



Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School

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Te Kura Tuarua o Tūranga Wāhine

Gisborne Girls' High School

Procedures Section

2022

These procedures will be reviewed alongside the corresponding policy by the Principal or a senior staff member(s) delegated to undertake the review. The policy will then be presented to the board for ratification according to the review schedule.

Section Three: Operational Procedures

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NAG 1 – Provision of a Balanced Curriculum

Curriculum Procedures

1. Curriculum Overview
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4. Subject Selection
5. Homework
6. Information and Communication Technology
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1. Curriculum Overview

- 1.1 Curriculum procedures have been developed by the Principal and staff to ensure that the Board knows that all students are provided with a balanced curriculum in accordance with the NZC.
- 1.2 In the development of the curriculum procedures due regard has to be taken of:
- 1.2.1 the School's Charter which notes that there should be an emphasis in the curriculum reflecting the special nature of the Tairāwhiti area;
 - 1.2.2 the interests of parents, caregivers, local Iwi and the wider community.
- 1.3 The Principal will ensure that:
- 1.3.1 Within the framework provided by curriculum documents, schemes of work for each course will be prepared by the person in charge of the course in a format agreed by the Faculty.
 - 1.3.2 The HOFs will maintain an overview of all schemes within their faculties and are responsible for collating these.
 - 1.3.3 Courses are evaluated annually by teachers and HOFs in faculty meetings. The results of the evaluation must be minuted and reported to the SLT.
 - 1.3.4 The Principal will ensure that a SLT member conducts an audit to ensure that:
 - the schemes are in accordance with the NZC.
 - local emphasis within the schemes reflects the special nature of the school.
 - schemes adequately address the personal development of individual students;
 - students have the opportunity to work at a level of their own ability.
 - 1.3.5 Faculties will meet regularly, to discuss, debate and monitor curriculum issues.
- 1.4 This procedure will be reviewed alongside the policy **NAG 1 – Provision of a Balanced Curriculum** by the Principal or a senior staff member(s) delegated to undertake the review.

2. Curriculum Delivery

2.1 Purpose Statements

- 2.1.1 To deliver the eight essential learning areas specified by the NZC and in accordance with the National Education Guidelines.
- 2.1.2 To ensure that the strengths of the teaching staff are utilised to the best advantage for the students.
- 2.1.3 To ensure that the school's facilities are utilised to the best advantage for the students.

2.2 Overview Guidelines

- 2.2.1 The school will strive to provide equal educational opportunities to all groups of learners and for individuals.
- 2.2.2 Programmes will draw upon the significant features of New Zealand's diverse ethnic and cultural heritage and will reflect the special nature of our community.
- 2.2.3 The school will have regard to the Treaty of Waitangi principles which puts students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. The school annual budget should make provision for enhancing the Māori dimension across the school.
- 2.2.4 The Principal will ensure that a staff member is delegated the task of Cultural Leadership to provide guidance and leadership in meeting the educational needs of Maori students.
- 2.2.5 Student progress will be monitored and recorded against the NZC Achievement Objectives using a range of planned assessment procedures. These procedures are to be integrated into the teaching and learning programmes.
- 2.2.6 The school will identify issues which cause barriers to students' learning and will seek to implement appropriate strategies to address these.
- 2.2.7 An annual timetable will be developed with a focus on learning and to allow for balance and flexibility.

2.3 Curriculum Guidelines

- 2.3.1 The philosophical direction and content of the school curriculum will be regularly reviewed. The review will include:
 - time allocation, progressions, multilevel and horizontal options available to the student, resources and materials, and building requirements.
 - the professional preparedness of the teaching staff.
- 2.3.2 Each curriculum area will have a curriculum document which outlines how the vision of the NZC will be implemented; including learning philosophies, principles, aims, attitudes and achievement objectives.
- 2.3.3 Each curriculum area will develop an annual plan within the framework provided by school's strategic plan.
- 2.3.4 Each curriculum area will take part in the school cycle of self-review.
- 2.3.5 A range of learning and teaching styles and strategies will be employed to meet the identified needs of students incorporating the culturally responsive and relational pedagogy framework.

2.4 Other Guidelines

2.4.1 The school will consult with members of the community, including kaumatua, to incorporate local skills and knowledge in programme delivery.

2.4.2 The school will provide academic guidance to students and their families each year.

2.4.3 Professional development will provide on-going support to teachers to maintain a sound foundation for curriculum delivery.

2.5 This procedure will be reviewed alongside the policy **NAG 1 – Provision of a Balanced Curriculum** by the Principal or a senior staff member(s) delegated to undertake the review.

3. Assessment and Evaluation

Note: Refer also to the Student and Staff Assessment Handbooks.

The interests of the students shall be paramount. Assessment is to be planned, implemented, recorded and reported in ways which maximise benefits for students, while minimising any negative effects on them.

3.1 Purpose Statements

3.1.1 Assessment & Reporting

- To provide information which can be used to identify strengths and to guide improvement, thus promoting the progress of the learner.
- To describe performance or achievement at particular points in the educational progress of each student.
- To regularly report individual educational progress and growth.
- All data is to be disaggregated to identify student achievement by ethnicity with a particular focus on the achievement of Maori and Pasifica students.

3.1.2 Evaluation

- To analyse assessment information for the modification of teaching programmes.
- To improve teaching by helping teachers to identify strengths and to recognise skills in need of development.

3.2 Guidelines

3.2.1 Student achievements are to be assessed against clear learning outcomes.

3.2.2 Each faculty will ensure that assessment methods are related to learning outcomes which are based on curriculum guidelines.

3.2.3 Each curriculum area will have a planned assessment sequence, for all courses.

3.2.4 Assessment should take many forms, gathering information from several settings and using a variety of methods best suited to the needs of the learner.

3.2.5 Every effort should be made to ensure that assessment procedures are fair to all, taking into account varied learning styles and cultural expectations.

3.2.6 Teaching programmes will be evaluated by assessing how well the learning outcomes have been achieved and by seeking evaluation from learners.

3.2.7 Educational progress and growth should be reported without making individual comparisons.

3.2.8 Accurate and detailed records of learners' achievements will be kept by the subject teacher and the school's Student Management System (SMS).

3.2.9 Students' assessed achievements will be regularly reported to parents and caregivers and available on the parent portal of the SMS.

3.2.10 The school will follow national monitoring systems as required.

3.3 This procedure will be reviewed alongside the policy **NAG 1 – Provision of a Balanced Curriculum** by the Principal or a senior staff member(s) delegated to undertake the review.

4. Subject Selection

4.1 Purpose Statements

- 4.1.1 To ensure that all students have a clear understanding of subjects available and the pathways they lead to.
- 4.1.2 To ensure the needs of the students are met, regularly reviewed and responded to in terms of the subjects offered by the school.
- 4.1.3 To ensure that the students, their whanau and the school are involved in the subject selection process.

4.2 Guidelines

- 4.2.1 HOFs, Deans and SLT will review the current courses being offered by the school. They will also consider applications for new courses in terms of school goals, student voice and the overall balance of the current curriculum.
- 4.2.2 Course planning handbooks are reviewed and adjusted, if necessary, each year to provide detailed and up to date course information for each year level.
- 4.2.3 A subject selection timeline will be developed to ensure a robust process occurs with sufficient time for students to make well informed decisions.
- 4.2.4 Deans, in conjunction with Careers staff and form teachers, will provide subject selection guidance.
- 4.2.5 All subject teachers and HOFs will provide information about courses offered in their curriculum area.

- 4.3 This procedure will be reviewed alongside the policy **NAG 1 – Provision of a Balanced Curriculum** by the Principal or a senior staff member(s) delegated to undertake the review.

5. Homework

5.1 Overview

5.1.1 Homework, regularly set, is designed to enable students to complete the content of their courses, strengthen areas of weakness, raise their levels of achievement and develop themselves as independent learners.

5.1.2 Skills to be developed include study and revision, research, processing, analytical And presentational.

5.2 Expectation Guidelines

5.2.1 Homework will be set on a regular basis.

5.2.2 For full time subjects, for years 9 and 10, students can expect at least 40 minutes per subject each week.

5.2.3 Years 11,12 and 13 students can expect at least one hour per subject per week.

5.2.4 These guidelines are to be communicated annually to parents and caregivers.

Note: This is a minimum. Usually more will be required. Each faculty will inform students of the homework components of their courses.

5.3 Specific Guidelines

5.3.1 When homework is set the following needs to be clear:

- the nature of the task
- the amount of time to be spent on it (20-40 minutes reasonable)
- the due date

5.3.2 Homework could take the form of completion of class work, extension of class work, revision for assessments and examinations or assignments and individual research.

5.3.3 Homework will be checked for completion and, when required, individually marked.

5.4 Parent Guidelines

Parents are encouraged to provide a quiet work area, establish regular homework routines with their students and assist where necessary without doing the work for their students.

5.5 This procedure will be reviewed alongside the policy **NAG 1 – Provision of a Balanced Curriculum** by the Principal or a senior staff member(s) delegated to undertake the review.

6. Information and Communication Technology (ICT)

6.1 Purpose Statements

- 6.1.1 To provide the information and communication technologies (ICTs) necessary for curriculum delivery to learners at all levels.
- 6.1.2 To provide on-going professional development in ICT for all staff.
- 6.1.3 To establish an administrative structure which provides the technical support needed for the efficient running of ICT.
- 6.1.4 To ensure processes are put in place to ensure the appropriate use of ICTs.

6.2 General Guidelines

- 6.2.2 ICTs are now an integral part of the learning environment.
- 6.2.3 The requirements for ICT infrastructure and equipment will be considered as part of the design brief for all new buildings and renovations.
- 6.2.3 The school will establish and approve an appropriate replacement cycle for personal computers and all other ICT equipment including software required for administration and curriculum delivery.
- 6.2.4 All software will have the appropriate licenses.

6.3 ICT Management

- 6.3.1 The Principal will appoint a SLT member to have overall responsibility for ICT.
- 6.3.2 The Principal may appoint personnel as needed to the following roles:
 - Computer Services Manager - who is responsible for the efficient running of the network including the maintenance of comprehensive system documentation.
 - ICT Technician – who is responsible for the day to day operation of the ICT system including a transparent faults/requests system, the maintenance of school equipment, administration of teacher laptops and assisting staff with educational use of ICT.
 - Data Systems Manager- who is responsible for the management of student data, including registers, reports, SMS, NZQA Reports and any subsequent systems.

6.4 Professional Development

- 6.4.1 Teaching staff will be supported in their ICT professional development in line with the school's strategic plan.
- 6.4.2 Specific professional development initiatives may be developed either within the school or in conjunction with other schools.

- 6.5 This procedure will be reviewed alongside the policy **NAG 1 – Provision of a Balanced Curriculum** by the Principal or a senior staff member(s) delegated to undertake the review.

7. **Animal Welfare**

- 7.1 GGHS will adopt a code of ethical conduct with respect to animal welfare in accordance with the “Code of Ethical Conduct for the Care and Use of Animals in School Programmes (1987)” and the Animal Welfare Act 1999.
- 7.2 The Schools’ Animal Ethics Committee (NZASE) will be consulted for assessment and approval of projects involving manipulations of live animals.
- 7.3 No live animals shall be kept at GGHS for the purpose of dissection, testing biological agents or toxicity of chemicals.
- 7.4 The only experiments performed on live animals shall be observations of behaviour.
- 7.5 Animals shall not be subjected to any form of stress, pain or extreme environmental conditions.
- 7.6 High standards of cleanliness and hygiene must be followed.
- 7.7 Warm-blooded animals should not be kept at school unattended for longer than two days.
- 7.8 Records must be kept, by the teacher in charge, of any research or experimental work involving live animals. These should include species, numbers, purpose and disposal of all such animals.
- 7.9 This procedure will be reviewed alongside the policy **NAG 1 – Provision of a Balanced Curriculum** by the Principal or a senior staff member(s) delegated to undertake the review.

8. Gateway Programme

8.1 Overview

The Gateway programme provides broader educational options and strengthens pathways for senior students to further education and training or employment.

8.2 Purpose

Gateway supports senior students to undertake learning and assessment in the workplace. Structured workplace learning is a formal learning arrangement set in an actual workplace for a sustained period of time. The purpose is to provide opportunities for students to develop clear understanding of the knowledge and skills required for future employment through achieving unit standards.

Gateway provides valuable learning and may lead to employment opportunities. Students can achieve specific vocational skills and benefit from making significant progress towards industry recognised qualifications.

Gateway encourages the student to develop and maintain positive relationships with Industry Training Organisations (ITOs) and employers.

8.3 Guidelines

8.3.1 The Gateway programme is available to domestic students studying at years 11-13 at GGHS. International fee-paying students are ineligible for Gateway.

8.3.2 Eligible students must apply to participate in Gateway. Students can self-refer or be recommended to apply. This is generally done in Term 3 at subject selection. A selection interview is held, which could involve whanau and the year Dean. All students will be provided with career guidance and advice.

8.3.3 Gateway students must be capable of undertaking a self-managed, structured work placement, and achieving assessments (approximately 20 credits) in the workplace.

8.3.4 The work placement is relevant to each student's learning and vocational goals.

8.3.5 A work placement is for a sustained period to ensure planned learning goals are met.

8.3.6 Students are placed with an employer who can deliver the learning plan.

8.3.7 The school, employer and student formalise their understanding of what will occur by completing a Gateway placement agreement before the student begins the work place.

8.3.8 Each student has their own personalised learning plan (aligned to one of the six Vocational Pathways) stating the learning and assessment to be undertaken, and is integrated with school-based learning.

8.3.9 Learning is usually assessed against NZQF unit standards; this assessment usually occurs in the workplace.

8.4 Health and Safety Requirements and Legislation

8.4.1 GGHS Careers Advisors will discuss health and safety management with potential employers of Gateway students.

8.4.2 GGHS must be satisfied that the workplace environment is safe and appropriate for workplace learning, and ensure that the welfare and interests of students are protected.

- 8.4.3 GGHS must be satisfied that both employers and students are aware of, and able to comply with their respective obligations under the Health and Safety at Work Act 2015 and the Human Rights Act 1993.
- 8.4.4 GGHS will ensure that all students gaining work placement are prepared for their placement by being familiar with their responsibilities under the Acts noted above.
- 8.4.5 GGHS will ensure that all students that require transport to and from their work placement will be provided with this in a road worthy vehicle by an authorised licenced driver either from school or from the workplace.

8.5 The Gateway Student's Responsibility

- 8.5.1 Employees (including students on Gateway work placement) have a duty to take all reasonably practicable steps to:
- ensure their own health and safety; and
 - ensure that nothing they do harms any other person.
- 8.5.2 Gateway students also have responsibilities to:
- Take all practicable steps to correctly use protective equipment and to wear protective clothing provided by either the school and or the employer/employee;
 - Not undertake work which involves unsafe practices;
 - Make unsafe work situations safe or inform their supervisor or manager if they are unable to make the situation safe;
 - Be aware of and follow their workplace's health and safety practices and procedures including reporting of work-related accidents and injuries, and hazards;
 - Co-operate with monitoring workplace hazard and employee health; and
 - Comply with any improvement and prohibition notices issued for their workplace.

- 8.6 This procedure will be reviewed alongside the policy **NAG 1 – Provision of a Balanced Curriculum** by the Principal or a senior staff member(s) delegated to undertake the review.

9. Work Experience

9.1. Work Experience offers workplace learning opportunities to all students at GGHS. It provides broader educational options and strengthens pathways for secondary school students to further education and training or employment.

9.2 Purpose

Work Experience priorities are to:

- support student career paths and create alternative opportunities for career directions
- support individual needs of students
- help address the needs of students 'at risk' including Maori, Pasifika, and Special Needs
- allow students to explore career pathways, build self-confidence and establish work ethic.

9.3 Guidelines

Work Experience is an option for all students enrolled at GGHS.

9.4 Health and Safety Requirements and legislation

- 9.4.1 GGHS Careers Advisors will discuss health and safety management with potential employers of work experience students.
- 9.4.2 GGHS must be satisfied that the workplace environment is safe and appropriate for workplace learning, and ensure that the welfare and interests of students are protected.
- 9.4.3 GGHS must be satisfied that both employers and students are aware of, and able to comply with their respective obligations under the Health and Safety at Work Act 2015 and the Human Rights Act 1993.
- 9.4.4 GGHS will ensure that all students gaining work experience are prepared for their placement by being familiar with their responsibilities under the Acts noted above.
- 9.4.5 GGHS will ensure that all students that require transport to and from their work placement will be provided with this in a road worthy vehicle by an authorised licenced driver either from school or from the workplace.
- 9.4.6 A written MOU between GGHS, the employer and student outlining the above Acts and purpose of the work experience will be signed by each of the involved parties.

9.5 The Work Experience Students' Responsibility

- 9.5.1 Employees (including students on work experience) have a duty to take all reasonably practicable steps to:
- ensure their own health and safety; and
 - ensure that nothing they do harms any other person.
- 9.5.2 Work Experience students also have responsibilities to:
- Take all practicable steps to correctly use protective equipment and to wear protective clothing provided by either the school and or the employer/employee;
 - Not undertake work which involves unsafe practices;
 - Make unsafe work situations safe or inform their supervisor or manager if they are unable to make the situation safe;
 - Be aware of and follow their workplace's health and safety practices and procedures including reporting of work-related accidents and injuries, and hazards;
 - Co-operate with monitoring workplace hazard and employee health; and
 - Comply with any improvement and prohibition notices issued for their workplace.

9.6 This procedure will be reviewed alongside the policy **NAG 1 – Provision of a Balanced Curriculum** by the Principal or a senior staff member(s) delegated to undertake the review.

10. SECONDARY TERTIARY ALIGNMENT RESOURCE (STAR)

10.1. Rationale

The STAR is an important grant used by Gisborne Girls' High School (GGHS) to meet the identified learning needs of senior students that cannot be catered for within the traditional school curriculum. The objectives of STAR are to:

- provide or purchase tertiary-type courses which will better meet students' needs, motivate them to achieve and facilitate their smooth transition to further education, training or employment;
- support students to explore career pathways and help them make informed decisions about their schooling and future work or study.
- facilitate transition to the workplace for students, particularly those intending to go straight into the workforce or those likely to leave school without any formal qualifications.

The resourcing priorities for STAR are to:

- support student career paths and create alternative opportunities for career directions
- provide access to qualifications not available at school
- support individual needs and strengths of students
- address the retention rate of our senior students
- encourage students to develop and maintain positive relationships with external providers and the community
- address the needs of Maori students
- address the needs of students 'at Risk'

10.2 Guidelines

10.2.1 Students identified as being likely to benefit from enrolling in a STAR funded course are expected to:

- be on the school's provisional resourcing roll, for Years 11, 12 and 13
- be enrolled at and attending GGHS full time.
- be released for other educational courses, provided this is not at the expense of the compulsory curriculum. This can be done under section 25B or section 71 of the Education Act 1989.

10.2.2 It is the responsibility of the GGHS STAR Coordinator to ensure that these priorities underpin all funding allocation decisions.

10.3 Work placements and courses run on or off-site

10.3.1 Other than for enrolment in university papers, a MOU will be set up for each course or placement. This will outline what is to be delivered, any unit standards or other qualifications the students are working towards, relevant health and safety arrangements, expectations around reporting absences, format and timeliness of student results, the sharing of student evaluations, course costs and situations under which costs may be refunded.

10.3.2 Participation in work placements and courses run off-site:

Students attending work placements and courses off-site are still considered to be the responsibility of the school. Furthermore they are ambassadors for the school.

To meet these responsibilities:

- students are expected to dress appropriately at all times.
- clear expectations of behaviour and attendance must be set and agreed to in writing by those attending.
- travel arrangements to and from the site must be clearly established and agreed to prior to attendance.
- students that require transport to and from course venues will be provided with this in a road worthy vehicle by an authorised licenced driver either from school or from the provider.
- All participants who will be attending a work placement in an ECE service, Primary or Secondary school, will be required to complete a Police Vetting form.

All students will be given the opportunity to respond and/or validate the information in this report before any decisions are made that may adversely affect their future opportunities.

10.3.3 Risk management:

Work placements and courses run off-site involve additional risks for students. GGHS must be satisfied that both providers and students are aware of, and able to comply with their respective obligations under the Health and Safety at Work Act 2015 and the Human Rights Act 1993.

