



Paeroa College

Policy Framework 2020

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

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Introduction

The board of trustees of Paeroa College 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 with committees used sparingly and only when 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 Paeroa College 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.

s.66 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:



PAEROA COLLEGE

“Excellence in Everything”

Charter
2020-2022

Principals' endorsement:	Amy Hacker
Board of Trustees' endorsement:	Bill Tissingh
Submission date to Ministry of Education:	25 February 2020

PAEROA COLLEGE

MAHI TAHI KIA KAHA

Excelling as a courageous, innovative, can-do community

LEARNING

Focus on progress and achievement

CULTURE

Caring, inclusive and collaborative

PATHWAYS

Planned pathways for Post-secondary success

PARTNERING

With whānau and community

LEADERSHIP

Clear expectations, vision and direction



Introduction to Paeroa College

Our Vision: Excelling as a courageous, innovative can-do community.

Our Core Value: *Mahi Tahi Kia Kaha*, reflects our belief that hard work and collective effort will benefit everyone

Our Moto: Excellence in Everything

Background: Paeroa College is a decile 2, Year 9-13 state co-educational school located in the beautiful small town of Paeroa, in the heart of the Hauraki District of the Waikato. We are centrally located within an hour to major cities, beaches and recreational areas. Paeroa College serves a vibrant community with a population of approximately 7000. The school was founded in 1958, although it did exist on the site prior to this date as part of the district school. The people of Paeroa take pride in their community and the school benefits from strong links with the local council, iwi and businesses.

Our school has a strong and caring culture that values academic and personal excellence, the centrality of Te Tiriti o Waitangi, cultural diversity, contribution to the community, innovation and a curriculum that focuses on our learners and what they need to succeed. Our students learn through an innovative student-centred curriculum that includes a focus on individual mentoring and student agency. Our students are proud of their school. This pride is reflected in the welcoming atmosphere and the beautifully maintained buildings and grounds. The school provides an attractive teaching and learning environment. It has a proven history of academic, sporting and cultural excellence.

The school is focussed on providing an education that focusses as much on learning skills and dispositions as it does on knowledge. The intent is to support learners to become independent and skilled at finding, refining, collaborating on and developing knowledge. To support this approach, an innovative curriculum has been developed that provides opportunities for students to pursue their interests, whilst also having targeted programmes and high academic expectations. All school staff work to personalise and localise the curriculum and teachers always collaboratively plan and deliver their programmes with the students in mind. We are relentless in our expectation that all school leavers will have the experience, passion and skill to engage in co-constructed robust post-secondary pathways into the workforce, further training or tertiary study.

Fundamentally, the philosophy amongst all staff at Paeroa College reflects that of our core value – *Mahi Tahi Kia Kaha*. When we share the work we are stronger. We know that, when we take collective responsibility for our students, they fly.

At our core, we are an inclusive, family orientated school of approximately 250 students, with some of these being the third generation of their family to attend the college. Our students come from a range of backgrounds and just less than half identify as Māori with the remainder being almost all Pākēhā.

Paeroa College is part of the Ohinemuri Kāhui Ako along with local early-learning centres, 8 contributing full primary schools and Goldfields Special School. There is a Goldfields satellite class on our site and we are the managing school for Thames Valley Alternative Learning service (TVAL)

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The local Māori community comprises three local iwi: Ngāti Hako, Ngāti Tara Tokanui, and Ngāti Tamaterā.

Unique Position of Māori

Paeroa College: Where Māori enjoy success as Māori

Paeroa College is committed to fostering relationships, policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori as tangata whenua. With a school role that is approximately 44% Māori, Te Reo Māori me ōna Tikanga is embedded as everyday practice in classroom and co-curricular activities.

The Paeroa College explicit and implicit curriculum is designed to:

- integrate our students' identity, language and culture into the life of the school.
- Promote high expectations of Māori students to succeed in education as Māori.
- Intentionally use student progress and achievement data to target resources for optimal effect and provide support for those students who are at risk of falling behind
- recognise Te Reo Māori as an official language of Aotearoa/New Zealand by ensuring that a Rumaki Reo full emersion option is available at years 9 and 10 and that Te Reo Māori is learnt by all students as a subject area in at least year 9, and as a robust option thereafter.
- develop an awareness of local history and the role of iwi
- develop reciprocal relationships between whānau, hapu, iwi, communities and businesses and our students that promote cultural inclusion and are focused on transformative educational outcomes.

Philosophy

Our underlying curriculum philosophy is that we personalise the curriculum for our students through student focussed methodology. Our curriculum encourages students to pursue their interests across multiple curriculum areas, making links and developing their own knowledge as they go.

A clear focus on developing learning dispositions, values and key competencies drives our junior curriculum. In addition, we ensure our students have the skills and knowledge required to access the Senior curriculum. Many curriculum areas are delivered in an integrated manner in a modern learning environment by a dedicated team of collaborative teachers. Technology, Physical Education/Health and Arts areas are delivered distinctly in specialist rooms.

In the senior school, the focus is on developing effective transitions to post-secondary pathways. Through year 11, students continue to experience a broad-based curriculum with a fundamental expectation of success in NCEA Level 1. During years 12 and

13 the curriculum is more focussed, encouraging students to select and develop their knowledge and understanding to enable them to achieve an appropriate and successful transition to their adult lives. Every student in year 12 targets either an Excellence or Merit endorsement or a Vocational Pathways endorsement. We are committed that every student leaving Paeroa College leaves school to further education, training or employment.

There is an expectation that all teachers collaborate in the delivery of the curriculum and that every teacher is in at least one collaborative team. We understand that to personalise a curriculum we must personalise our approach as a school, and this requires deep and meaningful collaboration.

Our Strategic Intentions 2020-2022

- **We explicitly nurture a caring, inclusive and collaborative culture.**
- **We partner with and serve the needs of our whānau and community.**
- **Strong leadership provides vision and direction.**
- **Learning focusses on progress, achievement and opportunity for all.**
- **Our learners develop intentional post-secondary pathways.**

Our Learner Profile



Our Staff Profile



Our School Context has informed our Strategic Plan

Baseline Data					
NCEA Achievement	2018/2019	L1	L2	L3	UE
	All	85%/85%	89%/93%	40%/83%	20%/24%
	Māori	81%/72%	86%/95%	41%/84%	4.5%/10%
	Pacific	100%/100%	100%/100%	100%/100%	100%/100%
	NZE/Pākehā	88%/93%	94%/92%	48%/82%	30%/33%
	Asian	66%/100%	100%/100%	100%/100%	50%/0%
	Male	77%/84%	100%/86%	63%/79%	19%/11%
	Female	91%/88%	79%/100%	33%/86%	21%/36%
Student Engagement	Our annual strategic plan has been informed by a comprehensive analysis of our attendance and wellbeing survey data.				
School Organisation and Structures	A robust inquiry into our Junior Curriculum has led to substantial revisioning and the inclusion of a Rumaki Reo pathway				
Review of Charter and Consultation	Our school community has consulted on the development of this annual plan. We have sought feedback through selected focus groups including our Māori community, parents of children with special needs, staff and parent groups.				

Annual Plan 2020-Achievement Targets

Target 1: In 2020, at least 15 of our year 12 students will gain an endorsement (vocational or qualification-based merit or excellence)	<i>Paeroa College learner graduates will obtain purposeful high-quality qualifications</i>
Target 2: All year 13 students will leave Paeroa College with a clear line-of-sight to purposeful post-secondary training, study or employment.	<i>The goals and aspirations of our students and community are varied with a small proportion of our students seeking a university pathway. This goal is to enable our students to co-construct a meaningful and robust exit strategy.</i>
Target 3: Māori students will achieve NCEA at Levels 1 2 and 3 at or above the rate (within 5%) of their NZE peers.	<i>Educational equity demands that we work to eliminate any discrepancies in this area.</i>
Target 4: Acceleration within the Junior School (Year 9). By the end of 2020, all Year 9 students who entered Paeroa College below the expected curriculum level for writing will have made accelerated progress of 2 or more curriculum sub-levels in 1 year.	<i>Research indicates that writing is key to success in NCEA. In order to achieve success, our students need a firm grasp of written English which they can utilise in a variety of settings.</i>
Target 5: Acceleration within the Junior School (Year 10). By the end of 2020, all students who entered Paeroa College in January 2019 at year 9 and were below the expected curriculum level for maths, reading or writing will have made longitudinal accelerated progress of more than 3 curriculum sub-levels in 2 years.	<i>We have a clear focus on accelerating the progress of students who are most at risk. This goal will enable multi-year tracking and monitoring of our most vulnerable learners.</i>
Target 6: As part of the Home-School Partnership, all teachers will contact home for every student they teach at least once before the end of Semester 1.	<i>This will build community engagement through increased communication with families and whānau</i>

How are we going to get there? What is our pathway and annual plan for 2020?

Learning focusses on progress, achievement and opportunity for all.				
Intent	Action	Person	When	Link to Target
We will implement our revised junior curriculum and ensure alignment with NZC	Subject specialist teachers will collaborate effectively within their learning areas	YM	ongoing	4,5
	We will develop and implement authentic, localised, thematic learning in the Junior School	Teaching teams	ongoing	
	We will effectively utilise outside providers to support teacher learning in collaborative team teaching and cross-curricular integration.	SLT	Term1-2	
We will identify and support groups of students at risk of not achieving their potential	We will develop and implement an increasingly robust and personalised approach to students' learning through Academic Tutoring and Learner Journals at all year levels.	SLT	ongoing	1
	Develop and implement student-focussed tracking systems that target attendance and acceleration focused on those students at greatest risk of poor educational outcomes	WI/GH	ongoing	3
	We will be relentless in our tracking of Māori student achievement and initiate early intervention with students at risk of under-achievement.	WI/GH	ongoing	3
	We will continue to refine our year 8 to 9 transition process to ensure all year 9 students are well-supported in their secondary schooling. We will emphasise IEPs for students at risk of ineffective transitions.	CM/GH	Term 1 Term 3	4
We will identify and support gifted and talented education	We will allocate a budget for an Advanced Learning Programme (ALP) and identify a lead teacher	HK		1
	Lead teacher will undertake the establishment of an ALP for identified Gifted and talented students.	HK		1

We will resource and implement a year 9 and 10 Rumaki Reo class that meets the needs of our learners, their whānau and the school community as a whole	We will hire a TeachFirst teacher using Board funds to co-teach the Rumaki Reo class.	HK	Term 1	3 4 5
	We will strategically utilise the Centrally-funded PLD and rumaki start-up grant to ensure adequate human and hard resources are available.	HK	Term 1-2	
	We will partner with our local community through termly whānau hui.	HK	termly	
We will strengthen our delivery of both curricular and extra-curricular performing arts	We will appoint a teacher leader of Performing Arts Innovation using a RRR Board funded unit to lead the development of performing arts opportunities throughout the college	HK	Term 1	2
	We will develop a purposeful performing arts teaching space to be shared by our drama and MPA classes and that will encourage community involvement.	HK	Term 2	
	We will create opportunities to show-case and normalise student performance	TI	ongoing	
We will utilise 5YA and other available property resourcing to effectively support teaching and learning	We will consult with teaching staff to identify key priorities	HK	Term 1 and 2	1-5

Our learners develop intentional post-secondary pathways.

