



**Waitaki Girls' High School**

**Governance Manual**

**Board of Trustees**

**2020 – 2023**

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# BOARD ROLES AND RESPONSIBILITIES

## **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The Board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked.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.  |
|   | 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. Protects the special character of the school (special character schools).                        | 3.1 | Special character is obviously considered in all Board decisions.   |
|   | 3.2 | A special character report is included at every Board meeting as part of the Principal's report.  |
| 4. Appoints, assesses the performance of and supports the Principal.                                | 4.1 | Principal's performance management system is in place and implemented.  |
| 5. Approves the budget and monitors financial management of the school.                             | 5.1 | Budget is approved by the first meeting each year.  |
|   | 5.2 | Satisfactory performance of financial management against budget is in evidence.   |

|  |  |   |
|--|--|---|
| 6. Effectively manages risk.   | 6.1<br>6.2<br>6.3<br>6.4               | The Board has an effective governance model in place.<br>The Board remains briefed on internal/external risk environments and takes action where necessary.<br>The Board identifies trouble spots in statements of audit and takes action if necessary.<br>The Board ensures the Principal reports on all potential and real risks when appropriate and takes appropriate action.   |
| 7. Ensures compliance with legal requirements.   | 7.1<br>7.2<br>7.3<br>7.4<br>7.5<br>7.6 | 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<br>New and continuing members are kept aware of any changes in legal and reporting requirements for the school.<br>The Board seeks appropriate advice when necessary<br>Accurate minutes of all Board meetings are approved by the Board and signed by the chair.<br>Individual staff/student matters are always discussed in public-excluded session.<br>Board meetings have a quorum. |
| 8. Ensures trustees attend Board meetings and take an active role.   | 8.1<br>8.2<br>8.3<br>8.4               | Board meetings are effectively run.<br>Trustees attend Board meetings having read Board papers and reports and are ready to discuss them.<br>Attendance at 80% of meetings (minimum).<br>No unexplained absences at Board meetings (three consecutive absences without prior leave results in immediate step-down – refer <a href="#">Education Act 1989 s104 (1) (c)</a> )   |
| 9. Approves major policies and programme initiatives.  | 9.1<br>9.2                             | The Board approves programme initiatives as per policies.<br>The Board monitors implementation of programme initiatives.  |
| 10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage.   | 10.1<br>10.2                           | The Treaty of Waitangi is obviously considered in Board decisions.<br>The Board, Principal and staff are culturally responsive and inclusive.   |
| 11. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer. | 11.1<br>11.2<br>11.3                   | The Board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements).<br>The Board ensures there are personnel policies in place and they are adhered to (code of behaviour).<br>The Board ensures there is ongoing monitoring and review of all personnel policies.   |
| 12. Deals with disputes and conflicts referred to the Board as per the school’s concerns and complaints procedures.                                      | 12.1                                   | Successful resolution of any disputes and conflicts referred is achieved.   |
| 13. Represents the school in a positive, professional manner.  | 13.1                                   | Code of behaviour is adhered to.  |
| 14. Oversees, conserves and enhances the resource base.  | 14.1                                   | Property/resources meet the needs of the student achievement aims.  |
| 15. Effectively hands over governance to new   | 15.1                                   | New trustees are provided with induction and a copy of the Board’s governance manual.   |

|                                  |      |   |
|----------------------------------|------|---|
| Board/trustees at election time. | 15.2 | New trustees are fully briefed and able to govern following attendance at an orientation programme. |
|                                  | 15.3 | Appropriate delegations are in place as per <u>Schedule 6 (17)</u> of the Education Act.            |
|                                  | 15.4 | Board and trustees participate in appropriate ongoing professional development.                     |

***Legislative compliance***

Education Act 1989

Employment Relations Act 2000

State Sector Act 1989

**Board Governance Policies**

Adopted by: Board of Trustees - 20 August 2020

Next Review: 2022 after the next election



## TRUSTEE'S CODE OF CONDUCT POLICY

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

Trustees shall:

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

In the interests of supporting their schools some individual trustees become involved at the management level of school affairs. Often this involvement reflects particular expertise on the part of the trustee. In these instances, the person is acting as a volunteer, in a capacity other than a trustee, and it is best for the individual to separate the trustee role from his or her role in direct school administration. Where this happens, it should be clearly understood by the trustee, the Board Chair and the Principal, and will be noted in the Principal's regular report to the Board.

### **Board Governance Policies**

Adopted by: Board of Trustees - 20 August 2020

Next Review: 2021 annually at the start of the year



## CHAIRPERSONS ROLE 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.

### ***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

### **Legislative compliance**

Education Act 1989 Schedule 6

Local Government Official Information and Meetings Act 1987

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| <p><b>Board Governance Policies</b></p> <p>Adopted by: Board of Trustees - 20 August 2020</p> <p>Next Review: 2022 after next election or change of Chairperson</p> |
|---|





## STUDENT & STAFF TRUSTEE ROLES POLICY

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

- To work within the Board's charter
- To abide by the Board's governance and operational policies
- To act first and foremost as a Trustee and in the best interests of the students at the School at all times
- It is not expected that the Student and Staff Trustees will act as advocates
- The student and staff Trustees are bound by the Trustee Code of Ethics
- It is not necessary for the student and staff Trustees to prepare a verbal or written report for the Board unless specifically requested from the Board.

### **Board Governance Policies**

Adopted by: Board of Trustees - 20 August 2020

Next Review: 2022 after next election



## MEETING PROCESS & PROCEDURES POLICY

### \* Denotes required by legislation

The Board is committed to effective and efficient meetings, and to this end, sets out the following guidelines for the conduct of Board meetings.

#### Meetings will:

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

Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act. These decisions by the Board are fully recorded but remain confidential. The Board needs to:

- Make the reasons for excluding the public clear;
- Reserve the right to include any non-Board member it chooses.

#### **General**

- Meetings are held as per the meeting schedule with dates confirmed each December for the following year.
- Board minutes will be taken by a non-trustee.
- The quorum shall be more than half the members of the Board currently holding office.\*
- 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.\*
- The Chairperson shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected Board.\*
- The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.\*
- 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. E.g. Contracts, pay and conditions etc. 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.
- Only trustees have automatic speaking rights.
- The Board delegates [and minutes] powers under Sections 15 and 17 of Education Act to the Disciplinary Committee.
- The Board delegates [and minutes] authority to the Deputy Principal in the times of absence of the Principal.
- The amount the Chairperson and other Board members are paid for attendance at Board meetings is set by the Board. Currently the chair receives \$75 per Board meeting and Board members receive \$55 per Board meeting. There is no payment for committee or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the Chairperson.

### ***Time of Meetings***

- Board meeting duty will be agreed on at the first meeting of the Board each year.
- Regular meetings will be no longer than two hours from commencement time.
- A resolution for an extension of time not exceeding an hour may be moved.
- Any business remaining on the agenda at the conclusion of the meeting will be transferred to the following meeting.

### ***Special Meetings***

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

### ***Agenda and Meeting Papers***

- The Principal is to ensure that secretarial services are provided to the Board.
- The agenda and Board papers will be circulated to Board members at least two days prior to the meeting.
- The Board should have access to all correspondence. Correspondence that requires the Board to take some action should be scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that trustees can read it if required.
- 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.

### ***Exclusion of the Public***

The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accord with the Local Government Official Information and Meetings Act 1987.\*

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.

### ***Public Participation***

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.
- Only trustees have automatic speaking rights.
- 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. This request must be made before 3.20pm on the day prior to the day of the meeting. 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 two 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.
- Recording (both audio and/or visual) at the meeting is not permitted.

#### ***Motions/Amendments***

- All motions and amendments moved in debate must be seconded unless moved by the Chairperson \*
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting \*
- No further amendments may be accepted until the first one is disposed of \*
- The mover of 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 \*

#### ***Termination of debate***

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

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

#### ***Suspension of Meeting Procedures***

Standing Orders may be suspended by resolution of the meeting.

#### ***Communication within the Board***

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

#### ***Minutes***

The minutes will be distributed to Trustees by one week following the meeting.

