

Gisborne Girls' High School

Policy Manual

2023

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For continuing review**

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Foreword

Welcome to the Gisborne Girls' High School Policy Manual.

The parents and caregivers have elected the Gisborne Girls' High School Board of Trustees to provide governance for the school. The '*Tomorrow's Schools*' concept gives a community, through its elected board, the opportunity to develop and implement its own unique matrix of governance and management.

The Board of Trustees accepts and understands that it needs to:

- foster the special nature of the school by emphasising student achievement
- establish and re-enforce relationships which result in effective governance and management.

In doing so the board acknowledges that effectively managed schools are characterised by boards of trustees who have an excellent understanding of the different roles and responsibilities within the board. The board members know what the principal's needs and expectations are. In return the principal knows and understands the needs and expectations of the other board members.

This manual is the result of the board undertaking a structured review of the way it governs; all board policies are reviewed regularly; delegations have also been reviewed. Each policy is supported by the appropriate procedures. These procedures are reviewed regularly alongside their corresponding policy.

The Board of Trustees of GGHS is focussed on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

Gisborne Girls' High School is a State School and its Board of Trustees has been given power under the *Education Act 1989* to control the management of the school. The Board is a legal body with legal obligations to govern the school in accordance with the Acts and Regulations of Parliament, and within the school's own charter.

Board of Trustees
February 2022

Governance and Management Expectation of the Board

The Gisborne Girls' High School Board of Trustees has been granted a unique opportunity to define their governance/management roles according to the expectations of the Gisborne Girls' High School community and in the best interest of their students.

The concept of governance and management can be a difficult issue for both boards and principals to come to grips with. The governance/management interface is not clearly defined. The legislative framework is permissive and as such the self-managing model allows for considerable variation of application and implementation. There is no right answer; only 'good practice'.

Successful schools are characterised by the fact that both the board and principal demonstrate that they have a very clear understanding of their different roles and responsibilities by functioning as a partnership team in a businesslike manner. It is the aim of this Manual to provide all members of the school's community with a clear understanding of the model of governance and management being implemented at the school.

Governance:	Management:
<p>The ongoing improvement of student progress and achievement is the board's focus.</p> <p>The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the principal. The board and the principal form the leadership, with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.</p> <p>The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day-to-day running of the school.</p>	<p>The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand.</p>

Education Act 1989, (Sections 75 and 76)

The Education (Update) Amendment 2017 came into effect on 19 May 2017. The Act now provides clarity on the key roles and responsibilities of boards in school governance and sets these out in one place. This statement and many of the board's powers and functions are now found in Schedule 6 of the Act. The previous Section 75 did not use the words 'governance' and 'governing', but these have now been introduced and outline that 'the board is the governing body of the school and is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed. Relevant parts of Schedule 6 are listed below.

Part 2: Powers and functions of boards

4 Board is governing body of school

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

5 Board's objectives in governing school

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

6 Staff

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

13 Board has complete discretion

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

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

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

17 Delegations

- (1) A board may delegate any of the functions or powers of the board or the trustees, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
 - (a) a trustee or trustees;
 - (b) the principal or any other employee or employees, or office holder or holders of the board;
 - (c) a committee consisting of at least 2 persons at least 1 of whom is a trustee;
 - (d) any other person or persons approved by the Minister;
 - (e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).
- (2) Subclause (1) does not apply to any functions or powers specified in this Act as not being capable of delegation.
- (3) The board must not delegate the general power of delegation.
- (4) A delegate to whom any function or power is delegated may,—
 - (a) unless the delegation provides otherwise, perform the function or exercise the power in the same manner, subject to the same restrictions, and with the same effect as if the delegate were the board or the trustees; and
 - (b) delegate the function or power only—
 - (i) with the prior written consent of the board; and
 - (ii) subject to the same restrictions, and with the same effect, as if the subdelegate were the delegate.
- (5) A delegate who purports to perform a function or exercise a power under a delegation—
 - (a) is, in the absence of proof to the contrary, presumed to do so in accordance with the terms of that delegation; and

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

18 Bylaws

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

s.76 Principals –

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

Role of the Board

The functions of the Board include:

- Overall governance of the school
 - policy formation and approval
 - procedure approval
- To ensure that the Board is meeting all its obligations:
 - under the School's Strategic Plan and Charter
 - under the NELPS & NAGS
 - Legislation
- Maintain a strategic overview
- Approve and monitor the Annual Plan.
- Appoint, assess the performance of the principal
- Approve the budget and monitor financial management of the school
- Deal with disputes and conflicts, referred to the board as per the school's concerns and complaints procedure.

Roles within the Board

Presiding Member:

The presiding member is responsible for ensuring the work of the board gets done, and for overseeing the activities of other trustees. Any trustee, with the exception of the principal, staff trustee and student trustee can be elected presiding member.

The presiding member is required to develop and maintain a good working relationship with the principal to ensure the smooth and efficient governance of the school.

The presiding member is responsible for chairing board meetings. The presiding member retains the responsibility for planning meetings and ensuring that follow up work is done as required.

The functions of the presiding member include:

- leader and spokesperson of the board
- chair meetings of the board
- liaise regularly with the principal
- official signatory for the board, including for annual accounts
- welcomes new members, ensures that disclosure of any conflicts of interest is made and the code of behaviour is understood 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 conduct
- ensures the principal's performance agreement and review are completed on an annual basis.

Principal:

The principal is a trustee and the chief executive of the school and has the overall responsibility for the day-to-day management of the school within the policies, procedures and delegations established and approved by the board.

The functions of the principal include:

- the day-to-day management of the school

- the professional leader of the school
- the educational leader of the school
- delegated appointment of staff
- delegated performance appraisal of staff
- staff professional development
- reporting to the board
- provide the board with timely advice
- liaise regularly with the board chair.

Board Members (elected and co-opted):

The functions of Board Members include:

- regular attendance at board meetings
- undertake the required reading
- take advantage of the professional development opportunities.

