

Koromatua School



Board of Trustees Governance Manual Policy Framework 2021

(Version 1 March 2021)

The following documentation outlines the board's governance framework and is aligned with the school's Charter values.

See also other Governance Documentation

Current Budget
Latest ERO Report
Latest Annual Report

This Governance Manual is based on the NZSTA Policy Framework 2016

Contents

Introduction	3
Governance and Management	4
Education Act 1989, (Section 75, 72, 76, 65 and 66)	4
Part 1- The Charter	6
Part 2- Governance Policies	13
1. Board Roles and Responsibilities Policy	13
2. Chair's Role Description Policy	15
3. Responsibilities of the Principal Policy	16
4. Staff Trustee Role Description Policy	17
5. Trustees' Code of Behaviour Policy	17
6. Board Induction Policy	18
7. Conflict of Interest Policy	19
8. The Relationship between the Chair and the Principal Policy	19
9. The Relationship between the Board and the Principal Policy	20
10. Principal's Performance Management Policy	21
11. Disciplinary Process in Relation to the Principal Policy	22
12. Reporting to the Board Policy	22
13. Meeting Process Policy	23
14. Meeting Procedure Policy	23
14.1 Public Attending Board Meetings Procedure	25
14.2 Meeting Agenda	26
Koromatua School Board of Trustees Meeting Agenda	26
14.3 Resolution to exclude the public (Going 'in committee')	27
14.4 Evaluation of meeting on [date] chaired by [name] (To be conducted at least once every 6 months as per the annual agenda)	28
15. Board Review Policy	28
16. Committee Policy	28
Committee Terms of Reference	29
16.1 Review Committee Terms of Reference	29
16.2 Student Disciplinary Committee Terms of Reference	30
16.3 Finance Committee Terms of Reference	30
16.4 Property Committee Terms of Reference	32
16.5 Appointment Committee Terms of Reference	32
16.6 Koromatua School Delegations List	34
17. Trustee Remuneration and Expenses Policy	36
18. Principal Professional Expenses Policy	36
19. Principal Remuneration	36
20. Relationship between BOT and Parent Groups (PTA/Whanau Support Group)	38
21. Concerns and Complaints Process	39
Stage Two: Board Process	39
Note 1: Mediation or Investigation	40
Note 2: Anonymous or Informal Complaints	41
22. News Media Policy	42
Part 3 Operational Policies	43
1. Curriculum Delivery Policy	43

2. Personnel Policy	43
3. Appointments Policy	43
4. Financial Planning Policy	44
5. Financial Condition Policy	44
6. Theft and Fraud Policy	45
7. Asset Protection Policy	47
8. Protection and Sharing of Intellectual Property (Creative Commons)	48
9. Health and Safety Policy	48
10. Alcohol Policy	50
11. Child Protection Policy	50
12. Protected Disclosure Policy	51
13. Legal Responsibilities Policy	53
14. General Workplace Policy	53
15. Fundraising, Lotteries and Grants Policy	54
16. Gifts and Koha Policy	54
17. Public Access to the School Grounds and Buildings Policy	55
18. <i>Non-Permitted Activities on School Grounds Policy</i>	55
19. <i>Credit Card Policy</i>	56
Summary of Non-Charter Policy Review Dates	58
Part 4 Three-Year Review Programme/Board Annual Work Plan (2021-2023)	60
Part 5 Key Support Information	64
Trustee Register	64
Staff Register (Updated 17 September 2020)	65
First Aid Trained Register	66
PTA- Parent Teacher Association Register	67
Important Contacts	68
Glossary of Educational Terms for the Board	69
NEGS- National Education Goals	70
NAGS- National Administration Guidelines	71
EROs Six Dimensions of an Effective School	74
Term Dates 2021	77
Board Quarterly Newsletter Schedule	77

Introduction

The board of trustees of Koromatua School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.

To ensure effective school performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

Governance and Management

The following are the board's agreed governance and management definitions which form the basis upon which both the working relationships and the board's policies are developed.

Governance	Management
<p>The ongoing improvement of student progress and achievement is the board's focus.</p> <p>The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership, with the role of each documented and understood. The principal reports to the board as a whole. Sub-committees are established where a need is identified in order to contribute to board work.</p> <p>The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school.</p>	<p>The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand. [For detail see Operational Policies]</p>

In developing the above definitions for Koromatua School the board is mindful of the following excerpts from the Education Act 1989:

Education Act 1989, (Section 75, 72, 76, 65 and 66)

The Education Act 1989 was revised on 13th June 2013 to better reflect the board's primary focus of student achievement. The legal and prime responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Functions and powers of boards

- (1) A school's board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

s.72 Bylaws –

Subject to any enactment, the general law of New Zealand, and the school's charter, a school's board may make for the school any bylaws the board thinks necessary or desirable for the control and management of the school.

s.76 Principals –

- (1) A school's principal is the board's chief executive in relation to the school's control and management.

- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
- (a) Shall comply with the board's general policy directions; and
 - (b) Subject to paragraph (a), has complete discretion to manage as the principal thinks fit the school's day to day administration.

s.65 Staff

....A board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

s66 Delegations

- (1) The governing board of a board may delegate any of the functions or powers of the board or the governing board, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
- (a) a trustee or trustees:
 - (b) the principal or any other employee or employees, or office holder or holders, of the board:
 - (c) a committee consisting of at least 2 persons, at least 1 of whom is a trustee:
 - (d) any other person or persons approved by the board's responsible Minister:
 - (e) any class of persons comprised of any of the persons listed in paragraphs (a) to (d).

In order to carry out effective governance of the school the board has developed the following policy framework:

Part 1- The Charter

School Charter

Strategic and Annual Plan

for Koromatua School

2021-2023



OUR MISSION STATEMENT:

TE PONO ME TE AROHA



OUR VISION:

WE WILL BE CONFIDENT, CONNECTED, ACTIVELY INVOLVED, LIFELONG LEARNERS

OUR VALUES:

PONO

AKO

- Love for learning
- Achievement & excellence
- Confidence & capability
- Expanding horizons

WHAKAPAU KAHA

- Challenge
- Risk-taking
- Perseverance & resilience

AROHA

AROHA

- Love, compassion & empathy for others

MANAAKITANGA

- Respect, generosity & care for ourselves, others & our environment

KOTAHITANGA

- Integrity, goodwill & fairness towards others

WHANAUNGATANGA

- Identity
- Inclusiveness
- Togetherness
- Cooperation

OUR PRIORITIES:

OUR KOROMATUA TIKANGA WILL GUIDE OUR APPROACH TO THESE PRIORITIES:

TAUIRA

To provide an environment that facilitates a broad range of experiences and activities that will enable all students to grow towards achieving their full potential across all areas of the curriculum.

KAIMAHI

To empower our staff, within a supportive environment, to grow towards achieving their full potential, to raise student achievement.

WHĀNAU

To build an inclusive and supportive learning environment where students, staff and community work proactively together.

Cultural Diversity and the Provision of Te Reo and Tikanga Maori

We will reflect New Zealand’s cultural diversity by:

Providing equal opportunities for all students.
Through our curriculum themes and inquiries students will have the opportunity to learn about themselves and their culture and heritage and the culture and heritage of other students. These programmes will recognize the multicultural society in which we now live.

The unique position of Maori by:

With 85% of our role identifying as Maori it is essential that this is reflected in the life of the school.
Having strong Maori representation on the BOT, the Whanau/PTA team and the school staff.
Having te reo Maori and tikanga Maori as school learning priorities, and by supporting both students and teachers in learning te reo.
Engaging Whanau/PTA parents in supporting Maori-focused events and celebrations.
Fostering relationships with Kohanga Reo, Kura Kaupapa and Te Waananga O Aotearoa.

We will incorporate tikanga Maori into the school’s curriculum by:

Incorporating tikanga Maori as an integral part of the school curriculum programme, holding powhiri each term and on special occasions.
To have marae studies, waiata and kapahaka programmes and celebrate significant Maori occasions e.g. matariki.
Supporting the community’s efforts to learn te reo.

We will provide instruction in te reo Maori for all students by:

Providing opportunities for teaching and learning in bilingual/immersion classroom settings.
Integrating te reo Maori as part of general curriculum delivery. Having te reo as the selected second language being learned in Y7-8.
Supporting all teachers in the learning and teaching of te reo Maori, working towards all classrooms operating at te reo immersion level 4 by the end of 2023.

To discover the views and concerns of the school’s Maori community we will:

Consult with the Maori community through our community surveys, aggregating Maori feedback data separately as appropriate. Seek specific community input on the school’s Maori programmes, and the community’s aspirations and goals for their children.
Aggregate Maori achievement and other data where appropriate. Set specific goals and expectations for Maori students through reporting procedures.

Strategic Plan 2021-2023 and Annual Plans 2021

Tauira- *To provide an environment that facilitates a broad range of experiences and activities that will enable all students to grow towards achieving their full potential across all areas of the curriculum.*

2021	2022	2023
Develop student capability in Reading Develop student capability in Te Reo Maori	Develop student capability in Maths Develop student capability in Te Reo Maori	Develop student capability in Writing Develop student capability in Te Reo Maori

Annual Plan 2021

Aim	Resources	Cost
Develop student capability in reading.	PaCT tool. Various reading resources. Teacher-Aide support.	Nil- MOE provided. \$1,000. Approx. \$15,000.
Develop student capability in Te Reo Maori	TIC Māori/Kapa Haka Tū Pono Kapa Haka Te Aroha Various Maori resources.	\$8,000 (2 PSU from MOE) \$8,000 (2 FTSU from MOE) \$1,500

Kaimahi- *To empower our staff, within a supportive environment, to grow towards achieving their full potential, to raise student achievement.*

2021	2022	2023
Kahui Ako PD- Te Reo Maori School PLD- Te Reo Maori; Reading; Digital Technology	Kahui Ako PD- Te Reo Maori School PLD- Te Reo Maori: Maths	Kahui Ako PD- Te Reo Maori School PLD- Te Reo; Writing

Annual Plan 2021

Aim	Resources	Cost
Develop teacher capability in Te Reo Maori.	Kahui Ako across school teacher. Kahui Ako In school teacher. School mainstream Te Reo Individual Staff Te Reo Māori PD	Nil- MOE staffing allocation. \$4,000 (1 FSU from MOE) Nil Nil - self funded
Develop teacher capability in Reading	In school literacy teacher School PLD - Reading	\$4,000 (1 FTSU from MOE) Nil
Develop teacher capability in Digital Technology	In school ICT transition support Applied for funding for Digital Fluency PD	\$4,000 (1 FSU from MOE) Nil - MOE funded

Whanau- *To build an inclusive and supportive learning environment where students, staff and community work proactively together.*

2021	2022	2023
Develop community capability in te reo to support students' te reo learning.	Develop community capability in te reo to support students' te reo learning.	Develop community capability in te reo to support students' te reo learning.

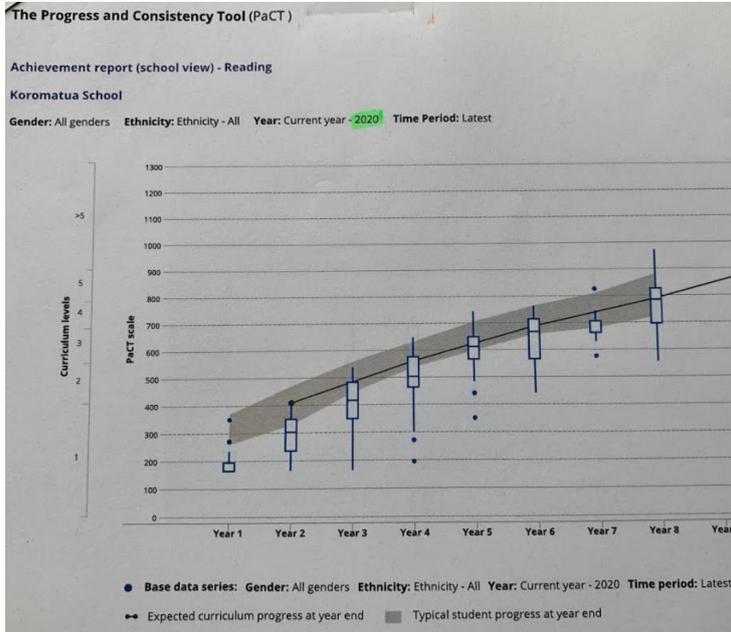
Annual Plan 2021

Aim	Resources	Cost
Develop community capability in te reo to support students' Te Reo Maori learning.	Community te reo study group. Snr school bilingual te reo class (Level 2). Middle school bilingual te reo class (Level 3). Schl mainstream te reo. Individual staff Maori PD. Various Maori resources.	Nil- self funding. \$4,000 (MITA) \$4,000 (MITA) Nil. Nil- self funded. \$1,500.

Curriculum and Achievement Target 2021

To have 100% of our students working at their expected curriculum level in reading.		
<i>'Expected curriculum level' is defined as working within the expected PaCT achievement band for each year level.</i>		
Target individual students. Understand the explicit links between all aspects of literacy, including oral language, writing, reading and spelling to have an effective reading programme, focusing on the DATs, in particular feedback as the key components in effective teaching. Designate a teacher to develop reading capability across the school. Utilise the PaCT tool to track student progress and achievement and to identify next steps.	<u>Actions:</u> February– Identify all students not achieving at the expected curriculum level and identify weak Aspects; Set these students as initial targets. March onwards– Evaluate initial target students and other students identifying PaCT Aspects; Update target students and Aspects according to data. Monitor student progress over time and share as staff. Provide reading and PaCT PD. Observe teaching planning and teaching approaches. Provide feedback.	<u>Resources:</u> TIC Literacy- \$4000 (IFSU). Learning Support Coordinator (LSC)- 0.3 FTTE.

Baseline Reading Data



(2020 EOY PaCT Reading Achievement Report)

Data supporting the above graph (aggregate and student view)

▼ Hide data table: Aggregate view

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Beyond NZC Level 5	-	-	-	-	-	-	-	1 (3%)
NZC Level 5	-	-	-	-	-	-	1 (4%)	12 (39%)
NZC Level 4	-	-	-	-	3 (11%)	9 (39%)	13 (54%)	10 (32%)
NZC Level 3	-	-	-	8 (28%)	17 (63%)	8 (35%)	10 (42%)	7 (23%)
NZC Level 2	-	1 (3%)	14 (58%)	18 (62%)	6 (22%)	6 (26%)	-	1 (3%)
NZC Level 1	34 (100%)	30 (97%)	10 (42%)	3 (10%)	1 (4%)	-	-	-
Total	34	31	24	29	27	23	24	31
<i>At/Above ?</i>		100%	58	90	74	74	58	74

Note: Students that do not have any confirmed judgments are omitted from these results.

(2020 EOY PaCT Reading Aggregate Report)

Koromatua School Policies and other Documents

Document	Location
Governance Manual 2021	Principal and BOT Team Drive
5 and 10 Year Property Plans 2021-2022	Principal files
Annual Budget 2021	Principal and BOT Team Drive
Student Assessment Information	Teacher records; eTap and PaCT
Assessment Data Analysis	Teacher & Principal records; eTap and PaCT
Assessment Reporting	Principal and BOT Team Drive
BOT minutes	Principal and BOT Team Drive
Community of Learners/Kāhui Ako documentation	Kāhui-Ako Google Drive
Teacher Appraisals	Principal files
Koromatua Curriculum Plan (KCP) 2021	School Google Drive
Teacher Planning	Teacher records
Accounts	Principal and BOT Team Drive
Gifts Register	Principal and BOT Team Drive

Part 2- Governance Policies

These governance policies outline how the board will operate and set standards and performance expectations that create the basis for the board to monitor and evaluate performance as part of its ongoing monitoring and review cycle. (See 3 year review programme).

