



Governance Framework 2020

The board of trustees of Whangarei Girls' High School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

Refer to the *New Zealand Curriculum, New Zealand Disability Strategy and United Nations Convention on the Rights of Persons with Disabilities*. To ensure effective school performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

Governance and management

The following are the board's agreed governance and management definitions, which form the basis of its working relationships, policy and processes.

Governance

The ongoing improvement of student progress and achievement is the board's focus.

The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.

Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership, with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.

The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day-to-day running of the school.

The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand (for detail, see operational policies).

Education Act 1989

In developing the above definitions for Whangarei Girls' High School, the board is mindful of the sections of the **Education Act 1989** set out below.

The *Education Act 1989* was amended on 19 May 2017, clarifying the governance role of the board of trustees and a focus on student achievement. The powers and functions of boards are now set out in Schedule 6 of the Act, with the principal's role as chief executive specified in section 76.

Schedule 6 Boards of trustees

4 Board is governing body of school

- (1) A board is the governing body of its school.
- (2) A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
- (3) Under section 76, the school's principal is the board's chief executive in relation to the school's control and management.

5 Board's objectives in governing school

- (1) A board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
- (2) To meet the primary objective, the board must—
 - (a) ensure that the school—
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) is inclusive of and caters for students with differing needs; and
 - (b) have particular regard to any statement of National Education and Learning Priorities issued under section 1A; and
 - (c) comply with its obligations under sections 60A (in relation to curriculum statements and national performance measures), 61 (in relation to teaching and learning programmes), and 62 (in relation to monitoring of student performance); and
 - (d) if the school is a member of a community of learning that has a community of learning agreement under section 72, comply with its obligations under that agreement as a member of that community; and
 - (e) comply with all of its other obligations under this or any other Act.

6 Staff

Subject to Parts 8A and 31, a board may, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss school staff.

13 Board has complete discretion

A board has complete discretion to perform its functions and exercise its powers as it thinks fit, subject to this and any other enactment and the general law of New Zealand.

16 Cultural diversity, Treaty of Waitangi, tikanga Māori, and te reo Māori

- (1) A board must take all reasonable steps to ensure that the policies and practices for its school reflect New Zealand's cultural diversity and the unique position of the Māori culture.
- (2) In performing its functions and exercising its powers, a board must take all reasonable steps to act in a manner that is consistent with the principles of the Treaty of Waitangi.
- (3) Without limiting subclauses (1) and (2), a board must take all reasonable steps to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time students whose parents ask for it.

17 Delegations

- (1) A board may delegate any of the functions or powers of the board or the trustees, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
 - (a) a trustee or trustees:
 - (b) the principal or any other employee or employees, or office holder or holders of the board:
 - (c) a committee consisting of at least 2 persons at least 1 of whom is a trustee:
 - (d) any other person or persons approved by the Minister:
 - (e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).
- (2) Subclause (1) does not apply to any functions or powers specified in this Act as not being capable of delegation.
- (3) The board must not delegate the general power of delegation.
- (4) A delegate to whom any function or power is delegated may,—

- (a) unless the delegation provides otherwise, perform the function or exercise the power in the same manner, subject to the same restrictions, and with the same effect as if the delegate were the board or the trustees; and
 - (b) delegate the function or power only—
 - (i) with the prior written consent of the board; and
 - (ii) subject to the same restrictions, and with the same effect, as if the subdelegate were the delegate.
- (5) A delegate who purports to perform a function or exercise a power under a delegation—
- (a) is, in the absence of proof to the contrary, presumed to do so in accordance with the terms of that delegation; and
 - (b) must produce evidence of his or her authority to do so if reasonably requested to do so.
- (6) No delegation in accordance with this Act—
- (a) affects or prevents the performance of any function or the exercise of any power by the board or the trustees; or
 - (b) affects the responsibility of the board for the actions of any delegate acting under the delegation; or
 - (c) is affected by any change in the membership of the board or of any committee or class of persons.
- (7) A delegation may be revoked at will by—
- (a) resolution of the board and written notice to the delegate; or
 - (b) any other method provided for in the delegation.
- (8) A delegation under subclause (4)(b) may be revoked at will by written notice of the delegate to the subdelegate.
- (9) The board may, by resolution, appoint committees—
- (a) to advise it on any matters relating to the board's functions and powers that are referred to the committee by the board; or
 - (b) to perform or exercise any of the board's functions and powers that are delegated to the committee.
- (10) A person must not be appointed as a member of a committee unless, before appointment, he or she discloses to the board the details of any financial interest that would disqualify the person from being a trustee under section 103A.
- (11) This clause applies to each member of a committee who is not a trustee with any necessary modifications

18 Bylaws

A board may make bylaws that the board thinks necessary or desirable for the control and management of the school.

Part 7 Control and management of State schools

76 Role of principal

- (1) A school's principal is the board's chief executive in relation to the school's control and management.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
 - (a) shall comply with the board's general policy directions; and
 - (b) subject to paragraph (a), has complete discretion to manage as the principal thinks fit the school's day-to-day administration.





Part A: Annually updated section

1. Trustee register
 2. Trustee Conflict Register
 3. Charter/Strategic plan – our number 1 policy
 4. Delegations list
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1. Trustee register: updated when there is any change of board membership and reviewed annually as part of succession planning

Mid-term election cycle:

Date of board meeting where change

Name	Position on board	How position on Board gained	Occupation	Current term expires
Sue Cresswell	Chairperson	Re-elected June 2019	Medical Radiation Technician	June 2022
Jim McLeod	Deputy Chairperson	Re-elected June 2019	Doctor	June 2022
Anne Cooper	Principal	Appointed January 2007	Principal	
Suhil Musa	Staff Representative	Elected June 2019	Teacher	June 2022
Wendy Rees	Staff Representative	Re-elected June 2016	Teacher	June 2019
Fraser Hurrell	Parent Representative	Re-elected June 2019	Chartered Accountant	June 2022
Bridget Westenra	Parent Representative	Re-elected June 2016	Lawyer	June 2019
Melanie Sweet	Parent Representative	Co-opted September 2017	Consultant	June 2019
Maia Hetaraka	Parent Representative	Elected June 2019	Lecturer	June 2022
Johnny Kunitau	Parent Representative	Elected June 2019	Facilitator	June 2022
Soraya Hurrell	Student Representative	Elected September 2019	Student	September 2020

- Notes:
1. If the board opts into or out of mid-term election cycle, please ensure it is noted here and the MoE is advised.
 2. Complete form (Appendix 2: Change in membership of board of trustees) for informing MoE and NZSTA.

2. Trustee Conflict Register

Trustee Name	Disclosed Interest	Position
Fraser Hurrell	<ol style="list-style-type: none"> 1. Elevate CA Ltd 2. Elevate CA Ltd 3. Tutukaka Trustees Ltd 4. Fraser Group Trustees Ltd 5. IT No1 Ltd – Investments 6. IT No4 Ltd – marine servicing business 7. IT No6 Ltd – consulting 8. Diesel & Dirt Ltd – contracting business 9. Kelly ECA Trustees Ltd – panel repairs 10. Elevate CA Trustees 2009 Ltd – construction 11. Elevate CA Trustees 2011 Ltd – family trust 12. Elevate CA Trustees 2014 Ltd – family trust 13. Elevate CA Trustees 2015 Ltd – family trust 14. Nichols Group Ltd – family 15. The Gunny Trustee Co Ltd – IT service 16. Hotel Golf Trustees Ltd – avocado orchard 17. Sales Consultant Trustees Ltd – education tr 18. Stonehill Smiths Trustee Ltd – family trust 19. Te Kowhai Trustees Ltd – avocado orchard 20. McDonnells Trustees Ltd – investment 21. G&B Williams Trustee Co Ltd - investment 22. CM Morris Trustees Ltd – family trust 23. ImaginACTION Trustees Ltd – family trust 24. Tiraumea Trustees Ltd – investment 25. Entico Trustee Ltd – investment 26. Mitchell Group Trustees Ltd – construction 27. Dalgleish Group Trustees Ltd – signwriting 28. Denman Group Trustees Ltd – investment 29. The Starfish House Ltd – investments 30. BrightMind LABS Ltd – Clinical Psychology Pr 31. InaginACTION Tutukaka Ltd – investments 32. Griffiths & Associates Ltd – construction 33. Transformer Ltd – web and graphic design 	<ol style="list-style-type: none"> 1. Director/Shareholder 2. Employed 3. Director 4. Director 5. Director 6. Director 7. Director 8. Director 9. Director 10. Director 11. Director 12. Director 13. Director 14. Director 15. Director 16. Director 17. Director 18. Director 19. Director 20. Director 21. Director 22. Director 23. Director 24. Director 25. Director 26. Director 27. Director 28. Director 29. Director/Shareholder 30. Director/Shareholder 31. Director/Shareholder 32. Member of Advisory Bd 33. Member of Advisory Bd
Maia Hetaraka	University of Auckland	Lecturer
Johnny Kunitau	Whangarei Intermediate	Board Trustee
Sue Cresswell	NZSTA	Exec Member

STRATEGIC PLAN - 2020-2022

Our Mission:
Growing life-long learners
Whakatupu i te mana ako

Our Vision:
Empowering Tomorrow's Women
Whakamana ngā wahine o āpōpō

Core Purpose:
Growing outstanding young women
make a positive contribution to society
Whakatupu i te ngākau mātauranga
painga mō te ao

Our Guiding Principles

Te Tiriti O Waitangi

Student Centered

Effective Teaching & Learning

Continual Improvement

Our Strategic Objectives

Wellbeing:
Feeling good and Functioning Well

Student learning, progress and achievement

- Effective, culturally responsive pedagogy
- Effective use of digital technology
- Responsive curriculum
- Evidence based inquiry