#### ***Legislative Compliance***

Income Tax Act 2007

Education Act 1989 Schedule 6

Local Government Official Information and Meetings Act 1987

#### **Board Governance Policies**

Adopted by: Board of Trustees - 20 August 2020

Next Review: 2022 after next election



## COMMITTEES OF THE BOARD POLICY

### ***Discipline Committee of the Board***

The Discipline Committee of the Board meets as required and follows the procedures and guidelines published in the Ministry of Education's *Guidelines for Principals and Boards of Trustees on stand-downs, suspensions, exclusions and expulsions* including

- Part 1: Legal options and duties
- Part 2: Good practice

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### **Board Governance Policies**

Adopted by: Board of Trustees - 20 August 2020

Next Review: 2023



## BOARD SELF-REVIEW POLICY

### **Strategic plan**

Annually the Chairperson will co-ordinate a review of the effectiveness of the Board of Trustees. A report will be provided to the Board on the outcomes, including a training plan for the Board as a whole. The review will be based on the Strategic Plan.

### **Trustees**

Annually each trustee, in discussion with the Chairperson, will evaluate their own contribution to the Board and their individual effectiveness. *See Board Governance Processes "e" for Trustee checklist.*

### **Chairperson**

The Chairperson will evaluate his/her effectiveness and performance in discussion with individual trustees and the Principal. *See Board Governance Processes "d" for Chairperson checklist.*

The performance of the Board is also measured by the outcomes from:

- the Annual Report;
- the triennial review programme;
- the Education Review Office (ERO) report.

### **Minutes**

The Board continually self-reviews during meetings by being open and transparent. Where an ("SR") has been noted in the Board minutes, a self-review has been undertaken on that particular aspect during the meeting.

#### **Board Governance Policies**

Adopted by: Board of Trustees - 20 August 2020

Next Review: 2022



## POLICY AUDIT

As part of its self-review the Board of Trustees periodically audits and reviews each of its policies in accordance with the triennial review plan.

### **Board Governance Policies**

Adopted by: Board of Trustees - 20 August 2020

Next Review: 2023



## COMMUNITY CONSULTATION POLICY

The Board of Trustees is committed to building effective partnerships between the school and the community for the purpose of:

- Encouraging community input into the school's goals and achievement targets;
- Being responsive to the community's cultural needs;
- Keeping the community informed of issues and developments;
- Seeking feedback on the Board's performance.

### **Board Governance Policies**

Adopted by: Board of Trustees - 20 August 2020

Next Review: 2023





## PRINCIPAL'S PERFORMANCE APPRAISAL POLICY

The Board of Trustees is responsible for monitoring and reviewing the Principal's performance of his or her duties and responsibilities. This is in accordance with the Principal's individual Employment Agreement and a formal process is conducted annually.

The Principal's performance is monitored against the strategic plan, professional standards and Board policies on operations. The Board also monitors those parts of the Principal's objectives that have been identified, plus any other quantitative performance indicators that have been agreed upon by both parties in advance.

### **Procedure**

- A formally delegated working party of the Board will be established to coordinate the Principal's performance appraisal each year.
- The annual Performance Agreement will contain details of the process to be following including the timeframe setting out the initial meeting, monitoring events, the formal end-of-appraisal interview and the date for the final report to the Board by the working party together with:
  - An outline of performance expectations – key tasks, expected results and performance indicators
  - The Principal's organisational objectives (school wide targets for change or development) including the support to be provided and criteria for evaluation of achievement
  - The Principal's development objective(s) – personal and professional – including the support to be provided and criteria for the evaluation of achievement
- The professional standards for secondary Principals plus the School's strategic plan will form the basis of the Performance Agreement. To ensure the appraisal process is manageable the Principal and the Chairperson should make a selection from the professional standards for appraisal each year.
- The appraisal process may include the use of an external reviewer on a cyclic or biennial basis appointed by the Board in consultation with the Principal.
- In general, the timeline to be followed will be for initial meetings to be held to establish goals and performance at the end of the school year for the following year. These goals and measures can be confirmed at the beginning of the following school year. Any monitoring points are to be confirmed at the beginning of the process. The final appraisal interview should occur in Term 4.
- The final appraisal interview will include the presentation of a report by the Principal summarising performance for the year together with any other evaluative material collected for purpose of undertaking the appraisal.
- Documentation relating to the Principal's appraisal interview will remain confidential to the Principal and to the Board unless agreed otherwise.
- Performance Agreement documents setting out the process to be followed will be made available to the Board on a confidential basis and a final report will be made to the Board by the sub-committee outlining any conclusions agreed to between the sub-committee and the Principal.
- Any dispute relating to the process or its results will be referred to an independent arbitrator agreed upon by the Principal and the Board Chairperson before the process commences. Any decision made by this arbitrator will be binding on both parties. Otherwise, in any dispute not so referred, the Board, as employer, has the responsibility for the final decision. In the event of dispute, the principles of natural justice will apply. The Board will allow each party to seek the advice they desire and produce evidence they deem relevant. In the end, the Board, as employer, will have responsibility for the final decision.

### **Board Governance Policies**

Adopted by: Board of Trustees - 20 August 2020

Next Review: 2021



## 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

#### **Board Governance Policies**

Adopted by: Board of Trustees – 25 June 2020

Next Review: 2023



## 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.

### ***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***

Chairpersons Role Policy

#### **Board Governance Policies**

Adopted by: Board of Trustees – 25 June 2020

Next Review: 2022 – After the next election



## 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.

### **Board Governance Policies**

Adopted by: Board of Trustees – 25 June 2020

Next Review: 2021



# STUDENT ACHIEVEMENT POLICY

## **Policy Statement**

The Board will develop strategic goals and management will develop action plans based on these to ensure all students develop their full potential. The Board will ensure that the School has the resources it needs to support excellent student achievement.

The Principal must, as day-to-day manager of the School:

- Ensure an annual plan is developed setting out how progress towards the achievement of charter/strategic aims and targets and is approved by the Board;
- Ensure the achievement of the charter goals and targets;
- Ensure opportunities for success in all essential learning areas and skill areas of the New Zealand curriculum;
- Ensure there is a focus on the national priority groups of Māori, Pasifika and students with special learning needs in school planning and reporting;
- Give priority to literacy and numeracy;
- Report on progress and achievement of students;
- Identify students at risk of not achieving and implement teaching and learning strategies to address needs;
- Consult with our school's Māori community about the policies/plans for improving the achievement of Māori students;
- Provide career information and guidance;
- Ensure that Board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

The Principal and the Heads of Learning undertake regular curriculum audits and on-going self-review of curriculum delivery, programmes and procedures. Regular reporting to the Board of Trustees by the Principal ensures that curriculum delivery, assessment and student achievement are monitored and fulfilled.

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

## **Regulations**

Education Act 1989

Human Rights Act 1993 (sections 21 and 57)

Ministry of Education:

- National Education Goals
- National Education Guidelines
- National Administration Guidelines
- New Zealand Curriculum
- National Standards
- Foundation Curriculum Policy Statements
- Special Education Guidelines
- Curriculum Statements:
  1. Arts
  2. English
  3. Health and Physical Education
  4. Mathematics
  5. Science
  6. Social Studies

7. Technology
8. Plus language curriculum statements

**Procedures**

Procedure – Ministry of Education Planning and Reporting  
Learning Area Planning and Reporting Requirements  
Learning Area Review  
Heads of Learning Instructions – 20<sup>th</sup> of the Month Reports

**Operational Policies**

Adopted by: Board of Trustees - 17 September 2020  
Next review: 2023



## TEACHING AND LEARNING POLICY

### **Policy statement**

Sound assessment methodology will be used to inform and improve teaching and learning within the School.

This means that teachers will:

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

In relation to assessment a student can expect:

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

Parents and caregivers can expect:

- Timely and meaningful information about their student's achievement;
- Regular opportunities to discuss their student's progress and achievement;
- Close co-operation between teacher and parent in order to better understand their student's learning.

Teachers can expect that:

- Students will prepare themselves fully for, and attempt to, complete all class work and assessments (internal, external and external preparatory).
- All assessed work will be completed and handed in/shared electronically directly to the teacher by the due date. No allowance is given for work unable to be retrieved electronically.
- Extensions for assessments will only be granted when there are unexpected or significant circumstances, beyond the student's control. An extension form application must be completed by any student who requires an extension, prior to the due date.