1. Board Roles and Responsibilities Policy

Review schedule: Triennially Reviewed: July 2018 Next Review: July 2021

The board of trustees' key areas of contribution are focused on four outcome areas: Representation, Leadership, Accountability, Employer Role.

The Board	The Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them	1.1 The Charter is the basis for all board decision making 1.2 The board leads the annual charter review process 1.3 The board consults with school stakeholders annually 1.4 The board sets/reviews the strategic aims by November of each year 1.5 The board approves the annual plan and targets and ensures the Charter is submitted to the Ministry of Education (MoE) by 1 March each year 1.6 Regular board meetings include a report on progress towards achieving strategic aims 1.7 The board releases a quarterly update to school stakeholders on governance related activity (upcoming policy review schedule, key activity, highlights, challenges etc.), and also student related information every six months.
2. Monitors and evaluates student progress and achievement	2.1 The board approves an annual review schedule covering curriculum and student progress and achievement reports 2.2 Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
4. Appoints, assesses the performance of and supports the principal	4.1 Principal's performance management system in place and implemented
5. Approves the budget and monitors financial management of the school	5.1 Budget approved by the first meeting each year 5.2 Satisfactory performance of school against budget
6. Effectively manages risk	6.1 The board has an effective governance model in place 6.2 The board remains briefed by the principal on

	<p>internal/external risk environments and takes action where necessary</p> <p>6.3 The board identifies 'trouble spots' in statements of audit and takes action if necessary</p> <p>6.3 The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action</p>
7. Ensures compliance with legal requirements	<p>7.1 New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members. The Chairperson is responsible to see that this is completed.</p> <p>7.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary</p> <p>7.3 Accurate minutes of all board meetings, approved by board and signed by chair</p> <p>7.4 Individual staff/student matters are always discussed in public excluded session</p> <p>7.5 Board meetings have a quorum (more than half of all trustees currently holding office)</p>
8. Ensures trustees attend board meetings and take an active role	<p>8.1 Board meetings are effectively run</p> <p>8.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them</p> <p>8.3 Attendance at 80% of meetings (min.)</p> <p>8.4 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)</p>
9. Approves major policies and programme initiatives	<p>9.1 Approve programme initiatives as per policies</p> <p>9.2 The board monitors implementation of programme initiatives</p>
10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	<p>10.1 The Treaty of Waitangi is obviously considered in board decisions</p> <p>10.2 The board, principal and staff are culturally responsive and inclusive</p>
11. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	<p>11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements)</p> <p>11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct</p> <p>11.3 Ensures there is ongoing monitoring and review of all personnel policies</p>
12. Deals with disputes and conflicts referred to the board as per the school's	<p>12.1 Successful resolution of any disputes and conflicts referred</p>

concerns and complaints procedures	
13. Represents the school in a positive, professional manner	13.1 Code of behaviour adhered to
14. Oversees, conserves and enhances the resource base	14.1 Property/resources meet the needs of the student achievement aims
15. Effectively hands over governance to new board/trustees at election time	15.1 New trustees provided with governance manual and induction
	15.2 New trustees fully briefed and able to participate following attendance at an orientation programme
	15.3 Appropriate delegations are in place as per s66 Education Act
	15.3 Board and trustees participate in appropriate professional development

2. Chair's Role Description Policy

Review Schedule: Annually or prior to meeting when chair is elected

Reviewed: May 2020

Next Review: February 2021

The chair of Koromatua School safeguards the integrity of the board's processes and represents the board of trustees to the broader community. The chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board in order that collective opinion can be developed and a board decision reached. The board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the chair.

The Chair:

1. Is elected at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the board¹
2. Welcomes new members, ensures that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new trustee induction
3. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
4. Leads the board members and develops them as a cohesive and effective team
5. Ensures the work of the board is completed
6. Ensures they act within board policy and delegations at all times and do not act independently of the board
7. Sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
8. Ensures the meeting agenda content is only about those issues which according to board policy clearly belong to the board to decide
9. Effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant board policies²
10. Ensures interactive participation by all board members
11. Represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person/s and is the official signatory for the annual accounts*

¹ Legislative Requirement

² Legislative Requirement

- 12. Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions
- 13. Establishes and maintains a productive working relationship with the principal
- 14. Ensures the principal's performance agreement and review are completed on an annual basis
- 15. Ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
- 16. Ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint

3. Responsibilities of the Principal Policy

Review schedule: Triennially Reviewed: February 2021 Next Review: July 2024

SEE ALSO APPENDIX: Job Description - Principal

The principal is the professional leader of the school and the board's chief executive working in partnership with the board of trustees. The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's Charter or expressed values or commonly held professional ethic.

Alongside their professional role, the principal's key contribution to **day-to-day management** of the school is as per the management definition in the introduction to this governance manual.

The principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation. From time to time the chair of the board acting within delegated authority may issue discretions in policies of the school, in minutes of the board, or by written delegation.

The responsibilities of the principal are to:

- 1. Meet the requirements of the current job description
- 2. Meet the requirements of their employment agreement including the 4 areas of practice from the Principals' Professional Standards
- 3. Act as the educational leader and day to day manager of the school within the law and in line with all board policies
- 4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
- 5. Develop, seek board approval of, and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
- 6. Use resources efficiently and effectively and preserve assets (financial and property).
- 7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
- 8. Allocate pay units for appropriate positions.
- 9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development
- 10. Employ, deploy and terminate relieving and non-teaching staff positions.
- 11. Employ teaching staff as per the appointments policy.
- 12. Communicate with the community on operational matters where appropriate.

13. Refrain from unauthorised public statements about the official position of the board on controversial social, political, and/or educational issues
14. Keep the board informed of information important to its role.
15. Report to the board as per the boards reporting policy requirements.
16. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
17. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

Only decisions made by the board acting as a board are binding on the principal unless specific delegations are in place. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the principal except in rare circumstances when the board has specifically authorised it.

The relationship is one of trust and support with expectations documented in the relationship policy. All parties work to ensure “no-surprises”.

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

4. Staff Trustee Role Description Policy

Review schedule: Triennially Reviewed: May 2019 Next Review: April 2022

The staff trustee fulfils legislative requirements relating to board composition. The role of the staff trustee is to bring a staff perspective to board decision making and discussion.

As a trustee the staff trustee has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountabilities as all other trustees.

Staff Trustee accountability measure	Standard
1. To work within the board’s Charter	1.1 The Charter is obviously considered in board decisions
2. To abide by the board’s governance and operational policies	2.1 The staff trustee has a copy of the Governance Manual and is familiar with all board policies
3. The staff trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1 The staff trustee is not a staff advocate 3.2 The staff trustee does not bring staff concerns to the board
4. The staff trustee is bound by the Trustee Code of Behaviour	4.1 The staff trustee acts within the code of behaviour
5. It is not necessary for the staff trustee to prepare a verbal or written report for the board unless specifically requested to from the board	5.1 No regular reports received unless a request has been made by the board on a specific topic.

5. Trustees’ Code of Behaviour Policy

Review schedule: Triennially Reviewed: May 2019 Next Review: October 2022

The board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall:

1. Maintain and understand the values and goals of the school

2. Ensure the needs of all students and their achievement is paramount
3. Be loyal to the school and its mission
4. Publicly represent the school in a positive manner
5. Respect the integrity of the principal and staff
6. Observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school
7. Respect others by not participating in harassment (including sexual harassment), nor by discriminating against your colleagues or students on the basis of their gender (including transgender status), age, disability, marital status, ethnicity, religious or ethical beliefs, or sexual orientation.
8. Be diligent and attend board meetings prepared for full and appropriate participation in decision making
9. Ensure that individual trustees do not act independently of the board's decisions
10. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
11. Avoid any conflicts of interest with respect to their fiduciary responsibility
12. Recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
13. Recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation, can speak for the board
14. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
15. Be available to undertake appropriate professional development
16. Maintain the confidentiality of any information discussed in Publically Excluded Business, even after the member's term of office on the board of trustees is over.

I, _____, have read and understood this Code of Behaviour Policy and agree to follow and abide by it to the best of my ability.

Signature:

Date:

6. Board Induction Policy

Review schedule: Triennially Reviewed: May 2019 Next Review: July 2022

The Board is committed to ensuring continuity of business and a smooth transition when trustees join the board. To help achieve this an orientation meeting will be held for each new trustee with the Board Chair and/or Principle. This meeting should ideally be conducted within the first week after becoming a member of the board and before their first meeting.

6.1 The Orientation should include an Induction Pack containing:

- A welcome letter
- The Board Governance Manual
- The School's Charter and Policies (including the strategic and annual/operational plans)
- Copy of the Board Induction Policy

6.2 The Orientation meeting will cover the following:

- An overview of the Board Governance Manual with specific instruction on Board meeting procedures, complaints procedures and the Board Code of Conduct.

- An overview of School staff on school website.
- The Board's current and upcoming projects.
- Email(s) and access to Google Drive will be confirmed and tested.
- Introduction to professional development and orientation on how to register for NZSTA.
- Encouragement for Trustee to be proactive in seeking advice and guidance from Board members for situations where they may be unsure.
- Discussion on what the Trustee hopes to achieve whilst on the board and interests or preferences in joining sub-committee(s)
- Photo and written profile of Trustee for upload to school website.
- The principal will conduct a site visit if requested

6.3 Monthly Reviews

Monthly review with the new inductees and any other interested board members will be held after the close of each Board meeting for the first 6 months or more if needed. The review may include the following aspects:

- Do you feel like you know what you're doing?
- How can you be better supported by the board?
- What information would you like?
- Do you have any questions?
- Are there any issues you have noted, or points for improvement for the board to consider?

During the monthly review, Trustees may also be directed to the location of:

- The current budget
- Last ERO Report
- Last Annual Report
- Other relevant material on board team drive and other sources (e.g. NZSTA, School Website etc.).

7. **Conflict of Interest Policy**

Review schedule: Triennially Reviewed: July 2019 Next Review: July 2022

The standard of behaviour expected at Koromatua School is that all staff and board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's ability to protect the integrity and reputations of board members and meet legislative requirements. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

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

8. **The Relationship between the Chair and the Principal Policy**

Review schedule: Annually Reviewed: May 2020 Next Review: February 2021

The chair is the leader of the board and works on behalf of the board on a day to day basis with the principal.

The relationship principles are to be read in line with the following:

1. The board's agreed governance and management definitions
2. The board's Roles and Responsibilities Policy
3. The Responsibilities of the Principal Policy
4. The Chair's Role Description Policy
5. The Trustees' Code of Behaviour Policy

Relationship principles:

1. A positive, productive working relationship between the principal and the chair is both central and vital to the school.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel the other on performance concerns.
6. The chair supports the principal and vice versa when required and appropriate.
7. There is understanding/acceptance of each other's strengths and weaknesses.
8. Each agree not to undermine the other's authority.
9. There is agreement to be honest with each other.
10. Each agree and accept the need to follow policy and procedures.
11. Agree not to hold back relevant information.
12. Agree and understand the chair has no authority except that granted by the board.
13. Understand that the chair and principal should act as sounding boards, both supporting and challenging in order to hold the school to account for achieving the set goals and targets.

9. The Relationship between the Board and the Principal Policy

Review schedule: Annually Reviewed: May 2020 Next Review: February 2021

The performance of the school depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. The board and the principal form the leadership team and as such clear role definitions have been developed. The Responsibilities of the Principal and Responsibilities of the Board policies along with the board's agreed Code of Behaviour should be read alongside this policy.

1. This relationship is based on mutual respect, trust, integrity and ability.
2. The relationship must be professional.
3. The principal reports to the board as a whole rather than to individual trustees.
4. Day to day relationships between the board and the principal are delegated to the chair.
5. All reports presented to the board by the staff (unless specifically requested by the board) arrive there with the principal's approval and the principal is accountable for the contents.
6. There are clear delegations and accountabilities by the board to the principal through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The board must maintain a healthy independence from the principal in order to fulfil its role. The board is there to critique and challenge the information that comes to it, acting in the best interests of students at the school.
11. The principal should be able to share their biggest concerns with the board.

10. **Principal's Performance Management Policy**

Review schedule: Triennially Reviewed: February 2021 Next Review: October 2024

It is the policy of the Koromatua School Board of Trustees to establish a performance agreement with the principal each year³ and review the principal's performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement.

1. The review process will occur annually, providing a written record of how the principal has performed as per the terms of the performance agreement and identifying professional development needs.
2. The principal's performance will be formally reviewed on an annual basis by duly delegated member(s) of the boards and optionally, at the board's choice, an independent consultant who specialises in education.
3. Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
4. There will be three interim reviews, one per each term preceding the annual formal review, between the principal and chair or delegate(s) to discuss progress.
5. The principal will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, learning and development objectives and fulfilment of additional duties which require concurrence payment.
6. If the principal and the board disagree on the performance objectives, the board, after considering the principal's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.
7. The board chair, delegate(s) and consultant may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
8. The principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied with the principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the principal. The principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the principal's views before deciding to either amend the report, in accordance with the principal's views, or let the report stand, with the principal's comments attached.
9. The chair/delegate(s)/consultant will present the final report/summary back to the board the result of the review. The principal may/may not be present at the presentation and/but will have the opportunity to address the board. The principal will then exit and further discussion may continue among the board.
10. The principal will be informed personally and in writing of the final outcome following the report discussion.
11. The performance agreement and results of the review are confidential to the principal, the board and their agents unless both parties agree to wider distribution.

Signature

I, _____, have been informed of the performance review policy and procedures of Koromatua School Board.

Signature _____ Date _____

³Legislative Requirement

11. Disciplinary Process in Relation to the Principal Policy

Review schedule: Triennially Reviewed: May 2016 Next Review: October 2019

In the event the board receives a complaint regarding the principal or determines that policy violation(s) may have occurred in the first instance the board will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal). Where the board considers the degree and seriousness of the concern or violation(s) sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

12. Reporting to the Board Policy

Review schedule: Triennially Reviewed: October 2016 Next Review: October 2019

The principal reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school. Thus the board is supported in its strategic decision-making and risk management by also requiring the principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the principal must ensure that they:

1. Inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic aims are based.
2. submit written reports covering the following management areas for each board meeting:
 - principal's management report including:
 - i. Strategic Aim Report
 - ii. Personnel Report
 - iii. Finance Report
 - iv. Variance Report
 - v. Key Performance Indicators
- and,
 - the coordination and approval of the following reports:
 - i. Student Progress and Achievement Report
 - ii. Curriculum Report
3. inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
4. submit any monitoring data required in a timely, accurate and understandable fashion
5. report and explain financial variance against budget in line with the board's expectations
6. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
7. report and explain roll variance against year levels and reasons on a per meeting basis
8. present information in a suitable form – not too complex or lengthy
9. inform the board when, for any reason, there is non-compliance of a board policy
10. recommend changes in board policies when the need for them becomes known
11. highlight areas of possible bad publicity or community dis-satisfaction
12. coordinate management/staff reports to the board and present to the board under the principal's authority
13. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
14. report on any matter requested by the board and within the specified timeframe

13. Meeting Process Policy

Review schedule: Triennially Reviewed: May 2020 Next Review: April 2023

The board is committed to effective and efficient meetings that are focused at a governance level and provide the information the board needs to be assured that all policies, plans and processes are being implemented and progressing as planned. Meetings:

1. Are based on a prepared annual agenda. The agenda preparation is the responsibility of the chair. A copy of the agenda will be made available at the meeting place.
2. Are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act. Decisions by the board are fully recorded but remain confidential. The board needs to:
 - a) make the reasons for excluding the public clear
 - b) reserve the right to include any non-board member it chooses
4. Can be held via audio, audio and visual, or electronic communication providing:
 - a) all trustees who wish to participate in the meeting have access to the technology needed to participate, and
 - b) a quorum of members can simultaneously communicate with each other throughout the meeting.