- School Culture:**
- Inclusive, safe, respectful
 - Restorative
 - Student voice & leadership
 - Collaborative
 - Building capability
 - Whanau engagement

Our Values

Working together
Mahi tahi

Giving our best
Kia kaha, kia toa

Having integrity
Tika me te pono

3. Charter/Strategic plan - our number 1 policy

**DRAFT STRATEGIC PLAN
2020 - 2022**

	2020	2021	2022
Wellbeing Feeling good and functioning well	<ul style="list-style-type: none"> ● Develop and implement strategies to enhance staff wellbeing ● Review communication systems ● Review student management systems 	<ul style="list-style-type: none"> ● Develop and implement strategies to enhance student wellbeing. ● Embed strategies to enhance staff wellbeing 	Be w ac
Student learning, progress and achievement	<ul style="list-style-type: none"> ● Enhance and strengthen tikanga Māori in the school ● Comprehensive curriculum review ● Explore ways to achieve greater coherence and collaboration between departments 	<ul style="list-style-type: none"> ● Embedding tikanga Māori in curriculum, pedagogy and school culture ● Curriculum design plan 	
School Culture	<ul style="list-style-type: none"> ● Develop strategies to provide safe and inclusive environment ● Explore ways to build stronger relationships with whanau ● Develop a culture of kaitiakitanga 	<ul style="list-style-type: none"> ● Values are upheld by staff and students ● Strategies implemented to create a safe and inclusive environment ● Strategies implemented for increased whanau involvement ● Implement strategies of kaitiakitanga 	

DRAFT ANNUAL PLAN 2020

Goal	Action	Measure
<p>Develop and implement strategies to enhance Staff wellbeing</p>	<ul style="list-style-type: none"> ● Work with NZ Institute of Wellbeing and Resilience to build capability of Across School and Within School Teachers to lead strategies to improve staff wellbeing ● Review communication systems and procedures, with input from staff, students and whanau ● Review planning procedures to minimise last minute changes for staff and students ● Review student management procedures with input from staff, students and whanau ● Enhance culture of acknowledging staff 	<ul style="list-style-type: none"> ● Survey carried out by Across (in Kāhui Ako) to show improvement <p>Communication:</p> <ul style="list-style-type: none"> ● Clear sets of procedures in place for evaluation and inclusion in ● feedback using PMI process ● week 3 - due date 1. Review ● week 4 - share with staff via ● Council ● week 6 - former SPT now w ● week 7 - evaluate feedback ● week 8 - final procedures t ● drive docs. <p>Planning:</p> <ul style="list-style-type: none"> ● continuity of daily organis ● meeting schedules for sho ● communicate changes in <p>Student management Procedures</p> <ul style="list-style-type: none"> ● week 1 - review current p ● procedures - SLT, Deans, S ● Seek out training opportu ● (Thorsborne or TBC) - class ● week 2 - SLT & Deans mee ● week 3 - circulate revised ● meetings, send procedure ● week 4 - publish on G driv <p>Staff acknowledgements</p> <ul style="list-style-type: none"> ● bring staff successes to SL ● Lynn to have stock of card
<p>Enhance and strengthen tikanga Māori in the school</p>	<ul style="list-style-type: none"> ● Increased use of Te Reo Māori in classrooms, communications, website, signage ● Develop singing of whole school waita ● Develop school wide tikanga 	<ul style="list-style-type: none"> ● Visible tikanga ● Rongohia te Hau ● Booklet of ongoing resour ● Week 1 set up expectatio ● Each dept to come up wit ● (to be collated in staff G o ● Classroom obs, HOD/TIC r

		<ul style="list-style-type: none"> ● translate website and ele... bilingual (use students as ● Week 4 - Pre planning hui... / kuia / current and forme... (Te Warahi Hetaraka, Mai... Tipene and any others) ● Waiata ● Develop resource of wai... Week 3 - invite Ralph, Am... interested students. Brin...
Curriculum Development meeting	<ul style="list-style-type: none"> ● Develop growth mindsets throughout the school community ● Establish graduate profile ● Continue comprehensive review of curriculum: Coherent pathways and appropriate timetable structure to facilitate meaningful learning ● Continue to build staff capability of effective pedagogy ● HOD curriculum groups to increase understanding across curriculum areas and look for opportunities for collaboration 	<ul style="list-style-type: none"> ● Growth mindset - what is... like? ● Graduate profiles for end... ● First stage of curriculum c... ● Focus on CRRP and Task b... cross-curriculum HODs, st... best practice
Safe and inclusive environment	<ul style="list-style-type: none"> ● Review of induction, transition and monitoring programmes for students ● Identify barriers to safe and inclusive environment and develop plan to address them ● Develop strategies for kaitiakitanga 	<ul style="list-style-type: none"> ● Revised programmes in S... Week 4 20th Feb aftersch... induction, transition, mor... (see staff feedback from 2...) ● Student, staff and whana... a safe and inclusive enviro... ● Consumption reduction a... quantified (Environm...
Accelerating learning	<ul style="list-style-type: none"> ● identify learning needs of each student in every class ● plan and evaluate effective learning tasks for cognitive demand and complexity of content ● Increase meaningful whanau engagement 	<ul style="list-style-type: none"> ● Focus on CRRP and Task b... cross-curriculum HODs, st... best practice

4. Whangarei Girls' High School delegations list

Date of minuted delegation	Personnel Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee (T).	Delegated authority See individual committee terms of reference in part C of the board's governance framework.	Term of delegation Delegation or by earlier date, if no date,
09/03/2017 19/02/2018 25/02/2019 25/02/2020	Principal Appraisal Committee Sue Cresswell (T) Jim McLeod (T)	That these members of the Principal Appraisal Committee are delegated authority to implement the Board's Principal Appraisal Committee Terms of Reference, as agreed by the Board on 9 March 2017 (or as subsequently changed by resolution of the Board)	From 9 March 2017 unless reviewed by the Board or the position.
09/03/2017 19/02/2018 25/02/2019 25/02/2020	Principal Anne Cooper	That the Principal be delegated authority in accordance with the attached Schedule of delegations to the Principal.	For the duration of the Principal's term of office of the Board
09/03/2017 19/02/2018 25/02/2019 25/02/2020	SLT Kevin Dean Noelene Martin Moiria Christie Sonya Lockyer	That the Board directs that, except where the Board at its discretion otherwise determines, the SLT Member nominated as Acting Principal shall, in the absence of the Principal from duty perform all the duties and powers of the Principal.	When nominated for the duration of the absence for a period of two weeks or more, such absence shall be for the period nominated
09/03/2017 19/02/2018 25/02/2019 25/02/2020	Financial Authorities Sue Cresswell (T) Anne Cooper (Principal) Moiria Christie (Business and Finance Manager)	"Superuser" of internet banking and signatory for cheques. "Superuser" of internet banking and signatory for cheques Signatory for cheques	From 9 March 2017 unless reviewed by the Board or the position.
09/03/2017 19/02/2018 25/02/2019 25/02/2020	Suspensions Sue Cresswell (Chairperson)/(Deputy Chair) Anne Cooper (Principal) <u>School Closures</u> Sue Cresswell (Chairperson)/(Deputy Chair) Anne Cooper (Principal)	Joint delegation for suspension of any member of staff in case of competency or discipline. Joint delegation for decision to close the school in an emergency situation	From 9 March 2017 unless reviewed by the Board or the position. From 9 March 2017 unless reviewed by the Board or the position.
09/03/2017 19/02/2018 25/02/2019 25/02/2020	RTL B Kerrie Lomas (RTL B Manager)	That the RTL B Manager be delegated for the day to day management of the RTL B Cluster 2	For the duration of the RTL B Manager's term of office

Note – (T) = Trustee

This Schedule of Delegations will be reviewed at the first meeting of the Board each year and/or following any Trustee election.

The Chairperson is 'ex-officio' on all Committees

Approved by the Board 25 February 2020



Part B: Governance policies - how we work as a board

	Outcome statements	Approved/reviewed	Next review
1. Board roles and responsibilities policy	The board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.		
2. Trustee code of behaviour policy	The board will act in an ethical and respectful manner.		
3. Trustee remuneration and expenses policy	Remuneration and reimbursement of expenses to trustees is transparent, fair and reasonable.		
4. Conflict of interest policy	The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.		
5. Chair role description policy	The board is effectively led.		
6. Staff trustee role description policy	The staff representative brings a staff perspective to board discussion and decision making.		
7. Student trustee role description policy (where applicable)	The student representative brings a student perspective to board discussion and decision making.		
8. Relationship between chair and principal policy	The relationship between the chair and the principal is based on trust, integrity and mutual respect.		
9. Principal performance management policy	A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board.		

1. Board roles and responsibilities policy

Outcome statement

The board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.

Scoping

The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked. The board sets the strategic direction for the school and governs via its policies, which it entrusts to the principal to implement.

Delegations

Accountability rests with the whole board, with no individual trustee or committee having decision-making authority unless it has been delegated and documented.

