WHAKA POKAI TARA

ACT NOBLY

GOVERNANCE HANDBOOK

Updated – May 2025

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GOVERNANCE HANDBOOK 2025

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Creating and Pursuing Opportunities

Capable staff	Empowering Students

Whaka Pokai o Tara	Lead as Tara Led	Act Nobly

A Culturally Supportive Learning Environment

• Improve the relationships between teachers/staff members and students so that learning is enhanced • Value and support our staff members so they can be 'the best' that they can be • Continue to develop curriculum provision • Engage with new, exciting and innovative teaching and learning opportunities	• Ensure students have a say in what happens at school and how we can improve • Provide a supportive and inclusive environment where all people feel, and are, valued • Improve mentoring and support for students to reduce bullying and bad behaviour • Reduce disparity and support equality for all students

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

Papatoetoe Intermediate School 2025 Annual Plan

Long term strategic Goals	Actions	2025	Mid Year Review	End of Year Review
Governmental Target - 80% of all students achieving at or above the stated expectations for their year levels by 2030.	**In 2024 the Targets were 55% of all Y8 students achieving** **Y8 Accelerated progress target** Reading Writing Mathematics	**60% of all Y8 students achieving at or above in all core curriculum areas**		
Outcomes	**Y8 Reading - 43%**			
	Y8 Writing - 51%			
	Y8 Maths - 48%			
	Accelerated Progress - Y8 Reading - 28% Y8 Writing - 59% Y8 Maths - 40%			

Roll Growth Predictions	2023-24	2024-25	2025-26	Mid Year Review	End of Year Review
MOE Prediction	**720**	**798**	880		
Actual by EOY	Y7 - 383				
	Y8 - 411				
	794				

EMPOWERING STUDENTS				
			Mid Year Review	**End of Year Review**
Address Disparities Through Targeted Support: Ensure equal opportunities for all students, regardless of their background or circumstances Address language barriers through interpreters, translators and resources Provide ongoing staff professional development and support in cultural competence and the range of challenges, and ways they can be addressed, that some of our students face.	**Promote and use reputable translators of school documents**			
	School Handbooks are all available on our school website and able to be translated using online tools Particularly • STAR Way • Enrolment and Prospectus • Notices about trips and events etc	**Measurable Outcomes** Students report they have equal access to opportunities		
	Employ translators for whanau meetings (e.g. hui, IEP, disciplinary- if requested) • Find available translators to work with whanau and school and create a school resource list. • Routinely ask whanau if they want/need a translator			
	Staff PD : Cultural Competency **Unteach Racism workshops** available on the Teaching Council are completed in Teaching groups over the course of the year			

Implement Student Voice Mechanisms: Ensure students have a meaningful role in shaping their educational environment, what is learned and how, and teacher capabilities. Provide meaningful opportunities for students to reflect on, review, improve curriculum context and delivery	**Establish meaningful and responsive opportunities for student feedback**			
	Establish meaningful and responsive opportunities for student feedback • Instruction for students on how to give critical feedback • Feedback surveys • Suggestion boxes • Reporting mechanisms • Curriculum review and improvement • Student feedback to teachers	**Measurable Outcomes** Students report they have meaningful input into shaping their educational environment Students report our school listens to and acts on feedback		
Provide Effective Mentoring Programmes to reduce bullying and behavioural problems by promoting peer support and consistent expectations	**Address inconsistent expectations for student behaviour**	**Measurable Outcomes** Incidents of bullying and behavioural problems are reduced Students and staff report that behavioural expectations are clear Staff report a positive school culture		
	• Teacher PD regarding the need for consistency • Staff agreement to address inconsistent expectations for student behaviour • Leadership focus on consistency			
	Continue and embed student mentoring strategies • Refined Brothers and Sisters • Leaders mentoring • Academic mentoring for all students			
CAPABLE TEACHERS				

Enhance Professional Development to provide targeted professional development focusing on: Inclusion and cultural competence Innovative teaching methods, resources and technology integration effective, and engaging instruction **AND Streamline Assessment and Feedback Systems** to use assessment data effectively to inform instruction and support student progress, ensuring that learning needs are met.	All teacher/staff will participate PD as follows:	**Measurable Outcomes** Observation and student Survey data indicates teachers have the skills and knowledge needed to deliver inclusive, effective, and engaging instruction. Assessment data is used effectively to inform instruction and support and enhance student progress		
	Curriculum Updates: Mathematics			
	English			
	Te Reo and Te Ao Maori			
	Assessment			

Strengthen Teacher-Student Relationships to enhance mutual respect and understanding, to improve student engagement and learning outcomes.	Provide teachers clearer direction about how and when to connect with students and whanau **Provide planned opportunities for staff and students to work collaboratively on school projects** • Embedding Market Days • Cultural Gardens • Planting at GSR	**Measurable Outcomes** Students report that their teachers respect and understand them. Teachers report that their students respect them.		
Create a Supportive and Inclusive School Culture that fosters an environment where all students and staff feel valued and included. All staff ensure that teaching is inclusive of and respectful towards the diverse cultural backgrounds of students	**Review school facilities to ensure there are adequate spaces for all students and staff that meet the ranges of needs (e.g. quiet places, places that reflect a range of identities etc)** • Quiet spaces • Culturally focused spaces • Students and their whanau are encouraged to teach others about their culture with the aim that everyone in the classroom learns about traditions, beliefs and language of their classmates • Classrooms reflect culture and the diversity of students in the room	**Measurable Outcomes** Students and staff report that they feel valued and included Students and staff report increased inclusion and respectful attitudes towards their diverse cultural backgrounds.		

[Date]

Dear [Name]

Welcome to the Papatoetoe Intermediate School Board.

Our school has a rich and proud history, being established in 1953 and being originally called Otara Intermediate School, with the name changing in 1968. We have had a range of high achieving students attend; including David Lange (previous PM), David Shearer (previous PM), Tom Schnakenberg (sports) , Mark Goshe (Member of Parliament), Roger Tuivasa- Sheck (sports) Helen Clarke (sports). We have retained many of the original buildings and the historic 'feel' of the school. The school shield and kapa haka name 'Whaka pokai o Tara' recalls the paramount chieftain in this area; Tara and links our school with Tainui.

Our school has always promoted student leadership and we retain leadership programmes in sports and civics as a feature at our school. We proudly state; 'every Y8 student, a leader'. In 2025 school leaders are working, with the Springboard Trust, to develop 10 Year Goals that support the Strategic Plan and Purpose Statement and encapsulates the recent and extensive feedback gathered from our school community.

Our School Vision:	Creating and Pursuing Opportunities
Our Purpose Statement:	Capable Staff; Empowering students

Our school currently employs 45 full time teachers (this number includes the principal, all school leaders, classroom and specialist teachers, and the two counselors). In addition, Papatoetoe Intermediate employs 30 Resource Teachers (RTLB) who serve 29 schools (including this one) in this area. The school Board has a contract with the Ministry of Education to be the RTLB Lead School. There are around 18 support workers who provide administration, caretaking and learning support. There is no additional provision for HR management, with it all being the responsibility of the Principal and, ultimately, the Board. The Ministry of Education allocates teacher staffing, on the basis of student numbers, and pays all teacher wages within that allocation. If the school employs more than the MoE entitlement the MoE directly withdraws funding from our Operational Funding. Our school budgets to be 'overstaffed' and successfully works each year within the allocated MoE staffing budget despite being overstaffed on paper.

The Ministry allocates finances annually to schools on a per student basis. This is called 'Operational Funding'. This amount is confirmed after 1 March each year, based on the annual 'Roll Return'. The Board opted into a MoE scheme to 'top up' our funding, by doing this we cannot ask for whanau donations or charge school fees. We receive free Healthy School Lunches. Additional funding is provided for; students needing additional support - behaviour, second language and high-level learning support and for property management. An annual budget is established by the Principal and approved by the Board for each year. The Principal ensures that the finances are managed within budget and reports on this to the Board each month. The school employs a Financial Manager and has a financial provider who oversees all financial management and prepares monthly and annual reports.

The Ministry of Education owns the land and all the buildings for the Papatoetoe Intermediate School site. A nominal lease to the MoE is included each year in the school budget. Our school Board, with the principal, is responsible for maintaining and improving the facilities, as required, and reporting and addressing any health and safety hazards. Our school has an established property plan which has almost achieved completion. The MoE works with the school to establish the 10 Year Property Plan, the 5 Year Plan and the Cyclical Maintenance Plan. There is a considerable amount of money allocated to the management of the school property and the MoE has strict guidelines and requirements regarding the use of the funding, which must be followed.

The primary concern of the school Board is to support the Principal to ensure that Financial, Property management is meeting MoE requirements. The Principal, with the Board, must ensure the safety of staff and students and that the New Zealand Curriculum is delivered in a way that is required by the Ministry of Education and government of the day. The Board oversees the work of the Principal who reports, each month, to the Board about all of the areas indicated above along with learning support strategies, student achievement, student attendance, management of employment and student and staff wellbeing. Papatoetoe Intermediate School is required to enrol every student living within the school zone and to ensure they are provided with learning opportunities tailored to their needs within a safe and inclusive environment.

The Principal manages all the oversight and organisation of the school. The Board oversees the direction and expectations - they 'govern' the school. While the principal is a member of the Board, they also have responsibility to employ staff members (those that receive less than 3 management units), manage the finances (with the Board approved budget), maintain the property of the school (in accordance with the Board approved 5YA, Cyclical Maintenance plans and Board approved property plans) and deliver and report on curriculum implementation, staff morale, behaviour management and school tone and discipline as they see fit. The Board is required to support the Principal to do that well.

The Principal manages all complaints unless they are directed to the Board or if a complaint is about the Principal or a Board member. The Board may decide that the Principal will deal with a complaint even if it is addressed to the Board. At Papatoetoe Intermediate School, the Board Chair is delegated the responsibility of liaising with the Principal (especially about complaints or concerns), ensuring the Principal is well supported and that there are 'no surprises', organising and overseeing the Principal's Performance Management and reporting on that to the Board. The Principal regularly meets with the Board Chair and prior to a Board meeting goes through the Principal's Report and the Chair decides the agenda for the Board meeting.