Staff Trustee:

The staff trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.

The staff trustee reports the views of the staff on issues under discussion and reports to staff on the decisions of the board. The staff trustee is bound by the same principles as all the other trustees.

The relationship between the staff trustee and the principal is very important. They need to ensure that there are “no surprises” at Board meetings.

Student Trustee:

The student trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.

The student trustee reports the views of the students on issues under discussion. The student trustee is bound by the same principles as all the other trustees.

Board Trustee Code of Conduct

The Gisborne Girls’ High School Board of Trustees agrees to adhere to the following code of conduct:

The Board is charged with the governance of the school. Effective governance has its base in co-operative partnership which is underpinned by a blend of professional expertise and community involvement. The board needs to promote a positive and effective relationship between the trustees and staff to ensure that the educational well-being of students is maintained.

Gisborne Girls’ High School Trustees shall:

- ensure that the needs of all students and their learning is paramount;
- ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve personal standards of excellence and to reach their full potential;
- abide by the board’s governance and operational policies and procedures;
- respect the integrity of staff, the principal, parents and students;

- be loyal to the board, the school and its Charter;
- maintain the confidentiality and the trust vested in them;
- ensure strict confidentiality of the non-public papers and information related to the Board's employer role;
- act as good employers;
- where possible ensure that any disagreements on matters relating to the employer position are resolved in-house with the collective stance;
- not act independently of the Board's decisions;
- exercise the powers of governance having due regard to the intent of the Treaty of Waitangi and in a manner which values New Zealand's dual cultural heritage;
- use the Gisborne Girls' High School's Maori community's own processes to consult with Maori;
- be diligent and attend board meetings prepared for participation in decision-making;
- disclose any conflicts of interest that arise;
- acknowledge and accept that the Principal is the professional leader of the school and is responsible to the Board.

NATIONAL EDUCATION GUIDELINES - changing to National Education and Learning Priorities

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the government sets the following goals for the education system of New Zealand.

NEG 1

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2

Equality of educational opportunity for all New Zealanders by identifying and removing barriers to achievement.

NEG 3

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NEG 5

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

NEG 6

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

NEG 7

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 8

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

NEG 9

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

National Administration Guidelines

NAG 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
 - i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
 - ii. giving priority to student achievement in literacy and numeracy, and/or te reo matatini and pangarau, especially in years 1-8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- b. through the analysis of good quality assessment information* evaluate the progress and achievement of students; giving priority first to:
 - i. student achievement in literacy and numeracy and/or te reo matatini and pangarau, especially in years 1-8; and then to
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa;
- c. through the analysis of good quality assessment information*, identify students and groups of students:
 - i. who are not progressing and/or achieving;
 - ii. who are at risk of not progressing and/or achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

NAG 2

Each board of trustees, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement; and
- c. on the basis of good quality assessment information* report to students and their parents on the progress and achievement of individual students:
 - i. in plain language, in writing, and at least twice a year; and

- ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pangarau;
- d. on the basis of good quality assessment information*, to the school's community on the progress and achievement of students as a whole and of groups (identified through NAG 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in 1(e) above.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

NAG 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- c. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5

Each board of trustees is required to:

- a. provide a safe physical and emotional environment for students;
- b. promote healthy food and nutrition for all students; and
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

NAG 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

NAG 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

Gisborne Girls' High School Board Manual

Governance Policies

Governance Policies include:

1. Delegation of the Principal's Authority
2. Principal's Reporting to the Board
3. Public Statements Guidelines
4. Treaty of Waitangi

1. Delegation of the Principal's Authority

1.1 When the Principal is absent from the school premises for a reasonable period and is unavailable, the Deputy Principal will be the "Acting Principal".

1.2 In such absence of the Principal from the school, all the powers vested in the Principal are delegated to the Deputy Principal, except voting at Board meetings.

1.3 Review
This policy will be reviewed annually by the Board.

Approved: (Board Chair) Date:

Reviewed:

2. Principal’s Reporting to the Board

2.1 The Board requires the Principal to keep the Board informed of the true and accurate position of the outcomes of NAG requirements including: curriculum delivery; financial position; personnel matters; health and safety and all matters having real or potential legal and legislative considerations for our school. The Principal must, in a timely manner:

- 2.1.1 Present information in a suitable form – not too complex or lengthy.
- 2.1.2 Inform the Board of significant trends, implications of Board decisions, issues arising from policy matters or changes in the basic assumptions upon which the Board’s strategic goals are based.
- 2.1.3 Submit the monitoring data required in a timely, accurate and understandable fashion and coordinate the presentation of all curriculum reports by staff members, including reporting on those Annual Targets which are curriculum based, especially National Education Priorities (NEPs).
- 2.1.4 Report and explain financial variance of 10% (or more) against budget.
- 2.1.5 Inform the Board when, for any reason, there is non-compliance of a Board policy.
- 2.1.6 Recommend changes in Board policies when the need for them becomes known.
- 2.1.7 Limit public statements about the official position of the Board on controversial social, political, or/or education issues to what the Board has formally adopted as positions of record.

2.2 Each term the Principal will report to the Board on significant events/variance for each of the NAGs and against the Board’s annual plan.

