

# **MATIPO SCHOOL**

# **POLICIES 2011**



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## NATIONAL ADMINISTRATION GUIDELINES

### NAG 1

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

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

- **i** develop and implement teaching and learning programmes:
  - a** to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
  - b** giving priority to student achievement in literacy and numeracy, especially in years 1-4;
- **ii** through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
  - a** student achievement in literacy and numeracy, especially in years 1-4; and then to:
    - b** breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements);
- **iii** on the basis of good quality assessment information, identify students and groups of students:
  - a** who are not achieving;
  - b** who are at risk of not achieving;
  - c** who have special needs;

and

  - d** aspects of the curriculum which require particular attention;
- **iv** develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in iii above;
- **v** in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;
- **vi** provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

### NAG 2

Each Board of Trustees with the principal and teaching staff is required to:

- i develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development.
- ii maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- iii report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAGS 1-iii) including the achievement of Maori students against the plans and targets referred to in NAGS 1-v .

## NAG 3

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

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

## NAG 4

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

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

## NAG 5

Each Board of Trustees is also required to:

- i provide a safe physical and emotional environment for students;
- ii comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees

## NAG 6

Concerning requirements such as attendance, the length of the school day, and the length of the school year.

## ACCESS TO PERSONNEL FILES

*NAG: 3, Employment and personnel*

*Reviewed August 2008*

### RATIONALE

As a result of the Board of Trustees being the employers of all staff working at Matipo School and to satisfy audit requirements, we have had to establish personnel files.

The purpose of this policy is to determine who has access to these files.

### POLICY

1. The personnel files of staff employed by Matipo Road School Board of Trustees are confidential and are only available to the principal and to the staff member concerned.
2. Staff members may have access to their own files in the presence of the principal.
3. A staff member's union representative may have access to the staff member's file with the permission of the person concerned and in the presence of the principal and the staff member concerned.
4. The B.O.T. Chairperson may have access to relevant parts in the presence of the principal and the prior knowledge of the staff member concerned.
5. The principal's authority is not to be delegated to any other person.
6. Apart from the parties mentioned previously, the personnel files are not available to any other person, organisation or authority structure.
7. On termination of employment the employee has the right to uplift their personal file.

## ANIMAL WELFARE

*NAG: 6, Compliance*

*Reviewed August 2008*

### RATIONALE

The school recognizes that under the Animal Protection Act, 1987 it is required to have a code of ethical conduct relating to the welfare and treatment of any animals under its care.

### PURPOSES

1. To encourage through example the proper care of living things within the school.
2. To provide experience for children to observe handle and care for a range of animals in a humane way.
3. To ensure that the care and welfare of animals must have the highest priority in any activity involving the keeping of an animal or its study on a field trip.
4. To educate children through example and discussion on the importance of animal care and welfare and the responsibilities involved.

### GUIDELINES

- “Animal” is defined as any living creature with a backbone, including land-based and aquatic mammals, birds, fish and reptiles.
- It is generally accepted that other living creatures such as snails, worms and insects must also be treated with care and kindness.
- If the appropriate care cannot be provided, the animals should not be kept in school. Creatures kept in classrooms for observation must be housed and fed properly, and returned to their natural habitat on completion of the study.
- Creatures captured on field trips must be returned to their habitat prior to leaving the area unless their proper care in school can be guaranteed.

Responsibility for the welfare of animals rest with the teacher/staff member involved, but ultimately with the Principal and Board of Trustees.

The following freedoms apply:

1. Animals must have appropriate diet, including access to water. Provision must be made for care at weekends and holidays.
2. Animals must have cages/containers of an appropriate size, be ventilated and hygienic. Animals must not be subjected to extremes of noise, draught or sunlight.
3. Animals should be free from injury or disease. Diseased or injured animals should be treated and should not be kept at school.
4. Animals must be handled/kept in such a way that they are not subjected to stress or fear.

5. Animals should be able to express normal behaviour.

Where any activity is planned which may cause distress or suffering to the animal approval must be obtained from an Animal Ethics Committee. A record must be kept of procedures followed as set out in the act (see ERO Handbook 1994 p A72 R5). Animal Ethics Committees may be contacted through the Science Adviser or MAF (Ph (04) 4744129, fax (04) 4744 133).

## ASSESSMENT AND EVALUATION

*NAG: 1, NZ Curriculum essential learning areas, essential skills, attitudes and values*  
 Reviewed April 2011

### RATIONALE

The school is required to have an effective assessment and evaluation policy in practice. The purpose is for teachers to be better able to describe their pupils and their needs. This information is used for more effective programming and is the basis of reporting to parents.

### POLICY

1. Teachers are required to complete the requirements of the E-Book and enter progressively throughout the year.
2. Teachers will report to parents in writing, reading, and maths via the National Standards reports and the Interim reports at mid year (July) and end year in December. Years 1-3 receive National Standards reports based on 1st, 2nd, and 3rd year anniversary results.
3. Writing will be assessed through 4 samples moderated each term to inform teaching.
4. Additionally, teachers will record informal test information, unit tests, anecdotal comments etc in planning book, roll book or excel spreadsheet.
5. Standardised test information to be recorded are:

#### JUNIORS:

Age 1 January  
 Classification  
 Burt Feb/Nov  
 Reading Level Feb/June/Nov  
 Six Year Net (on going)  
 1 month check (on going)  
 GLOSS/IKAN  
 Schonell Feb/Nov

#### SENIORS:

Age 1 January  
 Classification  
 Burt Feb/Nov  
 Schonell Feb/Nov  
 Running Records Feb/June/Nov  
 Yr 3 PM to 120 wks, Y4  
 GLOSS/IKAN  
 STAR  
 PAT Information Skills  
 PAT Maths

6. Other assessment and evaluation information will be recorded according to Syndicate requirements.

7. Each term Teachers will complete a term Evaluation based on curriculum pedagogy.
8. Standardised tests, wherever possible will be administered in standardised form by classes at the same time under similar conditions.
9. The Burt test is to be scored using the combined boy/girl norms.
10. Standardised data should be administered and scored in February June and November.
11. Sample folders should contain: Gloss & Numeracy tests, PAT tests, STAR test, Running Records, benchmark and probe (Feb, June, Nov)
12. The school will have a range of assessment procedures and encourage teachers to value their own judgments about student achievement (OTJ).
13. Assessment data is used by teachers to inform planning and where to teach next for students to achieve next level of attainment.

## ATTENDANCE

*NAG: 6, Compliance*

*Reviewed July 2002*

### RATIONALE

It is legal requirement that all pupils attend school from ages 6-16. A minimum of four hours instruction per day is expected for each child and the responsibility for children's attendance for this time is shared between school and caregivers.

### PURPOSE

1. To meet legal requirements for attendance.
2. To maximise children's learning opportunities.

### GUIDELINES

1. If there are unexplained absences, parents are contacted by the office.
2. Confirmation is required for reasons of absences.
3. Should children be constantly late or absent then the matter is firstly discussed with parents. If there is no improvement, then the Visiting teacher is advised and makes contact directly with parents.
4. Provision is made for cultural differences.
5. Discretion is always used when children go on holiday, as this is seen as usually educationally beneficial to children.
6. A positive school climate will be developed so that pupils will want to attend.

### CONCLUSION

Our positive school climate and close liaison with caregivers will encourage regular attendance.

## CHILD PROTECTION

*NAG: 5, Health and Safety*

*Reviewed August 2008*

### RATIONALE

Matipo is a child centred school and exists for children. We have the legal status of parents during the school hours and also have an additional responsibility for the pastoral care and protection of our children.

### POLICY

#### ACCESS

Where a custody order exists and a copy is lodged with the school, we will uphold the order and call the police if necessary to enforce it. Where no order exists, access will be granted to both natural parents (this is the law).

#### HEALTH PROTECTION

In the event of physical neglect or health concerns the school will work with the Public Health Nurse to provide parent contact, parent education and provision of necessary services. Where necessary we will take the child to the doctor.

Steps:

- teacher makes referral to PHN through Health Folder
- if serious or recurring, immediately notify principal
- principal or PHN to initiate contact with parents
- principal to refer to CYPS if necessary.
- Involve Support team, RTLB or other agencies as required.

#### PHYSICAL AND SEXUAL ABUSE

All concerns in this area will be investigated by the principal along with one other staff member. If there are serious doubts the matter will be referred to:

- a) the Public Health Nurse
- b) the Police
- c) the Child Protection Team, CYPS.

No contact with any outside agency will be made without the knowledge and approval of the Principal. If there are minor doubts the situation will be monitored by the school.

Indicators to monitor include:

- Disclosure
- Marks/bruises
- Wetting
- Sexual references
- Withdrawal/regression/depression e.g. Not making progress or going backwards, cries easily, very nervous, easily upset, loner/few friend, adult dependent.

Steps:

- monitor and record observation/concerns etc with dates
- do not question the child or 'put words in their mouth'
- immediate inform syndicate leader and principal
- Principal to refer to appropriate agency as for Number 2 above.

## VISITORS TO THE SCHOOL

All visitors must announce themselves to the office.

## INTERVIEWS BY OUTSIDE AGENCIES

Except for physical examinations (where possible, parents should be present) these shall always be carried out in the presence of the Principal, Deputy Principal or Assistant Principal whose role in such situations will be as advocate for the child.

## FAIRNESS

In all areas of this child protection policy the school will strive to be fair to all parties but acknowledge that the welfare of the child is paramount.

