



PAPATOETOE
HIGH SCHOOL

School Policy Manual

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1.PERSONNEL

1.01 Appointment of staff

Rationale

- The board is committed to maintaining a full complement of competent, qualified, registered teachers supported by an effective non-teaching staff. At all times the board will act as a good employer in accordance with any legislation current at the time of appointment.

Purposes

- To ensure that staff appointment procedures comply with relevant legislation, are fair and respectful to all applicants.
- To ensure the school is fully staffed with competent teachers and an equally competent non-teaching staff.
- To ensure that new appointees are well informed of their conditions of service.

Guidelines

Authority to appoint.

The principal is responsible for the appointment of all teachers and non-teaching staff. A sub-committee of the board may be involved in HoLA appointment.

- The board will retain responsibility for the appointment of the senior leadership team, including the business manager, and principal. This may be done using an appointed subcommittee.

Responsibilities of the principal in appointing staff:

- To ensure that the numbers of teachers in the school is according to the Ministry of Education staffing formula or as otherwise approved by the board.
- Ensure support staff levels result in salary wage payments remaining within the approved budget envelope.
- Advertise all new teaching positions in the Education Gazette and any other publication that may be to the school's advantage. Support staff advertisements made as appropriate.
- To comply with current education, public sector, and employment law in the appointment process.
- To liaise with HoLA's in the appointment process of assistant teachers.
- To inform unsuccessful candidates in writing as soon as is practical.
- To ensure the successful candidate is adequately qualified, trained and has a current practicing certificate (if teaching staff).
- To confirm appointments in writing - including information on their tenure and conditions of employment.
- To comply with other related board policies (1.09, 1.10, 3.09, 3.13).
- To report to the board on all new appointments and on the total staffing profile of the school.

Chairperson.



Date Approved 5 May 2026

1.02 Professional learning & development policy

Rationale

- This professional learning/development policy is intended to ensure the establishment and maintenance of a staff learning/development programme which will meet the needs of on-going training requirements and improve the professional capabilities of all staff. The programme will have a strong focus of professional learning that is aligned to the school's strategic plan and annual targets. In line with key findings in the "Teacher Professional Learning and Development Best Evidence Synthesis", the programme will be coherent, consistent and sustained.

Purposes

- To produce a staff-wide learning/development programme which aligns to the school's annual plan.
- To encourage and facilitate the participation of staff in professional learning/development.
- To make accessible to staff, material necessary for professional learning/development, and to encourage the use of such material.

Guidelines

- All staff, teaching and non-teaching, will have professional learning/development opportunities each year. A professional learning/development programme is developed in consultation with key staff and is aligned to the school's annual plan.
- Each staff member will participate in the professional growth cycle.
- A member of the senior leadership team will have the designated responsibility of having an oversight of professional learning/development including relevant forms, reports and resources.
- HOLAs have responsibility over professional learning/development for their teaching staff that is learning area based.
- HOLAs have budgetary responsibility for learning area based professional learning/development.
- A budget is established each year to cover school wide professional learning/development. Non-teaching staff and senior leadership team PD will also be covered within this budget.
- The board may, at its discretion, approve reimbursement of a portion of the fees for individual post-graduate study. Application should be made in writing upon successful completion of the paper and must be relevant to the applicants teaching area.
- Centrally funded PLD hours will be applied for as appropriate and aligned to the annual plan.

Chairperson



Date Approved: 5 May 2026

1.03 Professional growth cycle for teachers

Rationale

- The Professional Growth Cycle (PGC) is the learning-focused process that has replaced performance appraisal for the purposes of determining whether teachers meet the Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga. Using the elements as a guideline teachers can develop a PGC that works for them in their setting. The elements are intended to structure the growth cycle, while leaving room to craft a process that is authentic to the professional learning focus. The design of the PGC centrally positions the distinctive contexts of learning environments, and as such, allows meaningful growth to occur for teachers.

Purpose

The PGC demonstrates trust in the profession to meet the high expectations they set for themselves. This would be done by removing unproductive compliance activities, reducing workload and enabling a focus on professional growth whilst upholding the legal obligation to ensure that everyone holding a practicing certificate meets the Standards | Ngā Paerewa. It focuses on the professional aspects of these roles. The PGC should enable teachers to focus on their growth and support them to effectively undertake the complexity of their role in their unique setting.

Guidelines

- Principals and professional leaders will facilitate a common understanding of the Standards/ Ngā Paerewa in their own context and what meeting and using them in their practice looks like (Not annually but once in place revisit from time to time and with new teachers to the setting).
- Principals and professional leaders will design with teachers an annual cycle of professional growth in their setting, using the Standards/ Ngā Paerewa and support teachers to engage in it, fostering an environment for inclusive, collaborative teacher learning.
- Every teacher will engage in professional learning using the Standards/ Ngā Paerewa to advance their understanding of the relationship between their professional practice and outcomes for learners.
- Every teacher will be given the opportunity to discuss and receive feedback on their practice including observation, particularly for teachers holding Tōmua practising certificates (provisionally certificated teachers).
- Principals and professional leaders will confirm annually that each teacher has participated in the annual cycle and will also provide a statement to the teacher about whether they meet (Tūturu: Full Practising Certificate) or likely to meet (Pūmau: Subject to Confirmation) the Standards/ Ngā Paerewa (but with no requirement to create evidential documents).
- If in the Principal or professional leader's judgment the teacher does not currently meet the Standards/ Ngā Paerewa, they will discuss that with the teacher and provide support to enable improvement and if sufficient progress is not made, they may commence formal performance management processes outlined in employment agreements. Note that in these situations the Council's registration and certification policy will set out the expectations for the endorsement of a practising certificate renewal.

Chairperson.



Date Approved 5 May 2026

1.03a Principal professional growth cycle

Rationale

The Professional Growth Cycle (PGC) is the learning-focused process that has replaced performance appraisal for the purposes of determining whether principals, tumuaki, teachers, kaiako and early childhood education (ECE) professional leaders meet the Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga.

Using the elements as a guideline, principals, tumuaki and ECE professional leaders can develop a PGC that works for them in their setting. The elements are intended to structure the growth cycle, while leaving room to craft a process that is authentic to the professional learning focus. The design of the PGC centrally positions the distinctive contexts of learning environments, and as such, allows meaningful growth to occur for principals, tumuaki and ECE professional leaders.

Purpose

The PGC demonstrates trust in the profession to meet the high expectations they set for themselves. This would be done by removing unproductive compliance activities, reducing workload and enabling a focus on professional growth whilst upholding the legal obligation to ensure that everyone holding a practising certificate meets the Standards | Ngā Paerewa. It focuses on the professional aspects of these roles. The PGC should enable principals, tumuaki and ECE professional leaders to focus on their growth and support them to effectively undertake the complexity of their role in their unique setting.

Guidelines

- The principal plans the PGC. As part of the design, it is expected that the endorser would be identified.
- This PGC plan should be shared with the board chair so that they can understand and be effectively involved in planning the support needed for the PGC. It should enable the principal to focus on their growth as leader of learning to effectively undertake the complexity of that role.
- In the development phase of the PGC, other professionals (peers of the principal from other settings) who can support the learning within the cycle should be identified.
- The principal is strongly encouraged to participate within a learning network of peers (locally or using distance technologies). These networks may already exist or could be created specifically for the PGC in the interests of improved professional practices and enhanced outcomes for learners.
- An endorser must hold a Tūturu Full (Category One) practising certificate and is expected to come from within the network that is used as part of the PGC. It is expected that the decision as to who will be the endorser will be made by the principal with the board chair.
- The PGC recognises that professional learning comes from formal and informal experiences with learners, teacher colleagues and others. Decisions about the kinds of professional learning experiences engaged in that are additional to the PGC will be made when the principal plans with the presiding board member the support they receive for their learning.

For the most up to date guidance on principal professional growth, click [here](#).

Chairperson.



Date Approved 5 May 2026

1.04 Programme for beginning teachers' policy

Rationale

The Education and Training Act 2020 contain clauses on the registration of teachers and the role of the Teaching Council. This policy is the guideline from the board to ensure that this school complies with the act and Teaching Council regulations.

Purposes

- To ensure that provisionally certificated teachers (PCTs) and teachers registered subject to confirmation (STCs) receive suitable advice and guidance in their first years of teaching.
- To ensure supervisory teachers (HOLAs) are well informed of their responsibilities in the teacher registration process.
- To ensure compliance with the regulations set down by the Teaching Council.
- To ensure that teachers with a limited authority to teach (LATs) are supported in their role.

Guidelines

Responsibilities of the specialist classroom teacher regarding beginning teachers:


- PCTs, STCs and LATs go through an orientation programme so that they become familiar with school procedures/operation.
- Ongoing support is provided for PCTs in their first two years, particularly with administrative duties.
- A portfolio is maintained by each PRT with support from the SCT recommendation on registration status made by the SCT following a discussion with the line managing deputy principal.

Responsibilities of the head of learning area who acts as the supervisory teacher for PCTs, STCs and LATs:

- Provide ongoing specialist subject support. Provide ongoing classroom management support.
- Carry out at least one formal observation per term on PCTs and include in portfolio.
- Oversee the professional development of the PCT.
- Arrange for the PCT to observe other teachers in action.
- Offer other support as required to PCTs, STCs and LATs.
- Provide information as requested to the SLT member in charge of registration.

Responsibilities of PCTs/STCs/LATs.

- Attend meetings as requested.
- First year PCTs are to utilise their 0.2 staffing entitlement, and second years their 0.1 staffing entitlement, to best advantage.
- To pass on relevant forms from Teaching Council to the SCT in charge of registration.
- To make necessary registration payments to the Teaching Council.
- PCTs: Maintain a professional learning/development portfolio of the advice and guidance programme they have personally received including copies of all classroom observation reports and other reports as required by the Teaching Council.

Chairperson.....

Date Approved: 5 May 2026

1.05 Discretionary leave

Purposes

To ensure equitable treatment for all staff and to maintain the optimum staffing of the school.

Guidelines

- No staff member is entitled to leave as of right regardless of length of service.
- All staff members should consult the appropriate collective or individual agreement before submitting an application.
- When considering discretionary leave, the board and principal will consider such issues as the provision of a suitable teacher replacement for the period of absence and past leave applications.
- In the event of leave more than one term, teachers must have served at the school for a period of 5 years before the board considers granting leave, except in exceptional circumstances.
- All decisions should be made in a manner that is consistent, and that treats staff fairly and equitably.

