



Ngatimoti School

Governance Manual 2026

Our whakatauki for the year comes from Ngāti Tama and encourages courage and leadership.

Tama tū ki te tauihu, tama ora ki te ao



Greenhill Road, Ngatimoti, RD1 Motueka, 7196.

Tel: 03 526 8842

office@ngatimoti.school.nz

www.ngatimoti.school.nz

RIVER STUDENTS

Respectful - Innovative - positiVe - Excellent - Responsible

NAVIGATING TOGETHER WITH PURPOSE AND PRIDE



MOE

NATIONAL GOVERNANCE EXPECTATIONS

Te Tiriti o Waitangi

Property

Employment

Health and safety

Finances

Community engagement

Learners at the centre

Barrier free access

National Education Learning Priorities



Quality teaching and leadership

World class inclusive public education

Future of learning and work

Strategic Plan: Vision - Navigating together, with purpose and pride.

Two strategic goals

1. Learners are prepared for a diverse and changing world.
2. Learners connect positively with others, navigating as a member of a community.



SCHOOL BOARD

LOCAL GOVERNANCE

Requirements for Boards (Transitional Statement, in effect until 1 January 2027)

A board's primary objectives¹ in governing a school are to ensure:

- Every student is able to attain their highest possible standard in educational achievement
- The school:
 - Is physically and emotionally safe
 - Gives effect to relevant student rights
 - Takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school
- The school is inclusive of, and caters for, students with differing needs, and
- The school gives effect to Te Tiriti o Waitangi, including by –
 - Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - Achieving equitable outcomes for Māori students.

To meet its primary objectives, a board must have particular regard to the [National Education and Learning Priorities \(NELP\)](#)² and ensure the school's principal and staff develop and implement a curriculum for students in years 1-13^{3 4}:

- That is guided by the Vision set out on page 8
- That is underpinned by the Principles set out on page 9
- In which the Values set out on page 10 are encouraged and modelled and explored by students
- That supports students to develop the five Key Competencies set out on pages 12-13
- That provides all students with effectively taught learning and teaching programmes in the learning areas listed below.
 - English, as specified on page 18
 - the Arts as specified on pages 20-21
 - Health and Physical Education, as specified on pages 22-23. Also, at least once every 2 years, after consulting the school community, the board must adopt a statement on the delivery of the health curriculum⁵
 - Mathematics and Statistics, as specified on page 26
 - Science, as specified on pages 29-29
 - Technology, as specified at <https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Technology>; and
 - Social Sciences including Aotearoa New Zealand histories, as specified at <https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Social-sciences/> and
- Meets requirements for structuring teaching time for reading, writing and maths in Years 0 to 8⁶.

Changes have been made to how boards plan and report their performance ([Education and Training Act 2020, ss 134-146](#) and [Education \(School Planning and Reporting\) Regulations 2023](#)). These changes came into effect on 1 January 2023 and 1 August 2023 respectively. The broad aims of the changes are to ensure boards are focused on meeting their primary objectives, giving effect to Te Tiriti o Waitangi, and having particular regard to the NELP.

Each board must:

- Have
 - a 3 year strategic plan developed in consultation with their school community, that sets out how the board will meet their primary objectives (set out in the [Education and Training Act 2020](#)).
 - an annual implementation plan that sets annual targets and actions for working towards their strategic goals
 - an annual report that reports on the school's finances and progress over the last year including:
 - An evaluation and analysis, in plain language, of the school's students' progress and achievement as assessed across any foundation curriculum policy statements and national curriculum statements, and based on good quality assessment information
 - A report on how the board has given effect to Te Tiriti o Waitangi, including the progress and achievement of Māori students and the progress made towards making instruction available in tikanga and te reo Māori

noting:

- a board's first strategic plan for its school only has a life-span of 2 years. The first strategic plan under the [Education \(school planning and reporting\) Regulations 2023](#), must be prepared to take effect from 1 January 2024, and the second one must be prepared to take effect from 1 January 2026
- detailed content requirements for the strategic and annual implementation plans and annual reports are further outlined in the [Regulations](#)
- Ensure the strategic plan is submitted to the Secretary of Education and published before 1 March in the year in which the plan takes effect
- Ensure the annual implementation plan is prepared and published before 31 March each year
- Ensure the school's principal and staff monitors and evaluate the performance of the school's students in relation to, at least, the curriculum and any qualifications system offered at the school
- Ensure information about a student's performance is given to the student and a parent in a timely manner (at least twice a year) and in a form that is readily understandable (written in plain language). Information about the student's performance must be across the curriculum, and in literacy and mathematics, and based on good quality assessment information; and

Further guidance is available at [Schools' planning and reporting](#)

Developing and delivering a high-quality school curriculum is at the heart of board planning for their school. In their first strategic plans, boards should be planning for successful implementation of the refreshed national curriculum.

Further Guidance about the curriculum

When designing and reviewing their curriculum, schools select achievement objectives from each learning area in response to the identified interests and learning needs of their students. For learning in digital technologies, schools need to provide teaching and learning opportunities in line with the progress outcomes from the technology learning area. For learning in Aotearoa New Zealand's Histories (part of Social Sciences), schools need to provide teaching and learning opportunities that weave together what students need to Understand Know and Do and support progression in line with progress outcomes.

All schools with students in years 7-10 should be working towards offering students opportunities for learning a second or subsequent language. Teaching programmes should be based on the learning languages statement found on pages 24-25 and the achievement objectives for this learning area. Teaching programmes for students in years 11-13 should be based, in the first instance, on the appropriate national curriculum statements.

Transition to refreshed national curriculum

As described at [Changes to The New Zealand Curriculum | Curriculum Refresh \(education.govt.nz\)](#), the New Zealand Curriculum is being progressively refreshed. The social sciences learning area was the first learning area to be refreshed as part of the wider refresh and includes the new Aotearoa New Zealand's histories (ANZH) content. While the new ANZH content must be taught in schools from 1 January 2023 there is no requirement for schools to implement the remainder of the refreshed Social Science curriculum until the beginning of 2027.

As the New Zealand Curriculum is refreshed, all eight Learning Areas will be progressively released along with resources to support understanding and implementation. The English and mathematics and statistics learning areas were released in mid 2023, and will need to be implemented in 2025. The remaining learning areas will need to be implemented in 2027. **As Learning Areas are released, boards, principals, teachers and schools should become familiar with the content, and plan for how they will implement the new curriculum.**

¹ Education and Training Act 2020, Section 127 (1)

² Education and Training Act 2020, Section 127 (2a)

³ Education and Training Act 2020, Section 164 and Gazette Notices GN2009-go8817, GN2009-go8814, GN2017-go6474 and GN2022-go4492

⁴ Page numbers in the following bullets and in the Further Guidance section below are referring to page numbers in the current 2007 *New Zealand Curriculum*.

⁵ Education and Training Act 2020, section 91

⁶ Gazette Notice [GN2023-go5904](#)

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Introduction to Ngatimoti School

OUR VISION

Navigating together, with purpose and pride.

OUR MISSION

(an action statement to bring about our vision)

We provide a learning environment where students have the opportunity to develop academically, creatively and physically with a dynamic balance between the needs of the individual child, the development of a social conscience and interaction with the wider community.

OUR RIVER VALUES



Respectful - Innovative - positive - Excellent - Responsible

Respectful of ourselves, others, diversity, human rights, rules and the environment

Innovative - creative, curious, inquiring, receptive

positive - in attitude, outlook, confidence, perseverance, relationships

Excellent - to achieve to the best of our ability

Responsible - be accountable for our own learning and actions

A WHAKATAUKI TO SUPPORT OUR VISION

Tama tū ki te tauihu, tama ora ki te ao

Governance and Management – an Introduction

Governance

The on-going improvement of student achievement is the main focus of the Board.

The Board is entrusted to work on behalf of all stakeholders and is accountable for the school's performance. It emphasises strategic leadership, sets the vision for the school and ensures that it complies with legal and policy requirements. Policies are at a governance level and outline clear delegations to the Principal. The Board and Principal form the leadership team 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. The Board is proactive rather than reactive in its operations and decision making. The Board does not involve itself in the administrative details of the day to day running of the school.

