

## Board of Trustees Meeting Agenda – 8 November 2017

Open: Karakia Timatanga	Policy Reference:	Led by:
<p><u>1. Administration</u></p> <ul style="list-style-type: none"> <li>1.1 Present</li> <li>1.2 Apologies</li> <li>1.3 Confirmation of previous minutes</li> <li>1.4 Correspondence                             <ul style="list-style-type: none"> <li>NZSTA Operations update</li> <li>NZSTA Charter workshop</li> <li>Education Infrastructure service –Property workshop reminder and details</li> </ul> </li> </ul>		
<p><u>2. Strategic Decisions &amp; Discussions</u></p> <ul style="list-style-type: none"> <li>2.1 Strategic decisions made if required                             <ul style="list-style-type: none"> <li>2.1.1 Policy review framework</li> <li>2.1.2 ERO. Board Assurance document.</li> </ul> </li> </ul>	Operational /Governance Policy	
<p><u>3. Monitoring</u></p> <ul style="list-style-type: none"> <li>3.1 Principal's Report</li> <li>3.2 Finance                             <ul style="list-style-type: none"> <li>3.2.1 End of month reports for September</li> <li>3.2.2 Resolution for grants</li> <li>3.2.3 Insurance policy renewal</li> <li>3.2.4 Photocopier finance</li> </ul> </li> <li>3.3 Property                             <ul style="list-style-type: none"> <li>3.3.1 Annual Building compliance</li> <li>3.3.2 Hall lighting</li> <li>3.3.1 Alarms</li> <li>3.3.1 Property workshop reminder</li> </ul> </li> <li>3.4 Health and Safety                             <ul style="list-style-type: none"> <li>3.4.1 Playground progress</li> </ul> </li> <li>3.5 IT                             <ul style="list-style-type: none"> <li>3.5.1 Cloud hosting programme for the library – request to consider</li> </ul> </li> <li>3.6 Curriculum</li> <li>3.7 Personnel</li> </ul>		
<p><u>4. Other items</u></p>		

<b>5. In-committee items</b>		
5.1 Personnel		
5.2 Enrolment		
5.3 Ombudsman update		
5.4 Student suspension meeting		
<b>7. Meeting Closure</b>		
6.1 Identify Agenda Items for Next Meeting		
Karakia whakamutunga: Meeting closed _____pm		
Note 1: Correspondence is listed on the back of the agenda Note 2: List of current delegations attached to agenda		

All reports associated with this meeting are available online , or in the school office during normal school hours.

**Associated meeting reports:**

Correspondence (1.4)

Principal's report (3.1)

August finance report (3.2.1)

**NOTE 1:**

**NOTE 2:**

BOT delegations:

**Chair:** Rachel

**Deputy Chair:** Craig

**Committees:**

Health & Safety: Shane, Dianne, Gillian

Policy Review: Craig, Rachel, Dianne, Gillian

**Portfolios:**

Civil Defence: Eli, Vera

Curriculum: Eli, Gillian

Property: Shane

Finance: Dave

## Board of Trustees Meeting Minutes – 18 October 2017

Open: Karakia Timatanga Welcome to Chris Miller – our new selected board member.	Policy Reference:	Led by:
<p><u>1. Administration</u></p> <p>1.1 Present – Craig, Vera, Dave, Gillian, Rachel, Di, Chris</p> <p>1.2 Apologies - Shane</p> <p>1.3 Confirmation of previous minutes <b>Rachel/ Gillian</b></p> <p>1.4 Correspondence</p> <ul style="list-style-type: none"> <li>• ERO</li> <li>• NZSTA emails – BOT need to update details - <b>Action – Rachel to send out link.</b></li> <li>• Property Workshop – Shane and Di could represent. Dave also a possibility. <b>Action – Rachel to forward and Individuals to enrol themselves.</b></li> </ul>		
<p><u>2. Strategic Decisions &amp; Discussions</u></p> <p>2.1 Strategic decisions made if required</p> <p>2.1.1 Policy review framework – Dogs at school – agreed best timing is to defer until 2018.</p> <p>2.1.2 Board vacancy update – filled by Chris Miller.</p> <p>2.1.3 ERO – Coming in week 5. Board assurance document will need to be completed. Any interested Board members can come to school Sunday 22/10 at 1pm to contribute. Need to wait to hear the times ERO will want to meet with BOT.</p>	Operational /Governance Policy	
<p><u>3. Monitoring</u></p> <p>3.1 Principal's Report – points of note – higher absentee rates than previous years (but is comparative with other Decile 3 schools); Maori achievement data – see discussion for 3.6.1; BioBlitz – is huge, reported in SV Times; Hutt City Council Xmas Carols – going ahead on at school 14th December 2017; Playground – waiting for Property Manager to provide paperwork to deconstruct and remains a H&amp;S matter, discussed agreed action <b>Di to call MOE directly</b>; Fencing at front of school – need a breakdown of costs and another quote as current one is higher than our allocated budget.</p> <p>3.2 Finance</p> <p>3.2.1 End of month reports for August. Points of note – need for new principal to be involved in budget process for 2018. Staffing the largest proportion of our costs – need to</p>		

<p>consider and identify any concerns. <b>Moved/ Approved:</b>  <b>Rachel/ Craig</b></p> <p>3.2.2 Resolution for grants</p> <p>The Board resolves to approve application for the following grants:</p> <p>Four Winds Trust, \$5000 for School camp</p> <p>Four Winds Trust, \$50000 for Playground <b>Moved/</b>  <b>Approved: Rachel/ Dianne</b></p> <p>3.3 Property</p> <p>3.3.1 Front entrance progress – as per principal's report</p> <p>3.3.2 Block 2 heating and hot water – completed but not signed off on yet.</p> <p>3.4 Health and Safety</p> <p>3.4.1 Behaviour management - MOE behaviour management training completed, not entirely at the level staff needed – focus on de-escalation – <b>Action – Di to arrange part 2.</b></p> <p>*Playground as above – not agenda'd as discussed under Principals report.</p> <p>3.5 IT – no items</p> <p>3.6 Curriculum</p> <p>3.6.1 Maori achievement data– not as effective as we would have liked – points to consider – what assessment data tools are we using in Te Reo. Discussion about engaging our Maori whanau across the school.</p> <p>3.7 Personnel – to be discussed in committee</p>		
<p>4. <u>Other items – no items</u></p>		
<p>5. <u>In-committee items</u></p> <p>Motion: that additional items be added to the In-committee agenda 5.2 Personnel and 5.3 Enrolments. <b>Moved/ approved: Rachel/ Gillian</b></p> <p>Motion: that the public be excluded from the following part/s of the proceedings of this meeting namely agenda item 5.1, 5.2, 5.3 The grounds are that the matter is one of:</p> <ul style="list-style-type: none"> <li>personnel and the reason is to protect the privacy of the individual/s. This motion is proposed to comply with Sec 48 of the LGOI &amp; M Act 1987 and the special requirements when moving to exclude the public.</li> <li>that this item will consider information that was provided subject to an obligation of confidence and making that information available would be likely to prejudice the supply of similar information, or information from the same source, and it is in the public interest that such information should continue to be supplied. <b>Moved/ approved: Rachel/ Gillian</b></li> </ul>		

<b>7. Meeting Closure</b>			
6.1 Identify Agenda Items for Next Meeting -			
Karakia whakamutunga: Meeting closed 10.15 pm			
Note 1: Correspondence is listed on the back of the agenda		Note 2: List of current delegations attached to agenda	

All reports associated with this meeting are available online , or in the school office during normal school hours.

**Associated meeting reports:**

Correspondence (1.4)  
Principal's report (3.1)  
August finance report (3.2.1)

**NOTE 1:**

**NOTE 2:**

BOT delegations:

**Chair:** Rachel

**Deputy Chair:** Craig

**Committees:**

Health & Safety: Shane, Dianne, Gillian

Policy Review: Craig, Rachel, Dianne, Gillian

**Portfolios:**

Civil Defence: Eli, Vera

Curriculum: Eli, Gillian

Property: Shane

Finance: Dave

## Dianne Wright

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**From:** Rachel deLima-Brinkley  
**Sent:** Sunday, 5 November 2017 4:02 PM  
**To:** Dianne Wright  
**Subject:** Fw: UPDATE: 10YPP Lower Hutt workshop 14th of November FOR PRINTING

Rachel Brinkley  
Chair, Board of Trustees  
Koraunui School

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**From:** Brooke Evatt <Brooke.Evatt@education.govt.nz>  
**Sent:** Tuesday, 31 October 2017 10:36 a.m.  
**To:** Amanda Ralston (Upper Hutt College); Anna Ashton (Eastern Hutt School); Belinda Walker (Birchville School); Board Chair (Fergusson Intermediate (Trentham)); Ced Simpson (Wilford School); David Cody (Boulcott School); Heather Clegg (Maidstone Intermediate); Jacinta Hawken (Gracefield School); Janine Foster (Hutt Valley High School); Leah Cooper (Upper Hutt School); Lynda Koia (Wainuiomata High School); Ma'ao Vaireka (Konini Primary School (Wainuiomata)); Paul Matthews (Maungaraki School); Heretaunga College; Peru Kimiora (Avalon School); Philippa Wood (Kimi Ora School); Polly Scott (Naenae Intermediate); Rachel deLima-Brinkley; Sam Poynter (Korokoro School); Normandale School; Susan Webber (Waterloo School); Taita College; Tim Hewitt (Plateau School); Wayne Goodfellow (Hutt Central School); Amanda Ralston ; Belmont School (L Hutt) Principal; Debbie Allan 2x; Greytown School; Adventure School; Jill Marsden ; Jo Crimp; Jo Grant; John Russel; Karen Browne; Kyran; E Esera; Mary O'Regan; N Worboys; Simon EDMONDS; Sue McLean; Tania Cox; Titahi Bay North School Principal; Hineawe Green; Julie Henderson ; Mannix, Katrina; Ragne Maxwell; Tony Field ; Andrea Scanlan; Anne-Marie Gordon (Normandale School); A Tyson; Bec Power (Muritai School); B Hart; D Appleyard; Dianne Wright; Freda Kelly ; I R Hastie; Izzy Shelswell (Hutt Valley Activity Centre); Pukeatua School Principal; Jessica Meates (Tui Glen School); J Webby; J Channer; J Taylor; Kelson School Principal; J Henderson; K Luke; Karen Morgan (Taita College); M Skilton; Maoribank School; Petone Central School Principal; Katrina Day (Pomare School); K Macnee; B Willing; Lisa Cavanagh (Silverstream School); Lisa Malones (Mangaroa School); M Kibblewhite; W Wootton; M A Isberg; M R Dowman; M Gillatt; Naenae School; Oxford Crescent School; Neil Sargisson (Wilford School); N Frater; P Patterson; Dyer Street School Principal; P Murti; Simon Kenny; R Sinclair; Shane Robinson (Maungaraki School); C Jones; Randwick School Principal; S Su'a; Tania Cohen (Taita Central School); W Gordon; Warren Owen (Waterloo School)  
**Subject:** UPDATE: 10YPP Lower Hutt workshop 14th of November

Kia ora,

As outlined in our earlier email we have finalised the venue and time for our Property 10YPP Workshop for Lower Hutt on the 14th of November

The venue is Our office Level 2/19 Market Grove, Lower Hutt 5010 and the start time is 5 pm

The workshop will cover the following:

1. Introduction
  2. What is a 10YPP?
  3. What is 5YA?
  4. 10YPP Process
  5. Paying for the Plan
  6. Managing projects in your 10YPP

Please RSVP to [Brooke.Evatt@education.govt.nz](mailto:Brooke.Evatt@education.govt.nz) by 12th November 2017 to confirm your attendance.

We look forward to seeing you.

**Stephen Cross** | Infrastructure Manager Lower Hutt | Education Infrastructure Service  
And

**Dean Ashton** | Regional Property Advisor | Education Infrastructure Service

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**We get the job done** *Ka oti i a mātou ngā mahi*

**We are respectful, we listen, we learn** *He rōpū manaaki, he rōpū whakarongo, he rōpū ako mātou*

**We back ourselves and others to win** *Ka manawanui ki a mātou, me ētahi ake kia wīkitoria*

**We work together for maximum impact** *Ka mahi ngātahi mō te tūkinga nui tonu*

**Great results are our bottom line** *Ko ngā huanga tino pai ā mātou whāinga mutunga*

## Dianne Wright

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**From:** Rachel deLima-Brinkley  
**Sent:** Sunday, 5 November 2017 4:03 PM  
**To:** Dianne Wright  
**Subject:** Fw: NZSTA Upcoming Charter Workshops - Wellington/Wairarapa FOR PRINTING

Rachel Brinkley  
Chair, Board of Trustees  
Koraunui School

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**From:** Rebekah Wright <rwright@nzsta.org.nz>  
**Sent:** Monday, 30 October 2017 4:43 p.m.  
**To:** Rebekah Wright  
**Subject:** NZSTA Upcoming Charter Workshops - Wellington/Wairarapa

Good Afternoon

This is a reminder of the upcoming NZSTA Charter Review workshops around the Wellington/Wairarapa Region.

Location: Lower Hutt  
Date: Wednesday 8<sup>th</sup> November  
Time: 6.30 – 8.30pm  
Venue: The Dowse Art Museum  
Provider: Tricia Chapman

Location: Wellington  
Date: Thursday 9<sup>th</sup> November  
Time: 6.30 – 8.30pm  
Venue: St Andrew's on the Terrace  
Provider: Tricia Chapman

Location: Masterton  
Date: Tuesday 14<sup>th</sup> November  
Time: 6.30 – 8.30pm  
Venue: Copthorne Hotel - Wairarapa  
Provider: Tricia Chapman

The charter should be the basis of all school decision making and a vital tool in improving student achievement outcomes. This workshop provides information on the key aspects of charter review, what an effective school charter should contain and the board's planning and reporting process. This document is will be your building block for the next year and the last Charter before the move to Strategic plans in 2019.



This is a great opportunity for free professional development that would be beneficial to your entire board. Please pass this on to all board members.