For more than a year

- All applications for leave of more than a year must be submitted in good time to the principal in writing, so that the principal can make a recommendation to the next board meeting.
- In the event of leave more than one term, teachers must have served at the school for a period of 5 years before the board considers granting leave, except in exceptional circumstances.
- The board will decide whether leave will be with or without pay in terms of any relevant awards, agreements, or external advice. They may also delegate this decision to the principal.

For more than five days to a year

- All applications for leave of more than 5 days must be submitted in good time to the principal in writing.
- The principal will decide whether leave will be with or without pay in terms of any relevant awards, agreements, or external advice.
- In the event of leave more than one term, teachers must have served at the school for a period of 5 years before the board considers granting leave, except in exceptional circumstances.

For five days or fewer

- The associate principal will be delegated by the board the authority to make decisions as to the availability of leave and the matter of pay.
- In deciding, the associate principal will consider in particular the following:
 - The reason for the application
 - The frequency of request from the same staff member
 - The effects on the normal running of the school and the teaching of students
 - The time of the year
 - The appropriateness of the length of leave
 - If discretionary leave is not granted, the principal will provide a reason for the denial.

Chairperson 

Date approved: 5 May 2026

1.06 Equal employment opportunities

Rationale


- In accordance with the requirements of the State Sector Amendment Act 1988, this school will operate an equal employment opportunities programme. However, the school's board wishes to state that its primary objective over all others is to provide the best possible educational opportunities for the students of the school therefore, in teacher appointments, the most suitable person for the job will be appointed. Within this framework the board will endeavour to achieve a total staff reflecting freedom from discrimination and a balance of representation.

Purposes

- All employees and applicants for employment will be treated according to their skills, qualifications, abilities and aptitudes for the job without regard to irrelevant factors.

Guidelines

- A database of staff is maintained that contains a summary of details of all employees of the board, identifying gender, ethnicity, age, level of responsibility, length of service and, where appropriate, disability.
- Where imbalance is perceived, active steps will be taken in future appointments to redress that imbalance subject to the overall policy of appointing the best person for the job, as stated above.
- Job descriptions and staff advertisements will be written to avoid any irrelevant conditions which discriminate or work against any gender, ethnic group or person with disability.
- The staff representative on the board will be empowered to monitor the board's EEO policy.
- NB: The board will respect the privacy of individual staff members. Only general statistical information will be revealed to non-board members. Personal or confidential details on individuals as held by the principal will be rigorously restricted to board members. More information on EEO can be found here.

Chairperson 

Date approved: 5 May 2026

1.07 Farewell gifts policy

Purposes

To acknowledge service of any staff member.

Guidelines

Any staff member who has served at this school will be entitled to an acknowledgement by the Board . The value of the acknowledgement will be determined by the years of service as per the following:

Number of years up to	School contribution:
1	\$ 30
2	40
3	50
4	60
5	70
6	80
7	90
8	100
9	110
10	220
11	240
12	260

An additional \$20 per year for each extra year service.

The staff member will be given the option of receiving their acknowledgement as cash or a gift of equivalent value.

The board at its discretion may make an additional acknowledgement in special circumstances.

Chairperson.



Date Approved 5 May 2026

1.08 Staff discipline

Purposes

To ensure that the board complies with all regulations and the provisions of relative collective agreements when procedures related to staff discipline, competence and dismissal are necessary.

Guidelines

- Every attempt will be made by the principal and board to resolve any issues at an early stage before they develop into major issues requiring disciplinary action of a more formal nature:
- In principle, a verbal warning will precede a written warning which will precede any further action, the facts of each case will guide the appropriate action.
- The staff member will be advised in writing of the right to request representation at any stage.
- A sub-committee of the board be formed and will meet to decide on the course of action concerning any staff member who is suspended for disciplinary reasons.
- The principal will consult with the Presiding member of the board before any decision is made to invoke relevant clauses of the various collective agreements regarding discipline/suspension of staff.
- All procedures as defined in the relevant collective agreements will be followed.
- The principal/board will contact the insurers and lawyers at initiation of any potential disciplinary matter.

Chairperson.



Date Approved: 5 May 2026

1.09 Management units

Purposes

To ensure that the school has an effective and efficient management structure.

To ensure that management units are allocated in a manner that complies with the Secondary Teachers Secondary Teachers' Collective Agreement, the State Sector Amendment Act 1989 and other existing school policies.

Guidelines

- The board is to approve the management structure for the school including permanent and fixed-term positions. This approval may be delegated to the principal.
- The management structure of the school will recognise different degrees of responsibility by its management staff.
- Management unit positions will be advertised as follows:
- Senior leadership, head of learning area and other permanent management units to be advertised in the Education Gazette.
- Non-permanent, fixed term positions will normally be advertised internally.
- All management units that the school is entitled to are to be allocated to staff.
- The professional growth cycle will provide documentation that describes performance expectations for all positions attracting management units.
- Units not designated as 'management' will be allocated for specified responsibility. Reward, Retention & Recruitment (3R) units may be allocated by the principal as needs arise. Such units would not typically be advertised. These units may be either permanent or fixed term although between 30% and 60% must be fixed term.

Chairperson 

Date Approved: 5 May 2026

1.10 Police vetting policy

Rationale

The Education Standards Act (2001) and Children's Act (2014) require the school to police vet all non-teaching staff, and contractors with unsupervised access to students, who work at the school on a regular basis during school hours. Also a condition of being a signatory to The Code Of Practice For Pastoral Care Of International Students requires the school to conduct a police vet of household members in homestay homes over the age of 18. Privacy issues are a key component of this policy.

Purposes

To comply with all relevant legislation.

To ensure strict confidentiality is observed with all police-vetting information.

To assist the principal to appoint high quality, responsible staff.

To reduce the chance of students and staff being exposed to unacceptable risk by employees at the school/homestay carers.

Guidelines

Non-teaching staff/contractors

- Non-teaching staff will be appointed subject to a "satisfactory police vet".
- Information on the vetting process and a police vet application form will be provided at
- the time of their "temporary" appointment.
- On receipt of a satisfactory police vet, those who have been employed on a temporary basis will be confirmed as a permanent employee.
- Contractors who regularly work at the school during school hours with unsupervised access to students will be required to undergo a police vet.
- The applications for police vets for non-teaching staff and contractors will be submitted via the NZ police electronic vetting services.
- All existing non-teaching staff and eligible contractors will undergo police vetting processes as indicated to be best practice by the Ministry of Education.

Homestay carers

- Any person over the age of 18 who lives in a household that wishes to be considered as a homestay for international students must undergo a police vet.
- The school's homestay coordinator will provide the necessary documentation for the police vet prior to any family being accepted as homestay carers.
- The police vet will be submitted via the NZ police electronic vetting services the principal will inform the homestay coordinator of the status of the vet and whether a family will be accepted as homestay carers.

Privacy and procedural issues (apply for all police vets carried out for the school)

- The principal, as the school's privacy officer, will receive all completed police vets.
- The principal will ensure accurate records are maintained on police vets carried out – including results, dates, any actions taken.
- Negative police vets – those that indicate criminal offending by the applicant – will be considered by the principal and/or board chairperson who will decide whether to offer a job permanently/agree to allow as a homestay carer or not. The decision will be based on factors such as the nature of the offending, when the offending took place and the likelihood of further offending.
- Once a decision has been made, the police vet report will be securely destroyed.

Chairperson.



Date Approved: 5 May 2026

2.CURRICULUM

2.01 The curriculum

Rationale

The Curriculum is the programme offered by the school and includes all organised activities whether in or out of the classroom. Accordingly the school will aim to provide its students with a balanced curriculum that meets both nationally set requirements and local needs. This curriculum will be constantly under review to ensure it reflects the changing needs of students, their interests and staff resources. Staff and students will be encouraged to be involved in activities outside the classroom as the enjoyment and relationships coming from such activities have beneficial effects on the creation and maintenance of a positive, pleasurable and supportive school environment conducive to improving educational achievement.

Purposes

To ensure that the curriculum offered by the school complies with the National Curriculum statements, contained in New Zealand curriculum / Te Mātaiaho which will be formally issued in mid-2026 by notice in the New Zealand Gazette by the Minister of Education, under section 90 of the Education and Training Act 2020, the and the National Administration Guidelines.

To ensure that the school community is well informed of the school's curriculum.

Guidelines

- The senior leadership team has the responsibility for maintaining, reviewing and developing curriculum policy in the school at appropriate times.
- Staff will be well consulted in the process of curriculum review and development.
- After appropriate consultation and observance of national requirements the principal will prepare a Curriculum Statement for the following school year. The Curriculum Statement will include a list of subjects and the structure of the curriculum and will be presented to the board before the end of term 3.
- The Curriculum Statement will be published for student and parent information in the annual school prospectus.
- Curriculum guides for all year levels that provide detail on all subjects offered in the school will be published for student use prior to them making their subject choices in term 3.
- The teaching time allocated to each subject will be defined and provide the basis for the next year's timetable as well as for the weekly division of school time.
- HOLA's have the responsibility to develop schemes of work for each of their curriculum areas. Schemes of work are working documents that provide a framework for how the NZ Curriculum is offered in each subject and are constantly under review.
- Subject teachers have the responsibility to follow the relevant schemes of work for each of their classes and to plan units of work that are aligned to the scheme.
- The board, through the principal, will encourage participation by staff and students in a diverse range of co-curricular activities.

Chairperson 

Date approved: 5 May 2026

2.02 Assessment policy

Rationale

Assessment is an integral part of the teaching and learning programme. Its main purpose is to improve teaching and learning by identifying learning strengths and weaknesses, measuring students' progress against curriculum levels and the learning objectives in units of work, and reviewing the effectiveness of teaching programmes. Diagnostic assessment will identify specific learning needs and barriers to learning and achievement. Assessment may be formal or informal.

The school requires learning areas to set clear learning objectives at each year level, based on curriculum documents, and to assess the achievements of students in a regular, timely and valid fashion. Data collected from assessment tasks will be recorded. It will also contribute to the monitoring of student progress and will provide the basis of reporting to students and parents.