Our Board is democratically elected and only listed whanau of currently enrolled students and students in Year 6 who live within our school zone can vote. Anyone can be nominated to stand for the Board but they must be nominated by a currently enrolled student's parent. Our Board constitution ensures it is made up of seven parent elected members, the staff elected member and the Principal. There is a Board Secretary who ensures Board papers are provided to Board members so they can be read prior to the Board meeting. Board members come to meetings prepared for any discussion arising from the reports. Board papers are well maintained and available to the public via the school website or on request. All meetings are set ahead of time for the year and are currently held on the last Monday of each month. All Board meetings are 'public' meetings and anyone can attend.

Board members are provided a school device, if they wish to use that, and a school email address. The use of these items mean that confidential papers and information can remain that way. The device and email address are to be used only for Board business. Board members can choose to have paper copies of Board papers delivered to their homes prior to the meetings if they prefer. Board members are expected to be prepared, attend every meeting and remain at the meeting until its conclusion. Board meetings are run by the Chair who sets the agenda with the Principal and Secretary.

There is a Code of Conduct for Board members and repeated lateness, non-attendance, poor preparation or breaching the Papatoetoe Intermediate School Board Code of Conduct may result in disciplinary actions being taken against a member of the Board. Board members are paid a nominal amount to attend meetings. The Board elects from within the membership a Board Chair and our school also elects a Deputy Chair. Information about the membership, Chair and Principal responsibilities and the way they manage their professional relationship, meeting agenda and expected Board conduct is available in the Governance Handbook.

Finance, Property and Disciplinary committees are made up of all Board members and most business is easily managed within the Board meeting times. The Board does run Suspension and Disciplinary hearings, and the Board agrees to run these with any Board members who wish to attend. In the event of a complaint, particularly if the complaint is against the Principal or a Board member a subcommittee is established to hear and manage the complaint process.

The Papatoetoe Intermediate School Board is a member of the New Zealand School Boards Association (Te Whakaputanga - https://www.tewhakaroputanga.org.nz/) This organisation supports (provides advice) and trains Boards in New Zealand Schools. Board members have the opportunity, through the NZSBA, to attend school Board specific training and attend NZSBA Conferences.

Papatoetoe Intermediate Schools Policies can be found on our school website SchoolDocs | Papatoetoe Intermediate School. We encourage all Board members, staff and parents or caregivers of students at our school to read and know the policies, provide feedback and make changes and to be part of a regular review process.

If you need support or information, please do not hesitate to contact the Board Chair or Deputy Chair. The Board Secretary is also available as is the Principal. We are all committed to ensuring that all Board members have access to the information they need to understand how the school runs and to make good decisions. We strongly advise Board members to sign into the NZSBA website and use the online support and training webinars, along with the face-to-face seminars NZSBA provides. The Governance Handbook includes some important information for Board members and about the Papatoetoe Intermediate School Board.

Again, welcome and thank you for your willingness to serve our community as part of this school Board.

Sincerely

Jeremy Nicholls
Board Chair on behalf of the Papatoetoe Intermediate School Board

POLICE VETTING OF BOARD MEMBERS

Nominees for election to school Boards are required to confirm that they are, to the best of their knowledge, eligible to be a board member. However, there is no vetting or checking that candidates or members actually meet eligibility requirements. Nominees are also able to provide disclosure statements with information about their interests and qualifications, but they are not required to do so. Those that do provide one are not obligated to express any views that they believe will be controversial or negatively impact their electoral chances.

Therefore Papatoetoe Intermediate School Board unanimously agreed at the Board meeting in March 2025 that all new Board members should be police vetted. The purpose of the vet is to understand the risk an individual Board member may pose to the safety of staff and students and of the running of the school. The vet also provides evidence that the Board member is eligible to be a Board member.

Completion of police vetting is undertaken through the school and includes vetting under the Vulnerable Children's Act and for Financial clearance.

The reason for the check is to ensure that the Board member is eligible to be a Board member.

The people who will manage the vetting process and have access to the outcome of a police vet for a Board member will be

- The Board Secretary
- The Financial Manager
- The Principal
- The Board elected presiding member

If a police vet is returned indicating concerns the Presiding member provides the new Board member a copy of the results, indicating they are not eligible to be a Board member, and they are invited to resign.

If the Board member does not resign an urgent In Committee meeting will be called and the results of the police vet will be provided to all the Board members.

The Board member about whom the meeting is called has an opportunity to address the Board and present their case.

- The Board member may have support at the meeting.
- The Board will seek legal support.

The Board will listen and decide if the Board member was eligible to stand for election and if the member should be removed from the Papatoetoe Intermediate School Board.

Eligibility Declaration

This declaration form should be completed when applying to the board for consideration for selection to a casual vacancy or appointing or co-opting a board member. The board may also request that it is completed again immediately prior to selection.

School Name PAPATOETOE INTERMEDIATE SCHOOL
School Profile Number - 1428

Name of person for consideration

Contact details of person for consideration

I declare

- I have read and understand the list of people who are not eligible to be a school board member (see next page of this declaration)
- I am eligible to become a school board member
- all other information I have listed on this form is true and correct

Dated _ _ / _ _ / 20_ _

Signature

People who are not eligible to be school board members

The following people are not eligible to be school board members.

A person who:

- is an undischarged bankrupt; or
  - is prohibited from being a director or promoter of, or being concerned or taking part in the management of, an incorporated or unincorporated body under the Companies Act 1993, or the Financial Markets Conduct Act 2013, or the Takeovers Act 1993; or
  - is a permanently appointed member of the Board staff, unless they are standing for election as a staff representative; or
  - contracts or sub-contracts with the board without the approval of the Secretary of Education and receives payments exceeding $25,000 in any financial year. This would also cover situations where a person has a 10% or more shareholding in the contracting company or a company that controls the contracting company; or
  - is subject to a property order under the Protection of Personal and Property Rights Act 1988; or
  - has been convicted of a specified offence identified in Schedule 2 of the Children's Act 2014, unless that person has obtained a pardon or been granted an exemption; or
  - is a person in respect of whom a personal order has been made under that Act that either the person is not competent to manage their own property affairs, or does not have the capacity to communicate/make decisions relating to their welfare/personal care; or
  - is a person who has been convicted of an offence punishable by imprisonment for 2 years or more, or who has been sentenced to imprisonment for any other offence, unless that person has obtained a pardon, served the sentence, or otherwise suffered the penalty imposed on the person; or
  - is not a New Zealand citizen, **and** is –
    - Ø a person to whom section 15 or 16 of the Immigration Act 2009 applies; or
    - Ø a person obliged, by or pursuant to that Act, to leave New Zealand immediately or within a specified time, being a time that was less than 12 months; or
    - Ø deemed for the purposes of that Act to be in New Zealand unlawfully.

A returning officer for an election (or by-election) of board members is not eligible to be nominated as a candidate in that election.

For more information:

- see clauses 9 and 10 of Schedule 23 of the Education and Training Act 2020 (the list above is a summary of these clauses).
- call NZSTA Advisory and Support Centre 0800 782 435, option 1.

Papatoetoe Intermediate

Next review: Term 1 2027

Governance and Management Policy

The board of Papatoetoe Intermediate is responsible for the governance of our school and the principal manages the day-to-day administration of the school. Our school board and our principal work together to govern and manage the school.

School governance

As required by the Education and Training Act 2020 (s 127), the primary objectives of the board in governing the school are to ensure that:

- every student at the school is able to attain their highest possible standard in educational achievement
- the school is a physically and emotionally safe place for all students and staff; gives effect to relevant student rights set out in the Education and Training Act 2020, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school
- the school is inclusive of, and caters for, students with differing needs
- the school gives effect to Te Tiriti o Waitangi, including by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students. See **Te Tiriti o Waitangi**.

To meet these primary objectives, the board must:

- have particular regard to the statement of National Education and Learning Priorities (NELP)
- give effect to its obligations in relation to any foundation curriculum statements, national curriculum statements, and national performance measures; teaching and learning programmes; and monitoring and reporting on the progress of students
- perform its functions and exercise its powers in a way that is financially responsible
- comply with its obligations under any existing community of learning agreement
- comply with all of its other obligations under the Education and Training Act and any other Act.

The board has complete discretion to perform its functions and exercise its powers as it thinks fit, subject to legislation. After consulting with staff, students (as it considers appropriate), and the school community, the board may make ▸**bylaws** that it thinks necessary or desirable for the control and management of the school (Education and Training Act, s 126, s 131).

The board has ▸**legislative and regulatory responsibilities**, particularly under the Education and Training Act 2020, Employment Relations Act 2000, and Health and Safety at Work Act 2015. Board members comply with ▸**code of conduct** requirements, and work within a governance framework that complies with legislative and regulatory requirements and supports the vision and operation of the school. See **Board Responsibilities**.

The board may choose to delegate some of its functions and powers, either generally or specifically, but remains accountable for any delegated acts (Education (School Boards) Regulations, s 8). Any responsibilities delegated to others are recorded in writing (i.e. in a schedule of delegations).

The board develops and follows strategic planning documents and is responsible for setting policies for controlling and managing the school and giving general policy directions to the principal (Education and Training Act, s 125, s 130). The board monitors progress against the strategic plan and annual implementation plan and regularly reviews school rules, policies, and procedures. See **School Planning and Reporting**, **Managing Policies and Procedures**, and **Review Schedule and Board Assurances**.

We cooperate with the Education Review Office (ERO) to strengthen our systems, plans, and practices through evaluation and continuous improvement. The school Board Assurance with Regulatory and Legislative Requirements Report, published on the ERO website, shows that our board has attested to meeting regulatory and legislative requirements and shows progress towards addressing any non-compliance.

School management

The principal is an employee of the board and must comply with the general policy directions of the board. The principal is also a full member of the board and is the chief executive of the board in relation to the control and management of the school, with complete discretion to manage the day-to-day administration of the school as they think fit (Education and Training Act, s 130).

The principal has specific responsibilities under the Education and Training Act and as delegated by the board. The principal may further delegate some responsibilities to other staff members. See **Principal Responsibilities**.

The principal keeps the board informed of all information relevant to its governance role as needed for the board to carry out its responsibilities. See **Review Schedule and Board Assurances**.