Expectations and limitations

Board actions		Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them.	1.1	The board leads the annual charter/strategic plan review process.
	1.2	The board sets/reviews the strategic aims annually.
	1.3	The board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education by 1 March each year.
	1.4	Regular board meetings include a report on progress towards achieving strategic aims.
	1.5	The charter/strategic plan is the basis for all board decision making.
2. Monitors and evaluates student progress and achievement.	2.1	The board approves an annual review schedule covering curriculum and student progress and achievement reports.
	2.2	Reports are received at each regular board meeting from the principal on progress against the annual plan, highlighting risk/success.
	2.3	Information reported to the board is thoughtfully discussed, critiqued and challenged.
	2.4	Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities.
3. Appoints, assesses the performance of and supports the principal.	3.1	Principal's performance management system is in place and implemented.
4. Approves the budget and monitors financial management of the school.	4.1	Budget is approved by the first meeting each year.
	4.2	Satisfactory performance of financial management against budget is in evidence.
5. Effectively manages risk	5.1	The board has an effective governance model in place.
	5.2	The board remains briefed on internal/external risk environments and takes action where necessary.
	5.3	The board identifies trouble spots in statements of audit and takes action if necessary.
	5.4	The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action.
6. Ensures compliance with legal requirements.	6.1	New members read and understand the governance framework including policies, the school charter/strategic plan, board induction pack and requirements and expectations of board members
	6.2	New and continuing members are kept aware of any changes in legal and reporting requirements for the school.
	6.3	The board seeks appropriate advice when necessary
	6.4	Accurate minutes of all board meetings are approved by the board and signed by the chair.

		Individual staff/student matters are always discussed in public-excluded session.
	6.5	Board meetings have a quorum.
	6.6	
7. Ensures trustees attend board meetings and take an active role.	7.1	Board meetings are effectively run.
	7.2	Trustees attend board meetings having read board papers and reports and are ready to discuss them.
	7.3	Attendance at 80% of meetings (minimum).
	7.4	No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer Education Act 1989 s104 (1) (c))
8. Approves major policies and programme initiatives.	8.1	The board approves programme initiatives as per policies.
	8.2	The board monitors implementation of programme initiatives.
9. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage.	9.1	The Treaty of Waitangi is obviously considered in board decisions.
	9.2	The board, principal and staff are culturally responsive and inclusive.
10. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	10.1	The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements).
	10.2	The board ensures there are personnel policies in place and they are adhered to (code of behaviour).
	10.3	The board ensures there is ongoing monitoring and review of all personnel policies.
11. Deals with disputes and conflicts referred to the board as per the school’s concerns and complaints procedures.	11.1	Successful resolution of any disputes and conflicts referred is achieved.
12. Represents the school in a positive, professional manner.	12.1	Code of behaviour is adhered to.
13. Oversees, conserves and enhances the resource base.	13.1	Property/resources meet the needs of the student achievement aims.
14. Effectively hands over governance to new board/trustees at election time.	14.1	New trustees are provided with induction and a copy of the board’s governance manual.
	14.2	New trustees are fully briefed and able to govern following attendance at an orientation programme.
	14.3	Appropriate delegations are in place as per Schedule 6 (17) of the Education Act.
	14.4	Board and trustees participate in appropriate ongoing professional development.

Procedures/supporting documentation

Board to enter own documentation.

Monitoring

Board to enter monitoring and reporting procedures.

Legislative compliance

[Education Act 1989](#)

[Employment Relations Act 2000](#)

[State Sector Act 1989](#)

2. Trustee code of behaviour policy

Outcome statement

The board will act in an ethical and respectful manner

Scoping

Every member of the board will have access to the code of behaviour and opportunities to discuss its expectations of their conduct. Board business will be conducted in an ethical and respectful manner, in accordance with legislation and board policy.

Expectations and limitations

As members of an effective governance team, each member of the board of trustees shall:

- ensure the needs of all students and their achievement is paramount
- be loyal to the school and its mission
- maintain and understand the values and goals of the school
- protect the special character of the school
- publicly represent the school in a positive manner
- respect the integrity of the principal and staff
- observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school
- be diligent and attend board meetings prepared for full and appropriate participation in decision making
- ensure that individual trustees do not act independently of the board's decisions
- speak with one voice through board policies and ensure that any disagreements with the board's stance are resolved within the board
- in the course of board meetings, disclose any interests in a transaction or decision where they, their family and/or partner, employer or close associate will receive a benefit or gain and leave the meeting for the duration of discussion and/or voting in relation to the matter
- recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
- recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation can speak for the board
- continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
- be available to undertake appropriate professional development.

Procedures/supporting documentation

Board to enter own documentation.

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

[Education Act 1989](#)

3. Trustee remuneration and expenses policy

Outcome statement

Remuneration and reimbursement of expenses to trustees is transparent, fair and reasonable.

Scoping

The board exercises its right to set the amount that the chair and other board members are reimbursed for attendance at board meetings. These honoraria cover the expense of attending board meetings and are not payment for work undertaken.

The principal, as a member of the board, is entitled to the same payment as all other trustees except the chair.

Any other payments or reimbursements are at the discretion of the board.

Expectations and limitations

Currently at Whangarei Girls' High School:

- the chair receives \$75 per board meeting
- elected board members receive \$55 per board meeting
- there is no payment for working group/committee meetings
- attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- costs associated with attendance at professional development sessions may be met by the board but prior approval must be sought
- all other reimbursements are at the discretion of the board and must be approved prior to any spending occurring.

Procedures/supporting documentation

School reimbursement claim form

Monitoring

Board to enter own monitoring and reporting procedures.

Compliance

[Income Tax Act 2007](#)

[IRD Honoraria payments to school trustees](#)

Reviewed: 2020

Next review: 2022

4. Conflict of interest policy

Outcome statement

The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.

Scoping

The board shall create a register of all board members detailing any interests, relationships or holdings that could potentially result in a conflict of interest. This register shall be updated whenever a board member's circumstances change or a new member joins the board. It should be reviewed at the start of each school year and following trustee elections.

Board members who have a conflict of interest shall be excluded from relevant board meetings (or relevant parts of board meetings).

Expectations and limitations

All staff and board members will effectively manage conflicts of interest between the interests of the school on one hand and personal, professional and business interests on the other. This includes managing potential and actual conflicts of interest as well as perceptions of conflicts of interest.

Any trustee who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a trustee must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter.

Any trustee who is a member of the board's staff must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them.

Any trustee who is a student enrolled at the school must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to them as an individual student.

In the course of board meetings, board members will disclose any interests in a transaction or decision where their family and/or partner, employer or close associate will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question.

Procedures/supporting documentation

Disclosure of interest statements

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

5. Chair role description policy

Outcome statement

The board is effectively led.

Scoping

The chair is the leader of the board and works on behalf of the board with the principal on a day-to day basis.

The chair establishes and nurtures a positive professional working relationship with the principal.

The chair represents the board of trustees to the broader community and works in partnership with the principal to safeguard the integrity of the board's processes.

The chair often represents the board to the school and wider community and agencies such as the Ministry of Education and the Education Review Office and carries a responsibility to safeguard the integrity of the board.

The chair presides over board meetings and ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board and that decisions that are in the best interest of the school, its students and staff are reached.

Delegations

The board delegates management of the relationship between the board and the principal to the chair.

Board to enter any other delegations to the chair.

Expectations and limitations

The chair:

- is appointed by election at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the board*
- acts within board policy and delegations at all times and not independently of the board
- leads the board members and develops them as a cohesive and effective team
- welcomes new members, ensures that disclosure of any conflicts of interest is made and the code of behaviour is understood (and signed) and leads new trustee induction
- assists board members' understanding of their role, responsibilities and accountability, including the need to comply with the trustee code of behaviour policy
- ensures the work of the board is completed
- sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
- ensures the meeting agenda content is only about those issues that, according to board policy, clearly belong to the board to decide
- effectively organises and presides over board meetings, ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987* and any board protocols and policies
- ensures interactive participation by all board members
- represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person
- is the official signatory for the board, including for annual accounts*
- is responsible for promoting effective communication between the board and wider community, including communicating appropriate board decisions
- establishes and maintains a productive working relationship with the principal
- ensures the principal's performance agreement and review are completed on an annual basis
- ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
- ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint.

* Legislative requirement

Procedures/supporting documentation

Governance policies

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

[Education Act 1989 Schedule 6](#)

[Local Government Official Information and Meetings Act 1987](#)

Reviewed: 2020

Next review: 2022

6. Staff trustee role description policy

7. Student trustee role description policy

Outcome statement

The staff/student representative brings a staff/student perspective to board discussion and decision making.

Scoping

As a trustee, the staff/student representative is elected by their peers to serve the interests of the school at governance level. They have equal voice, vote, standing and accountability to any other board member.

Expectations and limitations

Staff/Student representative accountability measures		Standard
1. To work within the board's charter/strategic plan.	1.1	The charter/strategic plan is obviously considered in board decisions.
2. To abide by the board's governance and operational policies.	2.1	The staff/student trustee has a copy of the governance manual and is familiar with all board policies.
3. The staff/student trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1 3.2	The staff/student trustee is not a staff/student advocate. The staff/student trustee does not bring staff/student concerns to the board.
4. The staff/student trustee is bound by the trustee code of behaviour.	4.1	The staff/student trustee acts within the code of behaviour.
5. It is not necessary for the staff/student trustee to prepare a verbal or written report for the board unless specifically requested to by the board.	5.1	No regular reports are received unless a request has been made by the board on a specific topic.

Procedures/supporting documentation

Board to enter own documentation.

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

Review schedule: Triennially

8. Relationship between chair and principal policy

Outcome statement

The relationship between the chair and the principal is based on trust, integrity and mutual respect.

Scoping

A positive, productive working relationship between the principal and the chair is both central and vital to the school.

The chair and principal should act as sounding boards, both supporting and challenging, in order to hold the school to account for achieving the goals and targets that have been set.

The chair has no authority except that granted by the board. The chair does not act independently of the board.

Delegations

Board to enter any delegations.

Expectations and limitations

- The chair and principal must work as a team, and there should be no surprises.
- The relationship must be professional.
- Each must be able to counsel the other on performance concerns.
- The chair supports the principal and vice versa as appropriate.
- Each agrees not to undermine the other's authority.
- There is agreement to be honest with each other.
- Each agrees and accepts the need to follow policy and procedures.
- Neither party will deliberately hold back important information.
- Neither party will knowingly misinform the other.