They can enrol in this workshop through our Learning Management System ([LMS](#)) or through our [website](#); or contact me and I can do this for them.

If you know your board will need extra individual support in developing your charter please let us know sooner rather than later. We have made some Saturday day time slots available for providers to carry out this independent work however spaces are very limited.

Please let me know if you have any questions.

Kind Regards,

Rebekah Wright  
Programme Coordinator  
Central South Hub

New Zealand School Trustees Association  
Level 8, 142 Lambton Quay  
PO Box 5123  
Wellington 6140

Email: [rwright@nzsta.org.nz](mailto:rwright@nzsta.org.nz) | [www.nzsta.org.nz](http://www.nzsta.org.nz)  
Phone: 04 560 2942

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## Dianne Wright

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**From:** Rachel deLima-Brinkley  
**Sent:** Sunday, 5 November 2017 4:04 PM  
**To:** Dianne Wright  
**Subject:** Fw: NZSTA Operations update - Term 4 PRINTING

Rachel Brinkley  
Chair, Board of Trustees  
Koraunui School

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**From:** NZSTA <govadvice=nzsta.org.nz@mail5.wdc01.mcdlv.net> on behalf of NZSTA <govadvice@nzsta.org.nz>  
**Sent:** Thursday, 19 October 2017 4:39 p.m.  
**To:** Rachel deLima-Brinkley  
**Subject:** NZSTA Operations update - Term 4



## Operations update



19 October 2017

Tēnā koutou,

Another school year almost done and one, from NZSTA's perspective, that has been extremely busy.

Our Advisory & Support Centre has experienced a significant uplift in enquiries which has led to a review of resourcing so that we can continue to provide our high level of service. As a result we are currently recruiting for an Advisory & Support Centre Manager, as well as two additional phone based advisers to provide additional support and hope to have those people in place soon.

We have also upgraded our telephone system to equip our team with the right tools to give you the best possible service. It went live during the last week of the holidays and, like many new things, there have been a few crinkles that we are ironing out. If you do experience an issue with contacting us via

the 0800 number, please email your query to us at either [govadvice@nzsta.org.nz](mailto:govadvice@nzsta.org.nz),  
[eradvice@nzsta.org.nz](mailto:eradvice@nzsta.org.nz) or [pdadvice@nzsta.org.nz](mailto:pdadvice@nzsta.org.nz) and we will respond as soon as possible.

This update follows a similar format to the one that we trialled last term. I'm very conscious of the amount of information that you receive on a daily basis so have saved a number of pieces for this update so as to not bombard you. We've also modified things so that you can link quickly to the information that is relevant or of interest to you.

Any and all feedback is appreciated so that we are able to refine this communication into something that is of use to you.

Heoi ano taku mo naiane  
Naku noa, na

Rob Gold  
General Manager, Operations  
[rgold@nzsta.org.nz](mailto:rgold@nzsta.org.nz)

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## In this update:

### Employment

- [Holidays Act remediation update](#)
- [Pay equity](#)
- [Review of job descriptions](#)
- [Caretaker job descriptions](#)
- [Collective agreements](#)
- [Surplus staffing](#)
- [PPTA 'Promise'](#)
- [Holiday payroll contract](#)
- [End of Year payroll activities](#)

### Governance

- [Staffing](#)
- [Seclusion and restraint](#)
- [Analysis of Variance](#)
- [Mid-term elections](#)
- [Communities of Learning | Kāhui Ako Newsletter](#)
- [Tackling Bullying - A guide for Board of Trustees](#)
- [Vodafone email no longer supported](#)
- [Lominger Leadership Architect](#)

# Employment update

## Holidays Act remediation

NZSTA is represented on the Holidays Act Reference Group along with the various unions. This has come about because there has been an issue identified with Holidays Act compliance across a number of sectors (not solely education). It is a complex process reconciling wage and time records over multiple years and, so far, education will be the biggest group. It is envisaged that this may be up to a two-year process of identifying areas of non-compliance, reconciling records, calculating remediation payments and deploying solutions to prevent future non-compliance.

The Reference Group is still in its formative stages with a Terms of Reference yet to be agreed but NZSTA's position, on your behalf, is whatever the end solution looks like, individual boards should not carry the liability.

We will keep you informed and seek information from you as the process progresses.

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## Pay Equity Claim: the next stage

Requests were made, on behalf of the Ministry of Education, for job descriptions for support staff as part of the pay equity claim process. Thank you to everyone that supplied copies of job descriptions; they have been invaluable to the project team. NZSTA has been part of the moderation panel looking at job descriptions after they had been assessed and categorised by the project team. The next phase is interviewing a selection of support staff, principals and any other relevant person with a view to gathering further information. This will be a process run between the Ministry and NZEI. NZSTA will have a moderation type role with this process.

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## Review of job descriptions

As part of the pay equity process, the job descriptions have highlighted a variance in the standard of support staff job descriptions nationally. Some are very comprehensive, some are very scant on detail while others didn't accurately reflect the roles that the individual was being employed to undertake. NZSTA can provide assistance in the form of templates and guidance and you can call us on 0800 782 435 for more information.

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## Caretaker job descriptions

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As part of the School Caretakers' and Cleaners' Collective Agreement, it was agreed that the parties would encourage the uptake of the newly developed qualifications for caretakers, cleaners and canteen workers. We are working with E tū and Careerforce to assist in this process and have been asked, on behalf of Careerforce, to gather some job descriptions of caretakers so that they are able to properly match the qualification to the roles. So, in similar vein to the process around teacher aide job descriptions, we would appreciate it if you were able to send us examples of your caretaker job descriptions. We can ensure that they are anonymised before being forwarded onto Careerforce. They can be sent to [eradvice@nzsta.org.nz](mailto:eradvice@nzsta.org.nz).

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## Collective agreements

Following the ratification of the Support Staff in Schools' and the Kaiarahi te Reo, Therapists', ATSSD and Special Education Assistants Collective Agreements and some further technical edits that needed to be made, these agreements have been printed and in the process of being distributed. As always, in the meantime, if you need to consult these collectives, they are available on the Ministry website or you can receive advice via our 0800 number.

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## Surplus staffing

If necessary, you will by now, be well into your surplus staffing process, and you need to have concluded the process by 27 November 2017. Please contact us if you have any questions or need assistance with this.

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## PPTA 'Promise'

You may be approached by the teaching staff at your school to sign PPTA's Promise to New Teachers. NZSTA has advised that Boards asked to sign this, seek advice from NZSTA before doing so.

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**READ MORE...**

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Please advise Novopay of your school's holiday season payroll contact

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With the last term of the year starting, Education Payroll, who manage Novopay, are now preparing for the end of the year. As part of this, they are collating the contact details of each school's out of hours contact person to whom they can refer pay queries over the holiday break. Without this out of hours contact, Education Payroll may be unable to assist if a payroll problem occurs to an employee at your school over the summer holidays.

If you haven't done so already, please email this information as soon as you can to [info@novopay.govt.nz](mailto:info@novopay.govt.nz).

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## End of Year payroll activities - preparing information

All End of Year payroll activities need to be completed in Novopay Online and supporting forms submitted to the Novopay Service Centre by 5pm on Monday, 27 November 2017. Principals can support their payroll administrators by ensuring that they have all the relevant information needed to complete the End of Year activities well before the deadline. Information and instructions on how to complete End of Year can be found on the Novopay website.

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## Governance update

### Staffing

We're pleased to announce that Cleave Hay has reprised his role as Principal Adviser, Governance. Cleave has re-joined NZSTA following the departure of Karen Raitt. He brings with him a wealth of experience and governance subject matter expertise and is an excellent addition to the Governance Team.

Also joining the team is Sue Cotter who has been appointed as the Senior Adviser Governance based at National Office. Sue is well known to many trustees and has most recently been an Adviser within the Advisory & Support Centre.

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## Banning seclusion and creating legal framework for physical restraint

With the new additions to the Education Act around seclusion and physical restraints, and many enquiries to our Advisory and Support Centre, NZSTA has developed a policy template for boards which is available upon request. We would also encourage trustees to [read our factsheet](#) and the [Ministry of Education Guide](#).

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## Analysis of Variance

Later this term your principal/tumuaki will be presenting the analysis of variance. This is a crucial document for boards to reflect on how the school has performed in attaining the objectives and targets in this year's annual plan. This report should also be the key indicator of much of what next year's strategic and annual plans will focus on. An example of an analysis of variance and other annual reporting components can be [viewed online](#).

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## Mid-term (staggered) elections

For the schools that are in the mid-term election cycle, you will have received contact from our elections team and be well underway in the process. We are trialing a process called Votext to assess the viability of using it for the main triennial elections in mid-2019. For more information either email [communications@nzsta.org.nz](mailto:communications@nzsta.org.nz) or visit the [trustee election website](#).

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## Community of Learning | Kāhui Ako newsletter

Did you know? According to the most recent figures there are 210 approved Kāhui Ako of whom 108 have appointed their Community Leader.

Frequently asked questions: NZSTA advisers are asked many questions about Kāhui Ako matters and we thought we would share some of these with each edition of this newsletter.

**READ MORE...**

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## Tackling Bullying - A guide for Boards of Trustees

This is a new guide from the Bullying Prevention Advisory Group to help Boards provide leadership and direction in bullying prevention in their school. It includes the Bullying-Free NZ School Framework, checklists and questions to ask. [Download](#) or order hard copies via [info@bullyingfree.nz](mailto:info@bullyingfree.nz).

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## Vodafone emails no longer being supported

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Due to Vodafone not supporting the email addresses below from 30 November we would like to advise you that if your email ends in one of these addresses you will need to create a new email address using Gmail or Outlook. Vodafone is providing a free auto forwarding function on these email addresses but it is advised that you migrate all your inward communications to your new email if this affects you.

**READ MORE...**

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## Lominger Leadership Architect

As background, SSC holds an all-of-government licence for the Lominger Leadership Architect. In the schedule to the all-of-government licence there is a list of agencies able to access the licence and this list includes School Boards of Trustees. The all-of-government licence will not be renewed from December 2017 and we need to advise the agencies listed in the schedule of this. We have written to agencies in the schedule, and while the likelihood of Boards of Trustees using the Lominger Leadership Architect under the all-of-government licence is low, we would like to advise them of the change.



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# **Board Assurance Statement and Self-Audit Checklists**

*June 2017*

## **How to fill out the Self-Audit Checklists and Board Assurance Statement**

As part of the review process, the Education Review Office (ERO) asks the Board of Trustees of each school to complete the **Self-Audit Checklist** and the **Board Assurance Statement (BAS)**. The information in each of these documents assists ERO in the scoping and planning of the review.

Completing the checklists and the BAS is a useful process for your own self-review. Please read the Board Assurance Guidelines before completing these forms. The accuracy and validity of the information your board gives in the checklists and BAS is important for the focus of the review.

### **How to fill in the checklists**

The checklists cover requirements of key interest to ERO in the following areas:

- Board administration
- Curriculum
- Health, safety and welfare
- Personnel
- Finance
- Asset management

Please complete each sheet and add any further comments or explanations on the sheet of paper provided. Please use extra paper if you need to. Attach any explanations or matters you are unsure about to the relevant sheet.

### **How to fill in the Board Assurance Statement**

After you have completed all the checklist sheets please complete and sign the BAS. The second page of the BAS is for your board to note areas where you are aware that you are not meeting legal requirements. There is space for your board to outline the circumstances and the action you are taking on each issue. This information will be very useful for your own board as well as for the review.

**Please remember to attach your checklists to your Board Assurance Statement**

## BOARD ASSURANCE STATEMENT

**To: The Chief Review Officer  
Education Review Office**

**From: The Board of Trustees  
  
Koraunui School**

Note: If the board is also responsible for the governance of one or more 'off-site locations' (activity centre/teen parent unit/satellite class, other), please list the units\* on the next page.

### Compliance Certification

Has the board taken all reasonable steps to meet its legal requirements including those detailed in Ministry of Education circulars and other documents related to:

	Compliance Area	Yes	No	Unsure
1	Board Administration	<input type="checkbox"/>		
2	Curriculum	<input type="checkbox"/>		
3	Health, Safety and Welfare	<input type="checkbox"/>		
4	Personnel	<input type="checkbox"/>		
5	Finance	<input type="checkbox"/>		
6	Assets	<input type="checkbox"/>		

**Areas of self-identified non-compliance and actions to be taken: see next page.**

### Attestation:

The Board of Trustees and the principal have taken all reasonable steps to meet their legal requirements [including for the off-site locations as listed \*(if any)], and requirements detailed in Ministry of Education circulars and other documents. Where non-compliance has been identified, measures are being taken to remedy this.

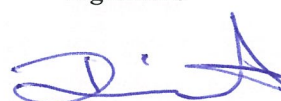
Board Chairperson: Rachel Brinkley  
Name



Signature

26/10/17  
Date

Principal: Dianne Wright (acting)  
Name



Signature

26/10/17  
Date

***List of off-site locations\* (example - activity centre/teen parent unit/satellite class, other) under the School Board's governance:***

N/a

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**This page is for you to note areas where you are aware that you are not meeting legal requirements and to advise any action you are taking.**

*Identified area(s) of non-compliance & Action being taken to address non-compliance:*

- 1/9 On-going programme of self review – currently undertaking a full review of school policy framework with NZSTA support to be completed by end of Term 2 2018.
- 1/10 Reporting to school community – this process has been strengthened in 2017 with acting principal providing required data to Board, and a plan in place to address this via consultation meetings with whole or relevant parts of our school community to be started in Term 4, 2017.
- 1/20 Human Rights legislation - will be strengthened as part of the Policy Framework review due for completion by end of Term 2 2018
- 2/6 Consultation with Maori Community - is back on track with the appointment of a Board member who will represent our Maori whanau to start immediately.
- 2/9 Curriculum requirements in The Arts, Social Sciences, Technology – Curriculum Implementation folders to be formulated in 2018.
- 2/10 Use of Te Marautanga o Aoteroa – to be discussed/ considered as part of potential changes to our bilingual class provision (ie change to L2) in Term 1 2018.
- 2/11 Koraunui School Curriculum – to be developed, strengthened, consulted on, and specific to our school as part of the Strategic Plan review with new principal in 2018.
- 3/5 Dealing with drugs , alcohol and smoking – will be more specifically identified in policy as part of policy review due for completion by end of Term 2 2018
- 3/23 Anti-bullying programmes to address special needs, homophobia, transgender - will be more specifically identified in policy as part of policy review due for completion by end of Term 2 2018
- 3/31(b) (m) (n) Physical restraint rules – names staff to be provided once required training has taken place before the end of 2017; policy development then advising our community will occur after the training is complete by start of Term 1 2018.
- 3/32(v) a work environment without risks – is an on-going process to identifying and minimising or eliminating risks from our school environment, and is an agenda item at all board meetings.
- 4/3(b) Staff induction – written process in development and provided to all new staff.
- 4/13 Protected Disclosure – Development of robust policy with support of NZSTA as part of Policy Review due for completion by end of Term 2 2018
- 6/2 Budget meets school priorities – for board to ensure this occurs with each annual budget.
- 6/5 Reviewed evacuation policy and board satisfied with compliance – scheduled for next Board meeting.