Each learning area will have in place procedures for collating, recording and storing relevant data for all students and, where necessary, storing student work. Each learning area will follow required protocols for internal and external moderation of NZQA tasks and student work.

Purposes

To promote a consistent approach to assessment across all subjects and levels.

To ensure that assessment of students' work complies with the NELPS, National Curriculum statements, NZQA requirements and relevant schemes of work.

Guidelines

- The senior leadership team has the responsibility for maintaining, reviewing and developing assessment policy in the school. One member of the team shall be appointed as the NZQA principal's nominee.
- Each year the NZQA principal's nominee will coordinate school wide NCEA matters, including the management of the school's NCEA Student Assessment Handbook that is provided to all NCEA candidates in the school.
- On starting an NCEA course all students are to receive an assessment statement from their teachers that details how and when their work will be assessed throughout the course of study.
- Teachers will use a range of assessment strategies to fit a range of assessment purposes.
- Assessment will be fair, valid and consistent. It should be ongoing and as accurate, objective and appropriate as possible.
- Evidence will form the basis for objective reporting on student progress and attainment.
- HOLAs are responsible for overseeing the preparation of assessment tasks and for NZQA requirements for their learning areas. Assessment statements are to be included in schemes of work.
- All grades are entered onto KAMAR (SMS) in a timely fashion.
- Confirmation and extension of NZQA consent to assess is the responsibility of the senior leadership team, in particular the principal's nominee should keep the team informed of requirements.
- Progress of year 9 and 10 students will be described as curriculum levels and standardised tests such as asTTle. The asTTle is the preferred diagnostic assessment tool.

Chairperson.....

Date Approved: 5 May 2026


2.03 Reporting on student progress

Purposes

To provide parents/guardians with regular opportunities to be acquainted with the progress being made by their children in compliance with Regulation 21 of the Education (School Boards) Regulations 2020.

Guidelines

- Throughout the school year, parents will have access to real-time achievement and progress information via our online parent portal in KAMAR. Teachers enter results and comments as units of work are completed.
- The school will schedule other engagement meetings (Welcome interviews, etc) as appropriate each school year.
- Parents will be able to make appointments to see individual teachers regarding achievement and progress at any time throughout the year.
- At least twice a year, to provide a written report to students, their parents and their whānau in plain language on the student's progress and achievement across the curriculum and in literacy and mathematics.
- To report progress against the new English and Mathematics and Statistics years 9-10 learning areas from 2026.

Chairperson.....

Date Approved: 5 May 2026

2.04 Sports policy

Rationale

The board recognises the positive outcomes of having a high involvement by staff and pupils in a range of sporting activities.

Purposes

- To provide opportunities for students to enhance their quality of life and achieve through participation in sport.
- To make best use of the sporting facilities and resources within the school.
- To encourage, acknowledge and promote our sports people.

Guidelines

- The school employs sports coordinators to encourage, acknowledge and promote sport.
- The sports coordinators have overall responsibility for the promotion and organisation of sport in the school and reports regularly to the SLT.
- A sports council is formed annually and includes the principal, associate principal, director of sport, sports coordinators, and student sports captains. The sports council is responsible for implementing policy, organisation of awards and the development of sport in the school.
- The sports coordinators, through the sports council, are responsible for the development of sports planning as required by the school leadership team.
- A sports budget is set annually by the sports coordinators and submitted to the principal as part of the school budget process.
- Staff are encouraged and supported in their involvement in sport.
- The school will report regularly to the school community on sporting matters.
- Sporting opportunities are available to all students.

Chairperson.....

Date Approved: 5 May 2026

2.05 Education outside the classroom policy

Rationale

Social, intellectual, emotional, and physical development, and learning in all curriculum areas are enhanced by relevant, enjoyable and progressive experience, beyond the classroom.

Purposes

The aims of EOTC at this school are:

- To develop student confidence and self esteem;
- To promote an awareness of and a concern for the environment;
- To increase student ability to communicate and work co-operatively with others;
- To give students opportunity to try new recreational activities and learn new skills To develop leadership potential and provide leadership opportunity;
- To enhance student ability to make decisions and take responsibility for themselves and others;
- To enhance student learning by providing safe, first-hand experiences in a range of environments, including work experience.

Guidelines

To achieve these goals our school will:

- Recognise that EOTC is an important aspect of the school curriculum.
- Provide the opportunity for students to be involved in EOTC.
- Ensure that all EOTC activities follow safe legal procedures and risk management guidelines are adhered to.
- Ensure all EOTC activities follow guidelines set out in EOTC safety action plans.
- To ensure all EOTC learning facilities and resources are properly maintained.
- Provide training opportunity for all staff leaders, particularly in the areas of First Aid and risk management.
- Ensure all staff involved are aware of overnight and travel allowances related to EOTC.
- EOTC activities are learning area funded if it happens as part of curriculum delivery and procedures for trips as detailed in the staff handbook are followed.

Chairperson.....

Date Approved: 5 May 2026

2.06 Digital citizenship

Rationale

Papatoetoe High School supports a Digital Citizenship model for the promotion of safe and responsible use of technology.

The board recognises that by fostering a culture of successful digital citizenship in our students, staff and our wider community we are encouraging everyone to take responsibility for themselves and others in their use of Digital Technologies. This allows us to harness the potential that technology brings to the teaching and learning process, while minimising and learning to effectively respond to the challenges we may experience while using them in a learning context.

The board is aware that preparing our students to make effective use of Digital Technologies is an important part of their preparation for participation and contribution in society today and into the future.

It is our belief that we must prepare our students to actively participate in the world in which they live. A key skill in this new world, will be learners' ability to participate as effective digital citizens. An important part of learning these skills is being given the chance to experience the opportunities, and the challenges presented by technology in a safe, secure, and nurturing environment, where clear, effective guidance can be sought as students and teachers learn.

The board recognises that its obligations under the National Education Learning Priorities extend to the use of digital technologies.

Policy

Papatoetoe High School will develop and maintain procedures around the safe and responsible use of digital technologies. These internet safety procedures will recognise the value of the technology and encourage its use in a teaching and learning context, while helping to minimise and manage the challenges that may be experienced by students, teachers and the wider school community.

The school will consult with parents and the wider school community, as to how it intends to use digital technologies and where possible explain how it benefits the teaching and learning process.

These procedures will aim to not only maintain a safe school environment but also aim to address the need of students and other members of the school community to receive education about the safe and responsible use of digital technologies.

Chairperson 

Date approved: 5 May 2026

2.07 Education support for students with special needs

Rationale

Students with special needs have the right to attend their local school and receive equitable educational opportunities which will enable them to reach their full potential as individuals. This school will recognise, respect and respond to the diverse needs of all students within the context of the New Zealand Curriculum Framework. Our school has three main units that cater for students with special education needs; the Richards Centre for students, English language support unit for English language learners who have ongoing resourcing scheme funding, and the Te Whare Manakitanga, Learning Support Centre for mainstream literacy and numeracy support. Gifted and talented students are also identified and supported.

Purposes

This school is committed to providing inclusive programmes to support children with special education needs. This will be achieved through moderation of programmes; by adapting methods of instruction and/or equipment so students can access the curriculum and developing a positive social and emotional environment throughout the school.

Guidelines

A range of approaches, both formal and informal, will be used to identify students with special education needs such as:

- Specialists' reports, enrolment information, appropriate standardised testing, individual literacy assessments, teacher referral, monitoring by staff and specialists and discussion with parents/caregivers.
- Education support programmes will be developed for individuals through such mechanisms as individual education plans (IEPs), small group planning and consultation with those involved with the student.
- Individual programmes for students with special education needs will be delivered both within the regular classroom setting and in small groups.
- Education support programmes will be funded from a variety of sources including the Ongoing Resourcing Scheme (ORS), the Special Education Grant (SEG), Targeted Funding for English Speakers of Other Languages (TESOL) and supplemented by other monies where appropriate, such as the Operations Grant.
- External agencies will be utilised to enable students to access the curriculum. Agencies will vary based on the need(s) of the child concerned.
- A GATE programme run by an appointed staff member.

OUTCOMES

Students with special education needs and their families will feel welcome at this school. Students with special educational needs will be included and catered for within the regular classroom setting, as well as in special programmes, as decided at each IEP meeting. Available funding for students with special education needs will be effectively managed and accounted for.

Chairperson.....

Date Approved: 5 May 2026

2.08 Timetable policy

Rationale

A school timetable is developed annually to reflect how the school offers the curriculum, the learning needs and academic pathways of students and available staffing resources. The secondary teachers' collective agreement (STCA) sets out requirements for non-contact hours and average class sizes that are to be incorporated into the timetabling process.

Purposes

- To ensure the needs of students is the first and key priority in timetable development.
- To ensure fairness and transparency in the timetable process.
- To comply with the conditions of the STCA.

Guidelines

- The principal determines the allocation of staffing for the school annually using the GMFS (guaranteed minimum formula staffing) and any board staffing contribution as a basis.
- The principal determines the number of classes that will operate at each level and in each subject using student enrolment data and subject choice information gathered from students.
- HoLAs, in consultation with their staff, other HoLAs and the senior leadership team, allocate classes to staff.
- A timetable team constructs a timetable in readiness for the start of the new year that meets the needs of the school and is based on the allocations made by HoLAs and the principal.
- The timetable team consults with HoLAs, and the principal should changes have to be made with allocations originally given.
- The non-contact requirements are provided as described in the STCA for full-time teachers, part-time teachers and those with permanent MUs.
- The school will provide non-contact time for HoLAs/mentors responsible for beginning teachers as described in the STCA and will endeavour to provide one additional hour per MU for each permanent MU above the third (for those with more than three MUs)
- In special circumstances and where a genuine reason exists, teachers may be asked to temporarily forego their minimum entitlement to non-contacts. These would be in times of emergency when no day reliever can be found and teachers holding more than the minimum non-contacts are unavailable. Situations where teachers volunteer to cover for their colleagues whilst on leave for "non-contract" reasons are not included.
- Where teachers are requested to work hours in excess of those described in the contract, every attempt will be made to redress the situation at another point in the school year.
- In allocating classes to teachers, the principal will use reasonable endeavour to achieve, for each teacher who has two or more classes, an average class size of 26 students.
- To allow for a settling down period, to cater for new student enrolments and student option changes, the average class size for teachers will initially be based on 1st March numbers.
- Where a teacher has an average class size that exceeds the 26-student threshold, then an agreed (between the teacher and principal) compensatory mechanism will be provided that may include provision of extra non-contact time or reduction of other duties. Such compensation will not include monetary compensation.