Legislation

- Education and Training Act 2020
- New Zealand Bill of Rights Act 1990
- Human Rights Act 1993
- Employment Relations Act 2000
- Health and Safety at Work Act 2015

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: **Legislation**

Release history: Term 1 2025, Term 3 2024

IN THIS SECTION

Te Tiriti o Waitangi
Board Responsibilities
Principal Responsibilities

School Planning and Reporting
School Year, Terms, and Holidays
Managing Policies and Procedures
School Records Retention and Disposal
Requests for Official Information
Copyright
Creative Commons
Review Schedule and Board Assurances

Last review	Term 1 2024
Topic type	Core

Papatoetoe Intermediate

Next review: Term 1 2027

Te Tiriti o Waitangi

This policy refers to **Te Tiriti o Waitangi** rather than **The Treaty of Waitangi** to align with the Education and Training Act 2020.

Papatoetoe Intermediate acknowledges that a purpose of the Education and Training Act 2020 (s 4) is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. We recognise our responsibility to give effect to Te Tiriti o Waitangi and are guided by the articles of Te Tiriti o Waitangi in fulfilling this responsibility.

- **Article 1: Kāwanatanga | Honourable governance**

  We are committed to equitable partnerships and genuine collaboration. We undertake governance, leadership, and decision making that is equitable and collective.

- **Article 2: Rangatiratanga | Māori self-determination**

  We affirm tino rangatiratanga and mana motuhake. We honour the tikanga and kawa of mana whenua and ensure they are active participants in decisions that impact Māori in their takiwā (area).

- **Article 3: Ōritetanga | Equity**

  We seek out and remove barriers and bias from systems, structures, and processes. We give status and mana to all aspects of te ao Māori. We pursue equity for all. We actively revitalise te reo Māori and appropriately observe tikanga Māori.

- **Te Ritenga | Spiritual and religious freedom**

  We ensure people have the right to and freedom of their spiritual and religious beliefs. We honour Māori spirituality and integrate mātauranga Māori appropriately into school programmes.

We have particular regard to the National Education and Learning Priorities (NELP), which align with the education and learning objectives set out in the Education and Training Act (s 5.4). These objectives include instilling in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori.

Board responsibility

Under the Education and Training Act (s 127), a primary objective of the board in governing the school is to give effect to Te Tiriti o Waitangi by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students.

The board also operates an employment policy that complies with the principles of being a good employer. This includes our responsibility under the Education and Training Act (s 597) to recognise:

- the aims and aspirations of Māori
- the employment requirements of Māori
- the need for greater involvement of Māori in the education service.

Engaging with mana whenua

Papatoetoe Intermediate is committed to establishing and strengthening our relationships with mana whenua. We seek to provide educational content that supports students to learn about the history, stories, and tikanga of our local hapū and iwi.

Community partnership

We build relationships and partner with Māori to support rangatiratanga and Māori educational success as Māori (NELP Priority 2).

We engage regularly with our school community and we aim to include our Māori community in decision making by:

- creating opportunities for whānau Māori to meet together with school representatives
- having appropriate and accessible ways that whānau Māori can communicate with the school.

See **School Community Engagement Policy**.

Strategic planning

Strategic planning at Papatoetoe Intermediate underpins all school programmes and allows us to plan and evaluate how we are achieving our objectives and fulfilling our responsibilities. We seek to understand, consider, and respond to the needs and aspirations of our Māori community when developing our strategic goals.

- Our **strategic plan** includes strategies for giving effect to Te Tiriti o Waitangi.
- Our **annual implementation plan** includes how targets and actions will support Te Tiriti o Waitangi obligations.
- Our **annual report** includes how the school has given effect to Te Tiriti o Waitangi.

See **School Planning and Reporting**.

As part of our strategic planning, we consider the aspirations our Māori community have for empowering their children to be successful as Māori. We seek to support the educational success of Māori students in ways that include, but are not limited to, academic achievement.

See **Māori Educational Achievement**.

School programmes

Papatoetoe Intermediate aims to instil in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori. We ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori (Education and Training Act, s 5.4 and s 127). Papatoetoe Intermediate works to localise our school curriculum and ensure school programmes reflect the identity and aspirations of our Māori community.

Our school curriculum aligns with Te Tiriti o Waitangi as a guiding principle of The New Zealand Curriculum and Te Marautanga o Aotearoa. We engage with Ka Hikitia Ka Hāpaitia (Māori

Education Strategy) as a framework to ensure Māori students achieve success as Māori. See **Ka Hikitia Ka Hāpaitia** (Ministry of Education).

In support of the NELP, we work to meaningfully incorporate te reo Māori and tikanga Māori into school programmes (NELP Priority 5), and we support staff to develop their teaching capability, knowledge, and skills to meet the needs of Māori students (NELP Priority 6).

See **Curriculum and Student Achievement Policy**.

Equitable outcomes

As a board, our objectives include ensuring every student is able to attain their highest possible standard in educational achievement, and giving effect to Te Tiriti o Waitangi by achieving equitable outcomes for Māori students (Education and Training Act, s 127).

We have high aspirations for every student and aim to identify and reduce barriers that prevent students from accessing, participating in, or remaining engaged in school. We partner with families and whānau to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures (NELP Priorities 2 and 3).

Our school planning addresses how we can support students whose needs have not yet been well met. Papatoetoe Intermediate regularly reviews our progress towards achieving equitable outcomes, as set out in our strategic plan. We monitor achievement to provide support (including learning support) or extension programmes as required, and we are accountable and responsive to student and community needs through regular reporting and review.

See **Māori Educational Achievement** and **Learning Support**.

Related topics

- **Board Responsibilities**
- **School Community Engagement Policy**
- **School Planning and Reporting**
- **Māori Educational Achievement**
- **Inclusive School Culture**

Legislation

- Education and Training Act 2020
- Treaty of Waitangi Act 1975 (Schedule 1)

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: **The Education and Training Act 2020: Te Tiriti o Waitangi**

Hei mihi | Acknowledgement

SchoolsDocs wishes to acknowledge Janelle Riki-Waaka (Tainui Awhiro, Ngāti Hauiti), Kaihautū of Riki Consultancy Ltd, who has supported the SchoolDocs team through the process of reviewing and updating this policy, as well as providing expert advice on the content it contains.
He mihi ka tika ki a Janelle mō tōna mahi āwhina ki a mātou.

Release history: **Term 3 2024**, **Term 4 2022**, **Term 4 2020**

PARLIAMENTARY COUNSEL OFFICE
TE TARI TOHUTOHU PĀREMATA

New Zealand Legislation

Education and Training Act 2020

If you need more information about this Act, please contact the administering agency: **Ministry of Education**

- Warning: Some amendments have not yet been incorporated

Code of conduct

166 Code of conduct for board members

(1) The Minister may issue a code of conduct for the members of State school boards that—

(a) sets out the minimum standards of conduct that each member is required to meet; and

(b) is consistent with any code issued under section 598.

(2) Before issuing a code of conduct for the members of State school boards, the Minister—

(a) must consult the national bodies representing the interests of boards; and

(b) may consult any other persons or bodies that the Minister thinks fit.

(3) A code of conduct under this section—

(a) is secondary legislation (*see* Part 3 of the Legislation Act 2019 for publication requirements); and

(b) comes into force on a date specified in it, being not less than 28 days after it is published under that Act.

(4) *[Repealed]*

See secondary legislation made under this Act (if published on this website)

Legislation Act 2019 requirements for secondary legislation made under this section

Publication	The maker must: • publish it in the *Gazette*; or • notify it in the *Gazette* giving enough information to identify it and state where copies of it may be obtained	LA19 ss 73, 74(1)(a), Sch 1 cl 14
Presentation	The Minister must present it to the House of Representatives	LA19 s 114, Sch 1 cl 32(1)(a)
Disallowance	It may be disallowed by the House of Representatives	LA19 ss 115, 116

This note is not part of the Act.

Section 166(1): amended, on 28 October 2021, by section 3 of the Secondary Legislation Act 2021 (2021 No 7).

Section 166(3): replaced, on 28 October 2021, by section 3 of the Secondary Legislation Act 2021 (2021 No 7).

Section 166(4): repealed, on 28 October 2021, by section 3 of the Secondary Legislation Act 2021 (2021 No 7).

Te Mahau

Te Tāhuhu o te Mātauranga
Ministry of Education

Code of Conduct for State School Board Members

Issued by the Minister of Education under section 166 of the Education and Training Act 2020 to apply to members of State school boards.

Individual boards of schools/kura can decide to expand the minimum standards in this code to protect the special character/ different character/ principles of Te Aho Matua and any special characteristics of the school or its community.

Acting to achieve our objectives

The purpose of all school boards is to govern the school. As board members, we share the common objectives, as outlined in section 127 of the Education and Training Act 2020, including ensuring the school gives effect to Te Tiriti o Waitangi. These objectives are not achieved alone, but in partnership with parents/caregivers, whānau, iwi, hapū, communities, and students/ākonga.

We act and behave in a manner that demonstrates and promotes these common objectives.

1.	**I act with integrity**	I act with high standards of professional and personal integrity, including being honest, open, transparent, and trustworthy
2.	**I am culturally responsive and fair**	I do not act or advocate in a way that discriminates against, nor act in a way that unjustifiably favours, particular individuals, groups, identities or interests.
3.	**I actively promote a safe school environment**	I speak up when I see unethical behaviour. I treat all concerns raised seriously. I encourage an open culture where all staff, communities and students feel safe speaking up.
4.	**I am respectful of my fellow board members and act consistently with the designated or special character of my school**	I follow the board's policies and procedures. I work with my fellow board members in a respectful way, even when we disagree. If I am a board member of a designated character school or state-integrated school I act consistently with the school's character. I act consistently with Te Aho Matua where the school is a Kura Kaupapa Māori Te Aho Matua.
5.	**I respect the process of collective decision-making**	I recognise that only a member authorised by the board to do so may speak on behalf of the board. I do not act independently of the board's decisions.
6.	**I treat school staff, students and members of the school community with respect**	I treat the principal, staff, students, and school volunteers, and members of the school community with courtesy and respect.