*Action being taken to address non-compliance:*

Please see above with each item

### **What does ERO want to know?**

ERO wants to know that the board is acting in a transparent and democratic manner and has appropriate policies and/or procedures to support this. **Note:** References are in brackets where appropriate.

## Self-Audit Checklist

### Section 1 – Board Administration

	<i>Please tick all questions including bullet points or write N/A if not applicable.</i>	Yes	No	Unsure
1	Is the board properly elected and constituted? [section 94 Education Act 1989].	<input type="checkbox"/>		
2	Are any conflicts of interest of board members fully declared? [s 103A Ed Act 1989; Clause 40(8) Sixth Schedule Ed. Act 1989].	<input type="checkbox"/>		
3	Are board meetings properly run? [Parts 7/8 Local Government Official Information and Meetings Act 1987; Clauses 40/41 Sixth Schedule Ed Act 1989].	<input type="checkbox"/>		
4	Are minutes of board meetings properly kept (especially minutes of meetings that exclude the public – commonly called “in committee”)? [Good practice; Local Government Official Information and Meetings Act 1987, Public Records Act 2005].	<input type="checkbox"/>		
5	Does the charter reflect the purposes set out in section 61(2) of the Education Act 1989 (i.e. establish the mission, aims, objectives, directions, and targets of the board that give effect to the national education guidelines), and provide a base against which the board’s actual performance can be assessed?	<input type="checkbox"/>		
6	Have newly elected, co-opted or appointed trustees confirmed to the board that they are eligible to be trustees? [s 103B Ed Act 1989].	<input type="checkbox"/>		
7	Has the board met all the requirements for planning and reporting? [School Charter; s 61 Ed Act 1989].	<input type="checkbox"/>		
	<b>For questions 8 – 14, has the board, with the principal and teaching staff:</b>			
8	Developed a strategic plan which documents how they are giving effect to the NEGs through their policies, plans and programmes, including those for curriculum, National Standards, assessment, and staff professional development? [NAG 2(a)].	<input type="checkbox"/>		
9	Maintained an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement? [NAG 2(b)].			<input type="checkbox"/>
	<i>Please tick all questions including bullet points or write N/A if not applicable</i>	Yes	No	Unsure

10	<p>Reported to students and their parents on the achievement of individual students ?, and</p> <p>Reported to the school's community:</p> <ul style="list-style-type: none"> <li>• on the achievement of students as a whole, and</li> <li>• on the achievement of groups (identified through NAG 1(c) (<i>i.e. students who are not achieving, or are at risk of not achieving or who have special needs</i>).</li> <li>• including the achievement of Māori students against plans and targets referred to in NAG 1(e) (<i>i.e. plans and targets for improving the achievement of Māori students</i>) ] [NAG 2(c)]</li> </ul> <p>Received regular and useful information about the achievement of Māori students in the school?</p>	<input type="checkbox"/>		
			<input type="checkbox"/>	
			<input type="checkbox"/>	
		<input type="checkbox"/>		
11	<p>Used National Standards, in alignment with requirements set in NAG 1, to:</p> <p>Report to students (enrolled in Years 1–8) and their parents on the students' progress and achievement in relation to National Standards? and</p> <p>Report to parents in plain language in writing at least twice a year? [NAG2A (a)]</p>	<input type="checkbox"/>		
		<input type="checkbox"/>		
12	<p>Used the National Standards*, in alignment with the requirements set in NAG 1, (for students enrolled in Years 1 – 8) to:</p> <p>(a) report to the Secretary for Education by 1 March school-level data on National Standards under four headings:</p> <p>(i) school strengths and identified areas for improvement;</p> <p>(ii) the basis for identifying areas for improvement;</p> <p>(iii) planned actions for lifting achievement; and</p> <p>(iv) how students are progressing in relation to National Standards</p> <p>(b) report to the Secretary for Education by 1 March on the numbers and proportions of students at, above, below or well below National Standards, including by Māori, Pasifika, European/Pākehā, Asian, gender, and by year level.</p> <p>(c) report the information in paragraphs (a) and (b) in the format prescribed by the Secretary for Education from time to time?</p> <p>[Reference: NAG 2A(b),(c) and (d)]</p> <p>Note: *National Standards for schools with students [Years 1-8] that use the <i>New Zealand Curriculum</i> and Ngā Whanaketanga Rumaki Māori for schools with students [Years 1-8] that use <i>Te Marautanga o Aotearoa</i>.</p>	<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		

	<b><i>Please tick all questions including bullet points or write N/A if not applicable</i></b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
13	Completed an annual update of the school charter, and provided the Secretary for Education with a copy of the updated school charter before 1 <sup>st</sup> March each year. [NAG 7]	<input type="checkbox"/>		
14	Provided to the Secretary for Education before 1 <sup>st</sup> March each year, a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter when providing the updated charter under NAG 7. [NAG 8]  <i>Note: NAG 8 applies to schools with students in Years 1-8 from 2013, and all schools from 2014.</i>	<input type="checkbox"/>		
15	Does the school's charter have targets on student achievement, including assessment of students in accordance with the National Standards published under section 60A(1)(ba) of the Education Act 1989? [section 61(4) Education Act 1989].	<input type="checkbox"/>		
16	Did the board's annual report include a statement which provides an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities or targets set out in the school charter? [section 87(2)(e) Education Act 1989].	<input type="checkbox"/>		
17	Is the board satisfied that the school has been open for instruction for at least the minimum required number of hours per day and days per year? [s 65A and s 65B Ed. Act 1989; NAG 6].	<input type="checkbox"/>		
18	Is the board satisfied student absences are correctly recorded, monitored and followed up? [s 25 Ed Act 1989; NAG 6; Education School Attendance Regulations 1951].	<input type="checkbox"/>		
19	Does the board ensure all procedures and practices relating to the stand-down/suspension/exclusion and/or expulsion of any student are implemented in accordance with the relevant provisions of the Education Act, the Education Stand-down, Suspensions, Exclusions, and Expulsion Rules 1999 and guidance issued by the Ministry of Education? [ss 13-18 Ed Act 1989].			<input type="checkbox"/>
20	Are there policies/procedures to ensure compliance with legislation, including the non-discrimination provisions in the Human Rights Act?			<input type="checkbox"/>
	Are these policies/procedures regularly reviewed, and implemented appropriately by the board? [Good practice].	n/a		
21	Has the board complied with the conditions prescribed by the Minister of Education by Gazette notice under section 71 of the Education Act 1989 in relation to students who undertake work-based learning or work experience? [NZ Gazette Notice No 158, 2 December 2004 page 3919 - <u>Work Experience Notice</u> and <u>Students on Work Experience: A health and safety guide for schools and employers</u> [Write N/A if not applicable]	n/a		



	<b>Please tick all questions including bullet points or write N/A if not applicable</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
22	Has the principal taken all reasonable steps to ensure that – (a) students get good guidance and counselling? (b) students in form 1 (Year 7) 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? (c) a student's parents are told of matters that, in the principal's opinion are – (i) preventing or slowing the student's progress through school? Or (ii) harming the student's relationship with teachers or other students? [Section 77 Education Act 1989]	<input type="checkbox"/>		
		n/a		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
23	Does the board have guidelines relating to compliance with the Copyright Act 1994 and are they implemented? <i>[Good practice]</i> .	<input type="checkbox"/>		
24	Has the board complied with the Public Records Act 2005 in relation to the retention and disposal of school records?  [Further information: <a href="#">School records retention/disposal information pack [PDF, 1.3 MB]</a> <a href="#">Circular 2006/19 - school records retention and disposal</a>	<input type="checkbox"/>		

*Is there any further information you would like to provide in relation to Section 1 - Board Administration?*

Strategic planning – the Annual Plan for 2017 is more accountable to the Strategic plan however it didn't get consulted on due to the process for appointing a new principal and is scheduled for 2018.

The Board has worked heavily with NZSTA to address more robust practices around: documentation, meeting procedures, publically available information, policy in general.

The board is currently undertaking a full policy review to replace the current framework with the NZSTA framework document. We are taking this opportunity to strengthen all policies. This is being undertaken with NZSTA support. In particular this year we have had a focus on Health and Safety policy in relation to compliance and implementation of such processes.

10: Consultation with community around Maori achievement. Board are aware that this has not been completed and have a plan in place to present to our Whanau Hui in Term 4

17: School hours are non-traditional being 8.30am – 3pm M,T, Th; 8.30am -2pm W, F so meeting more than the required number of hours within our school hours.

19: Is implied in current policy but not specific, is included in Policy review process currently being undertaken. Is in current staff manual.

## What does ERO want to know?

ERO wants to know that the board is meeting the curriculum requirements of NAG 1. Key questions relating to curriculum follow. *(Note: the quality of curriculum delivery related to student achievement is considered by ERO elsewhere in the review).*

### Self-Audit Checklist – based on NAG 1 Section 2 - Curriculum

Please tick all questions including bullet points. If questions are not applicable to your school please write N/A.		Yes	No	Unsure
Has the board, through the principal and staff:				
1	Ensured its primary objective in governing that every student at the school is able to attain his/her highest possible standard in educational achievement? And	<input type="checkbox"/>		
	To meet the primary objective ensured that the school –	<input type="checkbox"/>		
	<ul style="list-style-type: none"> <li>is a physically and emotionally safe place for all students and staff; and</li> <li>is inclusive of and caters for students with differing needs?</li> </ul>	<input type="checkbox"/>		
[Clause 5(2)(a), Part 2, Sixth Schedule to Education Act 1989]				
2	Developed and implemented teaching and learning programmes:			
	(i) providing all students in years 1-10 with opportunities to achieve for success in the following areas:			
	<ul style="list-style-type: none"> <li>The Arts</li> <li>English</li> <li>Health and Physical Education</li> <li>Mathematics and Statistics</li> <li>Science</li> <li>Social Sciences</li> <li>Technology</li> </ul>	<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
				<input type="checkbox"/>
	(ii) giving priority to student achievement in literacy and numeracy, especially in years 1-8?	<input type="checkbox"/>		
	(iii) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6?	<input type="checkbox"/>		
3	Through a range of assessment practices, gathered information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated, giving priority first to:	<input type="checkbox"/>		
	(i) student achievement in literacy and numeracy especially in years 1-8 and then to:			
	(ii) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand Curriculum as expressed in <i>The New Zealand Curriculum</i> ?	<input type="checkbox"/>		

	<b>Please tick all questions including bullet points. If questions are not applicable to your school please write N/A.</b>	Yes	No	Unsure
4	On the basis of good quality assessment information, identified:	<input type="checkbox"/>		
	(i) students and groups of students who are not achieving?	<input type="checkbox"/>		
	(ii) students and groups of students who are at risk of not achieving?	<input type="checkbox"/>		
	(iii) students and groups of students who have special needs (including gifted and talented students)?	<input type="checkbox"/>		
	(iv) aspects of the curriculum which require particular attention?	<input type="checkbox"/>		
5	Developed and implemented teaching and learning strategies to address the needs of students and aspects of the curriculum identified in 4 above?	<input type="checkbox"/>		
6	In consultation with the school's Māori community, developed and made known to the school's community, policies and/or procedures, plans and targets for improving the achievement of Māori students?		<input type="checkbox"/>	
7	Provided appropriate career education and guidance for all students in Year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training? [NAG 1(f)]	n/a		
8	(a) Ensured that teachers of students with disabilities, and other contact staff, have a sound understanding of the learning needs of students with disabilities?	<input type="checkbox"/>		
	(b) Where necessary, put in place support systems centred on each individual with disabilities? [NAG 1; NEG 7; NZ Disability Strategy in Schools].	<input type="checkbox"/>		
9	Ensured that current practice meets the requirement to base teaching and learning programmes on <i>The New Zealand Curriculum</i> national curriculum statements for:			
	• The Arts			<input type="checkbox"/>
	• English	<input type="checkbox"/>		
	• Health and Physical Education	<input type="checkbox"/>		
	• Mathematics and Statistics	<input type="checkbox"/>		
	• Science	<input type="checkbox"/>		
	• Social Sciences			<input type="checkbox"/>
	• Technology			<input type="checkbox"/>
	• Learning Languages	<input type="checkbox"/>		
	<b>OR</b>			
	Ensured that current practice meets the requirement to base teaching and learning programmes on <i>Te Marautanga o Aotearoa</i> if the school has chosen to adopt the foundation curriculum policy statements based on <i>Te Marautanga o Aotearoa</i>	n/a		
	<b>Please tick all questions including bullet points. If questions are not applicable to your school please write N/A.</b>	Yes	No	Unsure

10	Developed and implemented teaching and learning programmes based on <i>Te Marautanga o Aotearoa</i> in a bilingual class or classes where Māori in one of the languages of instruction. <i>[Note: schools with a bilingual class or classes may develop and implement the teaching and learning programmes – reference NZ Gazette Notice 29 October 2009, page 3812]</i>		<input type="checkbox"/>	
11	Developed and implemented a curriculum, as expressed in The New Zealand Curriculum, for students in Years 1-13: <ul style="list-style-type: none"> <li>that is guided by the Vision ;</li> <li>that is underpinned by the Principles;</li> <li>in which the Values as expressed are encouraged and modelled and are explored by students; and</li> <li>that supports students to develop the five Key Competencies.</li> </ul> [The National Curriculum: Foundation Curriculum Policy Statements]	<input type="checkbox"/>		
			<input type="checkbox"/>	
			<input type="checkbox"/>	
			<input type="checkbox"/>	
12	Worked towards offering students opportunities for learning second or subsequent languages (Years 7-10)? [The New Zealand Curriculum].	n/a		
13	Complied with the requirement to adopt a statement on the delivery of the health curriculum, at least once in every two years, after consultation with the school community? [Section 60B Education Act 1989]. Reference: <u><i>Sexuality education: a guide for principals, boards of trustees, and teachers (2015)</i></u>	<input type="checkbox"/>		

*Is there any further information you would like to provide in relation to Section 2 – Curriculum?*

Overall: This year we have started the process of formulating additional implementation folders for curriculum areas – aware we cannot do them all at once, we have identified two key areas to complete first – Science/ Enviroschools and Health & PE.