### **Regulations**

Teacher Registration

### **Procedures**

WGHS Three Way Conferencing Framework

Student Reporting Procedure

Student Mentoring Procedure

NZQA Policy and Procedure Handbook

Staff Handbook

### **Operational Policies**

Adopted by: Board of Trustees - 29 October 2020

Next review: 2022



## INFORMATION TECHNOLOGY POLICY

### **Policy statement**

The primary purpose for the student use of information technology (ICT) at Waitaki Girls' High School is for learning that is based on sound educational principles and pedagogy. Students will learn the appropriate use of digital technology through the teaching and learning programmes offered by the School.

The School's goal is to provide equitable digital learning access for all students including the infrastructure to support it.

Student use of their own devices will be subject to protocols that have been developed in consultation with the School community.

The School will:

- Foster staff expertise and professional development in ICT;
- Ensure the school community is educated around the responsible use of technology;
- Require staff to sign the *Code of Conduct*;
- Require students to either sign the *Responsible Use Agreement* or the school enrolment form confirming that they have read the *Responsible Use Agreement and BYOD Rights and Responsibilities Information Sheets* and will abide by the rules in respect of mobile phones, school network computers, accessing the internet and using other school digital or ICT equipment.
- Ensure systems for regular monitoring and safety relating to access;
- Integrate ICT into teaching programmes to support student learning;
- Act promptly on any misuse of technology which may include the removal of access;
- Keep parents/caregivers informed of any misuse of technology by students.

### **Procedures**

Positive Behaviour for Learning (PB4L) programme

Responsible Use Agreement

BYOD Rights and Responsibilities

Professional Development Procedure

Information Technology Procedure

WGHS Code of Conduct

### **Operational Policies**

Adopted by: Board of Trustees – 29 October 2020

Next review: 2023





## EMPLOYER RESPONSIBILITY POLICY

### **Policy statement**

The Board delegates responsibility to the Principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents and identified good practice.

Therefore, the Principal must ensure:

1. that all employment related legislative requirements are applied;
2. all employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner;
3. a smoke-free environment is provided;
4. that employment records are maintained and that all employees have written employment agreements;
5. management pay units for appropriate positions are allocated in a fair, transparent manner;
6. that employee leave is effectively managed and reported so
  - a) that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered;
  - b) Board approval is sought for any requests for discretionary staff leave with pay exceeding 3 days;
  - c) Board approval is sought for any requests for discretionary staff leave without pay exceeding 3 days;
  - d) Board approval is sought for any requests for staff travelling overseas on school business;
7. effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development;
8. a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement;
9. the requirements of the Health and Safety at Work Act 2015 are met;
10. advice is sought as necessary from NZSTA advisors where employment issues arise.

### **Regulations**

As a 'good employer' the School complies with the following legislation:

- Education Act 1989 (part 10)
- Health & Safety at Work Act 2015
- Parental Leave & Employment Protection Act 1987
- Smokefree Environments Act 1990
- Employment Relations Act 2000
- Holidays Act 2003
- Human Rights Act 1993
- State Sector Act 1988
- Wages Protection Act 1983
- National Administration Guidelines (no 3)
- Individual and collective employment agreements
- NZ Teachers' Council Code of Ethics
- Privacy Act 1993

***Procedures***

Teacher Appraisal Manual

New Teacher Induction Programme

Operational Policies

Adopted by: Board of Trustees - 29 October 2020

Next review: 2022



## APPOINTMENTS POLICY

### **Policy Statement**

The best applicants are appointed through a fair, rigorous appointments process.

### **Scoping**

To assist in the appointment of quality staff to any vacancy that may arise, appointment committees with expertise relevant to the vacancy will be selected to carry out the appropriate appointment procedures. In accordance with the regulatory requirements for safety checking under the Vulnerable Children Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with Waitaki Girls' High School procedures on safety checking, Police vetting and screening.

### **Delegations**

The Board delegates authority to determine the composition of the various appointment committees according to the schedule outlined below. Appointment of the Principal is the responsibility of the Board, which will determine the process and seek NZSTA advice.

### **Expectations and Limitations**

The Principal must ensure that:

- Appointment of Deputy Principals, Head of Learning/senior teachers will involve an appointment committee consisting of the Principal, the Board Chair and, at the discretion of the Board, a further trustee
- Unless determined otherwise by the Board, appointment of all other teachers, part time teachers, long term relieving teachers and non-teaching staff will be the responsibility of the Principal in consultation with the Board Chair or delegate where deemed necessary
- Procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff.

In the case of Community of Learning, Kāhui Ako leadership role or the teacher across schools role must seek and receive consent from their employing Board before applying for the role.

### **Regulations**

Collective Employment Agreements  
Employment Relations Act 2000  
Vulnerable Children Act 2014

### **Procedures**

WGHS Code of Conduct  
Employer Responsibility Procedure

### **Operational Policies**

Adopted by: Board of Trustees – 23 February 2021  
Next review: 2023



## TIMETABLING POLICY

### **Policy statement**

The school recognizes the importance of supporting students to be resilient and connected learners. A school timetable is developed annually to reflect how the school offers the curriculum, provides for the learning needs and academic pathways of students, and makes optimum use of the available staffing resources.

### **Rationale:**

The school will:

- 1.1 Ensure the needs of students are a key priority when developing the timetable;
- 1.2 Ensure fairness and transparency in the timetabling process by following the Timetable Guidelines;
- 1.3 Comply with its legal requirements as a good employer; and
- 1.4 Comply with the terms and conditions of the current Secondary Teachers Collective Agreement (STCA).

This policy is in three parts:

Part 1: Guidelines

Part 2: Collective Agreement Provisions

Part 3: "Genuine Reason" Clarification

### **Part 1: Guidelines**

1. The construction of the timetable shall be a fair and transparent process and begins with student subject choices. Teacher preference will be a consideration when constructing the timetable.
2. The timetable will be constructed in such a way that courses that are designed to meet the learning needs of specific groups of students are available to those students.
3. The timetable will be constructed in such a way that resources such as specialist rooms and teachers are used effectively.
4. The school will use partners such as: Ara Institute of Canterbury; Te Kura; Telford; NetNZ and shared senior classes with WBHS as a way of providing as much subject choice to students as possible.
5. The Principal determines the allocation of staffing for the school on an annual basis in accordance with the Guaranteed Minimum Full-time Staffing (GMFS), and also determines the number of classes that will operate in each subject at each level.
6. Heads of Learning in consultation with their staff, other Heads of Learning and the Principal, allocate classes to staff.
7. The timetable team constructs a timetable in readiness for the start of the New Year that best meets the needs of the school and is based on the allocations made by Heads of Learning and the Principal.
8. The timetable team consults with Heads of Learning and the Principal should changes have to be made with allocations originally given.

### **Length of Timetable cycle and the number of teaching periods per day**

9. The timetable consists of either 60 minute lessons (Monday, Tuesday's periods 3 to 5, Wednesday's period 5, Thursday, and Friday) or 55 minute lessons (Tuesday's periods 1 and 2; Wednesday's periods 1 to 4) plus mentoring time of 17.5 minutes per week (35 minutes per fortnight). Tuesday's periods are different to accommodate mentoring and assembly and Wednesday's periods are different to accommodate staff Professional Learning Development.

**Other Duties:**

10. Whānau time (outside of mentoring conversations), meetings and Assembly do not constitute part of the formal timetable. Teachers will have some pastoral responsibility, either as Whānau teachers or Year Level Deans, or as negotiated with the Principal. All full time teachers will be scheduled for active supervision/duty periods per week as required over 50 minutes, except negotiated with the Principal, and part time teachers will be scheduled on a pro-rata basis.
11. The Procedures will be reviewed, annually, and whenever a new STCA is signed.