Te Tiriti o Waitangi is one of eight principles in the NZ Curriculum that provides a foundation for our school's decision making. The other principles for consideration are cultural diversity, inclusion, learning to learn, community engagement, coherence and future focus.

The Ngatimoti School Board constitution currently has 4 elected parent members, 1 staff member, the Principal and up to 3 co-opted members.

As a Board we have high expectations for the achievement, attendance and behaviour of all students. We expect aspects of te ao Māori to be incorporated in our school curriculum and we will consult with our Māori community for advice and guidance. To do this, our Board needs to continue to build our understanding of Te Tiriti o Waitangi and its implications for school policy, organisation and planning.

Management

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 the Board's policy framework and the law of New Zealand. Under [section 127\(1\) of the Education and Training Act 2020](#) which was enacted on 1 August 2020, the primary objectives of a school board have been amended. There are now four primary objectives, to help boards focus on what matters most for learners and their whānau. A board's primary objectives in governing a school are to ensure that:

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

Code of Behaviour

All Board members shall achieve and maintain agreed standard of conduct, attendance and performance and everything within reason shall be done to help members achieve these standards.

Board members 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 organisation and its mission
4. Publicly represent the school in a positive manner
5. Respect the integrity of the Principal and staff
6. Observe the confidentiality of non-public information acquired in their roles as Board members and not disclose to any other persons such information that might be harmful to the school
7. Be diligent and attend Board meetings prepared for full and appropriate participation in decision making
8. Ensure that individual Board members 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 Board member or subgroup of the Board in any interaction with the Principal or staff
12. Recognise that only the Presiding Member can speak for the Board unless delegated by the Presiding Member.
13. Continually self-monitor their individual performance as Board members against policies and any other current Board evaluation tools
14. Be available to undertake appropriate professional development

Code of Behaviour Declaration: To be signed by all Board members at the first meeting of each year or following election/co-option.

I, _____ (name);

- ***Have read the Board Code of Behaviour***
- ***Have read and understood the sections regarding concerns/complaints procedures.***
- ***Acknowledge that by signing below I agree to be bound by the Board 's roles and responsibilities as outlined in the Governance Manual***

SIGNED

DATE

Board Member Role Description

The Board members key areas of contribution are:

- *Representation*
- *Employer Role*
- *Leadership*
- *Accountability*

Accountability Measure	Standard Required
1. Set strategic direction and long-term plans and monitor the Board 's progress against them	Board sets and reviews strategic aims. Board approves annual plans and targets. Our Strategic Plan is the basis for all decision making.
2. Protect the values of the school	The values of the school are obviously considered in Board decisions and can be included as part of the Principals Report.
3. Monitor financial management of the school and approve the budget	Satisfactory performance of school against budget. Approve budget
4. Monitor and evaluate student progress and achievement	Reports from Principal on progress against Annual Plan highlight risk/success Meet targets in Annual Plan, implement Curriculum Policy and satisfactory performance of Curriculum Education Priorities
5. Effective risk management	Remain briefed on internal/external risk environments and take action where necessary Identify 'trouble spots' in statements of audit and take action if necessary
6. Ensure the Board is compliant with its legal requirements	New members have read and understood: Board Induction Pack; and requirements of Board Members New and continuing members have been kept aware of any changes in legal and reporting requirements for the organisation. Board has sought legal advice when necessary Accurate minutes of all Board meetings, approved by Board and signed by the Presiding Member Individual staff/student matters are always discussed in Public Excluded Session

NB: Board Induction Pack contains Governance Manual, latest NZSTA News, most recent Board meeting minutes, Ministry of Education "Effective Governance", code of conduct.

Board members: Role Description (cont.)

Accountability Measure	Standard Required
Attend Board meetings and take an active role as a Board member	Attendance at 80% meetings (min.) No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 2020 Board papers read prior to attending Board meetings Attend board Professional Development
Approve major policies and programme initiatives	Approved and minuted. Monitor implementation of programme initiatives.
Fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	Te Tiriti te Waitangi is considered in Board decisions. The Board, Principal and staff are culturally responsive and inclusive.
Approve and monitor Personnel policy and procedure. Act as good employers. Develop a staffing structure.	Become and remain familiar with employment conditions of organisation, staff contract and Award arrangements
Appoint, assess the performance of and support the Principal	Principal's Performance Management System in place & implemented
Deal with disputes and conflicts referred to the Board as per the concerns and complaints procedure.	Successful resolution of any disputes and conflicts referred
Represent the school in a positive, appropriate manner	Code of Behaviour adhered to
Oversee, conserve and enhance the resource base	Property /resources meet the needs of the student achievement goals
Hand over governance to new Board at election time in good faith	New Board members provided with Governance manual Board members participate in appropriate PD
Review roles, responsibilities & policies	Follow current review cycle

Refer: Appendices – Register of Board Members

Staff Board Member: Role Description

The staff Board member fulfils legislative requirements, relating to Board composition. The role of the staff member is to bring a staff perspective to Board decision making.

The staff Board member has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountability as all other Board members.

Accountability Measure	Standard Required
To work within the Board 's Charter	The Strategic Plan is obviously considered in Board decisions
To abide by the Board 's governance and operational policies	The staff Board member has a copy of the Governance Manual and is familiar with all Board policies
The staff Board member is first and foremost a Board member and must act in the best interests of the students at the school at all times.	The staff Board member is not a staff advocate The staff Board member does not bring staff concerns to the Board.
The staff Board member is bound by the Code of Behaviour	The staff Board member acts within the code of behaviour
It is not expected that the staff Board member act as a union delegate	The staff Board member does not bring staff issues to the Board
It is not necessary for the staff Board member to prepare a verbal or written report for the Board unless specifically requested to from the Board.	No regular reports received unless a request has been made by the Board on a specific topic.

Presiding Member: Role Description

The Presiding Member is the leader of the Board and carries overall responsibility for the integrity of the Board's processes. The role involves the following responsibilities:

The Presiding Member:

1. Is elected at the first Board meeting of the year except in a triennial Board member 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 Board member induction
3. Assists Board members' understanding of their role, responsibilities and accountability including the need to comply with the Board members' 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 always act within Board policy and delegations 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 2020, the relevant sections of the Local Government Official Information and Meetings Act 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 Schedule: Annually in November or prior to meeting when Presiding Member is elected

Principal: Role and Responsibilities

The Principal is the professional leader of the school and the Board's chief executive in partnership with the Board. The Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the school or expressed values or commonly held professional ethic. The key contribution is **day-to-day management** of the school.

The Principal is responsible for overseeing the implementation of Board policy. Reference in documentation to the school, management and staff is to be read as "Principal" for responsibility for implementation. From time to time the Presiding Member of the Board may issue discretions in policies of the school, in minutes of the Board, or by written delegation.

The responsibilities of the Principal are:

1. Meet the requirements of the current job description
2. Meet the requirements of the Principal's Professional Standards
3. Act as the educational leader of the school and manage the school effectively on a day-to-day basis within the law and in line with Board policies.
4. Develop and implement an Annual Plan in line with the Board's Strategic Plan and seek approval from the Board by 31 March each year and give priority to the school's annual targets.
5. Use resources efficiently and effectively and preserve assets (financial and property)
6. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
7. Allocate pay units for management positions.
8. Ensure effective and robust performance appraisal systems are in place for all staff which include performance management reviews, attestation for salary increments and staff professional development.
9. Hire, deploy and terminate relieving and auxiliary staff positions.
10. Communicate with the community on operational matters.
11. Keep the Board informed of information important to their role.
12. Report to the Board as per reporting policy requirements.
13. Organise operations within the boundaries of prudence and ethics established in Board policies on Operations.
14. Act as protected Disclosures Officer [see STA Link 2001/01].
15. Appoint, on behalf of the Board, the Privacy officer; usually a staff member, and EEO Officer; usually the Board Presiding Member.
16. Refrain from unauthorised public statements about the official position of the Board on controversial, social, political and/or educational issues.

Only decisions made by the Board acting as a Board are binding on the Principal. Decisions or instructions of individual Board members, committee Presiding Members, 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. Board parties work to ensure 'no-surprises'. The Principal is not restricted from using the expert knowledge of individual Board members acting as volunteers.

Board Objectives and Code of Conduct

from <https://www.education.govt.nz/school/Boards-information/Board-objectives-conduct/>

School boards play a central role in the educational achievement of children and young people. Under the Education and Training Act 2020, the objectives for Boards have been amended.