Our PB4L journey has strengthened the curriculum area of Health and well-being.

**2(i):** Technology not specifically addressed but embedded in learning across the wider curriculum. We have identified this as an area to consider further in 2018 to do justice to the Technology learning area.

**6:** Consultation with Maori Community – the board has selected a new Board whanau representative with whom we aim to strengthen our consultation with our Maori community both in our bilingual classes and in mainstream. This is currently done via the whanau hui but has been ad hoc in presentation in previous years. Maori Curriculum – this will be reconsidered in 2018 alongside a decision about whether our bilingual classes will move to Level 2. This will be in consultation with our community and MOE, with curriculum design to match.

**9:** Current teaching practice meets NZC statements – Arts, social sciences, technology – we are teaching these areas which are embedded in integrated approaches (eg science)

**10:** Te Marautanga o Aotearoa – our bilingual classes are currently using NZC.

**11:** Overall Curriculum design: Our School curriculum currently consists of value added statements and we want to develop a Curriculum of our own which better reflects our school and sits alongside the NZC. This will be reviewed with the new principal in 2018, alongside our charter and strategic plan.

**The following Checklist is to assist the board with self-review.**

The board should have in place policies, and procedures/guidelines/practices that facilitate the provision of a healthy and safe environment for students and staff and that protects their welfare. *You should seek professional advice if unsure about specific matters especially in the application of the health and safety at work legislation.*

**Self-Audit Checklist**  
**Section 3 – Health, Safety and Welfare**

	<i>Please tick all questions including bullet points or write N/A if not applicable.</i>	Yes	No	Unsure
	<b>Does the board have health and safety policies, and procedures/guidelines/practices linked to:</b>			
1	Physical and emotional health of students? [NAG 5].	<input type="checkbox"/>		
2	Child abuse? (prevention and reporting) [NAG 5; Good practice]. Also refer to question 24 below.	<input type="checkbox"/>		
3	Behaviour management? [NAG 5; Good practice].	<input type="checkbox"/>		
4	Discipline procedures? [Good practice].	<input type="checkbox"/>		
5	Dealing with smoking, drugs and alcohol? [NAG 5].		<input type="checkbox"/>	
6	Management and recording/administering of medication? [Good practice].	<input type="checkbox"/>		
7	Prohibiting the use of force? (corporal punishment) [s 139A Ed Act 1989].			<input type="checkbox"/>
8	Cross cultural awareness? [Good practice].			<input type="checkbox"/>
9	Dealing with parents who are subject to court orders affecting day to day care of, or contact with, a child at school? [NAG 5; Good practice].	<input type="checkbox"/>		
10	Complaints? [Good practice].	<input type="checkbox"/>		
11	<ul style="list-style-type: none"> <li>Internet safety/security including cyber bullying? And</li> <li>Has the Internet Safety Policy been implemented in the last year? (Write N/A if no reason(s) to implement in the last year)</li> </ul> <p>[NAG 5; Download a copy of Bullying prevention and response: A guide for schools; <a href="https://www.netsafe.org.nz/advice/education/Good practice">https://www.netsafe.org.nz/advice/education/Good practice</a>]. Ensuring your school internet is safe and secure</p>	<input type="checkbox"/>		
		n/a		
12	The Code of Practice for School Exempt Laboratories approved by the Environmental Risk Management Authority, about the use of hazardous substances for the teaching of science and technology? [Refer: Code of Practice for School Exempt Laboratories (Environmental Protection Authority website) (external link)].	n/a		
	The Code of Ethical Conduct for the use of Animals in research and teaching in schools? [refer to <a href="http://www.nzase.org.nz/ethics">www.nzase.org.nz/ethics</a> ]	n/a		

	<b>Please tick all questions including bullet points or write N/A if not applicable.</b>	Yes	No	Unsure
13	Protection for staff and students from excessive UV radiation exposure over the summer months? [NAG 5; Good practice].	<input type="checkbox"/>		
14	Prevention of sexual harassment? [ss 62, 68 Human Rights Act 1993; ss 108, 117, 118 Employment Relations Act 2000].	<input type="checkbox"/>		
15	Collection, storage, use, access and disposal of personal information? [Privacy Act 1993].	<input type="checkbox"/>		
16	First aid/notification of accidents, in particular, recording of all accidents [Health and Safety at Work legislation].	<input type="checkbox"/>		
17	Development of an emergency plan, including emergency/evacuation procedures, notification, duty of care for students, testing procedures? [National Civil Defence Emergency Plan Order 2015; Good practice].  <u>Emergencies and traumatic incidents</u> and <u>Checking your property after a major incident</u> . [MOE website]	<input type="checkbox"/>		
18	Management of crisis situations including pandemic planning? [NAG 5; Good practice].	<input type="checkbox"/>		
19	School trips/education outside the classroom – risk management procedures? [NAG 5; Good practice - EOTC Guidelines].	<input type="checkbox"/>		
20	Welfare and safety of students in off-site locations (where the school is using premises outside the school to provide education to students on a long-term or full-time basis. [section 71A(5) Education Act 1989]	n/a		
21	Visitors to the school? [Good practice].	<input type="checkbox"/>		
22	Has the board regularly reviewed the policies and procedures/guidelines/practices linked to health and safety in questions 1 - 21 above, and	<input type="checkbox"/>		
	Satisfied itself, through reports that these policies and procedures/guidelines/practices have been implemented appropriately? [Good practice]	<input type="checkbox"/>		

	<b>Does the board:</b>			
23	Meet the requirements under NAG 5:	<input type="checkbox"/>		
	• to promote healthy food and nutrition for all students?	<input type="checkbox"/>		
	• Through the principal and teaching staff, currently provide anti-bullying programmes for students? And	<input type="checkbox"/>		
	• Do those anti-bullying programmes include a focus on:	<input type="checkbox"/>		
	(i) Racist bullying?			<input type="checkbox"/>



	<b>Please tick all questions including bullet points or write N/A if not applicable.</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
	(ii) Bullying of students with special needs?			<input type="checkbox"/>
	(iii) Homophobic bullying?			<input type="checkbox"/>
	(iv) Transgender bullying?	<input type="checkbox"/>		
	(v) Sexual harassment? [NAG 5; Good practice]. [Refer: <a href="http://www.education.govt.nz/school/student-support/student-wellbeing/bullying-prevention-and-response/">http://www.education.govt.nz/school/student-support/student-wellbeing/bullying-prevention-and-response/</a> ]			
24	Does the board have a child protection policy* that - (a) is written down and in use? (b) says how suspected neglect and abuse will be identified and reported? (c) will be reviewed every three years? (d) is available on the school's website or on request? [Reference sections 18 and 19 <i>Vulnerable Children Act 2014</i> . Refer to Part 6 of <i>Vulnerable Children Act 2014 - a practical guide for assistance</i> ] [*Note: the policy is a mandatory requirement from 1 July 2016].	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
25	Has the board satisfied itself, through reports from hostel management, that the hostel provides a safe emotional and physical environment that supports the learning of boarders enrolled at the school? [NAG 5; Education (Hostels) Regulations 2005].	n/a		

26	Has the board: Ensured that its policies, practices and procedures on surrender and retention of property and searches of students by the principal, teachers and authorised staff members under sections 139AAA to 139AAF of the Act: <ul style="list-style-type: none"> <li>comply with the *Rules regulating the practice and procedure made by the Secretary for Education under</li> </ul>			<input type="checkbox"/>
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	<b>Please tick all questions including bullet points or write N/A if not applicable.</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
	<p>s.139AAH? and</p> <ul style="list-style-type: none"> <li>have regard to the guidelines issued by the Secretary for Education under s.139AAI for the exercise of their powers and functions under sections 139AAA to 139AAH?</li> </ul> <p>[Note: refer to <a href="http://www.legislation.govt.nz">www.legislation.govt.nz</a> for sections 139AAA to 139AAF of the Education Act 1989 and the *Education (Surrender, Retention, and Search) Rules 2013; <a href="http://www.education.govt.nz">www.education.govt.nz</a> for guidelines issued by the Secretary for Education]</p>			
27	Has the board:	<input type="checkbox"/>		
	Ensured policies and procedures that relate to students who have special education needs are implemented without discrimination, i.e. they are:			
	<ul style="list-style-type: none"> <li>Objective, value diversity and are integrated within the school curriculum;</li> </ul>	<input type="checkbox"/>		
	<ul style="list-style-type: none"> <li>Regularly re-evaluated and developed to enhance effectiveness;</li> </ul>	<input type="checkbox"/>		
	<ul style="list-style-type: none"> <li>Well-communicated to all staff and families, whānau of students and consistently applied;</li> </ul>	<input type="checkbox"/>		
	<ul style="list-style-type: none"> <li>In compliance with:</li> </ul> <p>(i) the Education Act 1989 (section 8) that people who have <i>special educational needs (whether because of disability or otherwise) have the same rights to enrol and receive education at State schools as people who do not ?</i>; and</p> <p>(ii) the NZ Bill of Rights Act (section 19) that everyone has the right to freedom from discrimination on the grounds of disability in terms of section 21(h) of the Human Rights Act 1993?; and</p> <p>(iii) the NE Guidelines, NAGs1(c)(iii) and 5, NE Goals 2 and 7, Curriculum Statements, Foundation Curriculum Policy Statements and Special Education Guidelines?</p> <p>[Tick all bullet points, including the numbered questions]</p>	<input type="checkbox"/>		
28	Documented and implemented policies and procedures to ensure compliance with the Code of Practice for the Pastoral Care of International Students 2016? [Write N/A if not applicable].	n/a		
29	Ensured that it is complying with the Code of Practice for Pastoral Care of International particularly in terms of:	n/a		
	<ul style="list-style-type: none"> <li>Support services for students</li> </ul>			
	<ul style="list-style-type: none"> <li>Information on international students</li> </ul>			
	<ul style="list-style-type: none"> <li>Communicating with parents for students under 18 years</li> </ul>			
	<ul style="list-style-type: none"> <li>Students with additional needs</li> </ul>			

	<b>Please tick all questions including bullet points or write N/A if not applicable.</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
	<ul style="list-style-type: none"> <li>Monitoring attendance to ensure student welfare</li> <li>Accommodation Provisions</li> <li>Homestays</li> <li>Boarding Establishments</li> <li>Designated caregivers</li> <li>Temporary accommodation</li> <li>Residential caregivers</li> <li>Police vetting of accommodation for students under 18</li> <li>Complaints procedures</li> </ul>			
30	<p>Has the school board -</p> <ul style="list-style-type: none"> <li>developed policies, procedures and practices on good behaviour management practice, including elimination of seclusion and the need to minimise physical restraint for students and staff wellbeing that follow the Ministry of Education's Guide*?</li> <li>made the policies/procedures/practices available to all parents and caregivers?</li> <li>reviewed the policies/procedures/practices as part of the school's annual review process?</li> <li>provided a clear complaints process for the students, parents and caregivers on physical restraint and alternatives to seclusion in accordance with the MOE's guide?</li> </ul> <p>[Ref: Sections 139AB to 139AE Education Act '89]</p> <p>*updated <a href="http://www.education.govt.nz/assets/Uploads/Presentation-Guidance-for-NZ-Schools-on-Behaviour-Management-to-Minimise....pdf">Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint</a></p> <p><a href="http://www.education.govt.nz/assets/Uploads/Presentation-Guidance-for-NZ-Schools-on-Behaviour-Management-to-Minimise....pdf">http://www.education.govt.nz/assets/Uploads/Presentation-Guidance-for-NZ-Schools-on-Behaviour-Management-to-Minimise....pdf</a></p>	<input type="checkbox"/>		<input type="checkbox"/>
31	<p><b>Physical restraint Rules*</b></p> <p>Has the school board ensured that the following documents are available for inspection at the school:</p> <p>(a) Guidelines issued by the MOE on the practice and procedure to be followed in relation to physical restraint by authorised staff</p> <p>(b) the names and position of authorised staff [Clause 4]</p> <p>Has the school board taken appropriate steps:</p> <p>(c) to ensure parents/caregivers are notified if physical restraint is an element in a student's Individual Behaviour Plan, and how physical restraint will be applied in accordance with the Guidelines, and</p>	<input type="checkbox"/>	<input type="checkbox"/>	