7.	**I take responsibility for ongoing development in my role**	I make myself available to undertake appropriate professional development, including a focus on Te Tiriti o Waitangi and good governance.
8.	**I engage with our community in sensitive and appropriate ways**	I work with my fellow board members to authentically engage with all people in our school community, including whānau, local Māori communities, iwi and hapū, fairly, impartially, promptly, and sensitively to help inform the decisions we make.
9.	**I speak up for all students**	I put students' wellbeing, progress and achievement first and foremost, unaffected by my personal beliefs or interests.
10.	**I come prepared**	I come to board meetings prepared to fully participate in decision-making.
11.	**I use my position responsibly**	I maintain confidentiality when I receive non-public information gained in the course of my duties and use it only for its intended purpose. I publicly represent the school in a positive manner and do not publicly disclose information that may be harmful to the school. I do not pursue my own interests at the expense of the school or community's interests.
12.	**I do not seek gifts or favours**	I follow our board policy procedures in relation to any offers of gifts or hospitality. I never seek gifts, hospitality or favours for myself, members of my family or other close associates.
13.	**I am politically impartial in my role as a board member**	I do not endorse or campaign for a political party or candidate in my capacity as a school board member.
14.	**I meet statutory and administrative requirements**	I act in accordance with all statutory and administrative requirements relevant to the role of the school board (including as an employer) and will seek guidance and support if and where required.
15.	**I identify and manage conflicts of interest**	I identify, disclose, manage and regularly review all interests. I become familiar with, and follow, all conflicts of interest requirements, including those of the board, the school, and all statutory requirements.

Papatoetoe Intermediate

Next review: Term 1 2027

Board Responsibilities

The board of Papatoetoe Intermediate is responsible for the governance of our school and is accountable for the performance of the school.

Board governance

The **structure** and **appointment** of our school board meet the conditions of the Education and Training Act 2020 (s 119, s 121, Schedules 22–23).

Board members must meet minimum standards of **conduct** (Education and Training Act, s 166). The board can apply penalties if a member fails to comply with the code of conduct.

The board must comply with the regulations for board procedures outlined in the Education (School Boards) Regulations 2020 (s 10–19) and board members are required to follow our agreed board governance processes and procedures.

The board acts on communications and advice received from relevant agencies (e.g. Ministry of Education, Teaching Council, NZQA).

The board may choose to delegate some of its functions and powers, either generally or specifically, but remains accountable for any delegated acts (Education (School Boards) Regulations, s 8). Any responsibilities delegated to others are recorded in writing (i.e. in a schedule of delegations).

Legislative and regulatory responsibilities

The board ensures that the school complies with all legislation and regulations. Breaches or suspected breaches of compliance with legislative and regulatory requirements may be identified through self-review, external reviews and audits, concerns and complaints processes, or protected disclosure. Papatoetoe Intermediate takes immediate steps to address any non-compliance.

The board has specific responsibilities under the Education and Training Act 2020, as well as other legislation and regulations, including the Human Rights Act 1993, Employment Relations Act 2000, Health and Safety at Work Act 2015, and Education (School Boards) Regulations 2020. Responsibilities of the board are included in our school policies, which are grouped into the following sections:

- **Governance and Management Policy**
- **School Community Engagement Policy**
- **Curriculum and Student Achievement Policy**
- **Employment Policy**
- **Finance and Asset Management Policy**
- **Health, Safety, and Welfare Policy**
- **Privacy Policy**

Role of the principal

The principal is an employee of the board and must comply with the general policy directions of the board. The principal is also a full member of the board and is the chief executive of the board in relation to the control and management of the school. As such, they have complete discretion to manage the day-to-day administration of the school as they think fit (Education and Training Act, s 130). See **Managing Policies and Procedures**.

The principal has specific responsibilities under the Education and Training Act 2020 and as delegated by the board. See **Principal Responsibilities** and **Review Schedule and Board Assurances**.

Self-review

The board monitors and evaluates its own performance and reports on this each year in the annual report (Education and Training Act, s 145, s 639). Monitoring and evaluation is based on how the board is achieving (or making progress towards achieving) its objectives in accordance with its strategic plan, and how the board is implementing the targets and actions of its annual implementation plan. See **School Planning and Reporting**.

Legislation

- Education and Training Act 2020
- Education (School Boards) Regulations 2020
- Education (Board Elections) Regulations 2022

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga
  - **Boards of schools and kura**
  - **What boards do**
  - **How boards work**
  - **Code of conduct for school boards**
  - **Te Whakangārahu Ngātahi | The school planning and reporting framework**
- NZSBA | Te Whakarōputanga Kaitiaki Kura o Aotearoa:
  - **School Board Elections**
  - **Help for Boards**

Release history: Term 1 2025, Term 3 2024, Term 4 2022, Term 1 2022, Term 2 2021

IN THIS SECTION

Governance Documents

Last review	Term 1 2024
Topic type	Core

Papatoetoe Intermediate

Next review: Term 3 2026

Conflicts of Interest

For conflicts of interest relating to financial decisions, see **Financial Conflicts of Interest**.

Papatoetoe Intermediate is committed to fairness, transparency, and accountability in our actions and decisions. We recognise that a conflict of interest may occur when a person's roles, duties, and responsibilities within the school could be influenced by their outside interests, obligations, or relationships. We accept that conflicts of interest cannot always be avoided and may occur without anyone being at fault.

We recognise that conflicts of interest can be:

- actual – a conflict already exists
- potential – a conflict will or could happen in the future
- perceived – a person outside the situation could reasonably interpret the situation as a conflict of interest.

We expect board members, staff, volunteers, third parties, and our school community to act in the best interests of the school, and to declare any situation where there could be a ▾**conflict of interest**. We inform people of their responsibility to report conflicts of interest as part of our appointment, contracting, and induction processes, and in our codes of conduct, as relevant.

A conflict of interest may arise from:

- family, personal, or professional relationships (e.g. staff member has a child at school)
- interests or roles in other groups, organisations, trusts, or businesses (e.g. board member belongs to an external group that has a relationship with the school)
- acceptance of gifts or other benefits.

The school manages conflicts of interest to ensure:

- people have confidence in the decisions and actions of the school
- the integrity and reputations of staff and board members are protected
- the school meets legal requirements, regulations, and good practice
- no member of our community has an unfair advantage or disadvantage.

Identifying conflicts of interest

When a person identifies a conflict of interest, or is unsure if a conflict exists, they should raise this with the appropriate person as soon as possible.

The school expects:

- staff to raise conflicts of interest with the principal or an appropriate member of senior staff

- the principal and other board members to raise conflicts of interest with the board chair (the board chair raises conflicts of interest with the board)
- volunteers, third parties, and other members of the school community to raise conflicts of interest with a staff member appropriate to the situation, or the principal.

Managing conflicts of interest

The school assesses an identified conflict of interest to determine any risk and whether the conflict needs to be managed.

Our responses may include:

- authorising a person to continue with their current role and responsibilities
- changing a person's responsibilities
- implementing additional processes to ensure impartiality
- reporting conflicts of interest to the board
- excluding a person from any meeting, discussion, or vote that relates to the conflict
- restricting a person's access to information relating to the conflict
- explaining to relevant people how we are managing a conflict of interest
- documenting and monitoring the conflict and our response.

We may seek external advice as required (e.g. lawyer, employment advisor, NZSBA).

We document conflicts of interest and any actions taken. Staff and board members receiving information about conflicts of interest follow all privacy requirements. See **Privacy Policy**.

Anyone concerned that a conflict of interest has not been declared or managed appropriately may raise a concern. See **Concerns and Complaints Policy**.

Related topics

- **Financial Conflicts of Interest**
- **Gifts**
- **Protected Disclosure**
- **Concerns and Complaints Policy**
- **Appointment Committee**

Legislation

- Education and Training Act 2020
- Education (School boards) Regulations 2020
- Public Service Act 2020

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: **Conflicts of interest**
- Public Service Commission | Te Kawa Mataaho: **Conflicts of Interest**
- Controller and Auditor General | Tumaki o te Mana Arotake:
  - **Managing conflicts of interest: A guide for the public sector**
  - **Managing conflicts of interest**

Release history: Term 4 2023

Papatoetoe Intermediate

Next review: Term 3 2027

Financial Conflicts of Interest

This policy is about managing actual, potential, and perceived **financial conflicts of interest** and is most relevant for board members and any employees with delegated authority for financial decision-making. The board may recognise other conflicts as part of a conflicts of interest register. See **Conflicts of Interest** for information about non-financial conflicts.

The board uses public funds and assets responsibly and meets public sector expectations for managing conflicts of interest. Auditors check for conflicts of interest as part of auditing annual accounts.

Identifying and disclosing a conflict of interest or related-party transaction

A board member or employee with a conflict of interest is obliged to identify it and disclose it in a timely and effective manner. It is better to err on the side of openness when deciding whether something should be disclosed.

All board members and employees need to understand what a conflict of interest is and what a **related-party transaction** is.

> A **related-party transaction** is defined as a transfer of resources, services or obligations between related parties, regardless of whether a price is charged.
>
> The most relevant related parties for schools are the key management personnel of the school and their close families.
>
> *Ministry of Education | Te Tāhuhu o te Mātauranga: **Financial Information for Schools Handbook** (page 93)*

Assessing and managing a conflict of interest

Whether the conflict of interest is perceived or actual, the management of the conflict of interest needs to be transparent and fair. The key question to ask is: "Could the interest potentially create an incentive for the member to act in a way which may not be in the best interests of the school/kura?" (Financial Information for Schools Handbook, p. 28). If the answer is yes, Papatoetoe Intermediate acts to avoid or mitigate the effects of any conflict of interest.

The school considers how the situation may reasonably appear to an outside observer and errs on the side of caution to minimise the risk of the school having to defend itself against an allegation of impropriety.

We manage conflicts of interest by:

- complying with any legal requirements, regulations, or published sources of guidance
- excluding the person from parts of board meetings or any other discussions related to the conflict

- raising a potential conflict of interest before or during a formal meeting as soon as possible (before the matter is discussed)
- documenting any conflict of interest in the interests register and meeting minutes, as appropriate.

In difficult situations, we may seek professional advice from the New Zealand School Boards Association (NZSBA) or any other employment adviser approved by the board liability insurer, or seek external guidance on how to handle matters of concern.

Financial interests requiring approval

If a board member has a financial interest in any contract with the board (including sub-contracts) worth more than $25,000 a year, the board must seek prior approval from the Secretary for Education for that contract. An "interest" means owning 10% or more of the company/business, or being a managing director or manager of the company/business with whom the contract is signed.

