

TIMARU BOYS' HIGH SCHOOL



Governance Manual

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CHARTER AND STRATEGIC PLAN

Governance

The Board of Trustees has legal obligations to govern the school in accordance with the acts and regulations of Parliament and within the school's own charter.

The Board's focus is the enhancement of student achievement. The Board concentrates on the future and emphasizes strategic leadership rather than administrative detail.

Management

The Board delegates all authority and accountability for the day to day operational organisation of the school to the Rector.

Requirements of the Education Act 1989, Section 75 and 76

The legal responsibilities of boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Boards to control management of schools-

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it sees fit.

s.76 Principals –

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

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –

Shall comply with the Board's general policy directions; and

Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration

The School

Timaru Boys' High School, founded in 1880, has a distinctive character. It is a state secondary school for boys from years 9-15. Through the years Timaru Boys' High School's young men have established strong traditions and a reputation for high achievement.

The main function of the school is academic (in the broadest sense of classroom learning). The school also believes that young men should be involved in sporting, cultural and social learning programmes, preparing them to contribute positively to their community.

The School believes in the pursuit of personal excellence – in academic work, in sport and culture, in discipline and behaviour and in service to others.

The staff are experienced, thoroughly qualified and fully involved in the life of the school.

The buildings are set amidst 18.43 hectares of land. Learning occurs in modern classrooms backed by a range of specialist learning areas. The school's sporting resources include a new gymnasium.

The school is supported by a strong Old Boys' Association.

National Education Priorities

Timaru Boys' High School recognises the Government's National Education Priorities:

- Success for all
- A safe learning environment
- Improving Literacy and Numeracy
- Better use of student achievement information
- Improving outcomes for students at risk
- Improving Maori students outcomes
- Providing Career Guidance (year 7 and above)
- Reporting

The school integrates the National Educational Goals and National Education Priorities at Governance and Operational levels by giving them full consideration when planning school developments or school/class programmes. Literacy and Numeracy are currently recognized as curriculum priorities in years 1-10. Achievement results are carefully analysed each year to identify students or groups of students at risk. Planning ensures that strategies are put in place to improve achievement outcomes.

Procedural Information

The planning year for the board will be from 1 January to 31 December.

The updated charter and annual report will be lodged with the Ministry of Education by 7 June each year.

TIMARU BOYS' HIGH SCHOOL

CHARTER

PURPOSE

The purpose of the School's Charter is to establish the mission, aims, objectives, directions and targets of the Board that give effect to the Government's National Education Guidelines and the Board's priorities.

The Charter includes the following:

A. AIMS OF THE SCHOOL

1. To motivate our young men to achieve personal excellence through academic, sporting, cultural and social learning programmes preparing them to contribute positively to their community. (The School Mission)
2. To develop policies and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture and to ensure all reasonable steps are taken to provide instruction in tikanga (Maori culture) and te reo Maori (the Maori language) for students whose parents ask for it.

B. STRATEGIC PLAN 2009 – 2011

This long term plan establishes the Board's Vision, Mission, Values and Strategic Goals.

C. ANNUAL OPERATION PLAN 2010

This plan establishes for 2010 the School Management's Objectives and Operational Plan.

D. SCHOOL TARGETS 2010

The School Targets are integral to the Annual Plan.

Signed: _____

Date: _____

C Brand, Board of
Trustees Chairperson,
Timaru Boys' High School

Signed: _____

Date: _____

On behalf of the Minister of
Education

TIMARU BOYS' HIGH SCHOOL

Strategic Plan 2009 – 2011



Mission

To motivate our young men to achieve personal excellence and become life long learners through engagement in academic, sporting, cultural and social learning programmes preparing them to contribute positively to their community.

Vision

TBHS is the School of choice with excellent staff, facilities, and a dynamic future-focussed learning environment embracing new technologies and valued traditions.

Values

Respect for self and others

Participation

Integrity

Enquiry

Excellence

Goals

These goals are in addition to the National Education and Administration guidelines

1. TBHS has a strong academic focus within the school where success is expected and valued [Learning/Achievement/Motivation]

- Develop a stronger academic focus in the School
- Shift the 'just-enough' attitude to 'doing personal best'
- Establish a culture of goal setting and review throughout the School
- Visibly celebrate academic success
- Shape expectations that "we are a 70% [NCEA achievement level] school"
- "Tall poppies" are welcome and supported here
- Provide adequate resources for all curriculum areas
- Demonstrate that work/life balance starts at school

2. TBHS has high quality teaching that encourages our students to take responsibility for their learning and equips them for the future

[Teaching/Systems/Technology]

- Develop effective and varied teaching practices as the School's overall focus
- Research and clearly define effective teaching practices for TBHS
- Focus the professional development programme on these practices
- Sustain a teacher appraisal system based on clear expectations for effective teaching
- Develop individual career pathways for teachers and support staff based on goal setting
- Deliver 'boy-friendly' high interest active teaching that stimulates learning
- Ensure planning using achievement information to meet abilities, interests and needs of students
- Acknowledge all student improvement
- Enable teachers to enhance student learning through Information Technology
- Model the School's values and high expectations for students

3. TBHS has a responsive pastoral care system that supports the learning and development of our young men [Pastoral/Discipline]

- Actively target bullying and classroom disruption
- Identify and help students at risk of failing
- Develop leadership opportunities for students, including Maori, Pacifica & international students
- Recognise vertical form classes provide opportunities for peer leadership and support
- Ensure effective communication processes for staff, Board and School community including Maori parents
- Provide opportunities for students and parents in careers education

4. TBHS has a vibrant culture embracing the arts and sports [Co-curricular]

- Achieve a balance between learning and recreational activities
- Support a wide range of artistic endeavours
- Acknowledge personal excellence in the arts and sports
- Encourage all staff to play lead roles supporting sporting and cultural activities

5. TBHS has an attractive and functional environment that enhances our learning community [Environment/Grounds]

- Provide an aesthetically attractive environment
- Continue to upgrade classrooms
- Enable IT access in all teaching spaces
- Communicate our annual priorities in property development

Achieved through ...

National Education Priorities

NEP 1 – Success for all

All year 1 – 10 students will be given opportunities to gain the knowledge, skills, attitudes and values identified in the New Zealand Curriculum Framework and the national curriculum statements

NEP2 – A safe learning environment

Schools will provide a safe physical and emotional environment for all students

NEP3 - Improving numeracy and literacy

Schools will place priority on improving student achievement in literacy and numeracy, especially in years 1 to 4. Special emphasis will be placed on students whose further education or training may be at risk through underachievement in literacy and/or numeracy

NEP4 – Better use of student achievement information

Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement for their students, and to inform future teaching and learning programme and priorities

NEP5 – Improving outcomes for students at risk

Drawing on dependable assessment evidence, schools will improve outcomes for students who are not achieving, or are at risk of not achieving, or have special learning needs

NEP6 – Improving Maori outcomes

Schools will work with Maori communities to plan, set targets for and achieve better outcomes for Maori students

NEP7 – Providing career guidance

Schools will provide career education and guidance in year 7 and above. Special emphasis will be placed on career guidance for at risk students who are unprepared for the transition to the workplace or further study

NEP8 – Reporting

Schools will report to students and their parents on the achievement of individual students and to the school's community on the achievement of students as a whole. They will also report on the progress of the groups identified in these national education priorities

GOVERNANCE POLICIES

The Board of Trustees has legal obligations to govern the school in accordance with the acts and regulations of Parliament and within the school's own charter.

The Board's focus is the enhancement of student achievement. The Board concentrates on the future and emphasizes strategic leadership rather than administrative detail.

Board Roles and Responsibilities

The Board of Trustees key areas of contribution are to:

- Set and, as needed, modify the vision, mission and values
- Protect the special character of the school
- Ensure a sensible and feasible Strategic Plan
- Approve and monitor the Annual Plan
- Develop and review the general policy direction
- Monitor and evaluate student learning outcomes
- Appoint, assess the performance of, and nurture the Rector
- Act as good employers
- Provide financial stewardship
- Oversee, conserve and enhance the resource base
- Approve major policies and programme initiatives
- Manage risk
- Build a broad base of community support
- Exercise governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage

Trustees Code of Ethics

The Board is committed to ethical conduct in all areas of its responsibilities and authority.

Trustees shall:

- Maintain and understand the values and goals of the school
- Ensure the needs of all students and their achievement is paramount
- Be loyal to the school and its mission
- Publicly represent the school in a positive manner
- Respect the integrity of the Rector and staff
- Observe the confidentiality on non-public information acquired in the role of trustee and not disclose to any other persons such information that might be harmful to the school
- Be diligent and attend Board meetings prepared for full and appropriate participation in decision making
- Ensure that they do not act independently of the Board's decisions
- Speak with one voice through the Board's adopted policies and ensure that any disagreements with the Board's stance are resolved within the Board
- Avoid any conflicts of interest with respect to fiduciary responsibility
- Recognise the lack of authority in any individual trustee or sub group/committee of the Board in any interaction with the Rector or staff

- Recognise that only the Chairperson can speak for the Board, and direct any requests for information or complaints to the Chairperson
- Continually self monitor individual performance as a trustee against policies and against any current Board evaluation tools
- Attend at least one appropriate Board/trustee training course per year

Chairperson's Role

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

- Oversee the general performance of the Board
- Ensure information about the financial performance of the organisation flows to the Board
- Establish and maintain systems for information flows to the Board
- Receive all correspondence for the Board
- Attend and chair Board meetings
- Make recommendations to the Board about prudent management of Board matters
- Establish and maintain an ongoing work relationship with the Rector
- Deal with disputes and conflicts referred to the Chair
- Act as Protected Disclosure Officer (Policy on Protected Disclosures 74)
- Ensure that the Rector's performance agreement and appraisal are completed on an annual basis.

Student and Staff Trustee Roles

The role of the Student and Staff Trustees is to bring to the Board a student and staff perspective in discussions and decision-making. As trustees, the Student and Staff Trustees have an obligation to serve the broader interests of the school and its students. The roles involve the following responsibilities

- To work within the Board's charter
- To abide by the Board's governance and operational policies
- To act first and foremost as a Trustee and in the best interests of the students at School at all times
- It is not expected that the Student and Staff Trustees will act as advocates
- The Student and Staff Trustees are bound by the Trustee Code of Ethics

Meeting process

The Board is committed to effective and efficient meetings.