2.3 Review
This policy will be reviewed annually by the Board.

Approved: (Board Chair) Date:

Reviewed:

3. Public Statements Guidelines

- 3.1** Respect for and protection of the school's good reputation in the public arena is a responsibility of the highest priority for the employers and employees of Gisborne Girls' High School. Having regard to the school's reputation however, does not mean shutting down debate and the airing of issues, either internally or externally. It is the Principal's responsibility inside the school environment to manage this process by ensuring that there is open communication internally and by effectively representing the school's interests in the wider community. At the same time, the fundamental right of all staff as citizens, to freedom of opinion and expression is acknowledged and must be protected.
- 3.2** Spokespersons' roles:
- 3.2.1 The Principal is the school's spokesperson in the public arena on daily management and curriculum matters.
 - 3.2.2 The Board presiding member is the school's spokesperson in the public arena on all governance matters. The presiding member may, on a needs basis delegate this role to the Board's Deputy presiding member or the Principal.
- 3.3** No GGHS teaching or support staff member will contact, speak to or electronically supply information to members of the media or the wider community with the explicit or implicit intention of representing the school without first discussing this with the Principal or her delegate.
- 3.4** Notwithstanding 3.3 agreements to provide factual information or reporting school events can be arranged with the Principal. In these situations, due regard must be paid to issues of privacy.
- 3.5** Teaching and support staff who wish to communicate concern about local or national education policy or practice have a variety of opportunities internally by:
- 3.5.1 Directing communication to the Principal or any member of the Senior Leadership Team.
 - 3.5.2 Using the "Open Forum" process which is included in the agenda for HOF and full staff meetings. This process guarantees a hearing and a Principal/Senior Leadership Team response on any issue.
 - 3.5.3 Using the appropriate management committee.
 - 3.5.4 Approaching the presiding member of the Board of Trustees.
- 3.6** All teaching and support staff of the school have a fundamental right to publicly express a personal opinion concerning national education policy and its implementation. It is expected that the staff member makes it clear that such opinions do not represent the position of the school.
- Equally, it is an expected courtesy that prior to such an event, the staff member will discuss the issue with the Principal or their delegate. This gives the Principal or their delegate the opportunity to offer relevant information, point out errors of fact or correct misconceptions. The Principal or their delegate will also be prepared for any subsequent media contact with the school.
- 3.7** Review
This policy will be reviewed annually by the Board.

Approved: (Board Chair) Date:

Reviewed:

4. Treaty of Waitangi

- 4.1 Gisborne Girls' High School is committed to working alongside whanau, hapu and iwi to build and maintain an environment for Maori students which reflects their cultural identity physically, spiritually and intellectually by:
- 4.1.1 Being aware of, and responsive to Maori values as a dimension of the culture of the school, so that Maori are part of the fabric of school life rather than being an add on.
 - 4.1.2 Meeting the educational and pastoral needs of Maori students.
 - 4.1.3 Being committed to the promotion and support of the learning and use of Te Reo Maori: *whakamanatia te reo i roto i te kura*
 - 4.1.4 Seeking advice and guidance and accepting input from the Maori community.
- 4.2. The Board of Trustees, principal and senior leaders will consult with whanau, hapu or iwi as appropriate, informally or formally, when planning and reviewing its approach to Maori student achievement and engagement in the wider life of the school.
- 4.3 The Board of Trustees will ensure that Maori Student Achievement is at the forefront of the school's Strategic Plan. The Strategic Plan will set a statement of expectations for successful outcomes for Maori students.
- 4.4 The school will follow the tikanga and kawa of Turanganui-a-Kiwa.
- 4.5 Students and staff will be provided with opportunities to understand and participate in tangata whenua tikanga, kawa and history.
- 4.6 Maori student achievement and engagement data will be analysed and monitored and intervention programmes will be developed and appropriately resourced after consultation with appropriate agencies.
- 4.7 Partnerships with the appropriate community agencies will be fostered, to support school programmes.
- 4.8 The school will be aware of increasing the workload of Maori teachers particularly with regard to additional duties such as tutoring kapa haka, organising powhiri and pastoral care.
- 4.9 Support will be provided for Maori and non-Maori teachers in the promotion of Maori responsive education which will address the diverse learning needs of students.
- 4.10 Staff will be encouraged to develop an informed understanding of the culture, background, interests and language of Maori students.
- 4.11 Review
This policy will be reviewed biannually by the Board.

Approved: (Board Chair) Date:

Reviewed:

Appendices:

Appendix One Committee Terms of Reference

Appendix Two: Board Delegations Summary

Appendix Three: Legislative Review Schedule

Appendix One: Terms of Reference Summary

Board Committees:

NAG 4A – Financial Management

Terms of Reference - Finance Committee

The Finance Committee’s prime role is to take an overview of the financial responsibilities of the board.

Membership: Core members of the Committee will include:
Board member(s)
The Principal
The School’s Business Manager
The Staff BoT representative
Other members will be determined on a needs basis.

A quorum of the Committee shall comprise 3 members

Committee Chairperson: A board member will chair the meeting.

Matters to be addressed – the Committee will

1. Ensure the Principal has a comprehensive financial risk management framework in place and this is being operated effectively.
2. Ensure the school’s assets are insured appropriately.
3. Review the monthly schedule of payments.
4. Consider all correspondence with financial implications (including Ministry of Education circulars) and, where appropriate, provide the board with a recommended course of action.
5. Oversee the preparation of the Annual Accounts.
6. Report on the following at each meeting of the board:
 - summary of monthly expenditure
 - budget analysis with a full disclosure of all variances
 - bank reconciliation statement
 - list of investments
7. Review
The Terms of Reference for the Finance Committee will be reviewed every three years by the Board’s Strategic Plan Development and Self-Review Committee.

Approved: (Board Chair) Date:

Reviewed:

NAG 5 Safe Environment

Terms of Reference – Health and Safety Committee

Membership: The following will be appointed to this Committee:

- a staff representative (with special responsibility for office and ancillary staff),
- three PPTA representatives (with special responsibilities for teaching staff),
- a Learning Support Centre representative (with special responsibility for Teacher Aides),
- the Property Manager (with special responsibility for caretaking and grounds staff)
- the Assistant Principal

Committee Chairperson: The Assistant Principal will chair the committee.

Committee Meeting Date: The Committee will meet each term.

Committee Quorum: 50% of the members of the Committee.

The committee is responsible for taking an overview of all Health and Safety matters.

Minutes: The Committee will table a report at the next board meeting. Full written minutes of each meeting will be kept as a record.