Chairperson 

Date approved: 5 May 2026

2.09 Careers education policy

Rationale

The board recognises the importance of each student having a meaningful, coherent pathway through their secondary school years and that they are well informed and well positioned to transition into the workforce or tertiary education on leaving school.

Purposes

NAG 1.f – provision of appropriate career education and guidance with a particular emphasis on specific career guidance for those students we identify as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

To provide clarity around the roles and responsibilities of staff in relation to providing careers and pathways advice and guidance to our students.

To ensure every student is provided with high quality advice and guidance on course selections and future pathways.

To ensure accurate personalised career pathway information is recorded on our student management system for each student.

To ensure that the school complies with the Education and Training Act 2020, section 103 (a) - (b). The principal of a state school must take all reasonable steps to ensure that: a. students get good guidance and counselling; and b. students in Year 9 and above are provided with appropriate career education and guidance that is designed to prepare them to join the workforce or undertake further education or training when they leave school.

Guidelines

Responsibilities of senior leadership:

- To develop a careers education and pathways programme on an annual basis that:
- Outlines the process and timeline for option/course selections.
- Describes the expectations of form teachers as mentors.
- Provides an oversight of the role and expectations of Gateway in the school.
- Ensures coherence between the career's advisor, Gateway programme and curriculum offerings in the senior school.

Responsibilities of the career's advisor:

- To be our liaison person with universities and other tertiary institutes and external providers such as PTEs and organise liaison visits.
- To gather information and record the career aspirations of all year 12 and 13 students.
- To maintain a library of careers related resources.
- To liaise with Gateway staff.
- To oversee careers education events.
- To inform students of careers education opportunities and experiences.
- To manage Trades Academy placements.
- To manage scholarship applications from students.

Responsibilities of form teachers as mentors:

- To work with individual students and their parents/whanau to plan a suitable pathway through school by:
- Being aware of NCEA requirements, endorsement thresholds and the UE benchmark.
- Giving advice and guidance to each of their mentees on option course selections.
- Maintaining appropriate records of careers pathway courses.

Responsibilities of Gateway staff:

- To provide students with work placement opportunities/experiences within the scope of the Gateway contract.
- To assist students with their transition into the workforce.
- To liaise with HOLA's and subject heads on suitable work placements.
- Transitioning from school may involve any number of school personnel, depending on the individuals' circumstances (family/whanau are always invited to be part of related discussions/decisions).

Chairperson

Date approved: 5 May 2026

3. PROVIDING A SAFE PHYSICAL & EMOTIONAL ENVIRONMENT

3.01 Health and safety policy

AIM

Papatoetoe High School will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying current health and safety legislation, standards, and codes of practice.

Guidelines

All staff have individual responsibility for health and safety.

All staff are informed of, understanding of, and accepting of their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors being informed of any results of our monitoring their work area.

Staff are consulted on, and given the opportunity to participate in, health and safety management via a health and safety committee.

Ensuring Papatoetoe High School has an effective method for identifying hazards. Significant hazards will then be controlled by:

Eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people.

Minimising the effects of hazards, if they cannot be practicably eliminated or isolated.

Papatoetoe High School will:

- Create and maintain a safe working environment. This includes:
- Providing facilities for staff/student's health and safety.
- Have in place plans and procedures for all foreseeable emergencies that may arise in the workplace.
- Provide appropriate orientation, training and supervision for all new and existing staff.
- Have effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors.
- Accurately record, report and investigate injuries.

The board is committed to:

- Continuous improvement in health and safety.
- Comply with all relevant health and safety legislation.
- Supporting the safe and early return to work of injured employees.
- Ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy.

Chairperson  _____

Date approved: 5 May 2026

3.01(a) Accident/incident reporting and investigation

Rationale

By law, all work-related illnesses and accidents, where an employee has received serious harm must be notified to Worksafe NZ immediately, followed by an accident report on the approved form within seven days.


The scene of an accident resulting in serious harm must not be disturbed, unless authorised by a Worksafe NZ inspector, or to save life, prevent further harm or damage to property, or relieve the suffering of any person.

Guidelines

- All work-related injuries must be recorded in the approved register (maintained by the school nurse). Serious accidents or incidents resulting in injury are to be reported to the principal immediately.
- An ACC form is completed and documented in pupil web.
- All serious accidents and incidents will be investigated in order to prevent a recurrence of similar accidents. The intention is to find a fix for the problem, not somebody to blame.

Investigations will:

- Describe what happened.
- Determine the cause.
- Decide the risk of recurrence.
- Develop controls to minimise or eliminate.
- Define trends involving similar investigations.
- Demonstrate concern for employees', students' and visitors' well-being.
- An investigation team will be established by the principal based on circumstances. The investigation must be commenced as soon as practicable and should be completed within seven days.
- The principal will notify Worksafe NZ if this action is required.

Chairperson

Date approved: 5 May 2026

3.02 Behaviour management

Rationale

- At Papatoetoe High School we place importance on showing respect for others, their property, the school's facilities and reputation. We want students to follow Whitake expectations (based on the PB4L framework) at all times and be responsible, be respectful and be a learner.

-

Purposes

- This policy aims to ensure that the school is compliant with all relevant legislation that relates to behaviour management, eg Human Rights Act 1993, Education and Training Act 2020 (Section 127 (1) (b)-(d) (sec 13-18), Education (surrender, retention and search) Rules 2013, Harmful Digital Communications Act 2022, Childrens Act 2014, Health & Safety Act 2015. In addition, we aim to provide a framework upon which staff and systems can effectively promote positive behaviour and respect, reduce the incidents of bullying and attempt to ensure that students have a safe and secure learning environment. The school has adopted Whitake that follows school wide aspect of the positive behaviour for learning framework where we place an emphasis on teaching and reinforcing correct behaviour.

Guidelines

- The ultimate school authority on discipline rests, by law, with the board.
- The board will establish a disciplinary committee to deal with any matter or suspension referred to the board.
- In practice, the daily authority will rest with the principal, SLT and the teachers.
- The principal has the authority to suspend students should it be required. Should the principal for any reason not be at school, the schedule of delegations will be followed. The principal, associate principal, deputy principals and Deans have the authority to stand down students.
- The penalty of suspension or stand-down will be used.
- when it is believed that a student has not responded to previous efforts or has exhibited continual disobedience
- as an immediate penalty in cases the principal deems to be gross misconduct.
- The principal will give priority to student and staff safety when considering options available when this safety may be compromised.
- The principal, SLT and the teachers will teach and reinforce to students expected standards of the school and regularly acknowledge students when they comply.
- Students, parents and staff will adhere to the procedural aspects around behaviour management as detailed in appropriate school communications including, but not limited to, website, student handbook, prospectus, etc.
- Staff will be informed of a range of suitable strategies to promote positive behaviours by students. Staff will be supported in their efforts to maintain a safe, positive, well-behaved school.
- The school's pastoral care network and other support people and agencies will be used to support positive student behaviour and to work towards any improvement.
- In minor behaviour management situations, it may be unnecessary to advise parents of a situation, however the school will make every attempt contact a parent¹ if any pattern of unacceptable behaviour develops.
- The process of surrender and retention of students' property and searches of students will comply with the rules and guidelines produced by the ministry of education.
- The senior leadership members are the only teachers at the school who have the authority to conduct a search of a student or their belongings.
- In some instances of serious school misconduct, the police will be notified.
- The school will follow all rules as detailed by NetSafe regarding any harmful digital communication.
- Parent in the context of this policy means legal parent, guardian, primary caregiver, social worker, lead agency case worker or a combination thereof.

Chairperson



Date approved: 5 May 2026

3.03 Student attendance

Rationale

The school will take all reasonable steps to ensure that enrolled students attend the school as required under the education and training act 2020) and that attendance records are accurate and well-maintained.

Purposes

- To ensure accurate records for student attendance are kept.
- To ensure that students who do not attend are followed up and that the reason for their non-attendance is valid.
- To ensure parents/caregivers are informed of any concerns the school has regarding the attendance of their children.
- To adopt practices that actively discourage truancy.

Guidelines

- The principal will appoint staff and delegate duties so as to manage the recording of electronic student attendance registers and follow-up procedures for non-attending students.
- Deans are responsible for the monitoring of student attendance for their respective houses and ensuring that parents are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.
- Non-teaching staff who have duties associated with our attendance system will support teachers in their efforts to maintain accurate and up-to-date attendance information.
- Form teachers are responsible for maintaining accurate, up-to-date electronic registers and supporting the attendance systems in place. Form teachers will also monitor and follow up on lateness to school and attendance.
- Classroom teachers are responsible for recording student attendance/absence to their classes on a period- by-period basis as required through procedures developed by the school.
- Parents will receive student attendance data on the school parent portal or by other electronic means.
- There are appropriate procedures established to deal with students who have been truant at and from school and for those who are persistently late to school.
- Outside agencies will be used as appropriate to help support attendance at school.

Chairperson



Date approved: 5 May 2026

3.04 Equity considerations

Rationale


At Papatoetoe High School, we believe in creating an inclusive and equitable learning environment where every student can thrive. We are committed to providing a safe and supportive community that values diversity, and actively promotes social justice, equity, and inclusion. We will achieve this by acknowledging and respecting the cultural identity of all our students, providing equitable access to learning opportunities and resources, and fostering positive relationships that celebrate difference. We will work collaboratively with families, whanau and the wider community to support the learning, achievement and wellbeing of all students. Discrimination, harassment, and bullying of any kind will not be tolerated at Papatoetoe High School.

Purposes

The board recognises that learning outcomes for students will vary greatly but it will provide equality of opportunity for all. This however does not imply that students will automatically advance to a higher level of study when they have not met the required standards at the lower level.