Board objectives

Under section 127(1) of the Education and Training Act 2020, which was enacted on 1 August 2020, the primary objectives of a school Board have been amended. There are now four primary objectives, to help Boards focus on what matters most for learners and their whānau.

A Board's primary objectives in governing a school are to ensure that:

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

To meet the primary objectives, the Board must:

- (a) have particular regard to the statement of national education and learning priorities issued under section 5; and
- (b) give effect to its obligations in relation to–
 - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
 - (ii) teaching and learning programmes; and
 - (iii) monitoring and reporting students' progress; and
- (c) perform its functions and exercise its powers in a way that is financially responsible; and
- (d) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and
- (e) comply with all of its other obligations under this or any other Act.

Code of conduct for Board members

The Education and Training Act 2020 enables the Minister of Education to issue a code of conduct for all members of state and state-integrated school Boards.

Guidance will be developed for the sector on ways the code of conduct can support Board operations and the process for addressing breaches to the code.



Code of Conduct for State School Board Members

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

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

Acting to achieve our objectives

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

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

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

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

The Relationship between the Board and the Principal

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 governance 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 based on trust, integrity and ability.
2. The relationship must be professional.
3. The Principal reports to the Board as a whole rather than to individual Board members.
4. Day to day relationships between the Board and the Principal are delegated to the Presiding Member
5. All reports presented to the Board by the staff 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 fulfill their role.
11. The Principal should be able to share his/her biggest concerns with the Board.

The Relationship between the Presiding Member and the Principal

The Presiding Member 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:

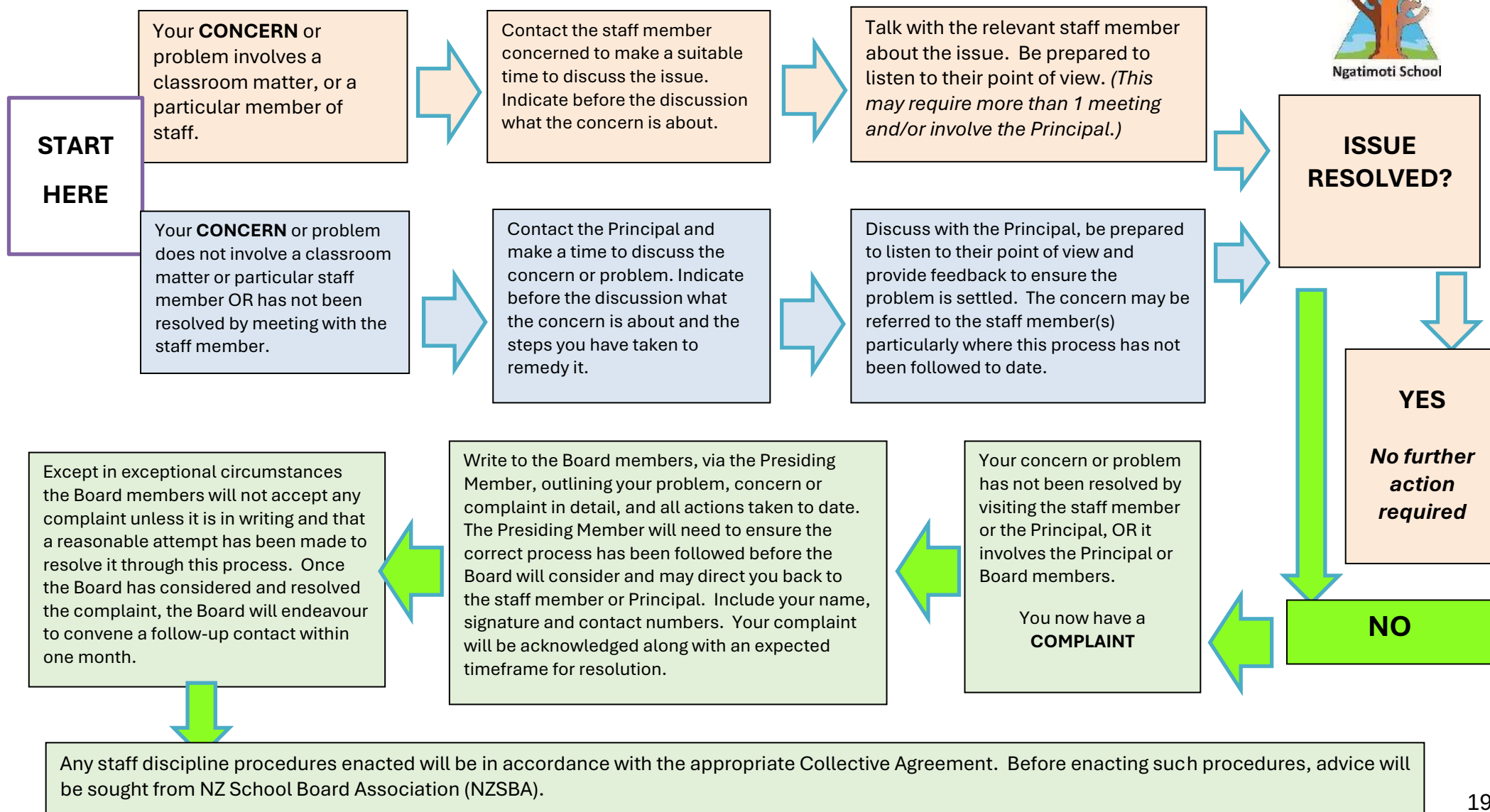
1. The Boards' agreed governance and management definitions
2. The Boards' Roles & Responsibilities
3. The Responsibilities of the Principal
4. The Presiding Member's Role
5. The Board member's Code of Behaviour

Relationship Principles:

1. A positive, productive working relationship between the Principal and the Presiding Member is Board 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 each other on performance concerns
6. The Presiding Member supports the Principal, and vice versa when required and appropriate
7. There is understanding and acceptance of each other's strengths and weaknesses
8. Each agree not to undermine each other's authority
9. There is agreement to not break confidences
10. There is agreement to be honest with each other
11. Each agree and accept the need to follow policy and procedures
12. Agree not to hold back relevant information
13. Agree and understand that the Presiding Member only has authority granted by the Board.
14. Understand that the Presiding Member should act as a sounding board, whilst supporting and challenging the Principal in order to hold the school to account for achieving the goals and targets that have been set.

Ngatimoti School Concerns & Complaints Procedure

This flowchart outlines the process for bringing a concern to the staff and Board at our school. We believe in an open, transparent process conducted in good faith. We encourage you to follow each step to resolution.



Complaints Feedback Form



Recently you brought an issue to our attention *[dated details of communication and nature of concern]*

To ensure that we have dealt with it effectively, please let us know by answering the following questions:

Did you feel your concern/complaint was listened to?

Did you feel comfortable approaching the Principal/Board Presiding Member?

Are you satisfied that we have dealt with the concerns raised?

Do you think there is anything else we could do to improve our system?

Complaints Procedure against the Principal

1. All complaints about the Principal shall be dealt with as set out in the Principal's employment contract.
2. All concerns about the Principal shall be referred, in the first instance, to the Presiding Member of the Board. While formal procedures are available as a last resort, every effort should be made by all concerned to resolve the matter informally. The Presiding Member of the Board has a key role in facilitating such a resolution.
3. Where the Presiding Member has been unable to resolve the complaint, the complaint should be made in writing to the Board members and be signed by the complainant.
4. Copies of the letter should be given to the Principal for a written response.
5. The Board will consider the Principal's written response and after considering all information, make a decision.
6. The Board will acknowledge the complaint and inform the complainant in writing of any action taken in resolution.
7. Where the Board considers a resolution is reasonable and effective, the complainant and the Principal should be advised by the Board that no further action is intended. The complaints feedback form should also be completed.
8. If the Board is not satisfied, the full Board or a Committee of the Board may discuss the complaint and recommend actions to the Principal. The Principal should be invited to respond to the Board's recommendations.
9. In the case of allegations that have disciplinary implications, the Board should convene a Committee to investigate and report only on the substance of the claim. Such a sub-committee will include a professional or union representative nominated by the Principal, as well as a professional or STA adviser selected by the Board.
10. In the event the Board determines that a policy violation has occurred and the Board judges the degree and seriousness of the violation to warrant initiating a disciplinary process, the Board shall seek free advice in the first instance from an NZSTA Industrial Advisor and follow due process.
11. The Committee should report in writing to the Board detailing all parties consulted and the content of any written submissions. The Committee may offer a recommendation to the Board.
12. The Principal should be invited to respond to the report.
13. In discussion at a Board meeting of the Principal's response, the Principal may make a statement, answer questions, but not be present during the discussion on action to be taken on the complaint.
14. The Principal may be represented at all meetings with the Board, or sub-committee of the Board, by a professional or union advocate of his choice.
15. All business concerning the complaint and action resulting from it will be held "in committee".