Intent	Action	Person	When	Link to Target
We will be intentional in our focus on careers exploration in Years 9 and 10	We will develop and implement an explicit and targeted year 9 and 10 careers programme	YM/ GM	Term 1 ongoing	3 4
	We will build community partnerships and authentic learning opportunities through engagement and partnering with the Secondary Schools Employment Partnership (Smart Waikato)	YM/GM	Term 2	2
	We will actively promote our Year 9 work day as a focussed point of difference for Paeroa College	GM	Term 4	3 4
We will develop additional targeted vocational pathways	We will hire a building teacher and initiate and develop a building academy utilising authentic contexts	HK	Term 1	2
	We will utilise our commercial kitchen to effectively prepare students for careers in hospitality and tourism	YM/WK	ongoing	
We will ensure all learners co-construct an outcomes-based intentional learning pathway leading to work, further training, or tertiary study	Our trades, Gateway and Secondary-Tertiary partnerships will provide robust and purposeful learning opportunities	YM/GM	ongoing	2
	University Entrance requirements will be targeted in semester 1 for all students intending to study at University	GM/TI	Term 1-2	1
	We will actively teach (using our passport) the soft skills and front end of the curriculum that learners require to make successful post-secondary transitions.	Year-level Deans	ongoing	2

We partner with, and serve the needs of, our whānau and community.				
Intent	Action	Person	When	Link to Target
We will be visibly bicultural	We will ensure full participation with our Rumaki Reo class and embed and refine the Te Reo Māori and Te Ao Māori curriculum	Teaching staff	ongoing	3
	We will effectively resource and celebrate our newly established Kapahaka	BOT	Term 1	
	We will support our manukura (student leader) to increase school-wide engagement with local marae and te ao Māori <ul style="list-style-type: none"> - Māori and Pacifica awards evening - Te wiki o te reo Māori - Matariki week - Regular assembly slots 	WO	ongoing	
We will broaden our community engagement	We will adopt, implement and resource a strategic plan for sport	WI	Term 1	3 4 5
	We will empower our Head Students to forge powerful, purposeful community relationships within their area of leadership	SLT	ongoing	
	We will partner with the community to embed the enviroschools ethos and use it to support local, integrated learning contexts	AN	ongoing	
	We will initiate a whole-school Community Service Day	SLT	Term 1	
	We will utilise every opportunity to partner with the community and promote the school through participation in local events	SLT	ongoing	
	We will hold focus groups to gather community and whānau voice with regards to our strategic wellbeing initiatives	HK/GH	Term 2	3

We explicitly nurture a caring, inclusive and collaborative culture.

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Intent	Action	Person	When	Link to Target
We will be intentional in our focus on wellbeing within our school	We will conduct the NZCER Wellbeing in Schools survey to identify strengths and next steps	GH	Term 3	3 4 5
	We will trial sessions for parents and whānau related to issues of student wellness (outside presenters on social media, restorative practice, trauma, etc)	GH/HK	Term 2 and 3	6
	Our Head Student- Wellbeing will be a member of the Health and Safety Committee and will establish a student focus groups to identify key wellbeing issues	HK	ongoing	3 4 5
	We will develop an anti-bullying policy and share it with our wider community	GH/HK	Term 1	3 4 5
	We will establish a user-friendly “games room” for student use in the pavilion	YM	Term1-2	1
We will celebrate success as an integral part of our community	We will be deliberate and intentional in the contents of our school newsletter with a clear outline and purpose	HK	ongoing	1
	We will use FB and social media to celebrate student achievement, sporting and cultural success	HK	ongoing	
	We will increase the “sense of occasion” and visibility with regards to our sports and academic awards	WI	Term 4	
We will embed Restorative Practice	We will develop, implement and share a Restorative Practice implementation plan for student relationship and behaviour management	CM/WI	ongoing	2

Strong leadership provides vision and direction.

Intent	Action	Person	When	Link to Target
We will develop a shared understanding of the school's vision and direction	There will be appropriate signage in each teaching space	HK	Term 1	1 to 6
	Staff meetings will explicitly make connections to the school's vision and direction	SLT	ongoing	
Senior and Middle leadership will intentionally build teacher and learner agency	We will prioritise Professional Leadership Development to build SLT capacity to support and grow teachers	HK	ongoing	6
	Leadership will co-construct a robust staff agreement focussed on our Staff profile and professional expectations	SLT	Term 2	
	Our teacher appraisal and accountability processes will focus on areas for improvement that most affect learner outcomes	HK/SLT	Term 1-4	
	Establish Professional Learning Groups (Kahui hāpai) to enable increased reflection and collaboration amongst teaching staff.	SLT	Term 1	
We will be active in our Kahui Ako	We will actively participate in the Kahui Ako leadership process	HK/AN	ongoing	2
	We will work relentlessly to build seamless literacy and numeracy transitions between contributing primary schools and the College	HK/CM	ongoing	
	We will embrace the Kahui Ako professional development opportunities	Teaching staff	ongoing	

Paeroa College BOT Annual Work and Reporting Plan: 2020

Area for Review	February	March	April	May	June
Board Processes and Planning	<ul style="list-style-type: none"> Delegations Election of Officers, Sub-Committee and Authorisations 	<ul style="list-style-type: none"> Set BoT Christmas dinner date 	<ul style="list-style-type: none"> Performance Management Appraisal for principal Final Report of SLT performance management 		
Policy Review	2.1 Board Roles and Responsibilities 2.9 Chair's Role Description 2.19 Delegations List 2.21 Trustee Register NEW-Anti-bullying policy	<ul style="list-style-type: none"> 2.3 Disciplinary Process in Relation to the Principal 2.4 Principal Professional Expenses 2.11 The Relationship between the Board and the Principal 	<ul style="list-style-type: none"> 2.5 Reporting to the Board 2.13 The Relationship Between the Chair and the Principal 2.2 Responsibilities of the Principal 	<ul style="list-style-type: none"> 2.18 Committee Policy 2.18.1-3 Committee Terms of Reference NEW-Pandemic Policy NEW- Traumatic Response Policy	<ul style="list-style-type: none"> 3.1 Curriculum Delivery 3.2 Personnel Policy 3.3 Appointments Policy (duplicate 3.20)
Learner Progress and Achievement (NAG 1)	<ul style="list-style-type: none"> Interim NCEA Results & Report 	<ul style="list-style-type: none"> Final NCEA Results & Report Final 2019 Subject Advisors reports 	<ul style="list-style-type: none"> Confirm Specialised and Inclusive Education and ESOL programmes in place 	<ul style="list-style-type: none"> Junior Progress including Maori/Pasifika 	<ul style="list-style-type: none"> Senior Progress including Maori/Pasifika
Strategic Self-Review and reporting (NAG2, 7, 8)	<ul style="list-style-type: none"> Approve 2020 Charter 2019 Analysis of Variance Tabled and approved Sport strategic planning 	<ul style="list-style-type: none"> Strategic Aim progress update 	<ul style="list-style-type: none"> Strategic Aim progress update 	<ul style="list-style-type: none"> Update on revised Jr curriculum 	<ul style="list-style-type: none"> Strategic Aim progress update
Human resources Performance Management (NAG 3)	<ul style="list-style-type: none"> Update on all staffing matters at start of year 	<ul style="list-style-type: none"> Confirm all teaching and support staff appraisals aligned to strategic priorities and underway Interim report on SLT Performance Management plan 	<ul style="list-style-type: none"> Confirm all teacher registrations and 6-month renewals Confirm all Police vetting Confirm 2020 beginning teacher PLD and induction programmes 	<ul style="list-style-type: none"> Confirm allocation of MUs and MMAs 	<ul style="list-style-type: none"> Mid-year report on 2020 Professional Support and Development plan for all teachers and staff.
Finance and Property (NAG 4)	<ul style="list-style-type: none"> Finance Committee Minutes Nov and Dec Accounts approved 	<ul style="list-style-type: none"> Final Budget Approved Finance Committee Minutes Jan and Feb Accounts approved 	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring March Accounts approved Annual Financial Audit 	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring April Accounts approved 	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring May Accounts approved
Health and Safety; (NAG 5)	<ul style="list-style-type: none"> Health and Safety Report 	<ul style="list-style-type: none"> Health and Safety Report 	<ul style="list-style-type: none"> Health and Safety Report 	<ul style="list-style-type: none"> Health and Safety Report Confirm legislation for students working 'off-site' being met 	<ul style="list-style-type: none"> Health and Safety Report
Admin (NAG 6)	<ul style="list-style-type: none"> Unconfirmed Roll and Year/Class sizes Stand-down and Suspension Report 	<ul style="list-style-type: none"> Confirm Roll and Year/Class sizes 2020 dates meet open for instruction requirements Stand-down and Suspension Report 	<ul style="list-style-type: none"> Roll and Year/Class sizes NCEA External Moderation Report Stand-down and Suspension Report 	<ul style="list-style-type: none"> Term 1 Attendance Report Stand-down and Suspension Report Roll and Year/Class sizes Board/Staff Xmas Date Set 	<ul style="list-style-type: none"> Stand-down and Suspension Report Roll and Year/Class sizes

Area for Review	July	August	September	October	November
Board Processes and Planning	<ul style="list-style-type: none"> Evaluate need for BOT governance training for new and existing trustees Review Board Annual Work/Reporting plan 	<ul style="list-style-type: none"> Progress on long-term Landscape plan 	<ul style="list-style-type: none"> BOT internal review of own processes 	<ul style="list-style-type: none"> Progress on Financial and Property plans BOT 2021 Work and Reporting Plan tabled for discussion 	<ul style="list-style-type: none"> Confirm any appropriate holiday delegations of authority BOT 2021 Work and Reporting Plan confirmed Annual Board Report to Community
Policy Review	<ul style="list-style-type: none"> 3.4 Financial Planning 3.10 Fundraising Policy NEW – Fraud/Theft Policy 	<ul style="list-style-type: none"> 3.11 Behaviour Management 3.13 Sensitive Expenditure NEW – Overseas Travel Policy 	<ul style="list-style-type: none"> 3.14 Media Policy 		
Learner Progress and Achievement (NAG 1)	<ul style="list-style-type: none"> Academies Report SCT report 	<ul style="list-style-type: none"> Junior Progress including Maori/Pasifika 	<ul style="list-style-type: none"> NCEA Prediction Report ALP report 	<ul style="list-style-type: none"> Interim Report on Year 9 and 10 progress and achievement 	<ul style="list-style-type: none"> Final NCEA predictions Subject Advisor reports tabled
Strategic Self-Review and reporting (NAG 2,7,8)	<ul style="list-style-type: none"> Interim Report on Progress towards Targets 2021 Strategic Plan working group established 	<ul style="list-style-type: none"> Strategic Aim progress update Arts Innovation Report 	<ul style="list-style-type: none"> Strategic Aim progress update 	<ul style="list-style-type: none"> Strategic Aim progress update 2021 Strategic Plan and Targets tabled for discussion 	<ul style="list-style-type: none"> Analysis of Variance 2019 (draft) 2021 Strategic Plan and Targets Confirmed
Human resources Performance Management (NAG 3)	<ul style="list-style-type: none"> Confirm PRT support and progress Confirm any mid-year salary increments applied 	<ul style="list-style-type: none"> Confirm progress on all staff appraisals, including for MUs 	<ul style="list-style-type: none"> Confirm all teacher registrations and 6-month renewals 		<ul style="list-style-type: none"> Confirm completion of all staff annual appraisals
Finance and Property (NAG 4)	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring June Accounts approved 	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring July Accounts approved 	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring August Accounts approved 	<ul style="list-style-type: none"> Finance Committee Minutes 2021 Draft Budget tabled September Accounts Approved 	<ul style="list-style-type: none"> Finance Committee Minutes 2010 Draft Budget Approved October Accounts Approved
Health and Safety; (NAG 5)	<ul style="list-style-type: none"> Health and Safety Report 	<ul style="list-style-type: none"> Health and Safety Report – including 1st Aid Certificates and Records, Emergency evacuation trials IT strategy and cyber safety report 	<ul style="list-style-type: none"> Health and Safety Report Student and Staff Wellbeing Report 	<ul style="list-style-type: none"> Health and Safety Report Check on legislation for students working ‘off-site’ being met 	<ul style="list-style-type: none"> Health and Safety Report 2020 Injury and Incident report
Admin (NAG 6)	<ul style="list-style-type: none"> Term 2 Attendance Report Stand-down and Suspension Report Roll and Year/Class sizes 	<ul style="list-style-type: none"> Stand-down and Suspension Report Roll and Year/Class sizes 	<ul style="list-style-type: none"> Stand-down and Suspension Report Roll and Year/Class sizes 	<ul style="list-style-type: none"> Term 3 Attendance Report Stand-down and Suspension Report Roll and Year/Class sizes 	<ul style="list-style-type: none"> Final 2020 Attendance and Stand-down report Interim ‘Leavers’ Report Projected 2021 Roll and Year/Class sizes