Guidelines

- Learning programmes will be accessible to all students.
- Resources will be allocated in an open and fair manner.
- School practices will seek to avoid highlighting differences in any way that could lead to discomfort or a sense of inequality.
- Within school resources, special assistance will be provided for those students showing disadvantage.
- While employing those it believes best suit the job, the board will aim to maintain a balance on its total staff reflective of the community.
- The board will require the principal, in the daily practices of the school, to see that authority and responsibility are seen to be equitably shared and recognised.
- The board will require the principal and staff to give a fair hearing to all parents regardless of their personal background.
- The board will monitor annually the equality of opportunity offered at all levels and in all facets of the school.

Chairperson 

Date approved: 5 May 2026

3.05 Harassment policy

Definition

Harassment at Papatoetoe High School is unwanted, unwelcome, and uninvited behaviour that affects the well-being, safety and work performance of others. Some examples of harassment are:

- Bullying – physical psychological or cyber
- Sexual – verbal, non-verbal or physical contact of a sexual nature
- Sexual orientation
- Racial
- Religious

Rationale

Papatoetoe High School is committed to providing a safe and respectful workplace for all employees. Harassment of any kind will not be tolerated, and all allegations of harassment will be taken seriously and investigated promptly. Harassment includes any behaviour that creates an intimidating, hostile, or offensive work environment, including but not limited to, verbal, physical, and sexual harassment.

Purposes

To fulfil the requirements of the relevant legislation and to ensure that the school is a safe working/learning environment for all.

To set up procedures for the handling of complaints about staff or students who are being harassed.

Guidelines

- If a person considers they are being harassed, they should immediately make it clear to the person verbally or in writing that such behaviour is offensive, unacceptable, and unwelcome.
- If the person being harassed feels uncomfortable confronting the person, then they should seek contact with another person of their choice for advice and support (eg, dean, form teacher, counsellor, colleague, HoLA or SLT).
- Where harassment continues after objection, the complaint should be forwarded to the principal.
- Steps will be taken to resolve the complaint with the parties concerned. If the person being harassed feels this has not happened, then they can involve other people or organisations for support, eg, PPTA, youth law. This in no way will prejudice their complaint.
- The principal may decide that further investigation is required and that the matter be dealt with as part of the school discipline policy or staff discipline policy.
- In serious cases or if the complaint is against the principal, the matter will be referred to the board.

Chairperson

Date approved: 5 May 2026

3.06 Reporting on child abuse & neglect

Rationale

This policy acknowledges that the Papatoetoe High School board has a responsibility to provide a safe physical and emotional environment for students and comply with any legislation (Education and Training Act 2020 (Section 127 (1) (b)) currently in force to ensure the safety of students and employees.

Purposes

The purpose of this policy/protocol will be:

- To emphasise the importance of the welfare and interests of the child or young person
- To provide guidelines and training for teachers and others working with children and young people in the school environment.
- To ensure that children and young people are provided with the knowledge to promote their safety and awareness.
- To develop procedures for dealing with cases of current or historical abuse.
- To identify the external agencies which should be used, what services they provide, what liaison is required along with appropriate referral procedures.

Guidelines

- The Papatoetoe High School board will encourage all members of staff to have some training to help them to identify suspected abuse and/or neglect and to be able to respond appropriately.
- This school will provide preventative education for the students through our delivery of part of the health and physical education curriculum and other programmes run at the school.
- A staff member may be nominated as a safety advocate for the students as a useful way of managing suspected cases of child abuse and/or neglect (counsellor).
- The role of any local cultural groups, support agencies or any relevant statutory agency should be considered or recognised by our school/principal during any communication or liaison within the community.
- Decisions about informing parents or caregivers should be made after consultation between the school and the statutory child protection service called by them.
- The counsellor and/or nurse and the SLT will be advised immediately if any student is considered to be in an abused or neglected state.

Chairperson 

Date approved: 5 May 2026

3.07 Health policy/referrals

Purposes

To provide a consistent policy for dealing with situations which arise when students present with problems requiring attendance at:

- Family planning clinics
- Out-patient hospital appointments
- STD clinics
- General practitioners

Without parental consent or knowledge.

Note: the student will be encouraged to speak with their parents/guardians or significant adult for advice, assistance, and support.

Guidelines

- When a student reports to nurse/counsellor/dean requesting permission to attend one of the above clinics, etc, during school hours, the following procedures should be used.
- In the case of requests for non-urgent treatments - appointments should be made outside school hours if possible.
- For cases requiring immediate medical treatment permission may be given by the nurse and appointments made as required. If these need to be during school hours every endeavour will be made to encourage students to advise parents.
- The student concerned will report back to the nurse after the appointment for a note which may be used if requested/required to explain their absence. The nurse will also discuss the treatment with the student and offer any support required.
- All off-site health/medical appointments must be recorded in Kamar as per usual procedures.

Chairperson 

Date approved: 5 May 2026

3.08 Traumatic incidents

Definition

A traumatic incident is a sudden and significant event that affects the usual, day-to-day running of the school.

Purposes

- To reduce the chances of traumatic incidents for students by making staff aware of at-risk behaviour/signals by students.
- To have a management plan in place in case of a traumatic incident occurring within the school community.
- To minimise any contagious or copycat effect of the trauma where applicable.
- To facilitate the 'recovery' process, so the school can return to its day to day running. This 'recovery' applies to staff, students and the school community.

Guidelines

In the event of a traumatic incident occurring within the school community:

- The principal is informed.
- The senior leadership and pastoral care team, plus other staff members as deemed necessary by the principal, will meet to action a response plan which will include:
 - Informing the board chair, staff and school community of the facts.
 - Inviting outside support agencies to assist if required.
 - Identifying other at-risk students and staff and providing extra support for them.
 - Referring to relevant ministry of education guidelines.
 - The principal or board chair will be the only people who deal with the media.
 - A full incident report is submitted to the board when appropriate considering the nature of the trauma.
- All staff must report to the counsellors or senior leadership team any concerns they may have relating to students who display at risk behaviour/emotional distress.
- Such referrals to the counsellor are assessed and appropriate assistance/support/referrals are sought (including information to the principal and parents/guardians).
- Staff involved in the response or trauma must have opportunities for support and external counselling. Cultural, religious, and ethnic factors will be considered in dealing with the trauma and the 'recovery' process.

Chairperson 

Date approved: 5 May 2026

3.09 Privacy

Rationale

The board of Papatoetoe High School is required to comply with the Privacy Amendment Act 2025.

Purpose

To promote and protect individual privacy about the collection, use and disclosure of information relating to individuals. It ensures that students, staff and caregivers know that:

- their information is being collected.
- their information is used and shared appropriately.
- information is kept safe and secure.
- they can get access to their information.

Guidelines

The principal is the appointed privacy officer in the school. The duties of the privacy officer are to;

- be familiar with the privacy principles in the Privacy Act.
- work to make sure Papatoetoe High School complies with the Privacy Act.
- deal with any complaints from stakeholders about possible privacy breaches.
- deal with requests for access to personal information, or correction of personal information.
- act as Papatoetoe High School's liaison with the Office of the Privacy Commissioner.

The privacy officer will ensure that the 13 privacy principles in the act are adhered to by Papatoetoe High School.

The principles are as follows (click each hyperlink for more information).

Principle 1 - Purpose for collection

Principle 2 - Source of information - collection from the individual

Principle 3 - What to tell the individual about collection

Principle 4 - Manner of collection

Principle 5 - Storage and security of information

Principle 6 - Providing people access to their information

Principle 7 - Correction of personal information

Principle 8 - Ensure accuracy before using information

Principle 9 - Limits on retention of personal information

Principle 10 - Use of personal information

Principle 11 - Disclosing personal information

Principle 12 - Disclosure outside New Zealand

Principle 13 - Unique identifiers

Chairperson 

Date approved: 5 May 2026

3.10 Accommodation for international students

Rationale

International students are only accepted into the school if appropriate accommodation is available to them. The categories of accommodation that will be accepted by Papatoetoe High School are:

Living with a parent.

Living with an approved designated caregiver.

Living in a homestay provided and approved by the school.

Purposes

- To ensure that our international students have suitable living arrangements, compliant with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, that promote safety, a caring, supportive environment and good study conditions.
- To have sound procedures in place for the selection and ongoing monitoring of residential caregiver accommodation.

Guidelines

- All international students studying at the school must either live with their parents or live with a residential caregiver that is either provided by the school or a designated caregiver arranged by the student's parents and approved by the school.
- International students studying at the school are not permitted to own or rent a flat/room/house/apartment or live on their own.
- All people over the age of 18 (except international students) who reside in the accommodation must be police vetted prior to being accepted into our residential caregiver programme.

The school will appoint an accommodation coordinator who shall:

- Source suitable homestay accommodation
- Arrange for the placement of students.
- Keep residential carers and students well informed of their responsibilities.
- Liaise regularly with the students and their caregivers.
- Maintain an accurate database of students and their caregivers.
- Ensure that the school and residential caregiver meet the requirements of the Code of NZQA guidelines.
- Ensure residential caregivers sign a comprehensive contract outlining their responsibilities.
- Complaints about an accommodation situation by either the student or the caregiver must be directed to the accommodation coordinator or director of international students.
- There is a \$250 fee payable for all initial accommodation placement and if a student requests to move to new accommodation during their enrolment.
- The student's family pays the total homestay costs, stipulated on the offer of place, to the school and the school will then transfer the costs to the homestay family on a fortnightly basis.

Chairperson

Date approved: 5 May 2026

3.11 Nutrition policy

Rationale


The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, physical and mental growth, and lifelong health and well-being. Papatoetoe high school has a responsibility to help students and staff establish and maintain lifelong, healthy eating patterns. Well-planned and well-implemented school nutrition programmes have been shown to positively influence students' eating habits.

Purposes

- To develop a school environment that follow the Healthy Food and Drink Guidance for schools developed by the ministry of health (2020).
- To promote healthy eating choices to our students and staff.
- To provide opportunity for those in the school community to have an input into nutrition issues.

Guidelines

- The canteen contractor provides food that meets the Healthy Food and Drink Guidance for schools developed by the ministry of health (2020). The principal or delegate will liaise with the canteen contractor.
- Any food sold for school fundraising on school grounds is to be approved by the associate principal and is to meet the Healthy Food and Drink Guidance for schools developed by the ministry of health (2020).
- Regular consultation occurs with staff and students to ensure the canteens are providing healthy, affordable, and enjoyable food.
- Nutrition education is offered to all students as part of the compulsory health programme and in the year 9 food technology course.
- Relevant HoLAs will ensure that the nutrition education programme is relevant, up to date and supported by the necessary professional development.