14. Meeting Procedure Policy

Review schedule: Triennially Reviewed: May 2020 Next Review: April 2023

Members of the school community are encouraged to take an active interest in the school and its performance and are welcome to attend all board meetings within the *Public Attending Board Meetings Procedure* (See p. 27, 28).

Board meetings;

General:

1. Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
2. Board minutes will be taken by a non-trustee paid on a commercial basis on contract.
3. The quorum shall be more than half the members of the board currently holding office.*
4. Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the board at a board meeting and the board must make a decision.*
5. The chair shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.*
6. The chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
7. Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by

the board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the board.

8. Only trustees have automatic speaking rights.
9. Note also standing Delegated Authority details in Section 16 Committee Policy.

Time of meetings:

1. Regular meetings commence at 7.00pm and conclude by 9.00pm.
2. A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
3. Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings:

- A special meeting may be called by delivery of notice to the chair signed by at least one third of trustees currently holding office.

Exclusion of the public:

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act unless specifically asked to stay. The wording to be used in the motion to exclude the public is found in Schedule 2A of that Act. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.^{4*}

Public participation:

1. The board meeting is a meeting held in public rather than a public meeting.
2. Public participation is at the discretion of the board.
3. Public attending the meeting are given a notice about their rights regarding attendance at the meeting. *Public Attending Board Meetings Procedure* (See p. 31,32).

Motions/amendments:

1. A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chair and are then open for discussion.
2. Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting
3. No further amendments may be accepted until the first one is disposed of
4. The mover of a motion has right of reply
5. A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment

Tabling documents

- When written information is used in support of a discussion, it should be tabled so that it can be examined by those present. It then forms part of the official record.

Correspondence

- The board should have access to all correspondence. Correspondence that requires the board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that trustees can read it if required.

Termination of debate:

- All decisions are to be taken by open voting by all trustees present.

⁴ Legislative Requirement

Lying on the table

- When a matter cannot be resolved, or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

Points of order

- Points of order are questions directed to the chair which require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.

Suspension of meeting procedures:

- The board's normal meeting procedures may be suspended by resolution of the meeting.

Agenda:

1. Agenda items are to be notified to the chair 5 days prior to the meeting
2. Late items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent
3. The order of the agenda may be varied by resolution at the meeting.
4. All matters requiring a decision of the board are to be agended as separate meeting items.
5. All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the agended documentation.
6. The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
7. Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
8. Papers and reports are to be sent to the board 4 working days before the meeting

Minutes

1. The principal is to ensure that secretarial services are provided to the board.
2. The minutes are to clearly show resolutions and action points and who is to complete the action.
3. A draft set of minutes is to be completed and sent to the chair for approval within 4 working days of the board meeting before being distributed to trustees within 6 working days of the meeting.

14.1 Public Attending Board Meetings Procedure

The board of trustees welcomes public presence at board meetings and hopes that members of the public enjoy their time observing board meetings.

In order that members of the public understand the rules that apply to then attending board meetings these procedures will be provided and followed unless otherwise authorised by the board.

1. Board meetings are not public meetings but meetings held in public.
2. If the meeting moves to exclude the public (usually this is to protect the privacy of individuals) then you will be asked to leave the meeting until this aspect of business has been concluded.
3. Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably this request has been made in advance. Public participation is at the discretion of the board.
4. Speakers shall be restricted to a maximum of 5 minutes each per subject, with a time limit of fifteen minutes per interest group.
5. No more than 3 speakers on any one topic.
6. Speakers are not to question the board and must speak to the topic.

7. Board members may address questions or statements to speakers through the board chair.
8. Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
9. If the chair believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

Please note: Members of the public include staff, students and parents of the school who are not trustees on the board.

14.2 Meeting Agenda

The Koromatua School Agenda is as follows-

Koromatua School Board of Trustees Meeting Agenda [Date and time]

Welcome:

Karakia:

Present:

Apologies:

Visitor(s):

Visitors' Matters/Points of Business (if required):

Declaration of Conflict of Interest:

Confirmation of Minutes of previous BOT Meeting:

Matters arising from previous minutes:
(Chair to sign and date minutes)

Correspondence In/Out:

Reports/Discussion/Presentation:
(The reporting order may change on the night)

Consent Agenda. Discussion:
(Refers to items in the BOT pack that are typically routine, do not require board discussion or independent action and are non-controversial)

Business (including PEB):

BOT Self-Review:

Policy Review:

Next Meeting (Date and Time):

Close:

14.3 Resolution to exclude the public (Going 'in committee')

Before The Meeting

Any documents that are expected to contain sensitive information (for example: applications for leave, complaint letters) should be treated as "in-committee" or "public excluded" documents. They should be distributed to trustees before a meeting clearly marked as confidential or PEB. On the agenda these matters should be marked PEB and only state the type of issue to be discussed, eg "Personnel Issue (PEB)".

The Meeting

Only some aspects of tasks in and around Board Of Trustees meetings are governed by the Local Government Official Information and Meetings Act (LGOIMA). Only Part VII of the Act applies to Boards Of Trustees (Trustee Handbook, green legislation tab p.105, 501). Part 7 of the LGOIMA covers the excluding of the public (going into committee) at s48 and the attendant schedule 2A which gives you a standard form for recording the motion (Trustee Handbook, green legislation tab p.105, 506).

The board should pass a motion to "exclude the public" whenever it needs to protect the personal privacy of an individual or in rare cases discuss sensitive tender documents. Minutes are kept of this section but are kept separate from the normal minutes that are freely available to the public. Different coloured paper is one way to avoid mistaken disclosure.

There is a common misconception that a board must repeat any motions made while the public is excluded once it resumes in open meeting. This is incorrect and motions should usually be recorded and stay within the "public excluded" minutes.

The motion to exclude must include the general topic area to be discussed (personnel, student discipline etc), the reason for going into committee (e.g. to protect personal privacy), and the related grounds under the Official Information Act (OIA). Commonly used grounds under the OIA that may be referred to in the standard motion are as follows (paraphrased):

- ▶ To ensure the maintenance of the law, including the prevention, investigation, and detection of offences, and the right to a fair trial.
- ▶ To protect the safety of any person.
- ▶ To protect the personal privacy of natural persons.
- ▶ Legal privilege.
- ▶ Fair contract negotiations.
- ▶ Trade secret or unreasonable effect on a commercial activity.

In 99 percent of cases the reason for excluding the public and the grounds under the OIA will be the same, that is, "to protect the personal privacy of a natural person". The easy way to do this is to have photocopies of the required text available and the minute secretary can then fill in the three gaps with the required information. The excuse of "full and frank discussion" is not a valid justification for excluding the public. The concept of the minute secretary (who is not a trustee) remaining in attendance while the public is excluded is not covered in law but is possible because of the language of the LGOIMA. In schedule 2A the official wording is "I move that the public be excluded from ". It is quite clear that the minute secretary is not a member of the public, they are present as an employee of the board, and are present to do a particular task. They remain with the board when the public is excluded, to continue the task they are employed to do. Simple! The only real requirement is they must understand that as an employee they are bound by the same standards and requirements of confidentiality as everyone else present.

After The Meeting

All paper work relating to "in committee" business should be treated as confidential. If a request is made for these minutes or documents then you will need to assess if there is reason under the Official Information Act to withhold them but before that point they should be treated as confidential at all times.

(Source: STANEWS • JUNE 2003)

14.4 Evaluation of meeting on [date] chaired by [name]
(To be conducted at least once every 6 months as per the annual agenda)

1 How well did we accomplish the results we expected from this meeting based on the set agenda?

Not at all 1 2 3 4 5 Very well

Comment:

2 How satisfied are you with how the team worked as a group?

Not at all 1 2 3 4 5 Very well

Comment:

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

Not at all 1 2 3 4 5 Very well

Comment:

4 Is there anything that you believe would improve our meeting process?

Name: (Optional).....

15. Board Review Policy

Review schedule: Triennially Reviewed: May 2020 Next Review: April 2023

The performance of the board is measured by the outcomes from;

1. the annual report
2. the triennial review programme
3. the Education Review Office (ERO) report
4. any other means deemed appropriate by the board

16. Committee Policy

Review schedule: Triennially Reviewed: November 2017 Next Review: October 2019

The board may set up committees/working parties to assist the board carry out its responsibilities and due process.

Education Act 1989, section 66

Section 66 gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money. Refer to Section 66 for further information.

Board committees:

1. Are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate.
2. Can consist of non-trustees. Committees must have a minimum number of 2 persons, at least one of whom must be a trustee.
3. May not speak or act for the board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the principal or the chair.
4. Help the board (not the staff) do its work.
5. Other than the board discipline committee must act through the board and therefore can only recommend courses of action to the board and have no authority to act without the delegated authority of the board.
6. Assist the board chiefly by preparing policy alternatives and implications for board deliberation. Board committees are not to be created by the board to advise staff.
7. Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
 - purpose
 - committee members
 - delegated authority

The following committees are currently established:

- Review Committee
- Student Disciplinary Committee
- Finance Committee
- Property Committee
- Appointments Committee
- Fundraising Committee

Committee Terms of Reference

16.1 Review Committee Terms of Reference

Purpose:

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

1. Supporting the board to review the effectiveness of the board's governance processes.
2. Reviewing the effectiveness of systems for the assessment and management of areas of risk.
3. Verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other.
4. Commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the board.
5. Reporting any problems or reservations arising from the external auditors/reviewers work and any other matters that the external auditors/reviewers note to the attention of the board.
6. Ensuring implementation of the triennial review programme.

Committee Members:

At least 2 trustees; excludes the board chair and excludes the principal.

Meets:

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

Delegated Authority:

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

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

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

The committee is authorised by the board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any trustee or employee and all trustees and employees are requested to co-operate with any request made by the committee. The principal will be informed in advance of any such requests.

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

[Note: NZSTA provides free and confidential advisory services via its helpdesk, human resource and industrial advisors free to trustees and boards.]

No individual member of the review committee can act without the directive of the committee as a whole.

16.2 Student Disciplinary Committee Terms of Reference**Purpose:**

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

Committee members:

All members of the board excluding the principal. The chair of the committee is the board chair or in the chair's absence will be determined by the committee. The quorum for the committee shall be two trustees.

Delegated Authority:

That the powers conferred on the board under Sections 15 and 17 of The Education Act 1989 be delegated to the discipline committee of the board of trustees. The committee will:

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

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

16.3 Finance Committee Terms of Reference**Responsibility of the Board**

The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance and budget to the principal.

The finance committee as a committee of the board is responsible for providing guidance to the principal on financial matters.

Purpose of the Finance Committee

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

Delegated Authority

The finance committee is responsible to the board for:

1. Recommending, in association with the principal, an annual operating and capital budget, including professional development budget allocation for the principal and the staff.
2. Determining the level of budgetary discretion available to the principal.
3. Monitoring and reporting on the annual budget via the principal.
4. Reviewing on behalf of the board accounts passed for payment by the school. Advising on additional funding sources.
5. Assisting the principal to prepare a financial results report, where appropriate, which is to be provided to the board by the principal at every board meeting.
6. Recommending changes to financial policy.
7. Overseeing the preparation of the annual accounts for board approval.
8. Assisting the principal in reporting financial performance to parents and the community.
9. Providing input into the school’s strategic plan.
10. Preparing special reports for consideration by the board.
11. Annually reviewing the school’s risk management needs and insurance cover
12. Assessing and making recommendations to the board on requests for spending on individual items outside of budget.

Compliance Reporting

The principal is responsible for financial reporting and demonstrating budget compliance. Where there is non-compliance, variances are to be reported to the board, with recommendations on the actions required to meet compliance.

Finance Committee Annual Calendar

Month	Action Required
January	Op Grant Instalment 1- Finance Committee determine if budget review is required
February	Finance committee self-review and plan for the year
March	Annual accounts prepared and forwarded to the auditors.
April	Annual review of 10-year property plan completed by the property committee and available as an input document for budget review. Note: this should also encompass normal cyclical maintenance and capital works Op Grant Instalment 2- Finance Committee determine if budget review is required
May	Community reporting on financial performance in Board Quarterly Newsletter (Term 2)
June	Ensure any issues raised by the auditor have been addressed
July	Op Grant Instalment 3- Finance Committee

	determine if budget review is required
August	Annual review of risk management needs and insurances
October	Annual plan available as an input document for preparation of the budget Op Grant Instalment 4- Finance Committee determine if budget review is required
November	Initial annual budget recommendations submitted to the board
December	Revised annual budget (if required) submitted to the board for approval

16.4 Property Committee Terms of Reference

Purpose:

The purpose of the property committee is to support the board's strategic direction through the development and maintenance of the school's physical fixed assets

Committee members:

- at least 2 trustees from the members delegated by the board

Delegated Authority:

The Board delegates to the Property Committee the authority to:

- Recommend a project manager/ architect for appointment
- Propose and manage the schools 10 year property plan (10YPP) and 5 year agreement (5YA)
- Coordinate with the project manager any plans for projects, taking into account relevant criteria
- Ensure property assets are aligned to compliance criteria through carrying out quality assurance and acceptance criteria testing
- Create a school site development plan with a prioritised timeline
- Submit annual property budget recommendations to the finance committee
- Submit funding requests to the board and/or fundraising committee
- Commission the services of other parties to assist with property development activity
- Provide updates to the board as required
- investigate or enquire on any school property related matters
- coordinate and consult with the board and their relevant committees on property related activity, also other stakeholders as required e.g. Parent Teacher Association etc.
- all property related invoices will be processed upon receiving approval from two members of the property committee; one of which must include the principal or the principal's delegate
- all property related payments will be processed as per regular school financial procedures
- prepare and conduct tender processes where the project manager/architect services are not required
- approve and review work conducted or recommended by the project manager/architect
- collate and file all project related documentation as per the school's records management procedure
- Review the use and maintenance of over-code buildings (as dictated by the Ministry of Education) and insurance compliance issues
- In consultation with the finance committee - set hireage, rental, lease rates and payment schedules for school assets; whilst ensuring legislative compliance standards are met
- Maintain a property hazards register which is reviewed quarterly
- Escalate any known non-compliance issues to the board

16.5 Appointment Committee Terms of Reference

Purpose

- To employ the best possible staff in all positions.
- To be a good employer.

Committee Members

- 1) Appointments will be made by the Principal and the BOT. The BOT will delegate responsibility for appointments to an Appointment Committee.
- 2) Appointment Committees shall be selected by the Board of Trustees as and when required. See Appointments Policy to determine the composition of the Appointment Committee required.

Delegated Authority

The Board delegates to the Appointment Committee the authority to make the appointment.