Review

The Terms of Reference for the Health and Safety Committee will be reviewed every three years by the Board.

Approved: (Board Chair) Date:

Reviewed:

Appendix Two: Board Delegations Summary

NAG 3 PERSONNEL MANAGEMENT

1. Principal's Appraisal

The Board presiding member in conjunction with the Deputy presiding member are delegated the responsibility for undertaking the Principal's annual appraisal

2. Staff Appraisal

The Principal is delegated the responsibility for undertaking the annual staff appraisals.

3. Staff Appointments

The Principal is delegated full Board authority to appoint all staff with the exception of:

- Deputy Principal
- Assistant Principal

who will be appointed by the Appointments Committee.

4. Attestation of Teacher Performance for a Salary Increment

The Board delegates to the Principal the task of the attestation of teacher performance. In turn, the Principal may delegate this task to a member of the SLT.

5. Staff Competency, Discipline & Suspension

The Board delegates to the Principal the task of:

5.1 Performance Management and disciplinary action (excluding dismissal) of non-teaching staff.

5.2 Teaching Staff

5.2.1 Competency procedures in relation to teaching staff in accordance with the Secondary Teachers' Collective Employment Agreement ("STCEA") through to the completion of the evaluation report as set out in clause 3.3.2(d) of the STCEA. The report and any recommendation will then be provided to the Board for any decision as set out in clause 3.3.2(e) of the STCEA.

5.2.2 Undertaking an initial inquiry into a possible breach of discipline. In the event the issues under investigation are not resolved informally by discussion, or the Principal is of the view that the matter should proceed to the Board, then the Principal may initiate formal disciplinary procedures by forwarding relevant documents to the Board for this purpose.

5.2.3 Suspending any employee during an inquiry or following receipt of a complaint if satisfied that the welfare and interests of any student attending the school or of any employee at the school so requires.

6. Staff Leave

The Board delegates to the Principal the task of granting leave under the following criteria:

6.1 Medical certificate for an absence on sick leave in excess of three days

6.2 Discretionary leave not exceeding five continuous school days.

7. Police Vetting

The Principal (in their absence the Deputy Principal) has a delegated responsibility from the Board for the confidential security of police vetting returns.

NAG 4A Financial Management

1. Principal's Authority

The Principal has authority to spend up to the limits of the approved annual budget.

2. Principal's Right to Delegate

The Principal has authority - within the limits imposed by 1 above to delegate spending limits to identified staff.

3. Principal's Right to Replace Capital Items

The Principal has authority to replace capital items on a 'urgent' basis. Power exercised under this authority will be reported to the next meeting of the Board.

4. Signing Authority

All bank accounts and authorities may be signed on behalf of the Board by any two of the following:

- Board Chairperson
- The Principal
- The Deputy Principal
- Other Nominated persons as approved by the BoT from time to time.

Appendix Three: Legislative Review Schedule

1. Board Compliance

1.1 Charter:

The Board meets the requirements of following sections of the *Education Act 1989*:

Note: the text in italics provides the wording from the relevant sections of the Act

61 School charter

- (1) *Every board must, for each school it administers, prepare and maintain a school charter.*
- (2) *The purpose of a school charter is to establish the mission, aims, objectives, directions, and targets of the board that will give effect to the Government's national education guidelines and the board's priorities.*
- (3) *A school charter must contain the following sections:*
 - (a) *a section that includes—*
 - (i) *the aim of developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture; and*
 - (ii) *the aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and te reo Maori (the Maori language) for full-time students whose parents ask for it:*
 - (b) *a long-term strategic planning section that -*
 - (i) *establishes the Board's aims and purposes; and*
 - (ii) *establishes for the next 3 to 5 years the Board's aims, objectives, directions, and priorities for intended student outcomes, the school's performance, and use of resources; and*
 - (iii) *includes any aims or objectives that designate the school's special characteristics or its special character (within the meaning of this Act):*
 - (c) *an annually updated section that—*
 - (i) *establishes for the relevant year the Board's aims, directions, objectives, priorities, and targets relating to intended student outcomes, the school's performance, and use of resources; and*
 - (ii) *sets targets for the key activities and achievement of objectives for the year.*
- (4) *A school charter must include the Board's aims, objectives, directions, priorities, and targets in the following categories:*
 - (a) *student achievement*
 - (b) *the board's activities aimed at meeting both general government policy objectives for all schools, being policy objectives set out or referred to in national education guidelines, and specific policy objectives applying to that school:*
 - (c) *the management of the school's and board's capability, resources, assets, and liabilities, including its human resources, finances, property, and other ownership matters:*
 - (d) *other matters of interest to the public that the Minister may determine.*
- (5) *A school charter must—*
 - (a) *contain all annual or long-term plans the board is required to have or has prepared for its own purposes; or*
 - (b) *contain a summary of each plan or a reference to it.*

62 Procedural requirements of preparing or updating school charter

- (1) The Board must provide the Secretary with a copy of its first school charter and every updated or amended school charter.
- (2) A school charter must be prepared and updated annually in accordance with national administration guidelines.

63 Effect of school charter

A school charter has effect as an undertaking by the Board to the Minister to take all reasonable steps (not inconsistent with any enactment, or the general law of New Zealand) to ensure that—

- (a) the school is managed, organised, conducted, and administered for the purposes set out in the school charter; and
- (b) the school, and its students and community, achieve the aims and objectives set out in the school charter.

63B Board must make copies of school charter available

Once a school charter or updated school charter takes effect, the board must make the charter available.