Chairperson

Date approved: 5 May 2026

3.12 International student groups

Code of practice

Group students means:

International students holding a group visa issued by the New Zealand immigration service; or two or more international students studying together in New Zealand for no more than three calendar months on a group visit organised by a provider.

Rationale

Papatoetoe High School has developed a group student policy –

To ensure the safety, well-being of the students and the quality of academic and social education of all groups of international students studying at Papatoetoe High School

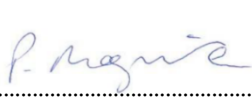
To ensure compliance with NZQA’s Education (Pastoral Care of International Students) Code of Practice 2020.

Guidelines

- Papatoetoe High School policies and procedures relating to the education code will apply to group students – see Papatoetoe High School policies and procedures, including those for accommodation application and information sheet, international students’ handbooks.
- Information given to group students will be adjusted to meet the requirements of the group and the period of study. Such information will be provided in writing and separately.
- An application/enrolment form will be completed for each student giving full contact details and any special health, learning or other needs.
- For students under 18 years, individual forms must be signed by the parent and form the contract between the school and the parent.
- All group student arrangements and conditions shall be set out in an agreement to be signed by the education provider and the group organiser.
- Papatoetoe High School shall designate an appropriate person from the education provider to oversee the tour operations.

Group supervision:

- Should an emergency situation arise the New Zealand based staff member will be responsible for all actions taken in an emergency situation and will follow the procedures of the Papatoetoe High School EOTC policy.
- The designated person will, in conjunction with the group leader, notify the school.
- All emergencies will be documented by the designated person. If this is not possible then by the most senior person present.

Chairperson

Date approved: 5 May 2026

Medical and travel insurance policy for group students Policy requirement advice

All group students are required to have appropriate and current medical and travel insurance for the duration of their planned period of study in New Zealand, as specified in the education code.

The education provider shall advise all prospective groups of the medical and travel insurance requirements as per the standard wording in the code of practice.

Group students should have combined medical and travel insurance.

Group students purchasing insurance through a New Zealand insurer should have insurance cover before they leave their home country.

Where insurance is provided from a New Zealand company, policy details should be provided in the group's first language where possible.

Where overseas policies are used, the group organiser should ensure a copy in English is forwarded to the education provider to ensure the policy is appropriate.

Verification of policies

Papatoetoe High School must verify groups are in receipt of an acceptable medical and travel insurance policy.

Verification of policies will be undertaken prior to enrolment.

As part of the verification process, Papatoetoe High School shall ensure that:

The insurer/re-insurer is a reputable and established company with substantial experience in the travel insurance business and has a credit rating no lower than A from standard and poors, or B+ from A M best.

The insurer can provide emergency 24-hour, 7 day per week cover.

Students have a "certificate of currency" and policy wording from the insurance company stating that the student has purchased the cover for the duration of the planned period of study. The education provider must ensure that the insurance cover is appropriate.

Where a group is not in possession of an appropriate and current medical and travel insurance policy Papatoetoe High School undertakes to:

Advise the group of the medical and travel insurance requirements.

Provide the group with a default policy which meets the requirements of the code of practice guidelines.

Recording of policy details:

For each group Papatoetoe High School shall record the:

- Name of the insurer.
- Policy number.
- Policy start and end dates.

Chairperson 

Date approved: 5 May 2026

3.13 Child Protection Policy

Rationale

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

Purposes

In line with all relevant current legislation, any person in our school/kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to the appropriate external agency.

Guidelines

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

- Develop appropriate procedures to meet child safety requirements as required and appropriate to the school.
- Comply with relevant legislative requirements and responsibilities.
- Make this policy available on the school's internet site or available on request.
- Ensure that every contract, or funding arrangement, that the school enters requires the adoption of child protection policies where required.
- Ensure the interests and protection of the child are paramount in all circumstances.
- Recognise the rights of family/whanau to participate in the decision-making about their children.
- Ensure that all staff can identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response.
- Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented.
- Promote a culture where staff feel confident, they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
- Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person.
- Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise.
- Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy.
- Ensure that this policy forms part of the initial staff induction programme for each staff member.

Chairperson.



Date Approved: 5 May 2026

3.14 Reducing student distress and use of physical restraint policy.

Rationale

This board is committed to a supportive and caring school environment where all students and staff are kept safe from harm and treated with dignity.

Purpose

Except as authorised under this policy, no staff member may use any form of physical restraint on our students. Our principal, teachers, and board-authorized staff members can only physically restrain a student as a last resort, where:

- the use of physical restraint is necessary to prevent imminent harm to the student or another person,
- there is a reasonable belief that there is no other option available in the circumstances to prevent the harm, and
- the physical restraint used is reasonable and proportionate to the level of risk and the specific circumstances.

Guidelines

- The board delegates to the principal responsibility for:
 - developing and implementing procedures and practices to prevent, plan for, and respond to student distress that meet the requirements of the Education (Physical Restraint) Rules 2023 and its amendments ("the 2023 Rules"), and
 - recommending eligible non-teaching staff to the board for authorisation to use physical restraint according to requirements of the 2023 Rules.
- Only the board can authorise non-teaching staff members to use physical restraint.
- The board requires:
 - compliance with the 2023 Rules, and
 - an evidence-based assurance from their principal that this policy is being followed.
- The principal shall ensure:
 - the implementation and compliance of this policy, including the completion of best practice training by all staff who are authorised to use physical restraint,
 - Ensuring mandatory training is completed by all relevant staff.
 - operational compliance with the Education and Training Act 2020 and the 2023 Rules,
 - all physical restraint incidents are immediately reported at the next board meeting,
 - the board is informed of all relevant information (risks, trends, and impacts), and
 - all non-teaching staff who may use physical restraint on a student have been authorised by the board.
- The principal shall report to the board:
 - on compliance, or the actions being taken to ensure compliance with this policy, the legislation, and the 2023 Rules on reducing student distress and use of physical restraint, and
 - at every board meeting, all incidents, matters, or risks relating to this policy, ensuring that the non-identification and privacy of individual students is maintained.
- The board shall monitor the use of physical restraint, looking for trends and any action that could be taken at the governance level to support reducing such incidents.
- Mandatory Training Requirements - All teachers and authorised staff must complete the Ministry of Education mandatory online module: [Physical Restraint - Understanding the Rules and Guidelines](#).

Chairperson.



Date Approved: 5 May 2026

3.15 Search and seizure policy.

Purpose

To ensure the safety and wellbeing of students and staff by outlining lawful procedures for searching students and their property, and seizing items, when necessary, in accordance with the *Education and Training Act 2020*, Sections 106–114.

1. Authority to Search and Seize.

- Only authorised staff members – SLT and middle leaders - may conduct searches and/or seizures.
- Searches may be conducted only if there are reasonable grounds to believe a student has an item that according to Section 106:
 - a) Pose a danger to safety,
 - b) Is/are likely to disrupt learning,
 - c) Is/are evidence of a breach of school rules (Section 108).
- Seized items must be recorded, stored securely, and returned unless they are illegal.
- If they are illegal the school will take advice from the police or another authority.

2. Student searches.

- Physical searches of students (e.g. pat downs) are not permitted.
- Staff may ask a student to voluntarily empty their bag or pockets but cannot compel them.
- If a locker or storage space (including a bag) is owned by the school and the student has been informed it may be searched (Section 107).

3. Digital devices.

- Staff may search for the content on digital devices (e.g. phones) if
 - a) There are reasonable grounds to suspect that the device contains evidence of a serious breach.
 - b) The student consents to the search (Section 110).
- Searches must be limited to relevant content and conducted respectfully.

4. Search process.

1. Students must be informed of:
 - i. The reason for the search or seizure,
 - ii. Their right to refuse consent (where applicable),
 - iii. What will happen to any seized items (Section 109).
2. Record Keeping. *All searches and seizures must be documented, including:*
 - iv. Date, time, and reason,
 - v. Staff involved (2 staff, one must be gender of student)
 - vi. Student consent status,
 - vii. Items found and actions taken. (e.g. returned to parents)
3. Complaints and Review
 - viii. Students and parents may raise concerns through the school's complaints process.
 - ix. The board will review this policy according to its own review cycle.

Chairperson.



Date Approved 21 October 2025

4. FINANCIAL AND PROPERTY MANAGEMENT

4.01 Financial Management Policy

Rationale

This policy forms the guideline as to how the board will comply with financial matters contained within the National Administration Guidelines.

Purposes

To use the school's financial resources to work towards achieving goals within strategic and annual plans.
To maintain accountability for, and control of, the school's financial resources.

Guidelines

- A budget is produced by 31 December for the coming year and presented to the board for approval. This is subject to appropriate information being available from the Ministry of Education.
- Expenditure is kept within budget by means of appropriate procedures, and regular monitoring.
- All expenditure and commitment of expenditure is approved within the recognised delegations.
- An updated financial report is provided to the board each month.
- Reports complying with the stipulated accounting standards are prepared annually for audit by the auditor appointed by the audit office, filed with the ministry on time and are made available to the community.
- Records of all financial transactions are maintained and are accurate and up to date.
- Any single item with a value of \$1,000 and with a life of more than one year will be capitalised as a fixed asset.
- Groups of items with a combined value over \$1,000 will be capitalised.
- Fixed assets will be depreciated on an equal annual instalment ("straight-line").
- Depreciation will be charged at the following rates:

Artworks	0.0%		
Buildings	2.0%		straight line
Electronic	20.0%		straight line
Equipment			
Furniture & Fittings	5.0%		straight line
Office & other equipment	10.0%	straight line	
Motor Vehicles	10.0%		straight line
Plant & Machinery	10.0%		straight line
Sports Equipment			20.0% straight line
Library books	8 years		straight line
Textbooks	20.0%		straight line
Leased assets	20.0%		straight line

NOTE:

The board is responsible for all school finances in accordance with its governance obligations.
The principal will manage the above policy on its behalf, setting up appropriate procedures to do so.

