



**OTHER**



## ROTORUA BOYS' HIGH SCHOOL

# BOARD OBLIGATIONS FROM POLICY DOCUMENT

Policy name	When	Who
Appoint Chair	First meeting each year	Board
Trustee Code of Ethics	First meeting each year	Board Chair
Approve Budget	First meeting each year	Board and Finance Chair
Review 5YA	First meeting each year	Property Committee Chair
Revise and appoint committees Appoint whanau hui representative Appoint Pasifika fono representative	First meeting each year	Board Chair and Board Secretary
Notification of Board meetings	Before each meeting	Board Secretary
Minutes in Office	After each meeting	Board Secretary
View Accident Log Book	Once a Term	Health and Wellness Committee Chair
Report to Board	Once a Term	Student Trustee
Hostel evacuation practice and evaluation	Once a Term	Director of Boarding and Senior Housemaster
School evacuation practice and evaluation	Twice yearly	Deputy Principals and Principal
Complete Board Self-Assessment	November	Board Secretary
Attestation of Teaching Personnel	On-going	Principal
Check Police Vets for non-teaching staff and contractors	On-going	Principal and Board Secretary
Check Police Vets for Homestay	On-going	Principal and Dean of International Students
Approve Charter	Annually	Board Chair
Approve Annual Plan	Annually	Board Chair
Systems and Procedures to guard against theft and fraud	Annually	Principal
Theft and Fraud Policy - Circulate to all staff - Copy in staff room	Annually	Principal
Designated First Aiders - Publish list	Annually	Deputy Principal – Student Support
Privacy Officer appointed/published	Annually	Principal and Board Chair
Protected Disclosure Act - identify who to report to and info to staff	Annually	Principal
Publish contact person for harassment	Annually	Principal and Board Chair
Inspection of school	Annually	Property Committee Chair
Principal's Appraisal	Annually	Board Chair
Full community perception survey	As required	Board

# APPENDIX 1 – NEGS & NAGS

## NATIONAL EDUCATION GOALS (NEGS)

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government has set the National Education Goals (NEGs) for the education system of New Zealand.

### NEG 1

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

### NEG 2

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

### NEG 3

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

### NEG 4

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

### NEG 5

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

### NEG 6

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

### NEG 7

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

### NEG 8

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

### NEG 9

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

### NEG 10

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

## NATIONAL ADMINISTRATION GUIDELINES (NAGS)

### NAG 1

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

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

- a. develop and implement teaching and learning programmes:
  - i. to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
  - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;
  - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;
- b. through the analysis of good quality assessment information\*, evaluate the progress and achievement of students, giving priority first to:
  - i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:
  - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;
- c. through the analysis of good quality assessment information\*, identify students and groups of students:
  - i. who are not progressing and/or achieving;
  - ii. who are at risk of not progressing and/or achieving;
  - iii. who have special needs (including gifted and talented students); and
  - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

\* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

### NAG 2

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

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information\* on student progress and achievement;
- c. on the basis of good quality assessment information\* report to students and their parents on progress and achievement of individual students:
  - i. in plain language, in writing, and at least twice a year; and
  - ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
- d. on the basis of good quality assessment information\*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

\* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

**NAG 3**

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

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

**NAG 4**

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

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

**NAG 5**

Each board of trustees is also required to:

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

**NAG 6**

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

**NAG 7**

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

**NAG 8**

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

## APPENDIX 2 – BOARD COMMITTEES

<b>Board Chair</b>	Mr Herby Ngawhika
<b>Deputy Chair</b>	Mr Mark Lawrence
<b>Trustees</b>	Ms Mercia-Dawn Yates (Parent Trustee) Mr Marty Hine (Parent Trustee) Ms Wai Morrison (Parent Trustee) Mrs Melanie Short (Co-opted Trustee) Mr Manaaki Benfell (Student Trustee)
<b>Principal</b>	Mr Chris Grinter
<b>Board Secretary</b>	Mrs Jodie Rose

<b>Committee</b>	<b>Members</b>
<b>Executive Committee</b>	Herby Ngawhika – Chair Mark Lawrence – Deputy Chair Chris Grinter (Principal)
<b>Disciplinary Committee</b>	Chairman or Deputy Chairman Plus 1 or 2 other Board Members as available Chris Grinter (Principal)
<b>Finance Committee</b>	Mark Lawrence – Chair Herby Ngawhika (Parent Trustee) Chris Grinter (Principal) Paul Conrad (Deputy Principal – Teaching and Learning) Nawa Ruckes (Business Manager)
<b>Property Committee</b>	Marty Hine – Chair Chris Grinter (Principal) Rie Morris (Deputy Principal – Cultural Capacity) Manaaki Benfell (Student Trustee) Colin Tetley (School Property Manager)
<b>Health and Wellness Committee</b>	Mercia-Dawn Yates – Chair Chris Grinter (Principal) Jonathan Taylor (Deputy Principal – Administration) Manaaki Benfell (Student Trustee) Tom Hale (Head of Guidance) Kendyl Cassidy (Receptionist) Jacqui Guyton (School Nurse)
<b>Hostel Committee</b>	Melanie Short – Chair Chris Grinter (Principal) Hamish Lockwood (Deputy Principal – Student Support) Scott Mayhew (Director of Boarding)
<b>Awhina Management Committee</b>	Wai Morrison – Chair Chris Grinter (Principal) Hamish Lockwood (Deputy Principal – Student Support) Noreen Botha (Assistant Principal – Professional Learning) Tom Hale (Head of Guidance)



ROTORUA BOYS' HIGH SCHOOL

## Faculty Reviews 2021

**Term 1 – Wednesday 31 March 2021**

Social Sciences

**Term 2 – Wednesday 26 May 2021**

The Arts

**Term 4 – Wednesday 25 August 2021**

Mathematics

### Three Year Rotation of Faculty Reviews

<b>2018</b>	1	Social Sciences	<b>2021</b>	1
	2	The Arts		2
	3	Mathematics		3
<b>2019</b>	1	Guidance/SL Programmes/Careers/ Transition/Awhina/Tau Mauri	<b>2022</b>	1
	2	Hostel		2
	3	Science		3
	4	Te Reo Māori		4
<b>2020</b>	1	Physical Education	<b>2023</b>	1
	2	Technology		2
	3	Languages		3