Paeroa College operations, governance and management including resources and property

Human Resources:

Key school documents that inform the Paeroa College Charter relating to human resources include:

- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Staff Handbook
- School Information Pamphlet
- Staff Professional Development Programme
- Personnel & Curriculum Policies

Health and Safety:

Key school documents that inform the Paeroa College Charter relating to health and safety include:

- EOTC Policy and Procedures
- Hazards Register
- Accidents & Medical Register
- Maintenance Schedule
- Evacuations Procedures
- Student Support Programmes and Procedures
- Associated Policies
- College Health & Safety Handbook
- Health & Safety Committee minutes

Finances:

Key school documents that inform the Paeroa College Charter relating to finances include:

- Annual Budget
- 10 Year Property Plan
- SUE Reports
- Assets Register
- Auditors Reports
- Associated Policies & Procedures



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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

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 board leads the annual charter review process 1.2 The board sets/reviews the strategic aims by February meeting 1.3 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 1.4 Regular board meetings include a report on progress towards achieving strategic aims 1.5 The Charter is the basis for all board decision making
2. Monitors and evaluates student progress and achievement	2.1 The board approves an annual review schedule covering curriculum and student progress and achievement reports 2.2 Reports 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
3. Appoints, assesses the performance of and supports the Principal	3.1 Principal's performance management system in place and implemented
4. Approves the budget and monitors financial management of the school	4.1 Budget approved by the first meeting each year 4.2 Satisfactory performance of school against budget
5. Effectively manages risk	5.1 The board has an effective governance model in place 5.2 The board remains briefed on internal/external risk environments and takes action where necessary 5.3 The board identifies 'trouble spots' in statements of audit and takes action if necessary 5.4 The board ensures the Principal reports on all potential and real risks when appropriate and takes appropriate action
6. Ensures compliance with legal requirements	6.1 New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members 6.2 New and continuing members have been kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when

The board	The Standards
	necessary 6.3 Accurate minutes of all board meetings, approved by board and signed by chair 6.4 Individual staff/student matters are always discussed in public excluded session 6.5 Board meetings have a quorum
7. Ensures trustees attend board meetings and take an active role	7.1 Board meetings are effectively run 7.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them 7.3 Attendance at 80% of meetings (min.) 7.4 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)
8. Approves major policies and programme initiatives	8.1 Approve programme initiatives as per policies 8.2 The board monitors implementation of programme initiatives
9. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	9.1 The Treaty of Waitangi is obviously considered in board decisions 9.2 The board, Principal and staff are culturally responsive and inclusive
10. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	10.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) 10.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct 10.3 Ensures there is ongoing monitoring and review of all personnel policies
11. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	11.1 Successful resolution of any disputes and conflicts referred
12. Represents the school in a positive, professional manner	12.1 Code of behaviour adhered to
13. Oversees, conserves and enhances the resource base	13.1 Property/resources meet the needs of the student achievement aims
14. Effectively hands over governance to new board/trustees at election time	14.1 New trustees provided with governance manual and induction 14.2 New trustees fully briefed and able to participate following attendance at an orientation programme 14.3 Appropriate delegations are in place as per s66 Education Act 14.3 Board and trustees participate in appropriate professional development

Review Schedule: Annually

Review Date 18/02/2020 Next Review Date 2021 Board Chair _____

2. Responsibilities of the Principal Policy

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. Demonstrate a recognition that the people who work, learn and interact with the College and the relationships between them are of the highest importance in the College's success.
2. Meet the requirements of the current job description.
3. Meet the requirements of their employment agreement including the 4 areas of practice from the Principals' Professional Standards.
4. Act as the educational leader and day-to-day manager of the school within the law and in line with all board policies.
5. Participate in the development and implementation of their annual performance agreement and participate in their annual review process.
6. 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.
7. Use resources efficiently and effectively and preserve assets (financial and property) including engagement of contractors within budget plus unbudgeted contractors to a value of \$5000 and authorising other unbudgeted payments to a value of \$5000.
8. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
9. Allocate pay units for appropriate positions.
10. 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.
11. Undertake inquiry into potential breaches of discipline. In the event the issues under investigation are not resolved informally or the Principal is of the view that the matter should proceed to the board, then the Principal may initiate formal disciplinary procedures by forwarding relevant documents to the board. If during any such inquiry the Principal believes that the welfare of any student or employee at the school so requires, discretionary leave may be arranged.
12. Employ, deploy and terminate relieving and non-teaching staff positions.
13. Employ teaching staff as per the appointments policy.
14. Grant and or require the following in relation to leave: A medical certificate for sick leave when in excess of five days. Authorise discretionary leave not exceeding a total of 5 days.
15. Communicate with the community on operational matters where appropriate.
16. Refrain from unauthorised public statements about the official position of the board on controversial social, political, and/or educational issues.
17. Keep the board informed of information important to its role.
18. Report to the board as per the board's reporting policy requirements.
19. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000.
20. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

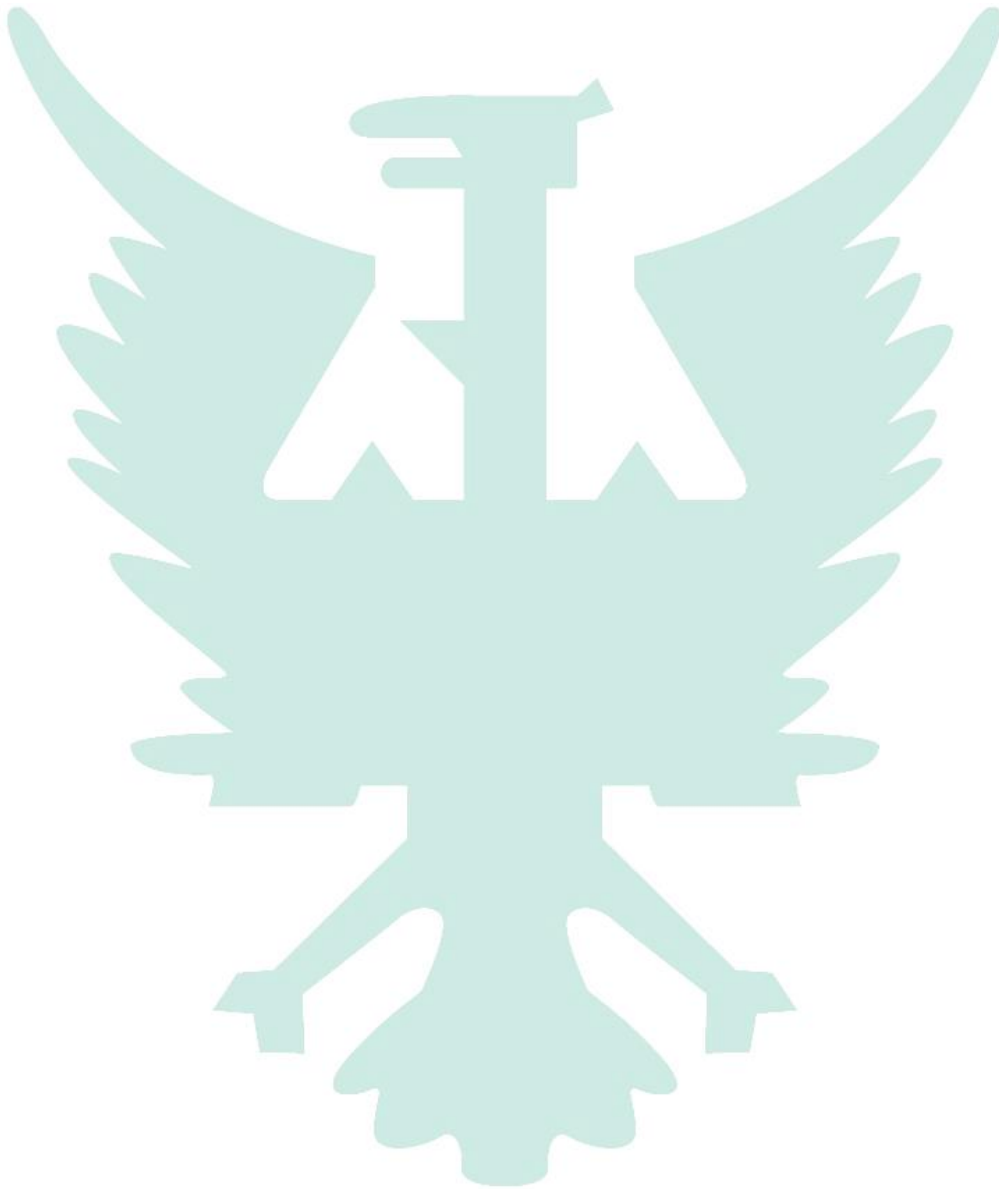
Only decisions made by the board acting as a board are binding on the Principal unless specific delegations are in place. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the Principal except in rare circumstances when the board has specifically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

Review schedule: Annually

Review Date 28/04/2020 Next Review Date 2021 Board Chair _____



3. Disciplinary Process in Relation to the Principal Policy

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.

Review schedule: Triennially

Review Date 17/03/2020 Next Review Date 2023 Board Chair _____



4. Principal Professional Expenses Policy

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.

Review schedule: Triennially

Review Date 17/03/2020 Next Review Date 2023 Board Chair _____



5. Reporting to the Board Policy

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 the 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
 - vi. Health & Safety Report
 - 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

Review schedule: Triennially

Review Date 28/04/2020 Next Review Date 2023 Board Chair _____

6. Trustees' Code of Behaviour Policy

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
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
7. Be diligent and attend board meetings prepared for full and appropriate participation in decision making
8. Ensure that individual trustees do not act independently of the board's decisions
9. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
10. Avoid any conflicts of interest with respect to their fiduciary responsibility
11. Recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the Principal or staff
12. 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
13. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
14. Be available to undertake appropriate professional development

I, xxxxxxxx, 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:

Review schedule: Triennially

Review Date 23/07/2019 Next Review Date 2022 Board Chair _____

7. Trustee Remuneration and Expenses Policy

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 Paeroa College;

- 1 The chair receives \$75.00 per board meeting
- 2 Elected board members receive \$55.00 per board meeting
- 3 There is no payment for working group/committee meeting
- 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