Chairperson 

Date Approved: 5 May 2026

4.02 International students policy

Rationale

The school will provide a New Zealand educational experience for a limited number of international students each year and in doing so will promote further opportunities at our school for people from diverse cultures to work alongside each other and enhance their understanding of each other's culture. Full compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code) is a key aspect of our international students programme.

Purposes

- To ensure that the enrolment of foreign fee-paying students is well controlled.
- To ensure that the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code) is complied with.
- To ensure that foreign fee-paying students gain the same educational opportunities as local domestic New Zealand students.
- To ensure that the administration related to foreign fee-paying students is efficient.

Guidelines

- An international student's director is appointed, and they will have overall responsibility for:
 - Enrolment of international students (includes selection, offer of place, collection of fees).
 - Orientation of international students.
 - Pastoral care/course of study of international students (in consultation with the appropriate deans and form teacher).
 - Keeping accurate records on all international students.
 - Liaison with recruitment agents and parents.
 - Handling complaints from international students.
 - Preparing an annual report to the board.
 - Ensuring all students hold a valid student visa and comply with immigration requirements.
 - Ensuring all students hold a valid and approved health and travel insurance on enrolment.
 - Conduct a self-review and attestation which will be signed by the principal and chairperson of the board.
- An accommodation coordinator is appointed, and they will have responsibility for ensuring that the school complies with the relevant sections of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).
- The board will annually set the fees payable by international students. Fees and refund policy statements are to be included in the prospectus issued to international students.
- The board will annually determine the budget for the international students' programme as part of the overall school budget. This will include promotions/recruitment initiatives.
- The principal will lead an annual review of procedures/practices associated with our international students' programme to ensure that the school is fully compliant with all legal requirements for such programmes. This process will also monitor and review our performance against the Code to ensure ongoing code compliance.

Selection procedures for international students:

- The board will annually set a desired maximum number of students for its international students' programme.
- The following will also be considered when decisions are made by the international students' director as to whether or not an application is successful:
 - Country of origin the school will attempt to provide places for students from a diverse range of countries.
 - Age preference will be given to students in the 14-17 age bracket.
 - English ability: as a general rule, applicants should have a minimum level of English competency equivalent to IELTS 4-4.5.
 - Academic ability: preference will be given to students who are likely to make a positive contribution to our school.

Chairperson.....

Date approved: 5 May 2026

4.03 Property management

Rationale

The board will endeavour to maintain the school grounds, buildings and facilities in a clean, safe, tidy and hygienic condition so that a suitable learning environment is provided for students, and a good working environment exists for staff. The board is required to develop and maintain a 10-year property plan and to manage large property projects in accordance with the requirements outlined in the Ministry of Education publication, State Schools Property Management Handbook.

Purposes

- To ensure that property management is in keeping with health and safety requirements and procedures.
- To ensure furniture, furnishings and equipment are replaced in a systematic and planned way.
- To develop a long-term maintenance programme (the school's 10YPP).
- To establish a regular maintenance programme.
- To prepare a statement of financial requirements for implementing the property programme as part of the annual budget.
- To comply with the conditions of the property occupancy document.

Guidelines

- The board has responsibility for establishing a strategic approach for long term property development at the school and for the development of a 10-year property plan.
- The board will establish an annual budget to meet property needs excluding major capital projects.
- The business manager applies expenditure to the appropriate budget codes.
- Maintenance projects that have an estimated cost exceeding \$1000 require principal's approval. Projects greater than \$10,000 require board approval.
- Expenditure on property will be monitored by the board at meetings.
- Five-year agreement (5YA) projects are managed by an agreed property consultant, the board being well informed via the principal of all projects that fall within this area of funding.
- The principal is responsible for developing a plan to ensure that furniture, furnishings, and equipment are renewed and upgraded as required.
- The ministry requirements of the property management handbook are followed for new property developments with the board, via the principal, being updated on any property development programmes.

Chairperson 

Date approved: 5 May 2026

4.04 Use of the school


Purposes

To make, where possible, school facilities available for community usage at the same time generating income to assist the general financing of school activities.

To ensure that the school facilities are being used for approved purposes by approved personnel.

Guidelines

- All applications for use of the school facilities or grounds for any purpose whatsoever must be made well in advance on the official application form held by the business manager.
- The principal has the delegated authority to decide whether to approve usage and the fees to be charged. In special circumstances the request may be referred to the board.
- At all times the principal and board will consider the impact of usage on general school needs which will always be uppermost and will consider likely disturbance to neighbours and respect for the school's facilities. In general, private functions involving the consumption of alcohol will not be approved.
- The consumption of alcohol in the staffroom by staff and guests is approved on the last day of a school week or on other special occasions so deemed by the principal or board.

Chairperson 

Date approved: 5 May 2026

4.05 Fundraising

Rationale

To allow groups within the school to fundraise to supplement the cost of trips and other school activities and to ensure these fundraising activities are appropriate.

Guidelines

- Any fund-raising activity must first have approval from the associate principal.
- The number of fund-raising activities will be monitored to ensure that an excessive number of activities are not occurring.
- A staff member is to be specifically responsible for any/each fundraising activity and they are to oversee any student involvement. This staff member is to report to the associate principal any problems or issues that arise.
- All money raised by activities is to be deposited immediately through the school accounts.
- Any fundraising activity must meet the values of our school.
- Any fundraising involving food or beverages should meet healthy food guidelines.
- Applications to gaming/charitable trusts are to have prior approval from the board.
- Sponsorship is considered to be fundraising and must have the approval of the board.
- Sponsorship of sports teams must meet the requirements of ASSHA by-laws.

Chairperson 

Date approved: 5 May 2026

4.06 Fees policy for international students

Rationale

It is a requirement of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 for signatories to have a policy covering fees protection and refund conditions.

Purposes

To ensure that funds from international students are secure should the school cease to become a signatory or if the student is required to transfer to another institution.

To have a fair and transparent system for refunding fees should a student withdraw from their course before its completion.

To protect students' funds in the case of insolvency the board guarantees to hold sufficient funds in reserve to enable refunds of students' fees in the unlikely event that their course of study has to be cancelled.

Guidelines

Refund of tuition fees:

- Students must apply in writing to the board if they have withdrawn from their course and wish to receive a refund.
- Details of how refunds are calculated are found in the international students' pages included with the prospectus. (The administration fee will not be refunded.)
- Refund of homestay fees (for those that get the school to hold their total homestay fees)
- Students who move out of their homestay before the end of their contract will have the portion of their homestay fee not already used, returned to them.
- The accommodation placement fee will not be refunded.
- Students must request in writing to have their homestay fees refunded, giving two weeks' notice or pay two weeks' fees in lieu of notice.

Chairperson

Date approved: 5 May 2026

4.07 Credit Card Policy

Introduction

The board agrees that it has a responsibility to ensure that credit card expenditure incurred by the school must clearly be linked to the business of the school. The board has agreed on the fundamental principles of this policy and has delegated responsibility for the implementation and monitoring of this policy to the principal.

This policy must be read in conjunction with other board policies, and the exercising of all authority and responsibilities conferred under this policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

Guidelines

- Board approval must be sought for each cardholder before being issued with a school credit card.
- The limits set for credit card use should not exceed the overall financial delegation of the cardholder, as set out in the Schedule of Delegations. Any variations require board approval.
- The credit card is not to be used for any personal expenditure.

The credit card will only be used for:

- payment of actual and reasonable travel, accommodation and meal expenses incurred on school business; or purchase of goods in line with delegated authority.

All expenditure charged to the credit card should be supported by:

- A credit card slip
- A detailed (GST if in New Zealand) invoice or receipt to confirm that the expenses are properly incurred on school business.
- The credit card statement should be certified by the cardholder as evidence of the validity of expenditure and then verified by the Chairperson of the board.
- The credit card holders are to comply with issuer (bank) requirements.

Chairperson



Date approved: 5 May 2026

4.08 Travel policy

Rationale

Travel expenditure incurred by the school must clearly be linked to the business of the school. The board requires the principal to implement and manage this policy. The principal may, from time to time, further delegate some responsibilities. This policy must be read in conjunction with the schedule of delegations.

Purposes

The travel expenditure is on the board's business, and the school obtains an acceptable benefit from the travel when considered against the cost.

Expenses are reimbursed on an actual and reasonable basis: and

Staff that are required to travel on business do not suffer any negative financial effect.

Guidelines

- Under no circumstances may any staff member approve their own travel.
- All booking for international and domestic travel is to be conducted through the school's normal purchase procedures.

Travel within New Zealand

- The justification for travel within New Zealand must relate to a school need. All domestic air travel is to be economy class.
- Authorisation of domestic travel is done by the principal.

International Travel

- All international travel should be authorised by the board before it is commenced.
- Except where the flight time exceeds 5 hours, all international air travel is to be economy class. Business or premium economy class travel may be approved, where the board considers appropriate, for travel more than 5 continuous hours in duration.
- Accommodation costs are to be reasonable and approved by the principal or board
- Staff who stay privately will be reimbursed on production of receipts, for koha or for the cost of a gift given to the people they have stayed with. Prior to travel the staff member should receive authorisation for the value of the intended koha/gift.
- When using rental cars, prepayments are preferred.
- Use of private vehicles is to be reimbursed at the rate specified by the collective agreement.
- If taxis are used, then staff should pay for the taxis and obtain a receipt and see reimbursement through petty cash or as part of an expense claim.

Reimbursement of Expenses

- The reimbursement for business related travel expenses is on the basis of actual and reasonable costs. For travel within New Zealand, actual and reasonable expenses are those incurred above the normal day to day costs.
- All personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in house movies, laundry and private phone call charges are to be paid separately by the travelling staff member.
- All receipts must be retained and attached to the travel claim. The claim is to be authorised as per normal school procedures.

Discretionary Travel Benefits

- Travel benefits, including airpoints and loyalty scheme rewards/points (Flybuys, AA, Countdown, etc) accrued from official travel may be retained by the staff member and redeemed as they feel appropriate.

Chairperson, 

Date Approved: 5 May 2026

5. ADMINISTRATION

5.01 Enrolments

Rationale

The school has an approved enrolment scheme. A school zone has been maintained since the enrolment scheme legislation was introduced and students living in zone have an automatic preferential right to entry.