Governance Procedures

Meetings

Process

The Board is committed to effective and efficient meetings.

Meetings:

- Are based on a prepared annual agenda. The agenda preparation is the responsibility of the Presiding Member. Copies of the agenda are sent to Board members and are available on request to the public.
- Are held with the expectation that Board members have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour
- Meetings are open to the public; however the Board has the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act. Decisions by the Board are fully recorded but remain confidential. The Board needs to:
 - Make the reasons for excluding the public clear
 - Reserve the right to include any non-Board member it chooses

Procedures (* denotes legislative requirement)

General:

- Meetings are held as per the annual agenda. (*refer Appendices: Annual Agenda*)
- The quorum shall be half the members of the Board currently holding office plus one.*
- The Presiding Member 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 Presiding Member may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
- Any Board members with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.*
- Only Board members have automatic speaking rights.
- The Board delegates [and minutes] powers under Sections 16 & 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.

Time of Meetings:

- The Board shall meet at least 8 times per annum.
- Regular meetings commence at 6pm and should conclude by 8pm.

Special meetings:

- A special meeting may be called by delivery of notice to the Presiding Member signed by at least one third of Board members currently holding office

Public Participation:

- Public participation is at the discretion of the Presiding Member.
- Public attending the meeting are given a notice about their rights to participate in the meeting.

Motions/Amendments:

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

Termination of debate:

- All decisions will be made by consensus. If this is not possible, as a last resort, open voting by all Board members present will be undertaken.

Suspension of Meeting Procedures:

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

Agenda:

- Agenda items are to be notified to the Presiding Member 3 days prior to the meeting
- Late items will only be accepted with the approval of the Board
- The order of the Agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the Board are to be listed as separate meeting items.
- All items in the agenda are to carry a recommended course of action and where appropriate supplemented by supporting 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 should be sent to the Board 3 working days before the meeting.
- Late items will not normally be accepted unless approved by the Board.

Minutes

- The Principal is to provide secretarial services to the Board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- Minutes of the Board meeting should be distributed to Board members within 7 working days of the meeting.

Meeting Agenda

Meetings are opened and closed with a karakia such as:

Opening karakia

Nau te rourou
Nāku te rourou
Kia ora ai te iwi

With your knowledge
and my knowledge
we will learn and grow together

Closing karakia

Kua mutu o matou mai
I tenei ra
Manaakitia aku hoa
Me aku whanau
I runga I tou ingoa tapu
Amine

Now that our work has finished
on this day
look after our friends
and our families
in your sacred name
Amen

A typical agenda will be as follows.

ITEM	PRESENTER	DETAILS, DISCUSSIONS, DECISIONS	PAPERS TO READ BEFORE MEETING	TIME
1. Present/Apologies	Presiding Member	Declare any conflicts of interest		
2. Principals Report	Ali Turner	Accept Principal's Report	<i>Principal's Report</i>	
3. Health & Safety				
4. Financials			<i>Latest Financial Report</i>	

Annual Agenda Items – Depending on even or odd years

5. Governance Manual Review			<i>Read the relevant section of the Governance Manual</i>	
6. Policy Review				
7. Strategic Goal Review				
8. Other business				

Other Business

9. Property	Property Committee:			
10. Staff Recognition	All	Acknowledge staff achievement		
11. Health & Safety	All			
12. Board PD				
13. Confirmation of last meeting minutes	All	Check actions completed, accept minutes as true and correct.	<i>previous meeting minutes</i>	
14. Next Agenda items	All	Identify and minute for next agenda.		

Reporting to the Board

Principal

The Principal reports to the Board as a whole and keeps it informed of the true and accurate position of the outcomes of programmes and services; financial position; and all matters having real or potential legal considerations for our school. Thus, the Board is supported in its strategic decision-making and risk management. Therefore, the Principal must:

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 goals are based.
2. Submit, at each Board meeting, a written report based on the NELP guidelines
3. Inform the Board in a timely manner of any significant changes in staffing, programmes, plans or processes
4. Submit the monitoring data required in a timely, accurate and understandable fashion.
5. Report and explain financial variance against budget.
6. Report on the number of stand-downs, suspensions, exclusions and expulsions when the need for them becomes known.
7. Report and explain roll variance against year levels and reasons when the need for them becomes known.
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 dissatisfaction.
12. Management/staff reports to the Board are to be coordinated by the Principal and presented to the Board under the Principal's authority
13. Limit public statements about the official position of the Board on controversial social, political, and/or educational issues to what the Board has formally adopted as positions of record.
14. Seek approval from the Board each year for the annual plan
15. Regularly report on the implementation of the annual plan
16. Report on any matter requested by the Board and within the specified timeframe

Others

At various times, committees may report in writing to the Board. All written reports must:

1. Be dated and have the author's name noted.
2. Be submitted in a timely, accurate and understandable fashion.

Self-Review/Internal Evaluation Process

Review Process

The aim of review is to help improve the quality of teaching and learning in our school. It confirms good practice, helps the Board members and Principal establish priorities and creates momentum for change.

A systematic internal evaluation programme will provide a sound basis for improving educational outcomes for students.

Governance Manual Review ensures that the Board's processes focus on improvement and have well-established procedures to guide practice, and that they serve Board improvement and accountability purposes.

Policy Review Our policies are now reviewed through www.schooldocs.co.nz. The community username is **ngatimoti** and the password is **river**. The review schedule is on the next page (see schooldocs for a clearer picture!).

For a school to function effectively and provide quality learning opportunities for students it needs to have user-friendly policies which need to be supported by workable procedures and guidelines.

Learning Area Reviews involve making decisions about how to give effect to the national curriculum in ways that best address the particular needs, interests, and circumstances of the students. It clarifies priorities for student learning, the ways in which those priorities will be addressed, and how student progress and the quality of teaching and learning will be assessed. Curriculum change should build on existing good practice and aim to maximise the use of local resources and opportunities.

Strategic Goal Review is a long term overarching form of self-review, which focuses on evaluating how well the school is achieving its mission, vision and strategic goals and can support decisions about school direction and priorities. This feeds directly into the Charter.

Governance Manual Review	Policy Review	Learning Area Review	Strategic Goal Review
Reviewed on a 2 year cycle (even years) by the Board at a meeting	Reviewed by the Audit Committee, parents and staff according to the SchoolDocs review schedule.	Reviewed by staff but presented to whole Board on a 2 year cycle (odd years) by the Principal	Reviewed by the Audit Committee annually. Compile a cumulative record of evidence
<ul style="list-style-type: none"> ● Board Members to have read relevant pages prior to Board meeting and come to meeting prepared to discuss ● Any changes to be minuted ● Every second year, review using ERO self-review tool 	<ul style="list-style-type: none"> ● Follow the SchoolDocs review schedule 	<ul style="list-style-type: none"> ● In consultation with the Principal, this review may be delegated to a staff member. ● The review is presented to the board at year end (final or penultimate meeting of the year) 	<ul style="list-style-type: none"> ● Collect info – Perhaps survey staff, students and Board ● Make recommendations

- To what extent do our policies and practices promote the learning and well-being of all students?
- How fully have we implemented the policies we have put in place to improve outcomes for all learners, including Māori and Pacific, boys and girls?
- How effective are our strategies for accelerating the progress of target groups and focus learners?

2025–2027 Review Schedule

WHAT'S UNDER REVIEW?

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

WHO TAKES PART IN REVIEWS?