## FIRST AID/SICKNESS

Any treatment of children or children sent home because of illness should be entered into the book in the sickbay. Serious accidents or children sent home sick should also be reported to the Principal and class teacher.

## ABSENCES

Absences shall be notified or explained to the school by way of a phone call (entered in the absence book) or by note. Teachers should follow up all unexplained absences. If there is no response, notify the Principal.

Suspected truancy, patterned absences, lateness, etc, should all be notified to the principal for action. This will involve home visits, a letter or referral to the visiting teacher.

## EXEMPTION/RELEASE PROCEDURES

Children can only be released during the school hours for out of school activities by parents making written application to the principal outlining the purpose for the exemption, the total time frame and the parent's reason for the request. Such application should be made in adequate time for the decision to be considered and if necessary referred to the Board of Trustees. Such activities might include approved music tuition or extension classes at local schools. Where the principal refuses the request parents may make written appeal to the Board of Trustees to have the decision reviewed. Children who are out of the school without such exemption are deemed to be truant.

## CLASSROOM RELEASE TIME

*NAG: 3, Employment and Personnel*

*Reviewed 2011*

This policy is written in conjunction with clause 5.30 of the Primary Teachers Collective Agreement 2004-2007. The board delegates responsibility to the principal to implement a classroom release programme for staff.

### INTENT AND PURPOSE

The intent of classroom release time is to address teacher workload while maximizing benefits for student learning. The use of classroom release time will be professionally useful for the school's teaching and learning programmes, the teacher's professional growth and the learning needs of the students. Only Ministry of Education FTTE teachers are eligible and should teachers leave the school, there is no provision for them to take their entitlement with them. Similarly, teachers joining the staff during the year will receive a pro-rata allocation.

### USE OF CLASSROOM RELEASE TIME

This policy contains a list of the common uses for classroom release time in our school. The list may be amended from time to time through consultation with teachers. Principals and individual teachers may also agree to other uses from time to time.

In our school classroom release time will be used for:

- Planning
- Evaluation
- Reporting
- Personal professional development
- Observing other teachers
- Reading/Research
- Assessment
- Any other use agreed to from time to time between teacher and principal

### ALLOCATION OF CLASSROOM RELEASE TIME

Each teacher will be rostered 45 min per week and 2 days per year.

Note: Where school sessions prevent allocation of precisely 10 hours of classroom release time, the school shall endeavour to provide as close as possible to the 10 hour entitlement included where needed, advanced or delayed entitlement across the 4 terms of each school year.

### WHEN CRT CANNOT BE PROVIDED FOR GENUINE REASONS

Where for genuine reasons, during term planning or as short notice, it is not possible to provide CRT to an individual or group of teachers the school will:

- Record the reason for non-delivery
- Endeavour to reallocate the CRT at a later date in that school year.

- Review the CRT policy if required
- Use the record of non-delivery when reviewing the policy

## REVIEW OF THIS POLICY

This policy will be reviewed as required in the following instances:

- Staff turnover
- Recruitment / Retention Issues
- New education initiative eg: introduction of specialism
- Concern about benefits to student learning
- Any other genuine issue or concern

## COMMUNITY CONSULTATION AND REPORTING

NAG: 2

*Reviewed August 2008*

### RATIONALE

As part of a community partnership, the Board of Trustees will consult with the community it serves and is accountable to.

### GUIDELINES

The Board of Trustees will consult the school community:

- a) Through the Annual General Meeting - where an annual report and full financial statement will be given
- b) Through the school newsletter (weekly).
- c) Through termly Board of Trustees newsletters.
- d) By making copies of the Charter and Policies available at the school office and on the Web site.
- e) By advertising the dates of the monthly Board of Trustees meetings.
- f) By making copies of the monthly Board of Trustees minutes available at the school office.
- g) By inviting parents to participate in questionnaires, response sheets, sub-committees and public meetings.
- h) Inviting parents to sporting, cultural and social events.
- i) Ensuring that regular reporting to parents/caregivers on the progress of their children takes place through:
  - i) annual parent/teacher interviews
  - ii) further parent/teacher interviews on request
  - iii) twice yearly reporting forms
- j) encouraging parents to be involved in parent help schemes

## COMPLAINTS

*NAG: 6, Compliance*

*Reviewed August 2008*

### RATIONALE

The Matipo Board of Trustees is the legal employer of all staff and is responsible for the programmes, resources, buildings and policies of Matipo Primary School.

It is accountable to parents and to government agencies and is required to act legally, at all times, and to act as fair employers.

Most problems can be resolved by talking it over with the person/s concerned and by waiting for things to calm down. Both sides should be prepared to compromise. Where this does not happen, the following applies:

- a) Complaints about teachers, children's progress, classroom programmes, children's behaviour.

See the teacher first. If still concerned, discuss the matter with the syndicate leader. If unresolved approach the Principal. The Principal is the instructional leader of the school and is responsible for teachers, children and curriculum. If still not satisfied a formal complaint in writing can be made to the Chairperson, Board of Trustees.

- b) Complaints about the Principal.

See the Principal first. If still concerned, a formal written complaint to the Chairperson, Board of Trustees.

- c) Complaints regarding ancillary staff; grounds, buildings, finance, publicity etc.

See Principal first then if still concerned, a formal written complaint to Chairperson, Board of Trustees.

- d) Staff Complaints

Go through the correct channels first with complaints to senior teaching staff and if still not happy then to the principal if you are a teacher, or to the *Chairperson*, Board of Trustees if you are not.

- e) Complaints about Board of Trustees

A formal complaint should be lodged with the Chairperson of the Board of Trustees, if not satisfied a written letter to the Chief Executive, Ministry of Education, Wellington.

- f) Sexual Harassment - of pupils, parents, staff;

Formal written complaint to Chairperson, Board of Trustees, Chairperson to act immediately on receipt of complaint.

### FORMAL COMPLAINT

A formal complaint is one given to the Chairperson, Board of Trustees in writing, specifying the nature of the complaint, the earlier efforts made to resolve it and how (where possible) the complaint may be satisfactorily resolved.

On receipt the Chairperson may choose to:

- a) deal with it on a personal level
- b) refer it to the full Board of Trustees for discussion
- c) convene a small disputes committee to deal with it.

At ALL TIMES the Chairperson must present the complaint to the Board of Trustees and it be recorded by the secretary. All formal complaints should involve a formal reply to the complainant.

## STAFF GRIEVANCES

In complaints about staff; staff may choose to have a counsellor, advocate or independent witness present at any interview.

Both teaching staff and ancillary staff are entitled to advice or representation by their union bodies.

All union contracts list personal grievance procedures protected by industrial law with provision for redress to the Employment Court.

## BOARD OF TRUSTEES GRIEVANCES

Grievances should be made directly to the Board of Trustees.

## CONCLUSION

Honest and open communication with give and take will solve most problems. However, it is important to follow the correct channels laid out in this policy.

The Board of Trustees will endeavour to, at all times, act quickly and fairly, and will treat all complaints in a confidential manner.

Complaints which do not go through the prescribed process may be re-directed to the appropriate level.

The Board generally does not accept nor act on anonymous complaints nor complaints made on behalf of others but will judge each case on its merits.

## CURRICULUM DELIVERY POLICY

*NAG: 1, NZ Curriculum essential learning areas, essential skills, attitudes and values  
Reviewed*

### RATIONALE

To ensure that all children have the opportunity to succeed as learners

### PURPOSE

1. To ensure that all students have the opportunity to receive high quality teaching and learning.
2. To ensure the delivery of a rich and balanced programme in all Learning areas and Key Competencies.
3. To foster achievement, success and equal opportunities for all students.
4. To assist students to develop and clarify their own values, beliefs and attitudes.

### GUIDELINES

1. The school provides broad curriculum and learning coverage but is prioritizing reading, mathematics and writing.
2. Teaching and learning will include the key

## DELEGATIONS

*NAG: 4, Financial and Property  
Reviewed August 2009*

### PREAMBLE

The Board delegates to the principal various aspects of day – to – day management of the school.

### GENERAL REQUIREMENTS AND LIMITATIONS

All decisions made under this delegation must:

- be made in accordance with school policies
- comply with applicable employment agreements;
- be within budget and financial delegations;

Additionally, and not withstanding any specific delegations outlined in this policy, the principal must not make any decisions on any matter where they have, or could reasonable be seen to have, any conflict of interest or pecuniary interest in the outcome of the decision.

### PERMANENT RECRUITMENT

The principal can

- Approve advertisements
- Make recommendations to appoint
- Sign letters of appointment/job offers.

### FIXED TERM AND CASUAL RECRUITMENT

The principal can recruit fixed term and casual staff.

### ENGAGEMENT OF CONTRACTORS

The principal can recruit contractors providing:

- The contractor is engaged in a specialist activity where particular expertise or skills are not available with in the school.
- The contractor is not undertaking services that are already provided under an existing contractual arrangement
- Funding for the contractor is within the approved budget.
- That the total cost of contract does not exceed \$25,000.

### LEAVE AND ATTENDANCE

The principal can approve:

- All forms of individual leave provided for in applicable employment agreements (e.g. annual, bereavement)
- Leave over and above entitlements set out in employment agreements
- Leave without pay of up to 5 days
- The working of overtime
- The overtime hours worked.

## CAPEX

The principal may approve the purchase of items from the capital expenditure budget up to a capex of \$10,000.