***PART 2: Collective Agreement Provisions***

1. The school shall implement a policy on timetabling which is developed and reviewed in consultation with its teaching staff.
2. Non-contact time is based on an individual teacher timetabled hours comprising a total of 25 hours or a combination of periods of time equivalent to 25 hours per week.
3. Each full-time teacher has a minimum of five hours non-contact time per school week.
4. Total weekly non-contact time may be a combination of periods that are less than one hour.
5. Trained, full time beginning teachers in their first year are allocated five hours per week for advice and guidance purposes as well as their minimum non-contact entitlement. They are a charge of 0.8 against the staffing allowance and must have no more than 15 hours of teaching duties. Five hours per week shall be timetabled for the purposes of advice and guidance and their remaining timetabled time shall be non-contact time.
6. Trained, full time beginning teachers in their second year are a charge of 0.9 against the staffing allowance and have no more than 17.5 hours of allocated teaching duties each week. Two and a half hours per week shall be timetabled for the purposes of advice and guidance and their remaining timetabled time shall be non-contact time.
7. Trained part time beginning teachers in their first year who are employed for 0.5 or more of a full time load shall have included in their timetabled hours 2.5 hours non-contact time per week for advice and guidance in addition to any other time allowances to which they may be entitled as part time teachers.
8. No part-time teacher will be timetabled for more than 19.25 contact hours within each school week and the school shall provide additional non-contact time to bring the teacher to at least the level set out in paragraph 9 below.
9. The minimum timetabled non-contact time of part-time teachers is:

| <b>FTTE</b> | <b>Paid Hours per week</b> | <b>Minimum timetabled non-contact hours per week</b> |
|-------------|----------------------------|--|
| 0.89        | 22.25                      | 3.0  |
| 0.87-0.88   | 21.75                      | 2.5  |
| 0.85-0.86   | 21.25                      | 2.0  |
| 0.83-0.84   | 20.75                      | 1.5  |
| 0.75-0.82   | 18.75                      | 1.0  |
| 0.72        | 18.00                      | 0.5  |
| Below 0.72  | Below 18.00                | No entitlement                                       |

10. For all part time teachers employed for 12 hours or more per week (0.48 FTTE to 0.89 FTTE) the school will endeavour to provide non-contact time that is proportional to that of a full time teacher.
11. The placement of each part-time teacher's timetabled non-contact hours within the timetable shall be in discussion with the individual teacher and recognise the distribution of the individual's timetabled contact hours. The teacher is required to be available in the school during their timetabled non-contact time.
12. The minimum non-contact time entitlements to each teacher allocated permanent unit(s) in addition to the basic non-contact time entitlements are:
  - a. one hour per week for holders of one permanent unit;
  - b. two hours per week for holders of two permanent units; and
  - c. three hours per week for holders of three or more permanent units.
13. The school shall endeavour to provide at least one additional hour per unit for each permanent unit above the third.
14. The school will seek to provide those in senior management positions with sufficient additional non-contact time to manage their administration, management or pastoral duties.
15. The school will seek to provide each teacher in charge of a Learning Area who does not hold a permanent unit with one additional non-contact hour to carry out their specific management and/or additional responsibilities (including guidance and pastoral duties).
16. The teacher designated as a Specialist Classroom Teacher shall receive an additional 4 hours non-contact time allowance per week (rolls under 1201).
17. Heads of Learning who are responsible for year 1 or year 2 beginning teachers shall be allocated the equivalent of one hour non-teaching time per week for each teacher who generates a beginning teacher time allowance for the purposes of directly providing curriculum-specific advice, guidance and support to that teacher. How this time is allocated within or across weeks is to be decided by the Principal in consultation with the Heads of Learning. Time allowances will aggregate where the Head of Learning is providing curriculum-specific advice and guidance to two or more beginning teachers who generate the time allowance. When the curriculum support programme is transferred to another teacher the eligibility for the time allowance is also transferred. Where more than one Head of Learning has responsibility for providing curriculum support and guidance to the beginning teacher the time allowance shall be shared equitably.
18. The Principal is to ensure that discussion occurs with any overseas teacher whose employment generates the overseas teacher time allowance on how the allowance may be utilised to assist in providing professional advice and guidance to the teacher.
19. The school shall endeavour to ensure that the individual average class size for each teacher with two or more learning groups does not exceed 26 students. Where, for genuine reasons, this cannot occur the compensatory mechanism(s) agreed in this policy will operate.

### **PART 3: "Genuine Reason"**

20. Teachers may only be asked to temporarily forgo their minimum entitlement to non-contact when:
- All reasonable options have been investigated and no alternative to a reduction in entitlement non-contact can be found.
  - The request is made on an individual basis, and a blanket request for agreement to reduction in non-contact entitlements shall indicate a need to review timetable structures and operation.
  - There is a sudden emergency that requires supervision of a group of students for its ongoing safety. All efforts will be made to find a day reliever.
  - No day reliever can be found after timely and appropriate efforts have been made.
  - On a longer term basis, and after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, semester, module or a year, at a higher level of contact than their minimum non-contact indicates.
  - Teachers holding more than the minimum non-contacts have first been asked to forgo one or more of those additional non-contacts.
21. Where by virtue of demonstrated timetable or other constraints the allocation identified of non-contact hours or an average 26 students per class limit for any individual teacher cannot be implemented the teacher will be offered the opportunity to review the timetable and suggest changes that would allow the allocation of their non-contact entitlement or average class size entitlement. If it is subsequently agreed that there is genuine reason why it is not possible to provide the non-contact entitlement or class size average within the timetable then the Principal and the teacher may mutually agree to compensate the teacher with:
- a) an equivalent increase in the allocation of time for non-contact teaching duties at another point in that school year; or
  - b) an equivalent increase in the allocation of time for non-contact teaching duties in the following school year; or
  - c) an equivalent reduction in non-teaching or supervisory duties outside the school's timetabled teaching periods; or
  - d) some combination of the above.
22. Where by virtue of genuine and demonstrated temporary constraints the allocation of non-contact hours to which an individual teacher is entitled cannot be met within any week then the Principal and the teacher may, on each occasion, mutually agree to compensate the teacher with:
- a) an equivalent temporary allocation of non-contact time at another point in that school year; or
  - b) an equivalent temporary reduction in non-teaching or supervisory duties outside the school's timetabled teaching periods; or
  - c) relief cover for the teacher later in that school year; or
  - d) some combination of the above.

### **Procedures**

Subject Choice Timeline Procedure

#### **Operational Policies**

Adopted by: Board of Trustees - 29 August 2018

Next review: 2021



## FINANCIAL & ASSET MANAGEMENT POLICY

### **Policy statement**

#### Financial Planning

The Board has overall responsibility for the financial management of the School but delegates the day-to-day management of the School's finance's and budget to the Principal. The Principal is responsible for recommending an annual operating and capital budget to the Board by 15 November each year.

Budgeting shall not fail to:

- reflect the strategic plan;
- risk financial jeopardy;
- nor fail to show a generally acceptable level of foresight.

The budget should:

- Reflect the results sought by the Board;
- Reflect the priorities as established by the Board;
- Comply where the Board's requirement is for a balanced budget;
- Demonstrate an appropriate degree of conservatism in all estimates.

### **Financial Condition**

The financial viability of the School must be protected at all times. The Board understands that the possibility of theft or fraud cannot be entirely eliminated however the Principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event.

Reference should be made to 5.4 of the *Financial Information for Schools Handbook (FISH)*<sup>1</sup>. Therefore, the Principal must ensure that:

- Unauthorised debt or liability is not incurred;
- Generally accepted accounting practices or principles are not violated;
- Tagged/committed funds are not used for purposes other than those approved;
- More funds than have been allocated in the fiscal year are not spent without prior Board approval;
- All money owed to the School is collected in a timely manner;
- Timely payment to staff and other creditors is made;
- Unauthorised property is not sold or purchased;
- All relevant government returns are completed on time;
- No one person has complete authority over the school's financial transactions;
- When making any purchase:
  - a minimum of two comparative prices are sought where practicable
  - of over \$5,000 an adequate review on ongoing costs, value and reliability is undertaken
  - of over \$10,000 on a single item Board approval is first sought
  - Effective systems are in place to meet the requirements of the payroll system.

### **Asset Protection**

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The Principal is delegated day to day responsibility for ensuring that the programming and funding of general maintenance of the School grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the Principal must:

- Ensure all Board assets are insured;
- Not allow unauthorised personnel or groups to handle funds or School property;

<sup>1</sup> <http://www.education.govt.nz/school/running-a-school/school-finances/financial-information-for-schools/>



- Not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use;
- Maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$1,000;
- Ensure the implementation of the 10 year property maintenance plan;
- Engage sufficient property maintenance staff for the School within budget limitations;
- Receive Board approval for maintenance contracts over \$5000 for any one contract;
- Conduct competitive tenders for all contracting;
- Protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication;
- Not receive, process or disburse funds under controls that are insufficient to meet the Board-appointed auditor's standards;
- Not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions.