1.2 Board Composition:

The Board meets the requirements of following sections of the *Education Act 1989*:

94 Constitution of boards of State schools

- (1) Subject to sections 94A, 94B, 95(1), and 100, the board of a State school shall comprise—
 - (a) no more than 7 and no fewer than 3 parent representatives; and
 - (b) the Principal of the school or, in the case of a combined board, the Principal(s) of the schools administered by the board; and
 - (c) except where the Principal is the only member of the school staff, 1 staff representative; and
 - (d) a number (determined by the board) of trustees either—
 - (i) co-opted by the board; or
 - (ii) appointed by bodies corporate approved by the board for the purpose; and
 - (e) in the case of a board that administers any integrated school, not more than 4 trustees appointed by the school's proprietors; and
 - (f) in the case of a board that administers a school where students are enrolled full-time in classes above year 9, 1 student representative.
- (2) Notwithstanding subsection (1), but subject to section 95(1), except to the extent that a board has decided otherwise, it shall have—
 - (a) 6 parent representatives, in the case of a board that administers more than 2 schools; and
 - (b) 5 parent representatives, in every other case.

94B Boards may alter their own constitutions

- (1) A board may from time to time, in accordance with this section, decide—
 - (a) to increase to no more than 7 the number of trustees who are parent representatives;
 - (b) to decrease to no fewer than 3 the number of trustees who are parent representatives;
 - (c) to approve a body corporate for the purpose of appointing a specified number of trustees to the board;
 - (d) to modify an approval under paragraph (c) by increasing the number of trustees a body

corporate may appoint to the board:

(e) in its absolute discretion, and without giving reasons, to modify an approval under paragraph (c) by reducing the number of trustees a body corporate may appoint to the board:

(f) in its absolute discretion, and without giving reasons, to withdraw an approval under paragraph (c).

- (2) *Every decision under subsection (1) shall be made by the board by resolution passed at a meeting of the board open to all parents of students enrolled at the school or schools administered by the board.*
- (3) *Before making a decision under subsection (1), a board shall take reasonable steps to ensure that the parents of students enrolled at the school or schools administered by the board have reasonable notice of—*

 - (a) the time, day, and place of the meeting of the board at which the decision is to be made; and*
 - (b) the nature of the decision; and*
 - (c) the fact that they have a right to attend the meeting.*
- (4) *Where a board decides to decrease the number of trustees who are parent representatives,—*

 - (a) no parent representative shall go out of office; but*
 - (b) no casual vacancy for a parent representative shall be filled unless the occurrence of the vacancy has reduced the number of parent representatives on the board to fewer than the decreased number decided by the board.*
- (5) *Where a board decides to decrease the number of trustees who are parent representatives to a number that is not more than the total number of —*

 - (a) co-opted trustees for the time being holding office; and*
 - (b) trustees capable of being appointed pursuant to approvals under subsection (1)(c),—*

all co-opted trustees shall then go out of office as if they had resigned.
- (6) *If, when any co-opted trustees have gone out of office under subsection (5) the number of trustees on the board concerned who are parent representatives is not more than the number of trustees capable of being appointed pursuant to approvals under subsection (1)(c),—*

 - (a) the approvals under subsection (1)(c) of the organisations by whom they may be appointed shall, starting with the most recent and continuing successively to the least recent, be deemed to have been withdrawn; and*
 - (b) all trustees appointed by an organisation whose approval has been deemed to have been withdrawn shall then go out of office as if they had resigned,—*

until the number of trustees who are parent representatives is more than the number of trustees capable of being appointed pursuant to approvals under subsection (1)(c).
- (7) *[Repealed]*
- (8) *Every vacancy on a board caused by a decision to increase the number of members who are parent representatives shall be filled by election under section 105 as if it is a casual vacancy; but is not capable of being filled by selection.*
- (9) *A board that makes a decision under subsection (1) shall ensure that, as soon as is practicable after making it, the Secretary is given written notice of the nature of the decision and the day on which it was made.*

1.3 Election of Trustees

- 1.3.1 The Board meets the requirements of Section 101 of the *Education Act 1989*.
Election of Trustees
- 1.3.2 The Board has considered the option of Section 101A of the *Education Act 1989*.
Staggered elections for parent representatives
- 1.3.3 The Board meets the requirements of Sections 97(2) & 101(2) of the *Education Act 1989*.
Election of a student representative
- 1.3.4 The Board meets the requirements of Sections 97(1) & 101(6) of the *Education Act 1989*.
Election of staff representative
- 1.3.5 The Board meets the requirements of Sections 96(2) of the *Education Act 1989*.
Parent representatives
- 1.3.6 The Board meets the requirements of Section 103 of the *Education Act 1989*.
Certain persons ineligible to be trustees

1.4 Casual Vacancies of Trustees

- 1.4.1 The Board meets all the requirements of Section 104 of the *Education Act 1989*.
When casual vacancies arise
- 1.4.2 The Board meets all the requirements of Sections 105 of the *Education Act 1989*.
Filling casual vacancies of elected trustees
- 1.4.3 The Board meets the requirements of clause 8(3) Sixth Schedule of the *Education Act 1989*.

1.5 Board Meeting Procedures

- 1.5.1 The Board meets the requirements of the Sixth Schedule (40) of the *Education Act 1989*.
Meetings
- 1.5.2 The Board meets the relevant requirements of Section 48(1) of the *Local Government Official Information and Meetings Act 1987*.
Grounds to exclude public from meetings
- 1.5.3 The Board meets all the requirements of Section 50 of the *Local Government Official Information and Meetings Act 1987*.
Maintenance of order
- 1.5.4 The Board meets the requirements of Section 51 of the *Local Government Official Information and Meetings Act 1987*.
Right of public to inspect or receive copies of minutes of meeting
- 1.5.5 The Board meets the requirements of Section 3(1) of the *Local Authorities (Members Interests) Act 1968*.
Received payment from Board exceeding \$25,000
- 1.5.6 The Board meets the requirements of Section 6(1) of the *Local Authorities (Members Interests) Act 1968* & Clause 8(8) Sixth Schedule *Education Act 1989*.
Pecuniary interest
- 1.5.7 The Board meets all the requirements of Sections 66 of the *Education Act 1989*.
Boards may appoint special committees