Unless the prior approval of the Secretary for Education has been received, a board member may be disqualified from being on the board if they have an interest in contracts worth more than $25,000.

Interests register

The board maintains an interests register that details any personal, professional, or business interests that could result in a financial conflict of interest. The register helps the board ensure that stakeholders can have confidence that there is no influence in the awarding of any contract or employment decisions.

- The register includes all board members and school employees who have delegations regarding financial expenditure.
- The register is reviewed at the start of the school year and is updated when a new board member joins, after board elections, and whenever a listed person's circumstances change. The register is a standing board meeting agenda item.

Related topics

- **Prevention of Bribery, Corruption, Fraud, and Theft**
- **Staff Conduct**

Legislation

- Education and Training Act 2020
- Education (School boards) Regulations 2020

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: **Financial Information for Schools Handbook**
- Controller and Auditor General: **Managing conflicts of interest: A guide for the public sector**

Release history: Term 4 2023, Term 2 2021

Last review Term 4 2024

Papatoetoe Intermediate

Next review: Term 3 2026

Concerns and Complaints Policy

At Papatoetoe Intermediate we promote a school culture where it is safe to raise concerns and complaints and where we assess and respond to these with due care. This is in keeping with our responsibility to provide a safe environment for students, staff, and the school community (Education and Training Act 2020; Health and Safety at Work Act 2015). This also enables us to monitor our policies and processes and ensure that the school is operating effectively.

Anyone can raise a concern or complaint with the school, including staff members, parents, caregivers, students, the wider school community, and members of the public. The response to any concern or complaint is determined by the nature and seriousness of the matter, and who is involved. Concerns or complaints may relate to a specific or general matter associated with the school, or involve a staff member, board member, parent or caregiver, student, or someone else within the responsibility of the school.

This policy includes the following procedures:

- **Raising Concerns and Complaints**
- **Assessing and Responding to Concerns and Complaints**

For an overview, see **Concerns and Complaints Process**.

When responding to concerns and complaints, we meet legal obligations, including employment, health and safety, and privacy requirements, and follow the principles of **natural justice**.

At Papatoetoe Intermediate, we:

- treat people fairly and seek to protect their mana and dignity in line with our inclusive school culture
- ensure those involved have the opportunity to be heard
- ensure decision-makers are unbiased and outcomes are not predetermined (e.g. ensure there are no conflicts of interest)
- take cultural considerations (e.g. tikanga and kawa) into account
- maintain privacy and confidentiality
- aim to prevent **victimisation**
- communicate with all people involved in a timely manner
- take steps to resolve the matter
- implement measures to prevent further concerns or complaints of the same nature
- keep good documentation
- may consult with NZSBA or seek legal advice at any time.

Privacy

At Papatoetoe Intermediate, we expect all parties involved with a concern or complaint to respect **privacy and confidentiality**. This includes not publicly sharing information about the matter (e.g. on social media). See **Privacy Policy**.

We follow our privacy policies at all times when managing concerns and complaints. This includes:

- limiting access to information about concerns and complaints to those who need to know
- maintaining confidentiality
- informing all participants in advance if a school meeting (in person, online, or by phone) is to be recorded, and telling everyone how the recording will be used and how long it will be kept for
- ensuring all participants in a meeting are aware of who is present (i.e. on speaker phone or online).

Record-keeping

Papatoetoe Intermediate keeps a register of concerns and complaints. This includes employment-related matters. Generally, only concerns and complaints that come to the attention of the principal or board are recorded. This includes documenting the concern or complaint, conversations, steps for resolution, dates of contact with anyone involved (including any external agencies), actions taken (including reasons), and any follow-ups needed.

Any recorded information is stored securely and confidentially and only staff who need to access the register as part of their role are permitted access. The register is monitored and updated by the principal or their delegate. The board reviews the register annually to analyse any patterns or identify measures that could be taken to ensure the school is a safe environment and is operating effectively.

We acknowledge that individuals may wish to access personal information held about themselves in relation to a concern or complaint. See **Personal Information**.

Information is held securely for the appropriate length of time in accordance with our records retention policies. See **School Records Retention and Disposal**.

Related topics

- **Inclusive School Culture**
- **Conflicts of Interest**
- **Student Wellbeing and Safety**
- **Staff Wellbeing and Safety**
- **Bullying and Harassment**
- **Recording Photos, Video, and Sound**

Legislation

- Education and Training Act 2020
- Health and Safety at Work Act 2015
- Employment Relations Act 2000
- Privacy Act 2020

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga:

- **Managing complaints**
- **Dealing with complaints** (Educational Leaders)
- New Zealand School Boards Association | Te Whakarōputanga Kaitiaki Kura o Aotearoa: **Handling complaints effectively**
- Ombudsman | Kaitiaki Mana Tangata: **Good complaints handling by school boards**

Hei mihi | Acknowledgement

SchoolDocs appreciates the professional advice of the Anderson Lloyd legal team (Dunedin) in reviewing our Concerns and Complaints policy and procedures.

Release history: **Term 1 2025**, **Term 2 2024**, **Term 1 2023**, **Term 1 2022**

IN THIS SECTION

Raising Concerns and Complaints
Assessing and Responding to Concerns and Complaints

Last review	Term 3 2024
Topic type	Core

Concerns and Complaints Process

This information should be read alongside our **Concerns and Complaints Policy** and related policies on SchoolDocs.

OVERVIEW

You can raise concerns and complaints with our school verbally or in writing.

The school will assess and respond according to the nature of the concern or complaint.

The school will tell you how we plan to manage your concern or complaint, and let you know when the matter is closed.

HOW TO RAISE A CONCERN OR MAKE A COMPLAINT

Contact the following people at the school (verbally or in writing).

A staff member involved
(e.g. classroom teacher, head of learning area)

The principal
for serious matters

The board chair
for concerns or complaints about the principal

Another board member
for concerns or complaints about the board chair

- Concerns or complaints may be referred to a more appropriate person (e.g. senior staff, principal, board member).
- The school may ask you to put your concern or complaint in writing to help address the matter.
- You are welcome to have a support person (e.g. whānau member, friend, lawyer, union representative).
- Everyone involved is expected to respect privacy and confidentiality.

HOW THE SCHOOL MANAGES CONCERNS AND COMPLAINTS

We manage concerns and complaints in a timely manner and seek to protect people's mana and dignity. We ensure:

- people are treated fairly
- those involved have the opportunity to be heard
- decision-making is unbiased.

The school assesses the concern or complaint and responds according to its nature and seriousness, and who is involved (e.g. student, staff member, principal, board member).

NOTIFICATION AND CLOSURE

We will tell you about how we plan to manage your concern or complaint, and let you know when the matter is closed.

After responding to your concern or complaint, **the school considers the matter closed.**

If you feel your concern or complaint has not been resolved after receiving a response, you may escalate the concern or complaint to the principal or board.

After the board has dealt with a matter, there is no further avenue for consideration by the school.

SchoolDocs
Policies and Procedures

2025–2027 Review Schedule

WHAT'S UNDER REVIEW?

All SchoolDocs schools review policies using the same three-year review schedule. Each term, a different section of SchoolDocs is under review. Policies that are not applicable to all schools are indicated with an asterisk.

WHO TAKES PART IN REVIEWS?

Reviews are open to the whole school community (board, staff, students, parents, caregivers, and whānau). Boards are welcome to review all policies, but should focus on policies with (board) next to the policy name below.

2025

HEALTH, SAFETY, AND WELFARE

TERM 1

- Health, Safety, and Welfare Policy (board)
- Safety Management System (board)
- Risk Management (board)
- Worker Engagement, Participation, and Representation
- Healthcare (board)
- Recording and Reporting Accidents, Injuries, and Illness

TERM 2

- Planning and Preparing for Emergencies, Disasters, and Crises (board)
- Communication During an Emergency, Disaster, or Crisis (board)
- School Closure (board)
- Emergency Management
- Disaster Management
- Crisis Management

TERM 3

- Child Protection (board)
- Abuse Recognition and Reporting (board)
- Food and Nutrition
- Safety Checking (board)
- Police Vetting
- Missing Student Procedure

TERM 4

- Bullying and Harassment (board)
- Behaviour Management (board)
- Searches, Surrender, and Retention of Property
- Minimising Physical Restraint (board)
- Stand-down, Suspension, and Exclusion

2026

HEALTH, SAFETY, AND WELFARE

TERM 1

- Alcohol, Drugs, and Other Harmful Substances Policy (board)
- Sun Protection (board)
- Digital Technology and Online Safety (board)
- Cellphones and Other Personal Digital Devices
- Safety and Welfare for Students on Work Experience *
- Firearms Not Allowed * / Firearms Policy *

TERM 2

- Daily School Bus *
- School Swimming Pool * / Swimming Off Site * (board)
- Education Outside the Classroom (EOTC) (board)
- EOTC Governance Roles and Responsibilities
- EOTC Risk Assessment and Management
- International Learners * (board)

SCHOOL COMMUNITY ENGAGEMENT

TERM 3

- School Community Engagement Policy (board)
- Inclusive School Culture (board)
- Enrolment
- Student Attendance (board)
- Student Uniform / Student Dress Expectations
- Concerns and Complaints Policy (board)

CURRICULUM AND STUDENT ACHIEVEMENT

TERM 4

- Curriculum and Student Achievement Policy (board)
- Reporting about Student Progress and Achievement (board)
- Learning Support (board)
- Māori Educational Achievement
- Religious Instruction * / Religious Observances *
- Health Education (board)

2027

GOVERNANCE AND MANAGEMENT

TERM 1

- Governance and Management Policy (board)
- Te Tiriti o Waitangi (board)
- School Character * / Special Character *
- School Planning and Reporting (board)
- Managing Policies and Procedures
- Privacy Policy (board)

EMPLOYMENT

TERM 2

- Employment Policy (board)
- Equal Employment Opportunities (board)
- Appointment Policy (board)
- Classroom Release Time / Timetable
- Staff Conduct
- Performance Management (board)

FINANCE AND ASSET MANAGEMENT

TERM 3

- Finance and Asset Management Policy (board)
- Managing Income and Expenditure (board)
- Financial Conflicts of Interest
- School Donations and Student Activity Payments * / Attendance Dues and Other Income * (board)
- Expenditure (board)
- Gifts

TERM 4

- Asset Management and Protection (board)
- Property Planning and Maintenance (board)
- School Security (board)
- Computer Security and Cybersecurity
- Prevention of Bribery, Corruption, Fraud, and Theft

SchoolDocs
Policies and Procedures

2025 Board Assurances

The principal assures the board through regular board reporting that the school complies with key legislative and regulatory requirements, relevant policies are up to date, and appropriate actions have been taken. Two assurances at the top apply **every term**. Other assurances apply to one term only. Policies with an asterisk may not apply to all schools.