## WARNINGS SUSPENSION AND TERMINATION

The principal can;

- Give warnings (oral or written)
- Make recommendation or reports to the Board regarding competency or disciplinary matters.

## SUB – DELEGATION

The principal can sub-delegate some of these delegations to the deputy principal/assistant principal when absent and the day-to-day running of the school would be adversely affected otherwise.

## DISCIPLINE

*NAG: 1, NZ Curriculum essential learning areas, essential skills, attitudes and values*  
*Reviewed August 2008*

### RATIONALE

Discipline is a joint responsibility involving the child, the teacher, the Principal and the home. The Board of Trustees is only involved in serious cases.

### POLICY

1. The first stage of discipline of children lies with the classroom teacher. Teachers need to ensure adequate planning and preparation and appropriate programming

The school will ensure there is adequate playground supervision and sports equipment or other activities at intervals.

2. Behaviour management strategies to try include:

- a) Ignoring inappropriate behaviour where possible to see if this will extinguish it
- b) Praise good aspects of behaviour
- c) Individual counselling
- d) 'time out' for child to cool off or teacher to have a break
- e) minor penalties - finishing work, tidying grounds etc. maximum of 30 minutes at lunchtime, but don't deprive of lunch
- f) giving problem child responsibilities, duties etc.
- g) referral to syndicate leader, principal
- h) contact with parents. Inform syndicate leader, principal, of this first. Contact with parents must be formal with letter from school, interview at school, notes taken and typed up with copy to parents. This is for teachers own safeguard.

3. In serious cases where child's conduct is detrimental

- a) to safety of the child or others
- b) or to the reasonable running of class or school
- c) or in the event of serious or continual damage to property
- d) the child's parents may be notified and/or the matter referred to a Board Disciplinary Sub Committee. From this a range of options will be considered,

- e) including in urgent cases, that the principal may stand the child down or suspend the child
- 4. At all times the MOE's Disciplinary Guidelines will be followed.
- 5. Other outside agencies that may be considered to assist include:
  - Visiting Teacher
  - SES
  - Westbridge
  - Youth Aid
  - Public Health Nurse
  - Marinoto
  - CYPS

### SCHOOL DISCIPLINE PLAN SEQUENCE

- 1. Warning One.
- 2. Warning Two.
- 3. Apology letter or equivalent (a letter signed by parent)
- 4. Sent to Syndicate Leader
- 5. Sent to Principal
- 6. Letter to Parents from Principal
- 7. Parents to School
- 8. Outside Help
  - Behaviourial and Learning Support
  - Psychologist
  - RTLB
  - Westbridge
  - Public Health Nurse

## EDUCATION OUTSIDE THE CLASSROOM

*NAG: 6, Compliance*

*Reviewed August 2008*

### RATIONALE

This is a wide term which encompasses many aspects. It is particularly encouraged at this school and fits in well with our desire to provide directed experiences for our pupils.

### POLICY

1. We try and promote one syndicate trip per term and one visiting performance per term (being limited by the financial constraints of our parents).
2. Individual classes are also encouraged to make class trips.
3. Our school resources include the adventure playground, nature trail, estuary and areas of adjoining grasslands which are used for curriculum and E.O.T.C. purposes annually.
4. We have our own Waterwise Canoe Programme. Pupils must have been through the teaching module programme before advancing to independent on water activities.
5. Day camps or overnight camps at school are encouraged for all age groups.
6. The senior syndicate children should participate in a school camp (away from school) at least once in the three year cycle.
7. Safety RAM's (Risk Analysis Management) will be compiled for all situations of risk to do with EOTC.
8. Adult/child ratios will be dependant on the venue and circumstances, and will be listed in the specific RAM.

The ratio will depend on the risk, the location and the quality of supervision.

9. People under 18 or accompanied by pre-schoolers are not suitable as helpers for EOTC.

## EMERGENCY DRILLS

*NAG: 5, Health and Safety*

*Reviewed August 2008*

### FIRE

The continuous ringing of the school electric bell or hand bell will signify that there is a fire in the school. In all situations the “commonsense initiative” of classroom teachers will be the overall guiding factor in this organisation.

Teachers will discuss this procedure with their pupils at least once a term.

1. Children will move quickly and in an orderly manner to their emergency assembly positions near the boundary fence at the Henderson Creek side of the field (see diagram).
2. Teachers will quickly check toilet areas to see if there are children in these areas.
3. Teachers will take attendance registers to the emergency assembly areas.
4. Teachers will call their rolls and report the names of missing children to the Principal.
5. The Principal will check that all teachers and their classes are safe.

### NB

- a) The Fire Brigade, Police and Ambulance will be immediately contacted (111).
- b) Sub wardens will check their designated areas.
- c) A Fire Drill will be held at least once a term.

## EARTHQUAKE/VOLCANIC ERUPTION

Emergency procedures for an earthquake or volcanic eruption will depend on the severity of the activity near Matipo School. Once again the outlined procedure will be guided by the “commonsense initiative” of classroom teachers.

In general, teachers will have to take into account the following possible dangers:

1. Falling heavy materials
2. Falling and breaking glass
3. Electrical problems (eg wires)
4. Water levels from Henderson Creek
5. Plumbing problems
6. Sewerage problems.

The following procedures are suggested. These should be discussed regularly with pupils.

1. Children to take cover:
  - a) Under their desks
  - b) In cupboards
  - c) Under doorways
  - d) Away from breaking windows or falling debris.
2. When the activity has ceased, and on the initiative of the classroom teacher or the continuous ringing of the electric bell or hand bell, the class will move to the emergency assembly positions.
3. The same procedure as for the Fire Drill will then be followed.

## EQUAL OPPORTUNITIES

*NAG: 6, Compliance*

*Reviewed August 2008*

### RATIONALE

The State Services Act 1988 requires the school to have an E.E.O.

### POLICY

1. The Matipo School Board of Trustees complies with the State Sector Act in being an equal opportunity employer.
2. In terms of staff selection or training opportunities, equal opportunity principles apply to enable people to pursue their careers without their chances being reduced by factors which are irrelevant.
3. Specifically, when making staff appointments the career aspirations of women, Maori, Pacific Island and other ethnic minorities and people with disabilities will be recognised, and under Section 77g of the State Services Act the Board of Trustees is bound to give preference to the person who is best suited to the position.
4. No staff member at Matipo School will be subject to any form of discrimination based on race, sex or disability, nor will any prospective employee.
5. An Annual E.E.O. Report will be made to the Board and Education Review Office.
6. The principal is deemed to be the E.E.O. Officer unless the Board nominates another person.

## EQUITY

*NAG: 6, Compliance*  
*Reviewed August 2008*

## RATIONALE

All learning opportunities and school programmes should be fair to all and of a non-racist, non-sexist nature.

## POLICY

1. Any resources being considered for purchase should be previewed to ensure it is of a non-racist and non-sexist background.
2. Provision of resources should be equal for both girls and boys.
3. All school activities and curriculum areas will be available to all pupils regardless of sex, race or skill level.
4. Each year a special needs register shall be compiled. It shall identify all pupils with health, emotional, or learning difficulties and where resources allow, those needs will be targeted.
5. No member of the Matipo School community should be subject to any form of sexual harassment or discrimination. The school Disputes Policy outlines the steps to be taken in this eventuality.
6. This school shall attempt to meet the educational needs of any child regardless of the degree of handicap, provided adequate resources are in place.

## ESOL

*NAG: 1, NZ Curriculum essential learning areas, essential skills, attitudes and values*  
*Reviewed 2011*

### RATIONALE

ESOL learners will be given opportunities to develop their English language proficiency for social and academic purposes.

### PURPOSE

To provide educational programmes that allow ESOL children to learn the English language so they may gain maximum benefit from their schooling both academically and personally.

### GUIDELINES

1. Classroom teachers have responsibility for the progress of the children in their care. Teachers, senior teachers and ESOL support staff work together to ensure that programmes for identified ESOL children are appropriate to their needs.
2. ESOL children requiring language support are identified upon enrolment, where possible, by the classroom teacher in consultation with the syndicate leader and ESOL support staff.
3. Applications for resources will be made for those children who fall within the Ministry of Education guidelines.
4. Additional school resources may be allocated and/or funding sought.
5. ESOL children will be placed in the year level appropriate for their age and will experience immersion in mainstream classroom environments as much as possible, but are given specialised assistance as necessary.
6. ESOL children will be encouraged to maintain their own language and culture.
7. Within available funding, ESOL support staff may be employed to work with ESOL children, in the classroom and/or small group situations.
8. As part of normal reporting procedures, parents of ESOL children will have the opportunity to meet with the classroom teacher and ESOL support staff as appropriate.

### PROCEDURE

- Identify children who may need ESOL language assistance
- Confer with staff involved and decide on appropriate action
- Assess – Funding sought
- ESOL/language support staff provide appropriate assistance
- Regular consultation with classroom teacher
- Progress reviewed as per student assessment programmes
- Programme continued
- Fully mainstreamed

## ESOL ASSESSMENT

### INITIAL ASSESSMENT (PART 2 ESOL/AF):

To be completed by classroom teacher based upon observations, anecdotal comment, work samples and data collected. These are for further review within 3 months.

### ASSESSMENTS IN FOUR LANGUAGE MODES (PART 3 ESOL/AF)

Classroom teachers update ESOL/AF scores at middle and end of year.