### **Regulations**

#### **Finance**

Public Finance Act 1989 (section 2; part 5)

Education Act 1989 (sections 67, 73, 79, 87 (3), 90, 100)

Crown Entities Act 2004 (and Amendment 2013)

National Administration Guideline (no 4)

#### **Property**

Education Act 1989

Fire and Emergency New Zealand (Fire Safety, Evacuation Procedures, and Evacuation Schemes) Regulations 2018

Fire and Emergency New Zealand Act 2017

Resource Management Act 1991

Building Act 2004

National Administration Guideline (no 4)

Ministry of Education's Property Occupancy Document (POD)

### **Procedures**

Refer to the Principal

|  |
|--|
| <p><b>Operational Policies</b></p> <p>Adopted by: Board of Trustees – 17 September 2020</p> <p>Next review: 2023</p> |
|--|



## INTERNATIONAL FEE-PAYING STUDENTS POLICY

### ***Policy statement***

The School encourages a diversity of international students who identify with the mission and vision of the School and whose presence enhances the opportunities and perspectives of all students. WGHS offers a limited number of places to international fee-paying students. The Board of Trustees sets a maximum number of international fee-paying students for the following year, prior to budgeting.

International fee-paying students receive an education consistent with that provided to resident students.

### ***Regulations***

New Zealand Education (Pastoral Care of International Students) Code of Practice 2016 Guidelines.

### ***Procedures***

Fees Protection for International Students  
Fees Refunds for International Students  
Homestay Families Procedure  
Engaging International Fee-Paying Students

### **Operational Policies**

Adopted by: Board of Trustees WGHS 2015

Next review:



## SCHOOL DONATIONS POLICY

### **Policy Statement**

WGHS welcomes donations from parents and benefactors.

- The Board has the opportunity on an annual basis to opt into the Government School Donation Scheme.
- The board opting into the School Donation Scheme will receive \$150.00 excl. GST per student for that year in exchange for not seeking donations from parents (except for overnight camps).
- Boards may still require payments from parents for items or services that are extra-curricular (outside the curriculum).
- The Board must decide in June of each year whether to opt into or out of the School Donation Scheme and notify the Ministry of Education accordingly.
- If the Board decided not to opt into the School Donation Scheme the school could request a donation from parents/caregivers for each student. The donation would be encouraged but would not be compulsory.

### **Regulations**

1. Education Act 1999 section 3 (free enrolment and free education for all except foreign students)
2. Public Finance Act 1989 sections 24(2) and 41(2) (accountability in financial statements for all money received)
3. Ministry of Education – Requirements for Boards of Trustees of Decile 1-7 Schools and Kura Choosing to opt in to the Donations Scheme.

### **Procedures**

School Donations Procedure

### **Operational Policies**

Adopted by: Board of Trustees - 20 August 2020

Next review: 2021



## USE OF SCHOOL FACILITIES POLICY

### **Policy statement**

The facilities at WGHS are used for School events and appropriate community group events. As part of its role as a leading educator and key resource in the local community the School makes available at an appropriate fee its facilities and is keen to see them utilised and enjoyed widely.

The School reserves the right to decline any requests for use.

The School fulfils its compliance with health and safety legislation by ensuring that all users of the facilities read, sign and abide by the Conditions of Use form and are aware of recognised hazards.

### **Regulations**

Education Act 1989

Electricity (Safety) Regulations 2010

Fire and Emergency New Zealand (Fire Safety, Evacuation Procedures, and Evacuation Schemes)

Regulations 2018

Building Act 2004

National Administration Guideline (no 4)

Ministry of Education's Property Occupancy Document: State (Non-integrated Schools Notice of Terms and Conditions)

Smokefree Environments and Regulated Products Act 1990

Health and Safety at Work Act 2015

Occupiers Liability Act 1962

If any terms of the detailed procedures and the Conditions of Use are not complied with, the School can take whatever action is deemed appropriate at the time to rectify the problem, including restriction of access to the venue and/or cancellation of activities until such terms are met.

### **Procedures**

WGHS Staff Manual

Operational Policies

Adopted by: Board of Trustees – 23 February 2021

Next review: 2024



## HEALTH AND SAFETY POLICY

### **Outcome Statement**

A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff and other people in the workplace.

### **Scoping**

The Board is responsible for ensuring health and safety procedures are developed and implemented. However, employees need to be aware of their responsibilities and comply with the Board's health and safety policy and school procedures.

### **Delegations**

The Board delegates to the Principal as officer the responsibility to:

- develop and implement health and safety procedures
- ensure employees have the information they need in order to comply with policy and procedures.

### **Expectations and Limitations**

The Board will, as far as is reasonably practicable,<sup>1</sup> comply with the provisions of legislation dealing with health and safety in the workplace by:

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation on the strategy occurs with workers and the school community
- ensuring there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures and comply with the Sale and Supply of Alcohol Act 2012.
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents
- having a commitment to a culture of continuous improvement.

The Principal, as officer, has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation and in particular the six due diligence obligations<sup>2</sup>
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke-free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above

- consult with the community every 2 years regarding the health programme being delivered to students
  - provide information and training opportunities to employees
  - advise the Board chair of any emergency situations as soon as possible
  - ensure all employees and other workers at the school will take reasonable care to:
    - cooperate with school health and safety procedures
    - comply with the health and safety legislation and duties of workers
    - ensure their own safety at work
    - promote and contribute to a safety-conscious culture at the school
1. **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.
  2. These are to:
    - know about work health and safety matters and keep up to date
    - gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations
    - ensure the person conducting a business or undertaking (PCBU) has appropriate resources and processes to eliminate or minimise those risks
    - ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks and for responding to that information
    - ensure there are processes for complying with any duty and that these are implemented
    - verify that these resources and processes are in place and being used.

### **Procedures/Supporting Documentation**

Staff induction

Education outside the classroom, RAMS

Health and safety register

Hazard register

Hazard assessment register

Injury and incident reporting (procedure, checklist, Board report, investigation form)

Emergency procedures, including for shut-down and evacuation

Administering medication

Accident management

Alcohol, smoking and drugs

Before and after-school care

Behaviour management – managing challenging behaviour and physical restraint (policy and procedures)

Civil defence and crisis procedures

Collection, storage and access to personal information

Concerns and complaints

Court orders against parents/caregivers

Cyber safety

First aid and infection (pandemic plan)

Healthy eating  
Parent helpers  
Adult behaviour at school (adult conduct at school)  
Playground supervision  
Police vetting  
Protected disclosures  
Sexual harassment  
Sun smart (sun safety)  
Transporting children

***Legislative Compliance***

Health and Safety at Work Act 2015

Vulnerable Children Act 2014

**Operational Policies**

Adopted by: Board of Trustees - 29 October 2020

Next review: 2021



## SMOKEFREE POLICY

### ***Policy Statement***

Our Smokefree Policy allows us to comply with smokefree legislation and promote a smokefree lifestyle to all members of the school community. This policy applies to all smoking and vaping products, including e-cigarettes. Where the word “smoking” is used, we deem this to cover all smoking and vaping products and e-cigarettes.

### ***The Legislation***

The Smokefree Environments and Regulated Products Act 1990 directs that all buildings and grounds are smokefree, 24 hours a day, seven days a week (with no exemptions). The education provisions in the Act aim to:

- prevent the exposure of children and young people to second-hand smoke
- prevent children and young people being influenced by seeing others smoke
- send a positive message about a smokefree lifestyle as the norm.

The Act applies to anyone on the school grounds, including students, staff, visiting parents, contractors and people hiring or using the school facilities outside school hours.

To comply with the legislation, schools must ensure that everyone coming on to the school site is aware that the entire grounds are smokefree at all times. This means:

- displaying smokefree signs at every entrance to the school grounds and other entrance of every building
- advising contractors and other people working at school of our smokefree policy
- communicating the policy to parents through the newsletter and other means
- ensuring the people hiring or using the school facilities are aware of the policy and accept that there are no exemptions and that it applies 24 hours a day, seven days a week
- having a procedure for breaches of the policy

Failure to take these steps may result in the management of the school being fined up to \$4,000 for non-compliance. It isn't smoking that is the breach – it's failure to take the steps above.