	<b>Please tick all questions including bullet points or write N/A if not applicable.</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
	(d) notified as soon as possible on the same day about any incident of physical restraint, including how it was managed in accordance with the Guidelines [Clause 6]	<input type="checkbox"/>		
	(e) to ensure that for any student who has been physically restrained and for any staff member who used physical restraint, their physical and psychological wellbeing is monitored for the rest of the school day following the incident of physical restraint	<input type="checkbox"/>		
	(f) that records kept under clause 9 are analysed so that trends can be identified			<input type="checkbox"/>
	(g) checked that documentation about each incident is complete [Clause 7]			<input type="checkbox"/>
	(h) Has the board reported every incident of physical restraint to the Ministry of Education using the form attached to the Rules (Appendix 1)			<input type="checkbox"/>
	(i) Has every staff member who uses physical restraint completed a staff physical restraint report, and			<input type="checkbox"/>
	(j) has the board placed a copy of the form in the student's file and provided a copy to the student's teacher/s, parents and/or caregivers [Clause 8]			<input type="checkbox"/>
	(k) Has the board kept written records of every instance of physical restraint of a student that is carried out under the Rules [Clause 9]			<input type="checkbox"/>
	(l) Has the board ensured that teachers and authorised staff are suitably supported and trained [Clause 10]	<input type="checkbox"/>		
	(m) Does the board have a school policy on managing challenging behaviour and using restraint that is consistent with the Guidelines and		<input type="checkbox"/>	
	(n) taken appropriate steps to ensure that parents, students, school staff and the community know about the school's policies for managing challenging behaviour and using physical restraint. [Clause 11] *Education (Physical Restraint) Rules 2017- <a href="#">Download the rules [PDF, 847 KB]</a> ; updated <a href="#">Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint</a>		<input type="checkbox"/>	

	Please tick all questions including bullet points or write N/A if not applicable	Yes	No	Unsure
32	<p><b>Health and Safety At Work Act 2015 [HSWA]</b></p> <p>The HSWA imposes a number of duties on the Board of Trustees (as an entity) as they are responsible for controlling risks in the school workplace.</p> <p>The checklist* provides a means for the Board to assess its performance against the duties specified in the HSWA.</p> <p>Note: When answering the questions the board needs to ensure that there is evidence of compliance.(e.g worker training records, risks identified in appropriate register, copy of H/S policy printed at reception)</p> <p>Has the school board ensured, so far as is reasonably practicable:</p> <p>i. The health and safety of workers while at work, by taking appropriate action? <input type="checkbox"/></p> <p>ii. That a healthy and safe working environment is provided for independent contractors and their workers (e.g cleaners, trades people, repair people) who enter the school premises? <input type="checkbox"/></p> <p>iii. That other people (such as students, parents, visitors etc) are protected from risks arising from work and activities at the school? <input type="checkbox"/></p> <p>iv. That workers, students, and volunteers are protected from risks arising from activities while away from the school, such as when on excursions, or school camps? <input type="checkbox"/></p> <p>v. The provision and maintenance of a work environment that is without risks to health and safety? <input type="checkbox"/></p> <p>vi. The provision and maintenance of safe plant and structures? <input type="checkbox"/></p> <p>vii. The provision and maintenance of safe systems of work? <input type="checkbox"/></p> <p>viii. The safe use, handling, and storage of plant, substances, and structures? <input type="checkbox"/></p> <p>ix. The provision of adequate facilities for the welfare at work of workers in carrying out work for the school, including ensuring access to those facilities? <input type="checkbox"/></p> <p>Has the board, ensured that:</p> <p>x. Notifiable events are reported to Worksafe as soon as possible after the event, such as notifiable injuries or illnesses that would usually require the person to be admitted to hospital for immediate treatment or within 48 hours of the injury or exposure to a substance? [write N/A if the event has not occurred] n/a <input type="checkbox"/></p> <p>xi. Records of notifiable events are kept for at least 5 years? <input type="checkbox"/></p> <p>xii. There is a risk identification and control process that eliminates or minimises the identified risks <input type="checkbox"/></p> <p>xiii. It receives regular reporting on its compliance with the HSWA <input type="checkbox"/></p>			

	<p><b>*Note</b> this checklist is non-exhaustive, for your self-review based on section 36 of the HSWA, and questions under Tool 2 (Toolbox) – Board of Trustees’ Checklist in the Ministry of Education’s publication, <i>Health and Safety At Work Act 2015, A practical guide for boards of trustees and school leaders</i>. You can download the publication in the MOE’s website – - <a href="#">health and safety practical guide for boards of trustees and school leaders</a>, and <a href="#">webpage</a></p> <p><b>The board should seek professional advice if it is uncertain about specific matters.</b></p>			
33	<p>Is the school board aware of the conditions under which students may get work experience, and health and safety responsibilities under the HSWA?</p> <p>[Refer <a href="#">Work Experience Notice</a> and <a href="#">Students on Work Experience: A health and safety guide for schools and employers</a>] Write N/A if not applicable</p>	n/a		
34	<p>Is the school board aware of the new food safety laws which require schools to ensure that food they sell or serve is safe and suitable to eat?</p> <p><b>Note:</b> depending on the type of food service provided, some schools will have additional obligations. Please refer to: <a href="#">Food safety for Schools and Kura (Food Act 2014)</a>; MPI’s school leaflet <a href="#">Schools - What does the Food Act mean for me? (external link)</a> has the full list of food activities that need to be registered or are exempt.</p>	<input type="checkbox"/>		

*Is there any further information you would like to provide in relation to Section 3 – Health, Safety and Welfare?*

A key focus this year – we have really strengthened our H&S representation, procedures and policies including – Health and Safety officer and rep trained

-a second rep due to be trained

Processes and register in place, including a collective “identification of risk” process to identify risk level carried out by staff.

**5:** dealing with smoking, drugs and alcohol – our site is a non-smoking and non-alcohol site. These issues in relation to our students possessing said items is not specifically covered in policy – it has come under hazard identification when the situation has occurred.

**7:** Prohibiting the use of force – Currently comes under our child protection policy, we are also in review of these documents in 2017 specifically. We have addressed our understanding of this via MOE training on *behaviour management without restraints* and are at early stages of accessing the next level of training for specific staff.

**8:** Cross cultural awareness – diversity, inclusion, equity is embedded in our school’s practice and part of our Strategic Plan but not specifically referred to in policy

**23:** Bullying related to students with special needs, homophobia, transgender – covered in a blanket policy on bullying but staff have had discussions during documentation review on the need to be more specific.

**30:** seclusion policies and practices – Aware of MOE directive regarding use of seclusion and physical restraint, and developing policies and procedures following MOE training which will be completed by end of 2017

**31:** Restraint rules: With the new guidelines in place from August 2017 we have been proactive in developing policy and procedures that sit behind the safety of our staff in dealing with physical violence and behaviour from students.

The first MOE training has been completed and further is being accessed. This will enable

us to strengthen our policy in line with PB4L.

(b) Part 2 of MOE training has not been completed to allow us to name staff yet – will be completed once training is completed

(m) Policy on managing challenging behaviour exists and is being developed further as we complete the MOE training.

(n) will come from 31(m)

**32v:** provisions and maintenance of a work environment that is *without risks* to health and safety – we consider this (“*without risks*”) to be impossible however we have attempted to minimise all identified risks, via a robust process to identify risks on site.

**X:** Notifiable events – following a complaint about inappropriate use of a ladder by a relieving staff member we have been visited by Worksafe and have a written record of this. No other relevant notifiable events have occurred.

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## What does ERO want to know?

ERO wants to know that the board has policies/procedures and practices.

### Self-Audit Checklist Section 4 – Personnel

Good practice or legal compliance suggests that the board should have:

	<i>Please tick all questions including bullet points or write N/A if not applicable.</i>	Yes	No	Unsure
1	Developed and implemented personnel management policies and/or procedures to meet good employer obligations? [NAG 3; s 77A State Sector Act].	<input type="checkbox"/>		
2	Developed and implemented policies and procedures for employment and appraisal of staff? [s 77C State Sector Act 1988; NZ Gazette and relevant Collective Employment Agreement].	<input type="checkbox"/>		
3	Documents showing that suitable human resource management practices are implemented including:			
	(a) selection and appointment procedures showing that:			
	(i) the appointment panel has the proper delegation from the board;	<input type="checkbox"/>		
	(ii) applicants are registered for teaching positions; and	<input type="checkbox"/>		
	(iii) for non-teaching positions, a Police Vet has been carried out;	<input type="checkbox"/>		
	(iv) the background of an applicant's character, competence, qualifications, and experience is carefully checked;	<input type="checkbox"/>		
	(v) original or certified documents are properly sighted; and	<input type="checkbox"/>		
	(vi) certified documents are authenticated by persons authorised to do so.	<input type="checkbox"/>		
	(b) the job/role descriptions;	<input type="checkbox"/>		
	(c) induction procedures into the school;			<input type="checkbox"/>
	(d) a system of regular appraisal; and	<input type="checkbox"/>		
	(e) provision for professional development.	<input type="checkbox"/>		
	[section 77A State Sector Act; Good practice; MoE Guidelines]			
4	<b>Safety Checking of Workforce</b> For persons that the Board employed or engaged from 1 July 2015 as a paid children's worker*, the following checks have been undertaken: <i>Identity Confirmation, either by</i> (a) using an electronic identity credential to check that the identity is not claimed by someone else; <u>or</u> (b) checking a original primary identity document (eg NZ passport); and a secondary identity document (eg NZ driver licence);  [Note: if there are no photos of the person in the documents in (b), the board must require an <i>identity referee</i> to authenticate/verify identity of the staff. If the person's name is different on a document in (b) the board must require a supporting name change document from the person];			
		n/a		
		<input type="checkbox"/>		

Please tick all questions including bullet points or write N/A if not applicable.	Yes	No	Unsure
(c)** searching the board's personnel records to check whether the identity is being used or has been used by any person currently or previously employed/engaged by the board after the board has sighted the documents in (a) or (b) including the matters under 'Note' above.	n/a		
<i>Criminal Convictions</i>			
(d) obtaining and considering information from NZ Police vet [Note: no need for Police vet if the person already had one in the last three years or person is a registered teacher]	<input type="checkbox"/>		
<i>Other Information</i>	<input type="checkbox"/>		
(e) obtaining and considering a chronological summary of work history for preceding five years from the person; and	<input type="checkbox"/>		
(f) whether person is registered with the Education Council, and if so, board has confirmed this with the Education Council;	<input type="checkbox"/>		
(g) obtaining and considering information from at least one referee (not related to the person or part of the extended family) and	<input type="checkbox"/>		
(h) any other information the board considers relevant for risk assessment;	<input type="checkbox"/>		
(i) interviewed the person, in person or by telephone or other communication technology;	n/a		
[Note: the requirements in (e), (g),(h) and (i) do not apply if the person is currently employed or engaged by the board in another role – write N/A in this case]	<input type="checkbox"/>		
<i>Risk Assessment</i>			<input type="checkbox"/>
(j) evaluation of all the information above to assess the risk the potential children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's worker or non-core children's worker.			
<b>Note:</b>			
(i) *Children's workers who are <i>core workers</i> work alone with or have primary responsibility or authority over children, eg teachers, teacher aides or support staff. Also applies to persons undertaking unpaid children's work as part of educational or vocational training course.			
(ii)** the purpose of paragraph (c) is to establish that the applicant is the sole claimant of the identity.			
(iii) The above checks apply to all new <i>core workers</i> from 1 July 2015, and all new <i>non-core workers</i> from 1 July 2016 before commencing employment, <b>and are guidelines only.</b>			
(iv) For details the board should refer to the relevant provisions of the <i>Vulnerable Children Act 2014</i> , and regulations 5 – 8 of the <i>Vulnerable Children (Requirements for Safety Checks of Children's Workers) Regulations 2015</i> – <a href="http://www.legislation.govt.nz">www.legislation.govt.nz</a> .			
(v) For more information visit: <a href="http://www.childrensactionplan.govt.nz">www.childrensactionplan.govt.nz</a> . and <i>Children's worker safety checking under the Vulnerable Children Act 2014</i> [PDF, 1.2 MB]			
(vi) Seek independent advice, eg from NZSTA if you are uncertain.			
(vii) Keep accurate records about each aspect of the safety checking process, and have appropriate policies and procedures			

	<b>Please tick all questions including bullet points or write N/A if not applicable.</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
5	Annually assessed the principal against all the professional standards for principals? [NZ Ed Gazette: and relevant employment agreement].	<input type="checkbox"/>		
6	Kept all records for the purposes of the payroll service and given the Secretary for Education all information in accordance with section 89 of the Education Act?	<input type="checkbox"/>		
	Complied with section 91F of the Education Act and the relevant Principals' Collective Agreement (i.e. sought the written consent of the Secretary for Education) before paying any additional remuneration to the principal?	n/a		
7	Ensured that persons without a practising certificate are not permanently appointed to a teaching position? [section 349(2) Education Act 1989].	<input type="checkbox"/>		
8	Ensured that it does not continue to employ in any teaching position, any person— <ul style="list-style-type: none"> <li>• whose registration as a teacher has been cancelled, and who has not since been registered as a teacher again; or</li> <li>• whose LAT has been cancelled, and who has not since been granted an authorisation again or registered as a teacher; or</li> <li>• whose practising certificate or LAT is suspended by the Disciplinary Tribunal?</li> </ul> [section 350(1) Education Act 1989].	n/a		
		n/a		
		n/a		

	<b>Please tick all questions including bullet points or write N/A if not applicable</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
9	Received reports at least once a year in relation to the following, and satisfied itself that they are correctly implemented :			
	<ul style="list-style-type: none"> <li>Staff appointment process? <i>[Good practice re s 77E-77H State Sector Act 1988].</i></li> <li>Teacher registration (including practising certificates and LATs)? <i>[Good practice re ss 349-350 Ed Act 1989].</i></li> <li>Provisionally registered teachers induction programme? <i>[Good practice].</i></li> <li>Assessment of teachers against the professional standards? <i>[Good practice re s 77C State Sector Act 1988: NZ Gazette and relevant Collective Employment Agreement].</i></li> <li>Appraisal of teaching staff by the professional leader of the school based on the <i>Standards for the Teaching Profession</i>* established by the Education Council for the issue and renewal of practising certificates. <i>[(Ref: Part 31 Education Act 1989) - Standards for the Teaching Profession.*]</i></li> <li>Salary increments as a result of a positive assessment against all professional standards at the teacher's level? <i>[Good practice; relevant Teachers' Collective Agreement].</i></li> <li>Staff professional development programme and outcomes? <i>[Good practice].</i></li> <li>Personnel policy (including EEO programme)? <i>[Good practice re s 77A State Sector Act 1988].</i></li> </ul>	<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
10	Established and implemented procedures for the Police vetting of employees and contractors as required by the Education Act 1989 Sections 78C to 78CD?	<input type="checkbox"/>		
11	Reported in its annual report on the extent of its compliance with the personnel policy on being a good employer (including the equal employment opportunities programme)? (s 77A State Sector Act 1988)			<input type="checkbox"/>