Assessments referred to (appropriate to student year level) may include analysis of student achievement in relation to:

- ESOL teacher aide assessment information
- Student Manager data
- Running record results
- One month check
- Six year survey results
- PAT results
- STAR tests
- NZCER Information Skills Assessments
- New Zealand Curriculum Exemplars
- New Zealand National Standards
- Burt Test
- Schonell spelling
- Prose inventories (Probe)
- Numeracy data

EOLS students are compared to the national cohort using a range of norm-referenced and standardised tests forming part of the school's assessment for all students. Work samples and test results are examined in relation to typical expectations for each year level to moderate consistency in ESOL/AF assessment scores.

### ESOL/LANGUAGE SUPPORT TEACHER AIDE ASSESSMENTS BY INCLUDE:

- Letter recognition and letter-sound associations
- Blends recognition

- High frequency word lists
- Record of oral language
- 10 minute writing vocabulary (any words)
- Writing sample (self chosen topic)
- Curriculum-specific vocabulary (recent topic)
- Writing sample (information report genre: recent topic)
- Dictated sentences

## FINANCIAL PROCEDURES

*NAG: 4, Financial and Property*

*Reviewed August 2008*

1. All Accounts are sighted by the principal
2. He passes them on to the Administration Officer who has delegated authority to pay all accounts and is responsible for in house accounting procedures.
3. Accounts are either paid by direct credit via Gateway in which case separate pin access is required to operate or by cheque in which case the principal counter signs all cheques.
4. Top Class Financial Services provide a monthly site visit for general ledger and financial supervision and checking of our accounting procedures.
5. A monthly Financial Report is made to the B.O.T.
6. All budget holders have authority to spend their annual budget allocations without further reference to the Board but generally consult with the principal
7. The principal has authority to purchase Asset items from the budget figure up to \$8,000 for single items.
8. In Term 4 each year the Finance Sub-Committee prepares a draft budget. Board and Staff members are asked to prepare "budget bids" for their areas of responsibility, the sub-committee prepares a balanced budget which is submitted to the full B.O.T. for ratification.
9. An annual financial statement is prepared and incorporated in the A.G.M. Report along with the Auditor's statement.
10. An asset register is kept through the Musac Resource Manager Programme for items more than \$1000
11. No cheque signatory shall sign any cheque payable to him or her self.
12. Credit card payment must be supported by a GST receipt.
13. The Hospitality Budget is to be used for the purpose of
  - building relationships
  - representing the school
  - returning hospitality
  - recognizing significant achievement or services
  - building revenue
14. Principal's expenses and principal's professional development are authorized and determined by the Board to a designated level, which is subject to annual review and appears as budget line figures

15. No staff or Board member will take part in any decision making in which they have a pecuniary interest.
16. Any school equipment used in out-of-school locations must be recorded with the Administration Officer.(All MOE leased laptops are considered permanently recorded.)
17. It is considered best practice that the principal's expenditure (recompensed on a termly basis) is signed off by the Chairperson or BOT Treasurer rather than through the normal financial systems.
18. The school has put in place a system which segregates the functions of receiving and receipting funds, banking preparation and the actual banking of funds. This reduces the risk that errors may be processed into the system and remain undetected.
19. The Board delegates to the principal (as part of the day-to-day management of the school) the responsibility to manage school investments within the parameters of MOE regulations. Summary reports are to provided to the Board.
20. The Auditor-General has already declared that loyalty points are too hard to separate and that given their minimal value (estimated by the Consumer Institute to be between .001 and .01 cents per point) is not worth doing. It is also recognised that staff who gain loyalty points for school purchases, do so at their own expense, in their own time, in lieu of traveling expenses.

Any loyalty points earned as a result of a school purchase are the 'property' of the buyer.

21. An order book system operates with invoices reconciled at delivery.

## FOREIGN FEE PAYING STUDENTS

*NAG: 6, Compliance*

*Reviewed August 2008*

### RATIONALE

Foreign Fee Paying Students will be accepted at Matipo School to provide additional income for the school and promote the breadth of cultural exposure.

### PURPOSE

To develop a process for enrolling Foreign Fee Paying students.

To reflect and adhere to the Ministry of Education Code of Practice for the Pastoral care of International Students.

### GUIDELINES

- The school will observe and be bound by the Code of Practice for the Pastoral Care of International students.
- Foreign Fee Paying students will not be accepted at the expense of local students.
- All enrolments of Foreign Fee Paying students will be at the discretion of the Principal.
- All applicants must be able to prove they meet all New Zealand immigration requirements e.g. a Student Visa is sighted.
- The fees will be determined annually by the Board of Trustees and are to be paid in advance.
- Ministry Education charges will be withdrawn from the Operations Grant after the July 1 returns. Any student enrolled after this date will have the appropriate fees paid by the school, to the Ministry within 28 days.
- Where a student leaves before the completion of a full year a refund of any outstanding levy will be reclaimed from the Ministry within a month.
- Payment for Code of Practice will be paid annually.
- Any surplus income generated through the enrolment of Foreign Fee Paying students will be used at the discretion of the Board of Trustees for the benefit of the whole school.
- Refunds will be extended on a pro rata basis in accordance with the school policy.
- Fees paid by Foreign Fee Paying Students will cover all tuition fees throughout the year. They do not include EOTC or special trips or performances attended.
- Fees paid by Foreign Fee Paying Students will be coded separately in our accounts and will not be spent in advance.

## HEALTH AND SAFETY

*NAG: 5, Health and Safety*

*Reviewed August 2008*

### RATIONALE

Under The Health and Safety in the Employment Act 1992, the Board of Trustees is required to ensure that all practicable steps are taken to ensure that a safe, healthy environment is established and maintained.

### PURPOSES

1. Comply with the Health and Safety Act 1992
2. Ensure a 'safe environment' for staff, student, visitors and contractors
3. Develop a 'health and safety culture'
4. Identify and manage hazards: with elimination, isolation or minimization
5. Establish safe work practices and procedures
6. Develop emergency procedures as required by legislation

### PROCEDURES/GUIDELINES

1. Establish and maintain a health and safety committee, consisting of the Principal, Trustee, Property Manager, Clerical Representative and Staff Representative.
  - a) Regular meetings
  - b) Updating policy/manual, liaising with the Board of Trustees
  - c) Co-ordination of identification and management of hazards
  - d) Dissemination of information relating to health and safety
  - e) Ongoing appropriate training and supervision
2. Conduct a physical hazard identification of the school environment with the staff annually
  - a) Identify and manage hazards
  - b) Property Manager to identify and manage hazards continuously and bring to the Board if necessary
  - c) If the Board of Trustees cannot manage the hazards, notification is to be given to the District Property Manager at the Ministry of Education.
3. All staff are responsible for ensuring classroom and immediate environs hazards are identified and managed
4. Ensure that staff and students are aware of emergency procedures (refer Emergency Policy)

5. Maintain a register of all accidents
  - a) Serious harm as defined in legislation is notified to OSH
6. Ensure that all contractors will be responsible for ensuring their own equipment and practices are safe.
  - a) Must sign in and out of school
  - b) Must manage 'potential' hazards in the school environment
  - c) Must show evidence of the above if asked.

## HEALTH PRACTICES

*NAG: 5, Health and Safety*

*Reviewed August 2008*

### RATIONALE

Various formal practices and procedures need to be in place to ensure the health and safety of children and staff.

### POLICY

1. At least two staff members should have a current first aid certificate.
2. A first aid kit and cellphone should accompany all out of school trips.
3. Drugs must be stored in the Administration area and administered by the secretary or principal and recorded in the Medication Book.
4. Only the secretary and principal have authority to send a child home for health reasons. It should be recorded in the Accident Register.
5. An Accident Register will be maintained to record all treatments in the sickbay. In the event of illness or accident causing concern, the parents will be notified.
6. Staff should use gloves and wash hands with appropriate skin antiseptics (Microshield).
7. A Health Register of all children with health related conditions is collated annually.

## HUMAN RESOURCE STRATEGY

*NAG: 3, Employment and personnel*

*Reviewed 2011*

*He aha te mea nui o te ao?*

*He tangata, he tangata, he tangata!*

*What is the most important thing in the world?*

*It is people, people, people!*

### PURPOSE

This strategy provides a framework which directly supports the outcomes that form the basis of the School's annual plan and strengthens us through the ways we relate, work and think.

### OBJECTIVE

The objective of this strategy is to build the capability of the School to deliver improved student presence, engagement and achievement by contributing to achievement of our educational outcomes through

- Building ways of working, thinking and relating.
- Supporting an engaged, cohesive, collaborative and collegial workplace.

### STRATEGY

The School will achieve this objective by focusing on the following areas:

- Our work
- Our work place, culture and values
- Our ability to achieve outcomes for students
- Our leadership
- Our recruitment

### OUR WORK

The School will encourage progressive teaching methods, innovation, leading edge use of technology for learning, strong analysis and policy development, professional expertise and dynamic collaboration with the Education sector, communities and parents.

What this will look like:

- Teachers, specialist and support staff of the School aim high, emphasise quality, work towards constant improvement in an environment that supports learning, and we are flexible in creating personalized approaches to achieving outstanding results for students.

- Our work is challenging and inspiring.
- We respect and value high quality, dynamic teaching methods and specialist and support skills that achieve the right outcomes.
- The School is a leader in using technology effectively and appropriately
- Accountability and responsibility are clear for all and go hand in hand with how we fulfill our roles.
- The school maintains a positive and pro active approach in all that we do.