### ***Promoting a smokefree lifestyle***

Smoking is the single most preventable cause of premature death and ill-health in New Zealand, and most people who take up smoking do so by the age of 18.

Exposure to second-hand smoke (passive smoking) affects the health of non-smokers, especially babies and children. Recent studies have shown that, in addition to causing health problems for children, exposure to second-hand smoking affects a child's behaviour and ability to learn.

Children who receive consistent messages (see role models below) and grow up in a smokefree environment are less likely to smoke. Our school aims to reduce smoking uptake among students and work towards a smokefree society through:

### **Consistent messages**

- We prominently display our smokefree policy in the staffroom and the public area of the office.
- We display smokefree signs and ask anyone smoking to stop.
- We do not provide ashtrays or smoking areas.
- We educate students through the curriculum about the harmful effects of smoking and exposure to second-hand smoke.
- Where possible, we provide staff with smokefree related professional development.



- We communicate our smokefree policy to the school community via the newsletter and other means and promote quit smoking programmes as appropriate.
- We inform parent of new entrants, and prospective employees, of our school's smokefree policy.

#### **Role models**

- Young people are more likely to start smoking if they see adults smoking.
- We promote all school activities outside of our school's premises as smokefree, eg EOTC activities and sporting events, and remind parent helpers that they must not smoke whilst looking after students.
- We include the school road crossing (and rostered adults in our smokefree zone).
- We regularly remind current employees of the policy and ask them to ensure they cannot be seen smoking by students even when they are off the school grounds.

#### **Smokefree environment**

- There is no smoking anywhere at school at any time.
- Parents are encouraged to embrace a smokefree lifestyle.

#### ***Breaches of the Smokefree Policy***

Students found smoking in or around school in the first instance are offered appropriate counselling and education. Parents are contacted and encouraged to deal with the smoking as a health issue rather than a discipline issue.

Adults smoking in or around the school environment will be reminded that the school is smokefree by law and asked to stop smoking or leave the premises.

#### ***Complaints***

All complaints involving smoking are referred to the Principal, who may pass these to the Board of Trustees for investigation. Investigations take place within 20 working days of the complaint or incident and follow the procedures laid down in the Smokefree Environments and Regulated Products Act 1990.

#### ***Regulations***

Smokefree Environments and Regulated Products Act 1990

#### ***Procedures***

PB4L Manual

Drugs, Alcohol and Tobacco Procedure

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| <p><b>Operational Policies</b></p> <p>Adopted by: Board of Trustees – 23 February 2021</p> <p>Next review: 2022</p> |
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# ALCOHOL, DRUGS AND OTHER HARMFUL SUBSTANCES POLICY

## **Policy Statement**

Drug use by young people is a concern in our community.

Waitaki Girls' High School provides, within the Health Education syllabus, drug programmes to help students establish and practice responsible behaviours.

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

## **Definition:**

For the purposes of this policy a drug is defined as alcohol, illegal drugs as listed in the Misuse of Drugs Act (such as marijuana, methamphetamine or "P", and psychoactive substances such as "party pills", "designer drugs", and synthetic cannabis), inhalants (such as petrol and solvents), prescription and pharmacy-only drugs and/or medicines used outside medical or pharmaceutical advice and any other substances used for psycho-active effects.

## **Purpose**

1. To create a drug free school environment in the interests of student health and academic success
2. Make explicit to students and parents the disciplinary consequences of any involvement with drugs at school
3. Through the school wide drug education programme involving students WGHS to:
  - Foster social and personal skills in students to given them confidence to make responsible choices about drugs
  - Affirm students who choose to abstain from drugs and to promote preventative publicity and programmes
  - Ensures that students with drug relation problems of their own or in their families are treated in a caring and professional way

## **Guidelines**

1. Staff, students, and the community will be informed about the Schools Drug-Free policy.
2. The school will educate students about drugs and related issues within the curriculum; the staff and the wider school community will receive educational material according to need.
3. Students:

This policy is binding during normal school hours, and at times when staff have responsibility for students, such as field trips, sporting and cultural occasions, and social events, and at times when students might be reasonably identified as a member of the school community.

Students will not have in their possession, use, supply, sell, buy, give, or otherwise exchange drugs at school or on the way to and from school or arrange any drug related transactions.

Students will not wear clothing or have possessions which advertise brands of tobacco, vaping, alcohol, or other drugs, or which in any way carry inappropriate messages relating to drugs, alcohol or prohibited substances.

4. Staff:

Staff and other adults including volunteers, must not be in the possession of, consume, or be under the influence of drugs (as defined in the Definitions section of this Policy) at any time when they have

responsibility for students, including EOTC activities. Staff and other adults must not be in possession of drug paraphernalia.

### **Consequences of breach of this policy**

When it is established on the basis of reasonable probability that students have breached this policy, disciplinary consequences will be determined according to the individual circumstances of each case. These disciplinary consequences may include but are not limited to; a stand-down, suspension, exclusion / expulsion, counselling, treatment and / or random drug testing to be carried out by, and at times determined by, the school.

In the event of a policy breach which is considered by the school to be illegal, at the discretion of the principal, this breach may result in a police referral in order to verify the nature of the drugs and to uplift them; to conduct a search in order to locate and take possession of the drugs and to formally charge the student(s) if deemed necessary.

### **Regulations**

Education Act 1989

Crimes Act 1961

### **Procedures**

PB4L Manual

Drugs, Alcohol and Tobacco Procedure

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| <b>Operational Policies</b>                      |
| Adopted by: Board of Trustees – 23 February 2021 |
| Next review: 2022                                |



## CHILD PROTECTION POLICY

### **Outcome Statement**

Students at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.

### **Scoping**

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with Section 15 of the Oranga Tamariki Act 1989, any person in our school who believes that any child or young person has been or is likely to be harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected or deprived must follow school procedures and may also report the matter to a social worker or the local Police.

### **Delegations**

Although ultimate accountability sits with the Board, the Board delegates responsibility to the Principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents.

### **Expectations and Limitations**

The Principal must:

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

### **Procedures/supporting documentation**

Definitions

Identification and reporting of child abuse and neglect

- Four categories of abuse (emotional, physical, sexual and neglect)

- How to respond to suspected abuse or neglect
- How to respond to disclosures made by a child
- Recording a disclosure
- Reporting suspected child abuse and neglect

Confidentiality, information sharing and recording

Safety checking – safety checklist

Staff capability and professional development

Safe at work practices

- Physical contact with children
- Working one on one with children
- Transporting children
- Overnight stays/camps
- Social media and technology (internet protection, photo storage)
- Parent help
- Visitors on site
- External contractors
- Before and after-school programmes
- Billeting
- Socialising with children
- Gifts and rewards
- Intimate care – toileting
- Application of medication and sunscreen

Managing challenging behaviour and physical restraint policy

Allegations against staff

***Legislative compliance***

<http://www.education.govt.nz/>

Children’s Act 2014

Oranga Tamariki Ministry for Children – further information and sample child protection templates

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| <p><b>Operational Policies</b><br/>         Adopted by: Board of Trustees – 29 October 2020<br/>         Next review: 2021</p> |
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# HARASSMENT PREVENTION POLICY

## **Policy statement**

Harassment in all its forms has no place at WGHS. Our School seeks and affirms each person's worth, dignity and vocation. Harassment strikes at the basis of these values and prevents students reaching their potential.

Students are entitled to receive their education, and the whole School community is entitled to work in a safe environment free from harassment.

WGHS aims to enhance students' learning by eliminating harassment of students, staff members or parents in the School by:

- Reinforcing the view that harassment is an unacceptable part of School life;
- Providing a safe, secure learning environment for our students;
- Creating a supportive environment;
- Providing suitable counseling services for the victim and the offender;
- Providing a series of steps that will be taken in instances of harassment that will ensure all complaints are dealt with fairly and equitably;
- Providing a physical environment that engenders appropriate and acceptable behaviour;
- Valuing diversity in individuals and the rights of all people;
- Teaching strategies to deal with harassment;
- Creating a climate that aims and encourages self-respect and respect for others;
- Creating a School climate that encourages students to share problems of harassment and seek assistance from staff.