Purposes

- To avoid overcrowding in the school.
- To recognise the significance of our historical school zone.
- To ensure compliance with Education and Training Act 2020.

Guidelines

- An enrolment scheme that complies with relevant legislation and consultation requirements is approved on an annual basis.
- The enrolment scheme is published for student and parent information.
- The principal is responsible for establishing a set of procedures to effectively manage the enrolment scheme within the guidelines produced by the ministry of education.
- The principal is responsible for the enrolment process, but may delegate this responsibility to an SLT member, including:
 - Review and development of enrolment forms.
 - Information dissemination and/or meetings for students and their parents.
 - Organisation of enrolment times.
 - Procedures for checking authenticity of addresses and living arrangements of applicants.
- The board will determine, on an annual basis, the number of out of zone places (if any) are available for the following year.
- Out of zone enrolment procedures will comply with Ministry of Education requirements.

Chairperson 

Date approved: 5 May 2026

5.02 Board meetings and trustee training

Rationale

This policy forms the guidelines as to how the board will comply with relevant statutory regulations for its governance role.

Purposes

To ensure the board will adopt procedures which ensure it carries out, to the best of its members' ability, the role of governance of the school.

Guidelines

- The board will be constituted and organised under the relevant, current legislation.
- Meetings will generally be held in weeks 3 and 8 of each school term, on the school site, unless circumstances necessitate otherwise.
- Special sub-committees of the board will meet when and if necessary and all board members will share responsibility for finance, property, and discipline matters.
- The board chair will be appointed at the board's first meeting in any year, except in election year when the appointment will be made at the first meeting after the election.
- When new board members are appointed, they will be offered an induction programme.
- The board's secretary will provide to all members (in the week before a regular meeting) copies of all information relevant to the meeting's agenda.
- The principal will similarly provide a report to the board the week before any scheduled meeting.
- Accurate minutes of board meetings will be kept and made available as requested to staff or public. Minutes are also made available to the staff via posting on a staff noticeboard.
- The board will create, or make available for its members, training opportunities deemed necessary to make the members more informed and effective in their governance role. Funds will be set aside in the annual budget to provide for any such needs.
- There is a set agenda for each normal board meeting.
- The following guidelines will apply to any non-board members who attend board meetings as spectators or who request the opportunity to address the board:
 - No non-board members may speak without approval of the chairperson.
 - Unless approval to address the board has been received prior to a board meeting, no non-board members has the right to expect to participate in a board discussion.
 - Agenda items only can be addressed by non-board member speakers.
 - There will be a time limit on individual speakers set by the chairperson. A time limit will also be set on a topic where there is more than one speaker. Three minutes per speaker and fifteen minutes per topic will be the normal allocations.
 - Speakers are entitled to express their views but not entitled to immediate board response, to be disrespectful, offensive or malicious.
 - Board members may question or respond to non-board members only with the board chair's approval.
 - The board chair has the right to ask any non-board members, at any time, to stop speaking.
 - If the board decides to go into committee, all non-board members must leave the meeting room.

Chairperson



Date approved: 5 May 2026

5.03 Communications with the parent community

Rationale

A well-informed school community is a key factor in establishing and maintaining an effective, harmonious learning environment.

Purposes

To ensure that parents and caregivers are kept well-informed on matters relating to the school and education in general while ensuring opportunities for them to contribute to any developments.

Guidelines

- The time of enrolment may be used to establish, in personal interview between parent, student and school representative, a relationship which can be the basis for future communication.
- Newsletters will be used as a regular method of conveying information to parents and will usually be sent by email. The school website provides up to date information to the community, including the school prospectus, curriculum guides and newsletters.
- Special meetings on specific matters may be arranged annually and as the need arises. These meetings may cover year 9 orientation, senior school qualifications, careers, subject selection and student progress.
- At all other times, opportunities will be provided for parents to communicate with a sense of comfort with the principal or other staff on general or personal family matters.
- All board members will be reminded of their representative status and the need for availability of contact, formal or informal.
- The principal will prepare an annual report (via the analysis of variance) which details progress against the annual plan targets and other relevant data. This report will be submitted to the Ministry of Education and tabled at a board meeting.
- Social media will be used as appropriate to communicate relevant information. Only accounts approved by the principal are permitted.

Chairperson



Date approved: 5 May 2026

5.04 Copyright policy

Rationale

The school is to comply with the copyright act with respect to the use of musical scores, videos, books, films and other copyright materials.

Purposes

To ensure the school complies with the Copyright Act 1994.

Guidelines

- All staff including the relevant support staff are to make themselves aware of the relevant sections of the copyright act as they apply to educational institutions and of the conditions of any copyright licence that the school subscribes to.
- The school will take out such licences as it sees fit and will comply with the conditions described in these licences.
- Individual staff members will be personally liable for any breaches of the copyright act.

Chairperson



Date approved: 5 May 2026

5.05 Complaints policy

Purposes

To ensure all complaints are handled in a sensitive and appropriate manner.

To establish clear lines of communication and procedures in the event of a complaint.

Guidelines

- Under this policy a situation that is considered serious enough to be a complaint will be in written format and signed by the complainant.
- All complaints that may be of a serious nature are directed to the principal. Complaints involving the principal will be directed to the board presiding member.
- The principal handles complaints in an appropriate manner and this may include:
 - Meeting the complainant in person in an interview situation.
 - Informing the bot presiding member of the complaint and any action taken.
 - Providing a full report of a complaint and subsequent actions to a full bot meeting.
 - Convening a meeting of the bot discipline sub-committee.
 - Informing outside agencies (ministry of education, police etc) if necessary.
 - Arranging for an independent arbitrator if necessary.
- All complaints are dealt with promptly.
- A file is maintained by the principal of all complaints that are received in written format.
- Any investigations carried out as a result of receiving a complaint are done so in a lawful manner and where staff members are involved the conditions of the relevant employment contracts are adhered to.
- Complaints handled within this policy include those about staff, the board or students.

Board Chairperson.....

Date approved: 5 May 2026

5.06 Protected disclosures

Rationale


Under the Protected Disclosures Act 2022 schools must ensure that "quote" S11 (1) of act. "Serious wrongdoing" is defined in section 34, of the Act.

Purposes

The act is to protect "whistle-blowers" - employees who believe on reasonable grounds that they have evidence of wrongdoing and who wish in good faith to disclose the information they have believing it to be true or likely to be true.

Guidelines

- Employees who wish further information about disclosures are entitled, without prejudice, to have a copy of the act and be directed to sections 11-16 which provide guidance in making disclosures and describe the nature of the protections available (including: personal grievance, immunity from civil and criminal proceedings, confidentiality).
- Employees who discover wrongdoing should disclose it to the principal as a matter of public interest.
- If the wrongdoing is being done by the principal, the employee should make the disclosure to the chairperson of the board.
- If the employee believes the principal and the chairperson are inappropriate people to disclose to because of their friendships or if it is believed that both are involved in the wrongdoing, the employee may meet with the associate principal or the deputy chairperson (if appointed).
- The protected disclosures recipient (as determined by 2, 3 or 4 above) will investigate the claim, which may include reporting to the police or to the Ministry of Education officials. They must keep the employee informed.
- If the employee finds that these people have taken no action or made no recommendations within 20 working days after disclosure s/he may make a disclosure to either the Ministry of Education officials or to the ombudsman.
- Any investigation must be carried out with regard to the principles of natural justice and in a procedurally fair manner.

Chairperson.....

Date Approved: 5 May 2026

5.07 Creative commons copyright

Rationale

Papatoetoe High School wishes to encourage the open and free exchange of information, knowledge and resources, and support the collaborative production of copyright works that are freely available to all. Papatoetoe High School encourages both staff and students to support free and open access to copyright works.

Guidelines

The board of Papatoetoe High School:

- Recognises that the Board holds first ownership of copyright of works produced by the board's employees in the course of their employment.
- Applies by default a Creative Commons Attribution Licence to all teaching materials and policies in which the Board of the school owns copyright.
- May apply a Creative Commons Attribution licence to other copyright works, aside from those described in (2), with the express agreement of the principal.
- May make exceptions to (2) at the discretion of the principal. Any such exceptions should be limited by a specific time period and should consider the application of other, more restrictive Creative Commons licences, as opposed to simply reserving all rights in a copyright work.
- Will transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
- Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
- Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
- Recognises that the copyright in works produced by an employee other than in the course of their employment by the Board of the school remains the property of that employee. Where this is unclear, the process for dispute resolution, outlined below, shall apply.

Definitions

- Creative Commons: An international non-profit that provides free open licences that copyright holders can use to share their work.
- Teaching Materials: Copyright works produced by employees of the school for the purposes of teaching.
- Policies and Procedures: Copyright works that determine, and provide guidance around, a course of action adopted by the school.

Disputes

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

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

Chairperson.....

Date Approved: 5 May 2026

6.01 Generative AI policy

Rationale

At Papatoetoe High School we understand the benefits of technology to support learning, and that the responsible, safe and effective use of technology is in and of itself a valuable skill. We also recognise that as with any technology, generative AI has its challenges and limitations. We will endeavour to ensure that our students, teachers, whānau & family are well informed, and well prepared for the use of this technology in a learning context.

Policy Statement

Guidelines for Appropriate Use: Students at Papatoetoe High School will be provided with clear guidelines on the appropriate use of generative AI tools. This includes understanding the purpose and limitations of AI. Students will be encouraged and supported to critically assess AI-generated information, ensuring they verify facts and understand the context of the content generated.

Respecting Intellectual Property and Originality: The school recognises the importance of respecting intellectual property rights when using generative AI. Students and Staff will be supported to develop their understanding of the implications of using AI-generated content that may infringe upon others' copyrights or that may not be original. This will include education on how to properly cite AI-generated content and the significance of producing original work. It will also include the potential misuse of AI in plagiarism, which is in line with our assessment policy, which explains academic honesty and integrity.

Digital Citizenship and Ethical Considerations: In line with our digital citizenship policy our students will be educated about digital citizenship, focusing on ethical considerations when using Generative AI. This includes understanding the potential biases in AI, the ethical implications of using AI-generated content, and the importance of using AI responsibly and not in a way where harm is caused. We will support students and staff in using AI in a way that is consistent with the school's values and ethical standards.

Chairperson. 

Date Approved: 21 October 2025