## OUR WORKPLACE, CULTURE AND VALUES

The work environment at the School will be characterized by a commitment to results, outcomes, positive attitudes, and respect for all.

What this will look like:

- Teachers, specialist and support staff look forward every day to coming to a workplace where job satisfaction and success go hand in hand.
- The core values and behaviours of the School and those articulated in the New Zealand Curriculum are actively reflected in all work and actions and serve as guiding principles for all of us in every aspect of how we relate, think and work.
- The School emphasizes integrity and our code of conduct plays an important role in decision making.
- The School celebrates and recognizes success.
- The School supports all staff in taking responsibility for their families. An optimal fit between work and personal life is an important quality of life for us
- The School is a healthy and safe place to work and supports teachers, specialist and support staff in maintaining a healthy lifestyle.
- Implicit in the School's value of respect for others is a zero tolerance for harassment.
- The school actively upholds and advocates equal employment opportunities for all.
- Teachers, specialist and support staff are open to and support change, as a way of achieving educational outcomes.
- Relationship management, teamwork and collegial support are important for all roles in the School and teachers, specialist and support staff maintain effective and positive networks.

## OUR ABILITY TO ACHIEVE OUTCOMES FOR STUDENTS

The School's teachers, specialists and support staff will have the capability to achieve outcomes and own a culture of learning and developing.

What this will look like:

- The School is committed to ensuring learning and development is integral to every individual's employment and aims to provide a range of tailored opportunities to make this happen and build organizational capability.
- The School supports career development for all staff.
- The School has an emphasis on training teachers in progressive and dynamic best practice in teaching methods and building the specialist and support staff skills that the School needs to contribute to desired outcomes.
- Performance reviews are systematically conducted and staff should have quality conversations about performance that effectively communicate and discuss the outcomes of performance evaluations.
- Informal feedback is valued and used by senior management to support performance and learning.

## OUR LEADERSHIP

The School sees leadership in education and effective leadership and management for teachers, specialists and support staff as critical to achieving our outcomes and supports staff to effectively demonstrate it.

What this will look like:

- The School is committed to being an educational leader and providing opportunities for educational leadership.
- The School has criteria and resources that describe effective leaders that are supported with continuing development.
- The School aims to support all management staff to develop their ability to motivate and support staff to achieve.

## OUR RECRUITMENT

The School aims to be an employer of choice, attractive to high performers who are committed to quality service and achievement of outcomes for students.

What this will look like:

- The School sets high standards regarding the education, achievement, practical experience and attitude of teachers, specialists and support staff.
- The School is hopefully recognised as a professionally rewarding and desirable place to work, where staff are committed to achieving results.
- The School targets particular areas of need and has a proactive strategy of employing Maori and Pasifika staff to reflect the needs of our student population.

## FIRST ACTIONS

Our priority areas will be:

- To ensure there is a understanding of a changed focus for teachers as facilitators of learning
- Continuing to build our work environment and culture
- Implementing the NZ Curriculum 2010
- Managing the changed ways of working for new systems
- Developing and implementing recruitment strategies aimed at being an employer of choice, attractive to high performers who are committed to service and achievement of outcomes for students.

## MONITORING AND EVALUATION

This strategy will be reviewed annually to ensure it is aligned with the School's strategic and annual plans. A component of each review will be an evaluation of the strategy, including feedback staff, and analysis of statistics and any relevant survey(s).

## INFORMATION AND COMMUNICATION TECHNOLOGY AND CYBER-SAFETY

*NAG: 5, Health and Safety*

*Reviewed: August 2007*

### RATIONALE

The school has a statutory obligation to maintain a safe, physical and emotional environment, and a responsibility to consult with the community. In addition the school Board of Trustees has a responsibility to provide a safe physical and emotional environment. (NAG 1)

Computers can enrich learning, they are part of the new information and communication age and skill in their use will help prepare children for tomorrow's world. They are a TOOL to assist the access of, and presentation of information and data.

The Board recognises the need to provide the school with internet facilities and ICT devices / equipment which will benefit student learning outcomes and the effective operation of the school.

The Board however recognises that the presence in the learning environment of these technologies can also facilitate anti-social, inappropriate, and even illegal, material and activities. The school has the dual responsibility to maximise the benefits of these technologies, while at the same time to minimise and manage the risks.

The Board thus acknowledges the need to have in place rigorous and effective school cyber-safety practices which are directed and guided by cyber-safety policy.

### POLICY

1. Full participation of all classes is expected and all unit study planning is to include an I.C.T. component dependent on suitable material and the ability of the children.
2. Adequate resources will be provided, will be fairly accessible to all, and will be well managed and cared for.
3. Safe Cyber-safety practices will be maintained as per the guidelines.
4. Previewing and planning are essential to ensure the best value is gained from their use.
5. Computer use within the school falls into two areas:

#### WITHIN THE CLASS

(Dependent on the age and ability of the class)

- a) Support for curriculum areas using skill building programs (Computer Aided Learning).
- b) Word processing programs for publishing children's original works.
- c) Gaining information for theme topics, or individual research from the Internet.
- d) Communicating by email or conference phone with other schools, experts, parts of the world, or on the 'Internet' to gain knowledge, information, understanding. (Possibly fax sending)

#### WITHIN THE COMPUTER SUITE

The following aspects of computer use will take place:

- a) See Specific Computer Skills in scheme. These may be used in the classroom but can be taught within the computer suite as a class or group.
- b) Using programs that help build computer skills using the keyboard or other button controls.
- c) Using interactive fiction to build problem solving skills, related recording skills, oral language discussion skills.
- d) Gaining information for theme topics, or individual research from the internet.

## GUIDELINES

1. There can be no unsupervised use of the computers.
2. The computer is a research and publishing tool, that also supports learning through curriculum based software and suitable sites, not a source of games for games sake.
3. All computer faults are to be reported promptly in writing to the computer resource Technician or the Principal.
4. The school's cyber safety 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.
5. No individual may use the school Internet facilities and school-owned/leased ICT devices/equipment inappropriately.
6. Use of the Internet and the ICT devices/equipment by staff, students and other approved users a school is to be, limited to educational, professional development, and personal usage appropriate in the school environment as defined in individual use agreements.
7. The school has the right to monitor access and review use. This includes personal emails sent and received on the schools computer/s and/or network facilities at all times.
8. 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.
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 provision of the Privacy Act 1993.
10. The safety of children is of paramount concern. Any apparent breach of cyber safety will be taken seriously. The response to individual incidents will follow the procedures developed as part of the school's cyber safety practices.
11. In serious incidents, advice will be sought from an appropriate source, such 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.

## INTERNATIONAL STUDENTS

*NAG: 6, Compliance*

*Reviewed August 2008*

### RATIONALE

The mandatory Code of Practice for the Pastoral Care of International Students establishes a framework for pastoral care and minimum standards of effective practice. As a signatory to the code Matipo School Board ensures that all international students or their parents have a clear understanding of how the code is implemented.

This policy and all contractual details for International Students are made under New Zealand law including:

- The Education Act 1989
- The Education Amendment(No 4) Act 1991 (section 4B (7))
- The Fair Trading Act 1986
- The Consumer Guarantees Act 1993
- The Immigration Act 1987

### PURPOSE

To ensure international students have access to a sound educational pastoral care programme at Matipo School.

### GUIDELINES

- Copies of the code, policies and procedures will be available to parents and staff through the school office.
- Matipo School may be open to a small number of International Students so long as regular New Zealand children are not disadvantaged.
- The Board provides guidance for the principal on the number of International Students to be enrolled annually.
- Each application is considered by the Principal on its own individual merits and circumstances prevailing at the time of application.
- The number of International Students enrolled in any one class is carefully monitored by the Principal who determines the student's class placement.
- All contractual and financial arrangements between Matipo School and International Students will be recorded in a written contract. A copy of the Contract will be given to International Student's parents/Legal Guardians.
- Any deviation from the signed Contract will result in 20 days notice of termination of the Contract.

- International students will only be enrolled if they are living with a parent/Legal Guardian while attending Matipo School.
- This policy and procedures are reviewed annually.

## TUITION AND PASTORAL CARE

- International students will be given the same opportunities as domestic students with class programmes based on the New Zealand Curriculum Framework.
- Enrolment is provisional on Matipo School being able to meet the needs of the International Student.
- Tuition and the Pastoral care for each student are managed by class teachers, overseen by the Special Education Needs Co-ordinator and reviewed by the Principal to ensure that the school is compliant with the code.
- If an International Student is absent from school, and parents/Legal Guardians have not notified the school of any appropriate reasons for the absence, the school will be proactive in making contact with the parent/Legal Guardian.
- If the school has reasons to believe that the student is being ill-treated Children, Youth, Family Services (CYFS) or the New Zealand Police will be contacted.

## FEE PROTECTION

All contractual and financial arrangements between Matipo School and International Students must be conducted in a fair and reasonable manner. Student fee protection is aimed to protect both students and the integrity of Matipo School.