Procedures/supporting documentation

Board to enter own documentation.

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

Reviewed: 2020

Next review: 2022

9. Principal performance management policy

Outcome statement

A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board.

Scoping

An annual performance agreement will be established between the board and principal and be in place at the beginning of each school year.

The principal's performance against this agreement will be reviewed throughout the year, and a final report will be prepared and presented to the board at the end of the school year.

The prime focus of the agreement will be that every student at the school is able to attain their highest possible standard in educational achievement.

A budget for professional expenses and for professional development will be established annually in accordance with the principal's professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the board. Any overseas trips for professional development must be approved by the board of trustees at least one term in advance of the event.

Professional development expenses may include but are not confined to continuing education, books and periodicals, mentoring and attendance at professional conferences.

Delegations

The chair (or personnel committee of the board) will ensure an annual performance review is carried out in accordance with this policy.

Expectations and limitations

- The review process will occur annually, providing a written record of how the principal has performed as per the terms of the performance agreement and identifying professional development needs.
- The principal's performance will be formally reviewed on an annual basis by duly delegated members of the board and, optionally at the board's choice, an independent consultant who specialises in education.
- Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
- There will be three interim reviews, one each term preceding the annual formal review, between the principal and chair or delegate(s) to discuss progress.
- The principal will be reviewed on the criteria set out in the performance agreement – performance objectives, professional standards, learning and development objectives and fulfilment of additional duties that require concurrence payment.
- If the principal and the board disagree on the performance objectives, the board, after considering the principal's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.
- The board chair, delegate(s) and consultant may gather information from staff, parents or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
- The principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied, with the principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the principal. The principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the principal's views before deciding to either amend the report in accordance with the principal's views or let the report stand with the principal's comments attached.
- The chair/delegate(s)/consultant will present the final report/summary back to the board with the result of the review. The principal may/may not be present at the presentation and/but will have the opportunity to address the board. The principal will then exit, and further discussion may continue among the board.
- The principal will be informed personally and in writing of the final outcome following the report discussion.
- The performance agreement and results of the review are confidential to the principal, the board and their agents unless both parties agree to wider distribution.

Procedures/supporting documentation

Board to enter own documentation.

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

Reviewed: 2020

Next review: 2022





Part C: Governance processes and procedures – ways in which we ensure effective governance

	Approval date	Reviewed	Next review
1. Meeting protocols			
1.1 Public attending board meetings			
1.2 Meeting agenda			
1.3 Meeting checklist			
2. Committee principles			
2.1 Student behaviour management committee terms of reference			
3. Trustee induction process			
4. Concerns and complaints process and policy			
4.1 Board complaints checklist			
5. Compliance Reporting			

C1 Meeting protocols

The board of trustees of Whangarei Girls' High School is committed to effective and efficient meetings and, to this end, sets out the following guidelines for the conduct of board meetings.

Timing of meetings

- Dates and times of meetings will be set in the board workplan and usually held on the *third day of the month, starting at 7.00pm and finishing no later than 9.30pm, during term time.*
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting

Agenda and meeting papers

- The chair is responsible, in liaison with the principal, for the preparation of an agenda prior to each meeting.
- The principal is to ensure that secretarial services are provided to the board.
- Agenda items are to be notified to the chair xxx days prior to the meeting.
- The agenda and board papers will be circulated to board members at least 5 days prior to the meeting.
- The board should have access to all correspondence. Correspondence that requires the board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that trustees can read it if required.
- The agenda for the part of each meeting that is open to the public will be posted on the board's section of the school website at least 48 hours prior to the meeting and copies made available at the meeting place for any members of the public.
- Late items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent.
- The order of the agenda may be varied by resolution at the meeting.
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the meeting documentation.
- The agenda is to be collated with the items placed in order and marked with an agenda item number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.

Public participation

- The board meeting is a meeting open to the public rather than a public meeting.
- Only trustees have automatic speaking rights.
- Public participation is at the discretion of the board.
- Public attending the meeting, including staff members not elected as the staff representative, are given a notice about their rights regarding attendance at the meeting – see C1.1 Public attending board meetings.

Exclusion of the public

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 1987. The wording to be used in the motion to exclude the public is found in Schedule 2A of the Act. The board must make the reasons for excluding the public clear. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.*
- Persons may be asked to remain after the public has been excluded because they possess knowledge that will be of assistance in relation to the matter to be discussed. The board must pass a resolution that they may remain.

Conduct of meetings

- A quorum of more than half the members currently holding office is required.*
- Trustees will declare any conflict of interest at the beginning of the meeting.
- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.* A pecuniary interest arises when a trustee may be

financially advantaged or disadvantaged as a result of decisions made by the board (contracts, pay and conditions). A conflict of interest is when an individual trustee could have or could be thought to have a personal stake in matters to be considered by the board.

- The chair shall be appointed by election at the first meeting of the year except in the triennial election year where it will be at the first meeting of the newly elected board.*
- The elected chair (or, in their absence, a non-school-based trustee) presides at meetings.
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave, a trustee must request leave from the board at a board meeting, and the board must make a decision whether or not to grant it.*
- Points of order are questions directed to the chair that require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.
- The board's normal meeting procedures may be suspended by resolution of the meeting.

Decision-making process

- All decisions are to be taken by open voting by all trustees present.
- In the event of tied voting on a resolution, the chair may exercise a casting vote in addition to their deliberative vote.*
- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chair and are then open for discussion.
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.
- No further amendments may be accepted until the first one is disposed of.
- The mover of a motion has right of reply.
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.
- When a matter cannot be resolved or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

Minutes

- Board meeting minutes will be taken by a contracted, paid minute secretary who is not a member of the board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- Minutes are sent to the chair for checking within 3 working days and distributed electronically to the board within 7 working days. Requests for corrections or amendments should be submitted by email to the chair as soon as possible to ensure accurate minutes can be confirmed at the next meeting.
- Minutes to be tabled for approval should be included in documentation made available to all board members prior to the meeting.

Special meetings*

- A special meeting may be called by delivery of notice to the chair signed by at least one-third of trustees currently holding office.
- Meetings can be held via audio, audio and visual or electronic communication providing:
 - all trustees who wish to participate in the meeting have access to the technology needed to participate, and
 - a quorum of members can simultaneously communicate with each other throughout the meeting.

* Legislative requirement

C1.1 Public attending board meetings

The board of trustees welcomes public presence at board meetings and hopes that members of the public enjoy their time observing board meetings. Members of the public include staff, students and parents of the school who are not trustees on the board.

These procedures will be provided to members of the public attending meetings so that they understand the rules that apply and will be followed unless otherwise authorised by the board:

- Board meetings are not public meetings but meetings held in public.
- If the meeting moves to exclude the public (usually to protect the privacy of individuals), members of the public will be asked to leave the meeting until this aspect of business has been concluded.
- Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably, this request has been made in advance. Public participation is at the discretion of the board.
- Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of 15 minutes per interest group.
- No more than 3 speakers on any one topic.
- Speakers are not to question the board and must speak to the topic.
- Board members will not address questions or statements to speakers.
- Speakers shall not be disrespectful or offensive or make malicious statements or claims.
- If the chair believes that any of these have occurred or the speaker has gone over time, they will be asked to finish.

C1.2 Meeting agenda

A typical agenda will be as follows:

Board of trustees meeting agenda – date			
	Policy reference	Led by	Time
1. Administration			5 mins
1.1 Present			
1.2 Apologies			
1.3 Declaration of interests			
2. Strategic decisions			30–45 mins
2.1 Strategic decisions made if required	Operational/ governance policy xxxx		
3. Monitoring			45–60 mins
3.1 Ongoing summary of progress to date in relation to annual plan			
3.2 Expert presentation			
3.3 Data analysis			
3.4 Exploration of key result area (goals)			
3.5 Finance and audit report			
4. Strategic discussions			30–45 mins
4.1 Exploration of special issue or project (e.g. budget, principal performance agreement/ appraisal, delegations)			
4.2 Education Gazette			
5. Identify agenda items for next meeting			5–15 mins
6. Administration			5–15 mins
6.1 Confirmation of minutes			
6.2 Correspondence			
7. Meeting closure			5–15 mins
7.1 Comments on meeting procedures and outcomes			
7.2 Preparation for next meeting			

Notes:

- Correspondence is listed on the back of the agenda.
- List of current delegations is attached to the agenda.