## **Definitions**

Harassment affects everyone, not just the offenders and victims. It also affects those other people who may witness violence, intimidation and the distress of the victim. It damages the atmosphere of a class and the climate of a School.

Harassment can take a number of forms: physical, sexual, ethnic, verbal, gesture, extortion and exclusion, and is typically used to intimidate, coerce, engender fear, to control. It is unhealthy and damaging in its effects.

## **Procedures**

Our Code Our Standards (Education Council)

WGHS Code of Conduct

PB4L Manual

## **Operational Policies**

Adopted by: Board of Trustees WGHS 2015

Next review:



## **Policy statement**

WGHS aims to provide a safe, secure and supportive learning environment that assists each student to gain self-respect, appreciate the rights of others and respect their surroundings.

The School provides students with a clear set of acceptable behaviours both in and out of the classroom, and out in the community, to

- Establish a co-operative School community in which each member accepts and respects the rights of all others;
- Develop in each student self-discipline and a sense of responsibility towards others;
- Develop in each student a sense of personal responsibility towards her environment.

## **Scoping**

The Board will ensure that any incident of physical restraint is notified to parents or caregivers and reported to the Ministry of Education. The Board will ensure that parents or caregivers are notified if physical restraint is an element in a student's individual behaviour plan.

Complainants with concerns regarding use of physical restraint must follow the school's prescribed Concerns and Complaints Procedure.

## **Delegations**

The Board delegates to the Principal:

- responsibility for ensuring that adequate staff training and support is in place
- the reporting of incidents of physical restraint to parents, caregivers and the Ministry of Education
- notification to parents and caregivers if an element of physical restraint is in a student's behaviour management plan.

## **Limitations and Expectations**

- Physical restraint is defined as using force to prevent, restrict or subdue the movement of a student's body or part of the student's body and is a serious intervention.
- Staff shall be well versed in prevention and de-escalation strategies used to limit the need to physically restrain a student.
- Use of physical restraint is limited to teachers or authorised staff members and only where:
  - there are reasonable grounds to believe that there is a serious and imminent risk to the safety of a student or of any other person
  - the restraint used is reasonable and proportionate in the circumstances.
- Authorised staff are employees authorised by their employer (the Board of Trustees) to use physical restraint.
- Teachers and staff members who are authorised to physically restrain students shall receive suitable training and support.
- Seclusion of students is prohibited. Seclusion of students is defined as placing a child or student in a room involuntarily, alone and from which they cannot (or believe they cannot) freely exit.

## **Regulations**

Education Act 1989

Education Rules 1999

Ministry of Education's *Guidelines for Principals and Boards of Trustees on stand-downs, suspensions, exclusions and expulsions* December 2009

Bill of Rights Act 1990

Education (Physical Restraint) Rules 2017

Ministry of Education's *Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint*  
Health and Safety at Work Act 2015

**Procedures**

PB4L Manual

Physical Restraint Manual

Operational Policies

Adopted by: Board of Trustees – 29 October 2020

Next review: 2021





## VISITORS POLICY

### **Policy statement**

Visitors to the school may include parents, tradespeople, staff from support agencies and other people on school related business.

The following guidelines ensure the safety of everyone on the school site.

- All visitors to the site are asked to report to the school office and state their business.
- Signage around the school directs visitors to report to the school office.
- All staff members monitor visitors to the school and report any behaviour concerns to management or administration.
- In the event of evacuation, staff members carefully check each building to ensure that all rooms and spaces are empty.
- In the event of an unforeseen situation, the Board or Principal may implement a safety plan that overrides this policy.

### **Parents**

Any parent, guardian, or other person wishing to have contact with a student during school hours must follow this policy. The school wants to ensure as little disruption as possible to the school programme, and to students' learning. Waitaki Girls' High School expects parents to use common sense and limit disruption to teaching and learning by only making contact visits during breaks and lunchtime where possible.

### **Non-teaching Staff and Contractors**

All non-teaching staff and contractors employed on who have, or are likely to have, unsupervised access to students during normal school hours are cleared by Police vetting.

### **All Visitors**

All visitors to school, including parents, are expected to comply with the school's Smokefree and Alcohol/Drugs and Other Harmful Drugs policies. Visitors may not wear gang insignia on school grounds. Anyone wearing gang insignia on school grounds will be asked to leave. If they refuse to leave, the police will be called to the school.

### **Vehicles**

Health and safety requirements prohibit vehicles from entering areas of the school where students may be present and vehicles would not usually be expected unless prior approval is obtained from senior management.

### **Legislation**

Prohibition of Gang Insignia in Government Premises Act 2013

### **Operational Policies**

Adopted by: Board of Trustees – 23 February 2021  
Next review: 2022



## UNIFORM POLICY

### ***Policy statement***

The Board seeks to maintain a learning environment that reflects pride and equality through the wearing of a school uniform. As an ambassador of WGHS it is expected that each student will take pride in her appearance. Students are expected to maintain a high standard of appearance whenever they are identified as WGHS students and / or are representing the school.

The Board requires all students to wear the uniform as published by the school on the school website and in its enrolment information. The wearing of the school uniform is part of the conditions of enrolment at the school.

The enforcement of the code to wear the uniform is delegated to the Principal and her staff. From time to time the Principal may allow students to wear non-regulation clothing for short periods of time without removing the requirement to wear school uniform on a regular basis.

All sports uniforms are to be approved by the Board of Trustees or through delegated authority to the Principal. The correct sports uniform must be worn when representing the school.

Any changes to the uniform will be first approved by the Board and will seek to maintain the colours usually associate with the school.

### ***Jurisdiction of the School***

The school has jurisdiction over students during the school day including on the school bus. This jurisdiction applies as long as the student remains in school uniform, regardless of location or time.

This responsibility applies to all functions organised by the school, whether in school time or outside of normal school hours. This means that all school behavioural expectations regarding conduct and uniform apply during these times.

### ***Regulations***

WGHS Uniform Regulations

### **Operational Policies**

Adopted by: Board of Trustees – 26 November 2020

Next review: 2023



## CONCERNS AND COMPLAINTS POLICY

### **Outcome Statement**

All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.

### **Scoping**

In order to maintain a safe and comfortable environment for all students, staff and visitors, an accessible procedure for handling complaints and grievances will be implemented and maintained to provide an open and fair way of resolving issues and will comply with all relevant legislation.

### **Delegations**

The Board delegates to the Principal full responsibility of ensuring processes are in place and operating effectively and adequately. In the event of a complaint or grievance concerning the Principal, responsibility lies with the Board.

### **Expectations and Limitations**

In complying with the policy, the Principal shall not fail to:

- implement and maintain robust procedures to meet the policy requirements
- ensure that the process for complaints or grievances is clearly communicated
- report to the Board as follows:
  - When receiving a complaint, the Board must ensure that the complainant has previously followed the school's concerns and complaints procedure and that the complaint has been escalated to board level correctly.
  - Should the Board receive a complaint regarding the Principal or determine that any policy violation may have occurred, the Board in the first instance will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the Principal.
  - Where the Board considers the degree and seriousness of the concern or any violation sufficient to warrant initiating a disciplinary or competency process, the Board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

### **Procedures/Supporting Documentation**

Parent/Whānau Concerns and Complaints Process

Staff Concerns and Concerns and Complaints Process

### **Monitoring**

The Principal shall maintain a register of complaints and resolutions and report to the Board at least quarterly per annum outlining numbers of complaints, resolution success figures and any areas of concern for Board deliberation.

### **Operational Policies**

Adopted by: Board of Trustees - 20 August 2020

Next review: 2021



## PROTECTION & SHARING OF INTELLECTUAL PROPERTY (CREATIVE COMMONS)

### ***Outcome Statement***

The Board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.

### ***Scoping***

The New Zealand Copyright Act 1994 Section 21 (2) recognises the copyright ownership rights of Board of trustees of works produced by their employees in the course of their employment.

By licensing its copyright, the Board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the Board.

### ***Delegations/Responsibility***

The Board delegates to the principal the responsibility to:

- apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the Board of trustees owns copyright
- transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
- ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school.