Review schedule: Triennially

Review Date 30/04/2019 Next Review Date 2022 Board Chair _____

8. Conflict of Interest Policy

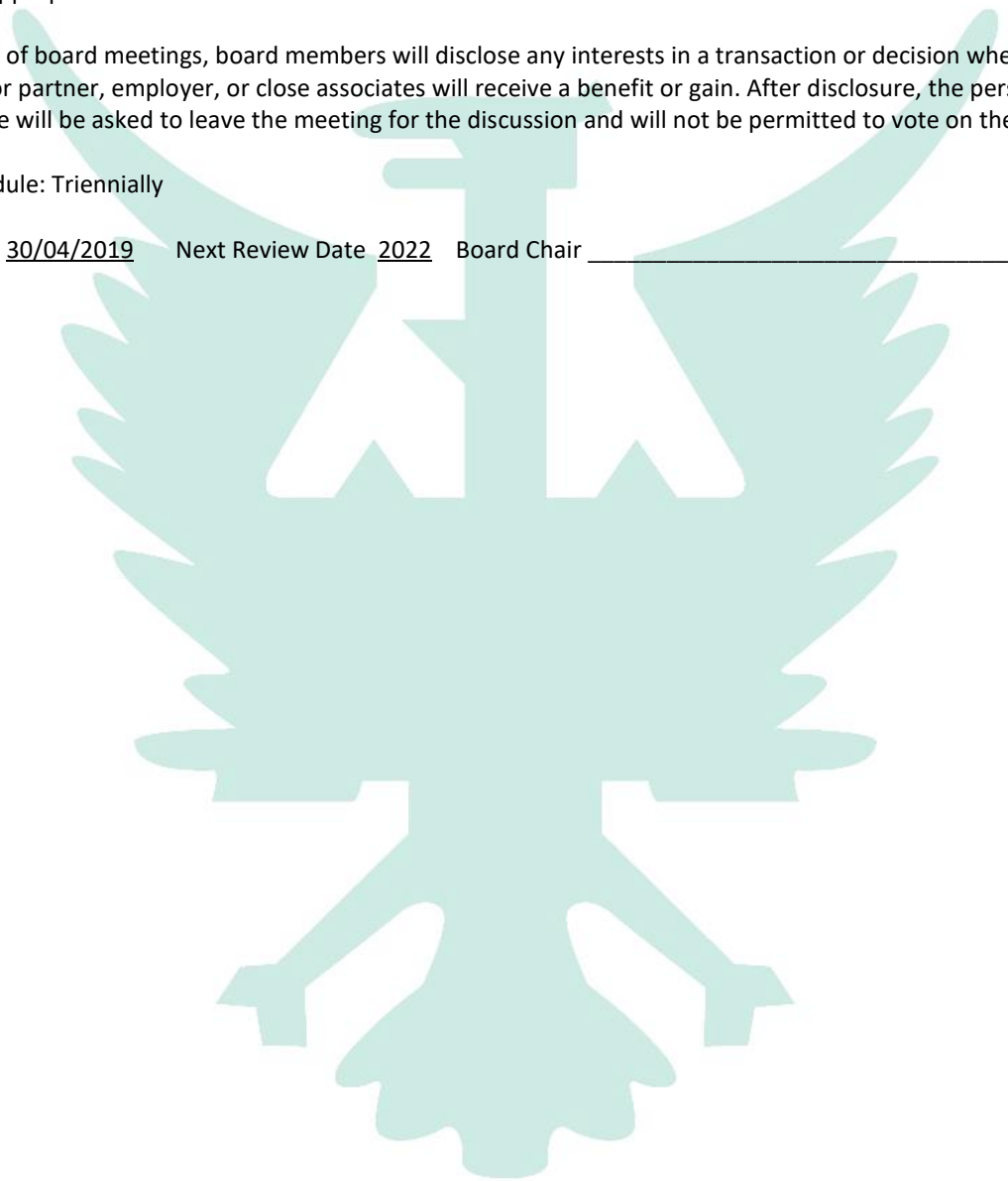
The standard of behaviour expected at Paeroa College is that all staff and board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of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

Review schedule: Triennially

Review Date 30/04/2019 Next Review Date 2022 Board Chair _____



9. Chair's Role Description Policy

The chair of Paeroa College 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 board*
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 policies*
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*
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

** Legislative Requirement*

Review Date 18/02/2020 Next Review Date 2021 Board Chair _____

10. Staff/Student Trustee Role Description Policy

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

As a trustee the staff/student 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/Student 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/student trustee has a copy of the Governance Manual and is familiar with all board policies
3. The staff/student 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/student trustee is not a staff/student advocate 3.2 The staff/student trustee does not bring staff/student concerns to the board
4. The staff/student trustee is bound by the Trustee Code of Behaviour	4.1 The staff/student trustee acts within the code of behaviour
5. It is not necessary for the staff/student 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.

Review schedule: Triennially

Review Date 30/04/2019 Next Review Date 2022 Board Chair _____

11. The Relationship between the Board and the Principal Policy

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.

Review schedule: Annually

Review Date 17/03/2020 Next Review Date 2021 Board Chair _____

12. Principal's Performance Management Policy

It is the policy of the Paeroa College Board of Trustees to establish a performance agreement with the Principal each year* 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 as 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.

* Legal requirement

Signature

I, _____, have been informed of the performance review policy and procedures of Paeroa College Board.

Signature _____ Date _____

Review schedule: Triennially

Review Date 19/03/2019 Next Review Date 2022 Board Chair _____

13. The Relationship between the Chair and the Principal Policy

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 goals and targets that have been set.

Review schedule: Annually

Review Date 28/04/2020 Next Review Date 2021 Board Chair _____

14. Meeting Process Policy

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. Sufficient copies of the agenda of the open (public) session will be posted on the board of trustees' notice board and available at the meeting place for the public.
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:
 - make the reasons for excluding the public clear
 - reserve the right to include any non-board member it chooses
4. Can be held via audio, audio and visual, or electronic communication providing:
 - all trustees who wish to participate in the meeting have access to the technology needed to participate, and
 - a quorum of members can simultaneously communicate with each other throughout the meeting.

Review schedule: Triennially

Review Date 21/05/2019 Next Review Date 2022 Board Chair _____

15. Meeting Procedure Policy

(an * denotes legislative requirement)

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. 26).

General:

- Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
- Board minutes will be taken by a non trustee paid on a commercial basis on contract.
- The quorum shall be more than half the members of the board currently holding office.*
- 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.*
- 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.*
- The chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
- 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.
- Only trustees have automatic speaking rights.
- The board delegates [and minutes] powers under Sections 15 and 17 of Education Act to the Disciplinary Committee.
- The board delegates [and minutes] authority to the deputy Principal in the times of absence of the Principal.
- The amount the chair and other board members are paid for attendance at board meetings is set by the board. Currently the chair receives \$75 per board meeting and board members receive \$55 per board meeting. There is no payment for committee or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair.

Time of meetings:

- Regular meetings at dated and times as agreed.
- 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.*

Public participation:

- The board meeting is a meeting held in public rather than a public meeting.
- Public participation is at the discretion of the board.
- Public attending the meeting are given a notice about their rights regarding attendance at the meeting.

Motions/amendments:

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

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.

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:

- Agenda items are to be notified to the chair 4 working days prior to the meeting
- Late items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent
- The order of the agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the board are to be agended as separate meeting items.
- 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.
- The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- Papers and reports are to be sent to the board 2 working days before the meeting

Minutes

- The Principal is to ensure that secretarial services are provided to the board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- A draft set of minutes is to be completed and sent to the chair for approval within 5 working days of the board meeting before being distributed to trustees within 9 working days of the meeting.

Review schedule: Triennially

Review Date 21/05/2019 Next Review Date 2022 Board Chair _____

15.1 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 3 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 will not address questions or statements to speakers.
- 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.

Review schedule: Triennially

Review Date 21/05/2019 Next Review Date 2022 Board Chair _____

15.2 Meeting Agenda

A typical agenda will be as follows.

Paeroa College Board of Trustees Meeting Agenda
6.30pm Thursday XXth Xxxx 2020. Location = B Block

Karakia

- 6.30 Welcome, apologies and introduction of guests
 Declaration of Interests
 Minutes of previous meeting. Matter arising (not covered in Agenda)
 Chairpersons' comment (if required)
 Health and Safety events/issues identified

- 6.45 Curriculum Matters, updates, analysis, progress reporting
 Principals' report
 Staff Report
 Student Rep report
 Any other aspects of Student activity or learning.

- X.xx Strategic monitoring, Plans, Policies and Review
 Progress to date re Annual plan.
 Charter/Strategic plan(s) (if required)
 Principal appraisal and staff development (if required)
 BOT performance/development (if required)
 Policies for review; X.xx.x
 X...

- X.xx Finance

- X.xx Property

- X.xx Health & Safety
 Quarterly and routine checks, actions...

- X.xx General Legislation & Administration
 (Attendance, school day/year, non-teaching days, bus routes, uniform etc.)

- X.xx Correspondence
 Inwards
 Outwards

- X.xx General Business
 Ko hui Ako
 -
 -
 Items of general business for next meeting.

- X.xx Karakia & Meeting close

Review schedule: Triennially

Review Date 17/03/2020 Next Review Date 2023 Board Chair _____

15.3 Evaluation of Meeting

- 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).....

Review schedule: Triennially

Review Date 17/03/2020 Next Review Date 2023 Board Chair _____

16. Board Induction Policy

The board is committed to ensuring continuity of business and a smooth transition when trustees join the board. Therefore,

1. New trustees will receive a welcome letter on their joining the board which includes:
 - Where and when they can pick up their governance folder
 - The suggested date of the induction
 - The date of the next board meeting
 - Chair and Principal contact details
2. New trustees will be issued with a governance manual containing copies of the school's:
 - Charter – including the strategic and annual/operational plans
 - Policies
 - The current budget
 - The last ERO report
 - The last annual report
 - The triennial review programme
 - Any other relevant material
3. The chair or delegate will meet with new board members to explain board policy and other material in the governance manual.
4. The Principal and chair or delegate, will brief all new members on the organisational structure of the school.
5. The Principal will conduct a site visit of the school.
6. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chair with the new members. The review will include the following aspects:

▪ **Did you feel welcomed onto the board?**

Very welcome

Welcome

Not very welcome

Comment:

▪ **Did you receive all necessary information in a timely manner?**

Very timely

Timely

Not very timely

Comment:

▪ **Did you find the induction with Principal and board chair to be effective?**

Very effective

Effective

Not very effective

Comment:

Please comment on how we could improve this induction process:

Review Schedule: Triennially

Review Date 30/04/2019 Next Review Date 2022 Board Chair _____

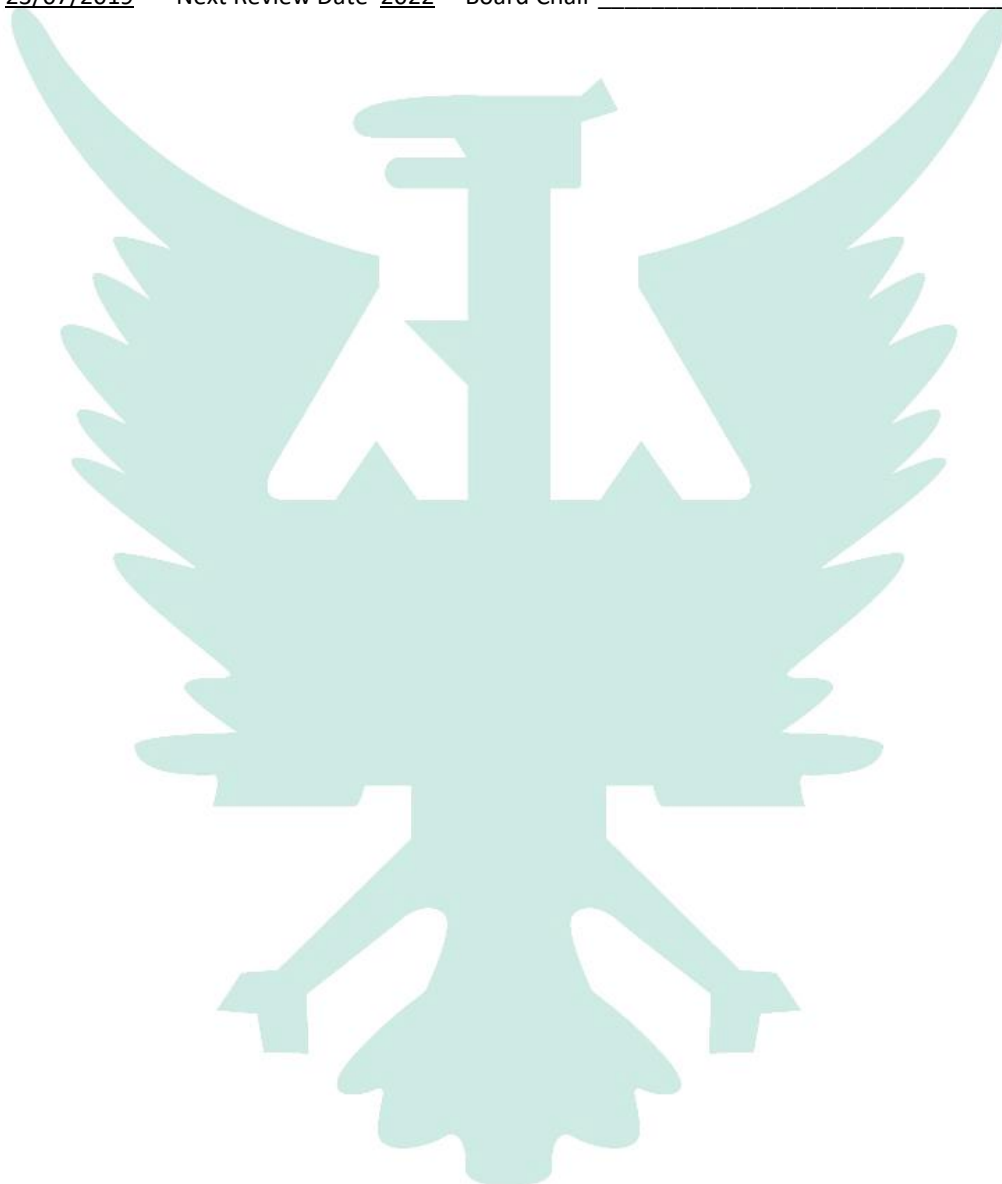
17. Board Review Policy

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

- the annual report
- the triennial review programme
- the Education Review Office (ERO) report
- any other means deemed appropriate by the board