1.6 Annual Meeting of the Board

1.6.1 The Board meets the requirements of Section 100 of the *Education Act 1989*.
Annual meeting criteria

1.7 Students

1.7.1 The Board meets all the requirements of Section 3 of the *Education Act 1989*.
Free enrolment

1.8 Fee-Paying Students (International)

1.8.1 The Board meets all the requirements of Sections 4, 4A, 4B, 4C, 4D & 4E of the *Education Act 1989*.
Enrolment of Foreign students; Fees for foreign students etc

1.9 Student Enrolment

1.9.1 The Board meets all the requirements of Sections 8 & 9 of the *Education Act 1989*.
No discrimination

1.9.2 The Board meets all the requirements of Sections 21 & 57-60 of the *Human Rights Act 1993*.
No discrimination

1.9.3 The Board meets all the requirements of Section 6 of the *Education Act 1989*.
Restriction on enrolment at secondary school

1.9.5 The Board meets all the requirements of Section 11A of the *Education Act 1989*.
Boards may put enrolment schemes in place

1.9.6 The Board meets all the requirements of Section 11F of the *Education Act 1989*.
Enrolment schemes available for inspection

1.9.7 The Board meets all the requirements of Sections 11C & 11E of the *Education Act 1989*.
Notice
Notification to Secretary

1.9.8 The Board meets all the requirements of Section 11B of the *Education Act 1989*.
Amendment of enrolment schemes

1.9.9 The Board meets all the requirements of Section 11J of the *Education Act 1989*.
Effect of enrolment schemes

1.9.10 The Board meets all the requirements of Section 11K (1)(2) of the *Education Act 1989*.
Boards to reconsider threat of overcrowding
Abandonment of enrolment scheme

1.9.11 The Board meets all the requirements of Section 11K of the *Education Act 1989*.
Boards to reconsider threat of overcrowding

1.9.12 The Board meets all the requirements of Section 11D of the *Education Act 1989*.
Abandonment of enrolment schemes

1.9.13 The Board meets all the requirements of Section 11K of the *Education Act 1989*.
Boards to reconsider threat of overcrowding

1.10 Student Attendance (NAG 5)

1.10.1 The Board meets all the requirements of the relevant Sections of Part 3 the *Education Act 1989*.
Student attendance

1.11 Student Suspensions & Expulsions (NAG 5)

1.11.1 The Board meets all the requirements of Sections 13 - 18 of the *Education Act 1989*.

Principals may suspend students

2. Curriculum (NAG 1)

2.1 Animal Welfare Act 1999

2.1.1 The Board meets the relevant requirements of the relevant Sections of the *Animal Welfare Act 1999*

2.2 Copyright

2.2.1 The Board meets the relevant requirements of the relevant Sections of the *Copyright Act 1994*

3. Personnel Management (NAG 3)

3.1 Staffing

3.1.1 The Board meets all the requirements of Section 91H - 91K & 140 of the *Education Act 1989*.
Limitation on staffing of the school

3.2 Good Employer

3.1.2 The Board meets all the requirements of the relevant sections of Part 7 and Pat 7A the *State Sector Act 1988*.

3.3 No Discrimination

3.3.1 The Board meets all the requirements of the relevant Sections of the *Human Rights Act 1993*.

i. The Board meets all the requirements of the relevant Sections of the New Zealand Bill of Rights Act 1990.

3.3.3 The Board meets all the requirements of the relevant Sections of the *Race Relations Act 1971*.

3.4 Employment

3.4.1. The Board meets all the relevant sections of the *Employment Relations Act 2000*
Duties and obligations; Personnel grievance procedures etc

4. Financial Management (NAG 4)

4.1 Investments / Borrowing

4.1.1 The Board meets all the requirements of Section 73 of the *Education Act 1989*.
Investments

4.1.2 The Board meets all the requirements of Section 67A of the *Education Act 1989*.
Borrowing of money

4.1.3 The Board meets all the requirements of Section 73 of the *Education Act 1989*.
Consent from Ministry of Education

4.1.4 The Board meets all the requirements of Section 68 of the *Education Act 1989*.
Boards may receive property for scholarship

4.2 Fees

4.2.1 The Board meets all the requirements of Section 88 of the *Education Act 1989*.
Payment of travel costs and attendance fees

4.3 Payment of Salaries

4.3.1 The Board meets all the requirements of Section 89 of the *Education Act 1989*.
Payroll service

4.3.1 The Board meets all the requirements of Sections 91F & 91G of the *Education Act 1989*.
Restrictions on payment of salaries of regular teachers by Boards of payrolled schools
Relieving teachers

4.4 Preparation of Annual Financial Statements

4.4.1 The Board meets all the requirements of the relevant Sections of the *Public Finance Act 1989*.

4.4.2 The Board meets all the requirements of Section 87 of the *Education Act 1989*.
Annual Report

5. Property Management (NAG 4)

5.1 Buildings

5.1.1 The Board meets the relevant requirements of the relevant Sections of the *Building Act 2004*:

5.1.2 The Board meets all the requirements of Section 69 of the *Education Act 1989*.
Real property - consent of the Minister

5.2 Disabled Persons Provision

5.2.1 The Board meets the relevant requirements of the Sections of the *Disabled Person Community Welfare Act 1975*.
Provisions for the disabled - ramps, parking etc
Signs with international access symbol

6. Safe Environment (NAG 5)

6.1 School Open

6.1.1 The Board meets all the requirements of Sections 65A, 65B 65D & 65E of the *Education Act 1989*
Length of school year
Hours
Terms
Holidays
Emergencies

6.2 Corporal Punishment

6.2.1 The Board meets all the requirements of Section 139A of the *Education Act 1989*
Corporal Punishment

6.3 Child Abuse

6.3.1 The Board has a procedure to handle any evidence of child abuse

6.4 Sexual harassment

6.4.1 The Board has a procedure to address the prevention of sexual harassment

6.4.2 The Board meets all the requirements of the relevant Sections of the *Human Rights Act 1993*.
Discrimination

6.5 Privacy Act

6.5.1 The Board meets all the requirements of the relevant sections of the *Privacy Act 1993*.
Appointment of privacy Officer

6.6 Smoke Free Environment

6.6.1 The Board meets all the requirements of the relevant Sections of the *Smoke free Environments -Act 1990*.
Obligations to be achieved

6.7 Civil Defence

6.7.1 The Board has an Emergency Plan consistent with Gisborne District Council's Emergency Management Plan.

6.7.2 The Board meets the relevant requirements of the applicable Sections of the *Civil Defence Emergency Management Act 2002*.