10.3.4 Course criteria

STAR courses should:

- include work-based learning if possible
- lead towards, but not explicitly include, the achievement of NCEA and other qualifications on the NZQF.
- support students transition to further education, training or employment
- be quality assured and meet the needs of the student.
- be a component within a student's coherent learning programme and where possible, within a vocational pathway

10.3.5 Informed consent

- Attendance requires an additional work commitment from the student. For this reason, informed consent needs to be sought from all parties involved.
- Students and parents must give their consent to attend, and agree to all conditions made around that attendance. This includes catching up essential work missed through absence from class.
- Classroom teachers must give their permission for the student to be absent from class for the duration of the course. Consent will only be withheld where attendance will jeopardise achievement, as outlined above.

10.3.6 Evaluations

All students participating in GGHS STAR funded courses will complete an appropriate evaluation form at the end of the course.

10.4 Financial management

10.4.1 Day-to-day financial administration for STAR funding can be delegated in total to the STAR Coordinator by the Principal.

10.4.2 To ensure STAR funds are used appropriately:

- The Business Manager will have in place systems to easily identify how the funds are used
- the STAR Coordinator is responsible for maintaining records for accountability purposes. GGHS needs to manage and monitor STAR-funded activities for audit purposes.
- a report on the use of the funds will be presented to the board as part of the STAR annual report.

10.4.3 The STAR Coordinator is responsible for deciding the best use of the funding to meet each student's Vocational Pathways programme needs. When STAR funding cannot meet all prioritised needs, the Coordinator will work with the Principal to find a suitable solution.

10.4.4 STAR funding is not intended to cover the full costs of STAR courses.

10.4.5 Transport costs

The options for paying for transport costs for STAR include:

- STAR funding

- other operational grant funding

10.5 REVIEW

10.5.1 Annual Review

Each year the effectiveness of the programme offered to students will be reviewed.

This will involve:

- reviewing student evaluations to evaluate the quality of external providers.
- reviewing the effectiveness of the programme for students: number of credits gained, impact on students motivation in regular classes.
- reviewing the overall programme. Considering more cost-effective ways of delivering the programme, and developing proposals for implementing these.

10.5.2 The results of the annual review will form part of the annual report to the Board of Trustees.

10.6 This procedure will be reviewed alongside the policy **NAG 1 – Provision of a Balanced Curriculum** by the Principal or a senior staff member(s) delegated to undertake the review.

11. Learning Support: Special Education

11.1 Purposes

- 11.1.1 To identify students with mild, moderate and high learning needs requiring significant education attention.
- 11.1.2 To meet special educational needs by developing suitable programmes within the school or referring students to alternative educational environments/agencies as appropriate.
- 11.1.3 To develop and utilise teacher competencies in meeting the needs of students with mild, moderate and high learning needs.
- 11.1.4 To meet the instructional and social needs of Maori students with special educational needs including those entering mainstream education following a significant period of learning in a Kura Kaupapa Maori, Te Reo Maori Immersion or Bi-lingual Unit.

11.2 Guidelines

General Guidelines:

- 11.2.1 Learners with special education needs have the same rights, freedoms and responsibilities as people of the same age who do not have special education needs.
- 11.2.2 The primary focus of special education is to meet the individual learning and developmental needs of the learner.
- 11.2.3 All learners with identified special education needs have access to a fair share of the available special education resources.
- 11.2.4 Partnership between parents/caregivers and education providers is recognised as being essential in overcoming barriers to learning.
- 11.2.5 All special education resources are used in the most effective and efficient way possible, taking into account parent choice and the needs of the learner.
- 11.2.6 A learner's language and culture comprise a vital context for learning and development and must be taken into consideration in planning programmes.
- 11.2.7 Learners with special education needs will have access to a seamless education from the time that their needs are identified through to post school options.

Specific Guidelines - Mainstream Setting

- 11.2.8 The Learning Support Coordinator (LSC) will support the Special Education programme of students in the mainstream in liaison with the Student Services Team/Dean and teachers. Students with special educational needs will have those needs identified annually using such means as student profiles, checklists, measuring tests such as e-asTTles, PATs, TOSCA's, teacher nominations, interviews.
- 11.2.9 As a result of analysis of those needs, programme support will be developed which may:
 - appropriately allocate teacher aide and special needs staff, time and financial allowances.
 - allow for appropriate class and subject placement of individual students based on a principle of mainstreaming rather than withdrawal
 - encourage appropriate timetabling of teachers with special needs skills
 - encourage the development, as far as possible, of a timetable sufficiently flexible to allow for alternative vertical and lateral programmes
 - promote and resource teacher professional development in special needs
 - support the development of extension programmes for students with special abilities

11.3 Learning Support Centre:

11.3.1 The LSC Director will, in consultation with whanau and other appropriate professionals, collaboratively establish, monitor and evaluate student programmes through two annual Individual Education Plan (IEP) meetings.

11.3.2 As a result of IEPs:

- appropriate teacher aide, teacher and specialist resources will be allocated
- placement in regular classes will be facilitated as appropriate
- for a student's last year at school appropriate timetables will be created to include school and community programmes that support eventual transition into the community
- appropriate professional development will be identified and accessed

11.3.3 The LSC Director will consult with parents, caregivers, government agencies and community agencies as appropriate.

11.3.4 The LSC Director will liaise with the principal, LSCoordinator, members of the Guidance Team and relevant identified teachers to maintain the effectiveness of the process.

11.4 The Guidance Counsellor, in consultation with the Student Services Team/Dean/SLT is responsible for referring at-risk students to Turanganui-a-Kiwa Activity Centre.

11.5 The Careers HOF is responsible for establishing vocational education pathways after appropriate consultation.

11.6 The LSC will facilitate regular meetings between RTLB/TAKAC/Kaiawhina/key GGHS staff about students with mild and moderate needs.

11.7 The LSC/Guidance Counsellor will facilitate referrals to the RTLB Service and LS (MOE).

11.8 This procedure will be reviewed alongside the policy **NAG 1 – Provision of a Balanced Curriculum** by the Principal or a senior staff member(s) delegated to undertake the review.

12. Recognising and Developing Exceptional Talent in Students

12.1 Rationale

We are committed to providing an environment which encourages all students to maximise their abilities. Within this context, GGHS is committed to providing opportunity, appropriate curriculum and support to enable each student who has been identified as having exceptional talent to reach their full potential.

12.2 Definition

Students with exceptional talent are those with very high abilities relative to most other people. These individuals have certain characteristics that give them the potential for outstanding performance. They require different learning opportunities and may need emotional and social support to realise their potential.

Students can have exceptional talent in one or more areas that may include:

- Visual and/or performing arts
- Academic abilities
- Leadership
- Physical ability
- Interpersonal and Intrapersonal skills
- Cultural traditions, values and beliefs
- General intelligence
- Creative, productive and intuitive thinking

12.3 Purpose Statements

12.3.1 To provide a personalised programme appropriate to a student's needs.

12.3.2 To ensure teachers are equipped with strategies and information to enable them to provide for students with exceptional talent.

12.3.3 To enable students with exceptional talent to flourish in an environment which respects individual difference and recognises and celebrates the abilities of the most able.

12.3.4 To acknowledge that talent comes in many different forms, from all societies, cultures, socio-economic groups and abilities/disabilities.

12.3.5 To incorporate relevant cultural values into the concept of talent, e.g. recognise Maori perspectives of exceptional talent including that a group of people may be exceptionally talented.

12.4 Guidelines

12.4.1 All students will be encouraged to achieve their highest potential.

12.4.2 Faculties will provide a personalised programme for students with exceptional talent to take into account levels of knowledge, skills and understanding.

12.4.3 The school will liaise with the wider community to provide opportunities and education enhancement.

12.4.4 Student achievement will be celebrated in a means appropriate.

12.5 This procedure will be reviewed alongside the policy **NAG 1 – Provision of a Balanced Curriculum** by the Principal or a senior staff member(s) delegated to undertake the review.

NAG 2 - Strategic Planning & Self Review

Strategic Planning and Self-Review Procedures:

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

1. Reporting to Parents and Caregivers

1.1 Purpose Statements

- 1.1.1 To inform parents/caregivers of their student's personal and academic progress.
- 1.1.2 To encourage parents and caregivers to play an active part in their student's personal and academic development.
- 1.1.3 To promote parents/caregivers understanding of school programmes and evaluation procedures.
- 1.1.4 To ensure that a learner's achievements are correctly recorded and fairly reflect their achievement level and, in the case of NCEA, reported to NZQA.

1.2 Guidelines

- 1.2.1 The Principal will signal to learners and parents early in the year the times at which reports on student progress will be completed and the times which parents/caregivers can expect to receive such reports.
- 1.2.2 All parents/caregivers will have the opportunity to meet teachers at least once a year.
- 1.2.3 Other meetings concerning individual students may take place throughout the year when requested by the Principal, Dean, teacher, parent/caregiver or student.
- 1.2.4 Formal reports will be issued at least twice a year.
- 1.2.5 All reporting on academic progress will be based on recorded data.
- 1.2.6 Reports will be expressed in plain language.

1.3 Responsibilities

- 1.3.1 The PN is to be responsible for the communication of NCEA credit details to the NZQA.
- 1.3.2 The PN is responsible to the Principal for the archiving and backup storage of learner achievement details on the school's SMS.
- 1.3.3 All staff are to be briefed on this reporting procedure and provided with a schedule of the year's reporting dates.

1.4 Appeal Rights

- 1.4.1 Students have appeal rights. These will be communicated to the students in the Student Assessment Handbook.

- 1.5 This procedure will be reviewed alongside the policy **NAG 2 – Strategic Planning & Self Review** by the Principal or a senior staff member(s) delegated to undertake the review.

2. Governance/Management Focus

- 2.1** The board will ensure that it has in place the appropriate policies and procedures to:
- 2.1.1 Meet the implementation requirements of the NAGs;
 - 2.1.2 Comply with government legislation and regulations;
 - 2.1.3 Meet its own Charter obligation and the specifically identified outcomes in the Strategic Plan.
- 2.2** This procedure will be reviewed alongside the policy **NAG 2 – Strategic Planning and Self Review** by the Principal or a senior staff member(s) delegated to undertake the review.

3. Self-Review

- 3.1** GGHS self-review programme is designed to critically examine current practice in all areas of school governance, management and operations. The self-review process:
- 3.1.1 assures the board and the principal that the management systems are operating in a manner which ensures effective operation of the school.
 - 3.1.2 provides information to assist decision making about school improvement and development.
- 3.2** The Turanganui-a-Kiwa Activity Centre is included in the review process.
- 3.3** Strategic Review – Strategic Plan Development
A strategic review is broad based and future directed and will be the responsibility of the SLT and BOT. It will be used when revisiting and reviewing the school charter, developing strategic plans and annual plans and when reporting on these.
- 3.3.1 Strategic priorities development will be on a 3 year cycle.
 - 3.3.2 A strategic accountability review occurs annually.
 - 3.3.3 Community consultation is ongoing with added emphasis during the development of strategic priorities.
- 3.4** The school wide curricula and cross curricula Strategic Plan components are the responsibility of the principal and the relevant managers. There will be consultation and an annual review.
- 3.5** School wide curricula and cross curricula Annual Plans provide the mechanism by which the Strategic Plan's components are implemented.
- 3.5.1 The school wide annual plan is the responsibility of the principal.
 - 3.5.2 The curricula and cross curricula annual plans are the responsibility of the relevant managers after consultation.
- 3.6** All annual plans will be subject to a mid year review and progress report. The mid and end of year Faculty Review and Consultation (FRAC) interviews will be carried out by the principal and the SLT. Term by term reporting and review is carried out by all SLT members on their respective key portfolios.
- 3.7** The principal will provide the board with updates on strategic priorities and annual plan implementation through term by term and annual reports.
- 3.8** The board reports annually to the school community on charter outcomes and strategic priorities.
- 3.9** The board reports to the Ministry of Education annually in the Annual Report and Analysis of Variance.
- 3.10** Quality Assurance School-wide and Faculty Reviews
Quality Assurance reviews focus on the key elements of school wide operations as outlined in the Quality Assurance Manual of GGHS. This QAM is based on the NZQA Quality Assurance Standard for Secondary Schools. Such reviews are used for audit and quality control purposes and to provide information for school improvement.
- 3.9.1 Each element of the QAM will be reviewed on a three yearly cycle and this will be the responsibility of a designated SLT member.
- 3.11** The GGHS Board of Trustees policy statements and procedures including those with specific reference to the Turanganui-a-Kiwa Activity Centre will be reviewed on a cyclical basis in conjunction with the Quality Assurance Manual cycle and presented by the principal to the Board of Trustees for discussion and endorsement.
- 3.12** Needs-based Reviews
- 3.12.1 The Principal may institute a school wide or narrower review of any particular

operation of the school as she sees fit.

3.12.2 The Board of Trustees may, through the principal, institute its own audit or review of any particular operation of the school it sees fit, should it believe such an action is warranted.

3.13 This procedure will be reviewed alongside the policy **NAG 2 – Strategic Planning and Self Review** by the Principal or a senior staff member(s) delegated to undertake the review.

NAG 3 - Personnel Management

Personnel Procedures:

1. Principal Performance Review
2. Teaching Staff Professional Practice Review
3. Non-Teaching Staff Performance Review
4. EEO Programme
5. 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 Procedure

1. Principal Performance Review

- 1.1 The Board Chairperson and the Principal will consult to determine the process for the Principal's annual performance review. The review process will evaluate the performance of the Principal against a number of key performance indicator points. The process will be recorded in a performance agreement and implemented annually.
- 1.2 In considering the process and the key performance indicator points which will be used, due regard must be given to:
- 1.2.1 The Principal's day to day management/leadership role and associated tasks and meeting the requirements of National Administration Guidelines. The key indicators should address:
- the Principal's own development
 - Staff and school development
 - Improved student outcomes
- 1.2.2 Strengthening the links between Principal's review goals and the school's strategic priorities by:
- Carefully developing goals around improving teaching and learning that are challenging and specific;
 - Using student achievement information as an indicator and evidence of goal achievement or progress.
- 1.3 If required, a professional may be engaged to appraise the Principal's teaching responsibilities.
- 1.4 A performance review report will be prepared. This report will recommend any remedial measures which are required for any identified areas for development.
- 1.5 The review report will be held in the Principal's personal file.
- 1.6 In general, documentation related to the Principal's performance review interview will remain confidential to the Board Chair, unless the Principal agrees otherwise. In the event of a personal grievance action the board will have access to the documentation.
- 1.7 The performance agreement document will be made available to the Board as a confidential document.
- 1.8 Dispute Resolution
- 1.8.1 Any dispute on the review process or its results may be referred to an independent arbitrator agreed upon by the Board Chair and the Principal.
- 1.8.2 In the event of dispute, the principles of natural justice will apply.
- 1.8.3 The Board will allow each party to seek the advice they desire and provide the evidence they deem relevant.
- 1.8.4 The Board, as the employer, will have responsibility for the final decision.
- 1.9 The Board Chair will report annually to the Board on the Principal's review.
- 1.10 This procedure will be reviewed alongside the policy **NAG 3 – Personnel Management** by the Principal or a senior staff member(s) delegated to undertake the review.

2. Teaching Staff Professional Growth Cycle

- 2.1 All teaching staff will participate in the Professional Growth Cycle (PGC).
- 2.2 All teaching staff will be grouped into faculties. HoFs will be responsible for the professional practice review (PPR) of their staff. HoFs will be reviewed by their SLT associate. HOFs can delegate their role to an Asst HOF or HODs.
- 2.3 Our PGC, as outlined in our Kaiako Handbook, is intended to emphasise the growth aspects of the process and is informed by the Teaching Council and Accord Agreement.
- 2.4 Our PGC has the following components:
- One observation (Term Two) by the Professional Practice Associate (PPA)
 - Two Coaching Conversations facilitated by the PPA
 - Completion of the Professional Practice Summary Report signed off by the PPA.
 - All summary reports are collected in for review and sign-off by the Principal each year.
- 2.5 Dispute Resolution
- 2.5.1 Any dispute on the PGC process or its results may be referred to the Principal.
- 2.5.2 In the event of dispute, the principles of natural justice will apply.
- 2.5.3 All the parties to the process can seek the advice they desire and provide the evidence they deem relevant.
- 2.5.4 It should be noted that ultimately the Board, as the employer, will have responsibility for the final decision.
- 2.6 The Principal will report annually to the Board on teacher PGC.
- 2.7 This procedure will be reviewed alongside the policy **NAG 3 – Personnel Management** by the Principal or a senior staff member(s) delegated to undertake the review.

3. Non-Teaching Staff Performance Review

- 3.1** All non-teaching staff will be performance reviewed annually.
- 3.2** In general the principal will act as the reviewer. The principal may delegate this role to a member of SLT or appropriate Line Manager.
- 3.3** The reviewer and the staff member will consult to determine the process for the review. The review process will evaluate the performance of the staff against their job description. The process will be recorded in a performance agreement and implemented annually.
- 3.4** At the review interview a performance review report will be completed and agreed on by the reviewer and staff member covering the performance as measured against the job description.
- 3.5** The review report must be signed by both parties.
- 3.6** The review report will be held in the staff member's personal file.
- 3.7** In general, documentation related to the staff member's review interview will remain confidential to the reviewer and the Principal, unless the staff member agrees otherwise. In the event of a personal grievance action the board will have access to the documentation.
- 3.8** Dispute Resolution
 - 3.8.1** Any dispute on the review process or its results may be referred to the Board.
 - 3.8.2** In the event of dispute, the principles of natural justice will apply.
 - 3.8.3** Each party in the dispute can seek the advice they desire and provide any evidence they deem relevant.
 - 3.8.4** The Board, as the employer, will have responsibility for the final decision.
- 3.9** The Principal will report annually to the Board on non-teaching staff performance reviews.
- 3.10** This procedure will be reviewed alongside the policy **NAG 3 – Personnel Management** by the Principal or a senior staff member(s) delegated to undertake the review.

4. Equal Employment Opportunities

- 4.1** In accordance with the requirements under the State Sector Act 1988, GGHS supports the principle of being a good employer, which includes an equal opportunities programme.
- 4.2** The EEO programme will be implemented in consultation with employees.
- 4.3** All personnel policies and procedures as they are developed and/or reviewed must ensure that they confirm to EEO principles. In particular:
 - 4.3.1** GGHS employment policies & procedures will be free from discrimination of any form and will actively endeavour to achieve equal opportunity in employment.
 - 4.3.2** All job applicants will be considered according to their skills, qualifications, abilities and aptitudes without regard to irrelevant factors.
- 4.4** This procedure will be reviewed alongside the policy **NAG 3 – Personnel Management** by the Principal or a senior staff member(s) delegated to undertake the review.

5. Staff Appointments

- 5.1** In the event of a vacancy, advertisements will be placed in newspapers, professional publications and/or the Education Gazette, according to relevant circumstances.
- 5.2** The requirements of current Collectives/Awards will be followed.
- 5.3** Non-teaching appointments will be made by the principal and/or her delegated representative.
- 5.4** All teaching appointments will hold current practising certificates and be fully registered teachers, or carry LAT or Provisional status.
- 5.5** A job description and/or schedule of duties will be made available to all applicants on request.
- 5.6** Applicants will be a short-listed and safety-checking will be conducted in accordance with the regulatory requirements under the VCA 2014 following Procedure 9 Safety Checking.
- 5.7** Teaching appointments will be made as follows:
 - 5.7.1** Assistant Teachers (permanent and fixed term) - by the Principal in consultation with the relevant HOF and SLT.
 - 5.7.2** Fixed Term Management Units and Middle Management Allowances – by the Principal in consultation with relevant parties.
 - 5.7.3** Permanent Management Units other than HOF and equivalent Management Units; Within School Teachers – by the Principal, selected members of Faculty and SLT.
 - 5.7.4** Heads of Faculty – by Principal, BOT member, SLT.
 - 5.7.5** Principal and Deputy/Assistant Principals - by the BoT and SLT.
- 5.8** For all interviews conducted, applicants will be advised of their right to call on support and efforts must be made to ensure that panel members are sensitive to cultural behaviours.
- 5.9** The best applicant for the position will be selected and the BOT will ratify all appointments.
- 5.10** Non-successful applicants will be advised in writing and have their documentation returned (if requested).
- 5.11** Job descriptions will be regularly updated by the Principal and kept in a central file.
- 5.12** This procedure will be reviewed alongside the policy **NAG 3 – Personnel Management** by the Principal or a senior staff member(s) delegated to undertake the review.

6. Attestation

6.1. General Applying Criteria:

- 6.1.1 The process of attestation will be complementary to the PGC, Professional Development and Provisionally Certified Teacher cycle.
- 6.1.2 Basic scale full time teachers must complete a year on a step before being eligible for attestation.
- 6.1.3 Part time, long term relief and basic scale teachers will be eligible for increment after 1000 hours.
- 6.1.4 As required, approved salary increases will be back dated to the date the increment falls due.
- 6.1.5 If the attestation is declined, the teacher will be expected to achieve compliance within one term. All evaluation will be recorded in writing by the employer and signed by the teacher. The date on which compliance is met will be the new anniversary date for future attestation.

6.2 The Principal will act upon receipt of information from the pay authorities and then refer to the PGC Summary Report regarding whether the teacher has satisfied the requirements for attestation.

6.3 Principal's Responsibilities

The Principal will

- 6.3.1 Approve/decline all attestation applications.
- 6.3.2 Liaise/consult with the appropriate HOF/HOD when required to clarify issues.
- 6.3.3 Upon confirmation, advise payroll verifying the salary increase for the staff member.
- 6.3.4 Retain file copies of attestation documentation for auditing purposes.

6.4 This procedure will be reviewed alongside the policy **NAG 3 – Personnel Management** by the Principal or a senior staff member(s) delegated to undertake the review.

7. Staff Discipline - Serious Misconduct

- 7.1** For all matters of staff discipline the Board will adhere to the requirements as listed in the appropriate Employment Agreement.
- 7.2** All staff will be informed that the following matters as listed constitute serious misconduct for which the penalty may be instant dismissal. This is not an exhaustive list nor is it intended that every such matter here must always be treated as a discipline matter. Each case must be assessed on its individual merits.
- 7.2.1 Theft of Board property (including deliberate misuse, unauthorised use or private use of Board funds).
 - 7.2.2 Fraud
 - 7.2.3 Fighting and/or assault
 - 7.2.4 Refusing to follow lawful orders or instructions
 - 7.2.5 Negligence or carelessness in carrying out their duties
 - 7.2.5 Possessing illicit drugs
 - 7.2.6 Drunkenness at work including drinking alcohol during work hours
 - 7.2.7 Lying or otherwise providing false information
 - 7.2.8 Undermining Board policy or otherwise seriously damaging the integrity of the Board
 - 7.2.9 Conduct in their capacity as a teacher or otherwise which is unbecoming to a member of the teaching service.
- 7.3** All teaching staff members will adhere to the Code of Professional Practice.
- 7.4** In all situations involving a complaint the principal/board must:
- 7.4.1 Specify the complaints.
 - 7.4.2 Give the employee an opportunity to answer or explain.
 - 7.4.3 Listen to, and take account of the answers.
 - 7.4.4 Not prejudge the matter.
 - 7.4.5 Be aware of the need to follow natural justice.
- 7.5** The Board should seek the appropriate advice - NZSTA etc.
- 7.6** This procedure will be reviewed alongside the policy **NAG 3 – Personnel Management** by the Principal or a senior staff member(s) delegated to undertake the review.

8. Staff Leave

8.1 General Criteria:

- 8.1.1 All leave provisions in the relevant awards for staff members shall apply.
- 8.1.2 Short-term leave (up to five school days), not provided for in 8.1.1 will be at the discretion of the Principal or DP acting under delegation.
- 8.1.3 Long-term leave (more than five school days and up to one year) will require the approval of the BOT.

8.2 Short Term Leave

- 8.2.1 The BOT has granted the Principal the authority to authorise short term leave.
- 8.2.2 Applications must be made on the appropriate form, and in advance, to the Principal.
- 8.2.3 In special circumstances (which will be decided on a case by case basis) the applicant will have the right of appeal to the Chairperson of the Board whose decision shall be binding.
- 8.2.4 Short-term leave applications for the purpose of extending holiday periods are not encouraged.

8.3 Long Term Leave

- 8.3.1 Requests for long term leave, as defined in 8.1.3 should initially be made to the Principal who will forward them to the BoT with a recommendation.
- 8.3.2 At least one term's notice of leave is required. In case of emergency, the BOT may exercise discretion.
- 8.3.3 In the case of teachers requesting long term leave, appropriate work outlines, and suitable resources and assessment, must be left for classes.
- 8.3.4 Long term leave should be arranged to coincide with school holidays whenever possible to minimise disruption to the school.
- 8.3.5 The number of staff applying for leave at any period, and the availability of relieving staff, will be a factor in granting leave.
- 8.3.6 Staff with long service, who require a 'refreshment' break from teaching, will be favourably considered.

8.4 Short or Long Term Leave with Pay

- 8.4.1 Short or long term leave with pay will be considered on a case by base basis. Criteria to be considered include, but not be exclusive to: the length of the leave period requested, length of service, previous leave history and the Principal's support for the application.

- 8.5 This procedure will be reviewed alongside the policy **NAG 3 – Personnel Management** by the Principal or a senior staff member(s) delegated to undertake the review.

9. Safety Checking

- 9.1** This procedure has been put in place to comply with the requirements of the Education Act 1989 and the Vulnerable Children's Act 2014. The intent of these Acts is to ensure that students are not exposed to an unacceptable risk from persons the school causes them to come into contact with.
- 9.2** As the employer, the board is responsible for ensuring that all paid employees and contractors are safe and competent to work with children.
- 9.2.1 The Education Act 1989 requires police vetting of all school employees.
- 9.2.2 The VCA 2014 requires Safety Checking of all Children's Workers.
- 9.2.3 A Children's Worker is someone who is funded to work in or provide a regulated service that may involve regular or overnight contact with a child when the parent/ guardian is not present.
- 9.2.4 A Core Worker works in or provides a regulated service and is the only person present and is required /allowed to be present with a child and has primary responsibility/ authority over a child.
- 9.3** Safety Checking of Employees involves:
- 9.3.1 Verify identity using two forms of identification.
- Primary form of ID includes a passport or Birth Certificate.
 - Secondary form of ID includes a Drivers Licence.
 - At least one form of ID must include a photograph.
- 9.3.2 Conduct an interview with all new employees.
- 9.3.3 Obtain information of the employee's previous work history for at least the past five years.
- 9.3.4 Follow-up on referee information.
- 9.3.5 Obtain information from the relevant professional organisation or authorizing body.
- 9.3.6 Obtain a Police Vet.
- 9.3.7 Conduct a risk assessment based on all information collected.
- 9.4** Police Vetting:
- 9.4.1 All GGHS teaching staff are required to hold current practicing certificates or a limited authority to teach. The Teaching Council of NZ issues and renews practicing certificates every three years and this process involves police vetting as one component.
- 9.4.2 Non-teaching staff must be police vetted every three years.
- 9.5** Contractors:
- 9.5.1 Contractors are people that are employed / engaged by the school to provide regulated services or are funded by the Board.
- 9.5.2 Contractors require identity verification, reference checks and police vetting.
- 9.5.3 In the case of a major contracting firm/support agency a representative can be required to provide written confirmation that their employees, including \ sub-contractors, have been police vetted and are deemed suitable to work during the school day in a girls' high school.

- 9.6** Volunteers:
- 9.6.1 People, like volunteers and coaches, that do not provide regulated services on behalf of or funded by the school, are not subject to safety checking under the Act however schools are encouraged to take a best practice approach to this group and safety check accordingly.
- 9.6.2 Coaches and Managers who are involved with teams that will travel away involving an overnight stay will be fully safety checked.
- 9.7** The Principal has been delegated the responsibility for maintaining a confidential register of all staff as specified in this procedure, to ensure that Gisborne Girls' High School complies with legislation. The BM is the only other person who can access the file in the absence of the Principal.
- 9.8** A data base recording employee names and date of vetting, that will also highlight anniversary dates thus alerting the school of impending checks, will be maintained by the Business Manager.
- 9.9** This procedure will be reviewed alongside the policy **NAG 3 – Personnel Management** by the Principal or a senior staff member(s) delegated to undertake the review.

10. Teacher Certification

The school will provide "Provisional" and "Category Two" certificated teachers with a programme of advice and guidance to enable them to develop the professional attributes required to become Category One certificated teachers.

10.1 Guidelines

- 10.1.1 The SLT member responsible for the PGC will be the coordinator responsible for ensuring that a programme of advice and guidance is provided according to Teaching Council guidelines.
- 10.1.2 The teacher will be allocated a Teacher Mentor and will be required to meet one hour per week.
- 10.1.3 Provisionally Certificated teachers' (PCTs) hours of work will comply with the Collective Agreement.
- 10.1.4 The PCT programme will be supported by the Specialist Classroom Teacher.
- 10.1.5 PCTs will undergo a series of lesson observations as per the Advice and Guidance Programme.
- 10.1.6 To move from Category Two to Category One, staff will require an endorsement from the principal that they have completed one year of mentoring and are able to be endorsed as meeting the standards.
- 10.1.7 The process for recommending certification to the Teaching Council of NZ will begin towards the end of the eighth term of the provisionally certificated teacher's period of teaching.
- 10.1.8 In the case of certification not being recommended after the minimum period of two years provisionally registered, the teacher concerned will be advised and will undergo an additional year of the advice and guidance programme. This programme will be specifically needs based to address the areas where the teacher is not performing to the expected satisfactory level of performance required to gain full certification.
- 10.1.9 All records of observation lessons will be destroyed or become the property of the teacher concerned upon certification.
- 10.1.10 In the event of deregistration or any matter not covered in the above, refer to Education Amendment Act 2015 and The Teaching Council.

10.2. Practising Certificates

The 2015 Amendment to the Education Act requires all school authorities to employ only teachers with a current practising certificate or a limited authority to teach.

10.3 Renewal of Practising Certificates

Registered teachers working in, or in association with, GGHS will need to renew their certificate when required. This is an online process that requires endorsement by the Principal. This endorsement will be provided based on the results of the PGC.

- 10.4 This procedure will be reviewed alongside the policy **NAG 3 – Personnel Management** by the Principal or a senior staff member(s) delegated to undertake the review.

11. Limited Authority to Teach

11.1 Purpose Statements

11.1.1 To ensure that all persons having contact with students in an instructional capacity should be of good character, fit to be a teacher, and likely to be a satisfactory teacher.

11.1.2 To enable the school to employ people with particular skills and experiences who are not trained teachers. The need for staff to have an authority will be anticipated in advance and an application made before it is needed.

11.2. A limited authority to teach is applied for by the person needing it, on the application form online.

11.3 The application must be endorsed by the Principal of the employing school. Where an authorised teacher is to teach in several schools (e.g. as an itinerant teacher or casual reliever) the endorsement will be made by the Principal who will be responsible for the professional growth cycle.

11.4 Teachers who are eligible for registration will not be granted a limited authority to teach, they will be required to follow the procedure for registration.

11.5 An authority is granted specific to employment in the school (or group of schools). It is not transferable and expires after 12 months unless renewed. The Teaching Council of NZ may grant an authority for longer than 12 months.

11.6 When renewing a limited authority to teach the Principal will have to endorse that the teacher is still 'fit to teach' and is 'satisfactory' for the purpose for which they are employed. An authority can be cancelled.

Note: The Education Amendment Act 2015 requires all teachers in the school to hold either a teacher registration (provisional, Category Two or One) or limited authority to teach.

11.7 Persons who are neither registered nor hold a limited authority to teach may be employed in a teaching position for a maximum of 20 half days in any calendar year. This provision does not apply to overseas teachers who must be registered with the Teaching Council before a work permit will be issued. It is illegal for overseas teachers excluding Australian citizens to be employed without a current work permit.

11.8 The 20 half day provision in the Act is intended to enable time for registration or limited authority to teach application to be made and processed by the Teaching Council of NZ.

11.9 GGHS will not employ unregistered teachers for more than 20 half days without seeking permission from the Teaching Council of NZ, as per the Act. Failure to do this makes the school liable to conviction if the Board and teacher are in non-compliance.

11.10 This procedure will be reviewed alongside the policy **NAG 3 – Personnel Management** by the Principal or a senior staff member(s) delegated to undertake the review.

12. Guaranteed Teacher Non-Contact Allowances and Timetabling

12.1 Purpose Statements:

12.1.1 Guideline 2 of the NEGs requires the BOT to have policies that promote high levels of staff performance, use educational resources effectively, be a good employer and comply with Secondary Teachers' Collective Agreement (STCA) Conditions. Guideline 5 requires that a safe physical environment is provided for teachers as well as students.

12.1.2 The STCA 01 July 2019 to 30 June 2022 entitles teachers to both minimum guaranteed non-contact time and involvement in the development of a timetabling policy. Such a policy must also include a process to apply in circumstances where for 'genuine reason' the school cannot provide the full non-contact entitlement or class size provision.

12.2 Guidelines Part 1 Collective Agreement Provisions (these components are minimum requirements)

12.2.1 Non-contact time is based on an individual teacher's timetabled classroom teaching hours comprising a total of 25 hours or a combination of periods of time equivalent to 25 hours per week.

12.2.2 The employer shall provide five timetabled non-contact hours within each school week to each full-time teacher subject to 5.2 of Collective Agreement. The non-contact time may be a combination of differing periods of time which total no less than the equivalent of five non-contact hours.

12.2.3 Beginning teacher time allowances for full time teachers shall be in addition to their basic non-contact entitlement.

- 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 20 hours of allocated duties per week inclusive of their non-contact entitlement. i.e. maximum 15 hours contact time.
- Trained, full time beginning teachers in their second year are a charge of 0.9 against the staffing allowance. They may have no more than 22.5 hours of allocated duties each week inclusive of their non-contact entitlement. i.e. maximum 17.5 hours contact time.
- 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 hours 2.5 hours per week for advice and guidance in addition to any other time allowances to which they may be entitled as part time teachers.

12.2.4 HOFs who are responsible for year one or year two beginning teachers shall be allocated the equivalent of one hour non-teaching time per week for each teacher who generates the year-one 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 HOF. Time allowances will aggregate where the HOF 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 HOF has responsibility for providing curriculum support and guidance to the beginning teacher the time allowance shall be shared equitably.

12.2.5 The Specialist Classroom Teacher shall receive an additional time allowance (equivalent to four hours per week). These four hours per week shall be timetabled SCT time for the professional development and guidance, mentoring and induction of

other teaching staff.

- 12.2.6 The school will provide each permanent unit holder with one additional non-contact hour for each of the first three permanent units held.
- 12.2.7 The school will endeavour to timetable each permanent unit holder of 4 or more units with sufficient non-contact time to manage their additional administration management or pastoral duties.
- 12.2.8 The school will endeavour to provide each fixed term unit holder with one additional non-contact hour for each unit held.
- 12.2.9 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.

12.3 Genuine Reason

12.3.1 Teachers may only be asked to temporarily forgo their minimum entitlement to non-contact time 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 class 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.

12.3.2 Where, by virtue of demonstrated timetable or other constraints, the identified allocation of non-contact hours 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 correct allocation of their non-contact entitlement. If it is subsequently agreed that there is genuine reason why it is not possible to provide the non-contact entitlement within the timetable then the principal and the teacher may mutually agree to compensate the teacher with:

- an equivalent increase in the allocation of time for non-contact teaching duties at another point in that school year; or
- an equivalent increase in the allocation of time for non-contact teaching duties in the following school year; or
- an equivalent reduction in non-teaching or supervisory duties outside the school's timetabled teaching periods (e.g. no form class); or
- compensatory relief cover for the teacher later in that school year; or
- a shared teaching provision that releases the teacher for the equivalent time or
- some combination of the above or some other agreed compensation; or if none of the above are possible, payment of a fixed-term management unit or a board-funded responsibility payment for a period sufficient to generate a total payment equivalent to 1/950 of their normal salary rate for each hour of minimum non-contact entitlement time reduced.

12.4 General Timetable Procedure Components.

12.4.1 Review Process

- The timetable policy shall be reviewed every three years by the Principal and

teaching staff in line with the review of NAG 3 procedures.

- Between triennial reviews either the principal or the PPTA branch chairperson, on behalf of employees covered by the Collective Agreement, may initiate a review through the regular consultative meetings between the branch and the Principal.

12.4.2 Non-Contact Provision

- The following practices shall be followed in respect of calculating non-contact time entitlement:
 - Form periods shall not be counted as contact time.
 - Supervision of study classes shall be counted as contact time.
 - Attendance at assembly shall not be counted as contact time unless the assembly falls within time which is timetabled for lessons.

12.4.3 Class Loading:

- The school will endeavour wherever possible to provide teachers with a class load which has a balance between junior and senior classes.
- HOFs will make the allocation of classes in consultation with their teachers.
- Class loads will be reviewed by the timetablers in association with the Principal during the construction of the timetable.
- When a teacher is not satisfied with the timetable that is prepared for them they have the right to raise their issues with their HOF or the Principal.

12.4.4 Class Size

The school will endeavour to operate a timetable that, for each individual teacher with more than one class, the average class size (based upon the teacher's timetabled classes and the roll of each of these classes) is no more than 26 students. This will be calculated each year based on the class rolls at March 1st with a review in June. Where this cannot be achieved then the provisions outlined in 12.3.2 will apply.

12.4.5 Multi-Level Classes

When a subject is required to be taught as a multi-level class in order for the subject to remain on the timetable the school will endeavour to maintain a maximum class size of 20 students as recognition of the increased demand on the teacher.

12.4.6 Part-time Teachers

- Part-time teachers employed at 0.72 FTTE or above are entitled to the minimum non-contact provided for in STCA 5.2.6. 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. This may include release from Form Class responsibilities and reduced duty requirements.
- 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 any timetabled non-contact time.
- No part-time teacher will be timetabled for more than 22.5 contact hours within each school week.

12.4.7 Deans

Deans appointed to a Fixed Term Management Unit will be allocated additional non-contact hours for the purposes of carrying out their pastoral care responsibilities.

12.4.8 Additional Relief

A record of all additional relief covered by teaching staff will be kept by the Day Relief Coordinator. This record will be available to all staff. The Day Relief Co-ordinator will allocate such relief fairly or will utilise teachers with more than the minimum non-contact provision first.

12.4.9 Relationship with Gisborne Boys' High School

A timetabling relationship exists between GGHS and GBHS for the purposes of maximising the effectiveness of timetable provision at both schools. The schools will liaise during the timetable construction phase to enable a wider choice of subjects to be available to the students of both schools. The teaching staff at both schools will be consulted over the addition of external students into their subjects.

- 13.5** This procedure will be reviewed alongside the policy **NAG 3 – Personnel Management** by the Principal and teaching staff member(s) delegated to undertake the review.

NAG 4A – Financial Management

Financial Procedures:

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. Refunds for International Fee Paying Students
11. Fees Protection
12. School Donation Scheme
13. Protection and sharing of Intellectual Property (Creative Commons)

NAG 4B - Property Management

Property Procedures:

1. Property Plan
2. Asset Management
3. Vandalism
4. School provided equipment

4A Financial Management:

1 Budget Preparation

- 1.1** The annual budget will be drafted by the Principal and Business Manager (BM) in consultation with HoF's and the Board. The school's budget must address:
- 1.1.1 The outcomes sought by the school's Strategic Plan.
 - 1.1.2 The priorities established by the Strategic Plan.
- 1.2** The budget will:
- 1.2.1 Comply with the Board's requirement of a balanced budget
 - 1.2.2 Ensure adequate working capital.
 - 1.2.3 Demonstrate an appropriate degree of conservatism in all estimates.
- 1.3** The Draft Budget will be reviewed once student roll numbers have been confirmed for the year. The Final Budget will be ratified by the Board following this review.
- 1.4** A further formal review of performance against budget will be conducted following the July 1st roll return.
- 1.5** The Annual Report will only show the original operating budget figures. Decisions about forecast changes during the year will provide information for the Analysis of Variance about why actual revenue or expenditure was different from the original budget.
- 1.6** The BM will prepare a finance report for each Board meeting that includes:
- board payments to approve
 - monthly accounts available
 - bank account status
 - variations to budget
- 1.7** The BM will provide all fundholders with monthly financial reports.
- 1.8** This procedure will be reviewed alongside the policy **NAG 4A – Financial Management** by the Principal or a senior staff member(s) delegated to undertake the review.

2 Financial Condition

- 2.1 Outcome statement: The school is financially viable and managed risks effectively.
- 2.2 The Principal will protect the financial viability of the organisation by:
- Not incurring unauthorized debt.
 - Following generally accepted accounting practices or principles with clear financial procedures for the daily management of the school.
 - Not using tagged funds for purposes other than those approved.
 - Not spending more funds than have been allocated by the budget for the fiscal year.
 - Ensuring all money owed to the school is collected in a timely manner.
 - Making timely payments to staff and other creditors.
 - Not selling or purchasing unauthorised property.
 - Ensuring that all relevant Ministry of Education returns are completed on time.
 - Ensuring that no one person has complete authority over the school's financial transactions.
- 2.3 For the purchase of goods and services over \$1000.00 (excluding day-to-day consumables) it is recommended that the Principal will seek two quotes and make sound judgements about quality and value for money. This excludes emergency situations where services are required.
- 2.4 Before major purchases are made there must be a review of: on-going costs; value and reliability; and that the item or service purchased is "fit for purpose". All the related paperwork (quotes etc.) will be kept (hardcopy or digitally) for at least 12 months.
- 2.5 Effective systems are in place to meet the requirements of the payroll system.
- 2.6 This procedure will be reviewed alongside the policy **NAG 4A – Financial Management** by the Principal or a senior staff member(s) delegated to undertake the review.

3 Payroll Administration

- 3.1** The Principal and BM will read, check, date and sign the Staff Usage and Expenditure (SUE) report provided fortnightly by Education Payroll Ltd. The BM will act as peer review to ensure checking processes and provide peer support for problem resolution. The BM will read, check and approve Draft Payroll Reviews.
- 3.2** Payroll signatories will be the Principal, BM or BoT Chairperson for all Payroll transactions, changes, initiations and terminations.
- 3.3** The BM will prepare all pay documentation on receipt of contract/ contract changes advice from the Principal and use signatory support to ensure correct application of scales, codes and form completion before submitting forms and/or completing online processes.
- 3.4** The BM will act to set scales for contract remuneration in consultation with the Principal. All forms for remuneration will be signed by the Principal.
- 3.5** All forms will be kept digitally for all filed requests by the BM.
- 3.6** No party has the ability to sign for their own pay changes or complete pay changes on line for themselves or related parties. An impartial signatory must be used.
- 3.7** The Board will receive the payroll costs via the Board Expenditure report in the Finance report.
- 3.8** This procedure will be reviewed alongside the policy **NAG 4A – Financial Management** by the Principal or a senior staff member(s) delegated to undertake the review.

4 Theft and Fraud Prevention

4.1 As a preventative measure against theft and fraud the Principal will ensure that:

- 4.1.1 The school's physical resources are kept secure and accounted for.
- 4.1.2 The school's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
- 4.1.3 Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
- 4.1.4 All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the school.

4.2 In the event of an allegation of theft or fraud, the Principal shall:

- 4.2.1 Immediately report the matter to the Board Chairperson and outline the action to be taken.
- 4.2.2 So far as it is possible and within 24 hours:
 - Record the details of the allegation, the person or persons allegedly involved, and the quantity or value of the theft or fraud.
 - Request a *written statement* from the person who has informed the Principal, with details as to the nature of the alleged theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
- 4.2.3 On the basis of advice received, and after consultation with the Board Chairperson, the Principal shall decide whether or not a *prima facie* case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
- 4.2.4 If it is determined that a *prima facie* case may exist the Principal will:
 - Consult with the Board Chairperson
 - Seek legal advice and/or advice as required;
 - Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors, as required;
 - Inform the police;
 - Investigate the matter further as required;
 - If necessary, commission an independent expert investigation;
 - Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
 - In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence.
- 4.2.5 Once all available evidence is obtained, the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
- 4.2.6 If a case is considered to exist, the Principal or a person designated by them shall, unless another course of action is more appropriate:
 - Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
 - Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
 - Obtain a verbal or preferably a written response (all verbal responses must be

recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).

- Advise the person present of the processes to be involved from this point on.

- 4.3** The tenets of Natural Justice must be followed as the reputation of the person or persons implicated stand to be affected. All matters related to the case shall remain strictly confidential with all written information kept secure. The improper disclosure of information by staff will have consequences according to the terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.
- 4.4** Any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
- 4.5** Any intimation or written statement made on behalf of the school and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.
- 4.6** Allegations Concerning the Principal or a Trustee
- 4.6.1 Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate as outlined above.
- 4.6.2 Any allegation concerning a member of the Board of Trustees (other than the Chairperson) should be made to the Board Chairperson / Principal. Allegations concerning the Board Chairperson will be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation as outlined above.
- 4.7** This procedure will be reviewed alongside the policy **NAG 4A – Financial Management** by the Principal or a senior staff member(s) delegated to undertake the review.

5 Fund Raising for Charitable Causes

- 5.1** There is a role for the school to play in supporting carefully selected charitable causes.
- 5.2** Fundraising typically is carried out by means of "Non-Uniform Days" (dress is chosen by the student but must be appropriate and safe), school dances, raffles, food stalls and collecting services.
- 5.3 Guiding Criteria**
- 5.3.1. A maximum of one "Non-Uniform Day" per term for four terms may be applied for.
- 5.3.2 Guideline 5.3.1 notwithstanding, special circumstances will be considered by the Principal.
- 5.3.3 Assemblies and daily notices will be used to announce the purpose of these events recognising the need to maximise the effectiveness of the exercise educationally and financially.
- 5.3.4 In the event of student fundraising, application in writing to the Principal is required three weeks prior to the event, unless special circumstances apply.
- 5.3.5 Community charities which may be supported annually by Gisborne Girls' High School include Women's Refuge, CanTeen, Salvation Army Food Bank, Blind Foundation, Cancer Society, Daffodil Day and Anzac Day poppy sales.
- 5.3.6 Any other applications from community charities for financial assistance, including collection duties, may be approved by the Principal/DP upon recommendation by the Prefects or another student group.
- 5.3.7 All monies collected at school are handled through the school office and the school will then forward this on to the chosen charity.
- 5.4** This procedure will be reviewed alongside the policy **NAG 4A – Financial Management** by the Principal or a senior staff member(s) delegated to undertake the review.

6 Credit Card Usage

- 6.1** The safe and secure usage of Credit Card accounts is a critical part of the transparent financial structure within the school.
- 6.2** The Principal has responsibility to ensure that credit card expenditure incurred by the school must clearly be linked to the business of the school.
- 6.3** The Board requires the Principal to implement and manage this procedure.
- 6.4** Guidelines:
- 6.4.1. The Principal has overall responsibility for the use of all credit cards with usage based on approved expenditure only.
- 6.4.2 The Principal's PA has authority to make approved purchases using the Principals PA credit card up to the stakeholder limit.
- 6.4.3 The school's master credit card limit is \$25,000. This is divided across a number of credit cards as delegated by the Principal and approved by two bank account signatories. A register of school credit card holders will be held by the BM.
- 6.4.4 Credit cards will only be issued for approved and identified school business. Prior to a credit card being issued, the recipient must be given a copy of this procedure and be required to sign it to signify agreement to these terms.
- 6.4.5 Usage of school credit cards is limited to where no other payment facility is available, convenient or for situations of urgency.
- 6.4.6 Cash advances are not permitted except in a situation where a credit card cannot be used, or in an emergency. Where cash advances are taken, the cardholder must provide a full reconciliation, with receipts wherever possible, of how the cash was used. Any unspent monies must be returned to the school.
- 6.4.7 The school credit card is not to be used for any personal expenditure.
- 6.4.8 Any benefits of the credit card such as membership awards programmes are only to be used for the benefit of the school. They should not be redeemed for personal use.
- 6.4.9 All receipts for expenditure via the Principal's school credit card will be held with the PA until credit card statement ratification. As part of the statement ratification the BOT Chair will sign off to approve the expenditure on the Principal's school credit card.
- 6.4.10 All other holders of school credit cards will provide budget-coded receipts and ratify and sign off credit card statements on a monthly basis. Credit card statements will be formally reviewed and signed off by the Principal.
- 6.4.11 Any credit card expenditure where personal and professional booking cannot be separated and an individual payment cannot be used will be immediately invoiced by the BM. There is an expectation of same day refund with a formal written requirement of full refund within five working days. The BM will also receipt reimbursement payment to the school including a full copy for the card file.
- 6.5** Cardholder Responsibilities:
- 6.5.1 The cardholder should never allow another person to use the card.
- 6.5.2 The cardholder must protect the pin number of the card.
- 6.5.3 The cardholder must only purchase within the credit limit applicable to the card.
- 6.5.4 The cardholder must notify the credit card company and the school immediately if the

card is lost or stolen.

6.5.5 The cardholder must notify the credit card company and the school immediately if unauthorised spending is noticed on the card. If this is as a result of fraudulent activity the card is to be closed immediately. The credit card provider will launch an investigation to verify the fraudulent activity and remove unauthorised transactions.

6.5.6 When not in use the school credit cards are to be held in the school safe.

6.6 This procedure will be reviewed alongside the policy **NAG 4 – Financial Management** by the Principal or a senior staff member(s) delegated to undertake the review.

Signature of school credit cardholder:

I have read and understood this procedure and agree to abide by it.

Name: _____ Signed: _____

Date: _____

7 Home-schooled Students

7.1 The school will establish a fee payment and enrolment formula for the part time enrolment of home schooled students at GGHS.

7.2 A home-schooled student seeking part time enrolment at GGHS will be:

7.2.1 Admitted at the discretion of the Principal;

7.2.2 Required to abide by all school rules as appropriate;

7.2.3 Charged a fee that is an appropriate proportion of the full cost of educating one full time local student plus course costs where they apply. For example - 1 subject x 4 terms equates to one *sixth* of the current cost of educating one full-time local student.

7.2.4 The fee calculation is to be made annually.

Note: One *sixth* is equivalent to one band of the school's six band timetable. Course costs would be an additional cost.

7.3 This procedure will be reviewed alongside the policy **NAG 4A – Financial Management** by the Principal or a senior staff member(s) delegated to undertake the review.

8 Fee-Paying International Students

8.1 The Director of International Students in association with the Principal, oversees and co-ordinates all matters to do with fee-paying students.

8.2 Marketing

8.2.1 The school is a signatory to the New Zealand Ministry of Education Code of Practice.

8.2.2 The school belongs to "Education New Zealand," an organisation which is an agency for the generic marketing of New Zealand education institutions overseas.

8.2.3 Copies of the school's overseas brochure, prospectus, 'Gisborne Herald' supplements and other extracts are supplied to New Zealand embassies and New Zealand Education Centres in many countries.

8.2.4 A school profile and advertisements appear in such publications as "Study in New Zealand" and international pages are on the school website.

8.2.5 The school has links with education marketing agencies in some Asian and European countries. A 12-15% commission on fees is paid once an agency directed enrolment has been made and the student has begun school here.

8.2.6 The school may undertake to meet with parents in their home country to hold report evenings and discuss students' progress. These visits will be combined with other marketing activities.

8.3 Enrolment

8.3.1 In response to an application for enrolment, a procedure for enrolment is followed according to the International Student Admission Procedure Checklist.

8.3.2 Accommodation is arranged by the Director of International Students with a host family. Note: a register of homestay family accommodation is maintained.

8.3.3 Only international fee paying students who are thirteen years of age and over will be enrolled at GGHS.

8.4 Staffing and Teaching Programmes

8.4.1 E.S.O.L. teachers are employed for English language instruction and support according to each student's need.

8.4.2 After a period of orientation, the student is mainstreamed according to the identified individual need and progress with language support maintained and pastoral support provided by the form teacher and Director of International Students. The Director of International Students is highly experienced in the supervision of young people from a variety of cultures.

8.5 Fees

8.5.1 The fees charged international students are outlined in the GGHS Board of Trustees Procedure Statement 9 "International Students Fees".

8.6 Refunds

See GGHS BOT Procedure 10 Refunds for International Fee Paying Students.

8.7 This procedure will be reviewed alongside the policy **NAG 4A – Financial Management** by the Principal or a senior staff member(s) delegated to undertake the review.

9 International Student Fees

9.1 The Director of International Students, in association with the Principal, oversees and co-ordinates all matters to do with setting the fees for fee-paying students.

9.2 INTERNATIONAL STUDENTS: FEES

Fees will include tuition and Administration Management Fee (must be paid on application and is non-refundable).

This fee includes:

- All tuition costs
- Compulsory workbooks at senior level
- English as a second language tuition at this school
- Text books which are supplied on loan
- Access to all school facilities
- Subject day trips
- Auckland International Airport transfer
- Services of the Director of International Students including Gisborne airport pick up

This fee does not include:

- Stationery
- Subject fees charged by some curriculum areas to cover materials e.g. Technology
- External examination fees if applicable
- Uniforms for students
- Overnight school trips
- Personal requirements

9.3 Refunds: See 10 Refunds Procedure for International Fee Paying Students

9.4 Accommodation: Accommodation for International Fee Paying Students will be arranged by the school. Homestay Fees include the management fee and the weekly accommodation fee.

9.5 Insurance:

New Zealand law requires all international students to have appropriate medical and travel insurance. This can be arranged by the school if necessary and is a condition of enrolment.

9.6 Fees Protection Insurance – see Fees Protection Procedure

9.7 This procedure will be reviewed alongside the policy **NAG 4A – Financial Management** by the Principal or a senior staff member(s) delegated to undertake the review.

10 Refunds For International Fee-Paying Student

10.1 This policy is based on Section 4B(7) of the Education Amendment (No 4) Act 1991

“(7) Where at any time a foreign student withdraws from a subject, course, or programme at a state school the Board may refund to the person who paid (in respect of the student’s enrolment in the subject, course, or programme) the amount of the fees referred to in subsection (1) of this section (or the sum of any installments paid in respect of those fees) any amount it thinks appropriate not exceeding the extent (if any) by which the amount paid exceeds the sum of the following amounts: (a) The Board’s best estimate of the cost to the Board (including the appropriate proportion of the board’s administrative and other general costs and the appropriate proportion of any initial or start-up costs of the subject, course, or programme) of providing tuition in the subject, course or programme for one student up to that time; (b) An amount that is in the Board’s opinion an appropriate reflection of the use made by one student receiving tuition in the subject, course or programme of the Board’s capital facilities; (c) The appropriate proportion of the amount (if any) prescribed under section 4D of this Act for a student receiving tuition at a state school in the subject, course, or programme; (d) All other fees (if any) prescribed by the Board.”

The Director of International Students will make the decision about a refund of fees and will take into consideration the special circumstances of the withdrawing student and:

- (a) costs already incurred by the Board
- (b) the salaries of the teachers and support staff and any other components of the fee already committed for the duration of the course
- (c) an amount which covers use of the facilities and resources to date of withdrawal
- (d) any refund of the international student’s fee, from the government.

10.2 Refund Guidelines

10.2.1 Administration Management fee is not refundable.

10.2.2 If a student is unable to take up her place, or is unsuccessful in obtaining a student visa, all tuition fees are fully refundable, less any other costs incurred on behalf of the student.

10.2.3 A student who withdraws less than 7 days prior to course commencement will be eligible for a refund of tuition fees, less \$NZ500 for teaching materials and support staff costs and any other costs incurred on behalf of the student.

10.2.4 A student who withdraws to return home after commencement of the course may receive a part refund of tuition fees on the following basis

- no refund on the current term and next term
- full refund on the remaining terms paid for, less \$NZ500 and any other costs incurred on behalf of the student.

10.2.5 A student who enrolls for a course of two terms or less is not eligible for any refund.

10.2.6 No student will be entitled to a refund of fees if she

- obtains a change of status to permanent resident or
- has her enrolment withdrawn by the Principal
- transfers to another school

10.2.7 To be eligible for any refunds the student must request an Application for Refund form from the Director of International Students.

10.2.8 Refunds will be paid to the person or persons who paid the school fees.

10.3 Refund of Accommodation Costs

10.3.1 Provided one term’s notice in advance is given before a student leaves, accommodation fees paid in advance, and not used, will be refunded.

10.4 This procedure will be reviewed alongside the policy **NAG 4A – Financial Management** by the Principal or a senior staff member(s) delegated to undertake the review.

11 Fees Protection

11.1 Rationale

11.1.1 To comply with the relevant provisions of the Education Act.

11.1.2 To ensure that all contractual and financial dealings between the school and the international students and their families are conducted in a fair and reasonable manner.

11.2 International Student Fees are set *annually* by the GGHS BOT and are based on the four term school year.

11.3 International students are not eligible for a refund from the end of the second term of enrolment (see Refunds Policy for International Fee Paying Students).

11.4 Evidence of medical, travel and fees protection insurance must be provided prior to acceptance for enrolment.

11.5 The school offers to arrange such insurance in which case this will be done through Unicare, which guarantees under Section 1 B Additional Expenses, cover for students due to “the unforeseen insolvency, regulatory closure or withdrawal of accreditation of any education provider”. The policy also provides an extensive travel and medical cover.

11.6 Once accepted for enrolment, a fees invoice will be issued for tuition for the length of the proposed course, associated accommodation costs and a one-off non-refundable Administration Management fee.

11.7 All fees received are receipted and banked into the official school bank account. Fees are coded:

- Tuition and registration
- Accommodation (held in trust account)
- Other (includes insurance, visa, exam fees, personal funds)

11.8 Only fees relating to the current school financial year are included in the school’s operating accounts.

11.9 Fees for any subsequent years are held in the “Fees in Advance” account (reflected in the balance sheet of the school accounts).

11.10 All of these accounts are subject to annual audit.

11.11 This procedure will be reviewed alongside the policy **NAG 4A – Financial Management** by the Principal or a senior staff member(s) delegated to undertake the review.

12 School Donation Scheme

- 12.1** Each year the Board of Trustees will decide if the school will sign up to receive the School Donation Scheme subsidy from the Government. This is set at \$150 per student.
- 12.2** When the school signs up to the subsidy they agree to the set rules regarding any fees that the school can recover from parents.
- 12.3** The school does not want any student to miss out on activities due to financial circumstances. There are hardship funds available. Application forms can be collected at the school office.
- 12.4** This procedure will be reviewed alongside the policy **NAG 4A – Financial Management** by the Principal or a senior staff member(s) delegated to undertake the review.

13 Protection and Sharing of Intellectual Property (Creative Commons)

- 13.1** 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.
- 13.2** The Copyright Act 1994, section 21(2) recognises the copyright ownership rights of school boards 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.
- 13.3** 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 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 the policy and how it relates to teaching resources they develop in the course of their employment at the school.
- 13.4** 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 remains the property of that employee – where this is unclear, the process for dispute resolution shall apply.
- 13.5** Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:
- In the first instance, the dispute should be documented and presented to the principal
 - If the dispute is still not resolved, the documentation should be presented to the presiding member of the board
 - If the dispute is still not resolved then mediation with an appropriate authority will be undertaken.
- 13.6** This procedure will be reviewed alongside the policy **NAG 4A – Financial Management** by the Principal or a senior staff member(s) delegated to undertake the review.

4B Property Management:

1. Property Plan

- 1.1** The board will engage a Project Manager to carry out, or review and certify, a condition assessment of the school buildings and facilities before preparing, or reviewing and certifying, a 10YPP.
- 1.2** The Project Manager must be engaged in accordance with the Ministry's project management procurement requirements.
- 1.3** The Ministry will not approve the 10YPP until it is satisfied that all the following criteria are met.
 - 1.3.1** The condition assessment is certified by the Project Manager.
 - 1.3.2** The projects fit the school's budget.
 - 1.3.3** The board can show that it has complied fully with Ministry requirements.
 - 1.3.4** The board has a current building warrant of fitness.
 - 1.3.5** The Ministry has approved a plan to reduce any surplus space above the current School Property Guide.
 - 1.3.6** The methods of procuring the goods and services required to undertake any capital projects have been identified in the 10YPP.
 - 1.3.7** All documentation required by the Ministry's project management requirements for completed projects has been returned to the Ministry.
- 1.4** The condition assessment must be updated every five years and the board must formally review, update and re-submit the 10YPP to the Ministry for approval every five years.
- 1.5** The board may review the 10YPP as required but only needs to re-submit it to the Ministry if:
 - 1.5.1** projects need to be varied or new ones added
 - 1.5.2** there have been budget adjustments that exceed the contingency amount
 - 1.5.3** the board wants to use the contingency for a new project
 - 1.5.4** the budget needs to be reviewed to take into account roll growth or inflation.
- 1.6** If a board fails to prepare and update the 10YPP, including the condition assessment as required, funding under the Ministry's capital works programmes may be withheld.
- 1.7** Operational requirements
 - 1.7.1** The board must comply with all current operational requirements for managing school property as advised on the Ministry's website or in any written notice to the board.
 - 1.7.2** The board must pay all operating costs associated with running the school using its operational funding. This includes, but is not limited to, electricity, gas and water supply, insurance, vandalism, rubbish disposal, heating, territorial authority charges, telephones, pest control, grass cutting, caretaking, and cleaning.
- 1.8** This procedure will be reviewed alongside the policy **NAG 4B – Property Management** by the Principal or a senior staff member(s) delegated to undertake the review.

2. Asset Management

2.1 Assets must be protected, adequately maintained and not unnecessarily risked. The Principal will take measures to ensure that:

2.1.1 All assets are insured.

2.1.2 No unauthorized personnel handle funds or school property.

2.1.3 All plant and equipment are, subject to proper wear and tear, maintained and appropriately used.

2.2 An up-to-date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$1000 is maintained. This asset register is reviewed on an annual basis by the BM.

2.3 The annual budget allows for planned asset acquisitions. The Principal has delegated authority to purchase within the annual asset acquisition budget, following good procurement procedures.

2.4 All ICT assets such as computers and associated software must be compatible with the standard operating platform used within the school.

2.5 The expected useful lives of the following types of assets are used for depreciation:

	Useful Life:	Depn Rate %:
• Building improvements	20 years	5.00
• Furniture and equipment	10 – 15 years	15.04
• ICT	5 years	20.00
• Motor vehicles	5 years	20.00
• Leased assets	3 years	33.33
• Library resources	8 years	12.50

2.6 The Principal has delegated authority to dispose of any asset that has reached the end of its useful life provided the original cost of that asset was less than \$10,000. Records of such disposal shall be kept. The Board shall approve of the disposal of any asset that had an original cost of over \$10,000, including the reasons for disposal, disposal process and use of any disposal proceeds.

2.7 Intellectual property, information and files are protected from loss or significant damage or unauthorized access or duplication.

2.8 Investments or operating capital are not held in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions.

2.9 This procedure will be reviewed alongside the policy **NAG 4B – Property Management** by the Principal or a senior staff member(s) delegated to undertake the review.

3 Vandalism

- 3.1** To minimize the incidence of vandalism of school property, the Principal will put in place prevention strategies including:
 - 3.1.1 Developing and maintaining a positive school climate which encourages a caring and protective attitude towards the school.
 - 3.1.2 Ensuring students are kept informed in assemblies of the costs and consequences of vandalism.
 - 3.1.3 Ensuring it is safe for students to give confidential information to staff.
- 3.2** Response to vandalism
 - 3.2.1 Report damage immediately to the Property Manager or DP.
 - 3.2.2 Repair and eradicate damage as soon as possible.
 - 3.2.3 Appeal for information through daily notices or assemblies.
 - 3.2.4 Interview all persons who can provide information.
- 3.3** Follow up Strategies are the responsibility of the DP.
 - 3.3.1 The Deputy Principal will contact the parents/caregivers to arrange a meeting with the student responsible.
 - 3.3.2 Follow RP processes which may include restitution, removal or repair of damage where appropriate.
 - 3.3.3 Notify the police in cases where the alleged perpetrator is not a student of the school.
 - 3.3.4 Notify the police when serious damage has been sustained.
- 3.4** This procedure will be reviewed alongside the policy **NAG 4B – Property Management** by the Principal or a senior staff member(s) delegated to undertake the review.

4 School provided equipment

- 4.1** There will be a variety of school provided equipment that will be issued to staff members for the duration of their employment.
- 4.2** These items could include an electronic key, gate opener, laptop, cell phone, credit card etc.
- 4.3** In each case the item remains the property of the school and must be returned at completion of the employment.
- 4.4** When a staff member requires a cell phone for their role, they have the choice to use a school-provided phone and school data plan or they can use their own phone using the school data plan.
- 4.5** When a staff member is using the school data plan they must be aware of not exceeding the allocated plan, monitoring personal use and acceptable private use expectations.
- 4.6** Any damage or loss to school equipment must be reported immediately so insurance may be claimed. If the damage/loss is due to carelessness the school may request a contribution \ towards the cost of repair/replacement.
- 4.7** This procedure will be reviewed alongside the policy **NAG 4A – Financial Management** by the Principal or a senior staff member(s) delegated to undertake the review.

NAG 5 Section One- Safe Environment

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. Severe & Challenging Behaviour – Learning Support Centre
15. Students Requiring an Ambulance during the School Day
16. Affirming Diversity
17. Unlawful Discrimination
18. Trespassing
19. Education Outside the Classroom (EOTC)
20. School Uniform
21. Lost Property
22. Gisborne Secondary Schools Sports Release Policy
23. Gisborne Secondary Schools Group Release Policy

NAG 5A International Students:

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.

1a. Emergency Procedures – Evacuation

1a.1 Drills

- 1.1.1 Practice evacuation drills will be undertaken each term. The DP will maintain a record of:
- date of drill;
 - time taken;
 - type of emergency (fire, earthquake etc.)
 - problems encountered;
 - remedial measures implemented.
- 1.1.2 The evacuation signal is the loud speaker announcements.
- 1.1.3 Designated staff members will be responsible for:
- checking all students have evacuated the buildings;
 - checking students against an attendance register at the designated assembly areas.
- 1.1.4 All rooms will have an Emergency Response Guide which clearly outlines the emergency procedures.

1a.2 Emergency Equipment

- 1.2.1 All staff should be aware of the location of emergency equipment.
- 1.2.2 The Property Manager will ensure that the designated Safety Service undertakes regular fire checks (buildings, alarms, procedures and equipment).
- 1.2.3 First Aid Cabinets will be kept at the Main Office, Technology and the Gymnasium.
- 1.2.4 All staff should be made aware that the grounds staff compound contains useful emergency items (tools, ladders and tractor).

- 1a.3** This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

1b Emergency Procedure –Lockdown

- 1b.1** The Lockdown signal will be announced over the speaker system.
- 1b.2** Upon a lockdown message, staff will immediately initiate lockdown procedures.
- 1b.3** The Principal's office will become the command post for control of the emergency situation.
- 1b.4** During a lockdown situation, the police will have ultimate command of the situation.
- 1b.5** The Lockdown will remain in effect until otherwise cancelled by the Principal via an announcement over the speaker system.
- 1b.6** After a lockdown incident, a full review of lockdown effectiveness will be carried out with police, staff, student and BoT involvement.
- 1b.7** The Principal / BoT will be responsible for ensuring that good communication and information channels are maintained for staff, students and parents after a lockdown incident. Only the Principal and BoT Chair are to communicate with media.
- 1b.8** The Principal and SLT have overall responsibility for the safety and wellbeing of students during a Lockdown situation and for ensuring that staff and students are aware of lockdown procedures.
- 1b.9** This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

1c Emergency Procedure - Release of Students

1c.1 In the event of an emergency requiring the release of the students, the Principal will announce the state of emergency to the school through staff or assembly.

1c.2 Collection of students by parents

1c.2.1 If students are held on the school premises parents, or authorised caregivers, should report to the main office or to a clearly designated reception area (in case the school office is out of use). Students will be brought to the area and office staff will keep a record of students so collected.

1c.2.2 If students have been evacuated to a 'safe area' on the advice of Civil Defence authorities, parents or authorised caregivers will need to report to the 'administration desk'. Students will be brought to them and staff will record the names of students.

1c.2.3 Once a year, through a newsletter or by email, parents will be informed of the procedure for the collection of their students in such a situation and advised that in a civil defence emergency, details from the school will be supplied through the local radio stations or by email. The school website and Facebook page will also provide information about emergency procedures

1c.3 Bus Students

1c.3.1 The DP will liaise with Civil Defence authorities to ensure it is safe for students to travel out of town by bus. Once approval is given, the DP will liaise with the bus companies to arrange the transport home of students.

1c.4 Students walking, biking or with own vehicle transport

1c.4.1 Students will only be released on the advice of Civil Defence authorities to ensure they are not placed in danger in making their way home.

1c.5 Retention of students beyond normal school hours

1c.5.1 If students are unable to return to their homes, they will be kept in the school.

1c.5.2 The Principal (or their alternative) will:

- maintain liaison with Civil Defence authorities;
- provide a situation report to the local radio station.
- ensure, where possible, that direct contact is made with the parents of these students.
- ensure that senior staff will remain with these students for the duration of the emergency.

1c.6 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

2. Student Wellbeing and Support

2.1 Staff Support

- 2.1.1 Form teachers have the main responsibility for the welfare of the students in their form class. They are backed up by a Guidance Network of Deans, the Student Services Team and Careers Teachers.
- 2.1.2 The ANCO will facilitate fortnightly RTLB liaison meetings to review the case management of students identified as requiring additional support – Focus Group students. Meetings will involve the Dean, SLT member, Attendance Kaiawhina, TAK Director, RTLB and a Student Support Worker.
- 2.1.3 Deans and form teachers will endeavour to meet once a term to discuss guidance matters pertinent at their level.
- 2.1.4 All staff will record details pertinent to student progress on the Kamar pastoral system maintaining confidentiality as required.

2.2 Student Mentors

- 2.2.1 Training will be given to selected student mentors to mentor and support the orientation of students who enrol over the school year.

- 2.3 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

3. Student Behaviour

- 3.1** GGHS is a Restorative School and is committed to following restorative practices in all situations. When any student is referred to SLT for an offence, a Restorative procedure will be followed in the first instance unless the offence requires an immediate stand down.
- 3.2** All students are required to behave in such a manner as to bring credit on themselves, their family and their school. The formal expression of the school's expectations will be outlined in the Student Handbook detailing school guidelines/values for appropriate behaviour and the consequences of failure to meet those expectations.
- 3.3** Student rights that will be promoted:
- 3.3.1 All students have the right to learn without being disrupted by others.
 - 3.3.2 All students and staff have the right to be treated with dignity and respect.
 - 3.3.3 All students and staff have the right to work in a clean and attractive environment.
 - 3.3.4 All students have the right to schooling in an environment free from tobacco, alcohol and/or illicit drugs.
- 3.4** Students who wilfully cause damage to property and equipment will/may be required to make good or pay for repairs.
- 3.5** Students will be required to take responsibility for their own actions.
- 3.6** Students, parents/caregivers and teachers will be informed of the processes and procedures for dealing with inappropriate behaviour in a variety of ways such as form meetings, assemblies, parent meetings and through the student handbook.
- 3.7** Where student behaviour is unacceptable the school will take appropriate measures to deal with the situation in accordance with Ministry of Education best practice.
- 3.8** This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

4. Alcohol and Drugs

4.1 Guiding Principles

4.1.1 Curriculum

- The school will implement a preventative health education programme taught by the Health and Physical Education teachers, which promotes decision-making and positive lifestyle choices with the aim of reducing the incidence of alcohol, drug and substance related problems.
- The Hauora Council will promote a healthy attitude and behaviour towards drug and alcohol use.

4.1.2 Guidance and Support

The Student Support System will intervene in the harmful or inappropriate use of alcohol, drugs and other substances under our restorative philosophy considering the best interests of the student, staff member and other parties concerned.

4.1.3 Communication

The community will be made aware of the school's Alcohol and Drug Procedure annually.

4.2 Requirements

4.2.1 During normal school hours and at times when staff have responsibility for students, including field trips, sporting and cultural occasions and social events, students and staff will not:

- drink alcohol or use prohibited drugs
- inappropriately use prescription or over-the-counter medicines
- inappropriately use solvents / inhalants
- have in their possession drug-related objects.

4.2.2 Students are prohibited from possessing, selling, supplying, exchanging or negotiating concerning any drug-related items while on the school grounds or on any occasion when the staff have responsibility for an individual or group of students.

4.3 Consequences

4.3.1 The drinking of alcohol and/or the possession and supply of drugs and/or other harmful substances will be treated as a serious offence and will be dealt with by the SLT.

4.3.2 After an incident the student will be involved in a restorative rehabilitation process to promote a successful transition back to school.

4.3.3 Drug testing may be recommended where there has been a misuse of drugs. The testing could provide a measure of progress of the rehabilitation programme which the student and their whanau have agreed to. The programme could also include drug education and counselling.

4.3.4 The long term rehabilitation programme will be managed by the ANCO.

Note: Police will be informed of any drug offenses, in line with a combined Gisborne schools' initiative.

4.4 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

5 Health and Safety

- 5.1** The BOT is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.
- 5.2** This procedure is in place to comply with the Health and Safety at Work Act 2015 along with the Guidelines to the Health and Safety in Employment Act, hereafter referred to as "the Guidelines" and the Ministry of Education Health and Safety Code of Practice for State and State Integrated Schools hereafter referred to as "the Code".
- 5.3** The BOT is committed to engaging with staff, including union and worker representatives, on health and safety.
- 5.4** The BOT is committed to providing health and safety induction, training and supervision for all new and existing staff.
- 5.5** Worker engagement, participation and representation:
- 5.5.1 All staff are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace.
- 5.5.2 The school will establish a Health and Safety Committee with representation from across the workplace. Representation will follow the Terms of Reference – Health and Safety Committee as outlined in NAG 5 Safe Environment Appendix One.
- 5.5.3 The school will encourage the election of Health and Safety Representatives (HSR). This will involve the setup of workgroups to represent the different staff groups in the school.
- 5.5.4 The role of the HSR is to represent the workers in the school. They will be trained as appropriate. They will investigate complaints from workers about health and safety issues and provide feedback to the board about Health and Safety compliance. They can also issue provisional improvement notices and direct workgroup members to cease unsafe work if appropriate.
- 5.6** Hazard Identification:
- 5.6.1 At the beginning of each school year, the DP, the Health and Safety Representatives and the school Property Manager will carry out a health and safety check of school facilities. Each faculty will conduct a Health and Safety check of their faculties and complete the Hazard Register. Every term a meeting will be held to discuss and action potential hazards.
- 5.6.2 As required the Principal will notify the Ministry of Education of all major hazards.
- 5.6.3 The DP will:
- 5.6.3.1 Ensure that regular hazard checks are undertaken. The Principal will receive a written report on any safety check undertaken. These reports will be held in a specially designated file.
- 5.6.3.2 In consultation with the staff, HSR will take the necessary steps to alleviate identified health and safety hazards.
- 5.7** Staff Responsibilities:
- 5.7.1 Staff will make students aware of safety procedures before any activity is undertaken.
- 5.7.2 Staff are required to know the correct procedures before handling chemicals or equipment. Staff are required to ensure students know of the correct chemical and equipment handling procedures before use by the students.

- 5.7.3 Staff are required to ensure that equipment for which they are responsible is correctly maintained.
 - 5.7.4 Staff identifying any hazard to safety or health issue should report the information to the HSR and the DP who will take the appropriate action in consultation with the Principal if necessary.
 - 5.7.5 Curriculum areas which involve potentially hazardous activities must have their own codes of practice which comply with any relevant legislative requirements. These are Science, Technology, Outdoor Education, Physical Education, Learning Support and Visual Art.
- 5.8** Reporting:
- 5.8.1 A Register of Accidents is to be kept in the Main Office. When serious harm or an accident occurs, the DP or nominee will notify WorkSafe.
 - 5.8.2 All incidents and near misses are recorded in ASSAY.
- 5.9** In dealing with any injury, all students should be treated as if they have a blood-borne virus.
- 5.10** Standards of hygiene should form an active and integral component of the school's curriculum.
- 5.11** This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

6 General Concerns and Complaints

6.1 This school undertakes to provide a quality education based on policies and procedures that meet the needs of students, parents, whanau and the wider community. Should there be a *concern or complaint* about any aspect of the school's operations or about any behaviour involving the staff or the students, this must be fairly and quickly investigated and resolved with due regard to the rights and obligations of all concerned parties.

6.2 A concern is:

- a minor issue that may be resolved informally directly between the parties involved.
- Concerns are not expected to have disciplinary, legal or industrial consequences.

A complaint is:

- any verbal or written statement about a school practice or policy that, in the opinion of the complainant, is deemed to be of a serious nature that disadvantages them or the school community.
- any verbal or written statement of a serious nature that indicates a member of the school community has acted illegally, unprofessionally, or in a manner which is harmful to another member of the school community.

A complainant can be – a parent/caregiver/whanau member, staff member, student, member of the community.

A complaint can be about – a staff member, BOT representative, students, or a school practice or policy/procedure.

6.3 In the case of a complaint against a staff member, the Board will act as a good employer. The Board's actions shall be to resolve the concern/complaint as quickly as possible at the lowest level possible.

6.4 In the case of a student concern/complaint, the wellbeing of the student will be supported.

6.5 In dealing with any concern/complaint the school will act in a culturally appropriate way and follow the steps outlined in Appendix 1 and Appendix 2.

6.6 In dealing with any concern or complaint the school will act in accordance with the relevant conditions of the current employment agreement(s) as well as all relevant legislation pertaining to the nature of the concern/complaint on the advice of NZSTA or the Board's legal advisers if necessary.

6.7 Where a concern is unable to be resolved through informal discussion, or the concern reoccurs, the issue should be referred to the BOT and follow Appendix 3 and Appendix 4.

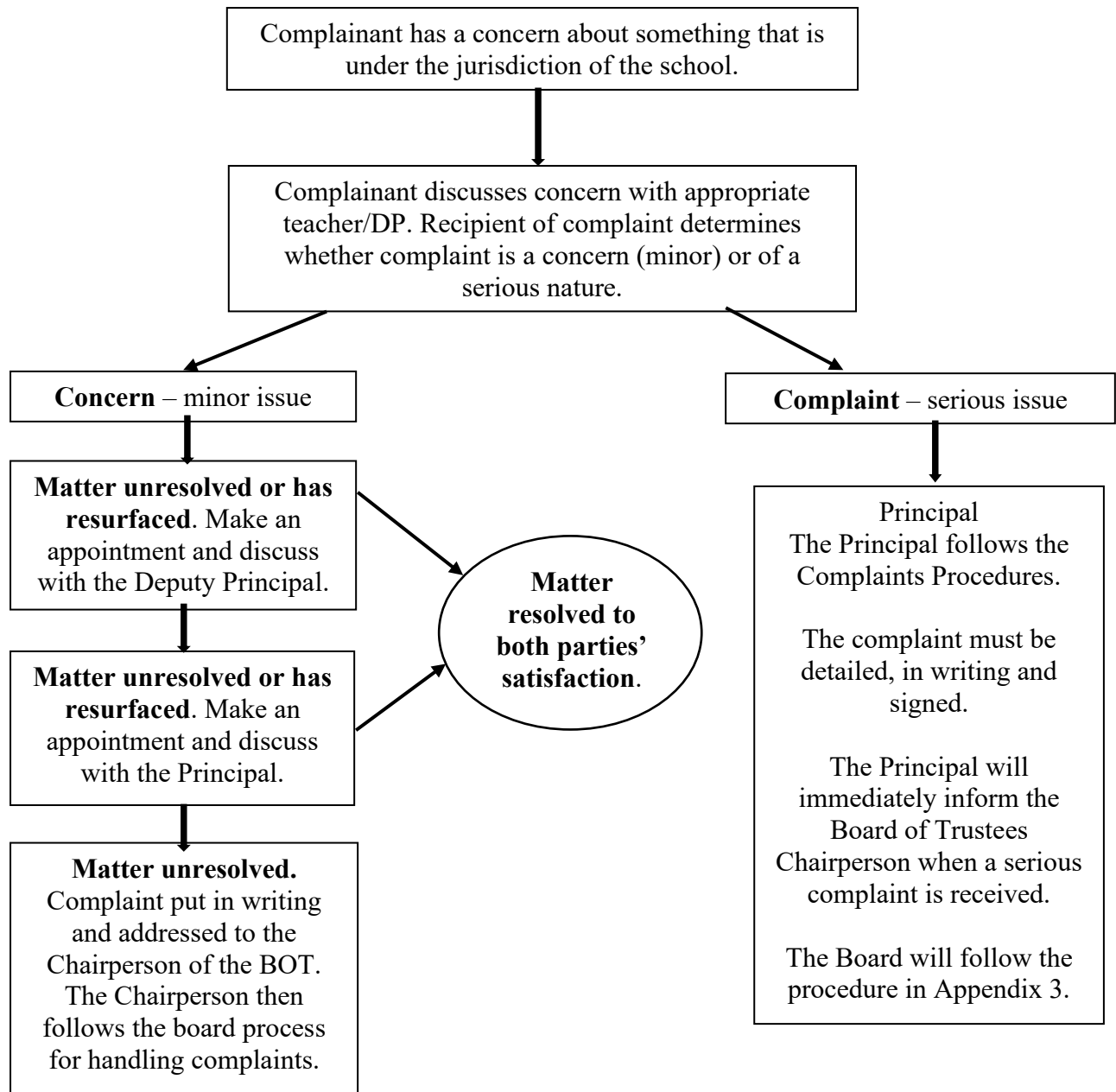
6.8 All complaints will be referred to the Principal. The Principal will follow the complaints procedures and if of a serious nature inform the BOT Chairperson immediately. Appendix 3 and Appendix 4 will be followed.

6.9 In the case of complaint against the Principal the complainant will be referred to the BOT Chairperson who will follow Appendix 3 and Appendix 4.

6.10 If the complaint is one of abuse or neglect by a staff member then refer to the Child Protection Procedure 8.5.

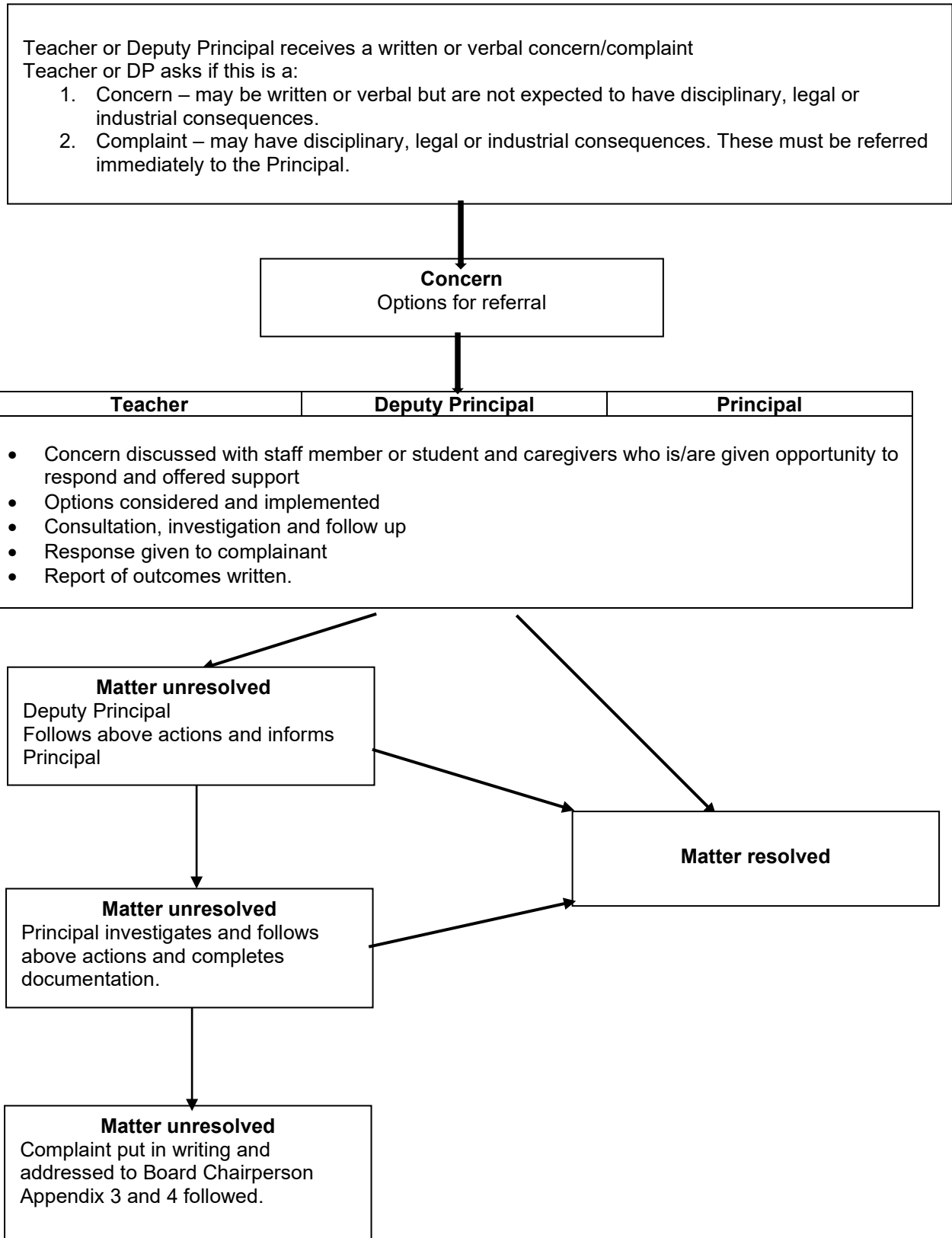
6.11 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

**Gisborne Girls' High School Complaints Procedure
Students/Parents/Caregivers/Staff Making a Complaint**

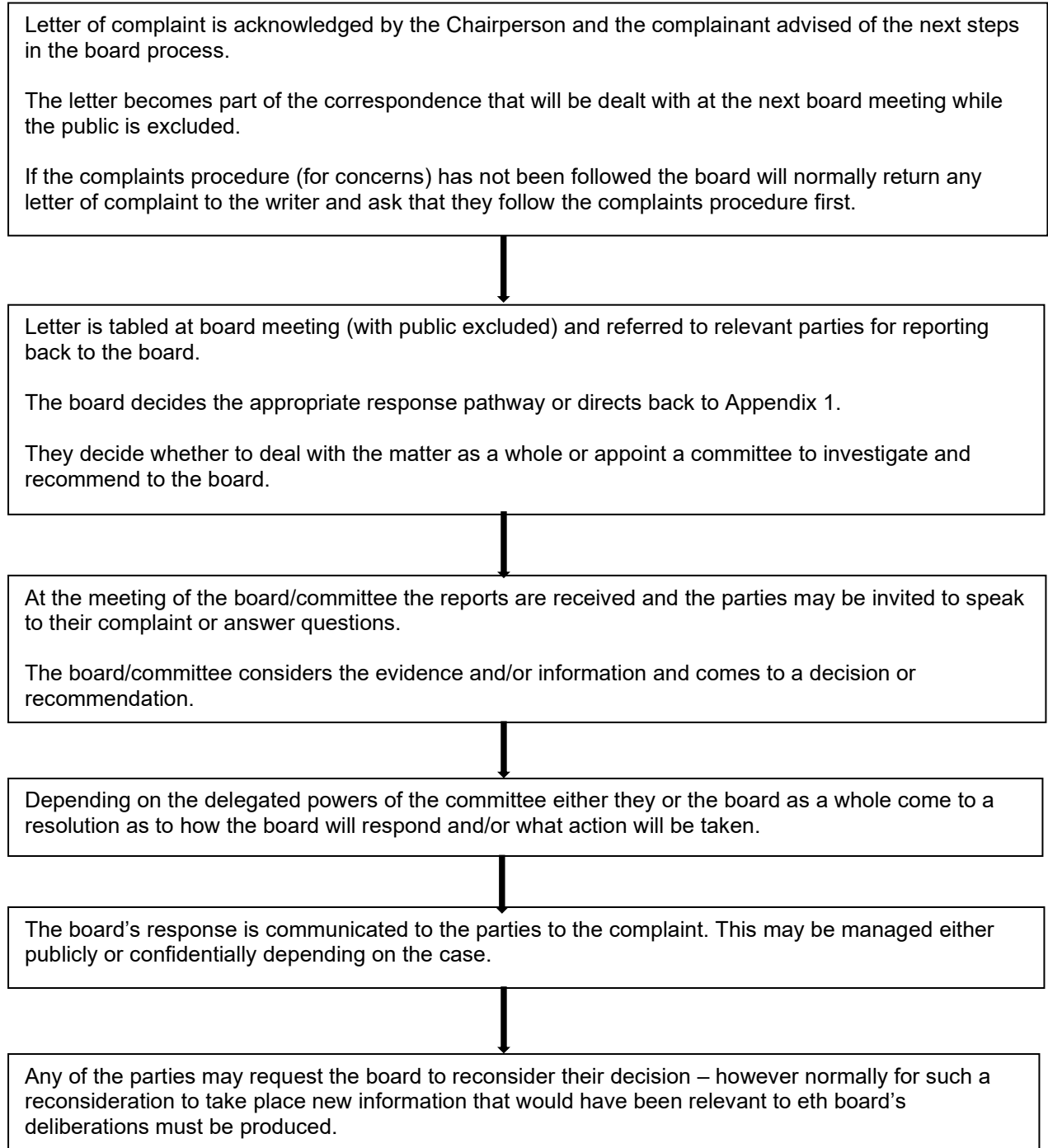


- Notes:
1. While minor issues may be able to be discussed in a quick informal chat with a staff member, the preferred option is to arrange a time to discuss the matter in order that both parties give the matter due attention.
 2. If the complaints procedure has not been followed the board will normally return any letter of complaint to the writer and ask that they follow the procedure first.
 3. All parties to a complaint may bring a support person to any meeting where the issue is to be discussed.

**Gisborne Girls' High School
Internal Procedure for Dealing with Complaints**



**Gisborne Girls' High School Complaints Procedure
Board of Trustees Receiving a Complaint**



Appendix 4

Gisborne Girls' High School Guidelines for Board of Trustees In Dealing with Serious Complaints

1. Issue of a serious nature, e.g. allegations of physical abuse, gross, serious or sustained poor performance, dishonesty, verbal abuse, undermining Board policy, etc may require a special meeting of the board to be called.
2. All letters addressed to the chairperson of the board are for the whole board. The chairperson cannot decide independently as to what action will be taken unless delegated authority to do so by the board.
3. Subject to agreement between the parties resolution or dismissal of the complaint will not occur before all the information is at hand.
4. Conflict of interest will be determined on a number of issues, including the relationship to anyone involved in the complaint.
5. The board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and processes to ensure the principles of natural justice are met. It is advisable to contact the regional NZSTA personnel/industrial adviser in such cases. The board will need to consider the relevant staff disciplinary policies, employment agreements and expert advice from the NZSTA adviser.
6. In the case of complaints against staff the Board's insurance company should be informed of possible future actions.
7. The board recognises that not all complaints will be satisfied with the outcome of a complaint. After one reconsideration, if the board is confident of its decision, it will refuse to enter into further discussion/correspondence. In making such a decision the NZSTA helpdesk can assist by giving an objective assessment of a board's processes in dealing with the complaint.
8. A complaint regarding lack of compliance in relation to an agreed complaint resolution will be treated as a serious matter and actioned with urgency as a new complaint rather than as a reconsideration of the previous issue.
9. Trustees need to be clear in their mind of the difference between a complaint they have as a parent (i.e. regarding their own child) and a complaint they have as a trustee (e.g. obstruction of staff preventing them carrying out board work.) In the first instance they are required to follow the normal procedures and are excluded from decision making due to conflict of interest. The latter case is dealt with as an agenda item for the whole board (possibly with the public excluded.)
10. Trustees need to be clear in their actions when a parent, community member or student makes an approach to them directly about a concern &/or complaint. The trustee must advise the complainant of the correct procedures to follow and direct them to these procedures.
11. Trustees must also make the distinction between their role as a governing body and their responsibility to ensure school policies are adhered to, versus the day to day running of the school which is the responsibility of the principal as he or she sees fit.

7 Sexual Harassment

7.1 A member of the school's community has been sexually harassed if a teacher/student/parent/visitor makes a request of a teacher/student/parent/visitor for sexual intercourse, sexual contact or other forms of sexual activity which contains or involves:

7.1.1 an implied or overt promise/threat of preferential or detrimental treatment to a teacher/student/parent/visitor OR

7.1.2 an implied or overt threat about the present or future employment of a teacher OR

7.1.3 an implied or overt threat about the present attendance of a student OR:

7.1.4 words of a sexual nature OR

7.1.5 physical behaviour of a sexual nature which subjects the teacher/student/parent/visitor to behaviour which is unwelcome or offensive to that teacher/student/parent/visitor and which is either repeated or of such a significant nature that it has a detrimental effect on:

- employment, job performance or job satisfaction,
- a student's work or play,
- a parent or visitor's right to visit GGHS without sexual harassment.

7.2 Sexual Harassment Complaint

7.2.1 The complainant will be required to document their case in writing. This may be done with the assistance of a support / contact person.

Note: The role of contact people is an informal link between the complainant and this procedure. The Contact person(s) will:

- respond to any complaint promptly and sensitively
- provide support and general advice
- give information on the courses of action which might be taken.

7.2.2 As an initial resolution step the alleged perpetrator will be approached over their conduct.

7.2.3 If it is decided that further action should be taken then the alleged harasser will be informed of that decision. Two courses of action may result: mediation or, if conditions warrant, the complaint will be dealt in the same manner as the General Complaints and Concerns Procedure 6.

Note: All parties must be informed of their right to support and the nature of the support which can be called on.

7.3 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

8. Child Protection

8.1 This procedure has been put in place to:

- 8.1.1 outline the commitment of this school to child protection;
- 8.1.2 comply with the requirements of the Education Act 1989, Section 15 of the Children, Young Persons and Their Families Act 1989 and the VCA 2014;
- 8.1.3 provide all staff with guidelines to respond appropriately to potential child protection concerns including suspected abuse and neglect;
- 8.1.4 provide criteria for dealing with cases of abuse and neglect.

8.2 To ensure that our school demonstrates continual improvement in child protection practice, we will endeavour to maintain a good working relationship with child protection agencies and support our staff to protect children from abuse by consulting with experts with specialist knowledge and providing the necessary training options.

8.3 Responding to suspected abuse or neglect:

- 8.3.1 The school will use the most appropriate agency for reporting abuse or neglect.
- 8.3.2 In the case of a report from a third party to the school, the first course of action will be that the school will direct the third party to the most appropriate agency without becoming involved.
- 8.3.3 In the case of suspected abuse or neglect the parents will be informed except where the disclosure is about a close family member or where the student's welfare is likely to be threatened. In this case, whichever agency is involved will be responsible for informing the parents.
- 8.3.4 All suspicions or observed incidents or reports of incidents should be reported directly to the Designated Person for Child Protection, as soon as possible, who will immediately take steps to protect the child(ren), record the report and report concerns to Oranga Tamariki (OT) or the most appropriate agency.
- 8.3.5 The Designated Person for Child Protection (DPCP) will be the school's Guidance Counsellor.
- 8.3.6 Members of the school's Student Support Team will be the resource people for this area.

8.4 Confidentiality and Information Sharing

- 8.4.1 The school will seek advice from OT and/or Police and the student before identifying information about an allegation is shared with anyone other than the Principal or Designated Person.
- 8.4.2 All observations, after an investigation has been notified, shall be kept in writing but will be confidential.

8.5 Allegations or Complaints against Staff

- 8.5.1 All matters involving allegations against staff about abuse or neglect are to be reported to the Principal. The Principal will inform the Chairperson of the BOT.
- 8.5.2 Procedures will be strictly in line with those set out in the appropriate employment agreement.
- 8.5.3 The Principal will then inform the staff member who will be advised to seek legal and/or union representation.
- 8.5.4 The staff member will be suspended on full pay once an investigation has begun, in

line with the appropriate employment agreement.

8.6 Recruitment and Employment (Safety Checking):

8.6.1 Our recruitment procedure reflects a commitment to child protection by including comprehensive screening procedures. (Refer NAG 3: 9)

8.6.2 Safety checks will be carried out as required by the VCA 2014.

8.7 Child Safe Practice Guidelines:

8.7.1 To avoid situations where staff may be alone with students, all staff should examine the possible situations and, wherever possible, an open door policy for all spaces should be used (excluding toilets).

8.7.2 Staff should endeavour to be aware of where students are at all times.

8.7.3 Visitors, volunteers and outside instructors should be monitored by staff.

8.7.4 Where a student requires assistance eg. If they are intellectually or physically disabled, staff members will be aware of and use the appropriate procedures when giving assistance.

8.7.5 Staff should avoid being alone when transporting a student, unless an emergency requires it.

8.8 Definitions:

8.8.1 Child – any young person under 17 years and who is not married or in a civil union.

8.8.2 Child protection – activities carried out to ensure that children are safe in cases where there is suspected abuse or neglect or at risk of abuse or neglect.

8.8.3 Designated Person for Child Protection – the designated person responsible for providing advice and support to staff where they have a concern about an individual child or want advice about the child protection procedure.

8.8.4 Disclosure – information given to a staff member by a child, parent or caregiver or a third party in relation to abuse or neglect.

8.8.5 Abuse – any act that causes harm to a child or young person. This can include physical, sexual or emotional abuse.

8.8.6 Neglect – the most common form of abuse that can involve physical, emotional, neglectful supervision, medical or educational neglect.

8.9 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

9. Relationships including Anti-Bullying

9.1 This procedure has been put in place to:

9.1.1 ensure the safety of all students is paramount;

9.1.2 provide all staff with guidelines;

9.1.3 provide criteria for dealing with cases of bullying;

9.2 Guiding principle:

Staff and student mentors will treat any reported bullying as serious.

Bullying is defined as behaviour that includes the following characteristics:

- Deliberate and harmful
- Involves a power imbalance
- Has an element of repetition

9.3 Staff will:

9.3.1 Listen to the student or students and refrain from giving advice;

9.3.2 Make a written summary of the information on the SMS and notify the Dean who will assess the serious nature of the situation;

9.3.3 Where more than one student is involved in the allegations, they should be separated and cell phones removed before writing their incident reports.

9.4 Actions:

9.4.1 Strategies will ensure the safety of the student until the situation is dealt with.

9.4.2 Whanau are informed and consulted about incidents.

9.4.3 In the case of an assault, matter will be referred to the SLT.

9.4.4 The Dean / SLT will put into action the process for addressing the problem. This may include:

- Working with the student, bully and bystanders/supporters, through a "no-blame" restorative approach;
- Recording the strategy to be used and keeping a written log in SMS of the actions taken.
- Reviewing the effectiveness of the strategy employed.

9.4.5 Student Services may provide support and counselling for the students involved, to deliver strategies which will attempt to reduce repeat incidents.

9.4.6 Follow-up - the Dean/SLT member who managed the issue will check later with both the student and the person(s) to whom the information was sent.

9.4.7 In cases of serious intimidation, including cyberbullying, the Police and Netsafe may be contacted.

9.5 A module on forming effective relationships will be run for Year 9 students at the beginning of the year as part of the Health Programme.

9.6 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

10. Search, Surrender and Retention

10.1 Reason for Search

A search may be carried out if there is reasonable grounds to believe that a student has an item that is likely to endanger safety, is harmful or is likely to detrimentally affect the learning environment. The procedure will follow the Education (Surrender, Retention and Search) Rules 2013.

10.2 Process to follow

10.2.1 A student may be requested to surrender articles including head coverings, outer clothing, gloves, footwear and socks, however if there is no clothing under the outer clothing it is not to be removed.

10.2.2 The surrender must be without physically searching the student.

10.2.3 A request to surrender an item can be in relation to items either on a student or in any bag/container under the student's control. The item can be hidden or in clear view.

10.3 Surrender/Search Criteria

10.3.1 Any incident is to be handled by the SLT as authorised delegates of the board. Decency and sensitivity must be at the forefront when carrying out search powers.

Under the tenets of Natural Justice the student has rights. The school must guard against acting hastily. Careful consideration must be given and, where practicable, expert advice sought.

10.3.2 The SLT member is required to be of the same sex as the student. In the case of a male TSA student, the HOF TSA will be present.

10.3.3 When a surrender request to a student is to be actioned it must be witnessed by another staff member of the same sex. If this is not possible then the search may be carried out by a staff member of the opposite sex but only in exceptional circumstances.

10.3.4 An incident report must be kept detailing the situation and action taken by the incident manager and others involved. The Principal will be kept informed if she is not directly involved.

10.3.5 Informing Parents / Caregivers

- Where practicable, a reasonable effort will be made to notify parents /caregivers in advance of personal searches.
- Parents / caregivers will be notified of the surrender request, the circumstances and the results of the surrender as soon as is reasonable after the search has taken place, if they cannot be contacted earlier.

10.3.6 Students

- Students will be advised of the reason for suspicion and the reason for the surrender request.
- They will be asked to cooperate with any request for a reasonable search.
- Property surrendered will be recorded and will be retained for a reasonable period and then returned to the student's parents / caregivers, except where the Principal considers the property should be handed to the police (drugs) or destroyed. In cases of theft, property will be returned to the owners.
- The student will be advised that caregivers will be informed if the item is not permitted at school.

10.3.7 Limitations:

There are strict limitations on a teacher's searching abilities to prevent:

- The search of any students involving physically touching the person as opposed to property.

- The use of physical force against a student.
- The requirement of any student to provide a bodily sample.
- The accompaniment of a dog when exercising search powers on student property.
- The exercise of search powers in relation to two or more students together, unless there are reasonable grounds to believe each student has an item in need of surrender.

10.3.8 If a student declines a request for their property to be searched the matter will be referred to the Principal.

10.4 The school reserves the right to deal with non-illicit matters in house where the judgement is that it would be in the interests of the student to do so. This is at the Principal's discretion. However, it is mandatory for the presence of illicit substances to be reported to the police.

10.5 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

11. Digital Citizenship

- 11.1** Schools have an obligation to provide students with the tools they require to function effectively in a digitally literate world.
- 11.2** The school directly oversees and has responsibility for the use of devices and systems operated by the school.
- 11.3** Internet safety has moved from protecting staff and students, to giving them the skills, knowledge and confidence to maximise opportunity online.
- 11.4** This procedure has been put in place to
- 11.4.1 Ensure that staff and students use the school's ICT network and ICT devices in a safe and appropriate manner.
 - 11.4.2 Provide clear, mandatory guidelines for staff and students in their use of the ICT network and ICT devices.
 - 11.4.3 Provide staff with the professional learning necessary to apply this Digital Citizenship procedure to themselves and their colleagues and to ensure that students follow it.
- 11.5 Best Practice**
The school's cybersafety practices are to be based on information contained in the latest version of the NetSafe® Kit for Schools, which is endorsed by the New Zealand Ministry of Education as best practice for New Zealand schools.
- 11.6 Use Agreement**
- 11.6.1 No individual may use the school Internet facilities and school-owned/leased ICT devices/equipment in any circumstances unless the appropriate use agreement has been signed and returned to the school. Use agreements also apply to the use of privately-owned/leased ICT devices/equipment on the school site, or at/for any school-related activity, regardless of its location. This includes off-site access to the school network from school or privately owned/leased equipment.
 - 11.6.2 GGHS use agreements will cover all board employees, all students and any other individuals authorised to make use of the school Internet facilities and ICT devices/equipment, such as teacher trainees, external tutors and providers, contractors, and other special visitors to the school.
 - 11.6.3. The use agreements are also an educative tool and should be used as a resource for the professional development of staff.
 - 11.6.4 Use of the Internet and the ICT devices/equipment by staff, students and other approved users at GGHS is to be limited to educational, professional development, and personal usage appropriate in the school environment, as defined in individual use agreements.
 - 11.6.5 Signed use agreements will be filed in the personal staff files.
- 11.7** In response to a concern or complaint the school has the right to monitor, access and review all use. This includes personal emails sent and received on the school's computer/s and/or network facilities.
- 11.8** In response to a concern or complaint the school has the right to audit at any time any material on equipment that is owned or leased by the school. The school may also request permission to audit privately owned ICT devices/equipment used on the school site or at any school related activity.
- 11.9** Issues relating to confidentiality, such as sighting student or staff information, reasons for collecting data and the secure storage of personal details and information (including images)

will be subject to the provisions of the Privacy Act 1993.

11.10 Student Safety

The safety of students is of paramount concern. Any apparent breach of cybersafety will be taken seriously. The response to individual incidents will follow the procedures developed as part of the school's cybersafety practices. In serious incidents, advice will be sought from an appropriate source, such as NetSafe, the New Zealand School Trustees Association and/or a lawyer with specialist knowledge in this area. There will be special attention paid to the need for specific procedures regarding the gathering of evidence in potentially serious cases. If illegal material or activities are suspected, the matter may need to be reported to the relevant law enforcement agency.

11.11 Important terms used in this document:

11.11.1 The abbreviation '**ICT**' in this document refers to the term 'Information and Communication Technologies.

11.11.2 '**Cybersafety**' refers to the safe and responsible use of the Internet and ICT equipment/devices, including mobile phones.

11.11.3 '**School ICT**' refers to the school's computer network, Internet access facilities, computers, and other school ICT equipment/devices as outlined below.

11.11.4 The term '**ICT equipment/devices**' used in this document, includes but is not limited to, computers (such as desktops, laptops, chromebooks, tablets, PDAs), storage devices (such as USB and flash memory devices, CDs, Portable hard drives, DVDs, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, video and audio players/receivers (such as portable CD and DVD players), Gaming Consoles, and any other, similar, technologies as they come into use.

11.12 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

12. Smoke Free

Gisborne Girls' High School is a Smoke Free Environment

- 12.1** Smoke Free Criteria (includes cigarettes, pipes and vape devices)
- 12.1.1 "No Smoking/ No Vaping" signs will be displayed at all entrances to the school.
 - 12.1.2 The school supports a Auahi Kore (Students Against Smoking) Council as part of the Hauora Council.
 - 12.1.3 The school may involve outside agencies for assistance with intervention and support programmes.
 - 12.1.4 The Health Education curriculum supports this policy by including programmes about decision-making and the risks of tobacco smoking and vape use.
 - 12.1.5 Smoking tobacco or the use of vape products is not permitted by students or staff on offsite school activities.
 - 12.1.6 Contractors working in the school or people wishing to hire the school facilities will be advised that the school is a smoke/vape free environment during and after school hours.
 - 12.1.7 School vehicles will be smoke and vape free areas.
 - 12.1.8 The BOT is prepared to offer practical support for a member of staff attempting to stop smoking.
- 12.2** Complaints procedure
- 12.2.1 All teachers on duty will be alert to student smokers/vapers, and will record in SMS any student who is found smoking/vaping in the school environment or out of school in school uniform. A referral will be made to the Student Services Office Manager for support.
 - 12.2.2 Staff who contravene the law will receive a written warning.
 - 12.2.3 Contractors or leasees of school facilities who contravene the law will receive a written warning.
- 12.3** This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

13. Traumatic Incident

13.1 Traumatic incidents are sudden, unexpected events (such as serious illness, injury or death of a member of the school community) that cause sudden or significant disruption to the effective operation of the school and its community.

13.2 The GGHS Traumatic Incident (TI) Team will comprise – Principal / Principal's Delegate and selected members of SLT, the Guidance Counsellor and MOE Learning Support.

13.3 The school will follow procedures outlined in the MOE document "Traumatic Incidents: Managing Students and Staff Wellbeing – A guide for school crisis management teams".

13.4 Principal Role - Co-ordination and Communication

On receipt of notification the Principal/Principal's delegate will:

13.4.1 Consult with the family regarding information accuracy and what is to be shared with the school. Maintain regular contact with the family.

13.4.2 Establish close friend identities.

13.4.3 Contact MOE Learning Support and request support.

13.4.4 Contact and brief the GGHS TI Team.

13.4.5 Provide authorisation for the TI team to undertake their assigned tasks.

13.4.6 Consult with Principals of schools with siblings of affected students to co-ordinate information and support.

13.4.7 Act as the front person/spokesperson of the school in conjunction with the BOT Chair. NO OTHER STAFF MEMBER WILL RESPOND.

13.4.8 Ensure on-going co-ordination.

13.5 TI Team - Action Plan

13.5.1 Prepare and deliver a statement for students/staff.

13.5.2 Teachers will support students. Time will be allowed to enable them to express /rationalise their grief prior to student contact.

13.5.3 Inform Relief Teacher Co-ordinator to arrange additional staff.

13.5.4 Organise a crisis support centre (usually the Student Services Centre) staffed by specialist personnel, eg: Guidance Counsellor, guidance staff, Deans, members of MOE Learning Support, plus other suitable persons.

13.6 Specific Duties:

Guidance Counsellor:

13.6.1 Working with students. Contact Deans, guidance support staff and guidance office manager.

13.6.2 Identify appropriate space(s) for support work with students/staff.

13.6.3 In conjunction with MOE Learning Support, work with close friends of the affected student(s), students at risk of 'copycat' behaviour and students not coping with the grieving process.

13.6.4 In conjunction with MOE Learning Support, be available to teachers/staff to advise and facilitate effective working through the issue.

- 13.6.5 Request additional support from Guidance Counsellors in other schools for support if needed.
- 13.6.6 Co-ordinate guidance support workers.
- 13.6.7 Refer to community agencies as appropriate (eg: Te Kuwatawata).

Student Services Office Manager:

- 13.6.8 Ensure that there are supplies of Milo, sugar, biscuits etc to be available for distressed students/staff.
- 13.6.9 Cancel routine appointments for Guidance staff.
- 13.6.10 Organise office space for counselling support.

Student Services Support Staff:

- 13.6.11 Be available to students not coping with the grieving process. Provide a listening ear.
Help the Guidance office manager with preparation of hot drinks etc.

Mentors:

- 13.6.12 Refer any students or groups of students around the school, who appear to be in need of support, to Guidance. Escort any such students to the Student Services Centre.

Dean or Form Teacher:

- 13.6.13 Establish close friend identities.
Follow the timetable of the deceased person to give students within the timetabled classes opportunity to talk about what has happened. Offer support to peers.
Monitor student behaviour.

- 13.7 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

14 Managing Challenging Behaviour and Physical Restraint

- 14.1** Safety is a priority in all learning and teaching programmes and in all learning and teaching situations.
- 14.2** The school will ensure all staff are familiar with MOE guidelines for registered schools in New Zealand on the use of physical restraint and undertake appropriate professional development.
- 14.3** 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.
- 14.4** Staff shall be well versed in prevention and de-escalation strategies used to limit the need to physically restrain a student.
- 14.5** The attention of all staff is to be drawn to a student's IEP /Behaviour Plan if it includes unpredictable, aggressive behavioural incidents.
- 14.6** Use of physical restraint is limited to teachers or authorised staff members and only where :
 - 14.6.1** there are reasonable grounds to believe there is a serious and imminent risk to the safety of a student or of any other person.
 - 14.6.2** the restraint used is reasonable and proportionate in the circumstances.
- 14.7** Authorised staff are employees authorised by the school to use physical restraint.
- 14.8** When a student who typically presents severe challenging behaviour is taken out of school for RDA, hydrotherapy etc, two staff members must accompany them.
- 14.9** Any incidents involving physical restraint will be recorded on the SMS and reported to the parents/caregivers and to the MOE.
- 14.10** Any concerns regarding the use of physical restraint must follow the school's concerns and complaints procedure.
- 14.11** This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

15 Illness at School

- 15.1** If students become ill during the school day they are to report to the main office. The first aid staff will assess their condition and. If required, contact home for the student to be collected.
- 15.2** The first aid staff may provide pain medication for minor pain if agreed by the caregiver at enrolment and recorded on the school SMS
- 15.3** Parents and caregivers are asked not to send student to school when they are ill.
- 15.4** The school will follow the guidelines of the Ministry of Health – School Exclusion regarding infectious diseases.
- 15.5** This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

16 Students Requiring an Ambulance during the School Day

- 16.1.** All students with significant medical needs will have a written *Emergency Procedure* that may include calling an ambulance. These Care Plans will be negotiated with parents / caregivers and relevant agencies as part of the IEP process.
- 16.2** Decisions on when to call an ambulance for a student following an accident or medical event will be made by the First Aide personnel or SLT member.
- 16.3** A staff member will remain with the student throughout the process until the parent / caregiver or a responsible adult nominated by the parent / caregiver arrives at the hospital.
- 16.4** At no time will a staff member accept responsibility for any student discharged following hospitalisation. This is considered to be a parental / caregiver responsibility and will not be delegated to school personnel.
- 16.5** No student will be returned to school on any day in which their medical condition has required hospitalisation or a medical procedure has taken place.
- 16.6** This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

17. Affirming Diversity

17.1 An open and affirming school respects LGBTQ+ and honours diversity.

17.2 This procedure has been put in place to ensure we:

- Provide a safe physical and emotional environment for students and staff
- Eliminate discrimination based on sexual orientation
- Model positive attitudes and acceptance of diversity
- Provide support (if necessary) for individuals struggling with issues related to sexual orientation.

17.3 Guidelines:

16.3.1 Professional development on issues related to sexual diversity will be offered to staff.

16.3.2 All staff will challenge negative remarks and jokes made in the school environment.

16.3.3 Staff will be offered support and guidance if a student confides in them. The staff member may nominate the Guidance Counsellor or another staff member for ongoing support and guidance. This can be done without breaking confidentiality. The nominated support person will assist in addressing safety issues for the staff member and for the student who has made the disclosure.

17.4 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

18. Unlawful Discrimination

- 18.1** Discrimination, direct or indirect, is unlawful if it is based on any of the prohibited grounds of discrimination as set out in the Human Rights Act 1993. People are protected from unlawful discrimination based on their
- 18.1.1 Sex (gender) - includes pregnancy/childbirth
 - 18.1.2 Marital status - single, married, married but separated, divorced, widowed, de facto partnership, *civil union partnership*
 - 18.1.3 Religious belief, including not having religious beliefs
 - 18.1.4 Ethical belief
 - 18.1.5 Ethnicity, colour or race
 - 18.1.6 Disability - physical or psychological disability/impairment
 - 18.1.7 Age
 - 18.1.8 Political opinion
 - 18.1.9 Employment status
 - 18.1.10 Family status
 - 18.1.11 Sexual orientation
- 18.2** There is to be compliance with the legal requirements of the Bill of Rights Act (1990), Human Rights Act 1993, the Labour Relations Act 1987, the Secondary Teachers *Collective Agreement* and the School Charter, *General Goals 4 and 6*.
- 18.3** Any person wishing to complain of unlawful discrimination should speak to a member of the SLT or Student Services Team. The Principal should be made aware of all complaints.
- 18.4** If the teacher or student has some concerns about lodging a complaint of unlawful discrimination with any of the people in the above-mentioned positions of responsibility, they should elect or nominate an advocate to speak on their behalf and/or to accompany them.
- 18.5** All complaints are to be expressed in writing, briefly detailing time and date, facts, observations and reported statements as soon as possible after the incident.
- 18.6** It is not the responsibility of the classroom teacher to investigate any disclosures by a student. If a disclosure is made, the person receiving the disclosure should urgently inform any member of the Student Services or SLT who will in turn report to the Principal.
- 18.7** If the complainant is a student and the investigation reveals concerns of sexual abuse, the matter should be dealt with as outlined in the procedure statements, Sexual Harrassmant or Child Protection. In all other circumstances, the Principal will designate appropriate members of either Student Services or SLT to investigate the complaint and to act as facilitators. The complainant and the person against whom the complaint was made are all to be informed of the steps being taken and due regard must be shown for the rights of all concerned, including parents/caregivers, if a student is involved.
- 18.8** In consultation with all concerned, the designated facilitators will decide whether the

complaint can be resolved at this stage, or whether the complaint should be referred to the BOT.

- 18.9** In cases where complaints of unlawful discrimination relate to incidents outside the school, the student will be referred to either the Guidance Counsellor or the appropriate Dean.
- 18.10** This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

19. Trespassing

- 19.1** The presence of unwanted or unknown persons on school property creates a potentially dangerous situation and there is an identified need to provide a system for dealing with 'unwanted persons' on school property without the consent of the SLT.
- 19.2** The Principal has the responsibility to ensure that prevention strategies have been put in place, including:
- 19.2.1 Placing signs stating entry is limited to authorised persons only and visitors must report to the office.
 - 19.2.2 Having staff monitor access to the school during the course of the day.
 - 19.2.3 Ensuring that at least one SLT member or designated staff member is on duty in the administration area or easily available at all times during school hours.
 - 19.2.4 Requiring visitors to show identification to a SLT member in cases where there is a concern.
 - 19.2.5 Instructing staff to report immediately to a SLT member or office staff when there is a suspected trespasser, or a visitor whose identity is unknown.
 - 19.2.6 Keeping a register in the main office of persons who have been issued trespass orders. An alert will also be made on SMS.
 - 19.2.7 Reminding students to inform staff of any suspected trespassers.
- 19.3** Immediate Response Strategies
- 19.3.1 Exercise caution in assessing a situation before approaching unidentified visitors. Approach unidentified visitors in a courteous but firm manner and enquire the nature of the visit.
 - 19.3.2 Ask suspected trespassers to identify themselves and accompany them to the school office.
 - 19.3.3 Request a suspected trespasser who refuses to be escorted to the school office to leave the grounds.
- 19.4** When trespassing occurs
- 19.4.1 Attempt to determine the identity of the intruder.
 - 19.4.2 Inform uncooperative intruders that they are committing an offence and can be charged with trespassing.
 - 19.4.3 Contact the police concerning trespassers who become abusive or threatening.
 - 19.4.4 A trespass order will be issued by the school to repeating offenders and inform all staff about persons who have been issued with such orders.
- 19.5** This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

20. Education Outside the Classroom (EOTC)

20.1 Purposes:

- 20.1.1 To enhance student learning through the provision of experiences and learning opportunities that cannot be achieved in the classroom.
- 20.1.2 To ensure that all practicable steps are taken to identify, assess, minimize and manage risk and hazards on EOTC activities.
- 20.1.3 To take such care as is reasonable and in accordance with sound practices on EOTC activities.

20.2 Guidelines:

- 20.2.1 Appropriate consideration must be given to the suitability of all venues proposed for EOTC activities.
- 20.2.2 Those running EOTC activities must hold / have the appropriate qualifications, experience and training.
- 20.2.3 All EOTC activities must comply with the following:
 - Guidelines for Risk Management Procedures
 - Guidelines for Trip Planning
 - Guidelines for Vehicle use
 - Guidelines for Parent and Volunteer Involvement
 - Guidelines for Commercial Operators
- 20.3 Provision of activities that are purposeful and safe for all participants is central to EOTC and must take into account GGHS procedures on Equal Opportunity for students and Staff Relief and Reimbursement.
- 20.4 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

21. School Uniform

21.1 A school uniform:

21.1.1 Contributes to the positive image of the school in the wider community.

21.1.2 Promotes growth in self-management and self-respect.

21.1.3 Provides students with a common social base from which to start their learning and therefore be more learning focused.

21.1.4 Provides a means of identifying the school community that may be for health and safety purposes.

21.2 GGHS Uniform Code specifies the uniform for years nine to thirteen including the “Number One” uniform for formal occasions.

21.3 The Uniform Code includes a physical education uniform.

21.4 The Uniform Code will appear in the GGHS Student Handbook.

21.5 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

22. Lost Property

- 22.1** The central collection point for property found and thought to belong to students will be the main office.
- 22.2** Parents and students will be informed of where this collection point is and how property may be claimed.
- 22.3** Named property will, where possible, be returned as soon as practicable to the rightful owner.
- 22.4** Parents and students should notify the main office of property lost, mislaid or thought to be stolen. The Student Receptionist will advise an SLT member if theft appears to be involved.
- 22.5** Property collected at the lost property centre which is not claimed within a reasonable time and which cannot be returned to its rightful owner due to lack of identifying features, may be disposed of by the school as the DP sees fit.
- 22.6** Parents and students will be advised regularly of this procedure in school newsletters and daily notices.
- 22.7** This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

23. Gisborne Secondary Schools Sports Release Policy

This policy applies to the following Gisborne Secondary Schools: Champion College, Gisborne Boys' High School, Gisborne Girl's High School, Lytton High School and Te Karaka Area School.

- 23.1** Each of the named schools wishes to see genuine sports talent given every opportunity to develop to its fullest and believes that students playing sport for their school is the best way to achieve this as well as being beneficial for the collective good of sport, the students and the school.
- 23.2** All students must play sport for their own school.
- 23.3** Where trials for teams are held by the school all students wishing to play sport must enter these trials and give of their best.
- 23.4** When a school does not field a team at a level of competition that a talented sports student could be a regular member of, the school may release that student, if they request it, to play for a club team.

24. Gisborne Secondary Schools Group Release Policy

This policy applies to the following Gisborne Secondary Schools: Champion College, Gisborne Boys' High School, Gisborne Girls' High School, Lytton High School and Te Karaka Area School.

- 24.1** Each of the named schools wishes to see genuine artistic talent given every opportunity to develop to its fullest and believes that students performing for their school is the best way to achieve this as well as being beneficial for the collective good of arts, the students and the school.
- 24.2** All students must perform for their own school.
- 24.3** Where the school offers an opportunity to participate in an artistic event the student must perform for the school.
- 24.4** When the school does not offer an opportunity to participate in an artistic event the school may release that student, if they request it, to perform for an out of school group.
- 24.5** The release to participate for another group must be signed off by the Head of the appropriate department and the Principal.

NAG 5A International Students:

1 Rules for International Students:

1. You must adhere to all of the school values and guidelines (these will be explained at orientation). You must keep the rules of your home-stay family.
2. You must attend school unless ill. If you are ill then your home-stay parent will notify the school at the start of the day. You are required to bring a note from your home-stay parent to explain your illness upon your return to school.
3. You are expected to set study goals and work hard at all times to achieve them. You will cooperate with staff and other students and study seriously and make a determined effort in school.
4. You must always remember that you are an ambassador for your country,
5. You cannot change accommodation except for exceptional circumstances. No flatting is allowed.
6. You will not smoke or drink alcohol or use illegal drugs.
7. Your activities must be approved by your host parents and the International Director (and in some cases your own parents).
8. You are not permitted to go on trips by yourself or with others without permission from the Principal, International Director, and your parents.
9. You cannot own a car while studying at GGHS.
10. You must always advise your host parents of your whereabouts, who you are with and when you will return home.
11. You must show respect for your host family and act as a member of the family.
12. If you want to spend any nights away you must get permission from your host family and the International Director and or your own family well in advance of proposed activity.
13. Internet usage and payments are to be negotiated with your host family. Excessive or inappropriate use may result in limitation of access.

We agree to the above rules and understand that the student may be sent home at the parent's expense if she is found breaking the rules.

Signature of student: _____

Signature of parent: _____

International Director

Principal

2 Student Accommodation

GGHS has the responsibility to provide and maintain a safe environment which protects and enhances the physical and emotional well-being of its international fee-paying students. Students will stay in school-approved accommodation or with a family designated by their parents. This family must also be school approved.

Guidelines

- 2.1 Placement with home-stay families will be arranged for the student by the Director of International Students.
- 2.2 Management of home-stay accommodation is the responsibility of the Director of International Students to select and monitor the home-stay for international students. A register of home-stay families will be maintained. A profile of each family must include:
 - 2.2.1 Full names of all residents in the house
 - 2.2.2 Address and contact telephone numbers
 - 2.2.3 Occupation(s)
 - 2.2.4 Any other relevant information.
- 2.3 The Director of International Student will ensure that home-stay carers are provided with guidelines relating to the care of the students.
- 2.4 The Director of International Students will:
 - 2.4.1 Ensure that all students are issued with a Home-stay Information Booklet.
 - 2.4.2 Ensure all home-stay carers over eighteen years of age living at the residence will be NZ Police Vetted. The information received from the NZ Police Vetting Service will be shredded and therefore not kept on file. However a record that the police vet has been carried out and that it is a “no concern” result will be kept.
 - 2.4.3 Make an assessment of the home-stay carer’s suitability to provide accommodation and appropriate physical and emotional support for the student.
 - 2.4.4 Monitor the home-stay families throughout the student's stay. This will involve at least one physical visit to each student’s home once a term.
 - 2.4.5 Ensure families designated by the parent of an international student as suitable home-stay families are Police vetted and assessed following the same process as other home-stay carers and monitored on a regular basis, as in section (3) “Management of Home-stay Accommodation”.
 - 2.4.6 Provide home-stay families and international students and their families with information on school's formal complaint procedures.
- 2.5 The school will arrange the payment of accommodation fees to the host family.
- 2.6 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

3 Code of Practice for Pastoral Care – Student Groups

A group can be two or more international students studying together at GGHS for no more than three calendar months.

- 3.1 The safety and well-being of the students and the quality of the academic and social education of all groups of international students studying at GGHS is of paramount concern.
- 3.2 All policies and procedures relating to international students at GGHS and the Code of Practice will apply to student groups so that GGHS can enrol international students holding a group visa issued by the New Zealand Immigration Service.
- 3.3 Each student will be required to complete the appropriate application for international students and this must be signed by a parent. The completed application will form the contract between the school and the parent.
- 3.4 Each student will be required to supply all documents with the application form and be processed as an international student.
- 3.5 All group student arrangements and conditions shall be set out in an agreement specific to each event and will be signed by the GGHS Principal or delegate and the group student organiser.
- 3.6 GGHS shall designate an appropriate person to oversee the tour operations.
- 3.7 Supervision of group students will be in accordance with section three of the Guidelines to Support the Code of Practice. It will depend on the number of the group and age of the students.
 - 3.7.1 GGHS will ensure the group supervisor has the required skills and knowledge as outlined in the Guidelines.
 - 3.7.2 Should an emergency situation arise, the New Zealand based staff member will be responsible for all actions taken in an emergency situation and will follow the procedures laid down in the EOTC policy for GGHS. All emergencies will be documented by the designated person or, if this is not possible, then the most senior person present.
- 3.8 **Medical and Travel Insurance**

All group students are required to have appropriate and current medical and travel insurance for the duration of the planned period of study at GGHS. This can be arranged by GGHS. If GGHS arranges the insurance for the group then Uni-Care will provide the policy which is NZQA approved. This must be arranged before the group leaves their home country. If a group organiser wishes to use an overseas policy, a copy in English must be provided to the Director of International Students before the agreement between the group organiser and GGHS is signed. This will enable the Director to determine whether the policy is appropriate, issued by a reputable and established company with a credit rating no lower than 'A' from Standard and Poors or B+ from AM Best, and able to provide 24-hour, seven days per week cover.
- 3.9 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

4 Police Vetting of Home-stay Families

- 4.1** It is a legislative requirement that all home-stay carers of international students must be New Zealand Police vetted. Sometimes a grandparent of host families or neighbours look after international students for a brief period. These people must also be New Zealand Police vetted.
- 4.2** Home-stay families cannot host an international student until they have been New Zealand Police Vetted and declared “clear”.
- 4.2.1 All persons aged eighteen years and older resident in the house must be New Zealand Police Vetted (except students).
- 4.2.2 If one member of a family is not cleared by the NZ Police Vetting Service, the date and nature of the offence must be considered and if necessary a consultation with the NZ Police Vetting Officer will take place before a decision is made to allow this person to host an international student.
- 4.2.3 Subsequently, people who move to the host family to live must also be New Zealand Police Vetted if 18 years or older. If there is a concern, the process described in 4.2.2 should be followed.
- 4.2.4 Relations or friends of the home-stay carer who may have direct access to the international students and may care for the student for a brief period must also undergo New Zealand Police Vetting.
- 4.2.5 The Director of International Students administers the Policy Vetting process as approved by the New Zealand Police Vetting Service (see Code of Practice Registration application). Also see 3(v) Accommodation for International Fee-Paying Students Policy.
- 4.2.6 All host families will undergo repeat vetting every three years.
- 4.2.7 Repeat vetting will be undertaken if there is a major change in circumstances of the home-stay family within the five year period.
- 4.3** Families designated by the parents(s) of an international student as a host family must also be NZ Police Vetted.
- 4.4** This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Principal or a senior staff member(s) delegated to undertake the review.

5. Part-Time Work For International Students In Years 12 And 13

- 5.1** The New Zealand Immigration Service policy allows international students in years 12 and 13 to gain relevant work experience in an English-speaking environment. International students may not be self-employed and may not engage in commercial sexual services.
- 5.2** Guidelines
- 5.2.1 The school will comply with the requirements of the Immigration Act 1987 and will monitor and manage the New Zealand Immigration Service (NZIS) policy allowing international students in Years 12 and 13 to apply for a Variation of Conditions (VOC) to their student permit. A student cannot work without a VOC.
- 5.2.2 Any Year 12 or Year 13 international student who wishes to work part time must secure the written consent of their parents and school (unless over 18 years of age) to work up to 10 hours in any given week before applying for a Variation of Conditions to their student permit.
- 5.2.3 International students working part-time will be carefully managed and monitored by the school, host parents, parents and employer to ensure the safety and well-being of the working student are being met at all times.
- 5.2.4 The Director of International Students will be responsible on behalf of the school for monitoring international students who commence part-time work, ensuring that international students in part time employment comply with the conditions of their student permit.
- 5.3** Criteria
- 5.3.1 The student must apply for a VOC before they can seek any part-time employment.
- 5.3.2 To apply for a VOC the student must complete an Application (Form A) for a Variation of Conditions of Student Permit and give to the Director of International Students along with the following supporting documentation
- 5.3.2.1 Written and signed request from the student outlining the reasons and type of work being sought on VOC Form B.
- 5.3.2.2 Written, signed permission from their parent/s for their student to work up to 10 hours per week during the school week on VOC Form C
- 5.3.2.3 Written and signed permission from the host parent/s for the student in their care to work up to ten hours per week on VOC Form D.
- 5.3.2.4 A completed NZ Immigration application form for a VOC
- 5.3.3 School support for a VOC will be on an individual basis. The Director of International Students will take into account the skills of the student, the student's academic performance and her attendance to date, and the length of time the student has spent in Gisborne.
- 5.3.4 The student can then lodge the VOC application form with supporting documentation from school and parents with NZIS.
- 5.4** When the VOC has been approved by NZIS, the student must complete and have signed: the Approval of Employer form, the Approval of Host Parent/s form, attach a copy of the employment contract from the proposed employer and hand to the Director of International Students.
- 5.5** The student must not commence working until written permission has been received from the Director of International Students.

- 5.6 School staff may visit the workplace at any time to check the safety and well-being of the student.
- 5.7 School permission to work part-time may be withdrawn at any time if the school believes the student is not safe or the academic performance and / or attendance of the student is being adversely affected.
- 5.8 If the student is found to be working without school permission and/or a VOC, NZIS will be notified and their student permit may be revoked.
- 5.9 This procedure will be reviewed alongside the policy **NAG 5 – Safe Environment** by the Director of International Students and the Principal.

NAG 6 - Legislative Compliance

Procedures

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

1. Attendance & Truancy

- 1.1** The Education Act 1989 requires students to attend school and the school has obligations under the Act regarding attendance.
- 1.2** The school's 'Attendance Plan' sets out the steps to be taken to try to solve the problem of an individual's truancy. This plan will be reviewed annually and distributed to all staff.
- 1.3.** Where the school is unable to rectify an individual's truancy, the case is referred to the Ministry of Education - NETS.
- 1.4** This procedure will be reviewed alongside the policy **NAG 6 – Legislative Compliance** by the Principal or a senior staff member(s) delegated to undertake the review.

2. Privacy Act, 1993

2.1 Student Information

- 2.1.1 Paper Records:
This information is required and used for pastoral reasons, identification of barriers to learning, targeting funding for educational achievement and Ministry of Education compliance. Biographical information is updated annually and stored in the Office.
- 2.1.2 Digital Records on SMS:
 - 2.1.2.1 Personal data accessed by authorised staff via password system
 - 2.1.2.2 Data updated on an on-going basis e.g. examination entries
 - 2.1.2.3 Assessment records accessed by authorised staff
 - 2.1.2.4 Attendance and pastoral information by staff via password system
- 2.1.3 Use and disclosure of personal student information once the student has left school will be at the discretion of the Principal.

2.2 Staff Information

- 2.2.1 This information is required for ERO, salary, Ministry of Education, Teaching Council and other legislated compliance purposes. Hard copy personnel records including performance appraisal data are updated annually and stored in a locked cabinet in the Business Manager's office.
- 2.2.2 Computerised personnel data is accessed by Principal, BM and Principal's PA and is available to an individual staff member on request for the purposes of checking and correcting accuracy.
- 2.2.3 Staff Usage and Expenditure (SUE) reports are retained in the BM's office.
- 2.2.4 Data gathered for appointments (e.g. confidential references) are stored in the PA's office until the appointment is taken up. Data will then be shredded after the appointee has commenced employment at GGHS.

2.3 Breach of Policy

- 2.3.1 A staff member who wishes to lodge a complaint about a breach of privacy, with reference to this policy statement, will do so to the Privacy Officer.
- 2.3.2 If the Privacy Officer is unable to resolve the issue, the issue will be placed in the hands of the Principal who may or may not invoke the Complaints Policy procedure.

- 2.4 This procedure will be reviewed alongside the policy **NAG 6 – Legislative Compliance** by the Principal or a senior staff member(s) delegated to undertake the review.

3. Protected Disclosures Procedure

3.1 A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

Serious wrongdoing includes any of the following:

- 3.1.1 an unlawful, corrupt, or irregular use of funds or resources of a public sector organisation; or
- 3.1.2 an act or omission or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
- 3.1.3 an act, omission, or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation and detection of offences and the right to fair trial; or
- 3.1.4 an act, omission, or course of conduct that constitutes an offence; or
- 3.1.5 an act, omission or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement; -whether the wrongdoing occurs before or after the commencement of this act.

3.2 Conditions for Disclosure

Before making a disclosure the employee should be sure the following conditions are met:

- 3.2.1 The information is about serious wrongdoing in or by the school;
- 3.2.2 The employee believes on reasonable grounds the information to be true or is likely to be true and
 - the employee wishes the wrongdoing to be investigated; and
 - the employee wishes the disclosure to be protected.

3.3 Who can make a disclosure?

Any employee of the school can make a disclosure. For the purposes of this policy an employee includes:

- 3.3.1 current employees and principal;
- 3.3.2 former employees and principals; and
- 3.3.3 contractors supplying services to the school.

3.4 Protection of employees making disclosures

An employee who makes a disclosure and who has acted in accordance with the procedure:

- 3.4.1 may bring a personal grievance in respect of retaliatory action from their employers;
- 3.4.2 may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
- 3.4.3 are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure; and
- 3.4.4 will, subject to Clause 3.7 of the Procedure, have their disclosure treated with the utmost confidentiality.

Note: The protections provided in this section will not be available to employees

making allegations they know to be false or where they have acted in bad faith.

3.5 How to make a protected disclosure

- 3.5.1 The employee must submit the disclosure in writing providing detailed information including:
- the nature of the serious wrong doing
 - the name or names of the people involved
 - surrounding facts including details relating to the time and/or place of the wrong doing if known or relevant)
- 3.5.2 The written disclosure must be sent to the Principal who has been nominated by the Gisborne Girls' High School Board of Trustees under the provision of Section 11 of the Protected disclosures Act 2000, for this purpose; or
- 3.5.3 If you believe that the Principal is involved in the wrong-doing or has an association with the person committing the alleged wrongdoing that would make it inappropriate to disclose to them, then the disclosure must be made to the Chairperson of the Board of Trustees.

3.6 Decision to investigate

- 3.6.1 On receipt of a disclosure, the Principal or the Chairperson of the Board of Trustees must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the Principal or the Chairperson of the Board of Trustees or arranged by him/her as quickly as practicably possible, through an appropriate authority.

3.7 Protection of disclosing employee's name

- 3.7.1 All disclosures will be treated with the utmost confidence. When undertaking an investigation and when writing the report, the Principal or the Chairperson of the Board of Trustees will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential.
- to ensure an effective investigation
 - to prevent serious risk to public health or public safety or the environment
 - to have regard to the principles of natural justice

3.8 Report of Investigation

- 3.8.1 At the conclusion of the investigation the Principal or the Chairperson of the Board of Trustees will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board of Trustees.

3.9 Disclosure to an appropriate authority in certain circumstances

- 3.9.1 A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:
- the last resort person (Principal or the Chairperson of the Board of Trustees) in the school responsible for handling the complaint is or may be involved in the wrongdoing; or
 - immediate reference to another authority is justified by urgency or exceptional circumstance; or
 - there has been no action or recommended action within 20 working days of the date of disclosure.
- 3.9.2 Appropriate authorities include (but are not limited to)

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- Ombudsman
- Parliamentary Commissioner of the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- Health and Disability Commissioner
- The head of every public sector organisation

3.10 Disclosure to Ministers and Ombudsman

3.10.1 A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure

- Has made the same disclosure according to the internal processes and clauses of this procedure
- Reasonably believes that the person or authority to whom the disclosure was made:
 - has decided not to investigate; or
 - has decided to investigate but not made progress with the investigation within reasonable time; or
 - has investigated but has not taken or recommended any action and
 - continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

3.11 Reference to other Policies

Before proceeding with a protected disclosure, it is advisable that the employee should read the following Gisborne Girls' High School Board of Trustee NAG 5 policy and the procedures for:

3.11.1 Alcohol and Drugs(4)

3.11.2 General Complaints and Concerns(6)

3.11.3 Sexual Harassment(7)

3.11.4 Child Protection (8)

3.11.5 Unlawful Discrimination (16)

This will assist in determining whether or not the protected disclosure procedure is the most appropriate to follow.

3.12 This procedure will be reviewed alongside the policy **NAG 6 – Legislative Compliance** by the Principal or a senior staff member(s) delegated to undertake the review.

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, and provide a base against which the board's actual performance can later be assessed.*
- (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, including the assessment of students against any national standard published under section 60A(1)(ba):*
 - (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.
- (3) A board must amend its school charter as soon as practicable after it becomes aware of any information contained in the charter that is false or misleading in a material particular.

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, 94C, and 95(1), 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 Principals 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).*
 - (g) [Repealed]*
 - (h) [Repealed]*
- (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.

94C Limitations on co-option and appointment of trustees

(1) [Repealed]

(2) No board shall co-opt a trustee if the effect of the co-option would be that the board did not have more parent representatives than the total number of trustees co-opted by the board or appointed.

(3) No board shall—

(a) approve a body corporate for the purpose of appointing a specified number of trustees to the board; or

(b) modify an approval under section 94B(1)(a) by increasing the number of trustees a body corporate may appoint to the board,— if the effect of the appointment of the maximum number of trustees under such approvals would be that the board could have a number of parent representatives that was not greater than the total number of trustees co-opted by the board or appointed.

(4) No more than 1 non-permanently appointed member of the board staff may be co-opted on to the board at any one time.

1.2 Board Composition Continued:

1.2.2 The Board meets the requirements of Section 96 of the *Education Act 1989*.
Parent Representatives

1.2.3 The Board meets the requirements of Section 97 of the *Education Act 1989*.
Staff and student representatives

1.2.4 The Board meets the requirements of Section 99 of the *Education Act 1989*.
Criteria for selecting Co-opted and appointed trustees.

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*.
Staggering the election of parent representatives

1.3.3 The Board meets the requirements of Sections 97(2) & 01(2) of the *Education Act 1989*.
Election of a student trustee

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*.
Person eligible to vote for parents 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 of casual vacancies

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 (8) of the *Education Act 1989*.
Meetings procedure

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*.

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*.

- 3.3.2 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 &

NAG 7 – Charter Review

Governance Policy

Procedures

1. Charter Review

Charter Review Procedure

- 1.1 The Education Act 1989 requires every school to complete a charter and a copy of the annual charter update to be sent to the Ministry of Education each year.
- 1.2 The annual review of the school's Charter will be undertaken by the Charter Review Committee
- 1.3 Annual charter updates are required to be submitted to the Ministry by 1 March each year. The charter is a key planning document that sets out the school's objectives and targets for the year, it is important it is in place at the start of the school year.
- 1.4 A charter must contain all annual or long-term plans or a summary of each plan or reference to it. The strategic plan required by NAG2(a) must be included in the charter (or summary of or reference to it).
- 1.5 Section 61 of the Education Act 1989 provides the required content of a school charter

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, and provide a base against which the board's actual performance can later be assessed.*
- (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, including the assessment of students against any national standard published under section 60A(1)(ba):*
 - (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.*

1.6 The review of the charter must be completed in Term 4.

1.7 The Ministry of Education provides guidance via **Guidance – Charter and Analysis of Variance - November 2014**

1.8 This procedure will be reviewed alongside the policy **NAG 7 – Charter Review** by the Principal or a senior staff member(s) delegated to undertake the review.