Review schedule: Triennially

Review Date 23/07/2019 Next Review Date 2022 Board Chair _____



18. Committee Policy

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

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:

- Finance
- Property
- Discipline
- Principal's Appraisal

Review schedule: Triennially

Review Date 12/06/2017 Next Review Date 2020 Board Chair _____

18.1 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.

Review schedule: Triennially

Review Date 12/06/2017 Next Review Date 2020 Board Chair _____

18.2 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.

Review schedule: Triennially

Review Date 12/06/2017 Next Review Date 2020 Board Chair _____

18.3 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.
13. Finance Committee minutes

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

Date	Action Required
8 February	Finance committee self review and plan for the year
13 March	Annual accounts prepared and forwarded to the auditors.
10 April	Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and capital works
16 May	Community reporting on financial performance
12 June	Ensure any issues raised by the auditor have been addressed
18 July	Annual review of risk management needs and insurances
14 August	Annual plan available as an input document for preparation of the budget
11 September	Initial annual budget recommendations submitted to the board
16 October	Revised annual budget (if required) submitted to the board for approval
13 November	

Review schedule: Triennially

Review Date 12/06/2017 Next Review Date 2020 Board Chair _____

19. Paeroa College Delegations List

Date of Minuted Delegation	Personnel Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee	Delegated Authority See Individual Committee Terms of Reference in the board's Governance Manual	Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the board or, if no date, is ongoing
17/03/2020	Disciplinary Committee Bill Tissingh Jo Tilsley Larn Wilkinson	That all current trustees bar the Principal are delegated authority to be members of the board's Disciplinary Committee acting under the Terms of Reference for this committee.	
17/03/2020	Finance Committee Jo Tilsley Conall Buchanan Amy Hacker	That the Finance Committee members are delegated authority to be members of the board's Finance Committee acting under the Terms of Reference for this committee.	
17/03/2020	Deputy Principal	That the board directs that, except where the board, at it's discretion, otherwise determines, the deputy Principal 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.	
17/03/2020	Health & Safety Committee Ursula Johnson Steven Hill		
17/03/2020	Sports Committee Steven Hill Amy Hacker		
17/03/2020	Property Committee Larn Wilkinson Conall Buchanan Ursula Johnson		

Notes:

[T] – trustee

Review Schedule: Annually

Review Date 17/03/2020

Next Review Date 2021

Board Chair _____

20. Complaint Form

Any formal complaint made to the school, either in writing or verbally, will be followed up by the Principal or delegated person using the following form as a front sheet with the self-explanatory process detailed on it documented and retained.

COMPLAINT FOLLOW UP FORM

Complaint:

- ☐ Community Concern
☐ Curriculum and Teaching
☐ Personnel
☐ Property

Date Received:

Received via:

- ☐ Email ☐ Letter ☐ In-person

Action:

- ☐ Acknowledged [in writing]
☐ Investigated
☐ Outcome [in writing]
☐ Mediation [if required]

Chronological Events/Investigation:

Date	Action	Who	Evidence

Review Schedule: Triennially

Review Date 20/08/2019 Next Review Date 2022 Board Chair _____

21. 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

Yes/**No**

Date of board meeting where change was made: 5 July 2019

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
William Tissingh	021 862 871 Bill.tissingh@gmail.com	CH	EL	10/06/2016		Election 2022
Conall Buchanan	027 688 9984 c.r.buchanan@xtra.co.nz	ME	EL	14/08/2018		Election 2022
Jo Tilsley	027 330 3170 enquiries@paeroa.org.nz	ME	EL	10/06/2016		Election 2022
Amy Hacker	021 0838 3011 amyh@paeroacollege.school.nz	ME	Principal	28/01/2019		
Amia Tissingh	Atiss14025@paeroacollege.school.nz	ME	Student Trustee	15/10/2019		Election 2020
Steven Hill	027 280 6302 stevenh@leachltd.co.nz	ME	EL	27/11/2018		Election 2022
Ursula Johnson	021 122 1874 ursulaj&paeroacollege.school.nz	ME	EL	07/03/2020		Election 2022
Dave Porter	027 248 3591 dave@neatmeat.com	ME	EL	10/06/2010	21/05/2019	
Letitia Voss	021 072 7929 letitiav@paeroacollege.school.nz	ME	EL	05/07/2019	01/10/2019	
Tracey Adams	021 902 739 tracey.adams@ohinemuricol.school.nz	ME	EL	10/06/2016	21/05/2019	
Winara Levi	021 026 98249 winara@ymail.com	ME	Co-opted	11/09/2018	21/05/2019	
Corrie Anderson	021 939 387 corriea@paeroacollege.school.nz	ME	EL	10/06/2016	21/05/2019	
Skye Budge	Sbudg13019@paeroacollege.school.nz	ME	Student Trustee	19/10/2018	01/10/2019	

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 are advised

Note 3: Complete form (Appendix F) for informing MoE and NZSTA

Review Schedule: Triennially

Review Date 05/07/2019 Next Review Date 2022 Board Chair _____

21. Triennial Review Programme/Board Annual Work Plan Review Schedule: Annually

Paeroa College BOT Annual Work and Reporting Plan: 2020

Area for Review	February	March	April	May	June
Board Processes and Planning	<ul style="list-style-type: none"> Delegations Election of Officers, Sub-Committee and Authorisations 	<ul style="list-style-type: none"> Set BoT Christmas dinner date 	<ul style="list-style-type: none"> Performance Management Appraisal for principal Final Report of SLT performance management 		
Policy Review	2.1 Board Roles and Responsibilities 2.9 Chair's Role Description 2.19 Delegations List 2.21 Trustee Register NEW-Anti-bullying policy	<ul style="list-style-type: none"> 2.3 Disciplinary Process in Relation to the Principal 2.4 Principal Professional Expenses 2.11 The Relationship between the Board and the Principal 	<ul style="list-style-type: none"> 2.5 Reporting to the Board 2.13 The Relationship Between the Chair and the Principal 2.2 Responsibilities of the Principal 	<ul style="list-style-type: none"> 2.18 Committee Policy 2.18.1-3 Committee Terms of Reference NEW-Pandemic Policy NEW- Traumatic Response Policy 	<ul style="list-style-type: none"> 3.1 Curriculum Delivery 3.2 Personnel Policy 3.3 Appointments Policy (duplicate 3.20)
Learner Progress and Achievement (NAG 1)	<ul style="list-style-type: none"> Interim NCEA Results & Report 	<ul style="list-style-type: none"> Final NCEA Results & Report Final 2019 Subject Advisors reports 	<ul style="list-style-type: none"> Confirm Specialised and Inclusive Education and ESOL programmes in place 	<ul style="list-style-type: none"> Junior Progress including Maori/ Pasifika 	<ul style="list-style-type: none"> Senior Progress including Maori/Pasifika
Strategic Self-Review and reporting (NAG2, 7, 8)	<ul style="list-style-type: none"> Approve 2020 Charter 2019 Analysis of Variance Tabled and approved Sport strategic planning 	<ul style="list-style-type: none"> Strategic Aim progress update 	<ul style="list-style-type: none"> Strategic Aim progress update 	<ul style="list-style-type: none"> Update on revised Jr curriculum 	<ul style="list-style-type: none"> Strategic Aim progress update
Human resources Performance Management (NAG 3)	<ul style="list-style-type: none"> Update on all staffing matters at start of year 	<ul style="list-style-type: none"> Confirm all teaching and support staff appraisals aligned to strategic priorities and underway Interim report on SLT Performance Management plan 	<ul style="list-style-type: none"> Confirm all teacher registrations and 6-month renewals Confirm all Police vetting Confirm 2020 beginning teacher PLD and induction programmes 	<ul style="list-style-type: none"> Confirm allocation of MUs and MMAs 	<ul style="list-style-type: none"> Mid-year report on 2020 Professional Support and Development plan for all teachers and staff.
Finance and Property (NAG 4)	<ul style="list-style-type: none"> Finance Committee Minutes Nov and Dec Accounts approved 	<ul style="list-style-type: none"> Final Budget Approved Finance Committee Minutes Jan and Feb Accounts approved 	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring March Accounts approved Annual Financial Audit 	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring April Accounts approved 	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring May Accounts approved
Health and Safety; (NAG 5)	<ul style="list-style-type: none"> Health and Safety Report 	<ul style="list-style-type: none"> Health and Safety Report 	<ul style="list-style-type: none"> Health and Safety Report 	<ul style="list-style-type: none"> Health and Safety Report Confirm legislation for students working 'off-site' being met 	<ul style="list-style-type: none"> Health and Safety Report
Admin (NAG 6)	<ul style="list-style-type: none"> Unconfirmed Roll and Year/Class sizes Stand-down and Suspension Report 	<ul style="list-style-type: none"> Confirm Roll and Year/Class sizes 2020 dates meet open for instruction requirements Stand-down and Suspension Report 	<ul style="list-style-type: none"> Roll and Year/Class sizes NCEA External Moderation Report Stand-down and Suspension Report 	<ul style="list-style-type: none"> Term 1 Attendance Report Stand-down and Suspension Report Roll and Year/Class sizes Board/Staff Xmas Date Set 	<ul style="list-style-type: none"> Stand-down and Suspension Report Roll and Year/Class sizes