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

	2025	2026	2027
HEALTH, SAFETY, AND WELFARE	TERM 1	TERM 1	TERM 1
	Health, Safety, and Welfare Policy (board)	Alcohol, Drugs, and Other Harmful Substances Policy (board)	Governance and Management Policy (board)
	Safety Management System (board)	Sun Protection (board)	Te Tiriti o Waitangi (board)
	Risk Management (board)	Digital Technology and Online Safety (board)	School Character / Special Character *
	Worker Engagement, Participation, and Representation	Cellphones and Other Personal Digital Devices	School Planning and Reporting (board)
	Healthcare (board)	Safety and Welfare for Students on Work Experience *	Managing Policies and Procedures
	Recording and Reporting Accidents, Injuries and Illness	Firearms Not Allowed * / Firearms Policy *	Privacy Policy (board)
		TERM 2	TERM 2
		Daily School Bus *	Employment Policy (board)
		School Swimming Pool * / Swimming Off Site * (board)	Equal Employment Opportunities (board)
		Education Outside the Classroom (EOTC) (board)	Appointment Policy (board)
		EOTC Governance Roles and Responsibilities	Staff Conduct
	EOTC Risk Assessment and Management	Performance Management (board)	
	International Learners * (board)	Professional Development	
	TERM 3	TERM 3	
	School Community Engagement Policy (board)	Finance and Asset Management Policy (board)	
	Inclusive School Culture (board)	Managing Income and Expenditure (board)	
	Enrolment	Financial Conflicts of Interest	
	Student Attendance (board)	School Donations and Student Activity Payments * / Attendance Dues and Other Income * (board)	
	Student Uniform / Student Dress Expectations	Expenditure (board)	
	Concerns and Complaints Policy (board)	Gifts	
	TERM 4	TERM 4	
	Curriculum and Student Achievement Policy (board)	Asset Management and Protection (board)	
	Reporting about Student Progress and Achievement (board)	Property Planning and Maintenance (board)	
	Learning Support (board)	School Security (board)	
	Māori Educational Achievement	Computer Security and Cybersecurity	
	Religious Instruction * / Religious Observances *	Prevention of Bribery, Corruption, Fraud, and Theft	
	Health Education (board)	Boarding House/Hostel Policies *	
	RTLB *		

UPDATED: OCTOBER 2024

Board Induction

The Board is committed to ensuring continuity and a smooth transition when Board personnel change.

Therefore,

1. New Board members will be issued with copies of the Governance Manual, the school Charter and any other relevant information.
2. The Presiding Member or delegate will meet with new Board members to explain Board policy and procedures.
3. The Principal and Presiding Member or delegate, will brief all new members on the organisational structure of the school, including roles and responsibilities of Board members and the teaching and management structure of the school.
4. New Board members are to be advised of the professional development that is available from the NZSTA and other relevant providers.
5. The effectiveness of the induction process is to be reviewed by the Presiding Member with the new members as appropriate.
6. If required, the outgoing Presiding Member and/or Board member or delegate will assist with the induction of the new Board.
7. Annually the Presiding Member co-ordinates a review of the effectiveness of Board members. A report will be provided to the Board on the outcomes, including an overview of skills and professional development for the Board as a whole. The review will be based on the Strategic Plan and Policy Framework.

Committee Principles

The Board may set up committees to help carry out its responsibilities and due process (e.g. Staff appointments, internal audit, disciplinary, finance, property etc.)

Education Act 2020

- the Board has the authority to delegate any of its powers to a special committee except the power to borrow money.

Board committees: *(Refer Appendices: Ngatimoti School Delegations List)*

1. Are to be used effectively to preserve the Board functioning as a whole when other methods have been deemed inadequate.
2. Can consist of non-Board members but must have at least one person who is a Board member.
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.
4. All committees must act through the Board; therefore, can only recommend courses of action to the Board and have no authority to act unless delegated to do so.
5. All have the Principal and Presiding Member as ex officio members except where outlined in the terms of reference.
6. Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
 - Purpose
 - Committee members
 - Duties and responsibilities
 - Delegated Authority

Ngatimoti School Committees

List of Delegations

Date of Minuted Delegation	Committee & Personnel	Term of Delegation
21 February 2024 19 February 2025 13 August 2025	Presiding Member	1 st meeting of each year or following BOARD election
13 August 2025	Principal Appraisal Committee (Presiding Member + members)	12 months
13 August 2025	Audit Committee (Staff Board member + member/s) Rochelle Roberts Andy Gaul	12 months
13 August 2025	Finance Committee (Principal + members) Alison Turner Andy McFarland Andy Gaul	12 months
13 August 2025	Property Committee (Principal + members) Alison Turner Andy McFarland	12 months
All Board members – legislative requirement	Student Disciplinary Committee (All members except the Principal) Andy McFarland Ollie Langridge Rochelle Roberts Andy Gaul	Ongoing
13 August 2025	Health & Safety Staff rep – Rochelle Roberts Andy Gaul	12 months

Committee Terms of Reference

Audit Committee Terms of Reference

Purpose:

To monitor, on behalf of the Board, compliance with Board policies and external legislation.

This includes:

1. Supporting the Board to review the effectiveness of the governance processes.
2. Reviewing the effectiveness of systems for the assessment and management of material 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. Reviewing adherence to management policies and directives.
6. Reporting any problems or reservations arising from the external auditors/reviewers work and any other matters that the external auditors/reviewers to the attention of the Board.
7. Ensuring implementation of the Triennial Review Programme. Once a specific area has been reviewed, it needs to be recorded and dated.

Members: Refer to List of Committees on previous page.

The Principal and Presiding Member may not be exclusive members of this committee. Members of staff can be invited to help with the audit process.

Meet:

As required. The Presiding Member of this committee will report to the Board as appropriate on the areas covered by the terms of reference and the Biannual Review Programme.

Authority:

The Audit Committee is formally constituted as a committee of the Board within these approved terms of reference and the delegated authority re. the Delegations List.

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

Members of the Management Team shall attend meetings when requested. A representative of the external 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 Board member or employee and all Board members and employees are requested to cooperate with any request made by the committee. The Principal will be informed in advance of any such requests.

The committee may recommend that external and independent advice is sought. If the advice is likely to incur costs prior approval must be sought from the Board. [Note: NZSTA provides Help Desk and Industrial advice free to Board members and Boards.]

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

Finance Committee Terms of Reference

Responsibility of the Board:

The Board has overall responsibility for the financial management of the school. The day-to-day management of the school's finance and budget rests with the Principal.

The Finance Committee as a committee of the Board is responsible for providing guidance to the Principal for financial matters.

Purpose of the Finance Committee:

The Finance Committee was formed to provide guidance to the Principal in the financial management of the school.

Members: Refer to List of Committees – p30

The Finance Committee is responsible to the Board for:

1. In association with the Principal, recommending 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. Review on behalf of the Board accounts passed for payment by the school. Advising on additional funding sources
5. Where appropriate, assisting the Principal to prepare a financial results report, this is to be provided to the Board by the Principal at every Board meeting.
6. Recommending changes to financial policy
7. Overseeing the preparation of the annual accounts for Board approval.
8. Assisting the Principal in reporting financial performance to parents and the community
9. Providing input into the school's strategic plan.
10. Preparing special reports for consideration by the Board.
11. Annually reviewing the school's risk management needs and insurance cover
12. Assessing and making recommendations to the Board on requests for spending on individual items outside of budget.

Compliance Reporting

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

Finance Committee Annual Calendar

Date	Action Required
February	Finance Committee self-review
March	Annual Accounts prepared and forwarded to the Auditors.
April	
May	Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Ensure any issues raised by the auditor have been addressed and the Annual Financial Report is uploaded to the Ministry.
June	Community reporting on financial performance - upload Annual Report to website
August	Annual review of risk management needs and Insurances
September	Annual plan available as an input document for preparation of the budget
October	Initial annual budget recommendations submitted to the Board
November	Revised annual budget (if required) submitted to the Board for approval

Property Committee Terms of Reference

Responsibility of the Board:

It is the responsibility of the Board to ensure that all school assets, including “property” (land, buildings and associated infrastructure) provide a safe, healthy and suitable learning environment for students and that such assets are adequately protected and maintained.

The day-to-day management of the school’s assets, including property, is delegated by the Board to the Principal.

Purpose of the Property Committee:

The property committee comprises the Principal plus other members of the Board as agreed at the start of each year or Board term to support the Principal in fulfilling the Board’s obligations.