Appointment Committee Procedures

- 1) Confidentiality- All information relating to applicants for any staff position within the school remains confidential.
- 2) Applications- The Appointment Committee will:
 - a) Develop an appointments timeline
 - b) Identify needs (consulting staff where required).
 - c) Develop the person specification and job description.
 - d) Advertise the vacancy.
 - e) Post on the school website the application form, which will include the appointment timeline, person and job descriptions, school description, and application requirements.
 - f) Collate and record applications as they are received.
- 3) Interview Preparation- The Appointment Committee will:
 - a) Plan interview questions, answers and criteria for suitability.
 - b) Plan the interview structure.
 - c) Prepare questions for referees.
 - d) Review and discuss applicant CVs.
 - e) Draw up a short list and contact referees and any others the committee feels could have information pertinent to the applicant.
 - f) Finalise the short list with reference to the person and job descriptions.
 - g) Contact applicants and set up appointment times. Advise applicants of reimbursement for travel expenses if appropriate.
- 4) The Interview- The Appointment Committee will:
 - a) Conduct interviews and take confidential notes as appropriate.
 - b) Inform the applicants of the timeline for notification of success or otherwise.
 - c) Determine relative suitability of each candidate. Seek additional information if required.
 - d) Make the appointment decision based on committee consensus. The committee may wish to rank the applicants in case the successful applicant withdraws.
- 5) Post Interview- The Appointment Committee will:
 - a) Contact the successful applicant and offer the position. The applicant may wish time to consider the offer.
 - b) Contact unsuccessful applicants after the position has been accepted.
 - c) Principal writes letter of appointment and begins the school's new appointment processes.
 - d) All applicants are acknowledged in writing at the end of the process and CVs returned where stamped, self-addressed envelopes are included.
 - e) Applicant lists, non-returnable CVs, interview notes, etc. (except the successful applicant's CV) are to be destroyed.
 - f) The Board is informed of the appointment decision at the next board meeting and the appointment is ratified by the board.

16.6 Fund Raising Committee

Purpose: The purpose of the fundraising committee is to support the strategic direction of the board. This will be achieved through sourcing alternative income or other non-monetary donations in order to supplement and free-up operational budget. This will enable an increased capacity for funding capital based projects and flexibility in operational activities.

Committee members:

- at least 2 trustees from the members delegated by the board

Delegated Authority:

The Board delegates to the Fund Raising Committee the authority to:

- set proposed funding use priorities in consultation with relevant school stakeholders, and submit to the board for review and approval
- defining and prioritizing the fund raising goals and target objectives
- prepare and submit applications to seek funding from all legal avenues
- source funding and non-monetary donations
- set a fund raising schedule
- investigate or enquire on behalf of the board, any potential funding avenues
- co-ordinate and consult with the board and their relevant committees on all fund raising activity, also other stakeholders as required e.g. Parent Teacher Association etc.
- all funds and resources received will be handed over and managed by the board and their relevant committees
- direct all funds received into designated school controlled bank accounts as determined by the finance committee; non-school controlled bank accounts will not be used to receive funds
- in consultation with the board, negotiate terms and conditions of funding covenants placed on the release of funds
- commission the services of other parties to assist with funding access and/or expertise

Documentation:

- All meetings will be minuted and viewable by any board member via the board's online documentation repository (currently google docs)
- All applications and their results will be recorded, filed and the board formally notified via the board meeting pack

16.6 Koromatua School Delegations List

Committee	Personnel	Delegated Authority	Date of Delegation and Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the board, or, if no date, is ongoing
Review Committee (see p.38)	Meiana Gray* Mekayla Peneha Nakita Ardern	That the Review Committee members aforementioned are delegated authority to implement the board's Review Committee Terms of Reference, as	Date of Delegation 27 June 2019

		outlined in the board's Governance Manual.	
Student Disciplinary Committee (see p.38)	Stuart Cassidy* Meiana Gray Mekayla Peneha Carl Armstrong Nakita Ardern Tracy Lancaster (All current trustees bar the principal)	That the Disciplinary Committee members aforementioned are delegated authority to implement the board's Disciplinary Committee Terms of Reference, as outlined in the board's Governance Manual.	Date of Delegation 27 June 2019
Finance Committee (see p.39)	Carl Armstrong* Stuart Cassidy Nigel Farthing	That the Finance Committee members aforementioned are delegated authority to implement the board's Finance Committee Terms of Reference, as outlined in the board's Governance Manual.	Date of Delegation 25 July 2019
Property Committee (see p. 40)	Nigel Farthing* Stuart Cassidy Carl Armstrong	That the Property Committee members aforementioned are delegated authority to implement the board's Property Committee Terms of Reference, as outlined in the board's Governance Manual.	Date of Delegation 27 June 2019
Appointments Committee (see p. 41)	Nigel Farthing* Board-assigned BOT member (Stuart) Invited DP and/or staff member if needed	That the Appointments Committee members aforementioned are delegated authority to implement the board's Appointments Committee Terms of Reference, as outlined in the board's Governance Manual.	Date of Delegation 27 June 2019
Fund Raising Committee (see p. 42)	Nakita Ardern* Mekayla Peneha Meiana Gray Nigel Farthing	That the Fund Raising Committee members aforementioned are delegated authority to implement the board's Fund Raising Committee Terms of Reference, as outlined in the board's Governance Manual.	Date of Delegation 27 June 2019
Principal Cover	DP- Rosina Nin	That the board directs that (except where the board at its discretion	Date of Delegation 27 June 2019

		decides otherwise) the deputy principal (or the senior teacher) shall, in the absence of the principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the principal.	
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Notes:

* Indicates the committee coordinator

[T] = Trustee (will be used if and only if a non-trustee member(s) forms a part of a committee)

17. Trustee Remuneration and Expenses Policy

Review schedule: Triennially Reviewed: May 2019 Next Review: April 2022

The board has the right to set the amount that the chair and other board members are reimbursed for attendance at board meetings in recognition that these fees cover the expense of attending board meetings. The principal, as a member of the board is entitled to the same payment as all other trustees except the chair. Currently at Koromatua School;

- 1 The chair receives \$75.00 per board meeting
- 2 Elected board members receive \$55.00 per board meetings
- 3 There is no payment for working group/committee meetings
- 4 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- 5 Attendance costs for professional development sessions will be met by the board of trustees. Prior approval must first be sought
- 6 All other reimbursements are at the discretion of the board and must be approved prior to any spending occurring

18. Principal Professional Expenses Policy

Review schedule: Triennially Reviewed: May 2019 Next Review: April 2022

A budget for professional expenses and for professional development will be established annually in accordance with the principal’s professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the board. Any overseas trips for professional development must be approved by the board of trustees at least one term in advance of the event.

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

19. **Principal Remuneration**

Review schedule: Annually Reviewed May 2020 Next Review: February 2021

Principals should be aware of the following:

Transactions or arrangements that are remuneration and require Ministry approval

- Payments for additional responsibilities, bonuses, and incentive payments (as lump sums or allowances).
- Personal expense payments, e.g. medical and other private insurance, telephone, broadband (where not used for school-related purposes), general household expenses, clothing, and personal grooming.
- Payments intended to cover school-related expenses personally incurred by the principal but where no supporting documentation has been provided of the expenditure incurred.
- Allowances (other than payments or reimbursements of school-related expenses), e.g. gym, airline clubs, or general club memberships where membership is not school-related.
- Use of motor vehicles for private purposes, including all running costs.
- Use of a school house at below market rental.
- Contributions to superannuation funds, and any other retirement benefits (except for medical retirement for secondary principals).
 - Additional leave entitlements.

Transactions that are not remuneration and do not require Ministry approval

- Reasonable expenses incurred, with the approval of the board of trustees, for professional development, including fees for attending conferences and seminars.
- Reimbursement of travel expenses incurred on school-related matters such as meetings, visits to camps, interviews, class trips, and conferences.
- Payments for items such as professional publications, equipment, materials, entertainment, social expenses, gifts, meals, compassionate expenses, and koha for school-related matters for which supporting third-party documentation has been provided.
- Subscriptions and membership fees to professional organisations relevant to school-related activities (this does not include fees for trade unions).
- Fees for attendance at board of trustees meetings, which are paid to principals in their capacity as a member of the board of trustees.

Reference: <https://oag.parliament.nz/2010/2009-10/part8.html>

20. Relationship between BOT and Parent Groups (PTA/Whanau Support Group)

Review schedule: Annually

Reviewed: February 2021

Next Review: February 2022

“While there are no official guidelines concerning the relationship between a board of trustees and any parent group in the school [e.g. PTA, Whanau Group]... there are a few simple principles to keep in mind... This list is indicative rather than exhaustive” (NZSTA)

1. The board of trustees and parent groups are separate organisations and are autonomous although there may be personal overlaps.
2. Boards run schools but parent groups are often also useful mechanisms for such undertakings as community forums.
3. All money raised by a parent group belongs to the parent group, is held in its own bank account, and is not controlled by the board of trustees.
4. No money raised by the parent group is subject to audit along with the board of trustees' money.
5. Any funds raised by the parent group become board of trustees' money only when it is given to the board of trustees.
6. Any money given should be as an unconditional gift to avoid GST implications.
7. Negotiations should take place about what the money will be spent on before any money is “unconditionally gifted” to the board of trustees.
8. Parent group personnel have no rights other than members of the public when they attend board of trustees meetings.
9. Most board of trustees' members have the same rights as anyone else when attending parent group meetings if they are either parents or staff.
10. Unless specifically excepted after consultation between the parent group and BOT, parent groups have no right to spend their funds on, say, an adventure playground, when the board of trustees wishes all available money to improving the library resources.
11. Parent groups must obtain the permission of the board of trustees to use school buildings and/or grounds for their activities.
12. Parent Groups must obtain the permission of the board of trustees to use the school name in any event they organise, be it a fundraising event or not.
13. Because of the close working environment around children, the board requires all PTA and Whanau executive to undergo a police vet.

Through the development of positive relationships the board of trustees and parent groups can together achieve much good in the education of the children.

(Main Source: STANews, Issue 175, July 2007, p8)

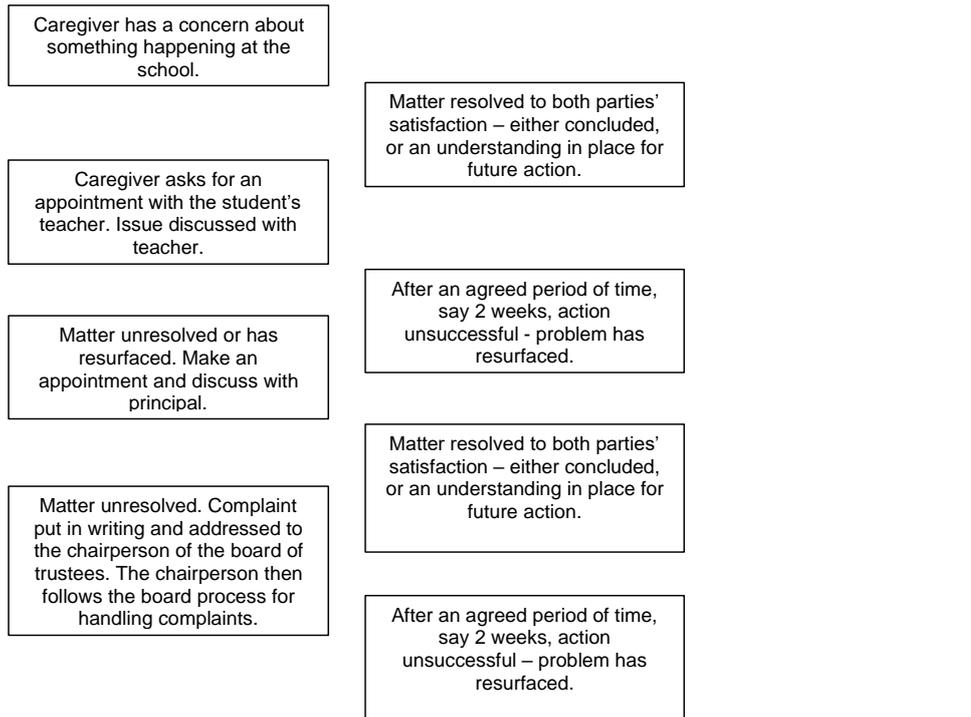
21. Concerns and Complaints Process

Review schedule: Annually

Reviewed: February 2021

Next Review: February 2022

Stage One: School Community Process



1. While minor issues may be able to be discussed in a quick informal chat with a staff member, normally in order for both parties to give the matter full attention, arranging a time to discuss the matter is the preferred option.
1. If the complaints procedure has not been followed, the board will normally return any letter of complaint to the writer and ask that they follow the procedure first.
2. The board needs to formally receive a complaint in order to act on it. If a complaint is serious enough for the board to deal with, it is serious enough to be put in writing. If you have concerns about expressing the matter clearly in writing, please discuss the matter in confidence with the board chair (or another delegated board member) to enable them to assist you with this.
3. All parties to a complaint may bring a support person to any meeting where the issue is to be discussed.

Stage Two: Board Process

Letter of complaint is acknowledged by the chairperson and the complainant advised of the next steps in the board process. The letter becomes part of the correspondence that will be dealt with at the next board meeting while the public is excluded.

Letter is tabled at board meeting (with the public excluded) and referred to relevant parties for reporting back to the board. The board decides whether to deal with the matter as a whole or appoint a committee to investigate and recommend to the board.

At the meeting of the board or committee, the reports are received and the parties may be invited to speak to their complaint or answer questions. The board/committee considers the evidence and/or information and comes to a decision or recommendation.

Depending on the delegated powers of the committee either they or the board as a whole come to a resolution as to how the board will respond and/or what action will be taken.

The board's response is communicated to the parties to the complaint. This may be either publicly or confidentially depending on the case.

Any of the parties may request the board to reconsider their decision – however normally for such a reconsideration to take place new information that would have been relevant to the board's deliberations must be produced.

– shaded area denotes “public excluded” meetings

2. Issues of a serious matter, such as allegations of physical abuse, may require a special meeting of the board.
4. All letters addressed to the chair of the board are for the *whole board*. The chair cannot decide independently what action will be taken unless the board has delegated them authority to do so.
5. Resolution or dismissal of the complaint must not be discussed before all the information is to hand.
6. Conflict of interest will be determined on a number of issues, including whether the complaint involves the actions of any trustee.
7. The board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and the principles of natural justice. It is advisable to contact the regional NZSTA personnel/industrial adviser in such cases. The board will need to consider the relevant staff disciplinary policies, employment agreements, and expert advice from the NZSTA adviser.
8. The board recognises that not all complainants will be satisfied with the outcome of a complaint. After *one* reconsideration, the board, if it is confident of its decision, will refuse to enter into further discussion or correspondence. The NZSTA helpdesk can help with such a decision by giving an objective assessment of a board's processes in dealing with the complaint.
9. A complaint regarding lack of compliance in relation to an agreed complaint resolution will be treated as a serious matter and actioned with urgency as a new complaint rather than as a reconsideration of the previous issue.
10. Trustees need to be clear in their mind of the difference between a complaint they have as a parent (that is, regarding their own child) and a complaint they have as a trustee (for example, obstruction of staff preventing them carrying out board work). In the first instance they are required to follow the normal procedures and are excluded from decision making due to conflict of interest. The latter case is dealt with as an agenda item for the whole board (possibly with the public excluded).

(Source: <https://www.nzsta.org.nz/assets/Governance-support-resources/Dealing-with-complaints.pdf>)

Note 1: Mediation or Investigation

In certain situations where a complaint has been made, it may be appropriate to attempt mediation before embarking on an investigation. The benefit of this approach is that it avoids the polarisation and litigiousness of the parties that naturally occurs during an investigation. Resolution at this level also has these benefits:

- it is expeditious while investigations can be prolonged

- it is less costly (the cost of an investigation can be high considering the number of people it may involve and the amount of time it may require)
- it can avoid the problem escalating further, involving more people and causing disruption.

In certain situations, it may be better to investigate a complaint in order to determine its validity. Situations where an investigation is appropriate include:

- issues related to students
- where the disagreement arises from facts that the parties cannot agree on
- where a clear identification of the issue is necessary before any dispute resolution process is used
- where the parties' relationship has broken down to such an extent that mediation is not feasible.