EVERY TERM

POLICIES	ACTIONS
Risk Management	Assure the board that identified hazards are being monitored/controlled and that measures are being re-evaluated to check their adequacy. This includes sun protection and EOTC activities.
Planning and Preparing for Emergencies, Disasters, and Crises	Assure the board that there are emergency plans in place that provide emergency and evacuation procedures. Confirm that planning and procedures are up to date and in hard copy, and emergency supplies are checked and up to date. Assure the board that trial evacuations have been completed every term.

TERM 1

POLICIES	ACTIONS
School Planning and Reporting	Assure the board that the current strategic plan has been submitted to the Ministry of Education and published online; the annual implementation plan has been published online by 31 March each year; financial statements have been submitted to the school auditor by 31 March each year; and the annual report (including audited financial statements) has been submitted to the Ministry of Education by 31 May and published online each year.
Learning Support	Assure the board that teachers of students with learning support needs have a sound understanding of student needs, and systems are in place to support these students.
Health Education	Assure the board that at least once every two years, a consultation with the school community has occurred, and a statement on the delivery of the health curriculum has been adopted.
Safety Management System and **Worker Engagement, Participation, and Representation**	Assure the board that the safety management system aligns with board duties under the Health and Safety at Work Act 2015, including ensuring the safety of workers, providing a safe environment for workers and other people at the school, and minimising risks to health and safety. Assure the board that workers have had the opportunity to participate in improving workplace health and safety.
Healthcare (also see subtopics)	Assure the board that policies and procedures relating to first aid, recording and notification of accidents, and managing, administering, and recording medication are up to date and implemented correctly.
Digital Technology and Online Safety	Assure the board that **Digital Technology and Online Safety** policies to promote internet safety and prevent bullying are being implemented correctly. Report on any breaches in digital safety.
Boarding House / Hostel Policies *	Assure the board that the boarding house/hostel provides a safe emotional and physical environment that supports the learning of boarders enrolled at the school.

TERM 2

POLICIES	ACTIONS
Safety Checking and **Police Vetting**	Assure the board that all children's workers employed or engaged by the school have been safety checked before appointment. Confirm that children's workers have been safety checked as required within 3 years of the previous check. Assure that any non-teaching staff (who are not registered teachers or hold a limited authority to teach) are police vetted, and any contractors and their employees have been police vetted if they may have unsupervised access to students during normal school hours. Confirm that police vets have been completed every 3 years.
Teaching Staff	Assure the board that all teachers employed at the school are registered with the Teaching Council and hold a current practising certificate, or have a Limited Authority to Teach.
Performance Management	Assure the board that the school manages the performance of staff according to employment agreement requirements. Confirm that the board complies with mandatory reporting requirements to the Teaching Council.
Appointment Policy, Staff Conduct, and **Professional Development**	Assure the board that procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and any board delegation of appointment responsibilities. Confirm that supporting policies for induction, staff conduct, and professional development are being implemented.
Employment Policy and **Equal Employment Opportunities**	Assure the board that the school operates an employment policy that complies with the principle of being a good employer, that the policy (including our equal employment opportunities programme) is available to staff, and that a report on compliance is included in the annual report.
Child Protection and **Abuse Recognition and Reporting**	Assure the board that the **Child Protection** policy is in use, is being implemented correctly, and is publicly available. Assure the board that staff are engaged with the **Abuse Recognition and Reporting** policy, including indicators of abuse and procedures for reporting abuse.
Curriculum and Student Achievement Policy	Assure the board that teaching and learning programmes give effect to foundation curriculum policy statements and national curriculum statements. Assure the board that the school complies with government requirements to teach an average of one hour per day of the following subjects: reading, writing, and

TERM 3

POLICIES	ACTIONS
Student Attendance	Assure the board that student absences are correctly recorded, monitored, and followed up.
Reporting about Student Progress and Achievement	Assure the board that teachers have used good quality assessment information or aromatawai information to report to each student and their parents/caregivers at least twice a year on student progress and achievement.
Searches, Surrender, and Retention of Property	Assure the board that all procedures relating to search, surrender, and retention have been followed. Confirm that a written record has been kept of all surrenders and searches, and retention of any property held for more than 2 nights. Assure the board that authorisation of non-teaching staff is specified in writing, and that staff members receive a copy and acknowledge the receipt in writing.
Minimising Physical Restraint	Assure the board that all procedures relating to physical restraint have been followed, and that requirements to notify, monitor, and report have been met. Confirm that any non-teaching staff have been authorised in writing. Assure the board that staff authorised to apply restraint receive appropriate training and support.
Stand-down, Suspension, and Exclusion	Assure the board that the school complies with the correct procedures and reporting requirements relating to stand-down, suspension, and exclusion/expulsion.
School Records Retention and Disposal	Assure the board that the school has complied with the Public Records Act 2005 in relation to the retention and disposal of school records.
Safety and Welfare for Students on Work Experience *	Assure the board that work-based learning and work experience situations for students meet the required welfare and safety conditions.
Food and Nutrition	Assure the board that the school promotes healthy food and nutrition for all students.

TERM 4

POLICIES	ACTIONS
School Year, Terms, and Holidays	Assure the board that the school has been open for the statutory number of half-days and hours per day in the current year. Inform the board of the dates and number of half-days for instruction for the next year.
Managing Income and Expenditure and **Expenditure**	Assure the board that the school has complied with section 155 of the Education and Training Act 2020, and appropriate provisions of the Crown Entities Act 2004 relating to borrowing. A nominated board member assures the board that they have completed three randomly timed checks of the processes and authorisations used to make payments to staff members, particularly the payments made to the principal, anyone related to the principal, and others in the school with payroll responsibilities.
School Donations and Student Activity Payments * (Government scheme only)	Assure the board that if the school has opted in to the government donation scheme, this has been decided in consultation with the school community, and the community has been notified of this decision. If the school has opted in to the scheme, assure the board that the school has not asked for donations, except for overnight camps.
Gifts	Assure the board that all financial gifts can be properly accounted for, and the nature of gifts given is reasonable and proportionate to the reason they are given.
Protected Disclosure	Assure the board that the school has internal procedures that meet the requirements of the Protected Disclosures (Protection of Whistleblowers) Act 2022 (s 29) and this information is shared with staff members, contractors, board members, and volunteer workers.
School Swimming Pool *	See **School Swimming Pool** on your SchoolDocs site for the assurances relevant to your swimming pool.
Daily School Bus *	See **Daily School Bus** on your SchoolDocs site for the assurance relevant to your school bus.
International Learners Review *	Assure the board that the school has completed a self-review of how it is meeting Code of Practice requirements and that the self-review attestation will be submitted by the due date

Papatoetoe Intermediate

Next review: Term 2 2027

Staff Conduct

Papatoetoe Intermediate expects all school staff to act professionally and show integrity in order to ensure that students are able to attain their highest possible standard in educational achievement and that the school is a physically and emotionally safe place for students and staff (Education and Training Act 2020, s 127). We make our expectations of staff conduct clear, and ensure that staff are meeting conduct expectations through performance management processes (including through the annual professional growth cycle for the principal and teachers), regular vetting, and responding to concerns and complaints.

Conduct expectations

We expect all staff to act professionally and show integrity by:

- complying with legislative and regulatory requirements and school policies
- respecting, communicating, and working constructively with the school community – see **Inclusive School Culture**
- carrying out their role to the best of their ability – see **Performance Management**
- supporting the wellbeing and protection of students – see **Staff Responsibilities for Child Protection** and **Supporting Student Wellbeing**
- acting responsibly to ensure the health and safety of themselves and others – see **Health, Safety, and Welfare Policy**
- maintaining the privacy and confidentiality of students and school community members – see **Privacy Policy**
- acting in good faith in all areas of their employment – see **Employment Policy** and **Employment Agreements**
- sharing relevant information with the school – see **Conflicts of Interest** and **Secondary Employment**
- raising and responding to concerns and complaints in good faith, according to school processes – see **Concerns and Complaints Policy**.

We expect staff to help promote the positive reputation and public image of the school, and to consider how their conduct outside of school hours may be perceived.

The principal must also meet the standards of the board code of conduct (Education and Training Act, s 166).

Professional expectations for teachers

As required by the Education and Training Act (s 485), the principal and teachers are expected to understand and comply with Our Code, Our Standards | Ngā Tikanga Matatika, Ngā Paerewa.

- The Code of Professional Responsibility | Ngā Tikanga Matatika provides required standards for ethical behaviour. This applies to all registered and certificated teachers, and those with

limited authority to teach.

- The Standards for the Teaching Profession | Ngā Paerewa describes the expectations of effective teaching practice. This applies to all practising teachers.

See **Our Code, Our Standards** (Teaching Council of Aotearoa New Zealand).

Concerns about staff conduct

Our school is committed to fostering a respectful, inclusive, and supportive environment for all members of our school community. If anyone has concerns about the conduct of a staff member, they should raise their concerns with the school. See **Raising Concerns and Complaints**.

We act to address and resolve concerns and complaints involving staff in a timely manner, and follow a fair and reasonable process. See **Assessing and Responding to Concerns and Complaints**.

If, at any time during their employment, a staff member is being investigated or believes they may be investigated by the police, or is being prosecuted for a criminal offence or convicted of a crime, the staff member is required to act in good faith and notify the principal, then keep them updated.