	<b>Please tick all questions including bullet points or write N/A if not applicable</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
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12	<p>As employer, reported to the Education Council in compliance with the mandatory reporting requirements under the Education Act 1989 in the following situations: <i>[Write N/A if not applicable]</i>.</p> <ul style="list-style-type: none"> <li>when a teacher has been dismissed for any reason (section 392)?</li> <li>If, within the 12 months before a teacher's resignation (including a fixed-term position) or expiry of the teacher's fixed-term contract, the board had advised the teacher that it was dissatisfied with, or intended to investigate, any aspect of the teacher's conduct or teacher's competence (section 392)?</li> <li>the board receives a complaint about the teacher's conduct or competence while he/she was an employee within 12 months of after the teacher ceases to be employed (section 393)?</li> <li>the board has reason to believe that the teacher has engaged in serious misconduct (section 394)?</li> <li>the board is satisfied that despite undertaking competency procedures with the teacher, the teacher has not reached the required level of competence (section 395)?</li> </ul>	n/a		
		n/a		
		n/a		
		n/a		
		n/a		
13	Implemented appropriate internal procedures for receiving and dealing with information about serious wrongdoing under the Protected Disclosures Act 2000?		□	

*Is there any further information you would like to provide in relation to Section 4 – Personnel?*

Issues were identified at the start of year around robust paperwork which has been rectified throughout the year, in specific areas as they needed to be addressed. Much of this has been addressed via the H&S policy review. Identified gaps are being actioned as fast as we are able, however the essential areas have been covered, and support has been sought from NZSTA when required.

**Section 4/3c:** Induction processes – We are developing a procedural document that includes induction. This we have been able to do by including feedback from new teachers. Currently a buddy system for induction / mentoring of new staff has been in place.

**13:** Have received guidance and advice from NZSTA to support us through these processes for H & S review, as when situation arose we were aware the policy and documentation was not robust enough to guide practice.

## What does ERO want to know?

Boards should have policies/procedures and practices to track and report income and expenditure.

### Self-Audit Checklist Section 5 – Finance

As part of this process, has the board:

	<i>Please tick all questions including bullet points or write N/A if not applicable.</i>	Yes	No	Unsure
1	Monitored and controlled school expenditure? And Ensured that annual accounts are prepared and audited as required by the Public Finance Act 1989 and Education Act 1989? [NAG 4].	<input type="checkbox"/>		
2	Made it clear in a written statement to parents of students that: <ul style="list-style-type: none"> <li>parents may be asked for a voluntary donation towards general school activities but they do not have to pay this? [MOE Circular 2013/06- re s 3 Ed Act 1989]; and</li> <li>parents must have agreed in advance to any charges the board may wish to make for specific school activities? [MOE Circular 2013/06].</li> </ul>	<input type="checkbox"/>		<input type="checkbox"/>
3	Prepared a budget that reflects the school's priorities as stated in the charter? [NAG 4].			<input type="checkbox"/>
4	Ensured that accounting records are kept that: <ul style="list-style-type: none"> <li>correctly record and explain the transactions of the school?</li> <li>will, at any time, enable the financial position of the school to be determined with reasonable accuracy?</li> <li>will enable the trustees to ensure that the financial statements of the school comply with generally accepted accounting practice?</li> <li>will enable the financial statements of the school to be readily and properly audited?</li> </ul> [s 168 Crown Entities Act 2004]	<input type="checkbox"/>		
5	Prepared annual financial statements in accordance with section 87(3) of the Education Act 1989?	<input type="checkbox"/>		

	<b>Please tick all questions including bullet points or write N/A if not applicable</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
6	<ul style="list-style-type: none"> <li>Prepared its annual report in accordance with section 87 of the Education Act 1989 (which includes the total remuneration paid to school principals employed by the board)?; and</li> <li>Forwarded its annual report to the Secretary of Education? [section 87 Ed Act 1989].</li> <li>Ensured that the annual report is available to the public on an Internet site maintained by or on behalf of the board? [section 87AB Ed. Act 1989]</li> </ul>			<input type="checkbox"/>
		<input type="checkbox"/>		
		<input type="checkbox"/>		
7	Ensured investment is in accordance with clause 28, Part3, 6th Schedule to the Education Act 1989 and appropriate provisions of the Crown Entities Act 2004 relating to investments? [ss 160-161, 197 Crown Entities Act 2004].	<input type="checkbox"/>		
8	Ensured that all financial gifts can be appropriately accounted for and applied to the purpose for which they were given? [clause 33, Part3, 6 <sup>th</sup> Schedule Ed Act 1989; s 167 Crown Entities Act].	<input type="checkbox"/>		
9	Ensured that it has complied with clause 29, Part 3, Sixth Schedule to the Education Act 1989, and appropriate provisions of the Crown Entities Act 2004 relating to borrowing? [s 160/162 Crown Entities Act 2004; Regs 11, 12 Crown Entities (Financial Powers) Regulations 2005].	n/a		
10	Ensured that TFEA funding is used to promote student achievement? [Operational Funding: MOE Handbook].	<input type="checkbox"/>		
11	Ensured that SEG funding is used to benefit students with moderate special learning and behavioural needs? [Operational Funding: MOE Handbook].	<input type="checkbox"/>		
12	Ensured that funding and staffing generated by ORRS students is used for the benefit of those students? [Write N/A if not applicable] [Operational Funding: MOE Handbook].	<input type="checkbox"/>		



*Is there any further information you would like to provide in relation to Section 5 – Finance?*

Previous budget was set by the retired principal therefore not related to 2017 Annual plan.

A conscious plan for this to be tighter aligned to goals for next year.

We are working within budget.

We are actively exploring how we can reduce support staffing, with Ministry of Education and NZSTA support, for 2018 onwards.

3. Budget was prepared prior to charter reformulation 2017 and so doesn't relate well to Strategic Plan. The goal is to review and update our School Charter in 2018 when the new principal formally starts. This process will however start in T4, 2017 in consultation with the new principal so Budget can be aligned.

## What does ERO want to know?

ERO wants to know that the board has policies/procedures and practices to provide a safe and healthy learning environment.

### Self-Audit Checklist Section 6 – Asset Management

As part of this process, has the board:

	<i>Please tick all questions including bullet points or write N/A if not applicable.</i>	Yes	No	Unsure
1	Implemented a maintenance programme and property management policy to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students? [NAG 4(c); clause 17 Property Occupancy Document].			<input type="checkbox"/>
2	Confirmed that the budget reflects the school's priorities as stated in the charter? [NAG 4; Property Occupancy Document].			<input type="checkbox"/>
3	Provided access and facilities for persons with disabilities to and within buildings? [ss 117-120 and Schedule 2 of Building Act 2004].	<input type="checkbox"/>		
4	Received monthly reports on monitoring, maintenance and hazards, and is the board satisfied with compliance? [Good practice re Health and Safety at Work legislation; cl 17 Property Occupancy Document].	<input type="checkbox"/>		
5	Recently reviewed its evacuation policy and procedures and is the board satisfied with compliance? [Good practice re Fire Safety and Evacuation of Building Regulations 2006; Clause 20 POD].		<input type="checkbox"/>	
6	Received assurance at intervals of not more than six months that a trial evacuation has occurred? [Good practice re Fire Safety and Evacuation of Building Regulations 2006].	<input type="checkbox"/>		
7	Made provision for post disaster and relief? [Good practice]. For guidance refer to: [Checking your property after a major incident].	<input type="checkbox"/>		
Young children have drowned by stumbling into unfenced or poorly fenced swimming pools. Boards have an obligation to secure their swimming pools.				
8	Checked that the swimming pool meets the requirements set out in the MOE's <a href="#">Safety at the pool</a> ; Building Code (including the new Clause F9 for pool fencing) (external link); NZS 8500:2006 'Safety barriers and fences around swimming pools'. [Write N/A if not applicable].	<input type="checkbox"/>		
9	Prepared and reviewed a 10-year property plan covering maintenance and capital property requirements in accordance with Ministry of Education guidelines? [clause 7 Property Occupancy Document].	<input type="checkbox"/>		

*Is there any further information you would like to provide in relation to Section 6 – Asset Management?*

1. A property policy and supporting documents are in place. A programme of maintenance and property management is actioned but a process of documenting this has been limited and being addressed steadily.

2016 10YPP completed so currently actioning works in 2017-18, including:

- fencing for a special needs child
- boiler and pipework
- heating water in kowhai block
- switchboard upgrade
- SNUP
- Modern Learning environments in kowhai and kamahi blocks
- Drainage

**5:** Evacuation and emergency procedures and policies are currently in place and adhered to.

As part of full policy review, these have been part of a procedural documentation formation but not reviewed specifically.

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Koraunui School

30 September 2017

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This is a governance report only and should not take the place of the full monthly Financial Management report which is more comprehensive.

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# Available Funds Forecast

## Introduction

In response to increasing requests from our clients and Ministry of Education Financial Advisors we have added the following Available Funds Forecast to your monthly management report.

This forecasting tool can be used to illustrate the effect of future anticipated income and expenditure on your year-end financial position (expressed throughout this management report as Working Capital less Term Cyclical Maintenance, or "Available Funds").

This tool complements the other reports you receive which report only on historical data (they report only what has already happened). It is available in Microsoft Excel format through our online service.

We encourage you to save down a copy and adjust forecast figures as you see fit. Use the spreadsheet as a forecasting tool to help you better understand and predict the direction the school's finances are heading in.

## Methodology

Actual figures are shown for the months up to the date of this management report. Forecast figures are shown for the remaining months. Forecast figures are one-twelfth of the annual budget, or for those schools that set monthly budgets those figures are used instead. The exceptions are:

- Operating Grant – the installments are shown in the months they are received, unless budgeted for on a monthly basis.
- Fundraising – the portion of the budget that hasn't been received yet is split evenly between the remaining months of the year so that the total for all twelve months equals the annual budget.
- Audit Costs – the entire budget appears in December.
- Capital Items – the unspent portion of the budget is split evenly between the remaining months of the year so that the total for all twelve months equals the annual budget.

## Disclaimer

This forecast is based on budget figures provided by the school. All forecast figures including "Projected Closing Available Funds" are estimates only.

## Available Funds Forecast as at 30 September 2017

	Budget	Jan Actual	Feb Actual	Mar Actual	Apr Actual	May Actual	Jun Actual	Jul Actual	Aug Actual	Sep Actual	Oct Budget	Nov Budget	Dec Budget	Total	Variance
<b>Revenue</b>															
Operating Grant	508,393	121,113	0	0	125,112	0	0	129,634	0	0	127,098	0	0	502,957	(5,436)
Other Government Grants	171,609	0	29,370	6,546	4,709	29,282	9,941	3,358	33,286	11,336	14,594	14,594	14,594	171,610	1
Investment Income	4,000	365	283	263	454	493	491	588	528	434	333	333	333	4,898	898
Fundraising	107,000	3,170	240	101,699	(497)	30,350	293	(1,847)	(351)	30	0	0	0	133,087	26,087
Activities	6,500	0	594	(476)	(74)	3,058	4,901	4,709	197	157	0	0	0	13,066	6,566
Extra-Curricular Activities	0	222	(534)	9,764	(3,851)	9,077	3,021	(12,981)	2,257	(264)	0	0	0	6,711	6,711
Camps And Trips	0	(1,145)	(1,201)	1,781	(994)	1,027	1,872	630	1,416	383	0	0	0	3,769	3,769
Stationery	1,300	3,514	507	544	575	267	55	44	(22)	4	108	108	108	5,812	4,512
	<b>798,802</b>	<b>127,239</b>	<b>29,259</b>	<b>120,121</b>	<b>125,434</b>	<b>73,554</b>	<b>20,574</b>	<b>124,135</b>	<b>37,311</b>	<b>12,080</b>	<b>142,133</b>	<b>15,035</b>	<b>15,035</b>	<b>841,910</b>	<b>43,108</b>
<b>Administration</b>															
Communication Expenses	4,250	0	330	276	291	220	397	271	262	839	354	354	354	3,948	302
Board Of Trustee Expenses	6,400	(110)	504	592	0	0	2,155	0	419	258	533	533	533	5,417	983
Audit Costs	5,350	0	0	0	0	430	0	0	0	0	0	0	0	5,780	(430)
Consumables	6,450	363	2,626	244	639	875	30	658	1,157	852	538	538	538	9,058	(2,608)
Staff Expenses	87,761	1,665	8,035	8,986	7,314	8,110	8,398	5,005	11,178	8,177	7,313	7,313	7,313	88,807	(1,046)
General	29,714	6,989	1,225	1,180	1,323	923	1,199	2,334	1,753	3,994	2,476	2,476	2,476	28,348	1,366
Operating Leases	5,800	400	400	400	800	0	400	400	0	0	483	483	483	4,249	1,551
	<b>145,725</b>	<b>9,307</b>	<b>13,120</b>	<b>11,678</b>	<b>10,367</b>	<b>10,558</b>	<b>12,579</b>	<b>8,668</b>	<b>14,769</b>	<b>14,120</b>	<b>11,697</b>	<b>11,697</b>	<b>17,047</b>	<b>145,607</b>	<b>118</b>
<b>Property Maintenance</b>															
Cleaning & Sanitation	7,600	493	298	516	759	676	798	670	580	920	633	633	633	7,609	(9)
Energy	14,488	676	2,111	1,031	1,337	930	2,959	1,957	2,553	1,829	1,207	1,207	1,207	19,004	(4,516)
Rates	1,300	289	0	0	289	0	288	533	0	505	108	108	108	2,228	(928)
Grounds	4,500	356	627	0	169	0	125	726	7,565	235	375	375	375	10,928	(6,428)
Repairs & Maintenance	10,430	26,216	(22,367)	637	716	1,396	257	583	773	1,075	869	869	869	11,893	(1,463)
Staff Wages	69,294	6,892	5,737	6,248	5,530	5,122	5,976	5,615	9,498	5,913	5,775	5,775	5,775	73,856	(4,562)
Cyclical Maintenance	15,500	1,390	1,390	1,390	1,390	0	0	0	2,223	2,223	1,292	1,292	1,292	13,882	1,618
	<b>123,112</b>	<b>36,312</b>	<b>(12,204)</b>	<b>9,822</b>	<b>10,190</b>	<b>8,124</b>	<b>10,403</b>	<b>10,084</b>	<b>23,192</b>	<b>12,700</b>	<b>10,259</b>	<b>10,259</b>	<b>10,259</b>	<b>139,400</b>	<b>(16,288)</b>
<b>Depreciation</b>															
	<b>22,500</b>	<b>2,508</b>	<b>2,508</b>	<b>2,603</b>	<b>2,603</b>	<b>2,603</b>	<b>2,619</b>	<b>2,619</b>	<b>2,720</b>	<b>2,732</b>	<b>1,875</b>	<b>1,875</b>	<b>1,875</b>	<b>29,140</b>	<b>(6,640)</b>