1. Fees will be set in consultation with the Board of Trustees annually.
2. All fees received from International Students will be specifically coded within the school accounts. Funds will not be utilised until service delivery is complete.
3. Fees are generally no refundable unless extenuating circumstance warrant differently. The principal will determine extenuating circumstances which may include returning home due to serious illness/injury or returning home due to death of an immediate family member. Applications for a refund of fees must be made in writing to the Principal.
4. If a fee refund is approved fees will be refunded less:
  - An administration charge of \$500
  - Any cost incurred by the school for service delivery such as tuition, resources and staffing.
  - No refunds will be made to students who have had their Contract terminated by the school or who become a permanent resident after 1st March in any year.

## TERMINATION OF CONTRACT

Circumstances in which enrolment may terminate include:

- Violation of Contract

- Continual misbehaviour and disregard and violation of school rules
- Criminal Acts
- The school being unable to provide for the students needs
- Poor attendance and truancy
- The school not being advised if there is a change of Contract details.

The Immigration Department will be informed if the Contract is terminated.

## SEE ALSO

- Complaints Policy
- Ministry of Education Attendance Circular
- The Education (Stand down, Suspension, Exclusion and Expulsion) Rules 1999
- Abuse of Children Policy
- Matipo School Behavioural Guidelines

## INTERNET SAFETY POLICY

*NAG: 5, Health and Safety*

*Reviewed August 2008*

### RATIONALE

The Board of Trustees recognises the importance of giving children and teachers access to new ICT resources but need to fulfill the legal requirement of providing an emotionally as well as physically safe environment. There needs to be safeguards in place to prevent the viewing of objectionable material.

### POLICY

1. The use of Internet/email resources is a privilege not a right. All staff must be aware that the Internet is an open, non-secure environment that has the potential of displaying material that is objectionable and harmful to our children.
2. No user will access Chat Rooms or News Groups or establish email accounts other than those provided by the school.
3. Children will not access email or the internet without the supervision of a member of the staff
4. The school reserves the right to audit any file stored by the school's computer network and to check the 'History' file of any single computer.
5. No one is to access objectionable material. A child will have their computer privileges withdrawn immediately if they do so. A staff member accessing objectionable material would be deemed to be in serious breach of professional behaviour and will be referred directly to the Board of Trustees for a disciplinary hearing.
6. Unacceptable Use
  - Unauthorised use or sharing of another staff member's internet/email access.
  - Interference or disruption to other networked or shared system users, services or equipment, This includes but is not limited to (i) distribution of electronic chain letters; (ii) propagation of any form of malicious software, (viruses, worms); (iii) unauthorised entry to other information systems, (i.e. hacking).
  - Messages, personal or otherwise, that are of an abusive, provocative, discriminatory or sexual nature.
  - Software, including shareware and freeware must not be downloaded from the internet, except where a staff member has written approval from the Principal.
  - Accessing the accounts of others.
7. Computer screens and children working on computers should be easily visible to the staff.
8. Pupils are not permitted to transmit personal details, other than their name, in any manner via the Internet.
9. The use of any language that could be considered offensive, is strictly prohibited.
10. If you are unsure of any of the above, consult with the Principal.

11. If, by accident, you inadvertently access an inappropriate site close immediately and notify the principal.

## MANAGEMENT UNITS

*NAG: 6, Compliance*  
*Reviewed August 2008*

### RATIONALE

The 2007 Primary Teachers Collective Contract requires the Board to have a policy on the allocation of Management Units.

### POLICY

1. The first call on the school's management units must be the translation of existing PR holders to the new structure.
2. Other management units may be further allocated, on the basis of tenure, into:
  - a) permanent management units permanently allocated, or
  - b) fixed term management units which are allocated for a fixed period of time.

Both are subject to roll based allocation and to performance criteria.
3. Management units will be allocated on the basis of the most suitable person for the position based on experience, qualifications and tenure.
4. The contract requires that a minimum of 60% of the units are allocated permanently.
5. Units are allocated for leadership positions and to support career pathways, as well as to meet the needs of the school.
6. The implementation of this policy falls within the management responsibilities of the principal who will decide on the allocation of units, subject to staff consultation on the review of the policy and ratification of the policy of the Board.

## PRINCIPAL'S APPRAISAL

*NAG: 3, Employment and personnel*

*Reviewed August 2008*

### RATIONALE

The Board of Trustees is required to make a professional appraisal of the principal.

### POLICY

1. The appraisal is of a totally confidential nature. It is to be carried out in a professional and efficient manner.
2. The Board may employ an outside consultant to conduct the appraisal.
3. If the Board carries out the appraisal itself, it is the responsibility of the Chairperson .
4. The appraisal is based on the Principal's Performance Agreement and the Principal's job description.
5. The appraisal should be typed outside the school.
6. When the draft appraisal is prepared the Chairperson should discuss it with the principal to clarify, expand or change any part of it by mutual agreement.
7. In the event of an unresolved disagreement between the parties, a note to that effect should be added.
8. The final appraisal should then be typed and given to the Principal. Only one copy is prepared.

## PRINCIPAL'S SALARY

*NAG: 3, Employment and personnel*

*Reviewed August 2008*

### RATIONALE

The 1998 Principal's Individual Contract requires the Board to have a policy on payment of the Principal's salary supplementary grant.

1. The Principal shall be paid as per the Individual contract negotiated between the Ministry of Education and the bargaining agent.
2. From July 1998 a supplementary grant will be available for a movement in salary based on performance measures (similar in nature to the previous range of rates movement).
3. The criteria for assessing the supplementary grant payment will be based on the Principal's job description, the Performance Contract, and the Professional Standards prescribed in the 1998 I.E.C.
4. The process for determining the payment of the supplementary grant needs to preserve the integrity and privacy of the two parties. The Chairperson will represent the Board.
5. If the Principal is unhappy with the outcome, the appeal procedure is to the full Board.

## PRIVACY

*NAG: 6, Compliance*

*Reviewed August 2008*

### RATIONALE

The School and Board needs to have policy in place to protect the privacy of staff and pupils.

### POLICY

1. The Board shall appoint a Privacy Officer who will normally be the principal.
2. Staff files are open to inspection to the staff member concerned at anytime, in the presence of the Privacy Officer.
3. Such files will contain employment information, correspondence and the Employee Data Base form.
4. Staff files will be kept confidential and secure.
5. Pupil information in the form of assessment data, attendance, record cards and health information, is only available to educational agencies and on request, to health associated agencies. It is also available to parents.
6. Reports from other agencies must quote the applicable statutes under which the information is sought.
7. Parents may have access to only the information pertaining to their child.
8. Requests for access to information in staff files, (other than for the staff member concerned) must be in writing and specify what is required to be sighted and for what purpose. The staff member concerned will be notified and have the right to be present when the file is accessed.

## PROFESSIONAL DEVELOPMENT

*NAG: 1, NZ Curriculum essential learning areas, essential skills, attitudes and values  
Reviewed 2011*

### RATIONALE

The Board of Trustees is responsible for financing and encouraging the professional growth of teachers. In this respect it accepts the recommendations of the Principal, as instructional leader of the school.

### POLICY

1. Each year an annual budget for professional development will be allocated.
2. Part of this sum will finance subscriptions/ membership of appropriate professional and curriculum associations.
3. Professional development includes personal development, school development and curriculum development.
4. Staff selection for professional development courses are based on school needs and responsibilities and identified personal needs during the appraisal process.
5. The responsibility for professional development lies with the Principal. He will provide the Board of Trustees with an annual overview of professional development and report monthly to the Board on its implementation.
6. Disruption to class programmes due to professional development should be minimised.
7. There is an expectation that teachers will also take self-responsibility for their own professional development and improving their own qualifications. To this end, the Board will pay half the cost of approved courses to improve teachers qualifications on the basis that, if the teacher leaves within 24 months of receiving the payment, they will refund it, i.e. after the year of study, we expect the teacher to remain in our employment for a further 12 months.
8. If the person drops out or doesn't complete the course, then the part payment is to be refunded.

## PROMOTION TO YEAR 3

*NAG: 1, NZ Curriculum essential learning areas, essential skills, attitudes and values  
Reviewed August 2008*

### RATIONALE

Children begin school at various times throughout the year determined by their birth date. Time spent in the Year 0 - Year 2 area may vary according to the starting date, learning needs and social development. The expectation is that each child would spend at least 2 years in the Year 0 - Year 2 area. Decisions need to be made regarding promotion to Year 3 for each child.

### PURPOSES

1. To ensure that children experience sufficient time in the junior school to prepare them for entry to Year 3.
2. To ensure teachers make appropriate decisions concerning each child's promotion to Year 3, which may involve consultation with parents.
3. To ensure that teachers consider the child's best physical, intellectual, emotional and social interests.

### POLICY

1. Classes are known as Year 0, Year 1, Year 2 (Year 0 for the first 3 months).
2. Children need a minimum of 2 full years in the junior area of the school, although some children will differ from the norm.
3. Children who begin school in February are most likely to become Year 3 at the end of their second year of school provided that they are academically, socially and physically mature.
4. Children starting after February are most likely to spend 2 years plus in the junior area. Very occasionally, an outstanding child (well above average, coping very well socially and with very good physical co-ordination) will be considered for earlier promotion.
5. Some children may be assessed as needing another year in the juniors before promotion to Year 3. Those children would be characterised by being academically well behind their peers, may be younger, may be very immature and considered unable to cope at the higher level. The placement of these children will be considered after appropriate parental consultation. In such cases, the child may be placed in a different class/teacher.

### CONCLUSION

This process should result in appropriate professional decisions being made for the child's promotion to Year 3.