Related topics

- **Board Responsibilities**
- **Te Tiriti o Waitangi**
- **School Community Conduct Expectations**
- **Safety Checking**
- **Police Vetting**
- **Professional Development**
- **Staff Wellbeing and Safety**

Legislation

- Education and Training Act 2020

Resources

- Teaching Council of Aotearoa New Zealand:
  - **Our Code, Our Standards**
  - **Professional Practice | Mahi ngaiotanga**
  - **Reporting a concern**

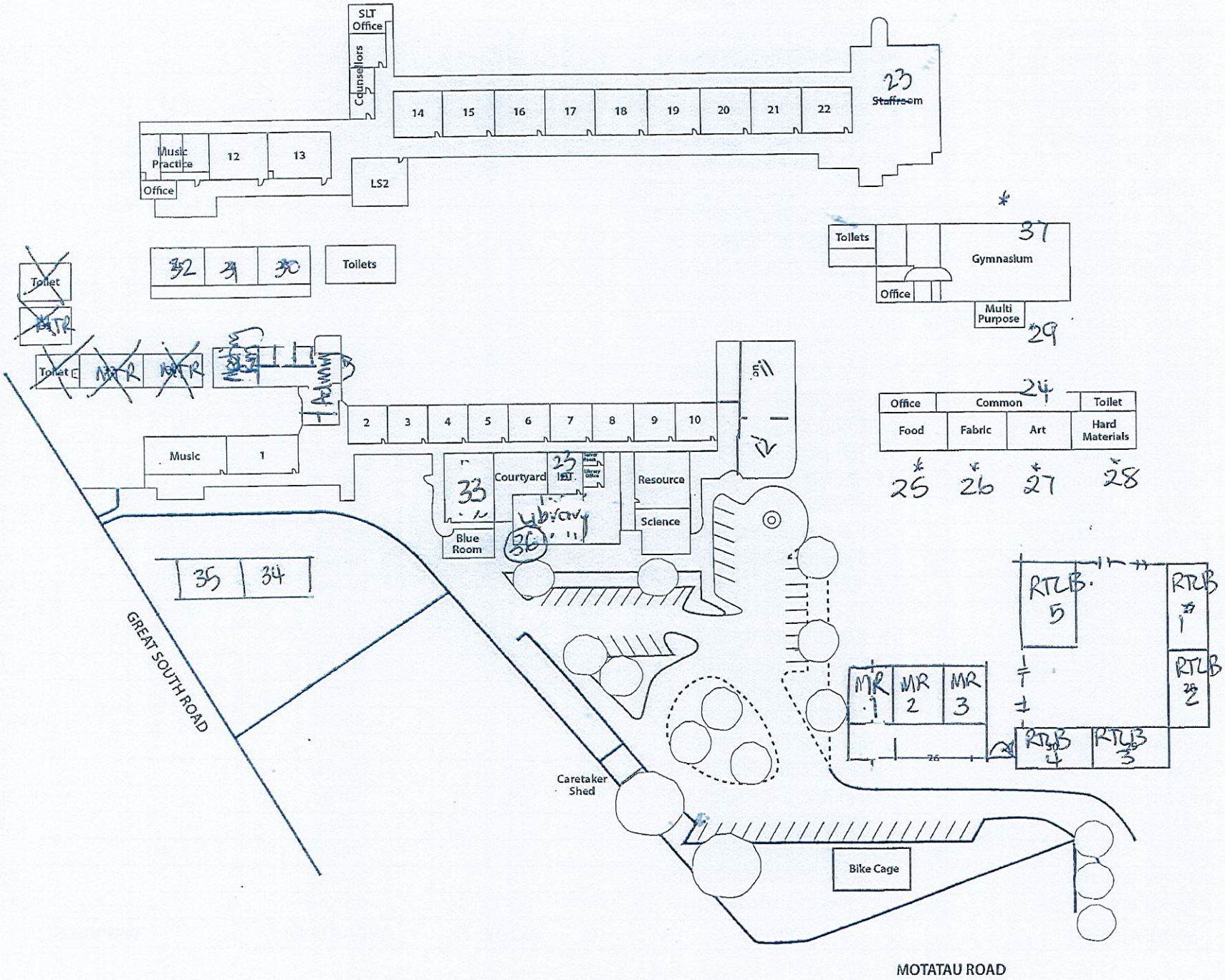
Release history: Term 4 2024, Term 3 2020

Last review	Term 3 2024
Topic type	Core

SCHOOL BOARD
2022- 2025

MEMBER	EMAIL	MOBILE	APPOINTMENT
Jeremy Nicholls [Chairperson]	jeremyn@papint.school.nz	0275489084	MoE appointed Presiding Member
Kimi Parata	kimip@papint.school.nz	0273054036	Elected Trustee Deputy Presiding Member
Peter Cann	peterc@papint.school.nz	02102828561	MoE appointed
Darryl Wilson	darrylw@papint.school.nz	02102209929	MoE appointed
Mohammed Sahu-Khan	mohammeds@papint.school.nz	021579943	MoE appointed
Leigh Manukau	leighm@papint.school.nz	0225696540	Elected Trustee
Ash Chetty	ashc@papint.school.nz	0226405855	Co-opted Trustee
Pauline Cornwell [Principal]	paulinec@papint.school.nz	021151462	Principal
Lilien Skudder	liliens@papint.school.nz	02102423143	Staff Representative

Barbara Ferregel	barbaraf@papint.school.nz	0274776118	Board Secretary


SLT Office
Counsellors
14
15
16
17
18
19
20
21
22
23
Staffroom
Music Practice
12
13
Office
LS2
Toilets
Gymnasium
Office
Multi Purpose
29
Toilet
Toilet
Toilets
Office
Common
Toilet
Food
Fabric
Art
Hard Materials
24
25
26
27
28
Music
1
2
3
4
5
6
7
8
9
10
Courtyard
Resource
Science
Blue Room
36
35
34
RTLB 5
RTLB 1
RTLB 2
MR 1
MR 2
MR 3
RTLB 4
RTLB 3
GREAT SOUTH ROAD
Caretaker Shed
Bike Cage
MOTATAU ROAD

STAFF

SURNAME	FIRST NAME	ROOM	EMAIL	DESIGNATION
AASTHA	Aastha	33	aastha@papint.school.nz	Classroom Teacher
ADAMS	Munisa	8	munisaa@papint.school.nz	Classroom Teacher
ALI	Afroz	21	afroza@papint.school.nz	Classroom Teacher
ASIATA	Pirla	-	pirlaa@papint.school.nz	Support Worker
BRANNIGAN	Adam	14	adamb@papint.school.nz	Classroom Teacher
BREET	Janine	26	janineb@papint.school.nz	Classroom Teacher
CHAND	Shiro	-	shiroc@papint.school.nz	Classroom Teacher
CHANDRA	Sanjini	1B	sanjinic@papint.school.nz	Classroom Teacher
CHOW	Lucy	-	lucyc@papint.school.nz	Support Worker
COOKE	Maddy	24	maddyc@papint.school.nz	Classroom Teacher/PE
CORBETT	Paulette	23	paulettec@papint.school.nz	Classroom Teacher
CORDEROY	Lynn	-	lynnc@papint.school.nz	Learning Support Leader
CORNWELL	Pauline	-	paulinec@papint.school.nz	Principal
DASS	Suraj	Library	surajd@papint.school.nz	Library
ELLIS	Alecia	6	aleciah@papint.school.nz	Classroom Teacher
ERAMIHA	Reese	-	reesee@papint.school.nz	Support Worker
FEAGAIGA	Gordon	-	gordonf@papint.school.nz	Support Worker
FERREGEL	Barbara	-	barbaraf@papint.school.nz	Principal's PA
FLETCHER	Gareth	-	garethf@papint.school.nz	Deputy Principal
FRANCIS	Andrew	2	andrewf@papint.school.nz	Classroom Teacher
FRANCKE	Mike	12	mikef@papint.school.nz	Classroom Teacher
FRANK	Gabby	Fabric	gabbyf@papint.school.nz	Classroom Teacher/Art
HOOKER	Robert	19	roberth@papint.school.nz	Classroom Teacher
HOOPER	Craig	-	craigh@papint.school.nz	Caretaker
HUMMELS	Laurette	-	lauretteh@papint.school.nz	Support Worker
KAHLON	Amandeep	32	amank@papint.school.nz	Classroom Teacher
KAUR	Amandeep	22	amandeepk@papint.school.nz	Classroom Teacher
KAUR	Bhawandeep	-	bhawandeepk@papint.school.nz	Admin Support
KEATES	Lee-Anne	-	Lee-annek@papint.school.nz	Finance
KERN	Ghina	9	ghinak@papint.school.nz	Classroom Teacher
KUMAR	Ajay	20	ajayk@papint.school.nz	Classroom Teacher
KUMAR	Priya	18	priyak@papint.school.nz	Classroom Teacher
KUMAR	Sanjeev	-	sanjeevk@papint.school.nz	Deputy Principal
LAL	Ravinesh	30	ravineshl@papint.school.nz	Classroom Teacher
LEUILA	Logan	-	loganl@papint.school.nz	Support Worker
LEOTA	Marie	-	Student.rec@papint.school.nz	Student Reception