Meeting checklist

Term 1 2020

3 February	Notes
Elect board chair	
Review analysis of variance /statement of variance (AoV/SoV)	
Approve annual plan	
Approve annual budget	
Confirm/sign principal performance agreement	
Review reporting to parents from previous year	
Sign financial attestation	
Review and update self-review schedule	
Teacher registration and Police vetting (non-teaching) report	
Property regularly audited	
Sign annual health and safety attestation	
Plan board professional development for year	
Confirm school year dates	
3 March	Notes
March roll return	
Charter/strategic plan – aim 1 review	
Student achievement/progress report	
Sign off SUE reports (monthly)	
Monitor budget	
Review concerns and complaints procedure	
EEO policy report	
Management unit report	
Use of physical restraint report (as/when required)	
Hazard management report (termly)	
Report on international students	
Term 2 – 2020	
3 April	Notes
Charter/strategic plan – aim 2 review	
Monitor budget	
Student achievement/progress report	

Principal performance review report	
Governance policy review	
3 May	Notes
Charter/strategic plan – aim 3 review	
Monitor budget	
Student achievement and progress report	
Emergency planning and procedures report	
3 June	Notes
Religious education community consultation	
Charter/strategic plan – aim 1 review	
Priority groups report: <ul style="list-style-type: none"> - Māori students - Pasifika students - Students with special education needs 	
Monitor budget – mid-year review	

Operational policy review	
Plan 10YP	
Evacuation procedure report	
Term 3 – 2020	
3 July	Notes
July roll return	
Charter/strategic plan – aim 2 review	
Reporting to parents mid-year review	
Monitor budget	
Student achievement/progress report	
Report on internet safety	
Principal performance review report	
Update on international students	
3 August	Notes
Charter/strategic plan – aim 3 review	
Monitor budget	
Student achievement/progress report	
Employer responsibilities policy review	
Review planning and reporting processes	
3 September	Notes
Health curriculum community consultation	
Charter/strategic plan – aim 1 review	
Community consultation ahead of planning for next year	
Monitor budget	
Student achievement/progress report	
Evacuation procedure report	
Term 4 – 2020	
3 October	Notes
Charter/strategic plan – aim 2 review	
Monitor budget	
Present draft planning for next year	
Student achievement/progress report	
Teaching and non-teaching staff performance review report	
3 November	Notes
Charter/strategic plan – aim 3 review	
Monitor budget	
Develop budget for next year	
Confirm planning for next year	
Student achievement/progress report	
3 December	Notes
Principal performance end of year report	
Draft AoV/SoV	
Student achievement/progress report	
Budget – end of year report and approve budget for next year	
Evacuation procedure report	

C2 Committee principles

The board may set up committees/working parties to assist it to carry out its responsibilities and due process (e.g. staff appointments, finance, property, disciplinary).

The Education Act 1989 Schedule 6 (17) gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money.

Board committees:

- are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate
- can include non-board members but at least one must be a trustee
- may not speak or act for the board except when formally given such authority for specific and time-limited purposes – such authority will be carefully stated in order not to conflict with authority delegated to the principal or the chair
- assist the board chiefly by preparing policy alternatives and implications for board deliberation
- are intended to assist the board and not to advise or carry out the work of staff
- must act through the board and can only recommend courses of action unless they hold delegated authority to act on the board's behalf
- are to have terms of reference drawn up as required, usually containing information as to their:
 - o purpose
 - o membership
 - o delegated authority.

The board of Whangarei Girls' High School currently has the following standing committees

- Student behaviour management committee

Any other committees established for special purposes should conform to the above principles.

Date of approval:

C2.1 Student behaviour management committee terms of reference

Purpose

To ensure that all processes relating to the suspension of students adhere to the requirements of the Education Act 1989, Education Rules 1999 and Ministry of Education guidelines.

Committee members

All members of the board excluding the principal. The chair of the committee is the board chair or, in the chair's absence, will be determined by the committee. The quorum for the committee shall be three trustees.

Delegated authority

Under Schedule 6 section 17 of the Education Act 1989, certain powers of the board shall be delegated to the student disciplinary committee of the board of trustees. The committee will:

- act in fairness, without bias or prejudice and with confidentiality
- act within legislation and the Ministry of Education guidelines
- act only on written and agreed information, not verbal hearsay
- use processes of natural justice in discipline hearing procedures
- make recommendations on discipline matters to the board as necessary, or
- decide the outcome of any student disciplinary meeting.

The board will be kept informed by the principal of the number of stand-downs, suspensions, exclusions and expulsions at each board meeting.

Review schedule: Triennially

C3 Trustee induction process

The board is committed to ensuring continuity of governance and a smooth transition when trustees join the board. New trustees will receive a welcome letter on their joining the board which includes:

- where and when they can pick up their governance folder
- the suggested date of the induction
- an outline of what will be covered in the induction meeting
- the date of the next board meeting
- chair and principal contact details.

New trustees will be issued with a governance manual (either electronically or in hard copy) containing copies of the school's:

- strategic and annual implementation plans
- policies
- current budget
- last ERO report
- last annual report
- triennial board workplan
- minutes of the last three open board meetings
- any other relevant material.

New trustees will be invited to attend an induction, facilitated by the chair or delegate, which will include:

- explaining board policy and other material in the governance folder
- code of behaviour – trustees to sign and agree to work within the board's code
- overview of the requirements of the board chair role with reference to policy
- introduction to the strategic plan and explanation of its importance
- summary of any opportunities or risks facing the board
- professional development from NZSTA
- overview of first board meeting – election of board chair, delegations.

The principal and chair or delegate will brief all new members on the organisational structure of the school.

The principal will conduct a site visit of the school.

New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.

After 3 months on the board, the effectiveness of the induction process is to be reviewed by the chair with the new members. The review will include the following aspects:

C4 Concerns and complaints process and Policy

Purpose

To provide a clear procedure for concerns/complaints to be raised and methods by which these can be satisfactorily dealt with in a fair manner.

Guidelines

All complainants and respondents will be treated with courtesy, sensitivity and confidentiality.

All complaints must be made in writing, with the complainant's name and contact details.

If a complaint is made under the provision of the Protected Disclosures Policy, then that Policy and its procedures will apply.

No undue pressure will be applied to withdraw a complaint.

Complainants will not be reprimanded against.

Complaints will be resolved at the lowest possible level.

Procedure

Respondents are to be advised of the complaint within 24 hours of it being lodged.

All complaints will be acknowledged within two working days and will be addressed within the next seven working days.

Complainants, complaint managers and respondents can bring support persons / advocates to any meetings.

Both parties will be advised in writing of the outcomes.

Both parties will have the right to appeal the outcomes.



C4.1 Board complaints checklist

Once a letter of complaint has been received, the board chair should ensure the following process is followed:

	Notes/date completed
1. Ensure the process has been followed as outlined in the concerns and complaints procedure or is a genuine complaint against the principal or board.	
2. Verify with the principal that any staff (or others) identified in the complaint are aware of the situation and that there has been discussion and attempts to reconcile.	
3. If the complaint or action is employment related or has potential industrial relations implications, contact the NZSTA employment advisory and support centre. For all other complaints, contact the NZSTA governance advisory and support centre.	
4. Alert the school's insurance broker.	
5. Acknowledge the letter of complaint within 7 days and advise the board process, or redirect the complainant to principal, syndicate leader or staff member as appropriate. Report to the board without names or detail at the next meeting.	
6. Once confirmed as a complaint, forward it confidentially to all trustees for consideration.	
7. Board request to principal to present full written report outlining all actions taken, advice received, meetings held and justified decisions made.	
8. Board determines whether the above fully satisfies them of full and fair process. If so, the board supports the principal and advises the complainant.	
9. If not satisfied, the board meets and discusses in committee, determines whether to formally meet the complainant and delegates responsibility to trustee(s) as deemed appropriate.	
10. Board delegates meet with the complainant and discuss the complaint more fully, verifies, investigates and clarifies. Support persons should be confirmed as welcome to attend.	
11. Board delegates report back to full board and recommend actions/decisions.	
12. Board takes appropriate actions, records and formally minutes decisions.	
13. Board advises complainant in writing of its provisional decisions and factors considered in reaching them, within 21 days of complaint receipt, unless otherwise agreed by all parties. Complainant is given opportunity to comment before the board's final decision is reached and given.	
14. Board endeavours to convene follow-up meeting within 1 month of step 9.	

C5 Compliance Reporting

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

The Board Annual Calendar

Date	Action Required
31 March	Annual accounts prepared and forwarded to the auditors.
30 April	Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and capital works Confirm budget based on 1 st March return
31 May	Community reporting on financial performance
30 June	Ensure any issues raised by the auditor have been addressed
31 August	Annual review of risk management needs and insurances
30 September	Annual plan available as an input document for preparation of the budget
31 October	Initial annual budget recommendations submitted to the board

Review schedule: Triennially



Part D: Operational policies – board expectations for the control and management of the school

	Approval date	Reviewed	Next review
1. Animal Welfare Policy			
2. Beekeeping Policy			
3. Bullying Prevention and Response Policy			
4. Child Protection Policy			
5. Complaints and Concerns Policy			
6. Curriculum Policy			
7. Education Outside the Classroom Policy			
8. Financial Management Policy			
9. Health and Safety Policy			
10. International Students Fee Protection and Refund Policy			
11. Privacy Policy			
12. Response to Traumatic Incidents Policy			
13. RTLB Cluster Policy – Managing Cluster Funds			
14. RTLB Cluster Policy - Planning and Review			
15. Student Management Policy			
16. Theft and Fraud Prevention Policy			
17. Timetable Policy			
17.1 Procedures - Timetables			

D1. Animal Welfare Policy

Purpose

To ensure that any animals kept within the school for any reason are cared for in a proper, humane manner.

Guidelines

1. Any animals being brought onto school grounds must have prior approval from the Principal.
2. Prior to any animal being brought onto the school grounds, special consideration needs to be given to the care and well-being of the animal at all times. This care, where required, must continue during the weekends and over holiday periods.
3. Any staff member that permits an animal to be kept within the class must accept the responsibility for ensuring the animal's ongoing care.
4. Attention must be given to the location, housing, food and water, health, exercise and hygiene of all animals and their environments.
5. If appropriate care and facilities cannot be provided, animals will not be kept at Whangarei Girls' High School.
6. The day-to-day care of all vertebrates, and some invertebrates, in the care of people and/or used in experiments and teaching will be governed by the Animal Welfare Act 1999.
7. When the animal is no longer required or is no longer able to be kept, appropriate arrangements will be made to return it to its natural habitat or to find a suitable home for it. Non-native classroom pets will not be released into the wild. If appropriate arrangements cannot be made, the animal will be humanely destroyed by a Veterinarian.

D2. Beekeeping Policy

Rationale

Whangarei Girls' High School has determined that there are sound and persuasive grounds to establish beehives on the school site including:-

- a. A first-hand experience of the ecology of beehives and honey making
- b. Promoting an awareness of the adverse consequences of the world wide decline in bees
- c. Providing students with the skill and knowledge in bee keeping and maintaining beehives
- d. Giving students an experience in making honey products including candles, lip balms etc.