## PROTECTED DISCLOSURES ACT

*NAG: 3, Employment and personnel*

*Reviewed August 2008*

### RATIONALE

The Matipo School Board of Trustees ensures procedures are in place to meet the requirements of the Protected Disclosures Act 2000.

### PROCEDURES

Procedures for making a protected disclosure under the Protected Disclosures Act 2000.

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

#### WHO IS AN "APPROPRIATE AUTHORITY"?

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

"(a) includes---

- (i) the Commissioner of Police:
- (ii) the Controller and Auditor-General:
- (iii) the Director of the Serious Fraud Office:
- (iv) the Inspector-General of Intelligence and Security:

- (v) an Ombudsman:
- (vi) the Parliamentary Commissioner for the Environment:
- (vii) the Police Complaints Authority:
- (viii) the Solicitor-General:
- (ix) the State Services Commissioner:
- (x) the Health and Disability Commissioner and
- (b) includes the head of every public sector organisation, whether or not mentioned in paragraph (a).

7 Clause (b) can mean that in certain circumstances the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officer of the Education Review Office (ERO).

#### WHY CAN'T I JUST GO TO THE APPROPRIATE AUTHORITY MYSELF?

8. There are three circumstances when you can go directly to the appropriate authority:
- (a) When you believe that the head of the organisation is also a party to the wrongdoing or has an association with the person which would make it inappropriate for them to investigate.
  - (b) If the matter needs urgent attention or there are other exceptional circumstances.
  - (c) If after 20 working days there has been no action or recommended action on the matter to which the disclosure related.

Otherwise you need to go through the internal processes.

#### WHAT HAPPENS IF EVEN THE APPROPRIATE AUTHORITY DOES NOTHING?

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

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

#### WHERE CAN I FIND OUT MORE INFORMATION?

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

12. A copy of the Act can be found on the internet  
<http://www.legislation.govt.nz/act/public/2000/0007/latest/DLM53466.html>

## ROAD SAFETY

*NAG: 5, Health and Safety*

*Reviewed August 2008*

### RATIONALE

Road Safety is an aspect of the children's education, which is a shared responsibility between the school and the parents. It should ensure the safe arrival and departure of the children to and from school.

### PURPOSES

1. To ensure the safety of children as they travel to and from school while attending school routines and activities.
2. To encourage children to take responsibility for their own personal safety while on the road.
3. To encourage parents to model and reinforce road safety messages taught at school.

### GUIDELINES

#### WALKING

- Children must walk on the footpath where one is available.
- Children must use pedestrian crossings and school road patrol where available.
- Children in junior classes are given regular training on the correct way to walk on and cross the road.

#### CYCLING

- Children are permitted to ride to school in Year 4 and above.
- Children must wear a cycle helmet correctly fitted and fastened and legally required.
- Bikes must not be ridden in the school grounds between the hours of 8 am and 3.30 pm bike riders are to dismount at the school gates and wheel their bikes to the bike stand.
- Bikes must be kept in the bike stands when brought to school.
- Every year the Police Education Officer will be asked to take a "bike safety" programme in the school.
- The staff and BOT take no responsibility for bikes that are brought to school.

#### BUSES

- Children are given regular instruction on general bus rules, emergency procedures and conduct expected when boarding or leaving the school bus.
- On school trips one teacher must accompany each group and must ensure all children are accounted for.

#### SCHOOL VAN

- Refer to 'School Van Use Policy' document.

## PRIVATE VEHICLE TRANSPORT

Where private motor vehicles are used for school trips each vehicle and driver must have

- A current registration and warrant of fitness for the vehicle.
- A current drivers license
- A seat belt for each passenger in the car

## CAR PARK

When parents are picking up or dropping off children to and from school they should ensure that

- Children alight and enter the car from footpath side door.
- Children and parents use the pedestrian crossing/road patrol if they need to cross the road.
- Parents picking up or dropping off their children are not permitted to use the school car parks.
- Parents may not park and wait for their children on any yellow line or within 1 metre of pedestrian crossing.

## GENERAL

Road safety procedures are a necessity, which we as a school can help to establish firmly for the present and future benefit of our pupils.

The priorities given to road safety for school children reflect the needs of the local community and legal requirements.

## SCHOOL VAN USE

*NAG: 5, Health and Safety*

*Reviewed August 2008*

### RATIONALE

The school leases a van that is for the use of staff and children. This use needs to be monitored for safety and financial reasons

### PURPOSE

1. The school van should be a safe means of transporting children.
2. The school van should be available to groups who are involved with curriculum delivery, sport and cultural activity.
3. The use of the school van must be in line with the policy and framework set by the school.

### GUIDELINES

- Users must be a member of the school staff or Board over 25 years of age.
- Drivers must hold and continue to hold a current, unendorsed driver's licence.
- Drivers will at all times take reasonable care of the van. They shall use it properly and responsibly and shall comply with the provisions of the insurance policy relating to the van. These provisions include the payment of an excess of \$250.00.
- Drivers are responsible for returning the van in a clean and tidy condition and are to report any maintenance concerns.
- Drivers will not drink any alcohol within twelve hours prior to driving the van.
- All passengers (and driver) must be seatbelted at all times.
- Any traffic infringement fines are the responsibility of the driver.

## SELF REVIEW AND IMPLEMENTATION

*NAG: 1, NZ Curriculum essential learning areas, essential skills, attitudes and values*  
*Reviewed July 2002*

### RATIONALE

It is a requirement specified in National Administration Guidelines 4 (ii) that each school operates a programme of self-review.

### PURPOSE

Through self-review the school will be enabled to ensure that each broad area of operation meets both the quantitative and qualitative requirements. The programme will demonstrate to the Board that all facets of school operation are carried out effectively and efficiently. It will provide a vehicle to acknowledge those areas well provided and those areas needing development.

### GUIDELINES

1. The Board will approve a programme of self-review covering all operational areas over a period of 3 years.
2. Each year the Board will approve a programme for the year.
3. All areas will be reviewed concurrently covered within the cycle covering the NAGs:
  - Curriculum
  - Assets
  - Health and Safety
  - Personnel
  - Documentation
  - Legal compliance
4. There will be clearly specified terms of reference, notification of review dates and procedures and processes to be followed.
5. A draft report will be presented to the Principal or Board Chair (as appropriate).
6. A final report will be presented to the Principal or Board including details of the review and recommendations for change. Generally the Principal will present a summary of reviews to the Board.
7. Recommendations calling for required change, if accepted, will be incorporated in the school's operation plan for the following year. Where immediate action is called for these may be implemented without delay.
8. The Board will accept responsibility for reviewing within the programme its own operations.
9. The Principal will report to the Board on reviews conducted and report broadly on recommendations.
10. The school will also review its implementation and compliance of the "Code of Practice for the Pastoral Care of International Students" on an annual basis.

## CONCLUSION

Successful School self-review is based upon sound policy, efficient procedures, clear long-term planning, simple formats, realistic time lines and adequate budgeting.

## SEXUAL HARASSMENT

*NAG: 6, Compliance*

*Reviewed August 2008*

### RATIONALE

The Board is required to act as good employers and provide safe and secure working conditions for all employees. As such it is required to have a Sexual Harassment Policy and procedure to prevent sexual harassment occurring.

### POLICY

1. Any incidence of sexual harassment should be reported immediately to the Chairperson if it involves a staff member or to the principal if it involves children.

2. Sexual harassment is defined as being:

a) Requests made of an employee for sexual activity which contain:

- i) an implied or overt promise of preferential treatment in that employees employment, or
- ii) an implied or overt threat of detrimental treatment in employment, or
- iii) an implied or overt threat about the present or future employment status of that employee.

b) By the use of words or actions (written or spoken) of a sexual nature.

c) Physical behaviour of a sexual nature.

d) Touching, language or jokes of a sexual nature or innuendo.

e) By the use of visual material.

Any or all of which the complainant finds offensive and is wither repeated, or of such a significant nature that it has a detrimental effect on that person.

3. The chairperson will make an immediate investigation, seek written comment from both parties and possible witnesses.

4. A support person will be suggested to the complainant (eg a staff member, counsellor, etc.)

5. If the complaint has foundation, the person complained about will be counselled, cautioned, an apology suggested, a formal complaint filed with the Board of Trustees or a personal grievance lodged.

6. In the event of sexual harassment by children of other children, parents will be notified, appropriate resource people consulted and a Family Group Conference convened if necessary.

7. The Sexual Harassment contact person is the Chairperson, Board of Trustees. (Alternatively, the staff rep, B.O.T.)



## STAFF SELECTION

*NAG: 3, Employment and personnel*

*Reviewed: August 2008*

### RATIONALE

The Matipo Board of Trustees is the legal employing authority of staff at Matipo School and has ultimate responsibility for the selection of any staff.

### POLICY

1. The requirements of the Education Act 1989 the State Services Act 1988 and the NZEI Contract and other union contracts will be met by the Board of Trustees in making staff selections.
2. The best person suited to the position will be appointed.
3. All applicants applying will have their applications treated in an objective, fair and confidential manner.
4. Relieving and Scale A teacher positions shall be appointed by the Principal and confirmed by the Board of Trustees.
5. The Principal's position is appointed by the Board of Trustees. There is no review or appeal.
6. Senior positions will be appointed by a staffing sub-committee consisting of the Principal a staff member and a Board member.
7. Vacancies may be filled either by interview or from curriculum vitae supplied.
8. Appointments to office or clerical positions will be made by the Principal.
9. Appointments to caretaking positions will be made by the Board and the Principal .
10. Appointment of cleaners will be made by the Principal and Caretaker.
11. All applications will be acknowledged, successful applicants will be notified first, and all unsuccessful applicants will be notified and any curriculum vitae returned.
12. All teachers must be either registered or provisionally registered by the Teacher Council. This is both a requirement by law and by School Policy.

## STUDENTS WITH SPECIAL NEEDS AND ABILITIES

*NAG: 6, Compliance*

*Reviewed June 2002*

### RATIONALE

The school is committed to an inclusive philosophy in meeting the needs of children with special needs or special abilities.

### STUDENTS WITH SPECIAL NEEDS

1. It is the right of every student to receive instruction at their ability level. Therefore, students have the right to receive instruction in order to reach their full academic potential
2. Special programmes of instruction will be available to address learning issues with students.
3. Some funding is made available through the Ministry of Education to allow schools to develop and implement learning programmes for students identified with special learning needs, such as the SEG grant.
4. The Board of Trustees will ensure that matters of access to learning and equity obligations are taken into account.
5. Special needs assistance may be given in the student's own classroom environment. However, groups of students with common learning needs may be grouped for specialised instruction.
6. Students requiring special needs assistance are identified by assessment using the relevant and available agencies.
7. The Principal and the Special Needs teacher will report to the Board on the delivery of programmes
8. Staff are fully informed of the nature of any special programmes.
9. The Principal or teacher with the responsibility for the programmes informs parents prior to any student being placed on a special programme.
10. The Principal and the teacher with responsibility for special programmes will be responsible for overseeing the programmes to meet the needs of individual students within the school and for supervising the budget for Special Needs.

### STUDENTS WITH SPECIAL ABILITIES

Students with special abilities will be identified and provided with programmes within their classroom and when available, outside their classroom programme.

## TEACHER APPRAISAL

*NAG: 3, Employment and personnel*

*Reviewed August 2008*

### RATIONALE

The school is required to have a teacher appraisal policy. The Principal is responsible for teacher appraisal. Teacher appraisal should be for the purposes of guiding professional development of teachers; where it identifies training needs, they should be provided for. The learning needs of pupils are also a consideration.

- 1 Formal Teacher appraisal will be carried out once a year.
- 2 Teacher appraisal criteria will include opportunity for self appraisal.
- 3 Teacher appraisal notes will be totally confidential between the Principal and the teacher concerned and a folder containing those notes will be held by the teacher and considered the personal property of the teacher. (and authorised agencies)
- 4 Opportunities for professional development should be available for both extension of an existing strength and to assist any training needs.
- 5 The appraisal visit will be for the purpose of general observation using the criteria developed by the staff.
- 6 Other visits may be by negotiation between the Principal and Teacher, of particular methodology or curriculum points arising from the general visit. These appraisals may be delegated by the Principal to others.
- 7 The agreed criteria should be concrete and observable.
- 8 The format of an appraisal visit includes a pre-visit discussion of purpose, criteria and context of the classroom observation and a post visit discussion of the appraisal visit and feedback.
- 9 Syndicate Leaders will also visit rooms for in-class support and observation so that they are aware of what is happening within their syndicates.
- 10 It may be that particularly in times of staffing stability the annual appraisal might be of a curriculum area which is the focus of school development for that year..
- 11 Review - if a staff member is unhappy with their appraisal they may ask for a review from another member of the Senior Management team. This will take the form of another appraisal by the nominated senior staff member.

### THE JOB DESCRIPTION

This outlines the conditions of employment and the expectations of teachers employed by the Matipo School Board of Trustees in terms of primary responsibilities as teachers, in a general sense, the expected duties of a classroom teacher and the professional and administrative duties undertaken.

Many of the teacher appraisal criteria are taken from the job description.

## TEACHER DISCIPLINE AND COMPETENCY

*NAG: 3, Employment and personnel*

*Reviewed August 2008*

### RATIONALE

As the employing authority the Board of Trustees has ultimate responsibility for teacher discipline. This will be delegated in the first instance to the Principal who will report to the Board of Trustees all matters concerning teacher discipline. The Board has the authority to dismiss teachers and to refer matters to other authorities for action. Matters concerning teacher competency are the sole responsibility of the Principal only.

### POLICY

(NB. The NZEI contract is the source of most of this policy.)

1. In the event of any disciplinary action against a teacher the teacher shall be advised of their right to union representation.
2. The specific nature of the concern shall be notified in writing to the teacher and a reasonable time given for the teacher to respond.
3. The teacher shall be given notification of any corrective action required to amend their conduct and be given a reasonable opportunity to do so.
4. Before any substantive disciplinary action is taken, an investigation will be undertaken by a sub-committee consisting of the Principal and two BOT members, one of whom must be the Chairperson.
5. The written findings of this disciplinary sub-committee are to be sighted by the teacher concerned, signed by all parties and placed on the teachers personal file.
6. Disciplinary action may take the form of formal oral warning or a written warning.
7. In exceptional circumstances, the seriousness of the conduct may necessitate:
  - a) suspension on pay
  - b) suspension without pay

Suspension from duty will only result after an emergency Board meeting at which the minimum quorum of five members is present. Such a Board meeting will be held "in-committee" but with full minutes taken and held.

8. A teacher in this position must be advised of their right to pursue a personal grievance procedure.
9. Nothing in this policy prevents instant dismissal without notice in the case of serious misconduct.
10. Any complaints against teachers are dealt with by the Principal and are covered by the Board's Disputes policy.
11. Matters to do with teacher competency are dealt with by the Principal.

12. The teacher will be advised in writing of the specific matter causing concern, of the corrective action required and the time frame allowed.
13. The process and results of any evaluation are to be recorded in writing, sighted and signed by the teacher.
14. A copy of any Principal's report to the BOT or to the Teacher Registration Board shall be given to the teacher.
15. No action shall be taken by the BOT to such a Principals Report until the teacher has had reasonable time to comment to the BOT.

## CONCLUSION

The BOT is required to have a policy on teacher discipline and competency. It is desirable that no aspects of this policy are ever enacted and reasonable standards of professional and personal behaviour would ensure this was the case.

## THEFT AND FRAUD PREVENTION

*NAG: 4, Financial and Property*

*Reviewed August 2008*

### INTRODUCTION

1. The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that through its chief executive, the Principal, the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the school or who are service recipients of the school. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.
2. The Board, therefore, requires the Principal to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Board Chairperson as prescribed in the procedures set out below.

### GENERAL

3. As preventative measures against theft and fraud the Board requires the Principal to ensure that:
  - a) The School's physical resources are kept secure and accounted for.
  - b) 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.
  - c) Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
  - d) 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. In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
  - a) Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
  - b) So far as it is possible and within 24 hours:
    - i. Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
    - ii. Request a written statement from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and quantity and/or value of the theft.

- iii. Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
  - iv. Inform the Board Chairperson of the information received and consult with them as appropriate.
- c) 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.
- d) The Principal shall then carry out the following procedures:
- i. Investigate the matter further;
  - ii. If a prima facie case is thought to exist to continue with their investigation;
  - iii. Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
  - iv. Lay a complaint with the New Zealand Police;
  - v. If necessary, commission an independent expert investigation;
  - vi. 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;
  - vii. Seek legal advice; or
  - viii. Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.
- e) 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.
- f) If a case is considered to exist the Principal or a person designated by them shall, unless another cause of action is more appropriate;
- i. 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.
  - ii. Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
  - iii. Obtain a verbal or preferably a written response (all verbal response must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
  - iv. Advise the person in writing of the processes to be involved from this point on.

5. The Board recognizes that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in 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.

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

7. 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.

#### ALLEGATIONS CONCERNING THE PRINCIPAL OR A TRUSTEE

8. Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 4 of this Policy

9. Any allegation concerning a member of the Board of Trustees should 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 in accordance with the requirements of paragraph 4 of this Policy.

#### APPROVAL

10. When the Board approved the Policy it was agreed that variations of this Policy or amendments to it can be made except by the unanimous approval of the Board.

11. As part of its approval the Board requires the Principal to circulate this Policy to all staff, and for a copy to be included in the Matipo Primary School Policy Folder, copies of which shall be available to all staff. The School policy folder shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to made familiar with this Policy and other policies approved by the Board.

## TREATY OF WAITANGI

*NAG: 1, NZ Curriculum essential learning areas, essential skills, attitudes and values  
Reviewed August 2008*

### GOAL

To fulfill the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.

### OBJECTIVES

Matipo School will:

- a) ensure the curriculum reflects Maori perspectives
- b) make equitable provisions in the curriculum for the instructional needs of Maori children
- c) provide opportunities for students who wish to learn the Maori language and culture
- d) recognise Maori values in the provision of resources and facilities within the school
- e) make staffing or financial provision to enable the school to meet the requirements of a-c above.

### MATIPO SCHOOL POLICY

1. Centre-of-interest topics should have a Maori perspective to them and should be culturally sensitive.
2. School scheme, charter and job descriptions require all teachers to include Maori language and culture as part of a balanced classroom programme.
3. A Maori tutor is employed to take appropriate Maori language and cultural programmes beyond the means of the teaching staff for those children whose parents request it.
4. Appropriate print and A.V. resources to provide adequate teacher resources and opportunities for children to read and hear the Maori language are being up-dated.

Major topics such as marae visit, Treaty of Waitangi etc. will be included as part of the Social Studies programme.