MALA	Prakashni	-	prakashnim@papint.school.nz	Support Worker
MANU	Lilymoana	-	lilymoanam@papint.school.nz	Support Worker
MCKENZIE	Hamish	Music	hamishm@papint.school.nz	Classroom Teacher/Music
MEHTA	Sonia	-	soniam@papint.school.nz	Support Worker
NAIDU	Shalini	7	shalinin@papint.school.nz	Classroom Teacher
NARSAI	Vanita	Performing Art	vanitan@papint.school.nz	Classroom Teacher/Performing Arts
NICHOLLS	Linda	Fabric	lindan@papint.school.nz	Classroom Teacher/Fabric
NICKER	Rabinesh	16	rabineshn@papint.school.nz	Classroom Teacher
NOSA	Esther	4	esthern@papint.school.nz	Classroom Teacher/AP
POTGIETER	Raymond	31	raymondp@papint.school.nz	Classroom Teacher
PRASAD	Nawinta	Food	nawintap@papint.school.nz	Associate Principal/Food
PROUT	Hannah	-	hannahp@papint.school.nz	Caretaker Assistant
PROUT	Tracy	-	tracyp@papint.school.nz	Associate Principal
RAJ	Roneel	17	roneelr@papint.school.nz	Classroom Teacher
RICHARDSON	Sarah	-	sarahr@papint.school.nz	Associate Principal
ROOKS	Shelli	3	shellir@papint.school.nz	Classroom Teacher
SAMI	Nandani	-	nandanis@papint.school.nz	Support Worker
SATURU	Jona	11	jonas@papint.school.nz	Classroom Teacher
SCARIA	Geethu	15	geethus@papint.school.nz	Classroom Teacher
SCHUTT	Diane	-	dianes@papint.school.nz	Resource Room
SHALIENDRAN	Roshni	5	roshnis@papint.school.nz	Classroom Teacher
SHARMA	Joyshika	34	joyshikas@papint.school.nz	Classroom Teacher
SHROFF	Jeremy	-	jeremys@papint.school.nz	Counsellor
SIAOSI-UATI	Millemargret	Lunchroom		School Lunches
SINGH	Kumar	Hard Materials	kumars@papint.school.nz	Classroom Teacher/Hard Materials
SKUDDER	Lilien	1A	liliens@papint.school.nz	Classroom Teacher/AP
SPIERS	Alisha	-	alishas@papint.school.nz	Reception
STEPHENS	Roshela	-	roshelas@papint.school.nz	Support Worker
STRACHAN	Sian	-	sians@papint.school.nz	Counsellor
TAKIAHO	Philesha	-	phileshat@papint.school.nz	Support Worker
TAMATIMU	Faatau	Lunchroom		School Lunches
TATUKI	Jada	35	jadat@papint.school.nz	Classroom Teacher
TE-HUKE	Murray	-	murrayt@atwc.org.nz	Social Worker
THEUNISEN	Derick	-	derickt@papint.school.nz	Classroom Teacher
WILLIS	Melanie	10	melaniew@papint.school.nz	Classroom Teacher
YOUNG	Donna	-	donnay@papint.school.nz	Deputy Principal

BOARD MEETINGS

An introduction to board meetings

The official work of a board gets done at board meetings.
Learn about how often your board should meet, how long meetings should last, what happens during them, the rough order they run in, and the documents that support them.
The article also explores some ways you can help ensure your board runs productive meetings.

What happens at board meetings?

The simple answer is board members come together to discuss and make decisions.
These decisions should be made in the best interests of students, staff, volunteers, parents, the proprietor (for state-integrated schools), local iwi, hapū, and anyone else connected to the school.
This group also includes the Crown (government).
Another big part of being on a board is reviewing the decisions you've made and looking for ways to improve, so the following things also happen at board meetings:

- Strategic planning
- Operational and board performance review
- Compliance with policy and the law
- Managing any real or potential risks
- Supporting the principal in their management role.

How much time will you spend in board meetings?

Boards will normally meet twice a term (once in week 2 or 3 and again in week 8 or 9) or once a month from February-December.
There is no fixed rule about when your board meets, as long as it is within 12 weeks of your last meeting.
The timing of board meetings is often determined by the availability of board members, significant events occurring within the school, and the availability of reports.
If meetings are too short, there may be a lack of informed decision making. Too long and members may become tired and lose concentration.
We recommend that boards aim for around 2 – 2.5 hours for each meeting, depending on the requirement of each agenda item.
Therefore, you may spend around 20 – 27.5 hours in board meetings a year.
Then, some boards will have committees to undertake the work of the board outside of formal meetings.
The time requirements for these committees will vary considerably.
Board members also often get involved in volunteer work that the principal has asked for help with.
This work is done as a private individual under the instruction of the principal. It is not part of your role as a board member.

Do you get paid to attend board meetings?

Yes, every board member gets paid to attend board meetings.
This payment (called an honorarium) helps ensure there are no financial barriers to members attending meetings.
It does not cover additional work, such as committee meetings.
For more information, refer to our board member honoraria and expense reimbursement article.

What documents do your meetings need?
Alongside the policies and procedures that outline how your meetings will run, each board meeting should have well-organised, easily understandable documentation.
There are three main documents required for every board meeting:

Agenda

- The agenda sets out the order of business for the meeting.
- Your board processes should also outline who puts this together, how board members can put potential motions on the agenda, when the agenda will be published, etc.
- Effective boards have an agenda arranged with the most critical discussions at the top, including the wording of any proposed motions.

Board papers

- These contain all the information you will need to have an informed discussion on the motions put forward in your agenda, excluding any confidential papers for public-excluded business discussions.
- They will also contain regular monitoring updates from the principal on items like student attendance, finance and property, staffing, etc.
- Your board processes should outline how and when board papers are provided to your board and anyone requesting to view them.
- The most common board papers are your strategic plan, the principal's report, financial statements, board policy review, curriculum reviews, and particular topics such as school trip forms for approval.

Minutes

- The minutes are the official record of your board's business.
- They must be concise, accurate, and written so that anyone reading them can understand the decisions and why they were made.

In what order do things happen?
Because the legislation allows for flexibility in this area, no one school board needs to be organised in the same way as another.
This allows your board the freedom to use your school's tikanga, values, and other cultural norms to determine how your board meetings will be run (in terms of formality and flow).
In saying that, the general flow for most board meetings is:

Whakawhanaungatanga

- This is a time for board members to connect, settle, and "change hats" from parent, student, teacher, proprietor, etc., to board member.
- Some boards share a meal, and others allow time for a quick catch-up before the meeting starts.

Open the meeting

- This may be done by a karakia, whakataukī, prayer, or other welcome that signifies you are now starting the business of the board.

Board administration

- This includes confirming the agenda, noting who is present, what time the meeting started, any apologies, declaration of interest, potentially noting incoming/outgoing correspondence, granting speaking rights to visitors, acceptance of previous minutes, etc.

Strategic thinking

- Refers to your role in planning and monitoring progress towards meeting your strategic goals and specified student educational targets.

Regular monitoring and assurances from the principal

- Along with strategic thinking, the principal (in their CEO role) should be providing your board with clear, well-analysed, easily understood evidence to either assure the board that the school is performing as expected or to identify reasons for it not performing as expected and what will be done to improve performance.

Board policy review and evaluation

- Your board should spend time ensuring that your policies and curriculum delivery programmes are working and meeting legal and community requirements.
- Regularly reviewing your meetings using a form like our sample evaluation of meeting can support your meetings to be more productive and effective.

Public Excluded Business (PEB)

- All discussions that are sensitive or identifiable to individuals need to be undertaken without the public being present in PEB (even if you do not have any visitors at your board meeting).
- For small schools and kura, this will normally include discussions about student progress and achievement because once data is broken down into cohorts (year, gender, ethnicity, students on specialist programmes, etc.), the data will likely be identifiable to individual students.
- If PEB is done last, visitors can leave and do not have to wait around for the next agenda item.

Confirmation of the next board meeting's date and time

- Finally, just before closing the meeting, your board must determine the date and time of your next meeting.
- There may also be a quick discussion on actions to take place before the next meeting, potential agenda items, acknowledgements and farewells, etc.

Close meeting

- It is often done using the same method your board uses to open the meeting.

The meeting is then officially closed by the presiding member.
No more discussions on the board meeting topics are to be had by any board members in "secret car-park conversations".

What legal requirements do board meetings have?
For an in-depth look at the requirements and which laws they are pulled from, please read our article on board meeting policies, procedures, and legislation.

What helps keep board meetings productive?
The keys to productive meetings are planning and relationships.
If board members don't understand the purpose of a meeting or cannot work together, the meeting will become dysfunctional.
Your board's governance policies and procedures outline what your board is there for, what it will do, and how you will do it.
The presiding member should ensure everyone adheres to these policies and procedures.
Good relationships and a healthy board culture go hand-in-hand, especially because board members bring different levels of confidence, motivation, communication styles, backgrounds, and experience.
By complying with the mandatory Code of Conduct, board members will help support a healthy board culture based on respect, integrity, trust, and transparency.
Your board should also be conscious of how you are giving effect to te Tiriti o Waitangi through how board members interact with each other, your school community, and mana whenua, as well as how board meetings are conducted.
Your board may already have governance policies and procedures, or you can look at or download our example policies from our Governance Framework on our Resource Centre.

How do you know your board meetings are effective?
Your board should regularly review its processes and procedures.
The focus of these reviews should be on the effectiveness of meetings, if processes are being followed, and the way board members work together and support school staff.
You can reflect on how a meeting went by using our sample evaluation of meeting.

Questions your board could ask

- Do our policies and procedures help us conduct productive board meetings?
- Do we regularly evaluate how successful our board meetings are?
- Do we notify the public before our meetings, and are our public documents readily available?
- Are all our board documents easily understood, even by our school community?
- Are we ready for, and do we encourage the public to attend our board meetings?

Links from us

- Governance Framework
- Sample public attending board meetings procedure
- Sample meeting protocols
- Sample meeting agenda
- Sample board meeting checklist
- Sample evaluation of meeting
- Board member honoraria and expense reimbursement
- Board meeting policies, procedures, and legislation

Ministry of Education

- Code of Conduct

Education (School Board) Regulations 2020

- Regulation 11 – Presiding member
- Regulation 12 – Board meetings
- Regulation 13 – Quorum
- Regulation 14 – Voting
- Regulation 15 – Attendance at meetings

Local Government Official Information and Meetings Act 1987

- Section 46 – Meetings of local authorities to be publicly notified
- Schedule 2A – Resolution to exclude the public

Other Legislation

- The Official Information Act 1982
- The Privacy Act 2020

MoE PRIORITIES

The new education priorities are:

- **Clearer curriculum:** Establishing a knowledge-rich curriculum grounded in the science of learning
- **Better approach to literacy and numeracy:** Implementing evidence-based instruction in early literacy and mathematics
- **Smarter assessment and reporting:** Implementing consistent modes of monitoring student progress and achievement
- **Improved teacher training:** Developing the workforce of the future, including leadership development pathways
- **Stronger learning support:** Targeting effective learning support interventions for students with additional needs
- **Greater use of data:** Using data and evidence to drive consistent improvement in achievement

The initial focus would be on "enhancing achievement, attendance, engagement", but the goal was an education system where all students were getting quality learning.

The government has also set a target to reach 80 percent of Year 8 students at or above the expected curriculum level for their age in reading, writing and maths by the end of 2030.

The Minister of Education will work collaboratively with Māori education organisations to develop a Māori education work programme.