	Budget	Jan Actual	Feb Actual	Mar Actual	Apr Actual	May Actual	Jun Actual	Jul Actual	Aug Actual	Sep Actual	Oct Budget	Nov Budget	Dec Budget	Total	Variance
<b><u>Learning Resources</u></b>															
Professional Development	29,131	2,431	0	0	2,025	909	1,157	775	2,126	591	2,428	2,428	2,428	17,298	11,833
Library	950	1,933	350	48	(107)	41	8	3	0	0	79	79	79	2,513	(1,563)
Teaching Resources	16,250	298	648	2,507	3,085	172	1,766	1,272	3,825	778	1,354	1,354	1,354	18,413	(2,163)
Personnel	310,272	10,414	33,054	39,859	30,201	31,041	34,654	27,751	57,211	36,615	25,856	25,856	25,856	378,368	(68,096)
Information And Communication	33,448	2,978	2,500	2,500	3,141	2,573	2,578	2,071	3,993	2,601	2,787	2,787	2,787	33,296	152
Prime Minister's Award	100,000	0	0	0	0	0	0	0	0	1,237	8,333	8,333	8,333	26,236	73,764
Operating Leases	12,500	635	1,163	0	635	1,503	(682)	626	542	0	1,042	1,042	1,042	7,548	4,952
Extra Curricular Activities	0	1,112	(881)	834	1,821	40	73	36	3,342	587	0	0	0	6,964	(6,964)
	502,551	19,801	36,834	45,748	40,801	36,279	39,554	32,534	71,039	42,409	41,879	41,879	41,879	490,636	11,915
<b><u>Other Accounts</u></b>															
Kcc Before/after/holiday	(22,354)	5,020	(6,374)	(4,442)	2,584	(12,636)	387	(21,997)	4,629	124	(1,863)	(1,863)	(1,863)	(38,294)	15,940
	(22,354)	5,020	(6,374)	(4,442)	2,584	(12,636)	387	(21,997)	4,629	124	(1,863)	(1,863)	(1,863)	(38,294)	15,940
Total Expenditure	771,534	72,948	33,884	65,409	66,545	44,928	65,542	31,908	116,349	72,085	63,847	63,847	63,847	766,489	5,045
Net Surplus/(deficit)	27,268	54,291	(4,625)	54,712	58,889	28,626	(44,968)	92,227	(79,038)	(60,005)	78,286	(48,812)	(54,162)	75,421	28,153
<b><u>Other Cash Outgoings</u></b>															
Capital Items	2,000	303	0	0	326	17	891	798	5,495	0	0	0	0	7,830	(5,830)
Lease & Loan Payments	0	0	616	0	0	629	0	0	643	0	0	0	0	1,888	(1,888)
	2,000	303	616	0	326	646	891	798	6,138	0	0	0	0	9,718	(7,718)
<b>Available Funds per last year's financial statements</b>															
<b>Budgeted</b>															
<b>Forecast</b>															
Available Funds per last year's financial statements		136,328													
Projected Surplus / (Deficit)		27,268													
Less Other Cash Outgoings		(2,000)													
Add back Depreciation		22,500													
Plus Capital Contributions (eg Furniture & Equipment Grant)															
Bank staffing overuse (unbudgeted)															
Future commitments i.e asset replacement/Board funded capital works															
Projected closing Available Funds		184,096													
		240,138													

\* School to complete if applicable

\* School to complete if applicable

\* This Available Funds Forecast is a starting point created from your most recent data. It is essential that this is adjusted by you to reflect your future circumstances as you are the only ones who will have this information. EG Roll decline, planned over expenditure, potential unrealised revenue.

# Koraunui School



Prepared By  
Education Services Ltd

## Disclaimer of Liability

Education Services Ltd has compiled the monthly financial statements set out in this management report from records, information and instructions furnished by the above named client. As our service arrangement does not include an audit function, we do not accept responsibility for the accuracy or completeness of the material supplied from which these statements have been compiled.

These financial statements have been prepared at the request of, and for the purposes of, our client only. Neither we, nor any of our employees, accept any responsibility on any ground whatsoever to any other person, should the records, information, or instructions furnished to us be incorrect or otherwise deficient in any way.

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## Management Report 30 September 2017

## Commentary

### Income

You have received 3 out of 4 Operation Grant deposits so far this year.  
Your next Operating Grant instalment is due in October.  
As at 30 September 2017 we note Grant Income is 74% of what was budgeted for.  
Your Local Funds and Interest are 137% of what was budgeted for.  
Your Trading and Other Accounts have contributed a surplus of \$38,197 for the year to date.

### Expenditure

As at 30 September 2017 you have spent 76% of what you had budgeted for the year.  
This compares with 75% of the calendar year gone.

### Financial Position

Actual Available Funds as at 31 December 2016 were \$136,326  
Budgeted Available Funds at 31 December 2017 are \$184,094

Actual Available Funds as at 30 September 2017 are \$259,202  
Budgeted Available Funds as at 30 September 2017 are \$183,036

\*Note: Available Funds are calculated as Working Capital less Term Cyclical Maintenance

### Banking Staffing

Banking Staffing as at SUE Report Number 1318 is under used by 6.54 (\$17,482).  
Schools manage their staffing entitlement to best meet the teaching and learning needs of their school. Over usage of staffing entitlement must be budgeted for and under usage used before the gazetted date in pay period 26 to meet the teaching and learning needs of your school.

### Disclaimer

This commentary is to be read in conjunction with, not instead of, your full management report.

# Koraunui School

Items of Significance 30 September 2017

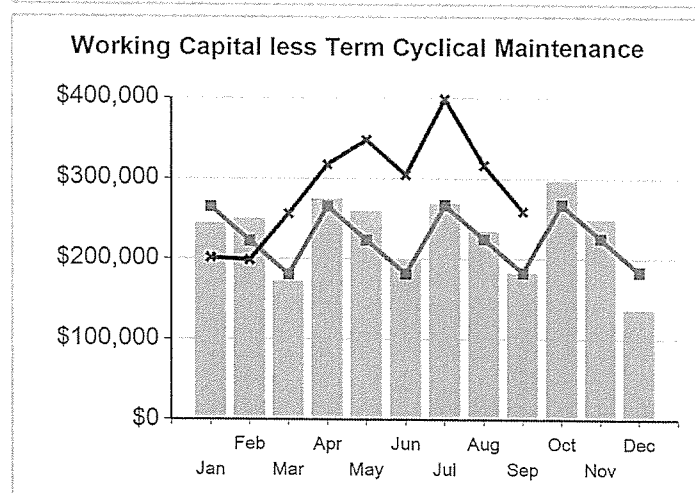
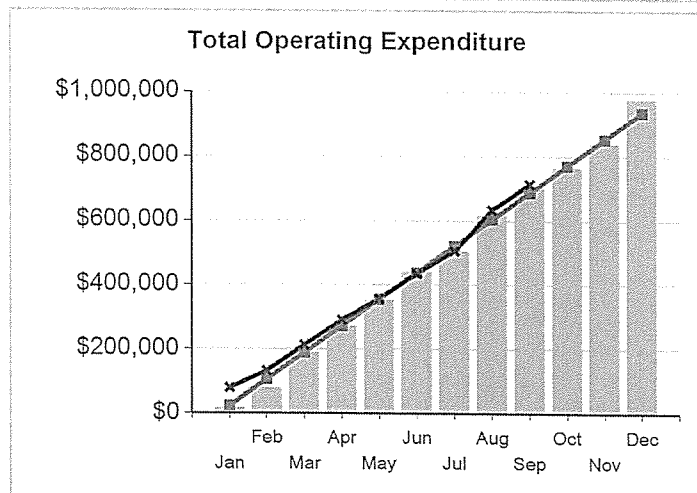
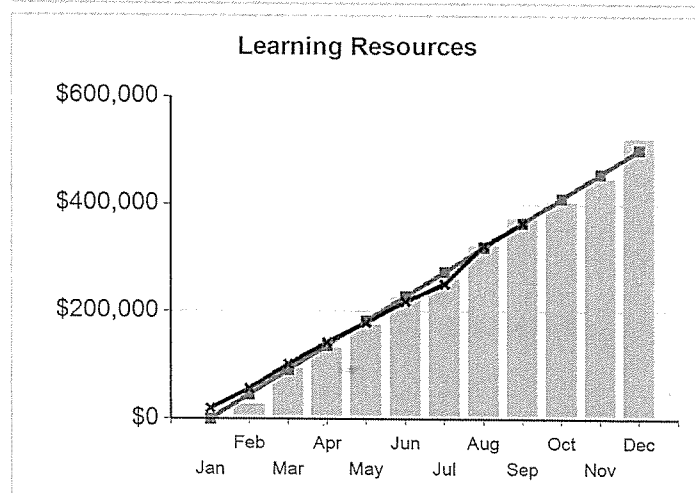
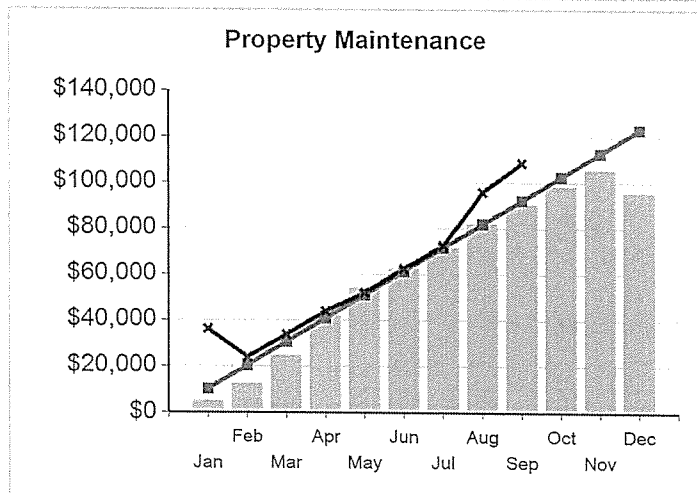
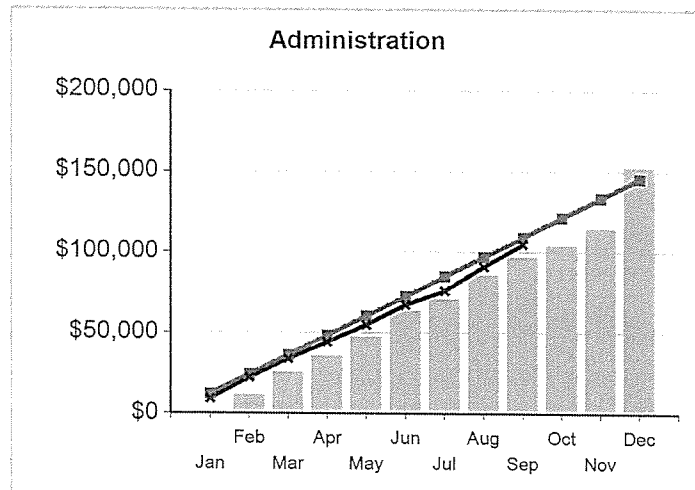
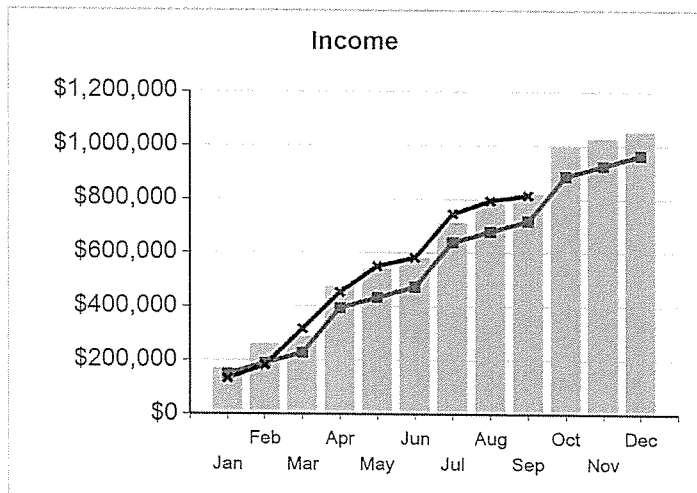
Commentary

Description	Code	YTD	Budget	Variance	%	Note
<b>Income</b>						
Special Grants	0157	109	11,500	11,391	1	
<b>Expenditure</b>						
Board Expenses	1150	3,406	1,000	(2,406)	341	
Grounds Materials	2310	5,729	1,000	(4,729)	573	
Lib Estab	3130	1,929	200	(1,729)	965	
Personnel Recruitment	3320	6,404	0	(6,404)	0	Not Budgeted
Additional Teachers	3410	41,252	0	(41,252)	0	Not Budgeted
Relievers Teaching	3435	68,564	39,600	(28,964)	173	
Curious Minds Grant	4915	6,489	0	(6,489)	0	Not Budgeted
<b>Financial Position</b>						
Capital Items Purchases	C600	7,518	0	(7,518)	0	Not Budgeted