### ***Limitations and Expectations***

The Board:

- does not make any claim over the ownership of copyright works produced by students – the copyright to these works remains with the creator
- recognises that this policy only applies to copyright works and not to any other forms of intellectual property
- recognises that the copyright in works produced by an employee other than in the course of their employment by the Board of trustees remains the property of that employee – where this is unclear, the process for dispute resolution outlined below shall apply.

### ***Resolution of disputed copyright ownership***

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

1. In the first instance, the dispute should be documented and presented to the school principal.
2. If the dispute is still not resolved, the documentation should be presented to the Board chair.
3. If the dispute is still not resolved following steps 1 and 2, mediation with an appropriate authority will be undertaken.

Steps 1 and 2 should be replaced with the school's dispute resolution process, where appropriate.

### ***Definitions***

**Creative Commons Aotearoa:** The New Zealand affiliate of an international non-profit movement that provides free open licences that copyright holders can use to share their work.

**Teaching materials:** Copyright works produced by employees of the school for the purposes of teaching.

### ***Associated Legislation***

The New Zealand Copyright Act 1994

**Monitoring**

Any matters or risks in relation to this policy shall form part of the principal’s report to every Board meeting, taking care that individual students cannot be identified. The Board shall monitor the protection and sharing of intellectual property in order to identify any risks or issues that require governance action. *School to enter own monitoring and reporting procedures.*

**Operational Policies**

Adopted by: Board of Trustees - 26 November 2020

Next review: 2023



# PROTECTED DISCLOSURES POLICY

## **Policy statement**

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

## **Regulations**

Protected Disclosures Act 2000

## **Procedures**

Detailed procedures for making a protected disclosure under the Protected Disclosures Act 2000 are as follows:

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

## **Guidelines**

### **Who is an "appropriate authority"?**

As noted above, in some circumstances you or the person to whom you have made the disclosure could make the disclosure to an appropriate authority. An appropriate authority is defined in the Act as including:

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

*Note - Includes the head of every public sector organisation, whether or not mentioned in the list above.*

*This means that in certain circumstances the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officers of the Education Review Office (ERO).*

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

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

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

**What happens if even the appropriate authority does nothing?**

You could then make the disclosure to the Ombudsman [unless they were the authority you have already disclosed to] or a Minister of the Crown.

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

**Where can I find out more information?**

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

**Operational Policies**

Adopted by: Board of Trustees – 26 November 2020

Next review: 2023



## DELEGATIONS SCHEDULE POLICY

### *Delegations Schedule*

| <b>Date of Minuted Delegation</b> | <b>Personnel</b><br><i>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.</i> | <b>Delegated Authority</b>  | <b>Term of Delegation</b><br><i>Note: Delegation ceases at the date below, by earlier resolution of the Board, or, if no date, is ongoing</i> |
|-----------------------------------|--|---|---|
|                                   | <b>Disciplinary Committee</b><br>All current trustees bar the Principal  | That all current trustees bar the Principal are delegated authority to be members of the board's Disciplinary Committee acting under the Terms of Reference for this committee.   |   |
|                                   | Deputy Principal   | That the Board directs that, except where the Board, at its discretion, otherwise determines, the Deputy Principal, in the absence of the Principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the Principal. |   |

#### **Operational Policies**

Adopted by: Board of Trustees – 23 February 2021

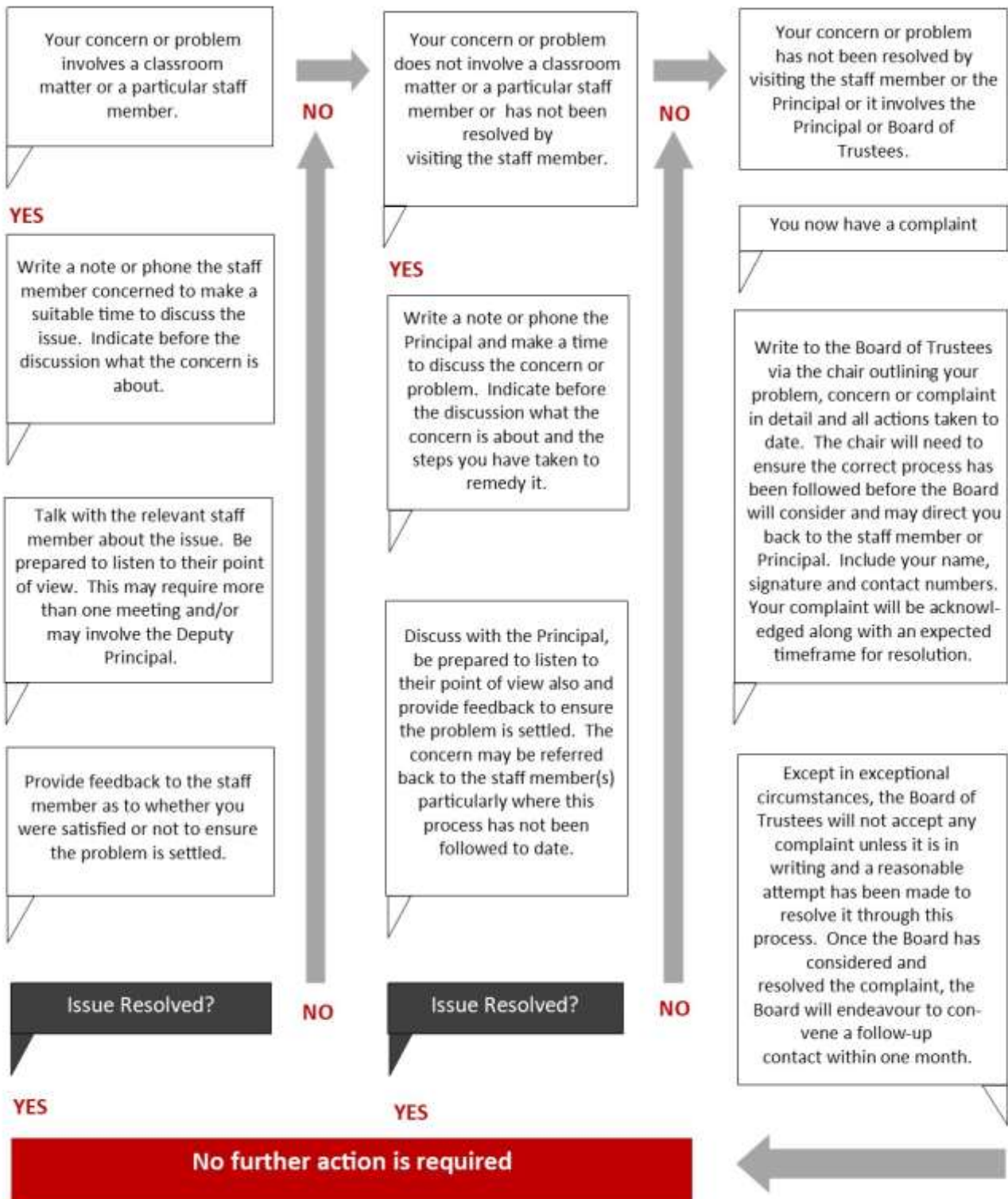
Next review: 2022





## PARENT/WHĀNAU CONCERNS AND COMPLAINTS PROCESS

### Starting Point





## STAFF CONCERNS AND COMPLAINTS PROCESS

### *Making a Complaint*

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

1. Contact the person about whom the concern is related. Indicate before the discussion what the concern is about.
2. If unresolved, contact your Head of Learning (if appropriate) / Non-Teaching Staff Manager.
3. If still unresolved, contact the Principal and make a time to discuss the concern or problem. Indicate before the discussion what the concern is about and the steps you have taken to remedy it.
4. If there is no satisfaction from the previous steps write to the Board of Trustees via the Chairperson outlining your problem, concern or complaint in detail and all actions taken to date. The Chairperson will need to ensure the correct process has been followed before the Board will consider and may direct you back to the Principal. Include your name, signature and contact numbers. Your complaint will be acknowledged along with an expected timeframe for resolution.
5. Once the Board has considered and resolved the complaint, the Board will endeavour to convene a follow-up contact within one month.

#### **Board Governance Processes**

Adopted by: Board of Trustees – 26 November 2020

Next Review: 2021