Purpose

The purpose of bee keeping at WGHS is to support the science curriculum, particularly agriculture and biology and to add a practical dimension to being an enviro school, as well as providing an alternative experience for students that is well outside their comfort zone.

Guidelines

1. The beehives and bee club must be managed and supervised by a staff member who has experience in establishing and maintaining beehives.
2. The beehives must be located within a secure enclosure not accessible to the general student population and public.
3. All students who join the bee club must receive appropriate instruction on safety procedures in the handling of beehives, bees and the use of safety equipment.
4. All students who wish to join the bee club must declare in writing if they have a known allergic reaction to bee stings, bees and bee products.
5. The teacher in charge of the bee club must obtain a permission slip including consent form from parents before a student joins the bee club.
6. The beehives must be maintained in accordance with standard New Zealand bee keeping practice.
7. Serious or potentially serious accidents involving the bees or hives must be reported to the principal as soon as possible including a written report.

D3. Bullying Prevention and Response Policy

Purpose

The Whangarei Girls' High School Board of Trustees seeks to take all reasonable steps to develop high standards of behaviour in order to fulfil the charter expectation and the requirements of NAG 5. The Board of Trustees seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students, staff, parents and whānau share the responsibility for making Whangarei Girls' High School a respectful and inclusive environment.

Guidelines

Whangarei Girls' High School will:

1. Ensure that all legal and other requirements relevant to this policy are met.
2. Provide an education system for staff and students which will:
 - Provide an understanding of all forms of bullying
 - Provide information on the procedures for dealing with bullying
 - Establish clear procedures for students and staff to follow if they are being bullied
 - Encourage people being bullied to take action
3. Planned prevention programmes will be in place which will include: wellbeing surveys, curriculum based programmes, promotion of digital citizenship, student led activities.
4. Ensure that any records kept comply with the recommendations of the Human Rights Commission and in keeping with the Privacy Act.
5. All reported incidents of bullying will be taken seriously and followed up as appropriate, using planned interventions and supporting affected students. Parents and whanau will be involved as early as possible and appropriate.
6. Where considered appropriate disciplinary measures will be taken. Serious incidents will be escalated to senior leadership who will seek advice and involvement from outside agencies if appropriate.

D4. Child Protection Policy

Purpose

This policy is written under the principle that students attending Whangarei Girls' High School have the right to feel safe and comfortable in that contact.

The purpose of this policy is to provide guidelines to staff by which they can identify and respond appropriately to concerns of abuse and neglect, and to understand their role in keeping students safe.

Guidelines

Whangarei Girls' High School recognises that all staff and trustees have a full and active part to play in protecting students from harm. Overall responsibility, implementation and review of this policy rests with the Principal

This policy has been written in accordance with the following legislation:

Education Act, Children, Young Persons and their Families Act, Crimes Act, Domestic Violence Act, Health Act, Health and Disability Sector Standards, Privacy Act, Health Information Privacy Code, Vulnerable Children's Act, Care of Children Act, Employment Relations Act, Human Rights Act

This policy will be reviewed annually and updated regularly in the light of operational experience and in line with changes in legislation and associated policies.

This policy covers all staff of Whangarei Girls' High School who have direct or indirect contact with students. This includes those staff, paid or voluntary, employed directly by Whangarei Girls' High school, as well as those professionals contracted or invited to provide services to students in the care of the school. This includes teaching and non-teaching staff.

The procedures accompanying this policy will:

- Outline the standards and principles by which all staff will abide
- Define child abuse
- Outline the action to be taken by staff where any forms of abuse or ill-treatment is known or suspected
- Establish what action is required when allegations are made against staff

Whangarei Girls' High School recognises that the whanau's primary role in caring and protecting the student should be valued and maintained. However, the student's safety and wellbeing should have priority.

Staff will receive child protection training at the level appropriate to their role.

All staff will receive updated training every three years as a minimum.

Staff will be made aware of the Child Protection Policy and accompanying procedures

Staff appointments will be made with the principles of this policy in mind

All staff are to behave in a manner consistent with the 'Code of Professional Responsibility for the Teaching Profession'

Allegations, suspicions or complaints of abuse against staff, volunteers or representatives of other agencies must be taken seriously and reported to the Principal who will deal with them immediately, sensitively and expediently within the procedures outlined in this policy.

If the allegation is against the Principal then this must be reported directly to the Chair of the Board of trustees.

All services provided by Whangarei Girls' High school for the safety and wellbeing of children adhere to the principles of partnership, protection and participation; and the rights and responsibilities accorded by te Tiriti o Waitangi.

D5. Complaints and Concerns Policy

Purpose

To provide a clear procedure for concerns/complaints to be raised and methods by which these can be satisfactorily dealt with in a fair manner.

Guidelines

All complainants and respondents will be treated with courtesy, sensitivity and confidentiality.

All complaints must be made in writing, with the complainant's name and contact details.

If a complaint is made under the provision of the Protected Disclosures Policy, then that Policy and its procedures will apply.

No undue pressure will be applied to withdraw a complaint.

Complainants will not be recriminated against.

Complaints will be resolved at the lowest possible level.

Procedure

Respondents are to be advised of the complaint within 24 hours of it being lodged.

All complaints will be acknowledged within two working days and will be addressed within the next seven working days.

Complainants, complaint managers and respondents can bring support persons / advocates to any meetings.

Both parties will be advised in writing of the outcomes.

Both parties will have the right to appeal the outcomes.

D6. Curriculum Policy

Purpose

To ensure the curriculum reflects the school Charter and is responsive to student and community needs, with effective allocation of resources.

Guidelines

The principles, values and key competencies, stated in the NZ Curriculum, are integral parts of the curriculum.

Principles of inclusion and equity will guide curriculum planning and teaching practice. Students' identities, cultures, languages, abilities and talents are recognised and affirmed and learning needs are addressed.

Learning programmes will be based on the underlying principles, essential learning areas, key competencies and national achievement objectives in the New Zealand Curriculum.

Clear pathways are an integral part of course design, including personalised learning pathways where appropriate.

Consultation will be undertaken with students, parents and whanau, the tertiary sector, employers and staff in the design of local curriculum.

Local curriculum will be focused on the needs of all students.

An annual curriculum review will be carried out to ensure the curriculum is meeting student needs.

HODs complete an annual review of their programmes and student achievement in their departments.

The curriculum in Years 9 – 11 will cover the essential learning areas with specialisation occurring in senior school.

Programmes will prepare students for the 21st Century world and to be lifelong learners.

Students will be supported to take responsibility for their own learning.

The Curriculum Group will be responsible for the ongoing assessment of curriculum needs and will oversee programme development, in consultation with HODs.

D7. Education Outside the Classroom Policy

Purpose

Whangarei Girls' High School is committed to the special value of EOTC in delivering some parts of the national and local curriculums.

Guidelines

- Approval process and timelines must be followed for EOTC activities
- All EOTC procedures will be carefully followed.
- BOT, senior management and staff responsibilities are clearly defined in EOTC procedures.
- Appropriately trained and competent staff will lead and assist with EOTC activities.
- An equipment and maintenance schedule is kept for specialised EOTC equipment to ensure it is always up to industry standards.
- Any incident must be reported as soon as possible to the EOTC Co-ordinator or the Principal.
- All legislation eg Education Act, Health & Safety at Work Act, Vulnerable Children Act, MOE Policies will be adhered to.

D8. Financial Management Policy

Purpose

The allocated financial resources will be used to achieve the effective and efficient running of the school by:

- Maximising the financial resources for the benefit of the School.
- Maintaining regular controls on the school's income and expenditure
- Providing annual reports for the community which comply with the current relevant legislation.
- Operating a zero budgeting process

Guidelines

The Board of Trustees is responsible for all finances in the school in accordance with its governance obligations.

The Principal will work with the Business and Finance Manager to ensure procedures are in place for effective implementation of this policy.

The coming year's budget is to be presented at the November Board Meeting for approval.

Appropriate procedures are in place to manage revenue and ensure expenditure is within budget.

All expenditure and commitment of expenditure is approved only by authorized budget holders.

All records of all financial transactions are to be kept accurate and up-to-date.

The final previous month's accounts are to be on the agenda and distributed to BOT members for each BOT meeting.

All reports will comply with current relevant legislation and are prepared annually for audit by the auditor appointed by the Audit Office. They are then made available to the community.

The final pre-audited end of year accounts are to be tabled at the April Board meeting ready for submission to the Auditor.

D9. Health and Safety Policy

Purpose

The Board of Trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards and approved codes of practice.

Guidelines

Health and safety is everyone's responsibility

We will provide a safe and healthy workplace for all workers, students and other people in the workplace through:

- Making health and safety a key part of our role
- Working with our workers to improve the health and safety system at our school
- Doing everything reasonably possible to remove or reduce the risk of injury or illness
- Making sure all incidents, injuries and near misses are recorded in the register in the Student Support centre
- Investigating incidents, near misses and reducing the likelihood of them happening again
- Having emergency plans and procedures in place
- Training everyone about hazards and risks so everyone can work safely
- Providing appropriate induction, training and supervision for all new and existing workers
- Helping workers who were injured or ill return to work safely
- Making sure contractors and sub-contractors working at the school operate in a safe manner

All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

- Being involved in improving health and safety systems at work
- Following all instructions, rules, procedures and safe ways of working
- Reporting any pain or discomfort as soon as possible
- Reporting all injuries, incidents and near misses
- Helping new workers, staff members, trainees and visitors to the workplace understand the safety procedures and why they exist
- Reporting any health and safety concerns or issues through the reporting system
- Keeping the work place tidy to minimise the risk of any trips and falls
- Wearing protective clothing and equipment as and when required to minimise your exposure to workplace hazards

All others in the workplace, including students and visitors are encouraged to:

- Follow all instructions, rules and procedures while in the school grounds
- Report all injuries, incidents and near misses to their teacher or other staff members
- Wear protective clothing and equipment as and when required to minimise your exposure to hazards while learning

Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices

D10. International Students Fee Protection and Refund Policy

Rationale

The school will adhere to the requirements of the Ministry of Education Code of Practice for the “Pastoral Care of International Students”.