Members: Refer to List of Committees – p30

Responsibilities of the Property Committee:

The Property committee is responsible to the Board for ensuring that the Board’s obligations relating to property are adequately fulfilled. These responsibilities shall include:

1. Ensuring that a relevant 5yr and 10yr property plan is in place which supports achievement of the school vision, mission and values and reflects the priorities agreed by the Board.
2. Ensuring that adequate maintenance of property is carried out and is compliant with any current asset management agreement.
3. Supporting the Principal in the development of specific property-related plans and projects in line with the 5 and 10 year Property Plan.
4. Supporting the Principal in managing the implementation of property-related plans and projects as agreed by the Board in order to achieve the best outcome for the school and students and to avoid an excessive time-burden on the Principal on property-related matters.
5. Reporting to the Board on property project progress (including costs & timelines) and to any other interested parties (community, neighbours etc.) as determined necessary by the Board.

It is recognised that to adequately discharge these responsibilities, the Property Committee may need to employ specialist resources such as engineers, architects, project managers etc. Where the cost of such specialists is anticipated to exceed \$5000 on any individual project for which an agreed budget does not exist then these costs shall be discussed and agreed with the Board.

It is further recognised that in the case of a major property or infrastructure project (such as major building renovation or new buildings), the Board may decide to set up a specific Project Committee to support the implementation of such a project. In this circumstance, the Property Committee delegates its responsibility for the Project to the Project Committee.

Student Disciplinary Committee Terms of Reference

Purpose:

To ensure that all processes relating to the suspensions of students adhere to the requirements of the Education Act 2020.

Committee Members:

All members of the Board excluding the Principal. The Presiding Member of this committee is the Board Presiding Member or in the Presiding Member's absence will be determined by the committee. The quorum for the committee shall be two Board members.

Delegated Authority:

That the powers conferred on the Board under Sections 15 and 17 of the Education Act 2020 be delegated to the discipline committee of the Board members. 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.

Principal's Professional Growth Cycle (PGC)

The Principal's performance is appraised on an annual basis with the objective of ensuring high quality educational opportunities for the students of the school.

This process will:

1. Result in a written assessment of the Principal's performance on an annual basis, which may identify any training/professional development needs for the Principal to undertake.
2. There should be three informal meetings during the review period between the Principal and Presiding Member or delegate(s) to discuss progress.
3. The criteria could be objectives being drawn from the school's strategic and annual operating plans, the Principal's job description, professional standards and Board policies on operations. Included in the process a tick box will cover all 19 points listed under 'Principal's Role & Responsibilities'.
4. If there is any disagreement between the Principal and the Board as to the objectives, the Board, after considering the Principal's input, will amend and confirm the amended objectives or confirm the unchanged objectives. The Board's decision will be final.
5. The Board Presiding Member or delegate(s) may seek feedback on the Principal's performance from staff, parents, or any other person/s that are in the position of providing feedback on how the Principal has performed.
6. The Presiding Member or delegate(s) will report back formally once a year to the Board a summary report on the result of the appraisal. This will be discussed in committee with the Principal absent.
7. The performance agreement and results of the appraisal are confidential to the Principal, the Board and their agents.
8. In the event of a dispute relating to the results, the Board may choose to exercise its right to make a final decision or appoint an independent mediator to mediate. Ultimately the Board will have responsibility for any final decision.

Ngatimoti School Policies

The Board reviews governance policies on a triennial basis. The policies here are governance policies. The school also has a large selection of management procedures which ensure the school has proper processes in place to manage the school well. Management procedures are not necessarily governance issues, but the Board has an overview of these procedures to inform them of the current practice that is used by staff to ensure the school runs effectively. They are kept up to date by the Principal and SchoolDocs.

1. Curriculum delivery and Student Achievement

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

i) Develop and implement teaching and learning programmes:

to provide all students in years 1-8 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;

giving priority to student achievement in literacy and numeracy, especially in years 1-4;

ii) Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

student achievement in literacy and numeracy, especially in years 1-4;

and then to:

breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the national Curriculum Statements);

iii) On the basis of good quality assessment information, identify students and groups of students;

who are not achieving, who are at risk of not achieving, who have special needs (including gifted and talented students), aspects of the curriculum which require particular attention.

iv) Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in iii) above.

v) In consultation with the school's Māori community, develop and make known to the school's community, policies, plans and targets for improving the achievement of Māori students.

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

Delivery of the curriculum shall foster student achievement. Therefore the Principal must:

- Ensure opportunities for success in all essential learning areas and skill areas of the New Zealand curriculum.
- Report on progress and achievement of students.
- Use assessment information to plan programmes and set targets.
- Identify students at risk of not achieving, including those gifted and talented students and implement teaching and learning strategies to address needs.
- Consult with our school's Māori community about the policies/plans for improving the achievement of Māori students.
- Provide career information and guidance for Year 7 and above.
- Seek Board approval before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.
- Provide on-going PD support to teachers to maintain a sound foundation for curriculum delivery.
- Ensure achievement of the Charter goals and targets

Planning, Reviewing & Reporting

Ngatimoti School Board members will, with the Principal and staff:

- Maintain an effective documentation and self-review process in order for the Board to identify, assess and evaluate the effectiveness of the school.
- Report on student's progress and achievement in reading, writing and maths using school level data to identify areas of improvement.

Personnel - Appointment and Management

The Board assists 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.

Therefore, the Principal should:

- Meet legal requirements
- Act as a good employer
- Appoint the best person for the job
- Determine the composition of the various appointment committees according to the schedule outlined below:

The overall aim of the policy is to ensure that the best, most competent person is selected for the position and that recruitment, selection, and appointment processes are fair and consistent, and meet the legislative requirements of a good employer. All positions, including those of permanent and fixed-term employees, are covered by the procedures.

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. Therefore, the Principal must:

- Ensure that employees are not discriminated against on other than clearly job-related criteria, individual performance or qualifications.
- Ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process.
- Ensure that all required staff are registered or have a current Limited Authority to Teach.
- Provide for all staff an employment agreement
- Provide a suitable professional development programme which takes into consideration the requirements of the strategic and annual plan
- Carry out annual performance appraisals
- Meet current employment legislation
- Take reasonable steps to protect staff from unsafe or unhealthy working conditions
- Meet the requirements of the Health and Safety in Employment Act 2014

Protected Disclosures Policy

What is a Protected Disclosure?

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

Definition of Serious Wrongdoing:

Serious wrongdoing for the purposes of this policy includes any of the following:

- Unlawful, corrupt, or irregular use of public funds or resources
- An act or omission or course of conduct:
 - that seriously risks public health or safety of the environment; or
 - that constitutes an offence; or
 - that is oppressive, improperly discriminatory, grossly negligent; or
 - constitutes gross mismanagement or constitutes serious risk to the maintenance of law.

Conditions for Disclosure:

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

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

Who can make a disclosure?

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

- Current employees and Principal
- Former employees and Principals
- Contractors and agencies supplying services to the school

Protection of employees who make disclosures:

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

- May bring a personal grievance in respect of retaliatory action from their employers;
- May access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
- Are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
- Will be 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.

Finance

Budgeting should reflect the Board's strategic results, not risk financial jeopardy nor fail to show a generally acceptable level of foresight. Thus the budget should:

1. Reflect the results sought by the Board
 2. Reflect the priorities as established by the Board.
- Comply with the Board's requirement of a balanced budget.

3. Ensure adequate working capital.
4. Demonstrate an appropriate degree of conservatism in all estimates.

Financial Condition

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. A Theft and Fraud Prevention Policy has been adopted accordingly. Reference should be made to Appendix 2 of the Financial Information for Schools Handbook (FISH).

The Principal shall not, without prior approval from the Board:

1. Incur unauthorised debt.
2. Violate generally accepted accounting practices or principles.
3. Use tagged funds for purposes other than those approved.
4. Spend more funds in any particular budget area than have been allocated in the fiscal year.
5. Fail to ensure all money owed to the school is collected in a timely manner.
6. Fail to make timely payment to staff and other creditors.
7. Sell or purchase unauthorised property.
8. Spend more than has been budgeted for in any area.
9. Fail to ensure that all relevant government returns are completed on time.
10. Fail to ensure that no one person has complete authority over the school's financial transactions.
11. Order any specific item costing over \$5000 excl. GST without having obtained comparative price, and specific Board approval.