	July	August	September	October	November
Board Processes and Planning	<ul style="list-style-type: none"> Evaluate need for BOT governance training for new and existing trustees Review Board Annual Work/Reporting plan 	<ul style="list-style-type: none"> Progress on long-term Landscape plan 	<ul style="list-style-type: none"> BOT internal review of own processes 	<ul style="list-style-type: none"> Progress on Financial and Property plans BOT 2021 Work and Reporting Plan tabled for discussion 	<ul style="list-style-type: none"> Confirm any appropriate holiday delegations of authority BOT 2021 Work and Reporting Plan confirmed Annual Board Report to Community
Policy Review	<ul style="list-style-type: none"> 3.4 Financial Planning 3.10 Fundraising Policy NEW – Fraud/Theft Policy 	<ul style="list-style-type: none"> 3.11 Behaviour Management 3.13 Sensitive Expenditure NEW – Overseas Travel Policy 	<ul style="list-style-type: none"> 3.14 Media Policy 		
Learner Progress and Achievement (NAG 1)	<ul style="list-style-type: none"> Academies Report SCT report 	<ul style="list-style-type: none"> Junior Progress including Maori/Pasifika 	<ul style="list-style-type: none"> NCEA Prediction Report ALP report 	<ul style="list-style-type: none"> Interim Report on Year 9 and 10 progress and achievement 	<ul style="list-style-type: none"> Final NCEA predictions Subject Advisor reports tabled
Strategic Self-Review and reporting (NAG 2,7,8)	<ul style="list-style-type: none"> Interim Report on Progress towards Targets 2021 Strategic Plan working group established 	<ul style="list-style-type: none"> Strategic Aim progress update Arts Innovation Report 	<ul style="list-style-type: none"> Strategic Aim progress update 	<ul style="list-style-type: none"> Strategic Aim progress update 2021 Strategic Plan and Targets tabled for discussion 	<ul style="list-style-type: none"> Analysis of Variance 2019 (draft) 2021 Strategic Plan and Targets Confirmed
Human resources Performance Management (NAG 3)	<ul style="list-style-type: none"> Confirm PRT support and progress Confirm any mid-year salary increments applied 	<ul style="list-style-type: none"> Confirm progress on all staff appraisals, including for MUs 	<ul style="list-style-type: none"> Confirm all teacher registrations and 6-month renewals 		<ul style="list-style-type: none"> Confirm completion of all staff annual appraisals
Finance and Property (NAG 4)	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring June Accounts approved 	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring July Accounts approved 	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring August Accounts approved 	<ul style="list-style-type: none"> Finance Committee Minutes 2021 Draft Budget tabled September Accounts Approved 	<ul style="list-style-type: none"> Finance Committee Minutes 2010 Draft Budget Approved October Accounts Approved
Health and Safety; (NAG 5)	<ul style="list-style-type: none"> Health and Safety Report 	<ul style="list-style-type: none"> Health and Safety Report – including 1st Aid Certificates and Records, Emergency evacuation trials IT strategy and cyber safety report 	<ul style="list-style-type: none"> Health and Safety Report Student and Staff Wellbeing Report 	<ul style="list-style-type: none"> Health and Safety Report Check on legislation for students working ‘off-site’ being met 	<ul style="list-style-type: none"> Health and Safety Report 2020 Injury and Incident report
Admin (NAG 6)	<ul style="list-style-type: none"> Term 2 Attendance Report Stand-down and Suspension Report Roll and Year/Class sizes 	<ul style="list-style-type: none"> Stand-down and Suspension Report Roll and Year/Class sizes 	<ul style="list-style-type: none"> Stand-down and Suspension Report Roll and Year/Class sizes 	<ul style="list-style-type: none"> Term 3 Attendance Report Stand-down and Suspension Report Roll and Year/Class sizes 	<ul style="list-style-type: none"> Final 2020 Attendance and Stand-down report Interim ‘Leavers’ Report Projected 2021 Roll and Year/Class sizes

Review Schedule: Annually

Reviewed 19/03/2019 Next Review Date 2020 Board Chair _____

Part 3 Operational Policies

1. Curriculum Delivery Policy

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

1. 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

Review schedule: Triennially

Review Date 17/10/2017 Next Review Date 2020 Board Chair _____

2. Personnel Policy

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. that employment records are maintained and that all employees have written employment agreements
5. that performance agreements are established for all staff and that reviews are undertaken annually
6. 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
7. board approval is sought for any requests for discretionary staff leave with or without pay of longer than 5 days
8. board approval is sought for any requests for staff travelling overseas on school business
9. the board is advised of any staff absences longer than 5 school days
10. the requirements of the Health and Safety in Employment Act 2015 are met
11. advice is sought as necessary from NZSTA advisors where employment issues arise

Review schedule: Triennially

Review Date 03/07/2017 Next Review Date 2020 Board Chair _____

3. Appointments Policy

Outcome statement:

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

Scoping:

To assist in the appointment of quality staff to any vacancy which may arise, appointment committees with expertise relevant to the vacancy, may 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 Paeroa College procedures on safety checking, police vetting and screening.

Delegations:

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

Expectations:

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 members of the Senior Leadership Team will involve an appointment committee consisting of the Principal, the Board Chair and a delegate (should the board feel the need to include one).
 - b. Unless determined otherwise by the Board, appointment of all other teachers, part time teachers, long term relieving teachers, and non-teaching staff will be the responsibility of the Principal in consultation with the 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 as outlined below:
 - a. recruitment related information including reference checks and candidate information should be stored permanently on file for those who have been successful in their application for a position. This includes the candidate's CV and reference checks.
 - b. teachers with a Limited Authority to Teach (LAT) are only employed on a temporary basis and not in a position where a registered teacher can be found to fill the position.
 - c. robust policies are in place to ensure that the person attending an interview for a teaching position is the same as the one who claims to have been registered by the Council.
 - d. Safety checks are conducted by the most appropriate person in relation to the role being filled. Information gained is kept in an appropriate secure place.
 - e. Comprehensive employee induction processes are in place.
3. In the case of Community of Learning /Kāhui Ako:
 - a. Staff seeking the Communities of Learning /Kāhui Ako leadership role or the teacher across schools role must seek and receive consent from the Board before applying for the role.

Review schedule: Annually

Review Date 23/07/2019 Next Review Date 07/2022

Board Chair _____

4. Financial Planning Policy

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 finances and budget to the Principal. The Principal, in association with the Finance Committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the Finance Committee terms of reference.

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 strategic intentions defined 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

Review schedule: Triennially

Review Date 11/09/2017 Next Review Date 2020 Board Chair _____

5. Financial Condition Policy

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 owed to the school is collected in a timely manner
6. timely payment to staff and other creditors is made
7. unauthorised property is not sold or purchased
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 \$10,000.00, comparative prices are sought
 - of over \$10,000.00 an adequate review on ongoing costs, value and reliability is undertaken
 - of over \$10,000.00 on a single item board approval is first sought
11. effective systems are in place to meet the requirements of the payroll system

Review schedule: Triennially

Review Date 17/09/2019 Next Review Date 2022 Board Chair _____

6. Asset Protection Policy

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. receive board approval for maintenance contracts over \$5000 for any one contract
8. conduct competitive tenders for all contracting
9. protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
10. not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
11. not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

Review schedule: Triennially

Review Date 17/09/2019 Next Review Date 2022 Board Chair _____

3.7.1 Health and Safety Policy

As a PCBU, 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 practicable;¹ comply with the provisions of legislation dealing with health and safety in the workplace, by:

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

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

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

3.7.2 Child Protection Policy

This policy outlines the board's commitment to child protection in accordance with the Children's Act of 2014 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.

¹ **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

² 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 PCBU has appropriate resources and processes to eliminate or minimise those risks, ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks, and for responding to that information, ensure there are processes for complying with any duty, and that these are implemented, verify that these resources and processes are in place and being used.

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 1989, any person in our school/kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

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. Make this policy available on the school's internet site or available on request
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required
5. Ensure the interests and protection of the child are paramount in all circumstances
6. Recognise the rights of family/whanau to participate in the decision-making about their children
7. 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
8. 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
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
10. 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
11. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
13. Ensure that this policy forms part of the initial staff induction programme for each staff member

Review schedule: Within 3 years

Review schedule: Triennially

Review Date 23/07/2019 Next Review Date 2022 Board Chair _____

8. Legal Responsibilities Policy

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

Review schedule: Triennially

Review Date 20/08/2019 Next Review Date 2022 Board Chair _____

9. Foreign Fee Paying Students Policy

Paeroa College will be approached to accommodate foreign / fee paying students by various Agents and organisations. The majority of these students will not hold New Zealand residency and the College faces considerable responsibilities in these instances as outlined in the Code of Practice signed between Paeroa College and the Ministry of Education.

1. Paeroa College will meet the requirements of and be a full signatory to the Code of Practice for Foreign Fee Paying students.
2. The inclusion of foreign / fee paying students will in no way deter from the education of students from the local contributing areas.
3. The recruitment of foreign / fee paying students will be carried out in a controlled and moderated manner.
4. There is a desire to further the understanding and tolerance of Paeroa College students through the school's involvement with foreign students.
5. The Paeroa College BOT sets an enrolment maximum of five (5) students from any one nationality on the school roll at any one time, and a maximum of 5% of the roll in total.
6. Paeroa College will not accept foreign / fee paying students without a homestay organised by the College. Homestay providers will be signatories to the Homestay Providers Agreement.

Review Schedule Triennially

Reviewed Date 17/09/2019 Next Review Date 2022 Board Chair _____

10. Fundraising Policy

1. Any fundraising on behalf of Paeroa College must have prior approval from the BoT or Finance Committee.
2. All fundraising monies must be receipted through the College's banking systems.
3. Any fundraising activity is voluntary.
4. All fundraising must comply with the law and not bring the school into disrepute.
5. No student may participate in a fundraising activity where they are directly involved in the sale or distribution of items of an inappropriate nature such as alcohol.
6. Fundraising for individual students is only acceptable in exceptional circumstances, as directed by the BoT or Principal.

Review schedule: Triennially

Review Date 4/12/2017 Next Review Date 12/2020

Board Chair _____

11. Behaviour Management Policy

Paeroa College believes in a relational and restorative positive approach to school discipline. We have rules to protect staff and students to ensure that all behaviour is of an acceptable standard enabling the school environment to be a pleasant, secure place for all.

- Expectations of behaviour in school will be clear and consistently followed by all staff.
- Parents/Caregivers will be contacted if a student's behaviour at school is unacceptable and/or causing concern enlisting their support and advice.
- Continued and/or serious unacceptable behaviour may lead to a stand-down or suspension from school in accordance with the Education Act 1989.
- Any student activity connected to illegal drugs or alcohol is likely to lead to suspension.

Review schedule: Annually

Review Date May 2019 Next Review Date May 2020

Board Chair _____

12 Assessment Policy

The Principal will ensure that quality assessment will inform good teaching and develop student learning.

The purpose of assessment is to allow the school to

1. Monitor the progress of individual students and groups of students.
2. Review and improve teaching and learning experiences.
3. Be appropriately informed at key transition points in our students' education.
4. Analyse achievement information for Maori students and other identified groups.
5. Collect, collate and disburse baseline data on Year 9 students.
6. Ensure students are achieving appropriately in literacy and numeracy.
7. Use data as a diagnostic tool in the identification of learning needs.
8. Target and band groups so students are working at an appropriate level.
9. Inform individual students and their parents about progress and standards achieved.
10. Better inform curriculum review and policy decisions.
11. Report to the Board, the community, including the Maori community, and to the Government.
12. Evaluate and report on specific strategies.

The Assessment processes must ensure that

1. Assessment is specific to achievement objectives, is descriptive of what students can do and informs the next steps in learning.
2. Assessment information is valid, reliable and consistent.
3. Assessment processes are fair and transparent.
4. Information on student achievement is considered alongside Paeroa College's contextual information.
5. We have coordinated records to track and analyse student progress.
6. Our analysis considers the gains in achievement for all students, over time (value added).

Review Date 20/08/2019 Next Review Date 2022 Board Chair _____

13 Sensitive Expenditure Policy

The Board of Trustees of Paeroa College have reviewed this policy and it was approved and adopted by the board at its meeting held on the below date and became effective from that date.

Introduction

1. The board agrees that it has a responsibility to ensure that all expenditure of board funds is clearly linked to the business of the school and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students).
2. The board acknowledges that at times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.
3. The board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised before approval and will be supported by appropriate fund raising specific to that expenditure.
4. Particular reference should also be made to the board's travel policy in considering expenditure which may benefit individuals or groups of individuals.
5. The board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the principal (as the chief executive and the board's most senior employee).