6.8 Evacuation Procedures

6.8.1 The Board has an evacuation plan and staff are trained to enact the plan

6.9 Machinery Act 1950

6.9.1 The Board meets the relevant requirements of Section 2 of the *Machinery Act 1950*.
Guards on machines

6.10 Food Hygiene

6.10.1 The Board meets the requirements of the relevant Sections of the *Food and Hygiene Regulations 1974*

6.11 Health & Safety in the Workplace

6.11.1 The Board meets the all the relevant Sections of the *Health and Safety in Employment Act 1992*.
Board Obligations

6.11.2 The Board meets the all the relevant requirements of Section 25 *Health and Safety in Employment Act 1992*.
Register of accidents & written notice of an accident

6.11.3 The Board meets the all the relevant requirements of Section 7 *Health and Safety in Employment Act 1992*.
Investigation of an accident

6.12 Protected Disclosure

6.12.1 The Board meets the all the relevant Sections of the *Protected Disclosure Act 2000*
Internal procedure

Te Kura Tuarua o Tūranga Wāhine

Gisborne Girls' High School

Policy Manual

NAG 1 – Provision of a Balanced Curriculum

Policy: Curriculum

To meet the objectives and requirements of *National Administration Guideline 1 - The Provision of a Balanced Curriculum*, the board **through** the principal and staff will develop and approve procedures which address all of the applicable NAG 1 requirements.

National Administration Guideline Focus:

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- a. *develop and implement teaching and learning programmes:*
 - i. *to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;*
 - ii. *giving priority to student achievement in literacy and numeracy and/or te reo matatini and pangarau, especially in years 1-8;*
 - iii. *giving priority to regular quality physical activity that develops movement skills for all students.*
- b. *Through the analysis of good quality assessment information* evaluate the progress and achievement of students; giving priority first to:*
 - i. *student achievement in literacy and numeracy and/or te reo matatini and pangarau, especially in years 1-8; and then to*
 - ii. *breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa;*
- c. *through the analysis of good quality assessment information*, identify students and groups of students:*
 - i. *who are not progressing and/or achieving;*
 - ii. *who are at risk of not progressing and/or achieving;*
 - iii. *who have special needs (including gifted and talented students); and*
 - iv. *aspects of the curriculum which require particular attention;*
- d. *develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;*
- e. *in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and*
- f. *provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.*

* Good quality assessment information draws on a range of evidence to evaluate the progress and

achievement of students and build a comprehensive picture of student learning across the curriculum.

Procedures include:

1. Curriculum Overview
2. Curriculum Delivery
3. Assessment & Evaluation
4. Subject Selection
5. Homework
6. Information and Communication Technology
7. Animal Welfare
8. Gateway Programme
9. Work Experience
10. STAR
11. Learning Support: Special Education
12. Recognising and Developing Exceptional Talent in Students

This policy will be reviewed every three years by the Board.

Approved: (Board Chair) Date:

Review Date:

Te Kura Tuarua o Tūranga Wāhine

Gisborne Girls' High School

Policy Manual

NAG 2 Strategic Planning & Self-Review

Policy: Strategic Planning and Self-Review

To meet the objectives and requirements of *National Administration Guideline 2 - Strategic Planning & Self Review*, the board will develop and approve the appropriate procedures.

National Administration Guideline Focus

Each board of trustees, with the principal and teaching staff, is required to:

- a. *develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;*
- b. *maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement; and*
- c. *on the basis of good quality assessment information* report to students and their parents on the progress and achievement of individual students:*
 - i. *in plain language, in writing, and at least twice a year; and*
 - ii. *across The National Curriculum, as expressed in the New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pangarau;*
- d. *on the basis of good quality assessment information* report to the school's community on the progress and achievement of students as a whole and of groups (identified through NAG 1(c) including the progress and achievement of Māori students against the plans and targets referred to in 1(e)*

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

Procedures include:

1. Reporting to Parents
2. Governance/Management Focus
3. Self-review

This policy will be reviewed every three years by the Board.

Approved: (Board Chair) Date:

Reviewed:

Te Kura Tuarua o Tūranga Wāhine

Gisborne Girls' High School

Policy Manual

NAG 3 - Personnel Management

Policy: Personnel Management

To meet the objectives and requirements of *National Administration Guidelines 3 - Personnel Matters*, the board will develop and approve the appropriate procedures.

National Administration Guideline Focus

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and*
- b be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.*

Procedures include:

1. Principal Performance Review
2. Teaching Staff Professional Practice Review
3. Non-Teaching Staff Performance Review
4. Equal Employment Opportunities
5. Staff Appointments
6. Attestation
7. Staff Discipline – Serious Misconduct
8. Staff Leave
9. Safety Checking
10. Teacher Registration
11. Limited Authority to Teach
12. Guaranteed Teacher Non-Contact Allowances and Timetabling

The Board will provide the Principal with written delegations on

1. Staff Appraisals
2. Staff Appointments
3. Attestations
4. Staff Competency, Discipline & Suspension.
5. Staff Leave
6. Police Vetting

Board Expectations

The Board requires the Principal to:

1. Ensure that employees are not discriminated against on other than clearly job-related, individual performance or qualifications.
2. Ensure each employee's rights to personal dignity, safety and access to an approved and fair internal grievance process.
3. Ensure that all required staff members are registered or have a current Limited Authority to Teach.
4. Provide for all staff an employment agreement, either individual or collective.