Theft and Fraud Prevention Policy

The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that through its chief executive, the Principal, the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.

The Board, therefore, requires the Principal to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Board as prescribed in the procedures set out below.

General

1) As preventative measures against theft and fraud the Board requires the Principal to ensure that the School's physical resources are kept secure and accounted for.

The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Public Finance Act 2020, Section 45C(b) and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.

Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.

All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.

In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:

- a) Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
- b) So far as it is possible and within 24 hours:
 - i. Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
 - ii. Request a *written statement* from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
 - iii. Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
 - iv. Inform the Board Presiding Member of the information received and consult with them as appropriate.
 - c) On the basis of advice received and after consultation with the Board Presiding Member, the Principal shall decide whether or not a *prima facie* case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
 - d) The Principal shall then carry out the following procedures:

- Investigate the matter further
- If a *prima facie* case is thought to exist to continue with their investigation;
- Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
- Lay a complaint with the New Zealand Police;
- If necessary, commission an independent expert investigation;

In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;

Seek legal advice; or

Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.

e) Once all available evidence is obtained the Principal shall consult the Board Presiding Member. The Board Presiding Member may, if they consider it necessary, seek legal or other advice as to what further action should be taken.

f) If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:

- Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
- Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
- Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
- Advise the person in writing of the processes to be involved from this point on.

The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure.

Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.

The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.

Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Presiding Member who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

Allegations Concerning the Principal or a Board member.

1. Any allegation concerning the Principal should be made to the Board Presiding Member who will then investigate in accordance with the requirements of this Policy.

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

Property, Resources and Assets

Asset Protection

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The Board member is responsible for overseeing the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for students and staff.

Accordingly, the Principal may not:

1. Fail to insure assets.
2. Allow unauthorised personnel to handle funds or school property.
3. Subject plant and equipment to improper wear and tear, insufficient maintenance or inappropriate use
4. Fail to 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. Fail to ensure the implementation of the 10-year property maintenance plan
6. Fail to engage sufficient property maintenance staff for the school within budget limitations
7. Fail to conduct competitive tenders and receive Board approval for maintenance contracts over \$5000 for any one contract
8. Fail to protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication.
9. Receive process or disburse funds under controls that are insufficient to meet the Board - appointed auditor's standards.
10. Invest or hold operating capital in insecure accounts, or in non-interest-bearing accounts except where necessary to facilitate ease in operational transactions.

Health & Safety

Students, staff and visitors shall have a safe physical and emotional environment. Therefore, the Principal must:

1. Take reasonable steps to protect students and staff from unsafe or unhealthy conditions.
2. Comply with the provisions of the Health and Safety Act 2014 and any current legislation
3. Ensure a risk analysis management system (RAMS) is carried out where and when appropriate.
4. Consult with the community regarding the health programme being delivered to students.
5. Provide privacy of personal documentation held at school.
6. Ensure the physical and emotional safety of students, employees and visitors, Board within school and away from school on school business.

Legal Responsibilities

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

Child Protection Policy

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

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

The procedures document is stored in the Board the Procedures Folder and the Teacher's Handbook.

Board members have an obligation to ensure the well-being 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 well-being of the child is our top priority. Procedures will be initiated as soon as a suspected case is received by the Principal. The Principal and staff will then seek appropriate advice in all cases of suspected or alleged abuse.

In line with section 15 of the Children, Young Person and Their Families Act, any person in our school/kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures. The Principal and staff will make the decision to 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. Ensure that the school's Child Protection procedures are up to date, so that they meet child safety requirements as required and are 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 that 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
14. Related documentation and information

Further information including frequently asked questions (FAQ's) are available on the NZSTA website

www.nzsta.org.nz - Ministry of Education website www.education.govt.nz

[Vulnerable Children Act 2014](#) Further information and sample child protection templates are available in the Children's Action Plan guideline Safer Organisations, Safer Children:
<http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>

Board member Register 2026

Name	Phone/email	Position on Board	Ethnicity	Start Date	Term Expiry Date
Alison Turner	027 750 5155 Principal@ngatimoti.school.nz	Principal	NZ European	16 Dec 2016	
Rochelle Roberts	021 053 9354 Rochelle@ngatimoti.school.nz	Staff rep	NZ European	17 August 2022 Re-elected 13 August 2025	Election 2028
Andy Gaul	021 069 2015 agaul@ngatimoti.school.nz	Elected member	NZ European	8 May 2024 Re-elected 13 August 2025	Election 2028
Joe Kayyali	021 214 1644 jkaylee@ngatimoti.school.nz	Selected member	European	4 November 2025	Election 2028
Ollie Langridge	021 241 1000 olangridge@ngatimoti.school.nz	Elected member	NZ European	13 August 2025	Election 2028
Andy McFarland	027 527 8301 amcfarland@ngatimoti.school.nz	Elected member	NZ European	31 May 2019 Re-elected 13 August 2025	Election 2028



Ngatimoti School Vision 2026 - 2028

Navigating together, with purpose and pride.

Tama tū ki te tauihu, tama ora ki te ao.

Goals

1.

Learners engage in learning in a diverse and changing world.

2.

Learners and their family/whānau are included, connected and belong.

Initiatives

1i. Progress for all learners

1ii Improve attendance

2i Develop community connections

2ii Provide wellbeing -focused learning activities to support happy learners

Success statements

Learners understand the purpose of their learning and are willing to

- participate,
- support other students
- or lead.

Ngatimoti School has a vibrant, inclusive and community focussed culture.

Ngatimoti School Learning Map



EVEN YEARS – 2026

Mtg No.	Date 2024	Governance Manual Review	Policy Review www.schooldocs.co.nz	Strategic Goal Review	Other Business
1	Feb	Board Code of Behaviour Board Member Role Description Staff Member Role Description Presiding Member Role Description Principal's Role and Responsibilities on the Board Board Objectives and Code of Conduct Strategic Plan - p.44 Annual Agenda - p.46	Alcohol, drugs and other harmful substances policy Sun Protection Digital Technology and Online Safety Cellphones and other personal digital devices		Elect Presiding Member BOARD Code of Conduct Annual Agenda Budget Confirmation Achievement and progress targets Committee Delegations
2	Mar	Relationship between Board and Principal Relationship between Presiding Member and Principal Ngatimoti School Concerns and Complaints Complaints Feedback Form Complaints Procedure against the Principal			Principal Performance Growth Cycle Marketing Plan Board Election
3	May	Meetings: Process & Procedures Reporting to the Board Self-review/internal evaluation process 2024 SchoolDocs review schedule Board Induction	Daily School bus School swimming pool / Swimming off site Education Outside the Classroom EOTC Governance roles & responsibilities EOTC Risk assessment and management	Growing Learners' Confidence	Annual review 10yr Property Plan School Donations Scheme
4	Jun	Committee Principles Ngatimoti Committees/Delegations Committee Terms of Reference Principals Professional Growth Cycle			Communication SchoolDocs
5	Aug	Policy reviews: Curriculum Delivery Planning, Reviewing, Reporting Personnel - Appointment & Management Protected Disclosures Finance	School Community Engagement Inclusive School Culture Enrolment Student Attendance Student Uniform / Dress expectations Concerns & Complaints policy	Developing lifelong learning capabilities & learning goals	Principal Performance Growth Cycle Māori Consultation Insurances Review
6	Sept	Theft & Fraud Prevention Property, Resources & Assets Health & Safety Legal Responsibilities Child Protection Policy		Growing intercultural understanding	Civil Defence/Emergency planning
7	Oct		Curriculum and Student Achievement Policy Reporting about Student Progress and Achievement Learning support Māori Educational Achievement Health Education RTL B	Extend friendship and relationship-building skills	High Achievers/G&T
8	Nov	Annual Agenda			<ul style="list-style-type: none"> • Next year's Budget ideas • Principal PGC Progress • Presiding Member review of Board Effectiveness