# Koraunui School

Graphical Analysis 30 September 2017

Overview

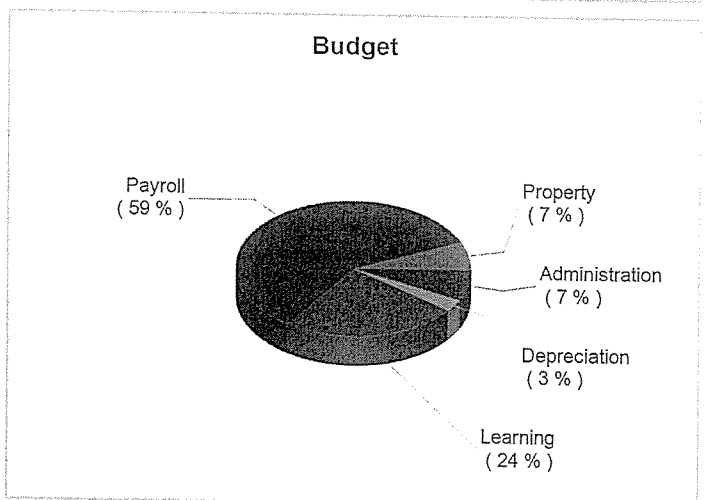
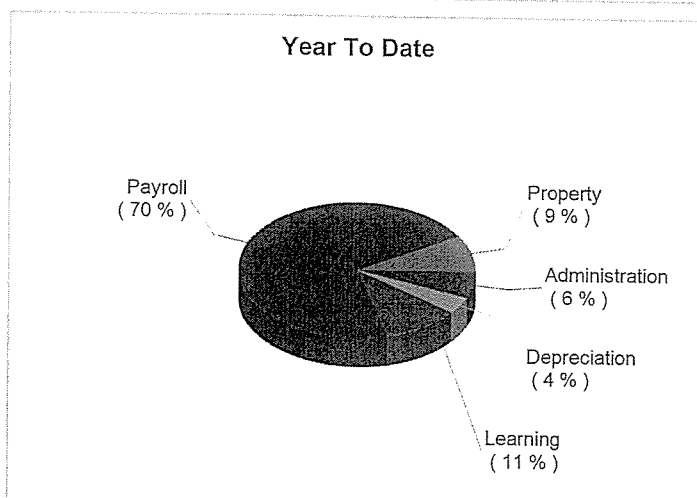
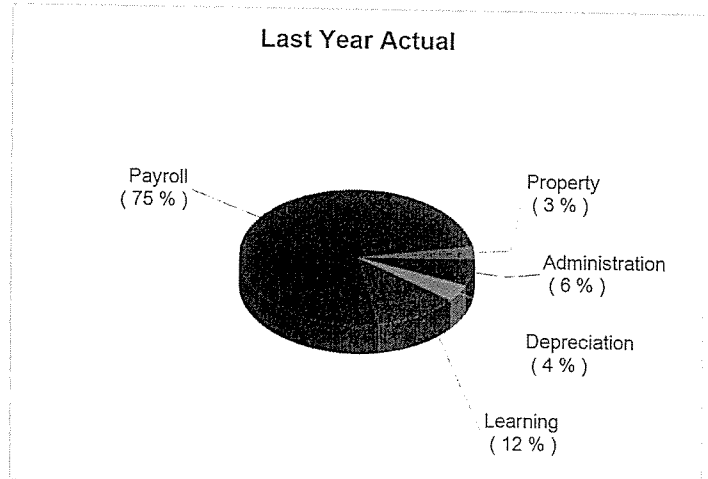
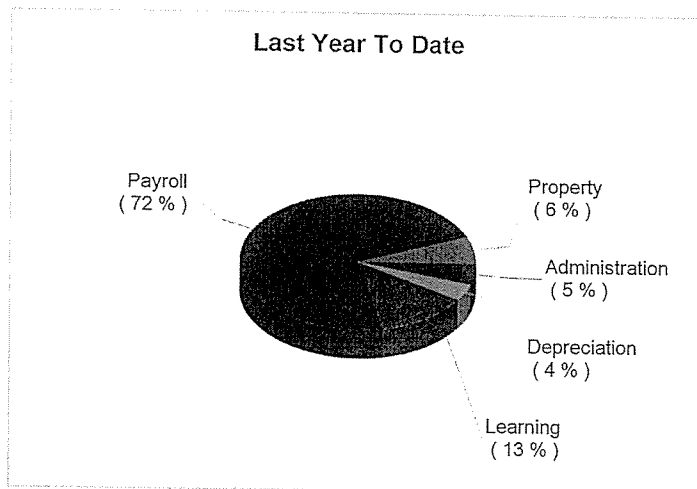
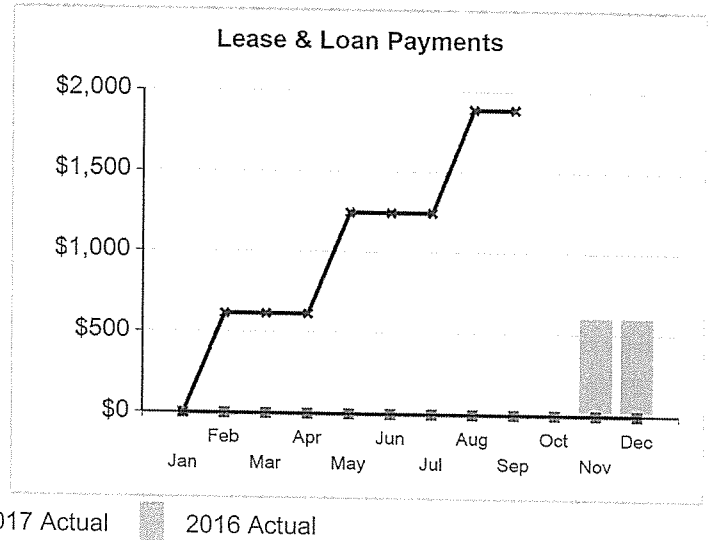
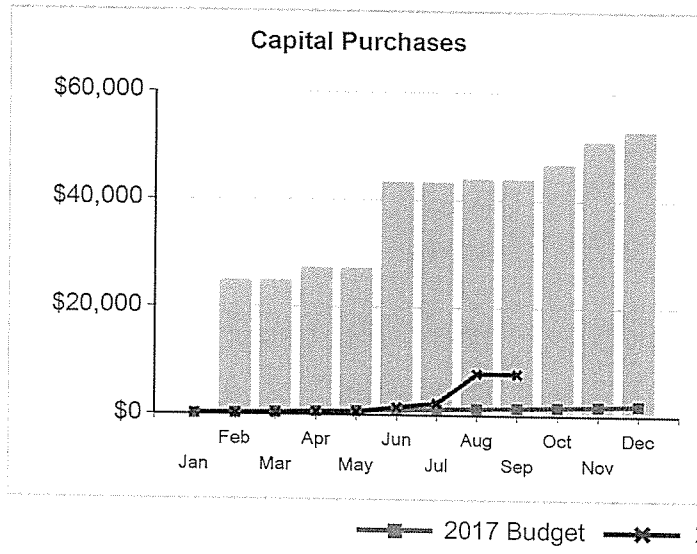


■ 2017 Budget    ✕ 2017 Actual    ■ 2016 Actual

# Koraunui School

## Graphical Analysis 30 September 2017

## Overview



\* Payroll includes only those costs coded to the 1400, 2500 or 3400 code ranges.

# Koraunui School

## Income Statement 30 September 2017

## Summary

2016		Description	Code	2017				
YTD	Year			Month	YTD	Budget	Variance	%
Income								
516,912	694,235	Government Grants		11,336	503,686	680,002	(176,316)	74
2,224	5,942	Investment Income		434	3,898	4,000	(102)	97
70,393	89,880	Fundraising		30	133,086	107,000	26,086	124
80,529	100,107	Activities		157	13,067	6,500	6,567	201
(616)	(8,905)	Extra-Curricular Activities		(264)	6,711	0	6,711	0
5,994	(10,939)	Camps And Trips		383	3,766	0	3,767	0
1,308	1,206	Stationery Surplus / (Deficit)		4	5,489	1,300	4,188	422
\$676,744	\$871,526	Total Income		\$12,080	\$669,703	\$798,802	(\$129,099)	84%
Administration								
3,051	4,408	Communication Expenses		839	2,885	4,250	1,365	68
3,180	8,785	Board Of Trustee Expenses		258	3,816	6,400	2,584	60
0	4,870	Audit Costs		0	430	5,350	4,920	8
5,220	7,554	Consumables		852	7,445	6,450	(995)	115
67,152	101,174	Staff Expenses		8,177	66,867	87,761	20,894	76
14,547	20,890	General		3,994	20,916	29,714	8,797	70
3,600	4,800	Operating Leases		0	2,800	5,800	3,000	48
\$96,750	\$152,481			\$14,120	\$105,160	\$145,725	\$40,565	72%
Property Maintenance								
5,655	8,519	Cleaning & Sanitation		920	5,708	7,600	1,892	75
11,120	17,023	Energy		1,829	15,382	14,488	(894)	106
987	1,594	Rates		505	1,904	1,300	(604)	146
877	935	Grounds		235	9,805	4,500	(5,305)	218
7,031	12,763	Repairs & Maintenance		1,075	9,288	10,430	1,141	89
53,374	71,357	Staff Wages		5,913	56,530	69,294	12,763	82
11,700	(16,541)	Cyclical Maintenance		2,223	10,006	15,500	5,494	65
\$90,744	\$95,651			\$12,700	\$108,625	\$123,112	\$14,487	88%
Depreciation								
22,500	32,396	Depreciation	2910	2,732	23,514	22,500	(1,014)	105
\$22,500	\$32,396			\$2,732	\$23,514	\$22,500	(\$1,014)	105%

# Koraunui School

## Income Statement 30 September 2017

## Summary

2016		Description	Code	2017				
YTD	Year			Month	YTD	Budget	Variance	%
Learning Resources								
13,626	14,088	Professional Development		591	10,013	29,131	19,119	34
5,041	5,617	Library		0	2,276	950	(1,326)	240
22,485	29,199	Teaching Resources		778	14,353	16,250	1,896	88
300,252	428,706	Personnel		36,615	300,801	310,272	9,471	97
23,763	32,769	Information And Communication Technol		2,601	24,933	33,448	8,515	75
0	0	Prime Minister's Award		1,237	1,237	100,000	98,763	1
9,381	10,882	Operating Leases		0	4,420	12,500	8,080	35
(367)	1,058	Extra Curricular Activities		587	6,965	0	(6,965)	0
\$374,181	\$522,319			\$42,409	\$364,998	\$502,551	\$137,553	73%
Other Accounts								
(26,034)	(3,579)	Kcc Before/After/Holiday		124	(32,708)	(22,354)	10,355	146
(\$26,034)	(\$3,579)			\$123	(\$32,708)	(\$22,354)	\$10,354	146%
\$558,140	\$799,268	Total Expenditure		\$72,082	\$569,589	\$771,534	\$201,945	74%
\$118,604	\$72,258	Net Surplus / (Deficit)		(\$60,002)	\$100,114	\$27,268	\$72,846	
Other Incoming Cash								
0	0	MOE Capital Contribution	9501	0	8,967	0	8,967	0
\$0	\$0			\$0	\$8,967	\$0	\$8,967	0%
Other Outgoing Cash								
43,978	52,962	Capital Items - Cash Additions		0	7,830	2,000	(5,830)	392%
0	603	Lease/Loan Payments		0	1,888	0	(1,888)	0%
0	1,500	Cyclical Maintenance		0	22,917	0	(22,917)	0%
\$43,978	\$55,065			\$0	\$32,635	\$2,000	(\$30,635)	

# Koraunui School

## Balance Sheet 30 September 2017

## Summary

2016		Description	Code	Summary
September	December			2017 September
Current Assets				
0	215,403	ASB 12-3478-0015483-00	9000	362,226
5,743	5,745	KPG 467-00	9005	0
69,467	0	Westpac TDP #1	9010	0
55,287	0	Westpac TDP #2	9011	0
20,162	76,992	Westpac 211-00	9015	0
236,160	2,405	Westpac 211-25	9016	0
550	650	Petty Cash	9029	650
118	3,325	Accounts Receivable	9115	0
1,300	6,685	Prepayments	9117	1,777
(1,817)	2,866	Goods and Services Tax		897
\$386,970	\$314,071			\$365,550
Current Liabilities				
18,565	11,722	Leave Accrual	9314	11,722
0	5,600	Accrued Audit Fee	9319	0
0	2,500	Revenue Rec In Adv	9321	0
25,125	23,625	Cyclical Maintenance Provision	9329	708
2,544	2,544	TRL Leases	9345	2,544
185	14,160	Accounts Payable		4,941
7,479	2,079	MOE Funded Projects		822
41,213	41,516	Hippy		2,494
22,953	14,198	Funds Held In Advance		13,310
\$118,064	\$117,944			\$36,541
Working Capital				
\$268,906	\$196,127			\$329,009
Non-Current Assets				
120,342	119,431	Fixed Assets		103,747
\$120,342	\$119,431			\$103,747
Non-Current Liabilities				
86,541	59,800	Cyclical Maintenance Provision	9429	69,806
5,605	5,002	TRL Leases	9445	3,114
\$92,146	\$64,802			\$72,920
Net Assets				
\$297,102	\$250,756			\$359,836
Public Equity				
178,498	178,498	Public Equity At The Start Of The Year	9500	250,755
0	0	Moe Capital Contribution	9501	8,967
118,604	72,258	Net Surplus / (Deficit)		100,114
\$297,102	\$250,756			\$359,836