Occasionally complaints come through the Human Rights Commission (HRC). The HRC mediators are trained to help parties identify the best way forward in complaints involving human rights. An early discussion with an HRC mediator may assist a board of trustees to determine if there is any opportunity for resolving a dispute at the lowest level, or if an investigation by the board of trustees is the best option in the circumstances.

(Source: <https://www.nzsta.org.nz/assets/Governance-support-resources/Dealing-with-complaints.pdf>)

Note 2: Anonymous or Informal Complaints

Except in the rarest of cases a complaint is not to be dealt with unless the author is prepared to make it formally (and preferably put it in writing) and put their name to it. The board must act at all times as a good employer. The board is immediately put at risk of legal action if it acts on unattributed or informal information.

Anonymous Letters

In the case of the board receiving an anonymous letter a copy or details of the allegation is to be given to the staff member concerned. At the earliest opportunity the board will assure the staff member that it will not act on nor investigate issues raised anonymously. (The one exception is in circumstances where there are some prima facie facts that cause major concerns. An anonymous complaint letter is not to be used as an excuse to go looking for a problem.)

Although the board has the right to decide to share the contents of an anonymous letter with all trustees the board chair will generally restrict the letter to as few people as possible. In most cases the contents of an anonymous letter need only be sighted by the trustees who receive it.

Non-Written Complaints

Complaints that are not placed in writing or are made via an intermediary are as uncertain and dangerous as an anonymous letter and are to be handled in a similar manner. Community members who wish to make a verbal complaint are to be "stopped in their tracks" by any trustee they approach. They are to be referred to the board's Complaints Process and asked to follow it. Issues raised "informally" with a trustee invariably contain adverse comments about staff and a trustee may put the board at risk if they discuss the issue. In most instances minor matters should be raised with the principal rather than individual trustees.

Letters of Comment and/or Complaint

The chairperson has an invaluable role in receiving letters to the board. While the chair cannot decide whether an issue goes to the board or not they do have the responsibility to differentiate between comments and complaints. Complaints are to be handled in public excluded business and staff must be given a chance to comment on any allegations made against them.

(Source: Based on guidelines presented in STANews, Issue 163, May 2006, p.5)

22. News Media Policy

Review Schedule: Triennially

Reviewed: July 2020

Next Review: July 2023

The board is committed to representing the school accurately and to support the best interests of the school and the community it represents. Accordingly the board reserves to itself the right and responsibility to speak for the school as a whole regarding any matters that could be considered contentious or controversial.

Accordingly:

1. The board chairperson is responsible for all contact with news media where the issue at hand could be considered contentious or controversial.
2. All queries from the media are to be directed to the board chairperson.
3. If the board chairperson is not available then the board will delegate an alternative representative.
4. All school staff will be informed of any relevant issue that may arise and will be instructed and required to refrain from making any comment and to refer all enquiries to the board chairperson.
5. Prior to addressing the media, the board chairperson (or delegate) will-
 - Seek out all information relevant to the media query
 - Seek NZSTA and/or legal advice if required
 - Determine the key message(s) to be delivered
 - Prepare a written statement if required/appropriate
 - Take any other measures deemed appropriate to ensure a clearly delivered message

Notes:

1. Bona Fide reporters for any newspaper or news services are deemed to be members of the public and are entitled to attend any meeting or any part of a meeting for the purpose of reporting the proceedings for any newspaper or news service. They must withdraw with other members of the public when the board of trustees goes into committee (PEB).
2. This Policy is not intended to cover non-contentious news media contacts e.g. student/staff successes and celebrations, staff vacancies, public information, etc. These media contacts will be managed by the appropriate school personnel, or board delegate as deemed appropriate.
3. Requests to the school for information under the Official Information Act (OIA) will be managed by the principal, but the board chair will be notified.

Part 3 Operational Policies

1. Curriculum Delivery Policy

Review schedule: Triennially Reviewed: May 2020 Next Review: April 2023

Delivery of the curriculum shall foster student progress and achievement and meet all board expectations and legislative requirements. Therefore the principal must ensure:

1. Effective procedures and processes are in place, focused on the achievement of the Charter aims and targets
2. compliance with the National Administration Guidelines
3. there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
4. that board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made

2. Personnel Policy

Review schedule: Triennially Reviewed: May 2018 Next Review: April 2021

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

1. that all employment related legislative requirements are applied
2. all employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
3. a smoke free environment is provided
4. an alcohol free environment is provided
5. that employment records are maintained and that all employees have written employment agreements
6. that employee leave is effectively managed and reported so
 - a. that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered.
 - b. board approval is sought for any requests for discretionary staff leave with pay
 - c. board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days
 - d. board approval is sought for any requests for staff travelling overseas on school business
 - e. the board is advised of any staff absences longer than 3 school days
7. that performance agreements are established for all staff and that reviews are undertaken annually
8. a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
9. the requirements of the Health and Safety in Employment Act 1992 are met
10. Advice is sought as necessary from NZSTA advisers where employment issues arise

3. Appointments Policy

Review schedule: Triennially Reviewed: May 2018 Next Review: April 2021

To assist in the appointment of quality staff to any vacancy which may arise, appointment committees with expertise relevant to the vacancy, will be selected to carry out the appropriate appointment procedures. In

accordance with the regulatory requirements for safety checking under the Vulnerable Children Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with Koromatua School's procedures on safety checking, police vetting and screening.

Therefore, the principal must ensure that they:

1. determine the composition of the various appointment committees according to the schedule outlined below:
 - a. Appointment of the deputy-principal, head of departments/senior teachers will involve an appointment committee consisting of the principal, the board chair and a further trustee (should the board feel the need to include one).
 - b. Appointment of permanent teaching staff will involve an appointment committee consisting of the principal, and a board-nominated parent-trustee, and including, if determined by the principal, the DP and/or other member of the teaching staff.
 - c. Unless determined otherwise by the board, appointment of all other part time teachers, long term relieving teachers, and non-teaching staff will be the responsibility of the principal in consultation with the board chair or delegate where deemed necessary.
2. have school procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff

Appointment of the principal is the responsibility of the board which will determine the process

4. Financial Planning Policy

Review schedule: Triennially Reviewed: October 2020 Next Review: October 2023

The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance's and budget to the principal. The principal, in association with the Finance Committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the Finance Committee terms of reference.

Budgeting shall not fail to reflect the annual plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight.

Thus the budget should:

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

5. Financial Condition Policy

Review schedule: Triennially Reviewed: October 2020 Next Review: October 2023

The financial viability of the school must be protected at all times. The board understands that the possibility of theft or fraud cannot be entirely eliminated however the principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event.

Resource: Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH).

Therefore, the principal must ensure that:

1. unauthorised debt or liability is not incurred
2. generally accepted accounting practices or principles are not violated
3. tagged/committed funds are not used for purposes other than those approved
4. more funds than have been allocated in the fiscal year are not spent without prior board approval
5. all money should be collected in a timely manner by the administrator

6. timely payment to staff and other creditors is made
7. school assets are not sold, donated, or otherwise disposed of without board approval
8. all relevant government returns are completed on time
9. no one person has complete authority over the school's financial transactions
10. when making any purchase of over \$2,000:
 - comparative prices are sought
 - an adequate review of ongoing costs, value and warranty terms is undertaken
 - board approval is first sought
11. [deleted cheques are no longer used]
12. when paying by internet banking:
 - Transactions up to the amount of \$2,000 can be authorised by two of the following people- Principal, Office Administrator, Deputy Principal, Staff Trustee;
 - Transactions of greater than \$2,000 must be authorised by one of the above plus either the Board Chairperson or a parent trustee from the Finance Committee.
 - Transactions are not to be authorised by any recipient of the transaction.
 - Joint authorisers may not be related.
13. When paying by Petty Cash (Float is \$300), the limit for a single transaction is \$50.
14. When paying by School Credit Card, see **Credit Card Policy**.
15. effective systems are in place to meet the requirements of the payroll system

6. **Theft and Fraud Policy**

Review schedule: Triennially Reviewed: October 2020 Next Review: October 2023

The Board of Trustees (the Board) of Koromatua School (the School) has consulted with staff and parents in the formulation of this Policy (the Policy). The Policy was approved and adopted by the Board at its meeting held on September 19 2006 and became effective from that date.

Introduction

1. The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that through its chief executive, the Principal, the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.
2. The Board, therefore, requires the Principal to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Board Chairperson as prescribed in the procedures set out below.

General

1. As preventative measures against theft and fraud the Board requires the Principal to ensure that:
 - a. The School's physical resources are kept secure and accounted for.
 - b. The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Public Finance Act 1989, Section 45C(1b) and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
 - c. Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
 - d. All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.

2. In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
- a. Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
 - b. So far as it is possible and within 24 hours:
 - Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
 - Request a *written statement* from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
 - Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
 - Inform the Board Chairperson of the information received and consult with them as appropriate.
 - On the basis of the advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a *prima facie* case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
 - c. The Principal shall then carry out the following procedures:
 - Investigate the matter further in terms of procedures as set out in sub-paragraph (d);
 - If a *prima facie* case is thought to exist to continue with their investigation;
 - Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
 - Lay a complaint with the New Zealand Police;
 - If necessary, commission an independent expert investigation;
 - In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
 - Seek legal advice; or
 - Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.
 - d. Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
 - e. If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
 - Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
 - Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
 - Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
 - Advise the person in writing of the processes to be involved from this point on.
3. The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff members or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal

considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.

4. The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
5. Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

Allegations Concerning the Principal or a Trustee

1. Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 4 of this Policy.
2. Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 4 of this Policy.

Approval

1. When the Board approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Board.
2. As part of its approval the Board requires the Principal to circulate this Policy to all staff, and for a copy to be included in the Koromatua School Board of Trustees Governance Manual, copies of which shall be available to all staff. The school policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

7. Asset Protection Policy

Review schedule: Triennially Reviewed: October 2020 Next Review: October 2023

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The principal is delegated day to day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the principal must:

1. ensure all board assets are insured
2. not allow unauthorised personnel or groups to handle funds or school property
3. not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
4. maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00
5. ensure the implementation of the 10 year property maintenance plan
6. engage sufficient property maintenance staff for the school within budget limitations
7. utilise the services of the board appointed project manager for all 10YPP or 5YA projects, not including painting of the school
8. receive board approval for maintenance contracts over \$5000 for any one contract
9. conduct competitive tenders for all contracting
10. protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
11. not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
12. not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

8. **Protection and Sharing of Intellectual Property (Creative Commons)**

Review schedule: Triennially

Reviewed: July 2018

Next Review: July 2021

Learning resources and other materials created by school staff in the course of their employment are an important asset and form a large part of the school's intellectual capital. The open and free exchange of information, knowledge and resources, and the collaborative production of copyright works that are made freely available allows our students' access to a wider range of high quality learning resources and materials than would otherwise be possible. The purpose of this policy is to ensure that the board's access to materials produced by the board's employees in the course of their employment is protected, while encouraging staff to share these works with others. The Board of Trustees of Koromatua School therefore:

1. Recognises that the board of trustees holds first ownership of copyright of works produced by the board's employees in the course of their employment under section 21(2) of the Copyright Act 1994 (NZ).
2. Delegates to the principal the responsibility to
 - a. Apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees of the school owns copyright.
 - b. Apply a Creative Commons Attribution licence to other copyright works, aside from those described in (2)
 - c. Transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
 - d. Ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school
3. Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
4. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
5. Recognises that the copyright in works produced by an employee other than in the course of their employment by the board of trustees of the school remains the property of that employee. Where this is unclear, the process for dispute resolution, outlined below, shall apply.

Resolution of disputed copyright ownership

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

1. In the first instance the dispute should be documented and presented to the school principal.
2. If the dispute is still not resolved then the documentation should be presented to the chairman of the board of trustees.
3. If the dispute is still not resolved following 1) and 2), mediation with an appropriate authority will be undertaken.

(1 & 2 above should be replaced with the school's dispute resolution process, where appropriate.)

Definitions

Creative Commons: An international non-profit that provides free open licences that copyright holders can use to share their work.

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

9. **Health and Safety Policy**

Review schedule: Triennially

Reviewed: May 2020

Next Review: July 2023

The board is committed to providing and maintaining a safe and healthy workplace and to providing the information, training and supervision needed to achieve this to ensure the health and safety of all students, staff and other people in the workplace. The board is responsible for ensuring health and safety procedures are developed and implemented, however, employees need to be aware of their responsibilities and comply with the board's health and safety policy and school procedures.

The board will, as far as is reasonably practicable¹ comply with the provisions of legislation dealing with health and safety in the workplace, by:

- 2 providing a safe physical and emotional learning environment
- 3 ensuring a health and safety strategy/plan is in place and engagement and consultation with workers and the school community on the strategy occurs
- 4 providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- 5 ensuring there is an effective method in place for identifying, assessing and controlling hazards. This includes recording and investigating injuries, and reporting serious harm incidents
- 6 having a commitment to a culture of continuous improvement

The principal, as Officer has responsibility for implementing this policy and therefore must:

- 7 exercise due diligence in accordance with the provisions of the health and safety legislation, and in particular the six due diligence obligations²
- 8 take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- 9 ensure that the staff code of conduct is implemented effectively
- 10 ensure there is zero tolerance to unacceptable behaviour, such as bullying and sexual harassment, and that there are effective processes in place
- 11 provide a smoke free environment
- 12 provide an alcohol free environment
- 13 provide a drug free environment³
- 14 provide a peanut free environment
- 15 ensure a risk analysis management system (RAMS) is in place and carried out
- 16 seek approval for overnight stays/camps/visits attesting first to their compliance with above
- 17 consult with the community every two years regarding the health programme being delivered to students
- 18 provide information and training opportunities to employees
- 19 advise the board chair of any emergency situations as soon as possible
- 20 ensure all employees and other workers at the school will take reasonable care to:
 - cooperate with school health and safety procedures
 - comply with the health and safety legislation, duties of workers
 - ensure their own safety at work
 - promote and contribute to a safety conscious culture at the school.

Reasonably practicable means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

² Know about work health and safety matters and keep up-to-date, gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations, ensure the school has appropriate resources and processes to eliminate or minimise those risks, ensure the school has appropriate processes for receiving information about incidents, hazards and risks, and for responding to that information, ensure there are processes for complying with any duty, and that these are implemented, verify that these resources and processes are in place and being used.

³ By **drug free** is meant- free of non-prescribed medications, or drugs and drug products that are not specifically approved on a case-by-case basis for specific medical conditions.

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10. Alcohol Policy

Review schedule: Triennially Reviewed: July 2020 Next Review: July 2023

Students and staff shall have a safe physical and emotional learning environment. Therefore the principal shall not fail to ensure that:

1. The school grounds and buildings are alcohol free at all times.
2. New staff, contractors and visitors are made aware of the school's alcohol free status.
3. All off-site school activities involving students are to be alcohol free at all times.
4. Staff, parents and helpers are to be made aware of the alcohol free status of all off-site activities involving students.
5. Staff, parents and visitors who are intoxicated are not permitted on school grounds.

11. Child Protection Policy

Review schedule: Triennially Reviewed: July 2020 Next Review: July 2023

This policy outlines the board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the board's expectations when child abuse is reported or suspected by us.