Principles

6. The board requires the principal, where expenditure may be beneficial to an individual or group of individuals, to take account of the following prior to authorising this expenditure:
 - i) Does the expenditure benefit student outcomes?
 - ii) Does the expenditure represent the best value for money?
 - iii) Is it in the budget?
 - iv) Could the board justify this expenditure to a taxpayer, parent or other interested party?
 - v) How would the public react if this expenditure was reported by the media?
 - vi) Would there be perceived to be any personal gain from this expenditure?
 - vii) Does this expenditure occur frequently?
7. Any proposed expenditure which may benefit individuals or groups of individuals will be backed by funds which have been raised for the purpose. The funds will be raised with a full understanding of their purpose known to those contributing the funds – such as parents or other funding sources (eg. Charities). The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

Approval

8. When the board approved this Policy, it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the board.
9. 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 School Policy 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.

Review Schedule: Yearly

Review Date: 17/09/2019

Next review date 2020 Board Chair _____

14. Media Policy

Rationale

From time to time the Principal, members of staff, or members of the Board of Trustees may be approached or contacted by various sectors of the news media to comment on school related or other community issues from the school's perspective.

On occasion, these issues may be controversial or related to confidential matters associated with individual staff members, Board members, students or other community members.

Procedures are required to ensure that individual privacy is maintained, and that a fair, factual and balanced response is provided to genuine inquiries.

Aims

- To maintain a measure of control and accountability over the matter being reported
- To protect confidential information in accordance with the principle of The Privacy Act 1993
- To ensure that a reasoned, factually correct and balanced response is provided on behalf of the school

Guidelines

12. No individual member of staff or the Board of Trustees will verbally respond to media inquiries
13. All media inquiries should be asked to be submitted in writing and be directed to the Chairperson of the Board of Trustees or a nominated representative should the Chairperson be unavailable.
14. All media inquiries will be formally acknowledged, and should the particular situation require it, professional advice, and assistance will be sought before preparing and providing a response.
15. If the inquiry is a curriculum related matter the Chairperson or nominated representative may consult that Principal to assist in preparing a response.
16. The chairperson or nominated representative will consult the Board of Trustees including the Principal before releasing any media statement.
17. All responses to media inquiries or prepared media statements shall be in writing, unless the Chairperson or nominated representative, after consultation with the Board of Trustees, decides otherwise.
18. The Principal may approach the media in order to promote the school and its activities without requiring Board Chair's approval.

Conclusion

All members of the Board of Trustees and members of Board staff are expected to adhere to the guidelines described above. If these guidelines are followed media reports of school activities, or possible incidents occurring at school or the school's perspective of other community issues should be reported in a fair, balanced and accurate manner.

Review schedule: Annually

Review Date 19/03/2019 Next Review Date 2020 Board Chair _____

15. Education for Sustainability Policy

Paeroa College is committed to ensuring that sustainability and long-term viability is a consideration in all decisions. Sustainability is broadly defined to include the following:

- Environmental sustainability which incorporates the importance of biodiversity, ecology and the management of resources.
- Cultural sustainability which ensures equity within and between generations, and within and between ethnic and social groups.
- Economic sustainability which ensures resources are used to provide necessary and desirable products and services for the present without compromising future options.

1 The Curriculum

Paeroa College is an enviroschool and committed to the integration of education for sustainability. The Board of Trustees will provide an annual budget for enviroschools programming.

2 Policies and Practices

Board of Trustees policies will support a sustainable future. Sustainability factors will be considered in governance and management decisions.

3 Physical Sustainability

The school will seek to reduce its impact on the environment through practices such as recycling, reducing energy usage, promoting biodiversity and making environmentally positive purchases.

4 Social Sustainability

The school will foster an environment that promotes equitable and sustainable outcomes, for all members of the school community, with a particular focus on Māori and Pasifika.

5 Economic Sustainability

The Board and management will work to ensure the school is in a financially sustainable position.

Review schedule: Triennially

Review Date 21/05/2019_ Next Review Date 05/2022

Board Chair _____

16. Equal Employment Opportunity Policy

The State Sector Amendment 1989 Act defines an Equal opportunity programme as “A programme that is aimed at the identification and elimination of all aspects of policies, procedures and other barriers that cause or perpetuate inequality in respect of the employment of any person or group of persons”.

Merit is the primary consideration for recruitment and selection, promotion and career development, training and staff development and conditions of service. Four target groups are specifically identified in the State Sector Act as they are under-represented in senior positions in proportion to their part in the community: women, Māori people, Pacific Island and other ethnic minorities, persons with disabilities.

EEO does not involve reverse discrimination. EEO quite clearly recognizes membership of a target group in addition to, not rather than, competency or merit.

Accordingly, the Principal must:

1. Ensure a senior staff person has responsibility for the EEO Programme
2. Consult employees, union representatives and local Māori community on EEO issues when appropriate
3. Establish a data base of material relevant to EEO
4. Ensure personnel policies and practices meet EEO requirements
5. Ensure job vacancies are open to all applicants regardless of gender, ethnicity or disability
6. Ensure all applicants are viewed impartially by the Appointments Committee, on the basis of merit and EEO
7. Provide staff development opportunities to enable all staff to move towards leadership and promotion
8. Report on EEO objectives annually to the Board

Review schedule: Triennially

Review Date 21/05/2019_ Next Review Date 05/2022

Board Chair_____

17. Serious Wrongdoing / Protected Disclosures Policy

POLICY STATEMENT

The Board of Trustees will follow the procedures of the Protected Disclosures Act 2000.

PURPOSE

The purpose of this policy is to provide information and guidance to employees of Paeroa College who wish to report serious wrong-doing within the school. This policy is issued in compliance with of the Protected Disclosures Act 2000.

Guidelines

1. What is a Protected Disclosure?

A protected disclosure is a declaration made verbally or in writing where possible to the Principal or Board Chair by an employee where they believe serious wrong-doing 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.

2. Definition of Serious Wrong-Doing

- Serious wrongdoing for the purposes of this policy includes any of the following:
- An unlawful, corrupt, or irregular use of public funds or resources that constitutes a serious risk to public health or public safety or the environment; or
- an act or 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 that is oppressive, improperly discriminatory or grossly negligent, or that constitutes gross mismanagement.

3. Conditions for Disclosure

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

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

4. Who can make a disclosure?

Any employee of the school can make a disclosure. For the purpose of this policy an employee is:

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

5. 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 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;
- will, subject to Clause 5 of 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.

As per legislative requirements in the [Education Amendment Act 2015 – Mandatory Reporting](#).

Any matters involving: dismissals, conduct, competency or serious misconduct will be reported to the Education Council.

Review schedule: Triennially

Review Date 23/07/2019_ Next Review Date 07/2022

Board Chair_____ Principal _____

18. Cybersafety Policy

Rationale

Paeroa College has a statutory obligation to maintain a safe physical and emotional environment, and a responsibility to consult with the community. In addition, Paeroa College Board of Trustees has a responsibility to be a good employer.

These three responsibilities are increasingly being linked to the use of the Internet and Information Communication Technologies (ICT), and a number of related cybersafety issues. The Internet and ICT devices/equipment bring great benefits to the teaching and learning programmes, and to the effective operation of the school.

The Board places a high priority on providing the school with Internet facilities and ICT devices / equipment which will benefit student learning outcomes, and the effective operation of the school.

However, the Board recognises that the presence in the learning environment of these technologies (some provided partly or wholly by the school and some privately owned by staff, students and other members of the school community), could potentially facilitate anti-social, inappropriate, and even illegal, material and activities. The school has the dual responsibility to maximise the benefits of these technologies, while at the same time to minimise and manage the risks.

The Board thus acknowledges the need to have in place rigorous and effective school cybersafety practices which are directed and guided by this cybersafety policy.

Policy

Paeroa College will develop and maintain rigorous and effective cybersafety practices which aim to maximise the benefits of the Internet and ICT devices/equipment to student learning and to the effective operation of the school, while minimising and managing any risks.

Policy guidelines

Associated issues the school will address include: the need for on-going funding for cybersafety practices through inclusion in the annual budget, the review of the school's annual and strategic plan, the deployment of staff, professional development and training, implications for the design and delivery of the curriculum, the need for relevant education about cybersafety for the school community, disciplinary responses appropriate to breaches of cybersafety, the availability of appropriate pastoral support, and potential employment issues.

To develop a cybersafe school environment, the board will delegate to the principal the responsibility to achieve this goal by developing and implementing the appropriate management procedures, practices, electronic systems, and educational programmes. These will be based on the latest version of the NetSafe® programme for schools, endorsed by the New Zealand Ministry of Education. *The NetSafe® Kit for Schools*, including its templates for policies and use agreements, will play a central role in this process.

A process for reporting back to the board by the principal will be agreed upon and established. Frequency and content of reporting will be included.

In recognition of its guardianship and governance role in the cybersafety of the school, the board will also develop a policy relating to board trustee use of ICT devices / equipment. This will cover all use of school-owned/leased and privately owned/leased ICT devices/equipment containing school data/information on or off the school site.

Guidelines for Paeroa College cybersafety practices

1. The school's cybersafety practices are to be based on the New Zealand Ministry of Education as best practice for New Zealand schools.
2. No individual may use the school Internet facilities and school-owned/leased ICT devices/equipment in any circumstances unless the appropriate use agreement has been signed and returned to the school. Use

agreements also apply to the use of privately-owned/leased ICT devices/equipment on the school site, or at/for any school-related activity, regardless of its location. This includes off-site access to the school network from school or privately-owned/leased equipment.

3. Paeroa College use agreements will cover all board employees, all students (including adult and community), and any other individuals authorised to make use of the school Internet facilities and ICT devices/equipment, such as teacher trainees, external tutors and providers, contractors, and other special visitors to the school.
4. The use agreements are also an educative tool and should be used as a resource for the professional development of staff.
5. Use of the Internet and the ICT devices/equipment by staff, students and other approved users at Paeroa College is to be limited to educational, professional development, and personal usage appropriate in the school environment, as defined in individual use agreements.
6. Signed use agreements will be filed in a secure place, and an appropriate system devised which facilitates confirmation that particular individuals are authorised to make use of the Internet and ICT devices/equipment.
7. The school has the right to monitor, access and review all use. This includes personal emails sent and received on the school's computer/s and/or network facilities at all times.
8. The school has the right to audit at any time any material on equipment that is owned or leased by the school. The school may also request permission to audit privately owned ICT devices/equipment used on the school site or at any school related activity.
9. Issues relating to confidentiality, such as sighting student or staff information, reasons for collecting data and the secure storage of personal details and information (including images) will be subject to the provisions of the Privacy Act 1993.
10. The safety of children is of paramount concern. Any apparent breach of cybersafety will be taken seriously. The response to individual incidents will follow the procedures developed as part of the school's cybersafety practices. In serious incidents, advice will be sought from an appropriate source, such NetSafe, the New Zealand School Trustees Association and/or a lawyer with specialist knowledge in this area. There will be special attention paid to the need for specific procedures regarding the gathering of evidence in potentially serious cases. If illegal material or activities are suspected, the matter may need to be reported to the relevant law enforcement agency.

Review Schedule: Triennially

Review Date: 23/07/2019

Next Review Date: 07/2022

Board Chair _____

19. Concerns and Complaints Policy

Purpose

To ensure that all complaints are dealt with effectively and fairly.

Policy Statement

The Paeroa College respects any complaints that may be raised by parents or caregivers, staff, students and community members. The school believes in high standards and in the pursuit of excellence in everything. The Board is keen to listen to and learn from any valid concerns raised about the school. The Board expects all complaints to be taken seriously and handled courteously.

Making a complaint

The Board expects the following steps to be taken by a complainant.

1. Contact the person whom the complaint involves.
2. If unresolved, contact the appropriate Senior Leader.
3. If still unresolved, contact the Principal.
4. If there is no satisfactory resolution from the previous steps, make a complaint in writing to the Board. Any complaint in writing must be received before the Friday preceding the monthly Board meeting or it will be held over to the next Board meeting. Any letter of complaint will be tabled at the full Board meeting unless natural justice prevents this.