Meetings will:

- Be based on a prepared agenda. The agenda preparation is the responsibility of the Chairperson. Notice of each open (public) meeting, and the annual meeting, will be posted in the school newsletter and on the website. Copies of the agenda will be available at the meeting for the public
- Be held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of accepted behaviour
- Have 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. These 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

Meeting procedures

* Required by legislation

General

- Meetings will generally be held no less than twice a term as per the annual Board calendar
- The Annual Meeting is the first meeting in the calendar year
- The quorum shall be more than half the members of the board currently holding office *
- The Chairperson shall be elected at the first meeting after the Annual Meeting except in the general election year when it will be the first meeting of the newly elected Board*
- The Chairperson may exercise a casting vote in the case of equality of vote, in addition to his/her deliberative vote*
- Any trustee with a 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 trustees have automatic speaking rights
- The Board delegates powers under sections 16 and 17 of the Education Act to the Disciplinary Committee
- The Board delegates authority jointly to the Deputy Rectors in the times of the absence of the Rector

Time of Meetings

- Board meetings will usually be scheduled for the second Tuesday in every month
- Regular meetings will commence at 5.30pm

Special Meetings

A special meeting may be called by delivery of notice to the Chairperson signed by at least one third of trustees

Exclusion of the Public

The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act*

Public Participation

- Public participation is at the discretion of the Chairperson
- Public attending the meeting will be advised of their rights to participate in the meeting

Motions/Amendments

- All motions and amendments moved in debate must be seconded unless moved by the Chairperson *
- 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 the 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 amendment*
- Recommendations made by committees of the Board are reported to the Board in the minutes of that meeting and identified as agenda items for the next Board meeting. Motions are moved for the whole board to accept these recommendations. However the Disciplinary Committee has the power to act, and then report to the Board for its decisions to be ratified.

Termination of debate

All decisions will be taken by verbal voting by all trustees present.

Any matters a member wishes to raise after a meeting regardless of procedures or decisions made at the meeting will first be raised with the Chairperson. Trustees are responsible for requesting additional information that they may personally require to facilitate their decision making and participation on the Board.

Suspension of Meeting Procedures

Standing Orders may be suspended by resolution of the meeting

Agenda

The order of the Agenda may be varied by resolution at the meeting

Minutes

The Minutes will be distributed to Trustees within one week of the meeting

Apologies

Apologies are to be given to the secretary by phone or by e mail

Communication with the Board

To ensure open and transparent communication and debate of issues, Board members who wish to raise an issue for discussion will contact the Chairperson in the first instance by e mail or phone to decide how best to facilitate that discussion. If the issue is to be raised at the next Board meeting, then the contact should be made by the Thursday prior to the Board meeting so there is time for the item to be included on the agenda.

Committees of the Board

The Board may set up committees to help carry out its responsibilities and due process.

Board committees:

- Are to be used sparingly to preserve the Board functioning as a whole and when other methods have been deemed inadequate
- May use non trustees as sources of advice
- May not speak for the Board
- Help the Board (not the management) do its work
- Are to have terms of reference including
 - Purpose
 - Committee Members
 - Duties and Responsibilities
 - Reporting procedures/schedule

- The permanent Board committees are:
 - Resources Committee
 - Discipline Committee
 - Hostel Committee

The terms of Reference for the Board Committees are attached as Appendices D, E and F

Board Review of Governance

Triennially the Chairperson will arrange for the independent facilitation of a review of the effectiveness of the Board of Trustees.

The review will include Board surveys

- *Review of Board Roles and Responsibilities*
Attached as Appendix G
- *Review of the Chairperson's Performance*
Attached as Appendix H
- *The Board as a Good Employer*
Attached as Appendix I
- *Report on Health and Safety*
Attached as Appendix J

The Board will hold a workshop to consider the outcomes and implications of the review

The Chairperson will also arrange for the Trustees to complete annually

- *Evaluation of Meetings*
Attached as Appendix K

Policy Audit and Self Review

As part of its self review the Board of Trustees periodically audits and reviews each of its policies.

The audit process checks the school's compliance with its policies and related procedures, current legislation and Ministry of Education requirements.

Each audit will include reporting from the Rector on compliance with procedures.

1. The Board, at the beginning of each calendar year, will confirm a timetable for policy audit
2. Each policy will be audited at least once in a three year cycle, more frequently if identified as required

Adopted by:	Board of Trustees 9 June 2009
Next Review:	Board of Trustees 9 June 2012
Policy Last Audited:	

Rector's Performance Appraisal Policy

Policy Statement

The Board of Trustees is responsible for monitoring and reviewing the Rector's performance of his duties and responsibilities. This is in accordance with the Rector's employment contract.

The Rector's performance is monitored against the Strategic Plan, principals' professional standards and Board policies on Operations. The Board also monitors achievement of the Rector's agreed performance objectives and performance indicators.

The Board Chairperson (or committee) and the Rector will meet to carry out the formal appraisal based on agreed criteria.

The board will receive a summary report formally once a year at a Board meeting that has "excluded the public".

Adopted by:	Board of Trustees 9 February 2010
Next Review:	
Policy Last Audited:	

Operational Policies

Delegations to the Rector

The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Rector as follows:

- Meet the requirements of the current job description
- Meet the requirements of the Principal's Professional Standards
- Act as the education leader of the school
- Maintain the internal culture including the special character
- Manage the school effectively on a day-to day basis within the law and in line with Board policies
- Implement the (annual) operational plans and give priority to the school's annual targets
- Use resources efficiently
- Put good employer policies into effect
- Oversee teacher appraisals and staff professional development
- Hire, deploy and terminate relieving and support staff positions
- Preserve assets (financial and property)
- Communicate with the community on operational matters
- Keep the Board informed of information important to their role
- Report to the Board on the compliance with their policies
- Organise operations within the boundaries of prudence and ethics established in Board Operations policies
- Act as the Protected Disclosures Officer
- Appoint, on behalf of the Board, the Privacy Officer and EEO Officer

Only decisions made by the Board acting as a board are binding on the Rector. Decisions or instructions of individual Board members, portfolio holders or committees are not binding on the Rector except in rare circumstances when the Board has specifically authorized it.

The relationship is one of trust and support. Both parties work to ensure “no-surprises”.

The Rector is not restricted from using the expert knowledge of individual Board members acting as volunteers.

Rector's Reporting to the Board Policy

Policy Statement

- Planning is a key aspect in establishing the direction and aspirations of the school
- Reporting is an important requirement for ongoing performance improvement
- The analysis of achievement, systems and programmes provides the feedback needed for renewed planning and goal setting
- Thus the Board is supported in its strategic decision making and risk management
- It also ensures that school management provides information, feedback and advice to the Board enabling it to be informed, and to meet the requirements of the National Administration Guidelines

Guidelines

The Rector reports to the Board at its monthly Board meeting to keep the board 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 Timaru Boys' High School

1. General Reporting Requirements:

1. All significant trends, implications of Board decisions, issues arising from policy matters or changes in the basic assumptions upon which the Board's strategic assumptions are based
2. Monitoring data is to be included, and in a timely, accurate and understandable fashion
3. A report and explanation of financial variances of more than 10% against budget
4. Inform the Board when, for any reason, there is non-compliance with a board policy
5. Recommendation for changes in Board policy when the need for the change becomes known
6. Presentation of information in an appropriate form. Conclusions to be supported by key information, analysis and selected data
7. Reporting should include Pastoral Care and other human elements of school operation and performance

2. Specific School Reporting Procedure

The Rector is to provide the Board with a written monthly report. Each report is to include but is not limited to the following sections:

2.1 Management plan:

Monthly

- Progress against management plan goals, including: comment; specific actions; achievements; and issues relating to these goals and their timelines for delivery

September board meeting

- An analysis of achievement against management plan goals
- Presentation of a new management plan for implementation at the start of the following year. This plan to include commentary as to how it will address any issues identified in the review of the management plan, and how it will deliver against board strategic objectives.

2.2 Curriculum / Student Achievement

Monthly

- Progress reports on Curriculum initiative
- Progress and achievement of students, identifying school wide trends and patterns, and students at risk of not achieving.
- Progress (specific indicators, actions, achievements, issues and timelines) on student achievement corrective actions or initiatives that result from the analysis of student achievement

March Board meeting

- Student achievement reports based on Head of Department and school management analysis of student achievement for the preceding year
- The analysis to be based on internal assessment and on NCEA result information for all years. The report should include:
 1. Head of Department summaries, NCEA summary information and comparison against national average
 2. The reports should demonstrate analysis (by subject and year) that clearly highlights downward trends or any results that are at or below national average performance
 3. The report should include conclusions with areas requiring special focus or improvement in the current year and a description of the resulting action that will be taken to improve the achievement in these areas
 4. The report should include recognition and analysis of areas of high performance with the objective of promoting and sharing effective practices
 5. The report should include a summary of year 9 entrance ability as benchmark for trending student achievement for that year group through following years

May Board meeting:

The Rector provides an analysis of student achievement (NCEA) comparing student achievement with that for other similar schools. The analysis should be by subject areas, class years, and trends for the same year of students across different years at the school. Trends, issues, opportunities from the analysis should be backed with proposed actions (to retain and expand on good practices, correct poor performances).

Bi-annually:

The Rector to provide a summary of results and conclusions from student and parent feedback surveys.

2.3 Personnel

A report on staff changes, professional development initiatives and other issues.

This to include a summary of any competency issues.

2.4 Compliance

Monthly:

Rector to provide commentary on MoE policies, regulatory requirements and issues of compliance that have been identified.

2.5 International Students

Monthly

Report to the Board

August meeting:

The Report to the board is to include a summary of current roll, recent roll trends, market analysis and plan for international student recruiting. The report to include analysis of performance against specific targets and actions set the previous year, and the new targets and goals for the next year.

2.6 Health and Safety

Monthly

The Rector is to report on physical and emotional safety programmes and issues

2.7 Finance and Assets

Monthly

- Monthly report to the Board from the Finance and Assets Committee describing the school's financial position and performance; school's property position, issues, development requirements and progress against planned programmes for improvement or maintenance.
- The Rector is expected to report on financial exceptions beyond 10% of budget
- The Development Trust

2.8 Hostel

Monthly:

Monthly report to the Board from the Hostel Committee and Hostel Manager outlining staff and student welfare, personnel, describing financial and property matters

2.9 Heads of Curriculum Reporting

Monthly

Heads of Curriculum and co-curricular areas are invited to make presentations on their area of management. Information on student achievement, initiatives, challenges and need will form the basis of this report

2.10 Formal communications

Monthly

- Listing of correspondence received and sent to be provided by the Board Secretary

- Listing of circulars received from MoE and other educational institutions to be provided by the Board Secretary. The Rector is to provide commentary of the significance of these.

Adopted by:	Board of Trustees 9 September 2008
Next Review:	Reviewed Board of Trustees 14 May 2009
Policy last audited:	

Operational Policies

The Board of Trustees of Timaru Boys' High School has adopted the following policies. Detailed procedures accompany most of the policies. The procedures are the responsibility of the Rector to develop and implement, and to report on compliance to the Board. Refer to the Rector for all procedures.

Student Achievement (NEP/NAG 1)

- Student Achievement
- Student assessment
- Sports
- Arts

Employer Responsibility (NAG 3)

- Employer Responsibility

Financial and Asset Management (NAG 4)

- Finance and Assets
- International Students
- School donations
- Use of School Facilities

Health and Safety (NAG 5)

- Alcohol and Drugs
- Civil Emergency
- Harassment
- Health and Safety
- Student Behaviour

Governance and Administration

- Administration
- Complaints
- Protected Disclosures
- Public Relations

Student Achievement Policy

Policy Statement

Timaru Boys' High School has as its Mission Statement "*To motivate our young men to achieve personal excellence through academic, sporting, cultural and social learning programmes preparing them to contribute positively to their community.*" Its goals include

1. A strong academic focus within the school where success is expected and valued
2. High quality teaching for our students to equip them for the future
3. A responsive pastoral care system that supports the learning and development of our young men
4. A vibrant culture embracing the arts and sports
5. An attractive and functional environment that enhances our learning community

Timaru Boys' High School will ensure that each boy is enabled to reach his highest academic and personal potential to become a confident, connected, actively involved life long learner (*NZ Curriculum*) by

- Attracting, developing and retaining high calibre teachers and recognizing teacher excellence in promotion and professional development opportunities
- Developing an effective learning environment for all boys based on their individual ability and skills
- Exposing each boy to the widest possible range of learning opportunities
- Presenting our students with clear expectations in their learning
- Supporting students to develop the key competencies set out in the New Zealand Curriculum
- Encouraging our students to take ownership of their own learning progress and set personal goals
- Supporting students at risk of under-achieving while creating an inclusive learning community
- Ensuring the school works to continuously improve teaching programmes, and teaching and student performance
- Fostering a home-school partnership, welcoming and engendering clear communication
- Providing and maintaining a quality physical environment in which to learn
- Affirming the values (respect for self and others, perseverance, responsibility and intellectual curiosity) underlying aspirational behaviours
- Affirming the school's mission for our young men to develop a portfolio of skills, qualities and values equipping them to lead positive and productive lives

- Prioritising school resources to effect the greatest difference in the learning of all students

The Rector must, as the day-to-day manager of the school

- Ensure opportunities for success in all essential learning areas and key competencies of the New Zealand Curriculum
- Give priority to literacy and numeracy
- Report on progress and achievement of students
- Identify students at risk of not achieving and implement teaching and learning strategies to address needs
- Consult with the school's Maori and Pasifika communities about the policies/plans for improving the achievement of Maori and Pasifika students
- Provide career information and guidance

The Rector and the Curriculum Committee undertake regular curriculum audits and on going self review of curriculum delivery, programmes and procedures.

Regular reporting to the Board of Trustees by the Rector ensures that curriculum delivery, assessment and student achievement are monitored and fulfilled.

The Rector is responsible for ensuring continued professional development of staff.

Regulations

- Education Act 1989
- Human Rights Act 1993 (Sections 21 and 57)

Ministry of Education

- National Education Guidelines
- National Administration Guidelines
- National Education Goals
- Special Education Guidelines
- Strategic Plan 2007-2011
- Curriculum Statements
 1. Arts
 2. English
 3. Health & Physical Education
 4. Mathematics
 5. Science
 6. Social Studies
 7. Technology
 8. Language

Procedures

To ensure the effective delivery of the curriculum and to meet students' learning needs in a safe environment, Timaru Boys' High School has in place comprehensive procedures covering

- Sports and Policy
- Arts and Policy
- Student Assessment and Policy
- Health and Safety and Policy
- Curriculum
 - Health Education
 - Sexuality Education
 - Reporting to the Rector and Board of Trustees
- Special Education
- Library
- Homework
- Education outside the Classroom
- Careers Information and Guidance principles and philosophy
- Secondary Tertiary Alignment Resource (STAR) courses and work exploration
- Field trips, class and group visits
- Vocal and instrumental music
- Study periods
- Gifted and Talented
- Learning Support
- Staff development
- Timetable
- Internet

Adopted by:	Board of Trustees 8 September 2009
Next Review:	
Policy last audited:	

Student Assessment Policy

Policy Statement

The assessment system will be fair, valid, consistent and reliable. Assessments will be accurately marked to comply with agreed national standards.

Teachers will carry out the constructive assessment of students in order to fulfil the following:

- Identify areas of strength and weakness in learning and performing and adjust subsequent teaching accordingly
- Provide students with an objective evaluation of their individual achievements and progress to enable them to evaluate their own work and identify ways in which they can improve
- Clearly demonstrate the standards of work achieved and the skills learnt
- Monitor student progress against the national achievement objectives

On matters of assessment a student can expect:

- Accurate information about key aspects of a course including assessment procedures, criteria and date of assessment
- Assessment which is fair, valid, reliable and, where appropriate, diagnostic
- Accuracy in assessment marking and recording student work and achievement
- Return of assessed work within a reasonable period of time
- A process of assessment that has a fair system of appeal
- Assessment to provide them with relevant, constructive feedback

Parents and caregivers can expect:

- Timely and meaningful information about their son's achievement
- Regular opportunities to discuss their son's progress and achievement
- Access to and scrutiny of methods of assessment employed
- Close co-operation between teacher and parent/caregiver in order to better understand and more fully realise the student's learning

Teachers can expect that:

- Students will attempt all items required for assessment
- Students will submit all work required within any deadline set (unless granted an extension)
- All work submitted for assessment will have an appropriate quality of presentation

Procedures

Detailed procedures are printed in the Procedures Handbook and in the Student Handbook

Adopted by:	Board of Trustees 8 September 2009
Next review:	
Policy last audited:	

Sports Policy

Policy Statement

Mission Statement

To motivate our young men to achieve personal excellence through academic, sporting, cultural and social learning programmes preparing them to contribute positively to their community.

Sport plays a key role in the well-being, social and skill development of young people. The school values participation and group involvement in sports and actively provides and resources a wide range of opportunities so that students are able to participate at the highest possible level. Inter-school sports exchanges are recognised and valued as part of our sports programme and tradition

Participation in co-curricular activities is supported by the school's values of 'respect for self and others, perseverance, responsibility, intellectual curiosity and aspiring'. A school strategic goal is 'the school has a vibrant culture embracing the arts and sports'.

Guidelines

1. To encourage students through the sports programme to become involved, to enjoy, and to endeavour to achieve
2. To endeavour to provide a wide range of sporting opportunities for students
3. To celebrate success and excellence in sporting endeavours and give recognition to student leadership
4. To promote, recognise and support a high degree of staff and parent involvement in student sports activities
5. To support the position of Sports Director

Procedures

Detailed procedures are available from the school

Adopted by:	Board of Trustees 01 December 2009
Next review:	
Policy last audited:	

Arts and Culture Policy

Policy Statement

Mission Statement

To motivate our young men to achieve personal excellence through academic, sporting, cultural and social learning programmes preparing them to contribute positively to their community.

1. To foster the development of co-curricular teaching of the visual musical and performing arts including Nga Toi and the performance and presentation of these within the community of Timaru Boys' High School
2. To encourage, promote, support and recognise involvement and achievement in the arts and culture throughout the school community
3. To encourage Maori students to continue to develop their culture
4. To encourage recognition and acceptance of the culture of all students in the school community
5. Opportunities in the arts are integral to young people achieving their potential as learners participating fully in their communities and in society as a whole

Guidelines

1. All students at Timaru Boys' High School have the opportunity to be involved in the arts and culture as part of their school programme
2. To endeavour to provide a wide range of cultural activities
3. The school will celebrate success and excellence in endeavours in the arts and culture
4. To encourage staff involvement in cultural activities and support the position of Arts Coordinator
5. Inter-school and combined schools' arts and cultural activities are recognised and valued as part of our culture and traditions.

Procedures

Detailed procedures are available from the school

Adopted by:	Board of Trustees 01 December 2009
Next Review:	
Policy last audited:	

Employer Responsibility Policy

Policy Statement

Timaru Boys' High School acts as a good employer as defined in the State Sector Act 1988 (Section 77A) and other legislation governing employment practices. It complies with the conditions contained in the employment contracts for teaching, non teaching and hostel staff.

The Board of Trustees provides fair and proper treatment of its employees in all aspects of their employment including the following:

- The impartial selection of suitably qualified persons for appointments
- An equal employment opportunities programme
- Encouraging opportunities for Professional Development
- Recognition of the requirements, aspirations and the cultural differences of Maori and ethnic or minority groups
- Recognition of the employment requirements of persons with disabilities

It ensures that all school and hostel employees maintain proper standards of integrity, conduct and concern for the well being of students attending Timaru Boys' High School.

The Board delegates responsibility to the Rector 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 Rector must

- Ensure that employees are not discriminated against on other than clearly job-related, 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
- Ensure that all non teaching staff have a current Police Vet
- Provide an employment agreement for all staff, either individual or collective
- Carry out an annual performance appraisal of all staff
- Meet current employment legislation
- Take all practicable steps to protect staff from unsafe or unhealthy working conditions
- Provide Protective Disclosure protection
- Provide privacy of personal documentation held at school

The Rector has the authority to negotiate agreements with all employees within the parameters of the relevant collective and individual agreements

Regulations

As a good employer, the school and hostel complies with the following legislation

- Education Act 1989 (part 10)
- Health and Safety in Employment Act 1992
- Employment Relations Act 2000
- Human Rights Act 1993
- State Sector Act 1988
- National Administration Guidelines No 3
- Individual and Collective employment agreements
- Teacher's Council of Ethics

Procedures

The school has policies and procedures that promote achievement of high standards of teaching, support or hostel care by all staff. All policies and procedures should be read in conjunction with, and must comply with, relevant statutes, regulations and employment agreements.

- Staff professional development procedures
- Appointments procedures
- Performance Appraisal
- Teacher Registration
- Provisionally registered teachers

Adopted by:	Board of Trustees 9 September 2008
Next review:	
Policy last audited:	

Finance and Asset Management Policy

Policy Statement

Timaru Boys' High School allocates its funds to reflect the school's priorities and needs as outlined in its Strategic Plan and Charter.

The Board of Trustees role is one of policy setting and monitoring.

School expenditure is controlled and monitored by the Board of Trustees with delegation to the Rector for the management of allocated budgets.

Annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989 (section 87(3)).

Guidelines

A comprehensive programme ensures that the school's buildings and facilities are maintained and developed to a standard that provides a safe, healthy learning environment for students and staff, achieved by appropriate annual and long term planning and budgeting.

Financial planning shall reflect the Board's strategic goals, show a generally acceptable level of foresight and not put the school in financial jeopardy. The financial viability of the school must be protected at all times.

The budget must:

- Reflect the targets sought by the Board
- Reflect the priorities established by the Board\Comply with the Board's requirement of a balanced budget
- Ensure adequate working capital
- Demonstrate an appropriate degree of conservatism in estimating all costs and income

The Rector is required to ensure that:

- Unauthorised debt is not incurred
- Generally accepted accounting practices or principles are not violated
- Tagged funds are not used for purposes other than those approved
- No more funds are spent than have been allocated in the fiscal year
- Money owed to the school is collected in a timely manner
- Timely payments are made to staff and other creditors
- Property is not sold or purchased without appropriate authorisation
- Single items are not purchased beyond the Board's established limit
- All relevant Government returns are completed on time
- No one person has complete authority over the school's financial transactions
- No capital purchases are made
 - Of over \$3,500 without having obtained comparative prices for comparative quality
 - Of over \$3,500 without an adequate review of ongoing costs, value and reliability

Through its adherence to thorough procedures and demonstrating good fiscal accountability, Timaru Boys' High School aims to provide excellent resources for all its students and staff.

Assets may not be unprotected, inadequately maintained or unnecessarily risked.

The Rector is required to ensure that:

- Assets are insured
- Unauthorised personnel are not allowed to manage funds or school property
- Plant and equipment is not subjected to improper wear and tear or insufficient maintenance or inappropriate use
- The 10 year property maintenance plan is implemented
- Intellectual property, information and files are protected from loss or significant damage or unauthorised access or duplication
- Funds are not received, processed or disbursed under controls that are insufficient to meet the Board-appointed auditor's standards
- Operating capita are not invested or held in insecure accounts, or in non interest bearing accounts except where necessary to facilitate ease in operational transactions

The financial management procedural guidelines will include:

1. Annual Operating Budgets
2. Capital Expenditure Management Procedures
3. Financial Monitoring and Reporting
4. Trading activities
5. Sports and Cultural Clubs
6. Investment of Surplus Funds
7. Donations
8. School Donations (School Levy)
9. Theft and Fraud Prevention
10. Hiring School Facilities
11. Purchasing
12. Thomas House
13. International Students
14. Cyclical Maintenance
15. Delegation and Limitations to Authority
16. Credit Cards
17. Property Assets

Regulations

- National Administration Guidelines No 4

Finance

- NZSA Standards and Policies
- MOE Financial and Audit Requirements
- Public Finance Act 1989 (section 2: part 5)
- Education Act 1989 (sections 67,73, 79, 87 (3), 90, 100)
- Crown Entities Act 2004

Property

- Fencing of Swimming Pools Act 1897
- Education Act 1989
- Fire Safety and Evacuation of Buildings Regulations 1992
- Fire Service Act 1975
- Resource Management Act 1991
- Building Act 1991 (section 6, 47a)

Hiring of School Facilities

- Education Act 1989
- Electricity Regulations 1997
- Fire Safety and Evacuation of Buildings Regulations 1992
- Fire Service Act 1975
- Building Act 1991 (section 6, 47a)
- Smokefree Environments Act 1990
- Health & Safety in Employment Act 1992
- Occupiers Liability Act 1992

For Reference

- Timaru Boys' High School Strategic Plan 2007 - 2011
- Timaru Boys' High School 10 year Capital Plan and 5 Year Property Plan
- Terms of Reference for the Finance Committee
- Terms of Reference for the Property & Environment Committee
- Terms of Reference for the Hostel Committee
- Ministry of Education's Property Occupancy Document
- Hostel Master Policy
- International Policy

Adopted by:	Board of Trustees 9 September 2008
Next review:	
Policy last audited:	

International Students Policy

International Students are

- **all students who are not permanent residents in New Zealand including**
 -
 - **fee paying students**
 - **exchange students**
- **all students who have a residency permit but for whom English is a second language**

Policy Statement

The school encourages a diversity of international students whose presence enhances the opportunities, perspectives and cultural understanding of all students.

International fee-paying students receive an education consistent with that provided to resident students. Opportunities are provided for involvement in the academic, sporting and cultural life of the school

Regulations

- Code of Practice for the Pastoral Care of International Students

For Reference

- International Students Handbook
- School Prospectus
- Board of Trustees Strategic Plan 2007-2011
- Job Descriptions
 - Director of International Students
 - Homestay Coordinator
 - Administration Secretary
 - Executive Manager
 - ESOL Department
- Refund of International Student Fees
- Protection of International Student Fees
- Certificate of Appointment for Agents

Adopted by:	Board of Trustees 9 September 2008
Next review:	
Policy last audited:	

School Donations Policy

Policy Statement

Timaru Boys' High School welcomes donations from parents and benefactors. Donations enhance the educational opportunities the school can provide contributing to the fulfilment of the strategic goals of student achievement and preparation for life in a positive learning environment.

The school requests an annual donation per student from parents. This is in recognition that the government's state funding formula is inadequate to provide the balanced education expected by the school's community.

Definitions

School Donation Amount set by the Board of Trustees annually and requested from parents for each student at the school. Payment of the school donation is strongly encouraged but is not compulsory.

School Activity Fee These are charges made for additional activities and resources used by the student. Payment is required for these.

Regulations

Education Act 1999 section 3 (free enrolment and free education for all except foreign students)

Public Finance Act 1989 sections 24 (2) and 41 (2) (accountability in financial statements for all money received)

Adopted by:	Board of Trustees 9 September 2008
Next review:	
Policy last audited:	

Use of School Facilities Policy

Policy Statement

The facilities at Timaru Boys' High School are available for approved community use at the discretion of the Rector.

Appropriate fees will be charged.

The Board of Trustees supports the promotion of the school's facilities and use by the local community.

The school complies with the health and safety legislation by ensuring that all users read "Hiring of School Facilities" and are aware of the recognised hazards.

Regulations

- Education Act 1989
- Electricity Regulations 1997
- Fire Safety and Evacuation of Buildings Regulations 1992
- Fire Service Act 1975
- Building Act 1991 (section 6, 47a)
- National Administration Guideline 4
- Ministry of Education Property Occupancy Agreement: State (Non integrated Schools Notice of terms & Conditions)
- Smokefree Environments Act 1990
- Health & safety in Employment Act 1992
- Occupiers Liability Act 1962

Adopted by:	Board of Trustees 9 September 2008
Next review:	
Policy last audited:	

Alcohol and Drugs Policy

Policy Statement

Timaru Boys' High School shares community concern regarding alcohol and drug use by young people.

Alcohol and drug use can put our students at risk and result in injury, problem behaviours, and failure to reach educational potential. Timaru Boys' High School, through school-wide drug and alcohol education programmes aims to foster social and personal skills in students to give them the confidence to make responsible choices about drug and alcohol use.

Professional help is available from counsellors and agencies for students with alcohol and drug related problems.

Guidelines

1. Any student who consumes, is affected by, or is in possession of alcohol and/or drugs at school or in the hostel will be subjected to disciplinary measures that may include suspension or exclusion. This includes traveling to and from school every day whilst in school uniform and/or representing the school on any school organised trip
2. The school rules on drinking, smoking and misuse of drugs when involved in school and hostel activities will be affirmed and supported by ensuring students understand them and the consequences of breaking them
3. Staff and parents at school related functions will be encouraged to provide responsible role models and foster healthy attitudes
4. The school will from time to time be required to search students and seize property that is dangerous and illegal.

Regulations

- Liquor Act 1999
- Education Act 1989
- Crimes Act 1961
- Smokefree Environments Act 1990

For Reference

- Crown Public Health - Public Health Nursing Service and school nurse
- Special Education Services
- Kensington Centre
- Child & Youth Mental Health Services
- CYF Service
- School Rules
- Policy on Student Behaviour

Procedures

Procedures for the following situations related to an alcohol and drug free environment are with the school management:

1. Alcohol
2. Drugs and Harmful Substances
3. Search and Seizure
4. Curriculum - *Health and Physical Education in the New Zealand Curriculum*

Adopted by:	Board of Trustees 9 September 2008
Next Review:	
Policy last audited:	

Civil Emergency Policy

Policy Statement

Timaru Boys' High School's first responsibility is towards its students and staff in the event of a civil defence emergency.

The school acknowledges that there is a leadership role to play in supporting the immediate community. The first priority in any emergency is the protection of life and the prevention of injury. The second priority is the protection of property.

Guidelines

The decision to continue school and/or hostel functions will be made by the Board of Trustees with the Rector and, if appropriate, the Ministry of Education.

Regulations

- Civil Defence Emergency Management Act 2002

Reference

- Timaru Boys' High School Red Crisis Box
- Thomas House Red Crisis Box

Adopted by:	Board of Trustees 9 September 2008
Next review:	
Policy last audited:	

Harassment Policy

Policy Statement

Harassment in all its forms has no place at Timaru Boys' High School or Thomas House.

All students and staff have the right to learn, teach, and work and live within a safe and caring environment and in an environment free from humiliation and harassment. This school seeks and affirms each person's worth, dignity, culture and vocation. Harassment strikes at the basis of these values and prevents students reaching for excellence in every dimension of life.

Harassment affects everyone: not just the offenders and victims. It also affects those other people who may witness violence, intimidation and the distress of the victim. It can damage the atmosphere of a class and even the climate of a school or hostel and prevent students from reaching their potential. The purpose of harassment is to intimidate, coerce, engender fear, to control. Harassment can take a number of forms: physical, sexual, verbal, racial, offensive language, gesture, intimidation, extortion and exclusion.

Guidelines

Timaru Boys' High School aims to eliminate harassment by achieving the following:

1. Reinforce the view that harassment is an unacceptable part of school and hostel life
2. Provide a safe, secure learning, teaching, working and living environment for our students and staff
3. Create a supportive climate
4. Provide a suitable counselling service for the victim and the offender
5. Provide clear procedures that will be taken in instances of harassment that ensures all complaints are dealt with fairly and equitably
6. Provide a physical environment which engenders appropriate and acceptable behaviour and discourages offensive behaviour and language
7. Value diversity in individuals and culture and the rights of all people
8. Teach strategies to deal with harassment
9. Create a climate which aims and encourages self respect and respect for others
10. Create a school climate that encourages students to share problems of harassment and seek assistance from staff

Regulations

- PPTA Secondary Teachers Collective Employment Contract
- NZEI Collective Employment Contract
- SFWU Collective Employment Contract
- Employment Relations Act 2000 Section 109 and 112
- Education Act 1989 Section 60A and 61
- State Sector Act 1988
- Health & Safety in Employment Act 1992
- Harassment Act 1999
- Human Rights Act 1993

For Reference

- Policy on Health & Safety

Procedures

Procedures for the following forms of Harassment are with the School Management:

- Physical
- Racial
- Sexual

Adopted by:	Board of Trustees 9 September 2008
Next review:	
Policy last audited:	

Health and Safety Policy

Policy Statement

Timaru Boys' High School and its hostel are committed to ensuring the safety of staff, students, visitors and contractors by complying with the relevant health and safety legislation, standards and codes of practice.

Students are encouraged to take responsibility for their own health through involvement in education programmes both in and out of the classrooms. The school has a responsibility to help students and staff establish and maintain healthy eating patterns by offering varied and nutritious food choices at school and in the hostel.

To ensure a safe and healthy work environment, a Health and Safety Committee will operate comprised of representatives from Management, the school and the boarding hostel.

Guidelines

1. All staff have individual responsibility for health and safety. Appropriate orientation, training and supervision are to be provided for all new and existing staff
2. All staff are to be informed of, to understand, and to accept their responsibility for eliminating or minimising the potential harm to students and staff at their work place, including contractors, other staff and visitors who are to be informed of any results of our monitoring their work area
3. All staff are to be consulted on, and given the opportunity to participate in, health and safety management
4. Union and other employee representatives are to be consulted regarding health and safety management
5. A safe and healthy working environment is created and maintained. This includes facilities for staff and student health and safety at work
6. There is to be ongoing evaluation, review and updating of our compliance with our health and safety programme.

Regulations

- The Health & Safety in Employment Act 1992 and Amendment 2002
- Health & Safety in Employment Regulations 1995 and Amendment 2002
- Health and Safety Code of Practice for State Integrated Primary, Composite and Secondary Schools

Procedures

The procedures as in the Ministry of Education "Health and Safety Code of Practice for State Integrated Primary, Composite and Secondary Schools" will be incorporated as procedures for this school.

Procedures for the following situations related to Health and Safety are with the School Management:

1. Abduction
2. Behaviour Management
3. Crisis Management
4. Drugs and Harmful Substances

5. Education Beyond the Classroom and Risk and Management System
6. Emergency Evacuation (Fire, Earthquakes, Bomb Threats and Hold Ups)
7. Harassment
8. Health and Safety in Science
9. Health & Safety in Technology
10. Non Emergency Administration of Prescribed Medication by School Staff;
First Aid and Accident and Incident Register; Infectious Diseases
11. Privacy
12. Search & Seizure
13. Students and Vehicles
14. Sun Smart
15. Identification of Hazards
16. School Visitors

Adopted by:	Board of Trustees 9 September 2008
Next review:	
Policy last Audited:	

Student Behaviour Policy

Policy Statement

Timaru Boys' High School aims to provide a safe, secure and supportive learning environment that assists each student to gain self respect and respect the rights of others and their surroundings. Students are assisted to take responsibility for their own behaviour. Student boundaries are to be consistent with those that they may face in future training, work and life.

The learning environment is expected to be free from disruption and negative behaviour as it is the right of the school community to learn and teach without interruption.

Guidelines

The school provides students with a clear set of acceptable behaviours by

1. Having school rules that will be the basis of encouraging positive student behaviours.
2. Acknowledging and rewarding where appropriate the positive behaviours of students.
3. Using methods of discipline that will promote positive behaviour development and, where possible, identify and address reasons for misbehaviour.
4. Having a Guidance system which is effective and accessible
5. Having procedures in place that ensure that students attend class
6. Having procedures in place to manage crisis situations
7. Having an environment which recognises and caters for individual learning needs.
8. Encouraging cooperation between home and school
9. Having a discipline process that
 - Is consistent, fair and transparent
 - Is cooperative and consultative
 - Encourages consistency
 - Recognizes the principles of natural justice

Regulations

- Ministry of Education: "Guidance for Principals and Boards of Trustees on Stand-Downs, Suspensions, Exclusions, and Expulsions July 1999"
- Education Act 1989
- Education Amendment Act 1998
- Education(Stand-Down, Suspension, Exclusion and Expulsion) Rules 1999
- Human Rights Act 1993
- Office of the Commissioner for Children

For Reference

- School Rules
- Staff Handbook; Thomas House Staff Handbook
- School and Thomas House Prospectuses
- Thomas House Handbook
- Policy on Alcohol and Drugs

- Policy on Harassment
- Policy on Health and Safety
- Policy on Hostel

Procedures

The School has specific procedures for the management of student behaviour that expects students to take responsibility for their own behaviour and provide both positive reinforcement of acceptable behaviour and clear consequences when stated expectations are not met.

Adopted by:	Board of Trustees 9 September 2008
Next review:	
Policy last audited:	

Administration Policy

Policy Statement

Timaru Boys' High School has comprehensive policies and procedures to ensure its compliance with all the general administration requirements set out by the Ministry of Education, legislative statutes and regulations as set down by the appropriate Acts, Ministry of Education circulars and the Education Gazette.

The Board of Trustees *Governance Manual* details the procedures used by the Board to ensure excellent governance practice. This is reviewed annually to monitor compliance.

The school's *Charter* which is updated and submitted to the Ministry of Education annually, includes the strategic and annual intent of the school and the processes followed to monitor and report on student achievement.

Regulations

- Education Act (School Attendance) Regulations 1951
- Education Act 1989
- Health (Immunisation) Regulations 1998
- Human Rights Act 1993
- Local Government Official Information and Meetings Act 1987 (part 7)
- Official Information Act 1982
- Privacy Act 1993
- State Sector Act 1988

Procedures

The Rector, in conjunction with the Senior Leadership team, monitors day-to-day school administration. Along with the Board's policies and procedures, the following procedures ensure the school is administered efficiently and in compliance with legislative requirements

- Delegations to the Rector
- Management Reporting to the Board
- Enrolment and Leaving Procedures
- School absences
- Student Attendance
- Staff Absences and Leave
- Staff non contact periods procedures
- School rules
- Teacher Registration
- Reporting and Assessment
- Privacy
- Uniform

Adopted by:	Board of Trustees 9 September 2008
Next Review	
Policy last Audited:	

Complaints Policy

Policy Statement

Timaru Boys' High School respects any concerns that may be raised by parents or caregivers, staff, students and community members. The school believes in high standards and in the pursuit of excellence. It is keen to listen to and learn from any valid concerns raised about the school. To ensure that all concerns are dealt with effectively and fairly the standard process outlined should be adhered to.

Guidelines

1. Complaints will be dealt with according to written procedures and by all relevant awards, collective agreements and statutes
2. Complainants are encouraged to put their complaint in writing. The school office has a Complaints Form to assist. This can be completed at school or forwarded to the complainant. It will be acknowledged in five days
3. When a member of Senior Management, Guidance Counsellor, dean, teacher, or Hostel Manager receives a complaint, he or she will discuss the matter with the complainant before deciding what further action should be taken. If the complainant wants someone else to accompany them when the matter is being discussed, they are welcome to do so
4. Depending on the nature of the complaint, the matter may be referred to the Board of Trustees for consideration and action. Complaints will be treated in confidence. However, in the interests of natural justice, the person about whom a complaint is made must have the opportunity to hear and read all details about the complaint, and to reply to it.

Regulations

- Official Information Act 1982
- Privacy Act 1993.

Procedures

Making a complaint.

The school expects the following steps to be taken by a complainant:

1. Contact the person whom the concern involves
2. If unresolved, contact the Dean of the appropriate year level
3. If still unresolved, contact the Rector
4. If there is no satisfaction from the previous steps, make a complaint in writing to the Board of Trustees.

Adopted by:	Board of Trustees 9 September 2008
Next Review:	
Policy last Audited:	

Protected Disclosures Policy

Policy Statement

Timaru Boys' High School has in place comprehensive procedures to follow when receiving and dealing with information about serious wrongdoing. The Board of Trustees ensures these procedures are in place to meet the requirements of the *Protected Disclosures Act 2000*.

Procedures

Detailed procedures for making a protected disclosure under the Protected Disclosures Act 2000

1. If on reasonable grounds you believe you have information that a serious wrongdoing is occurring (or may occur) within the school or hostel and you wish to disclose that information so it can be investigated you can make a protected disclosure to the Rector
2. This can be verbally or in writing. You should identify that the disclosure is being made under the *Protected Disclosures Act* and is following Board procedure, provide detail of the complaint (disclosure) and who the complaint is against.
3. If you believe that the Rector is involved in the wrongdoing, or has an association with the person committing the wrongdoing that would make it inappropriate to disclose them, then you can make the complaint to the Chairperson of the Board of Trustees.
4. It is then up to the person to whom you disclose, to decide if the disclosure constitutes a serious wrongdoing, and that the allegations need investigating
5. They can decide:
 - a) To investigate the disclosure themselves
 - b) To forward the disclosure to the Board or to a committee of the Board to investigate
 - c) Whether it needs to be passed on to an appropriate authority. If it goes to an appropriate authority they will advise you that they are now investigating the complaint.
6. If you believe that both the Rector and the Chairperson of the Board may be party to the wrongdoing or in close relationship with the person/s involved in the wrongdoing you can approach an external "appropriate authority" directly yourself.

Appropriate Authorities include but are not limited to:

- i. Commissioner of Police
- ii. Controller and Auditor General
- iii. Director of the Serious Fraud Office
- iv. Inspector General of Intelligence and Security
- v. Ombudsman
- vi. Parliamentary Commissioner for the Environment
- vii. Police Complaints Authority
- viii. Solicitor General
- ix. State Services Commissioner
- x. Health and Disability Commissioner

- xi. The head of every public sector organization whether or not mentioned above. This could mean in certain circumstances the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officers of the Education Review Office (ERO).

Why can't I just go to the appropriate authority myself

There are three circumstances when you can go to the appropriate authority

1. When you believe that the head of the organisation is also party to the wrongdoing or has an association with the person that would make it inappropriate for them to investigate
2. If the matter needs urgent attention or there are other exceptional circumstances
3. If after 20 working days there has been no action or recommended action on the matter to which the disclosure is related.

Otherwise you need to go through the internal process.

What happens if the appropriate authority does nothing?

You could then make a disclosure to the Ombudsman (unless they are the authority you have already disclosed to) or a Minister of the Crown.

The Act does not protect you if you disclose information to the media or a member of Parliament other than a Minister of the Crown in the circumstances referred to above.

Where can I find out more information?

If you notify the Office of the Ombudsman verbally or in writing that you have disclosed or are considering a disclosure under this Act, they must provide information and guidance on a number of matters including those discussed here and the protections and remedies available under the *Human Rights Act 1993* if the disclosure leads to victimization.

Regulations

- Protected Disclosures Act 2000
- Human Rights Act 1993
- Ministry of Education Circular 2000/29 “Guidelines on the Protected Disclosures Act 2000”
- Ministry of Education Circular 2003/8 “Guidelines on the Protected Disclosures Act 2000 as amended”

Adopted by:	Board of Trustees 9 September 2008
Next Review:	
Policy last audited:	

Public Relations Policy

Policy Statement

Timaru Boys' High School values the high regard in which it is held by many of its past and present students and staff, parents and caregivers, and the wider community.

The school can be sought by the media (newspapers, radio and television) for comment as a South Canterbury educational leader and for boys' secondary education. Accurate, consistent, strategic and timely comment and information is to be conveyed about the school, its policies and activities.

An honest, positive and proactive approach to requests by the media for information and comment will best help maintain this valued respect. Media strategies and press releases should reflect the school's core values and goals as expressed in its strategic plan and charter.

The Rector is the official spokesperson for the school on all issues excluding Board matters.

The Chairperson is the only spokesperson to be interviewed on all Board related matters that do not concern the day to day operation of the school.

Guidelines

1. The Publicity Officer, Arts Coordinator and Sports Coordinator will submit articles to the media under the authority of the Rector

Regulations

- Meetings Act 1987

For Reference

- Timaru High School Old Boys' Association

Procedures

1. Media attendance at Board meetings (Meeting Process)

Adopted by:	Board of Trustees 9 September 2008
Next Review:	
Policy last Audited:	

APPENDIX A

Recommendations from the latest ERO Report – May 2009

ERO and the Board of Trustees have developed the following recommendations to improve student achievement:

1. The Rector with senior leaders and teachers develop effective teaching practices that result in high quality teaching for all students;
2. The Rector, senior leaders and teachers improve the use of analysed achievement information to meet the diverse needs of all students;
3. The Board, senior leaders and teachers continue to increase awareness and understanding of bi-cultural and multicultural perspectives in classroom programmes and the school environment; and
4. The Board and Rector improve the quality of documentation and self review of the provisions made for international students

APPENDIX B

2010 TBHS SCHOOL GOALS

- Implementing the ‘Learning and Teaching Policy’ be a priority in the adopting of best teaching practice throughout the school
- Setting academic targets and conferencing with senior students be a focus in raising student achievement
- School based professional development to provide choice and practical application for learning and teaching
- The ICT PD with its focus on Professional Learning Groups enables fuller implementation of I.T. into all programmes of learning
- Improving Maori and Pacifika student achievement be the responsibility of all teachers

TIMARU BOYS' HIGH SCHOOL

School Goals 2010



Goal #1:

TBHS has a strong academic focus within the school where academic success is expected and valued

Operational Objectives (What are we trying to do?)	Actions to achieve objective (What can we do to get there?)	Operational Outcome (What will it look like when we get there?)	Timeline (When will it be done by?)	Responsibility (Who will ensure it happens?)	Interim Evaluation
<ul style="list-style-type: none"> Shift the just enough attitude to 'doing personal best' 	<ul style="list-style-type: none"> Goal setting and study planning to be a school-wide focus. This to include individual interviews and family conferencing Teachers of all subjects at Y12 to interview each student to establish learning goals for 2010. This to be completed in the first term Fortnightly notes to be extended to include all teaching 	<ul style="list-style-type: none"> NCEA improvement sustained "a 70% plus school" Year 12 results improve by 5+% in 2010 Fortnightly notes to be reported to parents High student 	<ul style="list-style-type: none"> Completed before 1 June Completed by 1 April 2010 School wide as of the start of the 	<ul style="list-style-type: none"> Form teachers Deans/HoD's Class teachers SLT Year 12 teaching staff SLT- Rod Sparrow co-ordinator 	

	levels (Years 9 to 13). Fortnightly notes is to provide immediate feedback on attitude and progress	responsiveness to Fortnightly notes	school year		
<ul style="list-style-type: none"> • Develop a stronger academic focus in the school 	<ul style="list-style-type: none"> • Establish a scholarship group at Level 3 and providing mentoring throughout 2010 	<ul style="list-style-type: none"> • Scholarship focus - target 6+ scholarships in 2010 	<ul style="list-style-type: none"> • Operating from 1 Feb 	Ros Bennett (Lead mentor)	

Continue dialogue with Maori whanau on improving outcomes for Maori and Pacifika students	<ul style="list-style-type: none"> Dialogue with Maori and Pacifika whanau be maintained. Achievement goals be set for 2010 for these students 	<ul style="list-style-type: none"> Hui with Maori and Pacifika whanau Make known targets for 2010 Staff Marae visit re-scheduled 	<ul style="list-style-type: none"> Established first term 2010 Visit arranged Term 2 	<p>Co-ordinated by Sharon Melrose</p> <p>Confirmed role of Te Atakura</p>	
School Objectives (What are we trying to do?)	Actions to achieve objectives (What can we do to get there?)	Operational Outcome (What will it look like when we get there?)	Timeline (When will it be done by?)	Responsibility (Who will ensure it happens?)	Interim Evaluation
Pacific students achievement and cultural context be supported	<ul style="list-style-type: none"> A Pacifika whanau and student support group established 	<ul style="list-style-type: none"> Increased presence of Pacifika parents in the school Evidence of Pacifika students in leadership roles 	<ul style="list-style-type: none"> Initial phase by Term 2 	<p>Lead teacher Sharon Melrose</p> <p>SLT support</p>	
International student comply with the Code of Practice	<ul style="list-style-type: none"> A annual review and sign off be completed 	<ul style="list-style-type: none"> Confirmation of compliance. Identify any areas for development / improvement 	<ul style="list-style-type: none"> Annual term 4 review 	<p>Director of International Students</p>	
Support the review of ESOL tuition	<ul style="list-style-type: none"> Establish a clear programme for ESOL tuition 	<ul style="list-style-type: none"> Appoint a lead teacher of ESOL Formal ESOL Dept meetings take place 	<ul style="list-style-type: none"> Term 1, 2010 From commencement of 2010 school year 	<p>Dave Thorp and Graham Melrose</p>	

Goal #3:

TBHS has a responsive pastoral care system that supports the learning and development of our young men

Operational Objectives (What are we trying to do?)	Actions to achieve objective (What can we do to get there?)	Operational Outcome (What will it look like when we get there?)	Timeline (When will it be done by?)	Responsibility (Who will ensure it happens?)	Evaluation 31 October 2009
Actively target bullying and classroom disruption	<ul style="list-style-type: none"> Continue to actively target bullying and disruption to teaching and learning 	<ul style="list-style-type: none"> School-wide bullying surveys continued analysed and acted upon Reduction in withdrawal and detention numbers 	<ul style="list-style-type: none"> Throughout 2010 	SLT / Deans Rod Sparrow (co-ordinator)	
Identify and help students at risk of failing	<ul style="list-style-type: none"> Identify and help students at risk of failing. I.E.P.'s for those with learning and behavioural challenges be further developed and extended 	<ul style="list-style-type: none"> Increased support to the Learning Centre Increase in the number of students with IEP's 	<ul style="list-style-type: none"> Commenced Term 1, 2010 	Assistant Rector (Paul Bennison) Learning Support	
'The Rite Journey' established a significant personal development programme for	<ul style="list-style-type: none"> Implement and support 'The Rite Journey' as a school-wide Year 10 programme Provide 	<ul style="list-style-type: none"> Evidence of a high level of student engagement Parent and student satisfaction 	<ul style="list-style-type: none"> Programme commences February 2010 	Rector Group leader - Paul Bennison TRJ teachers	

Year 10 students	professional support and funding for the programme	surveys record very positive results			
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Goal #4:
TBHS has a vibrant culture embracing the arts and sport

Operational Objectives (What are we trying to do?)	Actions to achieve objective (What can we do to get there?)	Operational Outcome (What will it look like when we get there?)	Timeline (When will it be done by?)	Responsibility (Who will ensure it happens?)	Interim Evaluation
<ul style="list-style-type: none"> Acknowledge personal excellence in arts and sport 	<ul style="list-style-type: none"> Encourage all staff to play lead roles in supporting sporting and cultural activities Work with our senior students to achieve a balance between learning and recreational activities Acknowledge personal excellence in arts and sport 	<ul style="list-style-type: none"> All staff identified in co-curricular role Students can show evidence of reflective approach to achieving balance Prominence achieved on all promotional outlets - local papers, webpage, newsletters 	<ul style="list-style-type: none"> Term 1, 2010 All year All year 	<ul style="list-style-type: none"> Rector / SLT Heads of Level Deans Form Teachers Rector / Arts & Sports Directors 	

Goal #5:

TBHS has an attractive and functional environment that enhances our learning community

Operational Objectives (What are we trying to do?)	Actions to achieve objective (What can we do to get there?)	Operational Outcome (What will it look like when we get there?)	Timeline (When will it be done by?)	Responsibility (Who will ensure it happens?)	Interim Evaluation
<ul style="list-style-type: none"> • Provide an aesthetically attractive environment 	<ul style="list-style-type: none"> • Communicate our annual priorities in property and environmental development • Advance the landscape plan presented to the school community. A phased implementation plan over the next 5 years to be developed 	<ul style="list-style-type: none"> • Published priorities and time lines • An agreed strategy and consultation programme in place 	<ul style="list-style-type: none"> • Term 1, 2010 • Term 2, 2010 	Rector Property team	

APPENDIX C

List of Acronyms and Abbreviations

DP	Deputy Rector
AP	Assistant Rector
HoD	Head of Department
EEO	Equal Employment Opportunities
FTTE	Full Time Teacher Equivalent
ERO	Education Review Office
EOTC	Education outside the Classroom
ESOL	English for Speakers of Other Languages
GMFS	Guaranteed Minimum Staffing Formula
GSC	Guaranteed Staffing Component
GSE	Group Special Education
HSE	Health & Safety in Employment Act
ICT	Information and Communications Technology
IEP	Individual Education Programme
IEA	Individual Employment Agreement
LOTC	Learning Outside the Classroom
MNA	Moderation of National Assessment
MoE	Ministry of Education
NAGs	National Administration Guidelines
NEGs	National Education Goals
NQF	National Qualifications Network
NZEI	New Zealand Educational Institute
NZPF	New Zealand Principal's Federation
NZPPTA	New Zealand Post Primary Teachers' Association
NZSTA	New Zealand School Trustees Association
NZTC	New Zealand Teachers Council
NZQA	New Zealand Qualifications Authority
ORRS	Ongoing and Renewable Resourcing Schemes
POD	Property Occupancy Agreement
PTA	Parent Teacher Association
RAMS	Risk Analysis and Management System
RTLB	Resource Teachers: Learning and Behaviour
SCT	Specialist Classroom Teacher
SEG	Special Education Grant
SHHN	Schools High Health Needs
SPANZ	Secondary Principals' Association of New Zealand
SSC	State Services Commission
STAR	Secondary Tertiary Alignment Resource
SFWU	Service and Food Workers Union
TEFA	Target Educational Funding
VC	Video Conferencing
5YPP	Five Year Property Plan
10YPP	Ten Year Property Plan

APPENDIX D

Terms of Reference for the Resources Committee

Purpose

The Board of Trustees is responsible for ensuring the school's financial and physical resources are managed effectively and are used to achieve the goals and curriculum requirements identified in the Strategic Plan, Annual Plans and Charter. The Board is responsible for safeguarding the viability and assets of the school for future generations of students.

The Resources Committee has responsibility for overseeing the management of maintenance and improvement of all buildings, grounds, facilities, plants and equipment ensuring a safe and healthy learning environment. The Resources Committee has delegated responsibility for overseeing the management of health and safety and risk at the school.

The primary purpose of the Resources Committee is to support the Rector to ensure that his reporting to the Board in relation to the financial and physical assets of the school is meaningful and understandable, to enable the Board to effectively monitor the school's performance in these areas.

The Resources Committee provides a forum for the Rector to identify management issues of interest to the Board. This ensures that the reporting to the Board is focussed and any issues are thoroughly explored and investigated prior to Board meetings. The Resources Committee makes recommendations to the Board.

Note:

The Resources Committee is not responsible for the monthly monitoring, annual budget setting or property and safety matters relating to Thomas House. These are the responsibility of the Hostel Committee

Term Of Operation

Committee and committee membership to be reviewed annually

Committee Members

- Rector – Kevin O'Sullivan
- Parent Trustee – Peter McPherson (Chairman)
- Parent Trustee – Carole Brand (Chairperson of BOT)
- Parent Trustee – Robin Donovan
- Parent Trustee – Peter Hall
- Parent Trustee – David Morgan
- Co-opted Trustee – Mark Elliotte
- Staff Trustee – Paul Bennison
- Student Trustee – Matt Keelty
- Old Boys' Representative – David McBride
- Business Manager – Lyn Stewart
- Deputy Rector – David Thorp

Duties And Responsibilities

Note

The Board of Trustees has accountability for and control of the school's financial resources. The Board delegates authority to the Rector to implement the annual budget. The day to day management of finance, property and health and safety matters is delegated to the Rector.

The Resources Committee supports the Rector to deliver on the reporting and monitoring of the school's financial, property and health and safety resources that includes:

- Providing the Board with regular financial reports that include identification and explanation for any unexpected deviation from budget
- Ensuring reports comply with legislation, accounting standards and generally accepted accounting principles
- Ensuring appropriate financial management procedures and practices are followed as set out by the Ministry of Education
- Ensuring a draft budget allocating funds to reflect the school's priorities is presented to the Board by 30 November
- Ensuring draft annual financial statements are presented to the Board prior to 31 March
- Ensuring the draft financial statements are presented to the auditor by 31 March
- Presenting draft or final financial statements at the Board's Annual Meeting
- Ensuring the financial statements are provided to the Ministry of Education by 31 May
- Co-ordinating the development of the school's ten year development plan and annual review of the school's property needs and the implementation of a long term programme of development and replacement to meet those needs.
- Ensuring the operation and review of the ten year cycle of property maintenance. The school's maintenance programme ensures a safe and healthy environment
- Ensuring the school complies with the conditions of the Property Occupancy Agreement
- Ensuring the school facilities and systems meet all Health and Safety regulations and requirements
- Ensuring the appropriate risk assessment (RAMS) procedure is in place

Reporting Procedures

- The Resources Committee meets monthly two weeks before the Board meeting.
- The Minutes of the Resources Committee are reported on at the Board of Trustees' monthly meeting
- Reporting back annually to the Board of Trustees, according to the annual Board calendar, on the operation of the committee and the school's management regulations and procedures that related to NAGs 4 and 5

Adopted by Board:	9 February 2010
Next Review:	

APPENDIX E

Terms of Reference for the Discipline Committee

Purpose

To hear all information relating to a suspension and on behalf of the Board to decide the outcome of the suspension

The powers conferred on the Board under Sections 15 and 17 of the Education Act 1989 are delegated to the Discipline Committee

Term of Operation

Committee and committee membership to be reviewed annually

Committee Members

The committee shall comprise a minimum of three parent trustees. In the interests of natural justice, the Rector must not be part of the Discipline Committee to which he is the provider of information.

- Co-opted Trustee – Warren Charteris (Chairman)
- Parent Trustee – Carole Brand (Chairperson of BOT)
- Parent Trustee – one other

Duties and Responsibilities

The committee will:

- Act with fairness, without bias or prejudice and with confidentiality
- Ensure that all processes relating to the suspensions of students adhere to the requirements of the Education Act 1989, ad its amendments, Education Rules 1999 and Ministry of Education 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

Note

The roles and responsibilities for setting the Discipline Committee meetings, and distributing the required documentation are

SDS1 to Ministry of Education <i>Notification of Suspension</i>
Discipline Chairperson notified of suspension and time frame Hearing time set Venue confirmed Members of Discipline Committee notified
Suspension letter, copy of Ministry <i>Information for Parents</i> advice of hearing, date, time and venue, posted to parents
Supporting documents posted to family 48 hours prior to hearing
Family contacted by school offering support
Copies of Suspension letter and supporting documents posted to members of Discipline Committee 48 hours prior to meeting
Minutes of hearing
Letter confirming decision

Best Practice Guidelines*The Rector's Decision*

The Rector has to consider the circumstances of each situation and be satisfied that it warrants standing-down or suspending the student. This means that the Rector cannot stand-down or suspend a student automatically just because that student has broken a school rule. The Rector must carefully consider the evidence and all the circumstances prevailing at the time. It is within this context that a school's 'zero tolerance' of certain behaviours is untenable

The Board's Decision

The Chairperson of the Discipline Committee must be prepared to rule whether specific information or material presented by either the Rector or the student/parent/representative is relevant in considering the suspension

The Board is to make its decision without the recommendation or vote of the Rector. The Rector will usually be asked to leave the meeting while the Board makes its decision

Conflict of Interest

Any Trustee, who has any close personal association with the suspended student or circumstances of the suspension, should declare this at the earliest opportunity. The Board should also consider whether a member's prior knowledge is likely to unfairly influence the outcome of the suspension

It is up to the student and/or their family to choose and arrange the support they require for the process. If the family requests support at the meeting from guidance staff, this will potentially bring the member of staff into a conflict of interest. Guidance staff are to seek prior agreement to this from the Rector.

At the Meeting

During the meeting the Board will need to

- Verify the facts
- Ask for, and consider, the family's perspective
- Keep in mind that the Rector is required to inform parents of matters that may impede a student's progress, and ensure guidance and counselling are made available

Questions to consider include

- Has the school fulfilled its responsibilities?
- Has it done everything it should?
- Has it done everything it could?
- Is there a record of what has been done previously?
- The key focus of the meeting is to hear from the student and ascertain if they are able and willing to change their behaviours. Questions directed to the student should be simple, direct and open taking into account their age

• Adopted by Board: 9 February 2010

• Next Review:

APPENDIX F

Terms of Reference for the Hostel Committee

Purpose

The Board of Trustees is responsible for ensuring the Hostel, Thomas House, is managed effectively and provides a safe physical and emotional environment that supports learning for boarders.

The Hostel committee is responsible for ensuring the Rector's financial reporting to the Board enables the Board to effectively monitor performance.

The committee has responsibility for overseeing health and safety, and the maintenance and improvement of physical assets.

The committee provides a forum for the Rector and Director of Boarding to identify management issues of interest to the Board.

The committee makes recommendations to the Board

Note:

The Hostel committee is not responsible for deciding the outcomes of suspensions from the hostel. This is the responsibility of the Board Discipline Committee.

Terms of Operation

The committee and committee membership to be reviewed annually

Committee Members

Rector – Kevin O'Sullivan

Parent trustee – Peter Hall (Chairman)

Parent Trustee – Carole Brand (Board Chairperson)

Parent Trustee – David Morgan

Co-opted Trustee – Mark Elliotte

Deputy Rector – Rod Sparrow

Director of Boarding– Ross Smith

Business Manager – Lyn Stewart

Hostel Parents' Association Representative – Mark Chamberlain

Hostel Boarders' representative – Ben Dunbar

Duties and Responsibilities

The day to day management of the hostel is delegated to the Rector and through him to the Director of Boarding.

The Board of Trustees has set up the Hostel committee to assist in carrying out its following governance responsibilities.

Strategic Planning

“To provide a supportive extended family environment that encourages young men to achieve personal growth and excellence” (Thomas House Mission Statement from the **2008-2010 Strategic Plan - Appendix?**)

- Ensuring a sensible and feasible strategic plan supporting learning and the School's strategic plan, mission and vision
- Continuing an integrated approach to strategic planning

Financial

- Providing the Board with regular financial reports that include identification and explanation for any unexpected deviation from budget
- Ensuring boarding fees are set and a draft budget is presented to the Board by 30 November
- Ensuring a Hostel Financial Performance Statement is included with the School's draft annual financial statements and presented to the Board prior to 31 March

Physical Environment

- Overseeing review of the Hostel's fixed asset register
- Reviewing and co-coordinating the Hostel's long term property replacement and development programme.
- Ensuring the Hostel's property maintenance programme provide a safe and healthy environment
- Ensuring the Hostel facilities and procedures meet all Health and Safety regulations and requirements

Emotional Environment

- Assuring the Board, through reports from hostel management, of student welfare and that the hostel provides a safe emotional environment.

Other

- Monitoring compliance with the School's Employer Responsibility Policy and providing the Board with an annual report related to staff appointment process, police vetting, contracts, appraisals, professional development.
- Monitoring compliance with other School policies, related procedures, legislation and Ministry of Education requirements. This will be achieved either by way of inclusion in the Rector's reporting to the Board on the School's compliance with policies or by the Director of Boarding's reporting to the hostel committee. The following policies are identified as having particular relevance to the hostel:
 - Sports policy
 - Arts and culture policy
 - International students
 - Use of school facilities
 - Alcohol and drugs
 - Harassment
 - Student Behaviour
 - Administration
 - Complaints
- Supporting an integrated pro active approach to promotion and marketing of the hostel.
- Awarding of annual scholarships (A D Major, Thomas House Jubilee and Sir Roy McKenzie Scholarships)

Reporting Procedures

- The hostel committee meets monthly two weeks before the Board meeting.
- The Minutes of the Hostel Committee meetings, including the committee's recommendations, are reported on at the Board of Trustees' monthly meeting
- Reporting back annually to the Board of Trustees on the operation of the committee

Adopted by Board:	9 February 2010
Next Review:	

Is the Strategic Plan reviewed annually? **1 2 3 4 5**

Comments: _____

Student Achievement

Generally, does the Board monitor and evaluate student achievement **1 2 3 4 5**

Comments: _____

Have targets relating to student outcomes been included in the Annual Management Plan? **1 2 3 4 5**

Comments: _____

Do we receive reports from the Rector on progress against the Annual Plan highlighting risks and successes? **1 2 3 4 5**

Comments: _____

Do we meet the targets related to student outcomes? **1 2 3 4 5**

Comments: _____

Do we implement the Curriculum Statements and National Administration Guidelines and satisfactorily perform the National Education priority **1 2 3 4 5**

Comments: _____

Finance

Annual budget: is this prepared in an effective and timely manner? **1 2 3 4 5**

Comments: _____

Financial reporting: are monthly reports on financial performance and position timely and understood by members? **1 2 3 4 5**

Comments: _____

Is performance against budget satisfactory and are school finances managed appropriately? **1 2 3 4 5**

Comments: _____

Is the operation of the school funded satisfactorily? **1 2 3 4 5**

Comments: _____

General

Have we identified specific skills/new people to come on our Board? **1 2 3 4 5**

Comments: _____

Induction: Do we have an effective procedure for the induction of new Board members? **1 2 3 4 5**

Comments: _____

Board training: Do members undertake any training?

Do we have any policies or programmes for training? **1 2 3 4 5**

Comments: _____

Board meetings: Do members prepare adequately for meetings and take active roles?

1 2 3 4 5

Comments: _____

Are Board activities conducted in an atmosphere of creative tension? **1 2 3 4 5**

Comments: _____

Meeting agendas: Do Board members receive advance written agendas with clear, concise background material to prepare in advance for meetings? **1 2 3 4 5**

Comments: _____

Information: Are all Board members fully informed of relevant matters ? Are there ever any surprises? **1 2 3 4 5**

Comments: _____

Risk Management: Are members briefed on internal and external risks and do we take action if necessary? **1 2 3 4 5**

Comments: _____

Legal requirements: Do Board members understand these and are we kept aware of any changes? **1 2 3 4 5**

Comments: _____

Treaty of Waitangi: Is this considered in Board decisions? **1 2 3 4 5**

Comments: _____

Does the Board ensure key members of management are invited to meetings and participate in discussions? **1 2 3 4 5**

Comments: _____

Do Board members understand the extent of their relationship with management, and the separation of governance and management? **1 2 3 4 5**

Comments: _____

Rector: Does the Board nurture and assess the performance of the Rector? **1 2 3 4 5**

Comments: _____

Communication: Does the Board have a proactive communication strategy across the school, between Board, parents, management, staff and students?
Do we report effectively to parents and students on their progress? **1 2 3 4 5**

Comments: _____

Does the Board represent the school in a positive appropriate manner? **1 2 3 4 5**

Comments: _____

Staff: Does the Board have an effective relationship with the Rector, staff and management of the school? **1 2 3 4 5**

Comments: _____

Are members familiar with staff employment contract conditions? **1 2 3 4 5**

Comments: _____

Resources

Does property/resources meet the needs of student achievement goals and is the Board conserving and looking to enhance the resource base? **1 2 3 4 5**

Comments: _____

APPENDIX H

Review of the Chairperson's Performance

	Compliance				
	Low				High
Does the Chairman oversee the general Board performance against its terms of accountability and strategic goals?	1	2	3	4	5

Comments: _____

Does she make recommendations to the Board about the prudent management of Board matters?	1	2	3	4	5
-------------------------------------------------------------------------------------------	---	---	---	---	---

Comments: _____

Is she approachable?	1	2	3	4	5
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Comments: _____

Is she communicating effectively with all Board members?	1	2	3	4	5
----------------------------------------------------------	---	---	---	---	---

Comments: _____

Does she have an effective working relationship and regularly meet with the Rector ?	1	2	3	4	5
--------------------------------------------------------------------------------------	---	---	---	---	---

Comments: _____

Leadership

Does she provide effective leadership to sub committee chairs and other Board members?	1	2	3	4	5
----------------------------------------------------------------------------------------	---	---	---	---	---

Comments: _____

Vision

Does she have a vision for the School and the Board? **1 2 3 4 5**

Comments: _____

Meetings

Does she allow the Board adequate opportunities to have input and make decisions **1 2 3 4 5**

Comments: _____

Does she efficiently conduct Board meetings and observe formal meeting procedures? **1 2 3 4 5**

Comments: _____

Availability

Is she prepared to listen to both ideas and concerns of parents and Board members? **1 2 3 4 5**

Comments: _____

Staff

Does she have an effective relationship and communication strategy with in the school? **1 2 3 4 5**

Comments: _____

Presentation and Promotion

Does she promote the School effectively and positively in the Community? **1 2 3 4 5**

Comments: _____

Areas requiring focus

Please note areas where the Chairman needs to focus on:

APPENDIX I

The Board as a Good Employer – Staff Survey

The Board of Trustees is ultimately responsible for your employment and working conditions.

Please consider the following statements. Indicate with a tick in the appropriate column your view of the Board as a good employer. You may add comments if you wish.

	Agree	Disagree	Don't know
Requires that there is no discrimination among employees on other than clearly job-related, individual performance or qualifications			
Does not deny to any employees their rights to personal dignity, safety and access to an approved and fair internal grievance process			
Provides for all staff a contract, either collective or individual			
Ensures annual performance appraisals are carried out			
Meets current employment legislation			
Takes reasonable steps to protect staff from unsafe or unhealthy working conditions			
Protects privacy and the rights of the individual in the handling of personal information			

All comments are confidential to the Board. Please return to the Board Ballot box in the staffroom by

APPENDIX J

Health and Safety Report

ANNUAL HEALTH and SAFETY REPORT

Results and trends:

Recommendations for the board:

Key criteria e.g.	2009	2008	2007	2006	2005
Time taken to fix reported hazards					
Number of accidents <i>(Note these were injuries/incidents NO SERIOUS HARM ACCIDENTS)</i>					
Number of bullying incidents					
Risk management strategies in place for all EOTC trips					
Other safety measures critical to the board					
Emergency drills held (dates) & outcomes					