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

The board of trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with section 15 of the Children, Young Person and Their Families Act, any person in our school/kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

Although ultimate accountability sits with the board, the board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the principal must:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school
2. Comply with relevant legislative requirements and responsibilities
3. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required
4. Ensure the interests and protection of the child are paramount in all circumstances
5. Recognise the rights of family/whanau to participate in the decision-making about their children
6. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
7. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented
8. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
9. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person

10. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
11. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
12. Ensure that this policy forms part of the initial staff induction programme for each staff member

Related documentation and information

- Further information including frequently asked questions (FAQ's) are available on the NZSTA website www.nzsta.org.nz
- Ministry of Education website www.education.govt.nz
- Vulnerable Children Act 2014
- Further information and sample child protection templates are available in the Children's Action Plan guideline Safer Organisations, Safer Children:
<https://www.orangatamariki.govt.nz/assets/Uploads/Working-with-children/Childrens-act-requirements/Safer-Organisations-safer-children.pdf>

12. Protected Disclosure Policy

Review schedule: Triennially

Reviewed May 2019

Next Review: April 2022

Introduction

1. The Koromatua School Board of Trustees accepts that it has a responsibility to have in operation internal procedures for receiving and dealing with information about serious wrongdoing in or by the school. The board also accepts that it must regularly educate and train its employees on the internal disclosure system.
2. The board agrees that this policy must be easily available in the school.
3. The purpose of this policy is to provide information and guidance to employees of the school who wish to report serious wrongdoing within the school. The policy is issued in compliance with the Protected Disclosure Act 2000 and the Education Act 1989.

What is a Protected Disclosure?

A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

Definition of Serious Wrongdoing

Serious wrongdoing includes any actions of the following type:

- an unlawful, corrupt, or irregular use of funds or resources; or
- an act, omission or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
- an act, omission or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to fair trial; or
- an act, omission or course of conduct that constitutes an offence; or
- an act, omission or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement.

Conditions for Disclosure

Before making a disclosure the employee should be sure the following conditions are met:

- the information is about serious wrongdoing in or by the School;
- the employee believes on reasonable grounds the information to be true or likely to be true;
- the employee wishes the wrongdoing to be investigated; and
- the employee wishes the disclosure to be protected.

Who Can Make a Disclosure?

Any employee of the school can make a disclosure. For the purposes of this policy an employee includes:

- current employees and Principal;
- former employees and principals; and
- contractors supplying services to the school.

Protection of Employees Making Disclosures

An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:

- may bring a personal grievance in respect of retaliatory action from their employers;
- may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
- are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure; and
- will subject to paragraph 5 in the Procedure, have their disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

Procedure

Any employee of the school who wishes to make a protected disclosure should do so using the following procedure:

How to submit a disclosure

- The employee should submit the disclosure in writing.

Information to be contained

- The disclosure should contain detailed information including the following:
- The nature of the serious wrongdoing;
- The name or names of the people involved; and
- Surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant.

Where to send disclosures

- A disclosure must be sent in writing to the principal who has been nominated by the board under the provision of section 11 of the Protected Disclosures Act 2000 for this purpose; or
- If you believe the principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the board chairperson.

Decision to investigate

- On receipt of a disclosure the principal or board chairperson must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the principal or board chairperson or arranged by him/her as quickly as practically possible, through an appropriate authority.

Protection of disclosing employee's name

- All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the person or chairperson will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or of the person receiving the disclosing information reasonably believes that disclosure of identifying information is essential:
 - To ensure an effective investigation; or
 - To prevent serious risk to public health or public safety or the environment

Report of investigation

- At the conclusion of the investigation the principal will prepare a report of the investigation with recommendations if appropriate, which will be sent to the board chairperson.

Disclosure to an appropriate authority in certain circumstances

- A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:

- The board chairperson is or may be involved in the wrongdoing;
- Immediate reference to another authority is justified by urgency or exceptional circumstances; or
- There has been no action or recommended action within 20 working days of the date of the disclosure
- Appropriate authorities include (but are not limited to)
 - NZSTA
 - NZEI
 - Ministry of Education
 - Police
 - Ombudsman

Disclosure to Ministers and Ombudsman

- A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this policy and reasonably believes that the person or authority to whom the disclosure was made:
 - Has decided not to investigate; or
 - Has decided to investigate but not made progress with the investigation within reasonable time; or
 - Has investigated but has not taken or recommended any action;
 - And the employee continues to believe on reasonable grounds that the information disclosed is true or likely to be true.

Approval

1. When the board approved this policy it agreed that no variation of this policy or amendments to it can be made except with the unanimous approval of the board.
2. As part of its approval the board requires the principal to circulate this policy to all staff, and for a copy to be included in the Koromatua School Board of Trustees Governance Manual, copies of which shall be available to all staff. The school policy manual shall also be made available to students and parents at their request. The board requires that the principal arrange for all new staff to be made familiar with this policy and other policies approved by the board.

13. Legal Responsibilities Policy

Review schedule: Triennially

Reviewed: July 2018

Next Review: July 2021

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

14. General Workplace Policy

Review schedule: Triennially

Reviewed: October 2020

Next Review: Oct 2023

Holidays Act- NZSTA have advised the Board (Memorandum to Boards: 2011/6b) of a law change to the Holidays Act that allows workers to cash up to one week's annual leave with the approval of the employer. According to NZSTA this is fraught with administrative difficulties and they advise that the Board should resolve not to allow this.

Accordingly a Board Resolution was passed at the April 2011 meeting of the Board of Trustees stating: *"The Board of Koromatua School will not consider any requests to cash-up annual holidays under the provisions of the Holidays Act 2003"*.

Subsequent to the adoption of this policy the school staff must be advised by the Staff Representative on the Board.

15. Fundraising, Lotteries and Grants Policy

Review schedule: Triennially

Reviewed: October 2020

Next Review: Oct 2023

The school requires donations and grants to provide enhanced educational opportunities for its students. However, the school has an obligation to its students and to its community to obtain its funds in a responsible and conscientious manner.

Therefore the principal shall ensure that:

1. The school seriously considers the educational benefits for students and the financial implications for families of all cost-bearing activities.
2. Staff are aware of the Ministry of Education's commitment to parents of providing a free education for their children during the compulsory school years.
3. Parents and caregivers are clearly aware of whether any money asked of them is a donation or a fee.
4. All fund-raising activities and grant applications must have a clear purpose and have principal approval.
5. The community's views are respected. *After considering the views of the school community the board moved by a majority vote (24 June 2011) that: 'Koromatua School is permitted to apply for funds from any charitable organisation that may, either directly or indirectly, obtain part or all of its funding from the proceeds of gambling'.*
The resolution stated here applies equally to all groups associated with the school. However the school board respects the rights of individual staff, students and members of the community not to participate in such fund-raising.
6. The school's money management and accounting procedures must be followed.
7. When students are requested to fundraise in the community student safety is paramount.

16. Gifts and Koha Policy

Review schedule: Triennially

Reviewed: October 2020

Next Review: Oct 2023

Introduction

- 1) The Board agrees that it has a responsibility to ensure that expenditure on gifts incurred by the School must clearly be linked to the business of the School.
- 2) This Policy must be read in conjunction with other Board Policies.

Giving Gifts

- 3) All gifts should be purchased through the School's normal purchase procedures.
- 4) A full register must be maintained of all gift purchases, including what was purchased, costs and recipients. Included in this register will be the details of any monetary koha given at events such as powhiri, tangi etc. and also to any individuals as honorariums etc. The Principal will maintain this register, the Board will review this register annually.
- 5) The cost of a gift should be reasonable and appropriately reflect the service and/or benefit received.
- 6) If the gift is to be given during international travel, then the staff member should receive authorisation for the value of the intended koha/gift before the travel. If the need to purchase a gift arises unexpectedly during international travel, then a full record of the gift should be added to the gift register. The cost of such a gift should be justifiable to the Board.

Receiving Gifts

- 7) Gifts should not be accepted if there is concern that their acceptance could be seen by others as an inducement or a reward that might place the staff member under an obligation.
- 8) If gifts received are small and of little value (under \$50), then the recipient may keep the gift.
- 9) If the gift is larger and more valuable, then the recipients must advise the Board of the gift. The gift will be given to the school to use unless the Board agrees to an exception to this policy.

10) If the gift arises from an employee's role as an employee of the Board, then the gift remains the property of the Board. Receipt of the gift should be declared to the Principal.

11) A formal Gift Register entry must be made if the gift is obviously in excess of \$50 in value.

17. Public Access to the School Grounds and Buildings Policy

Review schedule: Triennial Reviewed: 28 August 2018 Next Review: July 2021

Access to the Koromatua School grounds and buildings is under the direction of the Koromatua School Board of Trustees. From time to time the board may need to control or limit access to the school grounds and buildings. The Board's rules for school access include but are not restricted to the following:

1. Public access to the school grounds and buildings is by invitation only.
2. This invitation may be removed at any time and if need be enforced by a trespass order.
3. Open-Door Policy- The school has an 'open door policy'. By 'open door policy' it is meant that parents, caregivers and members of the public may make appointments to meet with staff, and may be invited into classrooms as appropriate. It does not mean that parents, caregivers and other members of the public have the right to free access in and around the school grounds and buildings, nor free access to staff, students or classrooms.
4. Visitors to the school must sign in and out at the school reception office. Exceptions to this requirement are when there are major school events on site.
5. The public are permitted by the board to use the school fields, courts and playgrounds outside of school hours/programme times as long as the public doing so adhere to the rules on what is and is not permitted (see 'Non-Permitted Activities on School Grounds Policy').
6. The principal is delegated the responsibility to manage access in and around the school, but may refer any issues to the board as required.

18. Non-Permitted Activities on School Grounds Policy

Review schedule: Triennial Reviewed: 28 August 2018 Next Review: July 2021

All activities on the Koromatua School grounds and buildings are under the direction and approval of the Koromatua School Board of Trustees.

The Board's rules for non-permitted activities include but are not restricted to the following:

1. There shall be no-
 - Smoking
 - Possessing or consuming alcohol or illegal drugs
 - Possessing or using fireworks
 - Lighting fires
 - Moving, removing or vandalising school property
 - Entering school buildings without the proper authority or permission
 - Possessing or using firearms*, airguns**, or imitation firearms***
- *Definition of a Firearm- The Arms Act 1983 defines a firearm as anything from which a shot, bullet, missile or other projectile can be discharged by force of explosive. It includes anything that has been adapted so that it can discharge any shot, bullet, missile or other projectile by force of explosive.
It includes anything that for the time being is not capable of discharging any shot,

bullet, missile or other projectile by force of explosive, but which by its completion or repair would be capable of doing so. It also includes anything which is for the time being dismantled or partially dismantled; and also any specially dangerous airgun.

**** Definition of an Airgun-** An airgun is any air rifle, air pistol or weapon that has a gas or compressed air firing mechanism. Under the Arms Act 1983, 'airgun' includes air rifles, air pistols, BB guns, soft air pellet guns and paintball guns. Some more powerful airguns (classified as specially dangerous airguns) are treated under the Arms Act 1983 as firearms.

***** Definition of an Imitation Firearm-** Imitation firearm means anything that has the appearance of being a firearm capable of discharging any shot, bullet, missile or other projectile, whether or not it is capable of discharging any such projectile. This includes toy guns. Carrying an imitation firearm without a lawful, proper and sufficient purpose is an offence under Section 46 of the Arms Act 1983.

(Source for definitions: Ministry of Education- Guidelines for schools developing a firearms policy. July 2018).

2. The following are not permitted unless they are a part of a school programme:
 - Skateboarding
 - Playing or practising golf
 - Entering the school pool area
 - Using a BBQ or other open flame
3. The principal is delegated the responsibility to manage all activities on school grounds.
4. If there are any questions about activities not identified in the above lists, but that have the potential for danger to life or property, then the principal should be approached for further information or clarification prior to the planned activity taking place.

19. Credit Card Policy

Review schedule: Annually Reviewed: August 2020 Next Review: August 2021

An Auckland Savings Bank Business Visa Card is made available to particular employees. The Business Visa Card will provide the flexibility to purchase necessary items as agreed with the Board of Trustees. The Board believes that the Business Visa is cost effective. It is convenient for the employee users. The conditions of use of the Business Visa card are:

- a. Business Visa is to be made available to the cardholder on the strict understanding that it is to be used solely for authorised expenses incurred on School business. If the cardholder is found to have misused the Business Visa, summary dismissal may result.
- b. The Business Visa must not be used for any private purchase.
- c. The Business Visa must not be used for any private purpose with a view to supporting the private purchase with reimbursement.
- d. The cardholder is not entitled to use the Business Visa for the purpose of ensuring that payment of a personal cheque is guaranteed by the Auckland savings Bank.
- e. If the card is lost or stolen the cardholder must contact the Auckland Savings Bank and the Koromatua School Office Administrator immediately as the conditions of use place a number of obligations on Koromatua School which have to be dealt with quickly.
- f. The credit limit for all cardholders will not exceed a total of \$3,600.00.
- g. The board approves five individual credit card holders. The Individual credit card limits are:
 - *Principal- Rosina Nin, \$2,000.00*
 - *Assistant Principal- Tahi Brown, \$500.00*
 - *Assistant Principal- Chelsea Willis, \$500.00*
 - *Caretaker- Colin Green, \$500.00*
 - *Office Administrator- Corrina Gothorp, \$100.00**[amended March 2021 for 2021 staff]*

This credit limit will be reviewed as necessary and adjusted as appropriate.

- h. The cardholder will retain all vouchers and invoices and these are to be forwarded to the school's Office Administrator.
- i. The Koromatua School Board of Trustees may withdraw the use of the Business Visa at their discretion.
- j. The Office Administrator will ensure (via the school principal) that the credit card statement for the month is brought to the BOT meeting for Board ratification.
- k. The cardholder shall accept the use of the Business Visa on the Conditions outlined in this policy (see attached agreement below). Signed copies of the cardholder's acceptance of the Conditions of Use will be kept on file by the Office Administrator and the Principal, and a copy kept by the cardholder.
- l. Credit card use, as shown in bank statements, will be checked using one-up signing off i.e. the principal will sign-off staff credit card use, a non-staff member of the finance committee will sign off the principal's credit card use. [as amended 26 Nov 2020]

Business Visa Conditions of Use

The conditions of use of the Business Visa card are:

- a) Business Visa is to be made available to the cardholder on the strict understanding that it is to be used solely for authorised expenses incurred on School business. If the cardholder is found to have misused the Business Visa, summary dismissal may result.
- b) The Business Visa must not be used for any private purchase.
- c) The Business Visa must not be used for any private purpose with a view to supporting the private purchase with reimbursement.
- d) The cardholder is not entitled to use the Business Visa for the purpose of ensuring that payment of a personal cheque is guaranteed by the Auckland Savings Bank.
- e) If the card is lost or stolen the cardholder must contact the Auckland savings Bank and school's Office Administrator immediately as the conditions of use place a number of obligations on Koromatua School which have to be dealt with quickly.
- f) The credit limit for the cardholder is set at: \$ _____.
This level will be reviewed as necessary and adjusted as appropriate.
- g) The cardholder will retain all vouchers and invoices and these are to be forwarded to the Office Administrator.
- h) Koromatua School Board of Trustees may withdraw the use of the Business Visa at their discretion.

I _____ agree to the use of the Business Visa Card in accordance with the above conditions.

Signed _____ Date _____

Witness _____ Date _____

Note: A copy of this signed document is to be retained by the card holder. Copies of this signed document are also to be filed with the office administrator and in the staff member's personnel file.