There may be occasions when the steps under procedure 1 (as above) are inappropriate to follow. In these cases, it is expected the complainant will contact the Principal or Board in writing. If the complaint is in respect of the Principal, then it should be addressed in writing to the Board.

Written complaints received by the Board of Trustees

On receiving a written complaint, the Board will decide on what further action is required on a case-by-case basis. Before the Board decides to deal with a complaint it must check that the procedures outlined above have been followed. If not, it will normally return any letter of complaint to the writer and ask that they follow these first. All letters addressed to the Chair of the Board are for the whole Board. The Chair cannot act independently as to what action will be taken.

1. The Chair acknowledges letter of complaint within 7 days of receipt and the complainant is advised of the next steps in the Board process. The latter becomes part of the correspondence that will be dealt with at the next Board meeting while the public is excluded.
2. The letter of complaint is tabled at the Board meeting and considered during public excluded time and referred to relevant parties for reporting back to the Board. The Board may decide whether to deal with the matter or to appoint a committee to investigate and recommend to the Board.
3. At public excluded meetings of the Board/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.
4. Depending on the delegated powers of the committee, either they or the Board come to a resolution as to how the Board will respond and/or what action will be taken.
5. The Board's response and the resolution of the complaint is communicated to the parties to the complaint in writing. This constitutes the closure of the complaints process.
6. Any of the parties may request the Board to reconsider their decision. However, for such a reconsideration to take place, there must be new relevant information.

Guidelines

1. The person about whom a complaint is made will be informed as soon as practicable and given reasonable time to respond.
2. Requests for confidentiality as to identity of complainant will be respected unless natural justice demands otherwise.
3. Issues that demand immediate attention e.g. allegations of serious wrongdoing, may require a special meeting of the Board to be called.
4. Resolution or dismissal of the complaint must not be discussed before all the information is available.
5. The Board will determine if there is any conflict of interest and act appropriately if there is one.
6. The Board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and processes to ensure the principles of natural justice are met. It is advisable to seek independent

advice in such cases. The Board will need to consider the relevant staff disciplinary policies, employment contracts and expert advice.

7. Once the complaint process is closed, the Board will not enter into any further discussion/ correspondence on the matter.

8. A complaint regarding lack of compliance in relation to the procedure will be actioned with urgency as a new complaint rather than a reconsideration of the previous issue.

9. All complaints made by the community, parents or students will be documented and reported where appropriate. All employment relations issues will be documented and reported where appropriate.

10. Insurance documents will be kept in an easily accessible location in the event the Board needs to contact them regarding indemnity.

10. All documentation relating to the complaint will be kept in an appropriate confidential manner.

Review schedule: Triennially

Review Date: 23/07/2019

Next Review Date: 07/2022

Chairperson: **Principal:**

20. Managing challenging behaviour and physical restraint policy

Outcome statement

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

Scoping

This policy applies throughout the school.

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

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

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

Delegations

The board delegates to the principal:

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

Limitations and expectations

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

Monitoring

Any instances, matters or risks related to this policy shall form part of the principal's report at every board meeting, taking care that individual students cannot be identified.

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

Review Schedule: Triennially

Review Date: 17/09/2019

Next Review Date: 17/09/2022

Board Chair _____

21. Bullying prevention and response policy

Rationale or Purpose

The Paeroa College Board of Trustees seeks to take all reasonable steps to develop high standards of behaviour in order to fulfil the charter expectation and the requirements of NAG 5. The Board of Trustees seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students, staff, parents and whānau share the responsibility for making Paeroa College a respectful and inclusive environment.

Policy Statement

We are committed to ensuring that our school provides an environment free from bullying behaviours. All members of our school community – Board of Trustees, school leaders, teachers, staff, students and parents and whānau should have an understanding of what bullying is; and know what to do when bullying does occur.

Definition

Bullying behaviour is not an individual action. Our school community agrees that:

- Bullying is deliberate
- Bullying involves a power imbalance
- Bullying has an element of repetition
- Bullying is harmful.

Bullying behaviours can be physical, verbal, or social, and can take place in the physical world or digitally. Bullying is not an individual action. It involves up to three parties; initiators (those doing the bullying), targets (those being bullied) and often bystanders (those who witness the bullying).

Bullying Prevention

We recognise that real change happens when students, staff, parents, whānau and other members of the community share responsibility for making our school a respectful and inclusive environment. We will:

- Regularly survey our school community through Wellbeing@School and Kia Kaha student or our own survey (e.g. by using Survey Monkey)
- Identify areas for improvement through the survey findings and develop a bullying prevention action plan
- Regularly promote our expectations and successes in preventing bullying (eg, in assemblies, newsletters and Facebook, reports to the Board of Trustees)
- Hold termly professional learning and development on our understanding of bullying prevention and response (staff meetings, parent meetings, student council)
- Establish our Bullying Prevention Team to take responsibility for bullying prevention (to include staff, parents and whānau and students)
- Use a range of activities including curriculum-based programmes to develop the ability for students to relate to each other (Kia Kaha, peer mediation, social problem-solving solutions, role playing)
- Promote digital citizenship throughout ICT and promoting safe use of technology (through our ICT Use Agreements)
- Support the student-led peer to peer initiative.

The above are suggestions only.

Bullying Response, for when bullying occurs

We recognise the importance of consistently responding to all incidents of bullying that have been reported in our school and ensuring that planned interventions are used to respond to these incidents and support all involved. We will support anyone who has been affected by, engaged in or witnessed bullying behaviour.

- All reported incidents of bullying will be taken seriously and followed up as appropriate
- An appropriate adult will support the affected students by: reassuring that they have done the right thing in reporting the incident

- using the assessment matrix, record a description of what happened and assess the level of severity
- using the quick reference guide, responding to bullying incidents to activate the response and action needed
- We will involve parents and whānau as early as possible and as appropriate
- All more serious incidents will be escalated to senior management and we will seek advice and involvement from outside agencies
- We will provide appropriate support for targets, bystanders and initiators of bullying behaviour
- We will regularly monitor all incidents of bullying and identify patterns of behaviour.

Raising Awareness

We recognise the importance of good communication between home and school to promote consistent messages and to ensure that any reported bullying can be recognised and responded to effectively. We will regularly raise the awareness of our school community's approach to bullying and celebrate our positive school culture, for example through parent evenings, assemblies, class-based activities, and displays.

Our interaction with our wider school community will include reports to the Board of Trustees, school newsletters, and information (including the policy) on the school's website. We will make the policy available in multiple formats (in print, on the web and in school notices and newsletters) and ensure it is translated into other languages as necessary.

Evaluation and Review

We will review and revise this policy annually to ensure that the school's bullying prevention practices are recognised and celebrated. This will include an annual meeting to monitor, review and modify the policy and action plan (to reflect changes with the school, survey findings, incident reviews). We will track and monitor all bullying related incidents and regularly report this information to the school community. We will regularly gather data from the school community (eg, Wellbeing@School and Kia Kaha student surveys) and report on the effectiveness of this policy and _____ school community's commitment to bullying prevention and response.

Review Schedule: Annually

Review Date: ?/?/2020

Next Review Date: 2023

Board Chair _____

22. Pandemic Policy

The Ministry of Health leads the Government's response to a pandemic. It is the responsibility of organisations to plan for and respond to a pandemic in their respective sectors and settings, based on the direction set out by the Ministry of Health. Our school has responded by developing a plan and policy that sits alongside the Six-phase strategy of New Zealand Pandemic Planning.

Purpose:

The objective of this policy is to ensure that Paeroa College has a plan to respond appropriately in the event of a pandemic outbreak that ensures the school can both meet its obligations under Health & Safety legislation and to continue to serve the school community.

1. Appointment of a Pandemic Manager

The Principal will take the role of Pandemic Manager and will be responsible for identifying other staff to assist (normally the Senior Leadership team and Health Service professionals employed through the school) and delegating tasks accordingly to ensure the pandemic plan is implemented and the risk of infection for students and staff is minimized.

The Pandemic Manager will be responsible for ensuring that an effective system for maintaining the contact database for staff and students is kept current and electronically accessible.

The Pandemic Manager is responsible for ensuring the school has adequate supplies of tissues, hand hygiene products, cleaning supplies and masks particularly during the 'stamp it out' phase (see phases of pandemic on www.minedu.govt.nz) when the school is required to be open but remain 'vigilant'.

In the event of an outbreak, the pandemic manager will be responsible for ensuring the communication strategies (section 3) are implemented in a timely manner and utilizing as many modes of communication dissemination as necessary.

2. School Closure

2.1 In the event of an active pandemic, the Ministry of Education, Waikato District Health Board or New Zealand Ministry of Health may direct the school as to whether to remain open, to close or reopen.

2.2 Notwithstanding 2.1 (above), the Pandemic Manager and Board of Trustees retain authority to close the school, in consultation with the Ministry of Education, at their discretion during an active pandemic.

2.3 If the school is directed to close, an emergency response will be activated and the community will be advised via radio, school website, Facebook and MOE website. Notices will be placed at each entrance to the school. The phone message at reception will also advise parents of the closure and where to go to access updated information. The message will advise callers that the phone will be cleared of messages twice a day. The phone message will be able to be accessed off site so that messages received can be collected by the designated staff member and responded to appropriately.

2.4 In the event of school closure, all reasonable steps will be taken to advise parents of the situation.

2.5 The Education Act (1989) gives principals and boards powers to exclude students or staff in certain circumstances; including those that have been identified as having an infectious disease. Anyone who has been excluded due to infectious disease must obtain medical clearance before returning to the school.

3. Communication Plan

3.1 The school will provide clear, timely and proactive communications to the board, staff, students, parents/caregivers, contractors and suppliers explaining how we are managing the situation at all stages of the pandemic.

3.2 Multiple forms of communication will be employed. These include but are not limited to; school website, MOE website, e-mail, notices at entrances to the school, phone, local media.

3.3 The school will maintain regular communications with the MOE and Ministry of Health and with local authorities at each stage of the pandemic. The school will follow the advice given by the Ministry of Health at every stage of the pandemic.

4. Resources

Additional resources and templates are available on the following websites:

www.minedu.govt.nz

www.moh.govt.nz

www.civildefence.govt.nz

5. Essential Activities Continuity Planning

In the event the school is closed for an extended period of time, the Principal in consultation with the Board of Trustees and the school Leadership Team will establish ongoing learning objectives for students and modify teaching modules to deliver these activities to students via e-mail and web-based applications where possible. The

goal will be to continue to support student learning in complex circumstances. Teaching and administrative staff will continue their employment as per usual.

5.1 General Assumptions:

- Paeroa College will remain open for as long as possible during a pandemic emergency.
- During a pandemic, the school will provide off site learning for the pupils if the school is closed.
- On advice or direction from the Ministry of Health, the BOT and Principal may close the school to students to help prevent the spread of pandemic illness.
- Closure does not necessarily mean that the school facilities would be closed for quarantine. Staff should attend and prepare work for children, unless a risk of cross infection to their own dependents prevents them from so doing. This will be directed by the principal and BOT
- Staff of Paeroa College will be paid normal salaries and wages during a pandemic. Where appropriate, they will come to school (with rigorous personal hygiene, social distancing and cleaning regimes in place) to carry out additional or alternative duties at school, including working from home at the discretion of the principal and BOT and in consultation with MOE.
- Staff will be expected to use their sick leave entitlements if they are sick or are required to look after sick dependents during a pandemic emergency. If and when sick leave entitlement has run out, the school will approach the Ministry of Education to approve additional sick leave.
- The school would be expected to be supported with direct advice, guidance and material from the local DHB or Ministry of Health, in the events of a pandemic emergency affecting the school community.

Review Schedule: Annually

Review Date: 18/03/2020

Next Review Date: 2021

Board Chair _____