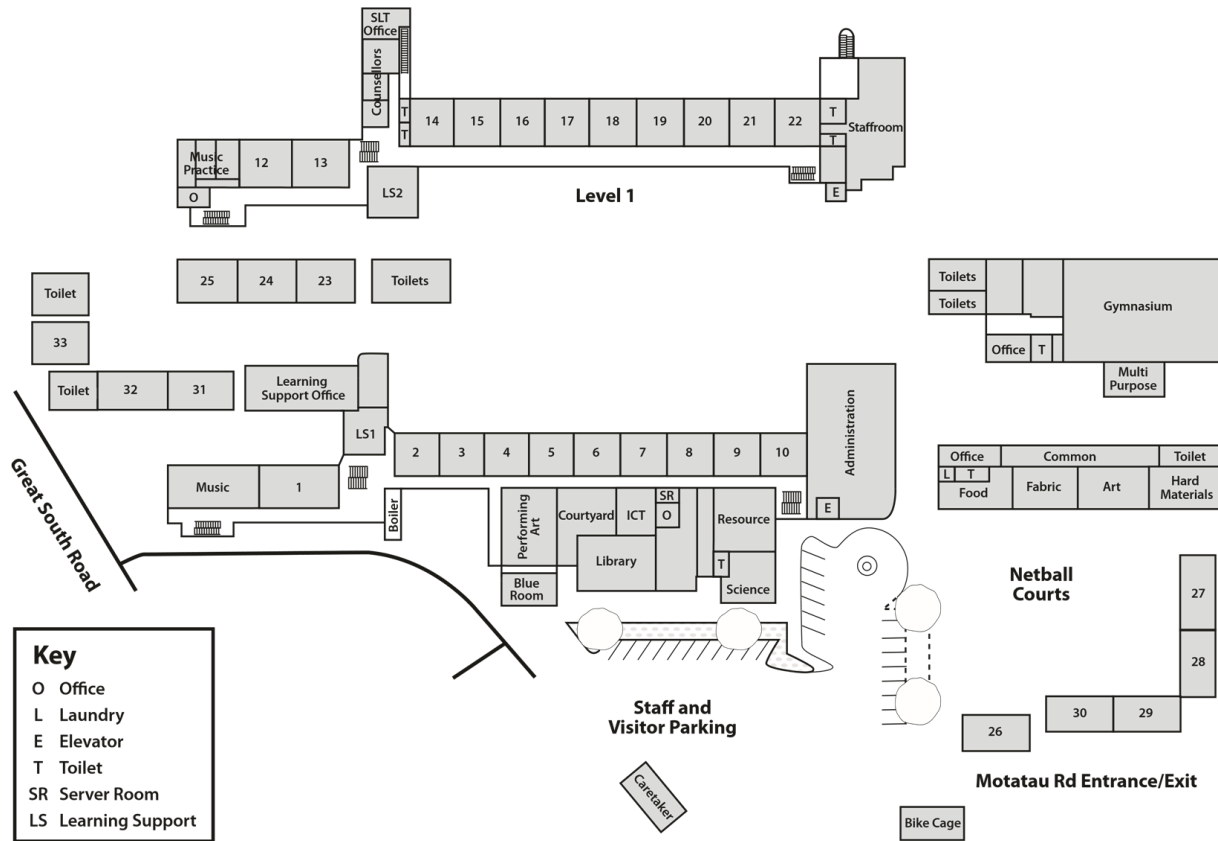
[Protected Disclosures Act 2000](#)

[Collective Employment Agreement for Principals](#)

Complaints Procedures Diagram



School Map



BOARD MEMBERS CONTACT DETAILS

MEMBER		EMAIL	MOBILE
Jeremy Nicholls	Ministry Appointed Trustee	jeremyn@papint.school.nz	0275489084
Darryl Wilson	Ministry Appointed Trustee	darrylw@papint.school.nz	02102209929
Mohammed Sahu-Khan	Ministry Appointed Trustee	mohammeds@papint.school.nz	021579943
Peter Cann	Ministry Appointed Trustee	peterc@papint.school.nz	02102828561
Kimiora Parata	Elected Trustee	kimiorap@papint.school.nz	0273054036
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Leigh Manukau	Elected Trustee	leighm@papint.school.nz	0225696540
Lilien Skudder	Staff Trustee	liliens@papint.school.nz	02102423143
Pauline Cornwell	Principal	paulinec@papint.school.nz	0211151462
Barbara Ferregel	Secretary	barbaraf@papint.school.nz	0274776118