Purpose

Whangarei Girls’ High School will ensure the fees paid by International Students are protected. It will ensure that any refund of boarding or tuition fees are paid on time according to the principles outlined in the Refund Policy.

Guidelines

1. All fees received will be receipted and identified in the School’s Chartered Accounts, as “Foreign Fee Paying Students.
2. Tuition and boarding fees will be paid on a term by term basis as the services are rendered.
3. The Business and Finance Manager will ensure sufficient funds are always available to enable full refunds are possible.
4. The board of Trustees will assist in ensuring the funds are kept available.
5. The school will indicate to their Auditors the nature of their financial commitment, ensuring that the funds are available at the time of Audit.
6. Unearned fees (fees paid in advance) will be identified on a monthly basis and credited to an appropriate balance sheet account in the school accounting system. The Board of Trustees will ensure funds on hold in the balance sheet are at least the balance of the unearned income.

Rationale

When students from other countries come to Whangarei Girls’ High School, it is important that they are well informed of the conditions of their contract.

Purpose

To meet the responsibility we have under the Code of Practice

To ensure that international students are well informed about the terms of their contract regarding refund of fees paid before they enter into commitment.

Guidelines

If a student changes her mind before coming to New Zealand, full fees are refunded, minus a \$300 cancellation fee.

If the student withdraws from her course of study before the course completion date, she will NOT receive a refund of school fees except in exceptional circumstances. In such cases, the parents should write to the Board of Trustees explaining what the exceptional circumstances are. However, the school’s decision is final. In such cases under New Zealand law, the school will retain amounts to cover costs already incurred.

The balance will be refunded.

No refund will be made to a student who is asked to leave Whangarei Girls' High School because of misbehaviour, poor attendance, non-compliance with homestay regulations or violation of the New Zealand law, including traffic laws.

No refund will be made to an International student who changes visa status to one which entitles them to regular/domestic student status after one month from date of payment.

On written request, the balance of homestay money will be refunded back to the parents' in full at the time the student signs out of Whangarei Girls' High School.

If a student cancels her homestay contract before she moves into the homestay, the fees will be refunded in full, less the homestay Placement fee of \$150 (one hundred and fifty dollars)

D11. Privacy Policy

Purpose

1. To promote and protect the privacy of the individual with regard to:
 - the collection, use and disclosure of information relating to individuals - staff, students and their families.

Procedures

1. In complying with the provisions of the Privacy Act 1993, the Board shall appoint a Privacy Officer who will be the Principal or person delegated by the Board.
2. Procedures will comply with the general principles of the Act which specify requirements in terms of the following:
 - purpose and collection of personal information.
 - source of personal information.
 - collection of information from subject.
 - manner of collection of personal information.
 - storage and security of personal information.
 - access to personal information.
 - accuracy of personal information to be checked before use.
 - agency not to keep personal information for longer than necessary.
 - limits on use of personal information.
 - limits on disclosure of personal information.
 - unique identifiers.

Role of the Privacy Officer

1. To ensure the School's internal procedures and educational practices comply with the Act
2. To be available to staff for consultation on privacy matters and compliance with the Act
3. To report to the Board on any issues that relate to compliance with the Act at monthly meetings.
4. The Privacy Officer's opinions do not constitute legal advice on privacy matters.
5. To receive and review police vets on non-teaching staff and contractors.
6. To be familiar with the privacy principles and relevant sections of other legislation which affects the way the school manages personal information.
7. Deal with complaints about breaches of privacy.
8. Train other staff in privacy.
9. Deal with requests for access to personal information or correction of personal information.

D12. Response to Traumatic Incidents Policy

Rationale

Traumatic incidents are sudden, unpredicted events that come out of the blue and:

- Cause sudden and/or significant disruption to the operation, or effective operation, of a school and its community
- Have the potential to affect a large number of students and staff
- Create significant dangers or risks to the physical and emotional wellbeing of children, young people and people within a community
- Attract media attention or a public profile for the school as a result of these incidents

Purpose

To support the recovery of affected people within a school community whatever the incident, even though there will be degrees of response

Guidelines

- MOE Senior Adviser or Director of Education is informed by the Principal
- The MOE Traumatic Incident (TI) Team can be contacted for advice or to support the school after a traumatic incident has occurred.
- As soon as a traumatic incident has happened, the Incident Management Team, consisting of Senior Leadership, Guidance staff, BOT Chair and other people as required, depending on the nature of the incident will meet and assess the circumstances of the traumatic incident
- The Incident Management Team will develop appropriate processes for dealing with an incident to ensure the safety and well-being of the students and staff and to return the school to normal operations as quickly as possible
- Follow flow diagram and checklist from MOE – a guide for School Crisis Management teams March 2016 – page 7
- communicate about the incident appropriately and safely with students, staff, parents, hostel management, international director and the community – including the media and social media
- link with other appropriate services where necessary
- monitor student whereabouts
- the first response team will meet regularly as necessary, to plan next steps as events unfold
- Records will be kept of all decisions made
- Work through checklists from MOE Guidelines
- When an allegation is made against an adult working in a school, advice from police/Oranga Tamariki and STA will be followed
- When the traumatic incident is over, an evaluation of the management of it will be carried out and documented to inform future planning

D13. RTLB Cluster Policy - Managing Cluster Funds

Lead School: Whangarei Girls' High School

Rationale

Cluster funding is managed by the Lead School according to the RTLB Policy and Toolkit.

Purpose

Equitable and transparent process are necessary to ensure cluster resources are managed well to achieve effective and equitable delivery of the RTLB service to achieve positive student outcomes.

Guidelines

Whangarei Girls High School is the Lead School and as such, receives public funds for the purpose of providing the RTLB service to cluster kura/schools and manages it in accordance with Ministry RTLB Policy and the School financial procedures.

Whangarei Girls' High School Board of Trustees is responsible for budgeting, expenditure and accounting of the funds on behalf of all the cluster's kura/schools. RTLB funding is clearly identified in the school's financial accounts. Funds are allocated equitably and not allocated on a pro-rata basis. The BOT reports regularly to cluster kura/schools on the use of cluster funds and supplies a written annual report and summary of the cluster's financial position annually to the Ministry.

Funding received from MOE includes:

- Establishment grant
- Administration grant
- Travel grant.
- RTLB Study and Travel Grant
- Learning Support Fund.
- Year 11- 13 funding.
- Leadership payments

These will be allocated according to an annual budget and identified separately in the operational accounts. Unspent cluster funds will be carried forward for use by the cluster in the following school year.

DRAFTED: K Lomas 23/05/2015

APPROVED Whangarei Girls' High School Board of Trustees

--/--/2015

D14. RTLB Cluster Policy - Planning and Review

Lead School: Whangarei Girls' High School

Rationale

Regular annual planning, self-review and reporting leads to an improved effective Service.

Purpose

Regular annual planning, self-review and reporting cycle leads to improvements of the service that focuses on improved outcomes for students including those in Māori-medium settings and meets the Ministry of Education reporting requirements.

Guidelines

Cluster planning begins with a Needs Analysis. The Cluster Manager facilitates the data gathering. This involves RTLB and key stakeholders focusing on processes and outcomes for students and takes into account:

- Current national and local educational focus
- The cluster's strategic plan
- Cluster kura/ schools' strategic plans
- The demographics of cluster kura/schools
- Kura/wharekura having equitable access
- School referral patterns
- Feedback from RTLB, kaiako/teachers, tumuaki/principals, parents, families/whānau and students
- Review of current policies, procedures and practice; future practice, resourcing decisions, processes and approaches.
- Following the completion of a Needs Analysis, the Cluster Manager is responsible, in conjunction with the Lead Tumauaki/Principal, for the development of the Strategic Plan.
- Practice leaders work with the Cluster Manager to develop strategic direction and RTLB contribute to the development of the plan. The Cluster Advisory Group also contribute relevant information.
- The cluster reviews and reflects on the implementation of the strategy annually, in particular: the allocation and execution of tasks; allocated roles and responsibilities; timelines and the degree to which they were met and outcomes for Māori and Pasifika.
- An Annual Plan is developed to implement the Strategic Plan.
- The Cluster Manager facilitates coordinates the planning process with the Leadership Team.

DRAFTED: K Lomas 23/5/2015

APPROVED Whangarei Girls' High School Board of Trustees

--/--/2015

D15. Student Management Policy

Purpose

To ensure a culture that is conducive to learning, a safe learning environment for students and staff and a healthy school climate where expectations of behaviour are clear and respected and communicated to students and available to all. Strategies chosen will work towards self management where students accept responsibility and consequences for their own actions and work towards meeting school expectations. This policy also applies, where relevant, to Lupton House – the boarding hostel.