Summary of Non-Charter Policy Review Dates

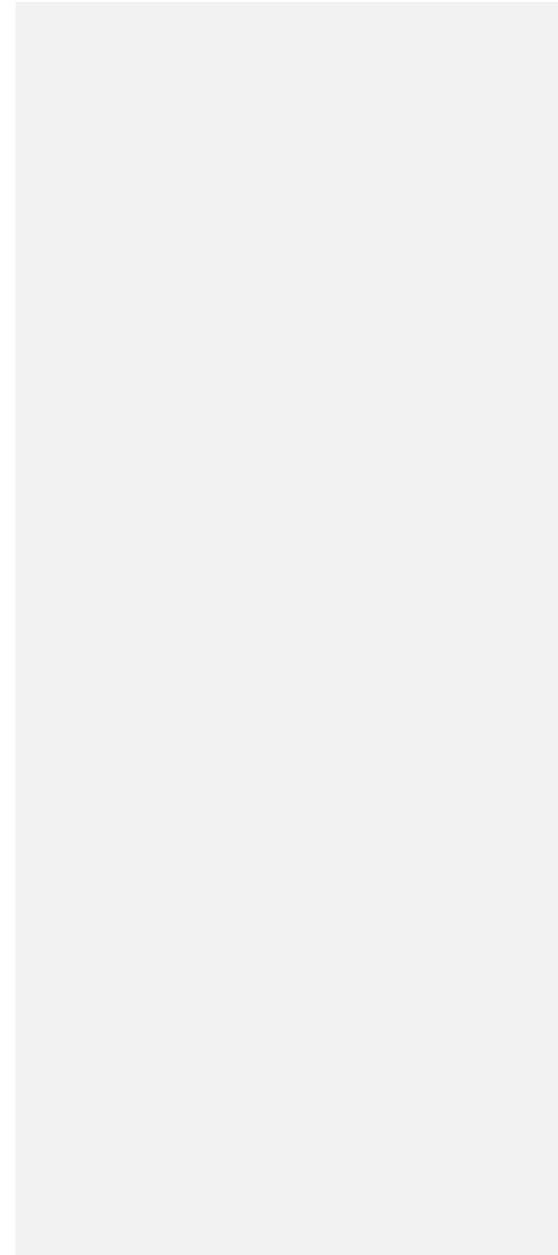
Governance Policies Annual	Policy No.	Last Review	Next Review
Chair's Role Description	2	May 2020	February 2021
Relationship between the Chair and the Principal	8	May 2020	February 2021
Relationship between the Board and the Principal	9	May 2020	February 2021
Principal Remuneration	19	May 2020	February 2021
Relationship between the Board & Parent Groups (PTA)	20	February 2021	February 2022
Concerns and Complaints	21	February 2021	February 2022
Governance Policies Triennial		Last Review	Next Review
Board Roles and Responsibilities	1	July 2018	July 2021
Responsibilities of the Principal	3	February 2021	February 2024
Staff Trustee Role Description	4	May 2019	April 2022
Trustee's Code of Behaviour	5	May 2019	October 2022
Board Induction	6	May 2019	July 2022
Conflict of Interest	7	July 2019	July 2022
Principal's Performance Management	10	February 2021	October 2024
Disciplinary Process in Relation to the Principal	11	May 2016	October 2018
Reporting to the Board	12	February 2017	October 2019
Meeting Policy	13	May 2020	April 2023
Meeting Procedure	14	May 2020	April 2023
Board Review	15	May 2020	April 2023
Committee	16	November 2017	October 2019
Trustee Remuneration and Expenses	17	May 2019	April 2022
Principal Professional Expenses	18	May 2019	April 2022
News Media	22	July 2020	July 2023

Operational Policies Annual	Policy No.	Last Review	Next Review
Credit Card	19	October 2020	October 2021
Operational Policies Triennial		Last Review	Next Review
Curriculum Delivery	1	May 2020	April 2023
Personnel	2	May 2018	April 2021
Appointments	3	May 2018	April 2021
Financial Planning	4	October 2020	October 2023
Financial Condition	5	October 2020	October 2023
Theft and Fraud	6	October 2020	October 2023
Asset Protection	7	October 2020	October 2023
Protection and Sharing of Intellectual Property (Creative Commons)	8	July 2018	July 2021
Health and Safety	9	July 2020	July 2023
Alcohol	10	July 2020	July 2023

Child Protection	11	July 2020	July 2023
Protected Disclosure	12	May 2019	April 2022
Legal Responsibilities	13	July 2018	July 2021
General Workplace	14	October 2020	Oct 2023
Fundraising, Lotteries and Grants	15	October 2020	Oct 2023
Gifts and Koha	16	October 2020	Oct 2023
Public Access to the School Grounds and Buildings	17	August 2018	July 2021
Non-Permitted Activities on School Grounds	18	August 2018	July 2021

Part 4 Three-Year Review Programme/Board Annual Work Plan (2021-2023)

This review programme can be modified as the year progresses and as the Board reprioritises



Year: 2021 Review	Area for Review	Board Meeting Dates												
		Jan	25 Feb	25 Mar	22 Apr	27 May	24 Jun	29 Jul	26 Aug	23 Sept	28 Oct	25 Nov	9 Dec	
Strategic Review	Charter	(no meeting)	Annual Plan approved Charter approved for submission to MOE by Mar 1							Stakeholder surveys			Review of current strategic plan Draft strategic plan for next year	
	Charter Priorities					Priority 1 <i>Tauira</i>	Priority 2 <i>Kaimahi</i>	Priority 3 <i>Whanau</i>	Priority 1 <i>Tauira</i>	Priority 2 <i>Kaimahi</i>	Priority 3 <i>Whanau</i>	Priority 1 <i>Tauira</i>		
Regular Review	Policy Review		Governance 3, 10, 20, 21			Governance 2,8,9,11,12,16,19 Operational 2,3		Governance 1 Operational 8,13,17,18	Operational 19		Governance 12			
	Student progress and achievement		Analysis of Variance review and approved				Half-year PaCT OTJs- Reading, Writing, Maths Target Students from PaCT					End of year PaCT OTJs- Reading, Writing, Maths Target Students from PaCT Analysis of Variance		
	Curriculum													
	Kāhui Ako (Will be added to as CoL plan progresses)						Kahui Ako newsletter							
	Budget		Budget approved Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Budget approved Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved Learning Resource budgets closed	Monthly finance report accepted Payments approved	Draft 2022 budget			
	HR		New Board Induction (Principal)	New Board Induction (Staff Rep)		Board Vacancy Filled (Appointment)	New Board induction							
Emergent Review	New Govt / Local initiatives (as they arise)													
Board Process Requirements		Appoint chair Delegations	Accounts to auditor		Annual Report approved and sent to MOE					Stakeholder surveys Term dates set Staffing for next year begun		2022 BOT meeting dates set		

Year: 2022 Review	Area for Review	Board Meeting Dates												
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	
Strategic Review	Charter	Strategic Plan approved	Annual Plan approved Charter approved for submission to MOE bu Mar 1							Stakeholder surveys		Review of current strategic plan Approve review programme for following year		
	Charter Priorities		Priority 1 <i>Tauira</i>	Priority 2 <i>Kaimahi</i>	Priority 3 <i>Whanau</i>	Priority 1 <i>Tauira</i>	Priority 2 <i>Kaimahi</i>	Priority 3 <i>Whanau</i>	Priority 1 <i>Tauira</i>	Priority 2 <i>Kaimahi</i>	Priority 3 <i>Whanau</i>	Priority 1 <i>Tauira</i>		
Regular Review	Policy		Governance 2,8,9,19,20,21		Governance 4,17,18 Operational 12			Governance 6,7,22	Operational 19		Governance 5			
	Student progress and achievement						Half-year PaCT OTJs- Reading, Writing, Maths Target Students from PaCT					End of year PaCT OTJs- Reading, Writing, Maths Target Students from PaCT Analysis of Variance		
	Curriculum ()						Te Reo Maori (Rm2, Rm8)					Te Reo Maori (Rm2, Rm8)		
	Kāhui Ako (Will be added to as CoL plan progresses)													
	Budget	Draft budget Monthly finance report accepted Payments approved	Budget approved Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Budget approved Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Budget approved Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	
	HR	Formal review of prior PPA and Appraisal by Pr and board chair	Draft Principal's Performance Agreement (PPA)	Final PPA approved		Informal review of PPA by board chair	Staff PD to date by Pr	Staff appraisal report by Pr	Informal review of PPA by board chair				Staff appraisal report by Pr Staff PD to date by Pr	
Emergent Review	New Govt / Local initiatives (Scheduled as they arise)													
Board Process Requirements		(Include board succession planning in election years) Election Year	Appoint chair Delegations Charter to MOE by March 1	Accounts to auditor	BOT Elections	Appoint Chair Annual Report approved and sent to MOE Board Election				Stakeholder surveys Term dates set Staffing for next year begun Board Induction		BOT meeting dates set		

Year: 2023 Review	Area for Review	Board Meeting Dates												
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	
Strategic Review	Charter	Strategic Plan approved	Annual Plan approved Charter approved for submission to MOE by Mar 1							Stakeholder surveys		Review of current strategic plan Approve review programme for following year		
	Charter Priorities		Priority 1 <i>Tauira</i>	Priority 2 <i>Kaimahi</i>	Priority 3 <i>Whanau</i>	Priority 1 <i>Tauira</i>	Priority 2 <i>Kaimahi</i>	Priority 3 <i>Whanau</i>	Priority 1 <i>Tauira</i>	Priority 2 <i>Kaimahi</i>	Priority 3 <i>Whanau</i>	Priority 1 <i>Tauira</i>		
Regular Review	Policy		Governance 2,8,9,19,20,21		Governance 13,14,15,21 Operational 1			Governance 22 Operational 9, 10, 11	Operational 19		Operational 4, 5, 6, 7, 14, 15, 16			
	Student progress and achievement						Half-year PaCT OTJs- Reading, Writing, Maths Target Students from PaCT					End of year PaCT OTJs- Reading, Writing, Maths Target Students from PaCT Analysis of Variance		
	Curriculum						Te Reo Maori (Rm2, Rm8 and?)					Te Reo Maori (Rm2, Rm8 and?)		
	Kāhui Ako (Will be added to as COL plan progresses)													
	Budget	Draft budget Monthly finance report accepted Payments approved	Budget approved Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Budget approved Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Budget approved Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	Monthly finance report accepted Payments approved	
	HR	Formal review of prior PPA and Appraisal by Pr and board chair	Draft Principal's Performance Agreement (PPA)	Final PPA approved		Informal review of PPA by board chair	Staff PD to date by Pr	Staff appraisal report by Pr	Informal review of PPA by board chair				Staff appraisal report by Pr Staff PD to date by Pr	
Emergent Review	New Govt / Local initiatives (Scheduled as they arise)													
Board Process Requirements		Appoint chair (Include board succession planning in election years)	Delegations Charter to MOE by March 1	Accounts to auditor		Annual Report approved and sent to MOE				Stakeholder surveys Term dates set Staffing for next year begun		BOT meeting dates set		

Part 5 Key Support Information

Trustee Register

– This register will be updated when any trustee joins or leaves the board or the board opts into or out of mid-term election cycle.

Approved Number of Elected Parent Representatives = 5 Mid-term election cycle: No Date of board meeting where change was made: N/A

Name	Phone/email	Position on board [Chair CH, Trustee T, Commissioner CMR, Member ME]	Type of member [Note 1]	Start date	Left the board date	Current Term expires
Ardern, Nakita	Hm: 07 8473022, Mob: 0212132728. Email: nakitaa@koromatua.school.nz ; nakitaardern@gmail.com 56 Foster Road	T, ME	EL	31/05/2019		Election 2022
Armstrong, Carl	Hm: 07 8460110, Mob: 0212119119. Email: carlarmstrong@koromatua.school.nz ; carlbot@armstrong.guru 698 Tuhikaramea Road	T, ME	EL	31/05/2019		Election 2022
Cassidy, Stuart	Wk: 8462750; Hm: 8461426 Mob: 027 372 5977. Email: stuart@koromatua.school.nz 59c McKay Drive	T, CH	EL	19/05/2016		Election 2022
Nin, Rosina	Hm: 8481991; Mob: 021 1147-3353; Email: principal@koromatua.school.nz ; 24 Foster Road	T, ME	PR	28/01/2021		N/A
Gray, Meiana	Mob: 021 262 3979 Email: meianag@koromatua.school.nz ; meianagrav09@gmail.com ; 9 Foster Road	T, ME	EL	SE- 30/10/2017 EL- 31/05/2019		Election 2022
Jensen, Fenella	Mob: 021 0239-6158 Email: fenellaj@koromatua.school.nz ,	T, ME	SR	2021		Election 2022
Cassidy, Lynette	Hm: 8471671 Mob: 027 600 4456; Email: lynettec@koromatua.school.nz ; 22 Cowley Drive	Secretary	N/A	?		N/A

Updated: 29/10/2019

Note 1: Elected, selected, co-opted, staff trustee, student trustee, proprietor's appointee, principal

Note 2: If the board opts into or out of mid-term election cycle please ensure it is noted here and the MoE and NZSTA are advised

Staff Register
(Updated 17 September 2020)

Teaching Staff									
Name	Phone/Mob/email	Position in School	Rm & Class Lvl	Start Date	Tenure	Union or IEA	Registration Number	Category	Teacher Certification Expiry Date
Beijerling, Freddy	02040115084; freddyb@koromatua.school.nz freddy@enjoylife.net.nz	Teacher	Rm1 Y7,8	28/01/2020	Permanent	NZEI	323311	STC	06/09/2022
Brown, Tahī	0211742812; tahib@koromatua.school.nz; tahibrown@hotmail.com	Assistant Principal(0.5) Teacher(0.5)	Rm2 Y7,8 Bilingual	27/01/2021	Permanent	NZEI pending	345733	Full	07/08/2023
Dorrian, Melanie (NZEI Rep)	021535091; melanied@koromatua.school.nz	Teacher	Rm7 Y4	16/10/2017	Permanent	NZEI	193470	Full	03/10/2020
Duvenhage, Anneli	0211078071; annolid@koromatua.school.nz ; anneli.osborne@gmail.com	Teacher	Rm6 NE	31/08/2020	Fixed-term (14/12/2020)	NZEI	195500	Full	9/10/2020 (renewing)
Harris, Krystal	8464649; 0211453784; krystalh@koromatua.school.nz	Teacher	Rm5 NE/Y1	28/01/2018	Permanent	NZEI	365874	Prov	07/02/2021
Janse van Vuuren, Hendra	8290606; 0211154237; hendrav@koromatua.school.nz	STOS Teacher (0.6 FTTE)	ORS	28/01/2018	Fixed-term (Pat Ave Schl)	NZEI	225089	Full	06/03/2022
Jensen, Fenella	02102396158; fenellaj@koromatua.school.nz	Teacher	Rm9 Y5,6 Bilingual	28/01/2017	Permanent	NZEI	346565	Full	10/11/2020
McCauley, Liz	0277777822; lizm@koromatua.school.nz; lizard_mac@hotmail.com	Teacher	Rm5 Y1,2	28/01/2021	Permanent	NZEI	353156	Full	26/07/2021
Murray, Raharu	02041297260; raharum@koromatua.school.nz	Teacher	Rm8 Y5,6	28/01/2018	Permanent	NZEI	342345	Full	13/12/2022
Neale, Katarina	0220493955 katarinan@koromatua.school.nz	Teacher	Rm4 Y2,3	21/05/2018	Permanent	NZEI	207294	STC	17/02/2021
Nin, Rosina	8481991; 0211473353; rosinan@koromatua.school.nz	Principal			Permanent	NZEI	188137	Full	05/02/2022
Walker, Desi	02102226707; desiw@koromatua.school.nz	Teacher ORS (0.4)	Rm2 (0.2) Y7,8 Bilingual	28/01/2018	Fixed-term 0.3 + 0.5 FTTE to 13/12/20)	NZEI	217412	Full	24/07/2021
Willis, Chelsea	8433383; 0273112334; chelseaw@koromatua.school.nz	Assistant Principal (0.4 FTTE) Teacher (0.6 FTTE)	Rm3 Y2,3	28/01/2017	Permanent	NZEI	325264	Full	22/06/2022

PTA- Parent Teacher Association Register

PTA Executive			
Name	Phone/Mob/email	Position in KSSG	Police Vet Expiry Date
Fleur Cassidy	0277730813; stucas40@xtra.co.nz	Chairperson	N/A
Chrissy Makata	8467699; 027 3235260; chrissymakata@hotmail.com	Vice-Chairperson	N/A
Puti Walmsley	8479620; 021 204 5246; putigurl@hotmail.com	Secretary	N/A
Senoe DeCaires	8481731; 021 0377993; jsdecaires@gmail.com	Treasurer	N/A
Whanau Group Executive			
	In recess and being managed by PTA		

Important Contacts

NZSTA Employment Advisory and Support Centre

NZ School Trustees Association provide advice, guidance, resources and professional development for boards. Employment Advisory and Support Centre hours are: 8am – 8pm Monday to Thursday and 8am – 5pm Friday.