BOARD ANNUAL AGENDA ODD YEARS – 2027

Week and Term	Mtg	Date 2025	Hautū Review	Policy Review on Schooldocs	Strategic Goal review	Compliance Checklist (often included in Principals Report)	Other Business
Wk 3 T1	1	19 Feb	Introduction to Hautū Pages 1-3 readiness	REVIEW: <ul style="list-style-type: none"> Home Learning Finance and Property Management 		Acting Principal, if needed, is minuted Staffing schedule checked Next of kin details for staff School term dates	Annual agenda Budget approval Election of Presiding Member (In 2025 decide Election date) Code of Conduct
Wk8 T1	2	26 March	Self-Review Leadership Page 4		Growing Learners' Confidence	Support Staff agreements Special needs register Evacuation drill Audited financial reports	Principal Appraisal plan Targets School Donations Scheme
Wk5 T2	3	21 May	Self review Representation	REVIEW: <ul style="list-style-type: none"> Reporting to Parents Protected Disclosure Visitors 		Hazard Register First Aid book Staff First Aid certificates Attendance T1	Committee delegations Finance Committee – review annual calendar, p.28 Gov. Man
Wk9 T2	4	18 June	Self-Review Accountability and Employer Role	CONSULT: Health Education / Curriculum Consultation	Developing lifelong learning capabilities & learning goals	Appraisal System Privacy Officer Police vetting system Evacuation drill	SchoolDocs Review
Wk5 T3	5	13 Aug	Priorities for development Page 17	REVIEW: <ul style="list-style-type: none"> Concerns & Complaints Behaviour Management 	Growing intercultural understanding	Attendance T2 1 July roll return report	Board induction in 2025 Maori Consultation Strategic Plan 2026
Wk1 T4	6	8 Oct	Strategic Planning	CONSULT: Health Education / Curriculum Consultation	Extend friendship and relationship-building skills	SUE Reports Banking staffing statement	FESTIVAL Health Curriculum Consultation Principal Appraisal progress
Wk5 T4	7	4 Nov	Hautū Annual Plan	REVIEW: Maori Education Success Religious Education Harassment	Growing Learners' Confidence	Attendance T3 Evacuation drill Learning Area Reviews: Health & PE, Learning Languages, The Arts, English, Science, Maths, Social Sciences & Technology	Review of Communication & Engagement Strategic Plan 2026
Wk7 T4	8	3 Dec			Identity	Evacuation drill Attendance T4	Charter review Principal Appraisal progress Board effectiveness Draft budget

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

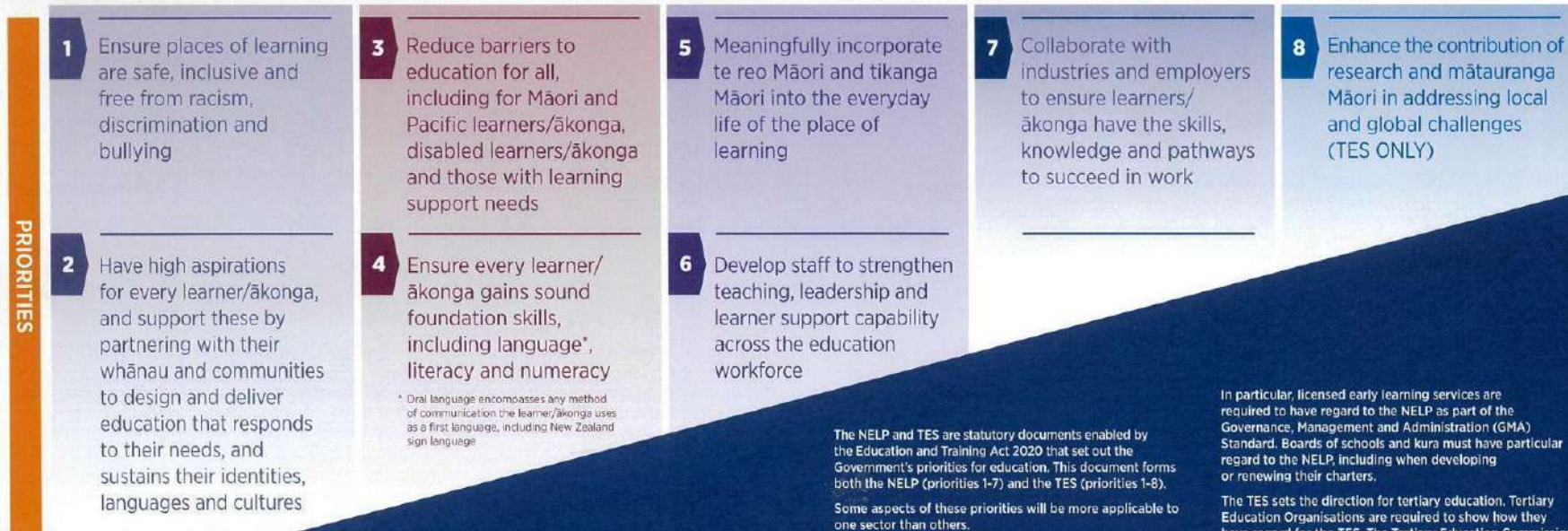
The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.



* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

KA HIKITIA:

Māori are enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa and the wider world



Ka Hikitia is a cross-agency strategy for the education sector. The agencies include: Ministry of Education; Te Aho o Te Kura Pounamu; Education New Zealand; Education Review Office; New Zealand Qualifications Authority; The Teaching Council Aotearoa

New Zealand; Tertiary Education Commission; New Zealand School Trustees Association. The education sector includes all early learning services, schooling, and tertiary organisations. It sets out how we will work with education services to achieve system shifts in education

and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes and provides an organising framework for the actions we will take.

These guiding principles set out how we will work across the education system to support the Ka Hikitia vision. They have been adapted from Ka Hikitia 2013 and reflect enduring themes in Māori education.

www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitiaAcceleratingSuccessEnglish.pdf

NGĀ WHETŪ HEI WHAI / GUIDING PRINCIPLES:

Excellent Outcomes:

We will support Māori learners and their whānau to achieve excellent education outcomes

Belonging:

We will ensure Māori learners and their whānau have a strong sense of belonging across our education system

Strengths-Based:

We will recognise and build on the strengths of Māori learners and their whānau

Productive Partnerships:

We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes

Te Tiriti o Waitangi:

We will give practical effect to Te Tiriti o Waitangi in the education system

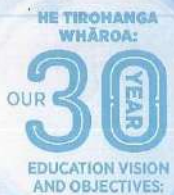
The education system has underperformed for Māori learners and their whānau over an extended period. As a result, Māori learners collectively experience worse education outcomes than other New Zealand learners and are less engaged in our education system. This has significant social, cultural, health and economic impacts for whānau, hapū, iwi, Māori and New Zealand as a whole.

Detailed data and research about the performance of the education system for Māori learners is available at: www.educationcounts.govt.nz.

The 30 year vision and objectives form the core of our overall approach to education. To create change it is important to embed Ka Hikitia into this framework to ensure we are aligning vision, purpose and action within our education system to support Māori enjoying and achieving education success as Māori.

Ka Hikitia informs and is informed by the overall Education Work Programme.

www.education.govt.nz/our-work/information-releases/issue-specific-releases/education-portfolio-work-programme.



Whakamaua te pae tata kia tina –
Take hold of your potential so it becomes your reality...

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

Whāia te pae tawhiti kia tata –
Explore beyond the distant horizon and draw it near!

OBJECTIVES FOR EDUCATION

Learners at the centre

Learners with their whānau are at the centre of education.

Barrier-Free Access

Great education opportunities and outcomes are within reach for every learner.

Quality Teaching and Leadership

Quality teaching and leadership make the difference for learners and their whānau.

Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives.

World class Inclusive Public Education

New Zealand education is trusted and sustainable.

WHĀIA TE ITI KAHURANGI

Outcome Domains
to support excellent outcomes for Māori learners and whānau:

TE WHĀNAU

Education provision responds to learners within the context of their whānau.

We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services.

We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.

TE TANGATA

Māori are free from racism, discrimination and stigma in education.

Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate, so that Māori learners and their whānau have a strong sense of belonging.

TE KANORAUTANGA

Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.

TE TUAKIRITANGA

Identity, language and culture matter for Māori learners.

Our education services will support the growth and development of the Māori language.

We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.

TE RANGATIRATANGA

Māori exercise their authority and agency in education.

Our education services will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system.

We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide.

These outcome domains reflect key messages that we have heard from Māori over an extended period of time and our evidence base about what works for Māori.