Guidelines

- Teaching staff will deliver appropriate learning programmes and address barriers to learning to meet individual needs, while respecting cultural differences
- A set of expectations on how students are to conduct themselves and relate to others while a student at Whangarei Girls' High School will be communicated to all sectors of the school community and will be part of the enrolment process.
- Wherever possible, parents or whanau will be involved in working with school staff to change a behaviour
- Parents and whanau will be kept informed if their daughter does not meet expectations and of subsequent follow up actions
- All incidents will be investigated following the rules of natural justice
- The aim of every intervention and strategy is to change the behaviour which is not meeting expectations
- Staff are well trained in Restorative Practices and use of this is the norm in bringing about a change in behaviour.
- Data will be analysed to identify trends so appropriate programmes and interventions can be put in place to keep students in education
- Expectations of behaviour are consistent across the school.
- The Senior Leadership team, Deans (Hostel Manager and supervisors in the case of Lupton House) and Support Services will work together, with the student and her whanau, to assist her to meet expectations
- To ensure that teachers are supported in managing classroom behaviour and that the procedures outlined in the Procedures Manual and Staff Handbook are followed
- A variety of methods will be made available to ensure that matters are dealt with appropriately so re-offending is less likely
- The school will work with appropriate organisations and agencies as appropriate to meet the needs of students
- An IEP approach will be used for students with challenging behaviour
- Resources will be fully utilised to support students to meet expectations and be able to stay at school and learn
- Staff will be made aware of changes brought about through legislation and MOE
- Serious disciplinary matters should be dealt with in a constructive, fair and equitable manner with regards to the rights of the individual and the wider good of the school community
- Consideration will be given to the inalienable rights of all those who are victims of the misdemeanours
- Police will be called to investigate serious incidents involving drugs, assault and serious dishonesty.
- Stand Down and Suspension is used as a last resort

Drugs and Alcohol

- No student is to bring, use, supply, be in possession of or under the influence of any illegal drug, alcohol or prohibited substance, including cigarettes, at school, or going to or from school or while participating in any school activity. This includes the possession of or use of any paraphernalia or instruments related to the use of drugs.
- Education on alcohol and drug use will be provided through the Health programme, pastoral network and outside agencies as appropriate
- Assistance will be given to students who have issues with substance abuse through the Rubicon programme

Stand Downs and Suspensions

- There will be compliance with MOE regulations and procedures as per the Education Act 1989 and its amendments and updated MOE Guidelines
- All the facts will be obtained before any decisions are made. The Principal must have confidence in the evidence before making the decision to stand down or suspend.
- Wherever possible, the Principal will meet with the student and her whanau prior to a decision being made.
- The decision to stand down or suspend can be made only by the Principal or Acting Principal or Hostel Manager in the case of Lupton House

Search and Surrender

- Students are protected under Section 21 of the NZ Bill of Rights Act 1990, which states “Everyone has the right to be secure against unreasonable search or seizure, whether of the person, property or correspondence or otherwise.”
- Only the Senior Leadership team or Hostel manager in the case of Lupton House may carry out searches. They will be suitably supported and trained for this task
- School staff must be able to justify their actions as reasonable and necessary to maintain a safe environment.
- School staff must act reasonably, in good faith and in the least intrusive manner to achieve a safe environment.
- School staff must have a belief on reasonable grounds that a certain situation exists for a search to be undertaken
- The legislation applies to things that are: likely to endanger the safety of others, likely to detrimentally affect the learning environment, harmful (poses an immediate threat to the physical or emotional safety of any person)
- Only a belief that a student has something that is harmful allows a staff member to conduct a search.
- If an item is surrendered, staff may retain and /or dispose of it (if appropriate). If an electronic device is surrendered, staff may retain it, but cannot dispose of it.
- If it is thought that a serious criminal offence has or will be committed and drugs and weapons are involved, the police should be notified.
- School staff can search any part of its own property at any time, for any reason and by any means (as long as it is professional and respects privacy)
- Blanket searches are not permitted in any circumstances

- Personal information can be involved in the surrender of an item or during a search, or may be generated after the surrender of an item or search. Such information will be kept confidential, except to the extent that disclosure is necessary for the purposes of safety.
- Systems are put in place to support the smooth running of the school regarding retention, written records and storage of items
- The MOE Guidelines for the surrender and retention of property and searches will be adhered to

D16. Theft and Fraud Prevention Policy

Rationale

The Board of Trustees (The Board) accepts that it has a responsibility to protect the physical and financial resources of the School. Therefore it is important that systems are in place to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School.

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

Procedure

As preventative measures against theft and fraud the Board requires the Principal to ensure that:

- 1) The Schools physical resources are kept secure and accounted for.
- 2) The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
- 3) Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
- 4) All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.
- 5) In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures
 - a) Report and discuss the matter to the Board Chair.
 - b) Proceed in accordance with the procedures in the relevant employments contracts and then decide whether or not to report the matter to the New Zealand Police.
- 6) Any statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.
- 7) Allegations concerning the Principal or a Trustee.
 - a) Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements above.
 - b) Any allegation concerning a member of the Board of Trustees should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements above.
 - c) Any allegation concerning the Board Chairperson should be made to the Deputy Chairperson. The Deputy Chairperson will then investigate in accordance with the requirements above.

D17. Timetable Policy

Purpose

- To ensure meeting student need is the first and key priority in the timetable development
- To ensure fairness and transparency in the timetabling process
- To comply with the provisions of STCA (2015)

Guidelines

- The Principal determines the allocation of staffing for the school annually, using the GMFS and any Board of Trustee staffing contribution as a basis.
- The Curriculum Group makes recommendations to the Senior Leadership Team on subjects which are deemed to be unviable.
- The Principal, in consultation with the Senior Leadership Team and HODs, will determine the number of classes that will operate at each level and in each subject.
- HODs, in consultation with their staff, other HODs and the Principal, allocate classes to staff.
- The timetable team constructs a timetable which meets the needs of the students and the school, based on the allocations made by HODs and the Principal, before the beginning of the new school year.
- The Senior Leadership Team member in charge of the timetable consults with HODs and the Principal should changes be made to allocations originally given.
- The timetable team has no authority to make any decisions regarding changes from the original allocations
- Every effort is made to provide each student with her preferred choice of study.
- The non-contact requirements as described in the STCA (2015) for fulltime and part-time teachers and those with Management Units and other responsibilities are provided.
- The school will provide extra non-contact time for HODs or other staff responsible for a beginning teacher as described in the STCA (2015) and will endeavour to provide one additional hour for each permanent Management Unit.
- In special circumstances and where a genuine reason exists, teachers may be asked to temporarily forego their minimum entitlement to non-contact time. These would be in times of emergency when no day reliever can be found and teachers holding more than the minimum non-contacts are unavailable. Situations where teachers volunteer to cover for their colleagues whilst on leave for “non-contract” reasons are not included.
- Where teachers are requested to work hours in excess of those described in the contract, every attempt will be made to redress the situation at another point in the school year.
- In allocating classes to teachers, the Principal will use reasonable endeavour to achieve, for each teacher who has two or more classes, an average class size of 26 students.
- To allow for a settling down period, to cater for new student enrolments and student option changes, the average class size for teachers will be based on 1 March numbers.
- Where a teacher has an average class size that exceeds the 26 student threshold, then an agreed (between the teacher and Principal) compensatory mechanism will be provided that may include provision of extra non-contact time or reduction of other duties.
- Every effort is made to ensure all staff have a balanced timetable in terms of senior and junior classes with the correct number, and as even a distribution as possible, of non-contact periods.
- Every effort is made to ensure each junior class has a balanced teacher profile and an even spread of morning and afternoon periods for each subject.

D17.1 Procedures - Timetable

- In Term 3 staff are asked to indicate their returning intentions and the subjects they wish to teach the following year.
- The Curriculum Group meets early in Term 4 to make the first set of recommendations to Senior Leadership as to which subjects have insufficient numbers for a class to run.
- HODs of those subjects are informed and Deans work with individual students to select a replacement subject. The Senior Leadership Team then consider whether all remaining classes are viable and decide on class allocations for individual subjects, in consultation with individual HODs where appropriate.
- Senior Leadership make the final decision on class allocations, ensuring they fit within the level of staffing the school is entitled to.
- HODs are given class allocations and rooming for their departments along with relevant information from the staff intention sheets. In consultation with their staff, they allocate classes and rooms to staff in their department. They also indicate any special requests that need to be made of the timetabling team.
- Priority is to be given to first year teachers and new teachers when allocating rooms.
- HODs are required to make every effort to fully allocate every staff member in their department.
- The Senior Leadership Team check that each staff member has a balanced workload and that their preferences on the staff intention sheet have been taken into consideration.
- When problems arise, a compromise is negotiated with the HOD, the teacher concerned and the Principal.
- Departments need to plan to enable all suitably qualified staff to have the opportunity to take the full range of subjects, including Year 13 classes. Professional development may be necessary to assist staff to reach their goals.
- No teacher will be required to teach a subject for which he/she is untrained or unqualified.
- Where a teacher takes on a new subject or a subject at a new level, there should be training and support for the teacher in preparation for this and during the first year of the new class.
- Where there are insufficient classes for a teacher to have a full programme in his/her specialist area, he/she will be required to teach in another subject area to make up a full timetable. Where this is not possible, the teacher will make up the time through relief periods.
- The timetable is based on a 6 day cycle consisting of 5 one-hour teaching periods with a 30 minute whanau slot on 2 days and ten minutes whanau time at the beginning of each day.
- A time allowance may be allocated for a specific role where no Management Unit is available. This is by negotiation with the Principal.
- Whanau teachers and co-whanau teachers are given one hour time allowance for this role.
- Priority for co-whanau teachers is given to teachers who are overallocated or where there are other special circumstances. The aim is to give the students as much stability as possible.
- Co-whanau teachers are expected to be in all whanau times, except where prior arrangements have been made with the Principal.
- First year teachers are assigned to an experienced whanau teacher as professional development for this role. They will gradually take more of an active role as the year progresses.
- Every effort is made to keep class sizes within the following maximums:
 - Senior and practical subjects – 25
 - Junior – 28
- Multi-level classes are decided on in negotiation with the HOD concerned.