	Telephone	Email	Coverage
Governance Advice	0800 782 435 Option 1 for Governance Opt 2 for Employment	govadvice@nzsta.org.nz	National

	URL		
NZSTA website	www.nzsta.org.nz		

Emergency Response Coordinators

Contact Emergency Response Coordinators if the school is damaged as the result of a disaster such as fire, flood or extreme weather.

Named Person	Telephone	Email	Coverage
Duane Darling	027 483 9620	duane.darling@covekinloch.co.nz	Hamilton
Jeremy Williams	027 493 4022	jeremy.williams@covekinloch.co.nz	Hamilton

Traumatic Incidents Team

Contact the Traumatic Incidents Team for support for staff and/or students who have experienced a traumatic event.

Named Person	Telephone	Email	Coverage
Bruce McIntosh	027 207 8759		Hamilton
Sue Irwin	027 207 8759		Hamilton

MOE Advisors

MOE support roles for the school.

Named Person	Telephone	Email	Role
Noeleen Ross	858 7145; 027 471 1093	Noeleen.ross@education.govt.nz	MOE Property Facilitator
Cove Kinloch	839 6127		MOE Property- 24 hr emergency call out
Sharon Walker	858 7177; 027 838 6534	Sharon.walker@education.govt.nz	MOE Hamilton Infrastructure Mger
Anneliese Henare	858 7146	anneliese.henare@education.govt.nz	Senior Advisor

Property Project Managers

Appointed by the school to manage property development and prepare the 10YPP and 5YA plans.

Named Person	Telephone	Email	Role
Hohimi Whitehead	027 631 9700	Pmd.inc.one@gmail.com	Consultant

Principal Appraiser 2019

First appointed as principal appraiser...

Named Person	Telephone	Email	Coverage
Stuart Cassidy	027 372 5977	stuartc@koromatua.school.nz	N/A

Glossary of Educational Terms for the Board

Curriculum

AD(H)D	Attention Deficit (Hyperactivity) Disorder
ANP	Advanced Numeracy Project- mathematics programme for Yr4-6 students
AO	Achievement Objective- curriculum learning objective
ASD	Autism Spectrum Disorder
AsTTle	Assessment Tool for Teaching and Learning- standardised computer-based assessment tool
CWSA	Children with Special Abilities
CWSN	Children with Special Needs
e-AsTTle	Electronic Assessment Tool for Teaching and Learning- standardised computer-based assessment tool
ENP	Early Numeracy Project- mathematics programme for Yr1-3 students
ESOL	English Speakers of Other Languages- non-English speaking backgrounds
GATE	Gifted and Talented Education
GLoSS	Global Strategy Stage- assessment test of mathematical strategies
IBP	Individual Behaviour Plan- targeted support plan for children with behaviour difficulties
IEP	Individual Education Plan- targeted support plan for children with learning difficulties
IKAN	Individual Knowledge Assessment of Number- assessment test of mathematical knowledge
INP	Intermediate Numeracy Project- mathematics programme for Yr7-8 students
JAM	Junior Assessment of Mathematics- standardised maths test for younger or struggling students
KCP	Koromatua Curriculum Plan- annual curriculum plan for the school
LI	Learning Intention- specific goal for teaching/learning in a lesson or unit of work
NAGs	National Administration Guidelines
NEGs	National Education Goals
NESB	Non-English Speaking Backgrounds
NEPs	National Education Priorities- Maori, Pasifika, CWSN
NumPA	Numeracy Project Assessment- standardised maths test
NZSTA	NZ School Trustees Association (Organisation to support boards)
ODD	Oppositional Defiance Disorder
OTJ	Overall Teacher Judgement- a teachers overall judgement of where a student is in terms of the National Standards
PaCT	Progress and Consistency Tool- a computerised tool to assist teachers to form OTJs
Percentile	Standardised indicator of how many test scores a student surpassed. E.g. 95 th percentile means the test candidate surpassed 94% of all candidate scores.
PATs	Progressive Achievement Test- standardised tests of achievement (Maths, Reading Comp/vocab, Listening)
ROL	Record of Oral Language- assessment of oral language development in younger students
Stanines	Standardised 9-level measure along a Normal distribution curve. Stanine 1 is well below average; 4,5,6 average; 9 is well above average
TJ	Teacher Judgement- a teacher judgement made each term as to the level at which a student is working
WALT	We Are Learning To... -learning objective
WILF	What I'm Looking For... -evidence that learning has occurred

Personnel/Organisations

CAMS	Child and Adolescent Mental-Health Service
CDC	Child Development Centre- Waikato Hospital testing centre
CoL	Defunct term for Community of Learners/Kāhui Ako
CoS	Defunct term for Community of Schools (See CoL/Kāhui Ako)
ERO	Education Review Office- ministry office for reviewing schools, normally every 3 years

IES	Investing in Educational Success (Funding of school clusters. See also CoL/CoS/Kāhui Ako)
Kāhui Ako	The latest term for Community of Learners (Mangakootukutuku)
Lower Waipa	Local cluster of country schools for organised inter-school events
Mckenzie Centre	Specialist early intervention for pre-school children with special needs
MOE	Ministry of Education
MOESE	Ministry of Education- One of the many names for special education (also SES, GSE)
NZAIMSNZ	Association of Intermediate and Middle Schools
NZEI	NZ Education Institute- primary school teacher union
NZPF	NZ Principals Federation- support organisation for principals
NZSTA	NZ School Trustees Association- support organisation for school boards
NZTC	NZ Teachers Council- teachers' professional registration and support body
OT	Oranga Tamariki (formerly CYF Child, Youth and Family)
PPTA	Post-Primary Teachers Association- secondary teachers' union
PTA	Parent-Teacher Association
RTLB	Resource Teacher of Learning and Behaviour- applied for support agency/person
RTLit	Resource Teacher of Literacy- applied for support agency/person
SENCO	Special Education Needs Co-ordinator/Committee- Nigel and Susan (and others as required)
SLT	Speech language Therapist- applied for support agency/person
SOE	School of Education- Waikato University education department
TER	Teacher Education Refresh- Refresher training for long-term provisionally certified teachers
TKI	Te Kete Ipurangi- MOE's online teacher resource website
WaiSTA	Waikato School Trustees Association
WFPSA	Waikato Full Primary School Association- Teacher organisation promoting Yr7,8 interschool events

Property/Finances

Bulk Funding	Budgets/payments made by the Board from the Operations Grant, not including teacher salaries
LSF	Learning Support Funding- an applied for source of funding for targeted student support
Op Grant	Operations Grant- main source of government funding for the running of the school
ORS	Ongoing Resource Scheme- an applied for grant for 1% of children with most serious learning difficulties. Once obtained a student has this funding for the duration of their schooling
PMIS	Property Management Information System- online school property information
SEG Grant	Special Education Grant- a targeted funding component of the Op Grant
5YA	5-Year Agreement- property funding and priority plan for next 5 years
10YPP	10-Year Property Plan- maintenance plan for the school for next 10 years

Other

LMS	Learner Management System- computerised system to support student learning at school and home
SMS	Student Management System- computerised student admin data

NEGS- National Education Goals

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

NEG 1

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

NEG 2

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

NEG 3

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

NEG 4

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

NEG 5

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

NEG 6

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

NEG 7

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

NEG 8

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

NEG 9

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

NEG 10

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

NAGS- National Administration Guidelines

The National Administration Guidelines for school administration set out statements of desirable principles of conduct or administration for specified personnel or bodies. The NAGs were last amended on 24 October 2013.

National Administration Guideline 1

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

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
 - i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
 - ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- b. through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - i. student achievement in literacy and numeracy, especially in years 1-8; and then to
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;
- c. on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving;
 - ii. who are at risk of not achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

National Administration Guideline 2

Each board of trustees, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, Ngā Whanaketanga Rumaki Māori and/or National Standards⁵, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- c. report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

National Administration Guideline 2A

Where a school has students enrolled in years 1–8, the board of trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, use Ngā Whanaketanga Rumaki Māori and/or National Standards to:

- a. report to students and their parents on the student's progress and achievement in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
- b. report to the Secretary for Education by 1 March school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:
 - i. school strengths and identified areas for improvement;
 - ii. the basis for identifying areas for improvement;
 - iii. planned actions for lifting achievement; and
 - iv. how students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.
- c. report to the Secretary for Education by 1 March on the numbers and proportions of students achieving Manawa Toa, Manawa Ora, Manawa Āki, Manawa Taki in relation to Ngā Whanaketanga Rumaki Māori and/or at, above, below or well below National Standards, including by Māori, Pasifika, European/Pākehā, Asian, gender, and by year level.
- d. report the NAG 2A (b) and NAG 2A (c) Ngā Whanaketanga Rumaki Māori and/or National Standards information in the format prescribed by the Secretary for Education from time to time.

National Administration Guideline 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and

⁵Legislative Requirement

- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

National Administration Guideline 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

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

National Administration Guideline 5

Each board of trustees is also required to:

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

National Administration Guideline 6

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

National Administration Guideline 7

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

National Administration Guideline 8

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

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

*Schools that have students in years 1–8 that use The New Zealand Curriculum must use National Standards for those students and schools that have students in years 1–8 that use Te Marautanga o Aotearoa must use Ngā Whanaketanga Rumaki Māori for those students.

EROs Six Dimensions of an Effective School



1. School Culture

General Statement on School Culture:

Koromatua School has an atmosphere of warmth and friendliness. The school is inclusive of all people regardless of ethnicity, culture, religion, gender, ability/disability, etc. and fosters tolerance and understanding towards difference and diversity. All students, staff and parents support, encourage and celebrate each other's differences, efforts, progress and achievements. The staff and parents work as a team for the betterment of the students as a group and also as individuals. All staff, students and families are happy to be here and feel safe and supported, while developing resilience to adversity and courage to face challenges. The school has clear behaviour management guidelines and expectations that support all students. There is a culture of high expectations for effort, progress, achievement and conduct, with supports in place to meet those expectations. The students develop capable minds and healthy bodies through a balance of physical and mental endeavour, rest, recreation and healthy eating.

2. Student Learning- engagement, progress and achievement

General Statement on Student Engagement:

Students will be engaged in their learning. Wherever possible, students will experience through their classroom programmes, wonderment and awe in the world around them and will be inspired to want to learn more, both in class and beyond. Students will not only have opportunities to learn more about their own interests and passions, but they will have frequent opportunities to develop new, wider interests. While it is acknowledged that students have a role to play in putting forward the effort to engage in their learning, if students are consistently not engaged, lose focus, or are off task, the first area of investigation for the teacher is the nature and structure of the classroom programme.

General Statement on Progress and Achievement:

Regardless of ethnicity, gender, special education needs, etc. all students attain (or are steadily heading towards attaining) levels of literacy and numeracy appropriate to, or beyond, their age/year level. All students make strong progress and achievement across the breadth of the curriculum, to the highest

standards that they can attain with the focused support of their teachers, parents and the wider community all acting together. Students will make real progress in all curriculum areas, whether they are initially strong or weak. The Key Competencies are steadily developed in all students.

3. Teaching

General Statement on Teaching:

All teachers are highly proficient in the teaching of literacy and numeracy, having the pedagogical knowledge and skills, along with the professional attitudes required to support all learners to progress and achieve to the best of their ability. No teachers are weak in teaching literacy and numeracy. While all teachers are able to teach effectively in all areas of the curriculum, all teachers have at least one pedagogically strong curriculum area, where they show passion for what they teach and the ability to engender engaged learning, and even passion, in their students. Teaching decisions are based on well-documented evidence. All teachers will know what they want their students to learn and will know how to get there. Teachers will have a wide variety of pedagogical approaches at their fingertips. While supported by the school, teachers take ultimate responsibility for their own professional growth and development.

4. Engaging Families

General Statement on Engaging Families:

Parents and school staff act together as a mutually supportive and accountable team. The school helps parents in their role as first educators, by providing advice and guidance on how to support their children's educational development at home and at school, making it as easy as possible for parents to engage with the school and steering parents towards available resources, including support groups and agencies. The school provides regular and timely opportunities for parents (including fathers) to attend parent-teacher/school meetings and events. The school also provides regular meaningful, constructive and understandable feedback and reporting about the school and of individual students. The school has an active parent-teacher support group with a clear focus and direction.

5. Leading and Managing

General Statement on Leading:

The school leadership work closely as an effective team. The school leadership are clear on the strategic direction of the school (e.g. as outlined in this vision statement) and focus their efforts and the school's efforts to attaining that end. Staffing decisions are well thought out, with the emphasis on being able to deliver high levels of student progress and achievement across the curriculum. School leaders set clear expectations for staff performance and student learning and monitor this closely. School leaders facilitate and enable the growth and development of staff capacity. Leadership opportunities are delegated to staff (with support) as required and as capacity develops.

General Statement on Managing:

The day-to-day operation of the school is smooth and efficient. All staff have clear job descriptions and are accountable for meeting them. School property and assets are well-maintained and are safe. The school environment is pleasant to be in. The school is well resourced and all purchases are targeted according to the respective priorities of the various aspects of school running. There is a steady stream of additional funding, grants, donations and sponsorships coming in to supplement the school's operational grant. Management is proactive in reducing the waste of school resources.

6. Governance

General Statement on Governance:

The board work closely together as a team and have a clear vision of what they wish to achieve for the school. Evidence for progress towards achievement of this vision is actively sought. The board proactively governs the school through the creation, amending and monitoring of effective school policies designed to meet the vision of the board for the school. The board bases its decisions on clearly documented evidence, particularly evidence of student achievement. Evidence for board decisions is obtained through regular,

scheduled reports of student achievement and monthly principal's reports. Information is also collected from students, staff and the community as required. The board is knowledgeable in its role and actively seeks out opportunities for professional learning and development.



Term Dates 2021

Term	Dates	Half-days
Term 1	Friday 5 February – Friday 16 April	94 half-days
Term 2	Monday 3 May – Friday 9 July	98 half-days
Term 3	Monday 26 July – Friday 1 October	100 half-days
Term 4	Monday 18 October – Friday 17 December	88 half-days
		380 half-days total

Board Quarterly Newsletter Schedule

Term	Issue Month	Topics
Term 1	March	Survey review feedback Student achievement from the previous year Goals for the coming year Board meeting schedule
Term 2	June	Financial Performance report Asset purchases Property update (10YPP and 5YA)
Term 3	September	Community Survey Community Input for the next charter
Term 4	December	Summary of the year