5. Ensure that annual Performance Appraisal/Performance Management are completed and provide professional development based on the outcomes and ensure that the conditions are being adhered to.
6. Meet current employment legislation.
7. Take reasonable steps to protect staff from unsafe or unhealthy working conditions.
8. Provide Protective Disclosure protection.
9. Meet EEO requirements.
10. Meet Privacy Act requirements and ensure that personnel files are secure.
11. Ensure that all staff members are aware of the school's complaints process.

This policy will be reviewed every three years by the Board.

Approved: (Board Chair) Date:

Reviewed:

Te Kura Tuarua o Tūranga Wāhine

Gisborne Girls' High School

Policy Manual

NAG 4A– Financial and Property Management

Policy: Finance and Property

To meet the objectives and requirements of *National Administration Guideline 4* - the board will develop, and approve procedures which address all of the applicable NAG 4 requirements.

National Administration Focus:

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- a. allocate funds to reflect the school's priorities as stated in the charter;*
- b. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and*
- c. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.*

Procedures include:

4A Financial Management:

1. Budget Preparation
2. Financial Condition
3. Payroll Administration
4. Theft and Fraud Prevention
5. Fund Raising for Charitable Causes
6. Credit Card Usage
7. Home-schooled students
8. Fee-Paying International Students
9. International Student Fees
10. Refund for International Fee-Paying Students
11. Fees Protection
12. Payment of School Activity Donation and Sports and Cultural Fees

4B Property Management:

1. Property Plan
2. Asset Protection
3. Vandalism

The Board has made the following delegations: (Appendix 2)

1. Principal's Authority
2. Principal's Right to Delegate
3. Principal's Right to Replace Capital Items
4. Signing Authority

This policy will be reviewed every three years by the Board.

Approved: (Board Chair) Date:

Reviewed:

Te Kura Tuarua o Tūranga Wāhine

Gisborne Girls High School

Policy Manual

NAG 5 Safe Environment

Policy: Safe Environment

To meet the objectives and requirements of *National Administration Guidelines 5* the board will develop, and approve the appropriate procedures.

National Administration Focus:

Each board of trustees is required to:

- a. provide a safe physical and emotional environment for students;*
- b. promote healthy food and nutrition for all students; and*
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.*

Procedures include:

1. a Emergency Procedures – Evacuation
b Emergency Procedures – Lockdown
c Emergency Procedures – Release of Students
2. Student Wellbeing and Support
3. Student Behaviour
4. Alcohol and Drugs
5. Health and Safety
6. General Concerns and Complaints
7. Sexual Harassment
8. Child Protection
9. Relationships including Anti-Bullying
10. Search, Surrender and Retention
11. Digital Citizenship
12. Smoke Free
13. Traumatic Incident
14. Physical Support and Restraint
15. Illness at school
16. Students Requiring an Ambulance during the School Day
17. Affirming Diversity
18. Unlawful Discrimination
19. Trespassing
20. Education Outside the Classroom (EOTC)
21. School Uniform
22. Lost Property
23. Gisborne Secondary Schools Sports Release Policy
24. Gisborne Secondary Schools Groups Release Policy

The Board will have approved Terms of Reference for: (Appendix 1)

1. Health and Safety Committee

The Board requires the Principal to:

1. Take reasonable steps to protect students and staff from all unsafe or unhealthy conditions.

2. Ensure a Risk Analysis Management System (RAMS) is carried out where and when appropriate.
3. Consult with the community regarding the Health Programme being delivered to students.
4. Provide privacy of personal documentation held at school.

GGHS will base its approach to student suspensions, exclusions and expulsions on the following Ministry of Education Guidelines:

Guidelines for principals and boards of trustees on stand-downs, suspensions, exclusions and expulsions. Part I Legal options and duties December 2009

Guidelines for principals and boards of trustees for managing behaviour that may or may not lead to stand-downs, suspensions, exclusions and expulsions Part 11 December 2009

NAG 5A Safe Environment – International Students

The board will:

1. Have an approved job description for the Director of International Students
2. Employ a Director of International Students

The *Director of International Students* will ensure that all documentation for the enrollment and daily management of international student is in place and is up-to-date including:

1. Admission Advice
2. General Criteria & Tuition Fees
3. Protection of International Students' Fees
4. Refund of Fees for International Students
5. Application for Admission form
6. Permission to apply for a variation of conditions of a student permit form.

The Board will approve the following:

1. Rules for International Students
2. Student Accommodation
3. Code of Practice for Pastoral Care – Student Groups
4. Police Vetting of Home-stay Families
5. Part-Time Work for International Students in Years 12 and 13

This policy will be reviewed every three years by the Board.

Approved: (Board Chair)

Date: Reviewed:

Te Kura Tuarua o Turanga Wāhine

Gisborne Girl's High School

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NAG 6 - Legislative Compliance

To meet the objectives and requirements of *National Administration Guideline 6* - the Board will develop, and approve review procedures which address all of the applicable NAG 6 requirements.

National Administration Focus:

Gisborne Girls' High School Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

Procedures include:

1. Attendance & Truancy
2. Privacy Act, 1993
3. Protected Disclosures

Legislative Review Schedule (see Appendix 3 for the schedule requirements).

This policy will be reviewed every three years by the Board.

Approved: (Board Chair) Date:

Reviewed:

Te Kura Tuarua o Tūranga Wāhine

Gisborne Girls' High School

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NAG 7– Charter Review

National Administration Focus:

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

To meet the objectives and requirements of *National Administration Guideline 7* - the board will develop, approve and implement a procedure to review the School's Charter.

This policy will be reviewed annually by the Board.

Approved: (Board Chair) Date:

Reviewed: