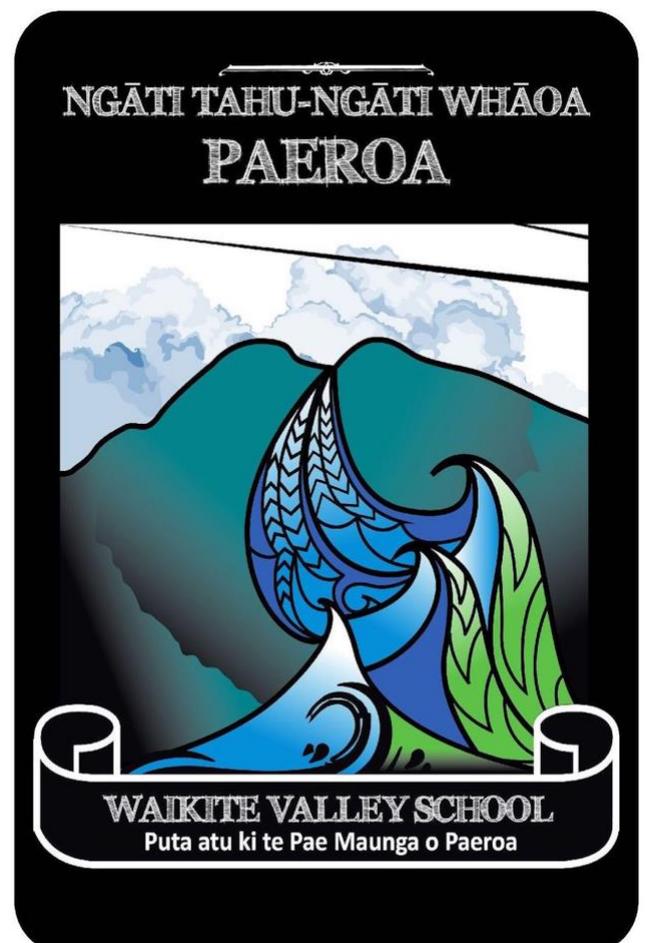
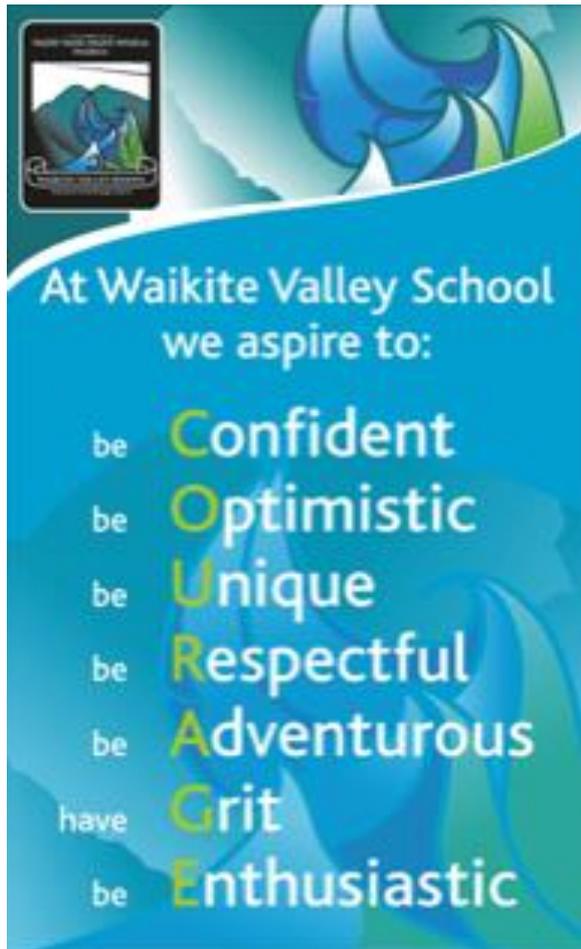


# Policy Framework 2020

The following documentation outlines the board's governance framework and is aligned with the school's Charter values



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## Introduction

The board of trustees of Waikite Valley School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

*Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.*

To ensure effective school performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

## Governance and Management

The following are the board's agreed governance and management definitions which form the basis upon which both the working relationships and the board's policies are developed.

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

In developing the above definitions for Waikite Valley School the board is mindful of the following excerpts from the Education Act 1989:

### **Education Act 1989, (Section 75, 72, 76, 65 and 66)**

The Education Act 1989 was revised on 13<sup>th</sup> June 2013 to better reflect the board's primary focus of student achievement. The legal and prime responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

#### **s.75 Functions and powers of boards**

- (1) A school's board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

#### **s.72 Bylaws –**

Subject to any enactment, the general law of New Zealand, and the school's charter, a school's board may make for the school any bylaws the board thinks necessary or desirable for the control and management of the school.

#### **s.76 Principals –**

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

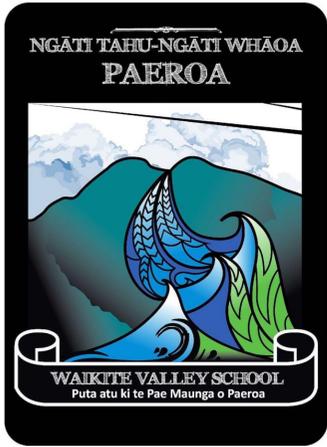
**s.65 Staff**

...A board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

**s66 Delegations**

- (1) The governing board of a board may delegate any of the functions or powers of the board or the governing board, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
  - (a) a trustee or trustees:
  - (b) the principal or any other employee or employees, or office holder or holders, of the board:
  - (c) a committee consisting of at least 2 persons, at least 1 of whom is a trustee:
  - (d) any other person or persons approved by the board's responsible Minister:
  - (e) any class of persons comprised of any of the persons listed in paragraphs (a) to (d).

In order to carry out effective governance of the school the board has developed the following policy framework:



# School Charter Strategic and Annual Plan for Waikite Valley School



2020 – 2022

|   |  |
|---|--|
| Principals' endorsement:                  | Teresa Topp  |
| Board of Trustees' endorsement:           | Shelley Schnuriger, Mike France, Andrew La Grouw, Mary Briggs, Edwin Schweizer, Sarah Price (Staff Representative) |
| Submission date to Ministry of Education: | 7 February, 2020   |

# Annual School Improvement Plan 2020 – SUMMARY

| Domain                       | Achievement Challenge   | Annual Goal   | Target   |
|------------------------------|---|---|--|
| <b>Learning and Teaching</b> | <p>Resourcing experts across the arts to ensure all classes have the opportunity to engage in Music, Dance, Drama and Visual Art.</p> <p>Teacher Aide resourcing to ensure all learners are supported to achieve their learning goals.</p> <p>Time pressures on planning, implementing and assessing learning across all curriculum areas.</p>              | <p>All students will have the opportunity to achieve success across all subject areas.</p> <p>School staff set high academic expectations.</p> <p>Local curriculum is accessible and engaging for diverse learners.</p> <p>Mindfulness and wellbeing are practised in all classrooms daily.</p> | <p>High levels of achievement across all subject areas for all learners.</p> <p>Students can espouse mindfulness strategies and purpose for these strategies.</p>  |
| <b>Community Engagement</b>  | <p>Overcoming complacency and content whanau apathy to create meaningful consultation.</p> <p>Finding a communication format that suits the majority of whanau and keeping communication regular and relevant. Updating website and facebook page is onerous and needs to be prioritized to achieve target – resourcing to support this is a challenge.</p> | <p>Parents/caregivers are welcomed into school at all times. Consultation is genuine and feeds into planning. Teachers reporting is relevant, accessible and meaningful to school whanau.</p> <p>A range of communication avenues are utilised.</p>   | <p>Home-School partnerships are strong with 100% engagement in school surveys and reporting events.</p> <p>Whanau are communicated with efficiently and effectively – via newsletter (e-version or hardcopy), School FaceBook page, class FaceBook pages, ClassDojo, text, phone call, email</p> |
| <b>Property</b>              | <p>Funding and availability of contracted resources are the major challenges to achieving this target.</p>  | <p>Upgrades to Block C &amp; Block D are completed with all modifications creating I.L.E. environment for all learners &amp; teachers. School will access funding to construct an all-season outdoor classroom.</p>   | <p>Innovative learning spaces are exemplified schoolwide.</p> <p>Plan and construct a functional outdoor classroom for a range of curriculum uses.</p>   |
| <b>Retention of students</b> | <p>Bus route availability and regulations.</p> <p>Ensuring cohort numbers are conducive to long-term friendships and positive social interaction.</p> <p>Accessing resources and time to ensure values are taught in a meaningful way.</p>  | <p>Values education is a strong underpinning of our schoolwide philosophy.</p> <p>All Year 6 &amp; 7 students return for 2021.</p> <p>Kindy transition is managed strategically. The relationship between junior class and kindy is fostered.</p>   | <p>Students are safe and happy at school. Achieve school roll of 85 students.</p> <p>15 students in the GPA (Year 7/8) class.</p> <p>Enrolment of 5 year olds remains high and constant – with all local children attending our school.</p>  |

| <b>School:</b> Waikite Valley School   |  |   |
|--|--|---|
| <b>Domain:</b> Retention of students/ Stabilize school roll of 85  |  |   |
| <b>Strategic Goal:</b> To establish a school roll of 85  | <b>Annual Goal:</b> To achieve a school roll of 85 & retain 15 students in Year 7 & Year 8   |   |
| <b>Baseline data:</b> <i>Where are we now?</i><br>At the close of school in December 2019 we have <b>83 students</b> .<br>We are projected to have 14 students in Year 7/8, Jan 2020   | <b>Targets:</b> Hold school roll of more than 80 for the entire 2020 school year, looking to go into 2021 with 85 students.  |   |
| <b>Key Improvement Strategies</b><br><i>What will we do? When? Who is responsible?</i>   |  | <b>Indicators of Progress</b><br><i>What will we see? When?</i> |
| <b>When</b>  | <b>What</b>  | <b>Who</b>  |
| <b>Term 1-4</b>  | Continue to focus attention on improved senior school experiences – EOTC per term, leadership opportunities, prioritize and fund excellent technology sessions at our school, <b>international languages engagement</b> , careers education & instrument tuition, collaboration with other intermediate students.  | <b>Senior Class, Mr Topp, Mrs Topp, Miss Bowman</b>             |
| <b>Term 1-4</b>  | Monitor needs of current students and their families to gauge that school is creating learning opportunities appropriate to their needs. Consolidate effective range of communication strategies.  | <b>Principals, Teachers, Parents, Students</b>                  |
| <b>Term 1-4</b>  | Advertise proactively (word of mouth & using local media), website & road signage to draw attention. Consolidate concept of GPA (Graduate Pathways Academy) – focus on adolescent aspects of year 7/8 and the ‘Pathway’ to high school. Embed concept of GPA community-wide as well as in school and promote as something younger students aspire to be part of. | <b>Principal, BOT, GPA teachers</b>                             |
| <b>Term 1-4</b>  | Liaise with Kindergarten on site. Establish a transition program to support students who are moving into our junior classroom adjust to change of environment and staff.   | <b>Principal, BOT, Junior teacher/s</b>                         |
| <b>Monitoring:</b>   |  |   |
| <b>Resourcing:</b> Investigate resources & support provided by MoE. Senior students, teachers and Principal to organize EOTC opportunities. Communication through range of means. Use school minivan to support collaborative trips to other schools like ours to work with their Year 7-8 students (sport, culture, cross-curricula). Allow release of junior teacher to visit Kindergarten, ensure reciprocity is occurring. Access and utilise local expertise – particularly Henry Worsp (Peak Safety) – with camp, Snow camp and MTB opportunities. |  |   |

| <b>School:</b> Waikite Valley School  |   |  |  |
|---|---|--|--|
| <b>Domain:</b> Learning & Teaching  |   |  |  |
| <b>Strategic Goal:</b> 100% engaged students achieving within and above national standards in all core subjects   |   | <b>Annual Goal:</b> All students will have the opportunity to achieve success across all subject areas. Students can describe mindfulness strategies and purpose for these strategies. |  |
| <b>Baseline data:</b> <b>December 2019:</b> Reading – Above 5%, Within 87%, Below 5%, Well Below 2%/ Writing – Above 2 %, Within 91%, Below 5%, Well Below 2%/ Maths – Within 94%, Below 4%, Well Below 2%<br><b>December 2020:</b>   |   | <b>Targets:</b> High levels of achievement across all subject areas for all learners. Students can describe mindfulness strategies and purpose for these strategies.                   |  |
| Key Improvement Strategies  |   |  | Indicators of Progress   |
| When  | What  | Who  |  |
| Term 1-4  | Maths CAAP strategies followed. Priority students below national standards in Maths will be identified & targeted in planning, with resources allocated as needed to ensure accelerated progress.   | PRINCIPAL<br>LEAD TEACHER<br>(S.PEARSON)<br>Teachers   | Improved results in GLOSS & IKAN.<br>Improved national standards results.<br>Improved self-esteem and self-image of students regarding themselves as mathematicians.   |
| Term 1-4  | WRITING/READING CAAP followed and effective strategies from the initiative implemented in 2017.<br>Use flowchart to identify students at risk and ensure targeted, strategic planning to ensure accelerated progress.   | PRINCIPAL<br>LEAD TEACHER<br>(L.DINNING)<br>Teachers   | Improved results in AsTTle writing, STAR, spelling tests and day to day writing tasks.<br>Improved national standards results.<br>Improved self-esteem and confidence of students in regards to seeing themselves as authors, and taking part in personal reading tasks. |
| Term 1-4  | Student engagement through allowing curriculum choice, flexible & creative learning tasks, innovative pedagogy  | STAFF &<br>STUDENTS  | Students guiding the teacher with their curriculum choices.<br>Responsive learning programs. Happy, engaged, motivated students making outstanding progress.   |
| Term 1-4  | Reading Recovery program to run for 1 hour a day (2 x 30 min sessions). Four 6 year old students to receive support over the year.  | A.HOSSACK<br>(Reading recovery)<br>L.DINNING<br>(SENCO)  | 6 year olds who need a reading boost will receive support from data driven, theory based reading support program.<br>Students achieving national standards in reading.   |
| Term 1-4  | <b>100% engaged students participating in Wellbeing and mindfulness exercises on a daily basis</b><br><b>More reinforcement based around the purpose and strategies behind using mindfulness to enhance our lifelong wellbeing.</b><br><b>Staff professional development priority - Wellbeing &amp; Positive Education.</b> | All Staff  | 5-10 minutes a day on Cosmic Kids Yoga or Zen Den (or similar programs). Students talk about grit, strengths & resilience. Students and staff use strategies to alleviate stress, anxiety and self-doubt.  |
| <b>Monitoring:</b>  |   |  |  |
| <b>Resourcing:</b> Ministry of Education funding and resources. BOT funding for 0.1 reading recovery teacher & Ministry of Education funding for 0.1 reading recovery teacher (total 0.2 RR). Use <i>Practising Positive Education</i> : A guide to Improve Wellbeing Literacy in Schools (Paula Robinson) as primary resource – continue process to ensure sustainable, embedded and effective use of Positive Psychology in our school, which should filter through to our family homes and wider community. Attendance at P.E.S.A. Australasian Conference or WENZ 2020 conference for as many staff & Board of Trustees that are available. Steps to Literacy funding from REAP to support program. |   |  |  |

|  |   |  |  |
|--|---|--|--|
| <b>School:</b> Waikite Valley School   |   |  |  |
| <b>Domain:</b> Community engagement  |   |  |  |
| <b>Strategic Goal:</b> That 100% of our school whanau are actively engaged in their children's learning  |   | <b>Annual Goal:</b> Aspirations of the community are reflected in the school environment and curriculum  |  |
| <b>Baseline data:</b><br>Attendance at social school events/evenings (approx. 75% of families present)<br>Attendance at curriculum based events/evenings (approx. 75%) – however, 100% at interviews and conferences<br>Attendance at future focused/planning events/evenings (approx. 50%)  |   | <b>Targets:</b><br>100% of parents involved in learning conversations with teachers.<br>100% attendance of parents at school evenings/events.<br>100% parent engagement in surveys/questionnaires. |  |
| <b>Key Improvement Strategies</b><br><i>What will we do? When? Who is responsible?</i>   |   |  | <b>Indicators of Progress</b><br><i>What will we see? When?</i>  |
| <b>When</b>  | <b>What</b>   | <b>Who</b>   |  |
| <b>Term 1, 3 &amp; 4</b>   | Hold parent/teacher conferences in Term 1 and student-led conferences in Term 2. Parent/Teacher interview in Term 4 to unpack reports & 'what they mean'.<br>Term 1 conferences largely parent led; Term 2 conferences student-led with high level of student input; Term 4 interviews led by Teacher to unpack overview of student progress, strengths & challenges. | <b>Teaching staff, students &amp; parents</b>  | <b>100% of parents involved in learning conversations with teachers &amp; their children</b>   |
| <b>Term 1-4</b>  | Run community curriculum workshops (maths – Term 2; writing – Term 4) Reading Together to be facilitated in Term 2 (L.Dinning as lead).<br>Seek community consultation on Health Curriculum.<br>Continue Digital Citizenship curriculum development in consultation with community.   | <b>Teaching staff, parents, students, wider community</b>  | <b>Over 85% attendance averaged across all evenings<br/>Parents engaged with supporting development of local curriculum that meets their aspirations</b> |
| <b>As arises over 2020</b>   | Seek community feedback on initiatives & innovations within school  | <b>Wider community</b>   | <b>Over 85% return of surveys/questionnaires, average of 50 people attend community hui</b>  |
| <b>Term 1-4</b>  | Invite community members to visit, help with curriculum delivery, add content knowledge to specialist areas   | <b>Parents, wider community, teachers</b>  | <b>Community members in school working with students/staff</b>   |
| <b>Term 1-4</b>  | Invite community members to visit, help with curriculum delivery, add content knowledge to specialist areas – particularly the arts.  | <b>Principal, S.Hunter (Arts facilitator), S.Burton (local artist)</b>   | <b>Community members in school working with students/staff. Work to progress over each term.</b>   |
| <b>Monitoring:</b> <i>How are we going? Where are the gaps? What needs to change?</i>  |   |  |  |
| <b>Resourcing:</b> Budget for provisions at community workshops (\$50 per workshop @ 1 a term = \$200), teachers to prepare sessions & attend evenings, keep accurate records with dates of meetings and attendance registers. BOT to plan & run community consultation on charter development/future focus of school & health curriculum. Open door consultation. |   |  |  |

| <b>School:</b> Waikite Valley School   |   |   |   |
|--|---|---|---|
| <b>Domain:</b> Property  |   |   |   |
| <b>Strategic Goal:</b><br>To create a learning environment that supports current, up-to-date, transformational pedagogies and learning styles  |   | <b>Annual Goal:</b><br>Upgrades to Block C & Block D are completed with all modifications creating I.L.E. environment for all learners and teachers.<br>Exterior building repairs/maintenance and painting of whole school<br>School will access funding to construct and all-season outdoor classroom. |   |
| <b>Baseline data:</b> <i>Where are we now?</i><br>Two classrooms renovated with insulation, furniture, a learning loft & cave, tiered seating and colourful environment conducive to learning. 2 classrooms look straight out of the 1950's, little/no insulation and tired door fixtures. |   | <b>Targets:</b><br>Innovative learning spaces are exemplified schoolwide.<br>Plan and construct a functional outdoor classroom for a range of curriculum uses.  |   |
| Key Improvement Strategies   |   |   | Indicators of Progress<br><i>What will we see? When?</i>  |
| When   | What  | Who   |   |
| <b>Term 1</b>  | Consolidate library to be effective learning space that contributes to learning that takes place in the school. Edge Library software utilized. Class Librarians to be established and used effectively running daily circulation and display tasks. Continue to employ librarian for 6 hours a week to maintain library. | Teachers, Principal, student librarians, Nat. Lib. Coordinator, parent volunteer  | Library up and running, with very regular use that enhances learning in school.<br>Modern furniture to create enthusiasm around reading & our school library. |
| <b>Term 1-2</b>  | Encourage Rm1-2 classrooms to function as shared space when advantageous to learning. Teachers to explore opportunities to use the space to enhance student learning.   | Principal, BOT, community, school whanau  | All teachers working collaboratively, learning accelerated with smooth transition from Year 1-2 towards Year 3-4.   |
| <b>Term 1-2</b>  | Continue improving Intermediate learning environment in Room 3 – looking at greater numbers (14-20 students). Improving desks/tables in Room 4. Cleaning out and improving resource area, old dental clinic, math resource space.   | Principal, Caretaker, staff   | All areas of the school being set up for effective teaching and learning, and utilized to their full potential.   |
| <b>Term 3-4</b>  | Clean and weed out unnecessary resources in auxiliary buildings. Renovate boilerhouse as garage for school van, school bikes and school lawnmower storage.  | All staff   | Tidy all learning areas, resource areas & storage areas. Rationalize & ensure everything relevant is being used.  |
| <b>Term 3-4</b>  | Update furniture to suit modern learning spaces.  | All staff   | Furniture that promotes student learning in appropriate spaces. Furnishings that are vibrant, welcoming & energetic.  |
| <b>Term 1, Term 3-4</b>  | Investigate and cost out exterior repair and maintenance of all school buildings. Engage service of professional painting company to prepa and paint whole school.  | Principal, BOT, caretaker   | School exterior repaired and painted to high standard - maintain buildings and improve appearance.  |
| <b>Term 1-2</b>  | Outdoor classroom – learning space. Look at plans and funding sources to construct a space that all classes can use to explore environmental education using our food forest area; as well as a space for other curriculum areas when appropriate.  | A.Topp (Environmental facilitator), Principal, Caretaker  | Functional & environmentally appropriate learning space in or adjacent to food forest/native area. Staff using regularly for a range of learning.             |
| <b>Monitoring:</b> <i>How are we going?</i><br>Resource room (Board funded building) undergone major changes during summer break. Much more functional.  |   |   |   |
| <b>Resourcing:</b> 5YA & 10YPP funding. PTA fundraising. Any approved grants that meet the needs of key improvement strategies.  |   |   |   |

## Part 2

## Governance Policy

These governance policies outline how the board will operate and set standards and performance expectations that create the basis for the board to monitor and evaluate performance as part of its ongoing monitoring and review cycle. (See 3 year review programme).

### 1. Board Roles and Responsibilities Policy

The board of trustees' key areas of contribution are focused on four outcome areas:

**Representation**  
**Leadership**  
**Accountability**  
**Employer Role**

| The board  | The Standards   |
|--|---|
| 1. Sets the strategic direction and long-term plans and monitors progress against them | 1.1 The board leads the annual charter review process<br>1.2 The board sets/reviews the strategic aims<br>1.3 The board approves the annual plan and targets and ensures the Charter is submitted to the Ministry of Education (MoE) by 1 March each year<br>1.4 Regular board meetings include a report on progress towards achieving strategic aims<br>1.5 The Charter is the basis for all board decision making |
| 2. Monitors and evaluates student progress and achievement                             | 2.1 The board approves an annual review schedule covering curriculum and student progress and achievement reports<br>2.2 Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success<br>2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities                              |
| 3. Protects the special character of the school (Special character schools)            | 3.1 Special character is obviously considered in all board decisions<br>3.2 Special character report is included at every board meeting as part of the principal's report   |
| 4. Appoints, assesses the performance of and supports the principal                    | 4.1 Principal's performance management system in place and implemented  |
| 5. Approves the budget and monitors financial management of the school                 | 5.1 Budget approved by the first meeting each year<br>5.2 Satisfactory performance of school against budget   |
| 6. Effectively manages risk  | 6.1 The board has an effective governance model in place<br>6.2 The board remains briefed on internal/external risk environments and takes action where necessary<br>6.3 The board identifies 'trouble spots' in statements of audit and takes action if necessary<br>6.3 The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action                     |
| 7. Ensures compliance with legal requirements  | 7.1 New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members   |

| The board   | The Standards   |
|---|---|
|   | 7.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary<br>7.3 Accurate minutes of all board meetings, approved by board and signed by chair<br>7.4 Individual staff/student matters are always discussed in public excluded session<br>7.5 Board meetings have a quorum |
| 8. Ensures trustees attend board meetings and take an active role   | 8.1 Board meetings are effectively run<br>8.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them<br>8.3 Attendance at 80% of meetings (min.)<br>8.4 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)                        |
| 9. Approves major policies and programme initiatives  | 9.1 Approve programme initiatives as per policies<br>9.2 The board monitors implementation of programme initiatives   |
| 10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage                                       | 10.1 The Treaty of Waitangi is obviously considered in board decisions<br>10.2 The board, principal and staff are culturally responsive and inclusive   |
| 11. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer | 11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements)<br>11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct<br>11.3 Ensures there is ongoing monitoring and review of all personnel policies   |
| 12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures                                    | 12.1 Successful resolution of any disputes and conflicts referred   |
| 13. Represents the school in a positive, professional manner  | 13.1 Code of behaviour adhered to   |
| 14. Oversees, conserves and enhances the resource base  | 14.1 Property/resources meet the needs of the student achievement aims  |
| 15. Effectively hands over governance to new board/trustees at election time  | 15.1 New trustees provided with governance manual and induction<br>15.2 New trustees fully briefed and able to participate following attendance at an orientation programme<br>15.3 Appropriate delegations are in place as per s66 Education Act<br>15.3 Board and trustees participate in appropriate professional development  |

Reviewed: 2/20

## 2. Responsibilities of the Principal Policy

The principal is the professional leader of the school and the board's chief executive working in partnership with the board of trustees. The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's Charter or expressed values or commonly held professional ethic.

Alongside their professional role, the principal's key contribution to **day-to-day management** of the school is as per the management definition in the introduction to this governance manual.

The principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation. From time to time the chair of the board acting within delegated authority may issue discretions in policies of the school, in minutes of the board, or by written delegation.

The responsibilities of the principal are to:

1. Meet the requirements of the current job description
2. Meet the requirements of their employment agreement including the 4 areas of practice from the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with all board policies
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
5. Develop, seek board approval of, and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
6. Use resources efficiently and effectively and preserve assets (financial and property).
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
8. Allocate pay units for appropriate positions.
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development
10. Employ, deploy and terminate relieving and non-teaching staff positions.
11. Employ teaching staff as per the appointments policy.
12. Communicate with the community on operational matters where appropriate.
13. Refrain from unauthorised public statements about the official position of the board on controversial social, political, and/or educational issues
14. Keep the board informed of information important to its role.
15. Report to the board as per the boards reporting policy requirements.
16. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
17. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

Only decisions made by the board acting as a board are binding on the principal unless specific delegations are in place. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the principal except in rare circumstances when the board has specifically authorised it.

The relationship is one of trust and support with expectations documented in the relationship policy. All parties work to ensure "no-surprises".

The principal is not restricted from using the expert knowledge of individual board members acting as community experts.

Reviewed: 2/20

### **3. Disciplinary Process in Relation to the Principal Policy**

In the event the board receives a complaint regarding the principal or determines that policy violation(s) may have occurred in the first instance the board will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal). Where the board considers the degree and seriousness of the concern or violation(s) sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

Reviewed: 2/20

### **4. Principal Professional Expenses Policy**

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

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

Reviewed:2/20

### **5. Reporting to the Board Policy**

The principal reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school. Thus the board is supported in its strategic decision-making and risk management by also requiring the principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the principal must ensure that they:

1. Inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic aims are based.
2. submit written reports covering the following management areas for each board meeting:
  - principal's management report including:
    - i. Strategic Aim Report
    - ii. Personnel Report
    - iii. Finance Report
    - iv. Variance Report
    - v. Key Performance Indicators
  - and,
  - the coordination and approval of the following reports:
    - i. Student Progress and Achievement Report
    - ii. Curriculum Report
3. inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
4. submit any monitoring data required in a timely, accurate and understandable fashion
5. report and explain financial variance against budget in line with the board's expectations
6. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
7. report and explain roll variance against year levels and reasons on a per meeting basis
8. present information in a suitable form – not too complex or lengthy
9. inform the board when, for any reason, there is non-compliance of a board policy
10. recommend changes in board policies when the need for them becomes known
11. highlight areas of possible bad publicity or community dis-satisfaction
12. coordinate management/staff reports to the board and present to the board under the principal's authority
13. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
14. report on any matter requested by the board and within the specified timeframe

Reviewed: 2/20

## **6. Trustees' Code of Behaviour Policy**

The board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall:

1. Maintain and understand the strategic vision, values and goals of the school
2. Be loyal to the school and its mission
3. Publicly represent the school in a positive manner
4. Respect the integrity of the principal, staff and other trustees
5. Observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school or any individual
6. Be diligent and attend board meetings prepared for full and appropriate participation in decision making
7. Recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation, can speak for the board
8. Ensure that individual trustees do not act independently of the board's decisions
9. Recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
10. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
11. Avoid any conflicts of interest with respect to their trusteeship responsibility
12. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
13. Be available to undertake appropriate professional development
14. Ensure the needs of all students and their achievement is paramount and given full consideration when planning, developing and implementing learning and teaching programmes

I, \_\_\_\_\_, have read and understood this Code of Behaviour Policy and agree to follow and abide by it to the best of my ability.

Signature:

Date:

Reviewed: 2/20

## **7. Trustee Remuneration and Expenses Policy**

The board has the right to set the amount that the chair and other board members are reimbursed for attendance at board meetings in recognition that these fees cover the expense of attending board meetings. The principal, as a member of the board is entitled to the same payment as all other trustees except the chair. Currently at Waikite Valley School;

- 1 The chair receives \$75.00 per board meeting
- 2 Elected board members receive \$55.00 per board meetings
- 3 There is no payment for working group/committee meetings
- 4 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- 5 Attendance costs for professional development sessions will be met by the board of trustees. Prior approval must first be sought
- 6 All other reimbursements are at the discretion of the board and must be approved prior to any spending occurring

Reviewed: 5/20

## 8. Conflict of Interest Policy

The standard of behaviour expected at Waikite Valley School is that all staff and board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's ability to protect the integrity and reputations of board members and meet legislative requirements. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate. To be updated with a line penned by Tim

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

Reviewed: 5/20

## 9. Chair's Role Description Policy

The chair of Waikite Valley School safeguards the integrity of the board's processes and represents the board of trustees to the broader community. The chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board in order that collective opinion can be developed and a board decision reached. The board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the chair.

### The Chair:

1. Is elected at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the board\*
2. Welcomes new members, ensures that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new trustee induction
3. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
4. Leads the board members and develops them as a cohesive and effective team
5. Ensures the work of the board is completed
6. Ensures they act within board policy and delegations at all times and do not act independently of the board
7. Sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
8. Ensures the meeting agenda content is only about those issues which according to board policy clearly belong to the board to decide
9. Effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant board policies\*
10. Ensures interactive participation by all board members
11. Represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person/s and is the official signatory for the annual accounts\*
12. Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions
13. Establishes and maintains a productive working relationship with the principal
14. Ensures the principal's performance agreement and review are completed on an annual basis
15. Ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
16. Ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint

\* *Legislative Requirement*

Reviewed: 5/20

## 10. Staff/Student Trustee Role Description Policy

The staff/student trustee fulfils legislative requirements relating to board composition. The role of the staff/student trustee is to bring a staff/student perspective to board decision making and discussion.

As a trustee the staff/student trustee has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountabilities as all other trustees.

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

Reviewed: 3/19

## 11. The Relationship between the Board and the Principal Policy

The performance of the school depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. The board and the principal form the leadership team and as such clear role definitions have been developed. The Responsibilities of the Principal and Responsibilities of the Board policies along with the board's agreed Code of Behaviour should be read alongside this policy.

1. This relationship is based on mutual respect, trust, integrity and ability.
2. The relationship must be professional.
3. The principal reports to the board as a whole rather than to individual trustees.
4. Day to day relationships between the board and the principal are delegated to the chair.
5. All reports presented to the board by the staff (unless specifically requested by the board) arrive there with the principal's approval and the principal is accountable for the contents.
6. There are clear delegations and accountabilities by the board to the principal through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The board must maintain a healthy independence from the principal in order to fulfil its role. The board is there to critique and challenge the information that comes to it, acting in the best interests of students at the school.
11. The principal should be able to share their biggest concerns with the board.

Reviewed: 3/19

## 12. Principal's Performance Management Policy

It is the policy of the Waikite Valley School Board of Trustees to establish a performance agreement with the principal each year\* and review the principal's performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement.

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

\* Legal requirement

### Signature

I, \_\_\_Teresa Topp\_\_\_, have been informed of the performance review policy and procedures of Waikite Valley School Board.

Signature\_\_\_\_\_ Date\_\_\_\_\_13/03/2019\_\_\_\_\_

Reviewed: 4/19

### **13. The Relationship between the Chair and the Principal Policy**

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

The relationship principles are to be read in line with the following:

1. The board's agreed governance and management definitions
2. The board's Roles and Responsibilities Policy
3. The Responsibilities of the Principal Policy
4. The Chair's Role Description Policy
5. The Trustees' Code of Behaviour Policy

#### **Relationship principles:**

1. A positive, productive working relationship between the principal and the chair is both central and vital to the school.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel the other on performance concerns.
6. The chair supports the principal and vice versa when required and appropriate.
7. There is understanding/acceptance of each other's strengths and weaknesses.
8. Each agree not to undermine the other's authority.
9. There is agreement to be honest with each other.
10. Each agree and accept the need to follow policy and procedures.
11. Agree not to hold back relevant information.
12. Agree and understand the chair has no authority except that granted by the board.
13. Understand that the chair and principal should act as sounding boards, both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set.

Reviewed: 3/19

### **14. Meeting Process Policy**

The board is committed to effective and efficient meetings that are focused at a governance level and provide the information the board needs to be assured that all policies, plans and processes are being implemented and progressing as planned. Meetings:

1. Are based on a prepared annual agenda. The agenda preparation is the responsibility of the chair. Sufficient copies of the agenda of the open (public) session will be available by request and available at the meeting place for the public.
2. Are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act. Decisions by the board are fully recorded but remain confidential. The board needs to:
  - make the reasons for excluding the public clear
  - reserve the right to include any non-board member it chooses
4. Can be held via audio, audio and visual, or electronic communication providing:
  - all trustees who wish to participate in the meeting have access to the technology needed to participate, and
  - a quorum of members can simultaneously communicate with each other throughout the meeting.

Reviewed: 4/19

## **15. Meeting Procedure Policy**

(an \* denotes legislative requirement)

Members of the school community are encouraged to take an active interest in the school and its performance and are welcome to attend all board meetings within the *Public Attending Board Meetings Procedure* (See p. 12).

Board meetings;

### **General:**

- Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
- Board minutes will be taken by a non trustee paid on a commercial basis on contract.
- The quorum shall be more than half the members of the board currently holding office.\*
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the board at a board meeting and the board must make a decision.\*
- The chair shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.\*
- The chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.\*
- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.\* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the board.
- Only trustees have automatic speaking rights.
- The board delegates [and minutes] powers under Sections 15 and 17 of Education Act to the Disciplinary Committee.
- The board delegates [and minutes] authority to the deputy principal in the times of absence of the principal.
- The amount the chair and other board members are paid for attendance at board meetings is set by the board. Currently the chair receives \$75 per board meeting and board members receive \$55 per board meeting. There is no payment for committee or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair.
- Evaluation of meetings will take place quarterley by all members.

### **Time of meetings:**

- Regular meetings
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

### **Special meetings:**

- A special meeting may be called by delivery of notice to the chair signed by at least one third of trustees currently holding office.

### **Exclusion of the public:**

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act unless specifically asked to stay. The wording to be used in the motion to exclude the public is found in Schedule 2A of that Act. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.\*

### **Public participation:**

- The board meeting is a meeting held in public rather than a public meeting.
- Public participation is at the discretion of the board.
- Public attending the meeting are given a notice about their rights regarding attendance at the meeting. *Public Attending Board Meetings Procedure* (See p. 12).

### **Motions/amendments:**

- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chair and are then open for discussion.
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting
- No further amendments may be accepted until the first one is disposed of
- The mover of a motion has right of reply
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment

### **Tabling documents**

- When written information is used in support of a discussion, it should be tabled so that it can be examined by those present. It then forms part of the official record.

### **Correspondence**

- The board should have access to all correspondence. Correspondence that requires the board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that trustees can read it if required.

### **Termination of debate:**

- All decisions are to be taken by open voting by all trustees present.

### **Lying on the table**

- When a matter cannot be resolved, or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

### **Points of order**

- Points of order are questions directed to the chair which require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.

### **Suspension of meeting procedures:**

- The board's normal meeting procedures may be suspended by resolution of the meeting.

### **Agenda:**

- **Agenda items are to be notified to the chair 5 days prior to the meeting**
- Late items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent
- The order of the agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the board are to be agended as separate meeting items.
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the agended documentation.
- The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- **Papers and reports are to be sent to the board 3 working days before the meeting**

### **Minutes**

- The principal is to ensure that secretarial services are provided to the board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- **A draft set of minutes is to be sent to the Board members no less than 5 days before the next meeting**

Reviewed: 4/19

## 15.1 Public Attending Board Meetings Procedure

The board of trustees welcomes public presence at board meetings and hopes that members of the public enjoy their time observing board meetings.

In order that members of the public understand the rules that apply to then attending board meetings these procedures will be provided and followed unless otherwise authorized by the board.

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

**Please note:** Members of the public include staff, students and parents of the school who are not trustees on the board.

Reviewed: 4/19

## 15.2 Meeting Agenda

A typical agenda will be as follows.



# Waikite Valley School

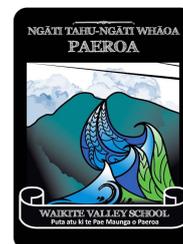
1090 Waikite Valley Road, RD 1, Rotorua 3077 [www.waikitevalley.school.nz](http://www.waikitevalley.school.nz)

Ph. 021 2949633 E: [office@waikitevalley.school.nz](mailto:office@waikitevalley.school.nz)

*Developing Learners for Life*

Date:

Time:



### **Administration (10 min)**

- Present
- Apologies
- Confirmation of Previous meeting Minutes
- Correspondence (on back of agenda)

### **Monitoring (30 min)**

- Principal's Report
- Finance – Monitor monthly accounts/ credit card statement
- Review Policies

### **Discussions / Decisions (30 mins)**

- 

### **Identify agenda items for next meeting (5 mins)**

- 

Meeting Closure **approx. 8pm** (Set next meeting date/time)

Reviewed: 4/19

## 16. Board Induction Policy

The board is committed to ensuring continuity of business and a smooth transition when trustees join the board. Therefore,

1. New trustees will receive a welcome letter on their joining the board which includes:
  - Where and when they can pick up their governance folder
  - The suggested date of the induction
  - The date of the next board meeting
  - Chair and principal contact details
2. New trustees will be issued with a governance manual containing copies of the school's:
  - Charter – including the strategic and annual/operational plans
  - Policies
  - The current budget
  - The last ERO report
  - The last annual report
  - The triennial review programme
  - Any other relevant material
3. The chair or delegate will meet with new board members to explain board policy and other material in the governance manual.
4. The principal and chair or delegate, will brief all new members on the organisational structure of the school.
5. The principal may conduct a site visit of the school.
6. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chair with the new members. The review will include the following aspects:

▪ **Did you feel welcomed onto the board?**

Very welcome                                      Welcome                                      Not very welcome

Comment:

▪ **Did you receive all necessary information in a timely manner?**

Very timely                                      Timely                                      Not very timely

Comment:

▪ **Did you find the induction with principal and board chair to be effective?**

Very effective                                      Effective                                      Not very effective

Comment:

Please comment on how we could improve this induction process:

Reviewed: 4/19

## 17. Board Review Policy

The performance of the board is measured by the outcomes from;

- the annual report
- the triennial review programme
- the Education Review Office (ERO) report
- any other means deemed appropriate by the board

Reviewed: 4/19

## **18. Committee Policy**

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

### **Education Act 1989, section 66**

Section 66 gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money. Refer to Section 66 for further information.

Board committees:

1. Are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate.
2. Can consist of non-trustees. Committees must have a minimum number of 2 persons, at least one of whom must be a trustee.
3. May not speak or act for the board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the principal or the chair.
4. Help the board (not the staff) do its work.
5. Other than the board discipline committee must act through the board and therefore can only recommend courses of action to the board and have no authority to act without the delegated authority of the board.
6. Assist the board chiefly by preparing policy alternatives and implications for board deliberation. Board committees are not to be created by the board to advise staff.
7. Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
  - purpose
  - committee members
  - delegated authority

Reviewed: 4/19

## **Committee Terms of Reference**

### **18.1 Review Committee Terms of Reference**

#### **Purpose:**

To monitor, on the board's behalf, compliance with board policies and external legislation. This includes:

1. Supporting the board to review the effectiveness of the board's governance processes.
2. Reviewing the effectiveness of systems for the assessment and management of areas of risk.
3. Verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other.
4. Commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the board.
5. Reporting any problems or reservations arising from the external auditors/reviewers work and any other matters that the external auditors/reviewers note to the attention of the board.
6. Ensuring implementation of the triennial review programme.

#### **Committee Members:**

[at least 2 trustees; excludes the board chair and excludes the principal]

#### **Meets:**

As required. The chair of this committee will report to the board as appropriate on the areas covered by the terms of reference and the triennial review programme.

#### **Delegated Authority:**

The review committee is formally constituted as a committee of the board within these approved terms of reference and the delegated authority re the delegations list.

The committee shall be appointed by the board. The board may co-opt additional trustees to the committee as and when required.

Members of the management team shall attend meetings when requested. A representative of the external auditors may be requested to attend meetings when appropriate.

The committee is authorised by the board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any trustee or employee and all trustees and employees are requested to co-operate with any request made by the committee. The principal will be informed in advance of any such requests.

The committee may recommend that external and independent advice is sought. If the advice is likely to incur costs prior approval must be sought from the board.

[**Note:** NZSTA provides free and confidential advisory services via its helpdesk, human resource and industrial advisors free to trustees and boards.]

No individual member of the review committee can act without the directive of the committee as a whole.

Reviewed: 4/19

### **18.2 Student Disciplinary Committee Terms of Reference**

#### **Purpose:**

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

#### **Committee members:**

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

#### **Delegated Authority:**

That the powers conferred on the board under Sections 15 and 17 of The Education Act 1989 be delegated to the discipline committee of the board of trustees. The committee will:

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

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

Reviewed: 4/19

### 18.3 Finance Committee Terms of Reference

#### Responsibility of the Board

The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance and budget to the principal.

The finance committee as a committee of the board is responsible for providing guidance to the principal on financial matters.

#### Purpose of the Finance Committee

The finance committee is formed to provide guidance to the principal in the financial management of the school.

#### Delegated Authority

The finance committee is responsible to the board for:

1. Recommending, in association with the principal, an annual operating and capital budget, including professional development budget allocation for the principal and the staff.
2. Determining the level of budgetary discretion available to the principal.
3. Monitoring and reporting on the annual budget via the principal.
4. Reviewing on behalf of the board accounts passed for payment by the school. Advising on additional funding sources.
5. Assisting the principal to prepare a financial results report, where appropriate, which is to be provided to the board by the principal at every board meeting.
6. Recommending changes to financial policy.
7. Overseeing the preparation of the annual accounts for board approval.
8. Assisting the principal in reporting financial performance to parents and the community.
9. Providing input into the school's strategic plan.
10. Preparing special reports for consideration by the board.
11. Annually reviewing the school's risk management needs and insurance cover
12. Assessing and making recommendations to the board on requests for spending on individual items outside of budget.

Reviewed: 4/19

#### Compliance Reporting

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

#### Finance Committee Annual Calend

| Date         | Action Required  |
|--------------|--|
| 28 February  | Finance committee self review and plan for the year  |
| 31 March     | Annual accounts prepared and forwarded to the auditors.  |
| 30 April     | Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and capital works |
| 31 May       | Community reporting on financial performance   |
| 30 June      | Ensure any issues raised by the auditor have been addressed  |
| 31 August    | Annual review of risk management needs and insurances  |
| 30 September | Annual plan available as an input document for preparation of the budget   |
| 31 October   | Initial annual budget recommendations submitted to the board   |
| 30 November  | Revised annual budget (if required) submitted to the board for approval  |

Reviewed: 4/19

## **19. Concerns and Complaints Procedure**

### **HANDLING COMPLAINTS AND COMPLIMENTS PROCEDURE**

#### **GUIDELINES**

1. In the first instance concerns should be discussed with the other party.
2. All complaints, including any about the principal, should be referred directly to the principal either in verbal or written form.
3. All signed written complaints are acknowledged and documented.
4. In dealing with all complaints employers must act in accordance with conditions of relevant employment agreements and current legislation.
5. Appropriate action will be instigated to resolve the issues.
6. Unresolved complaints should be made in written form to the chairperson of the Board of Trustees.
7. Outside agencies (such as NZSTA) may be asked for advice in any situation where the Board of Trustees is unsure how to resolve the issue.
8. The complainant is informed of the outcomes by the principal or chairperson of the Board of Trustees.

Reviewed: June 2019

**20.Trustee Register – this register will be updated when any trustee joins or leaves the board or the board opts into or out of mid-term election cycle.**

Approved Number of Elected Parent Representatives = 5

Mid-term election cycle NO Date of board meeting where change was made: 15/6/16 (as voted in on 10/6/16) – selected members added as dated below)

| Name               | Phone/email | Position on board<br>[Chair CH, Trustee T,<br>Commissioner CMR,<br>Member ME] | Type of member<br>[Note 1] | Start date   | Left the board<br>date | Current Term<br>expires |
|--------------------|-------------|---|----------------------------|--------------|------------------------|-------------------------|
| Shelley Schnuriger | 333 2248    | CH  | EL                         | 14 June 2019 |                        | Election 2022           |
| Edwin Schweizer    | 0211150409  | ME  | EL                         | 14 June 2019 |                        | Election 2022           |
| Mary Briggs        | 021450345   | ME  | EL                         | 14 June 2019 |                        | Election 2022           |
| Sarah Price        |             | ME  | STAFF                      | 14 June 2019 |                        | Election 2022           |
| Teresa Topp        | 910 0165    | ME  | PRINCIPAL                  |              |                        |                         |
| Mike France        | 021684393   | ME  | EL                         | 14 June 2019 |                        | Election 2022           |
| Andrew La Grouw    | 0276649969  | ME  | EI                         | 14 June 2019 |                        | Election 2022           |
|                    |             |   |                            |              |                        |                         |
|                    |             |   |                            |              |                        |                         |
|                    |             |   |                            |              |                        |                         |
|                    |             |   |                            |              |                        |                         |

**Note 1:** Elected, selected, co-opted, staff trustee, student trustee, proprietor’s appointee, principal

**Note 2:** If the board opts into or out of mid-term election cycle please ensure it is noted here and the MoE are advised

**Note 3:** Complete form (Appendix F) for informing MoE and NZSTA

## 21. Board Annual Work Plan

| Area for review                  | Board meeting dates                        |   |                            |  |                                       |                              |                                     |   |   |                            |                          |
|----------------------------------|--|---|----------------------------|--|---------------------------------------|------------------------------|-------------------------------------|---|---|----------------------------|--------------------------|
|                                  | 12 Feb                                     | March   | April                      | May                                    | June                                  | July                         | August                              | Sept                                    | Oct   | Nov                        | Dec                      |
| Charter/strategic plan           | Confirm charter approved and sent to MoE   | Analysis of variance                          |                            |  |                                       |                              |                                     |   | Review of strategic plan                        | Draft Strategic plan 2021  | Approve review plan 2021 |
| Strategic aims                   | Strategic aim 1                            | Strategic aim 2                               | Strategic aim 3            | Strategic aim 4                        | Strategic aim 1                       | Strategic aim 2              | Strategic aim 3                     | Strategic aim 4                         |   |                            |                          |
| Policy                           | Governance Policies 1-6                    | Governance policies 7- 9                      | Governance policies 10-13  | Governance policies 14-18              | Governance policies 18-21             | Operational policies 1- 2    | Operational policies 3-6            | Operational policies 7-8                | Operational policies 9-12                       | Operational policies 13-15 |                          |
| Student progress and achievement |  |   |                            |  |                                       | Mid-year student achievement |                                     |   |   |                            |                          |
| Human resources                  | Formal review report principal performance | Principal performance agreement approved      | HR tool checklist 1        |  | Mid-year review principal performance |                              | HR tool checklist 2                 |   |   |                            |                          |
| Curriculum                       |  | Special education needs – incl GATE (Dinning) | Maths Curriculum (Pearson) | English Curriculum (Dinning)           |                                       | Science Curriculum (Topp)    | Arts Curriculum (Hunter)            | Social Sciences (Bowman)                | Health and physical education (Pearson/ Hunter) |                            |                          |
| Budget                           | Approve 2020 Budget                        | Monitor                                       |                            | Monitor                                | Mid-year review                       |                              | Monitor                             |   |   | 2021 draft                 |                          |
| New government initiatives       |  |   |                            |  |                                       |                              |                                     |   |   |                            |                          |
| New local initiatives            |  |   |                            |  |                                       |                              |                                     | Plan 2021 consultation                  | 2021 consultation findings                      |                            |                          |
| Board process requirements       | Appoint chair                              | Accounts to auditor                           |                            | Annual report approved and sent to MoE | Parent reporting Roll return 1 July   |                              | Plan Health curriculum consultation | Health curriculum consultation findings |   | Succession planning        | Parent reporting         |

## **Part 3**

## **Operational Policy**

### **1. Curriculum Delivery Policy**

Delivery of the curriculum shall foster student progress and achievement and meet all board expectations and legislative requirements. Therefore the principal must ensure:

1. achievement of the Charter aims and targets
2. compliance with the National Administration Guidelines
3. there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
4. that board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes outside the agreed annual budget.

Reviewed: July 2019

### **2. Personnel Policy**

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

1. that all employment related legislative requirements are applied
2. all employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
3. a smoke free environment is provided
4. that employment records are maintained and that all employees have written employment agreements
5. that employee leave is effectively managed and reported so
  - a. that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered.
  - b. board approval is sought for any requests for discretionary staff leave with pay
  - c. board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days
  - d. board approval is sought for any requests for staff travelling overseas on school business
  - e. the board is advised of any staff absences longer than 10 consecutive school days
6. that performance agreements are established for all staff and that reviews are undertaken annually
7. a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
8. the requirements of the Health and Safety at work Act 2015 are met
9. Advice is sought as necessary from NZSTA advisers where employment issues arise

Reviewed July 19

# 2.1 Waikite Valley School

## Protected Disclosures Policy

*Adopted by the Board of Trustees on 14 August, 2019*

The Board of Trustees of Waikite Valley School has consulted with staff and parents in the formulation of this Policy. The Policy was approved and adopted by the Board at its meeting held on 14 August 2019 and became effective from that date.

### Introduction

1. The Board accepts that it has a responsibility to have in operation internal procedures for receiving and dealing with information about serious wrongdoing in or by the School. The Board also accepts that it must regularly educate and train its employees on the internal disclosure system.
2. The Board agrees that this Policy must be published widely in the School, will be provided to all new employees and will be republished at regular intervals (at least annually).
3. The purpose of this policy is to provide information and guidance to employees of the School who wish to report serious wrongdoing within the school. The policy is issued in compliance with the Protected Disclosures Act 2000 and the Education Act 1989.

### What is a Protected Disclosure?

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

### Definition of Serious Wrongdoing

5. Serious wrongdoing includes any serious wrongdoing of any of the following type:
  - an unlawful, corrupt, or irregular use of funds or resources; or
  - an act, omission or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
  - an act, omission or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to fair trial; or
  - an act, omission or course of conduct that constitutes an offence; or
  - an act, omission or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement.

### Conditions for Disclosure

6. Before making a disclosure the employee should be sure the following conditions are met:
  - the information is about serious wrongdoing in or by the School;
  - the employee believes on reasonable grounds the information to be true or likely to be true;
  - the employee wishes the wrongdoing to be investigated; and
  - the employee wishes the disclosure to be protected.

### Who can make a Disclosure?

7. Any employee of the school can make a disclosure. For the purposes of this policy an employee includes:
  - current employees and Principal;
  - former employees and principals; and
  - contractors supplying services to the school.

### Protection of employees making disclosures

8. An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:
  - may bring a personal grievance in respect of retaliatory action from their employers;
  - may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
  - are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure; and

- . will, subject to paragraph 15 in the Procedure, have their disclosure treated with the utmost confidentiality.
9. The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

### **Procedure**

10. Any employee of the School who wishes to make a protected disclosure should do so using the following procedure:
11. How to submit a disclosure  
The employee should submit the disclosure in writing.
12. Information to be contained  
The disclosure should contain detailed information including the following:
- . the nature of the serious wrongdoing;
  - . the name or names of the people involved; and
  - . surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant.
13. Where to send disclosures  
A disclosure must be sent in writing to the Principal who has been nominated by the Board under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.  
OR  
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 Board Chairperson.
14. Decision to investigate  
On receipt of a disclosure, the Principal or Board Chairperson must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the Principal or Board Chairperson or arranged by him/her as quickly as practically possible, through an appropriate authority.
15. Protection of disclosing employee's name  
All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Principal or Board Chairperson will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:
- . to ensure an effective investigation; or
  - . to prevent serious risk to public health or public safety or the environment.
16. Report of investigation  
At the conclusion of the investigation the Principal or Board Chairperson will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board Chairperson.
17. Disclosure to an appropriate authority in certain circumstances  
A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:
- . The Board Chairperson is or may be involved in the wrongdoing;
  - . Immediate reference to another authority is justified by urgency or exceptional circumstances; or
  - . There has been no action or recommended action within 20 working days of the date of the disclosure.

Appropriate Authorities include (but are not limited to)

- . Commissioner of Police

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

18. Disclosure to Ministers and Ombudsman

A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this Policy and reasonably believes that the person or authority to whom the disclosure was made:

- has decided not to investigate; or
- has decided to investigate but not made progress with the investigation within reasonable time; or
- has investigated but has not taken or recommended any action;

and the employee continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

**Approval**

19. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.

20. 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 School Policy Manual, copies of which shall be available to all staff. The School policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

\_\_\_\_\_  
Signed  
Board Chairperson

On behalf of, and with the authority of the Board on \_\_\_\_\_ (Date)

### **3. Appointments Policy**

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

Therefore, the principal must ensure that they:

1. determine the composition of the various appointment committees according to the schedule outlined below:
  - a. Appointment of the deputy-principal, head of departments/senior teachers will involve an appointment committee consisting of the principal, the board chair and a further trustee (should the board feel the need to include one).
  - b. Unless determined otherwise by the board, appointment of all other teachers, part time teachers, long term relieving teachers, and non teaching staff will be the responsibility of the principal in consultation with the board chair or delegate where deemed necessary.
2. have school procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff

Appointment of the principal is the responsibility of the board who will determine the process

Reviewed July 19

### **4. Financial Planning Policy**

The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance's and budget to the principal. The principal, in association with the Finance Committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the Finance Committee terms of reference.

Budgeting shall not fail to reflect the annual plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight.

Thus the budget should:

1. reflect the results sought by the board
2. reflect the priorities as established by the board
3. comply where the board's requirement is for a balanced budget
4. demonstrate an appropriate degree of conservatism in all estimates

Reviewed July 19



## **4.1 Travel policy**

### **Waikite Valley School**

### **Travel Policy**

*Adopted by the Board of Trustees on 11<sup>th</sup> March 2020.*

The board of trustees ( The Board) of Waikite Valley School ( the School) has consulted with staff in the formulation of this policy ( the Policy). The Policy was approved and adopted by the Board at its meeting held on the above date and became effective from that date.

## **Introduction**

1. The Board agrees that it has a responsibility to ensure that travel expenditure incurred by the school must clearly be linked to the business of the school. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of the this Policy to the principal.
2. The Board requires the principal as the chief executive , and the Board’s most senior employee, to implement and manage this Policy. The principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this Policy.
3. This Policy must be read in conjunction with other Board Policies , and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and must not exceed an individual’s established level of delegated authority.

## **Principles**

4. The Board agrees to ensure that:
  - The Travel expenditure is on the Board’s business , and the School obtains an acceptable benefit from the travel when considered against the cost.
  - expenses are reimbursed on an actual and reasonable basis, and
  - staff that are required to travel on business do not suffer any negative financial effect.

## **Process for making travel arrangements**

5. Under no circumstances can any staff member approve their own travel.
6. All bookings for international and domestic travel are to be conducted through the School’s normal purchase procedures. This includes the booking of accommodation, flights and rental cars.

## ***Travel within New Zealand***

- 7 The justification for travel in New Zealand must be documented. It is to be transparent and must relate to a school need. Travel within New Zealand is to be authorised in a one – up basis (for example, the principal should authorise any travel by the deputy principal, and the Board should authorise any travel by the principal).
- 8 All domestic air travel is to be economy class.

## ***International Travel***

9. Prior to international travel being undertaken, the traveller must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.

10. All international travel should be approved by the Board before it is commenced. A proposal must be put to the Board detailing the purpose of the trip, the expected benefit to the School, which will arise from the trip and an estimate of the costs of the trips. The Board will approve the travel in writing or as documented in minutes.
11. At the end of the trip overseas, the traveller must prepare a trip report, which details the costs incurred during the trip, activities which took place during the trip and the benefits to the Board and the School of the trip.
12. Except where the flight time exceeds 10 hours, all international air travel is to be economy class.
13. Business class travel may be approved, where the Board considers it appropriate, for travel more than 10 continuous hours in duration.
14. If staff member has a travel time without a stop over in excess of 20 hours, a rest period of 24 hours before commencing work is permitted.

## **Accommodation**

15. Staff should opt for good but not superior accommodation, for example Qualmark 2 – star accommodation, and must be prepared to justify expectations to this rule to the Board.
16. Staff who stay privately will be reimbursed on the production of receipts, for koha or for the cost of a gift given to the people they stayed with. Prior to travel the staff member should receive authorisation for the value of the intended Koha/gift.

## **Vehicles**

17. When using rental cars, staff should opt for good but not superior model vehicles and should be prepared to justify any expectations to this rule to the Board.
18. Use of private cars is approved on the one – up basis and reimbursement will be at the rate specified by the Inland Revenue department. Currently 0.62 cents per kilometre.
19. If taxis are used, then staff should pay for the taxis out of their own pocket, obtain a receipt and seek reimbursement through petty cash or as part of an expense claim.

## **Reimbursement of expenses**

20. The reimbursement of business related travel costs is on the basis of actual and responsible costs. Actual and responsible expenditure is defined as “the actual cost incurred in the particular circumstance, provided that it is reasonable minimum charge”.
21. For travel within New Zealand, actual and responsible expenses are those incurred above the normal day to day costs. For example , a staff member would normally incur personal expenditure for lunch on a daily basis and the cost of lunch when travelling should not be reimbursed unless the costs are greater than normally incurred.
22. All personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in – house movies, laundry and private phone call charges. These are to be paid separately by the travelling staff member.
23. All receipts must be retained and attached to the travel claim. The claim is to authorised on a one – up basis.
24. For expenditure in New Zealand of value greater than \$50 ( including GST) there should also be a GST invoice to ensure the GST can be reclaimed by the School.
25. Authorisation can still be given for expenditure less than \$50 where there is no receipt, for example if it is not practical to obtain a receipt or if the receipt is lost. The expenditure can be reimbursed provided there is no doubt about its nature or the reasons for it.

## Discretionary travel benefits

26. Staff must travel by the most direct route unless scheduling dictates otherwise.
27. The school will not meet expenses incurred on behalf of a spouse or travelling companion. In the event of a person travelling with an employee, a reconciliation of expenses should clearly demonstrate that the school did not incur additional expenditure.

## Approval

28. When the Board approved this policy, it agreed that no variations of this Policy or amendments to it can be made except with the approval of the Board.
29. As part of its approval, the Board requires the principal to circulate this Policy to staff, and for a copy to be included in the School policy manual, copies of which shall be available to all staff. The School policy manual shall also be available to students and parents at their request. The Board requires that the principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Signed  
Board Chairperson  
On behalf of, and with the authority of, the Board on \_\_\_\_\_

## Signature section for international travellers

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

\_\_\_\_\_  
Signed

## Appendix C: Funding Overseas Travel to Support the Curriculum Using Crown Funding Checklist

After reviewing the Office of the Auditor General’s 2016 Audit of Schools, we’ve updated our guidance on funding overseas travel to support the curriculum.

This checklist is to be completed by boards when considering whether to approve expenditure on overseas travel to support the curriculum using Crown funding. A completed and signed checklist for each proposed trip must be kept for audit purposes, as well as a copy of the board minutes of each decision.

While a board has discretion to make decisions on the expenditure of Crown funding there must be reasonable justification for how the proposed expenditure supports the board’s primary objective – achievement of all students at the school/kura. All boards must act in a way that is financially responsible. The two main questions a board must ask when considering whether an overseas trip is appropriate are therefore:

1. How would the proposed trip support the curriculum?
2. How would the trip be paid for?

The checklist below provides boards with a framework to guide boards thinking. Considering the following questions will help to demonstrate reasonable justification for approving expenditure on overseas travel.

|   |  |
|---|--|
| <p><b>Information about the proposed trip</b></p> <ul style="list-style-type: none"><li>• Purpose?</li><br/><li>• Where to and for how long?</li><br/><li>• Who is attending?<br/>There should be no personal gain or perception of personal gain for individuals on the trip (e.g. the school funding private travel by an individual on the trip of other family members).</li><br/><li>• What is the budget?<br/>Make sure the budget includes all associated costs, including any staffing implications (e.g. reliever costs), and how the trip might affect the school’s overall financial position.</li></ul> |  |
|---|--|

## Question one: How will the proposed trip support the curriculum?

|   |  |
|---|--|
| <p><b>Guiding Questions</b><br/>         How does the overseas travel for students and staff support the board's primary objective – student achievement?</p> <ul style="list-style-type: none"> <li>• how does the overseas travel for students and staff link to learning outcomes?</li> <li>• what curriculum outcomes is the experience likely to help students achieve?</li> <li>• how might the learning of this trip be shared with other students, staff, and community members?</li> <li>• how does the expenditure further the aims of the school as set out in its charter?</li> </ul> |  |
|---|--|

## Question two: How will the proposed trip be paid for?

|   |  |
|---|--|
| <p><b>Guiding Questions</b><br/>         Is the overseas travel affordable in relation to other competing priorities?</p> <ul style="list-style-type: none"> <li>• why is this experience likely to be more effective than a local or virtual alternative?</li> <li>• why is this spending justified for a select number of students (where applicable)? Other competing priorities should include but are not limited to:             <ul style="list-style-type: none"> <li>• curriculum expenses</li> <li>• asset replacement/maintenance</li> <li>• staff development</li> <li>• having sufficient working capital/available cash.</li> </ul> </li> </ul> |  |
|---|--|

### *Accounting for expenditure*

Overseas travel for students and staff using crown funding must be reported in the notes section of their annual audited accounts.

The trip for \_\_\_\_\_ to travel to \_\_\_\_\_ is

APPROVED/DECLINED

Signed:

Board Chairperson with the authority of the board on (date) \_\_\_\_\_

## **4.2 Waikite Valley School** **Sensitive Expenditure Policy**

*Adopted by the Board of Trustees on 11<sup>th</sup> March 2020.*

The Policy was approved and adopted by the Board at its meeting held on the above date and became effective from that date.

### **Introduction**

1. The Board agrees that it has a responsibility to ensure that all expenditure of Board funds is clearly linked to the business of the School and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students).
2. The Board acknowledges that at times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.
3. The Board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised before approval and will be supported by appropriate fundraising specific to that expenditure.
4. Particular reference should also be made to the Board's travel policy in considering expenditure which may benefit individuals or groups of individuals.
5. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the principal (as the chief executive and the Board's most senior employee).

### **Principles**

6. The Board requires the principal, where expenditure may be beneficial to an individual or group of individuals, to take account of the following prior to authorising this expenditure:
  - i) Does the expenditure benefit student outcomes?
  - ii) Does the expenditure represent the best value for money?
  - iii) Is it in the budget?
  - iv) Could the board justify this expenditure to a taxpayer, parent or other interested party?
  - v) How would the public react if this expenditure was reported by the media?
  - vi) Would there be, or be perceived to be, any personal gain from this expenditure?
  - vii) Does this expenditure occur frequently?
7. Any proposed expenditure which may benefit individuals or groups of individuals will be backed by funds which have been raised for the purpose. The funds will be raised with a full understanding of their purpose known to those contributing the funds – such as parents or other funding sources (eg charities). The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

### **Accounting for expenditure**

8. All expenditure which is incurred on behalf of individuals or groups of individuals will be fully accounted for and a separate income statement for management reporting purposes showing all funds raised and expenditure incurred will be provided to the Board.

### **Approval**

9. When the Board approved this Policy, it agreed that no variations of this Policy or amendments to it can be made except with the approval of the board.
10. 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 School policy manual, copies of which shall be available to all staff. The School policy manual shall also be made available to students and parents at their request. The Board requires that the principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Signed

Board chairperson

with the authority of the board on \_\_\_\_\_

### **Signature section for fundraising**

I have read and understand this Policy and agree to abide by it.

Signed \_\_\_\_\_

## **5. Financial Condition Policy**

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

**Resource:** Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH). Therefore, the principal must ensure that:

1. unauthorised debt or liability is not incurred
2. generally accepted accounting practices or principles are not violated
3. tagged/committed funds are not used for purposes other than those approved
4. more funds than have been allocated in the fiscal year are not spent without prior board approval
5. all money owed to the school is collected in a timely manner
6. timely payment to staff and other creditors is made
7. unauthorised property is not sold or purchased
8. all relevant government returns are completed on time
9. no one person has complete authority over the school's financial transactions
10. when making any purchase:
  - of over \$1500, comparative prices are sought
  - of over \$2000 an adequate review on ongoing costs, value and reliability is undertaken
  - of over \$5000 on a single item board approval is first sought
11. effective systems are in place to meet the requirements of the payroll system

Review schedule: Triannually

Reviewed July 19

## **6.. Asset Protection Policy**

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

1. all board assets are insured
2. not allow unauthorised personnel or groups to handle funds or school property
3. not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
4. maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00
5. ensure the implementation of the 10 year property maintenance plan
6. engage sufficient property maintenance staff for the school within budget limitations
7. receive board approval for maintenance contracts over \$5000 for any one contract
8. conduct competitive tenders for all contracting
9. protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
10. not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
11. not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

Review schedule: Triennially

Reviewed July 19

## 7. D5 Protection and sharing of intellectual property (Creative Commons) policy

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

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

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

The board delegates to the principal the responsibility to:

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

The board:

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

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

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

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

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

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

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

### **Associated legislation**

[The New Zealand Copyright Act 1994](#)

Any matters or risks in relation to this policy shall form part of the principal's report to every board meeting, taking care that individual students cannot be identified. The board shall monitor the protection and sharing of intellectual property in order to identify any risks or issues that require governance action.

Reviewed: Sept 19

## 8. Health and Safety Policy

The board is committed to providing and maintaining a safe and healthy workplace and to providing the information, training and supervision needed to achieve this to ensure the health and safety of all students, staff and other people in the workplace. The board is responsible for ensuring health and safety procedures are developed and implemented, however, employees need to be aware of their responsibilities and comply with the board's health and safety policy and school procedures.

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

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation with workers and the school community on the strategy occurs
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to uncontrolled hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards. This includes recording and investigating injuries, and reporting notifiable incidents
- having a commitment to a culture of continuous improvement

The principal, as Officer has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation, and in particular the six due diligence obligations<sup>2</sup>
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure that the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above 3
- consult with the community every two years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the board chair of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
  - cooperate with school health and safety procedures
  - comply with the health and safety legislation, duties of workers
  - ensure their own safety at work
  - promote and contribute to a safety conscious culture at the school.

Reviewed Aug 19

<sup>1</sup> **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

<sup>2</sup> know about work health and safety matters and keep up-to-date, gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations, ensure the PCBU has appropriate resources and processes to eliminate or minimise those risks, ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks, and for responding to that information, ensure there are processes for complying with any duty, and that these are implemented, verify that these resources and processes are in place and being used.

<sup>3</sup> The Board Health & Safety representative will collaborate with the principal to ensure health & safety requirements are met on over night visits.

# 8.1 Waikite Valley School

## LOCKDOWN PLAN AND PROCEDURES

### **Preamble:**

A lock-down would be used anytime students need to be contained and protected inside school buildings. Events of this nature could include; chemical spill, gas leak, fugitive on the School Grounds, dog loose on school grounds or an intruder alert.

The Waikite Valley School Board of Trustees believes that the safety of all students and staff in our school is paramount and takes every precaution to ensure the safety of all. The Board believes that Schools need to be secured in an appropriate manner when dealing with a perceived or actual threat to the school community.

### **Rationale**

The Waikite Valley School Board is committed to providing a safe and caring environment for staff and students. Therefore the school will develop and adhere to a plan that responds to a perceived or actual threat to their school community.

### **Steps:**

1. School is made aware of an incident and advised to implement 'lockdown procedures'. The person witnessing the event must try to notify the Principal or School Office to raise the alarm.
2. Message to classroom teachers from Office via facebook messenger and text.
3. Alarm activated. Indicated by 10 rings of the bell.
4. The Principal or the Office Manager will contact the Police (via 111).
5. The Principal or the Office Manager will send a message to school families via a group text from the school phone and a post on the school facebook website.

### **If students are in class:**

6. Teachers lock all doors and if possible barricade them.
7. Turn out lights and cover windows, if possible, by drawing curtains, and shutting blinds. It is also recommended to turn off computer screens.
8. Keep students out of sight. Position all students in the part of the room, which is least visible from windows and doors.
9. Students need to be silent.
10. Have students lay on floors, against walls or under furniture.
11. Do not let students outside.
12. Staff is to take a roll of those students in their secure areas for later accounting. Message this information to the Office Manager.
13. Stay in the LOCKDOWN position until the "all clear" is given by the Principal or the Police.

### **In the event children are outside - such as during playtime or lunch break**

- a. Students and staff go to the library upon hearing the 10 bell signal.
- b. In conjunction with the local Police and the Principal, arrangements will be made for parents to collect students from a designated safe area.
- c. It is important that children are kept quiet and calm.
- d. Teachers and adults are encouraged to take a register of children in their care and message or email this information to the Office Manager

### **Preparedness**

The Principal will ensure staff obtains appropriate training to fulfil their roles under this Plan (e.g. first aid training). In particular:

1. Staff are to be educated on the requirements of this Plan and where it is located.
2. Drills are to be organised for regularly testing this Plan.

3. The School will maintain effective and up to date information for contacting parents in emergencies.
4. The School will maintain appropriate stocks of food and other emergency equipment. Arrangements will be made for regular checking/testing of that equipment.

### **Earthquake Procedures 2019**

#### **Rationale:**

Students and staff shall have a safe physical and emotional learning environment. Therefore, the Principal and BOT shall not fail to:

1. take reasonable steps to protect students from unsafe or unhealthy conditions
2. comply with the provisions of the Health and Safety Act 2015
3. **ensure plans and contingency systems are developed and implemented in the event of an earthquake or disaster**
4. ensure a risk analysis management system (RAMS) is carried out where and when appropriate.
5. consult with the community regarding the health and safety programmes being delivered to students.

#### **Procedures:**

1. Staff and pupils will regularly practice for earthquakes.
2. In the event of an earthquake the teacher will call "get under desks. **DROP, COVER, HOLD.**"
3. Children and staff will get under furniture or shelter near a wall, or drop to their hands and knees away from windows. All will adopt a 'turtle position' covering face, neck, head, with legs in close to body. Where there is no under-desk space, pupils should drop to floor with hands protecting head. Drop, Cover and Hold
4. Classes DO NOT go outside following an earthquake - school buildings are earthquake resistant and the hazard of falling materials and exposure to adverse weather outweigh risks of staying indoors. Teachers are still expected to use initiative and move children to a safe location if the structural integrity of an individual room is compromised. (DCC Civil Defence, 8/2013).
5. Classes remain in the buildings even when shaking ceases.
6. Children will be accounted for and wellbeing assessed. Teachers will contact the office by facebook messenger or text message to confirm that every child is accounted for.
7. Classes DO NOT leave the buildings unless/until directed to do so by school leadership. This will only occur if the structural integrity of the buildings is clearly compromised.
8. If directed to leave, the evacuation procedure is as for fire.

NOTE 1: Should a significant earthquake occur during a time when classes are mixed (e.g. kapa haka, assemblies, arts), children will remain in their 'mixed' group. The teacher will use practical measures to account for all children and contact the office to confirm the situation. A decision about when / if to return to home-classes will be made by school leadership based on aftershock frequency, building integrity and weather conditions.

NOTE 2: Should a significant earthquake occur during an interval or lunch break, or during a school-wide sports event (based outdoors), children and staff will initially assemble on the cricket pitch. All children will be accounted for. A decision as to whether to move into the buildings will be made by school leadership based on aftershock frequency, building integrity and weather conditions.

9. School leadership will utilise SMS and the school email network to convey student wellbeing information and the overall situation at school to parents, along with information on action required by parents (if any).
10. Loss of essential services (electricity / water) will necessitate the closure of the school and a request for collection of children by parents.
11. If essential services are operating, children will remain at school as normal with a judgment made as to whether parent collection is required
12. If the earthquake is severe enough to cause damage to buildings we will start the evacuation procedure. In this case:
  - Staff is asked to ensure that learners leave the classroom in an orderly fashion and meet on the field where they will line up in classes as per our fire drill procedures.
  - Class teachers will be provided with an up to date attendance register and will complete a named roll call to check those learners present and absent.

- All learners will remain on site until a parent or caregiver arrives at school to pick them up. They will be sent home with immediate family only unless this has been arranged and the school has been notified.

#### **Pupil Procedures:**

1. Don't Panic-Stay Calm
2. Get under a desk, doorframe or table. Hold on to it.
3. Turn away from windows and other glass surfaces
4. Listen to the instructions of your teacher or an adult
5. Stay in the room until your teacher advises you to move
6. If you are outside-keep away from buildings and falling objects. Trees, power lines etc.
7. When the shaking stops, find your teacher or an adult at your class assembly area.

#### **Earthquake Drill- (Preparation)**

It should be emphasised that, in an earthquake, students should remain in the building until the shaking has stopped and /or the "all clear" is given by the teacher. Falling debris is responsible for most earthquake casualties.

1. Teachers should use the word "DROP", or some other pre-arranged signal, to indicate the beginning of an earthquake drill for their class.
2. Students should take cover under a sturdy desk or table, if one is near, and hold on to its legs.
3. If no desk or table is available, they should drop to their knees (away from the windows), keep knees together; clasp both hands firmly behind their heads (bowing their heads); bury their faces in their arms, protecting their heads; bury their faces in their arms, protecting their heads; close their eyes tightly; and stay in position until it is safe to move.
4. If students cannot move away from windows, they should turn away from the glass to minimise injuries from broken glass.

#### **Fire Evacuation Procedures 2019**

***Where a fire is not easily extinguishable, the first priority of staff is to evacuate the building immediately.***

When the instruction is given to evacuate, all occupants must leave the building as quickly as possible by the safest route.

1. Reassure students.
2. Evacuate students - retrieve attendance register if practical.
3. Block/ Learning Community Wardens (Kelly Curtis) - check all rooms and toilets have been evacuated.
4. Advise the Principal, Admin Officer of any missing students, staff, or other occupants.

If time permits:

1. Activate nearest fire alarm.
2. Put out small fires.
3. Turn off appliances and services.
4. Shut doors and windows.

Classes evacuate rooms calmly, but rapidly.

1. If children are seated at desks they are to place chairs under tables before evacuating therefore ensuring walkways are clear of obstacles.
2. It is the teacher's responsibility to ensure the Emergency Learning Community/ Class List is taken with the children. It is suggested that children are trained to do this.
3. Children walk to the Assembly Area on the Main Field (cricket pitch)..
  - **Administration Area/ Staffroom/ first aid room and staff toilet area** checked by Teresa Topp (Principal) or Kelly Curtis
  - **School Car Park** checked by Principal
  - **Te Ruma Puawai** checked by Principal
  - **Room 3 & 4, Library, Junior and senior toilets** checked by Kelly Curtis
  - **Pool Area** checked by Principal
  - Office Personnel brings the first aid.
  - Support Staff to assist with assembly of children.
  - As soon as classes are assembled, each teacher checks the roll and reports to the Principal stating that everyone is accounted for, or the names of those unaccounted for.
  - Teachers remain with their classes providing for the needs of the children until either it is safe to return to the classrooms, or other arrangements are made

## **8.2 CRISIS PROCEDURE**

- If a crisis should occur the Senior staff members will meet (The crisis team)
- **PROCEDURES**
- 1. Any report of a crisis event should be immediately notified to Principal or the person in charge if the Principal is absent.
- 2. The Principal will verify any such report before any action is taken.
- 3. The Crisis Team will convene and:
  - · decide how information is to be conveyed to staff and students
  - · plan a strategy for coping with the crisis
  - · assess needs of staff and students
- 4. Needs of staff must be met in order to enable them to meet student needs. Cover will be arranged for any staff member who requires it.
- 5. The needs of victims and those most affected will be given priority.
- 6. The Crisis Team will decide if an outside Agency is needed to assist.

E.g. Contact numbers: Police -111.  
MOE – 07 3497399 or (04) 4638000.  
Victim Support - 07 3499471.
- 7. The Guidance Suite will be made available as a support area for staff, students and families.
- 8. Members of the Crisis Team will contact affected families as soon as possible and keep staff informed as necessary.
- 9. The Crisis Team will liaise regularly with office staff.
- 10. Any contact with the Media should be made only by the Principal or Chairperson of the Board of Trustees after consultation with the Crisis Team.
- 11. The Crisis Team will meet as necessary to plan ahead, review events and debrief.
- 12. At an appropriate time soon after each event, the Crisis Team will review the experience and make any recommendations which would assist or improve the management of any future crisis.
- 13. At an appropriate time soon after each event, the Crisis Team will consider whether a Consultant should be invited to the school to lead a de-briefing session; this is considered to be advisable in the case of a traumatic event.
- 14. The Principal is responsible for Professional Development in consultation with the Counselling Department will ensure that from time to time a background in grief and loss is given to staff through Professional Development sessions as a component of Pastoral Care training.
- 15. The Counselling Department will keep updated, a file containing any relevant material on crisis in schools.
- **REVIEW**
- 1. In the first instance the Policy will be reviewed as soon as possible after implementation (see above).

## 9. Child Protection Policy

This policy outlines the board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the board's expectations when child abuse is reported or suspected by us.

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

The board of trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with section 15 of the Children, Young Person and Their Families Act, any person in our school/kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

Although ultimate accountability sits with the board, the board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the principal must:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school
2. Comply with relevant legislative requirements and responsibilities
3. Make this policy available on the school's internet site or available on request to upload
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required
5. Ensure the interests and protection of the child are paramount in all circumstances
6. Recognise the rights of family/whanau to participate in the decision-making about their children
7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
8. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
10. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person
11. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
13. Ensure that this policy forms part of the initial staff induction programme for each staff member
14. Develop appropriate procedure to address social media concerns or issues relating to privacy
15. Use netsafe resources and NetSafe to develop procedures relating to social media that will address concerns relating to privacy.

**Reviewed: 10/19**

### Related documentation and information

- Further information including frequently asked questions (FAQ's) are available on the NZSTA website [www.nzsta.org.nz](http://www.nzsta.org.nz)
- Ministry of Education website [www.education.govt.nz](http://www.education.govt.nz)
- Vulnerable Children Act 2014
- Further information and sample child protection templates are available in the Children's Action Plan

## **9.1 BEHAVIOUR MANAGEMENT PROCEDURE**

Everyone needs to develop self-discipline and to accept responsibility for his or her own actions. This is positive discipline based on rules with consequences for appropriate and inappropriate behaviour. We view this as a partnership: sharing responsibility between school, home and community.

### **PRINCIPLES**

1. To allow maximum learning to take place with a minimum of disruption.
2. To readily praise children – catch students *being good*.
3. To promote effective change or modification of a disruptive pupil's behaviour through staff and parental consultation and a behaviour management plan.
4. To examine class programmes and management within the room, as a first step in solving disruptive behaviour problems.
5. To allow safe play at recreation time.
6. To encourage a respect for self, others and property.
7. Students will be encouraged to take responsibility for their own behaviour.
8. Adopt the Virtues Project.

### **GUIDELINES**

1. At the beginning of each year, in collaboration with class teacher and children, class rules will be established.
2. Each room's rules/routines may be displayed in a prominent place in the classroom.
3. Bus rules (set down by the MOE), will be displayed in a prominent place in the school.
4. Positive reinforcement, by way of verbal praise, stamps, stickers, special award certificates will be awarded on a regular basis.
5. In cases of serious misconduct refer to 'Guidelines for Principals and Board of Trustees on Stand-downs, Suspensions, Exclusions and Expulsions-June 2003'. (Ministry of Education booklet).
6. If inappropriate behaviour continues, while the agreed behaviour management plan is in place, the Resource teacher of Learning and Behaviour will be approached to make an independent assessment and make recommendations.
7. If the student still does not modify their behaviour the MOE guidelines concerning:
  - (a) Stand-down.
  - (b) Suspension.
  - (c) Exclusion will apply.

These guidelines are available at the office



# Waikite Valley School

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## 9.2 Physical Intervention and Restraint Policy

At Waikite Valley School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident

### 1. The Legal Framework

[Education Act 1989](#)

[Education \(Physical Restraint\) Rules 2017](#)  
[Health and Safety at Work Act 2015](#)

There may be situations that staff are faced with situations that cannot be easily resolved, and where they have to defend themselves or others from an aggressor or where they believe that serious injury is likely to occur if immediate action is not taken.

#### Use of Force

Staff should note:

- Force should never be used against students except in self-defence or in the defence of others
- Force should not be used against a student to conduct a search
- Staff are not obliged to put themselves at risk
- Any use of force must be reasonable under the circumstances. Any person using force that is excessive in relation to a particular circumstance could face prosecution for assault

Sections 41 and 48 of the crimes act 1961 continue to apply and are not affected by the legislation dealing with the surrender and retention of property and searches.

Section 48 (self-defence and defence of another) says that: *“Everyone is justified in using, in the defence of himself or another, such as force as, in the circumstances as he believes them to be, it is reasonable to use”*.

In general, the following should be considered:

- The potential risks of using force
- The consequences of not intervening
- The chances of achieving the desired result by other means

## **2. Our Approach**

At Waikite Valley School we aim to avoid the need for physical intervention and regard this as a last resort. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

## **3. Use of physical restraint**

Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allows the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. Teachers should seek to de-escalate using other means where possible. As a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below. In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

### **DO**

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

### **DON'T**

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

#### **4. Actions after an incident**

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The Principal should be informed of any incident as soon as possible. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and all those involved in the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO. This may require additional support from other services, for example Special Education (MOE), ICAMHS etc.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided. All incidents should be recorded immediately on the Pupil Restraint Report Form (attached). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

#### **5. Risk Assessments**

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

#### **6. Complaints and Allegations**

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply. We will review this policy on a triennial basis.

Signed \_\_\_\_\_ (BOT Chairperson)                      Date: \_\_\_\_\_

Signed \_\_\_\_\_ (Principal)                                      Date: \_\_\_\_\_

## **10. Legal Responsibilities Policy**

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

**Reviewed: 10/19**

## **11. Sunsmart Policy**

### **PURPOSE:**

New Zealand has among the highest melanoma rates in the world. Melanoma is one form of skin cancer. Excessive exposure to ultraviolet radiation (UVR) from the sun causes sunburn, skin damage and increases the risk of skin cancer. Getting sunburnt in childhood and adolescence will increase the risk of melanoma and other skin cancers in later life. This sun protection policy will apply during Terms 1 and 4, (especially between 10 am and 4 pm).

This policy is adopted from *20<sup>th</sup> July, 2015* so that children attending Waikite Valley School are protected from excessive exposure to UVR from the sun.

### **STRATEGIES FOR BEING SUNSMART:**

- Require children to wear broad-brimmed (minimum 7.5cm), legionnaire or bucket hats (minimum 6cm brim and a deep crown) when they are outside - for example during interval, lunch, sports, excursions and activities.
- Provide hats for children to borrow if necessary.
- Encourage students to wear clothing that protects their skin from the sun (for example with sleeves and collars, and rash tops when swimming outside).
- Implement a "No Hat, Play in the Shade" policy.
- Work with the school community to promote students' use of SPF 30 broad-spectrum sunscreen.
- Make sunscreen available to students at school outdoor activities.
- Encourage all staff to role model SunSmart behaviour.
- Regularly publicise and reinforce the SunSmart Policy (for example through newsletters, school website, parent meetings, and student and teacher activities).
  - Talk to parents about the school's SunSmart Policy at enrolment and encourage parents to practise SunSmart behaviour, i.e. in school newsletters and enrolment packs.
- Work towards developing and improving existing shade in areas where students gather. Shade can be both built (shade verandas) and natural (trees).
- Hold outdoor activities in areas with plenty of shade whenever possible.
- Consider the possibility of rescheduling suitable outdoor events/activities to early morning / late afternoon.
- Allow children access to indoor shade such as indoor sports and recreational facilities/gymnasia during lunch breaks.

The Board of Trustees and Principal will review the school's SunSmart policy at least every three years.

Policy approved by Waikite Valley School Board of Trustees on 29/07/2015  
Policy reviewed on Nov 19.

## 12. Digital Citizenship Policy

### Rationale

Waikite Valley School supports a Digital Citizenship model for the promotion of safe and responsible use of technology.

The board recognises that by fostering a culture of successful digital citizenship in our students, staff and our wider community we are encouraging everyone to take responsibility for themselves and others in their use of ICTs. This allows us to harness the potential that technology brings to the teaching and learning process, while minimising *and* learning to effectively respond to the challenges we may experience while using them in a learning context.

The board is aware that preparing our students to make effective use of ICTs is an important part of their preparation for participation and contribution in society today and into the future.

It is our belief that we must prepare our students to actively participate in the world in which they live. It is clear that a key skill in this new world will be their ability to participate as effective digital citizens. An important part of learning these skills is being given the chance to experience the opportunities, and the challenges presented by technology in a safe, secure and nurturing environment, where clear, effective guidance can be sought as students and teachers learn.

The board recognises that its obligations under the National Administration Guidelines extend to use of the internet and related technologies.

### Policy

Waikite Valley School will develop and maintain procedures around the safe and responsible use of the internet and related technologies (ICTs). These internet safety procedures will recognise the value of the technology and encourage its use in a teaching and learning context while helping to minimise and manage the challenges that may be experienced by students, teachers and the wider school community.

The school will consult with parents and the wider school community, as to how it intends to use ICT and where possible explain how it benefits the teaching and learning process.

These procedures will aim to not only maintain a safer school environment, but also aim to address the need of students and other members of the school community to receive education about the safe and responsible use of information and communication technologies.

Date for review: Nov...2019.....

### **13. PROVISIONALLY REGISTERED TEACHER PROCEDURE**

#### **RATIONALE:**

Teachers at the beginning of their careers need additional support, guidance and care. In addition the school is required to offer a programme of advice and guidance for all teachers seeking full registration.

#### **PURPOSE:**

1. To ensure beginning teachers are supported at this School.
2. To offer guidelines for tutor teachers.

#### **GUIDELINES:**

##### **Role of the PRT**

- Respond positively to the assistance given.
- Identify and communicate personal strengths and needs.
- Seek advice and assistance when necessary.
- Be prepared to meet regularly with the tutor teacher and the Principal.

##### **Role of the Tutor Teacher**

- Collaboratively plan the induction programme and the use of the professional development time with the PRT.
- Schedule regular meetings.
- Make frequent formal and informal visits to the PRT's classroom.
- Model good teaching practices.
- Provide positive feedback.
- Keep a full record, in consultation with the PRT, of the advice and guidance given.
- Assist with planning, record keeping, monitoring, assessment and evaluation procedures.
- Observe and identify the strengths and needs of the PRT.
- Recognise and encourage the distinctive teaching style of the PRT though the style may differ from that of the tutor teacher.
- Provide access to a variety of learning resources.

##### **The Role of the Principal**

- Oversee the supervision and guidance programme.
- Take part in the process as agreed with the tutor teacher and the PRT. This will include classroom visits, discussion times etc.
- Receive monthly reports.

Use of Professional Development Time PRTs are entitled to, which are to be used for their professional development. This can be used in a variety of ways. This will be collaboratively planned and recorded on the planning format.

Some of the professional development time can be used by the tutor teacher for:

- Planning the induction programme.
- Observing and demonstrating in the PRT's classroom.
- Accompanying PRT on class trips.
- Writing monthly reports and documenting advice given.
- Meeting with the Principal
- Attending tutor teacher in-service courses.
- Assisting with parent communication.

Some of the professional development time can be used by the PRT for:

- Getting to know the children, through informal discussion with individuals.
- Working with a small group or individuals within the classroom.
- Observing in the tutor teacher's classroom.
- Observing individual children while the release teacher takes the class.
- Monitoring, assessing and evaluating children's progress.
- Consulting with the principal, advisors, and resource people.
- Becoming familiar with the resources in the school including, the charter, school policies, and curriculum programmes.

- Consulting with parents.
- Attending in-service courses.
- Observing teachers within the school.
- Studying professional material e.g. curriculum documents etc.
- Documenting and evaluating the induction programme and setting new goals related to needs.
- Completing school records and reports.
- Visiting other schools and educational services.
- Meeting with other PRTs from surrounding schools.

### **SUGGESTIONS FOR A GUIDANCE PROGRAMME**

#### **Term 1 and 2 – Establishing classroom routines**

Focus:

- Establish control techniques.
- Establish the physical environment.
- Plan by setting objectives.
- Observe all children regularly – to gather information about what they can do.
- Check knowledge of the following points.
  - ✓ Names of Staff and Board of Trustees.
  - ✓ Plan of School.
  - ✓ Charter/goals of school.
  - ✓ Absence from school.
  - ✓ Bell times.
  - ✓ Staff functions and social functions.
  - ✓ Use of the library.
  - ✓ Lost Property.
  - ✓ Storage of Art, Phys.Ed equipment, musical resources etc.
  - ✓ List of equipment stored in each classroom and where to get replacements.
  - ✓ What happens if equipment breaks down.
  - ✓ Insurance cover for personal items kept at school.
  - ✓ First Aide procedures.
  - ✓ Security and school keys.
  - ✓ Use of photocopier, video , ICT.
  - ✓ Playground duty – wet weather procedures.
  - ✓ Assembly.
  - ✓ Staff and Syndicate meetings.
  - ✓ Lunches.
- Address needs identified by the PRT and support teacher.
- Organise classroom resources
- Discuss involvement with parents including parental help in the classroom.
- Begin to focus on curriculum areas one at a time (start with strengths).
- Long term planning for Terms 2/3
- Assessment procedures and reporting – National Standards

#### **Term 3 – School Focus**

- Refine and extend the objectives for Term 1.
- Continue to focus on the curriculum areas one at a time.
- Observe in other rooms within the school.
- Become familiar with the role of professional visitors or other staff e.g. reading recovery, special needs, resource teacher of reading, dental nurse, classroom support staff, administration staff and librarian.
- Become familiar with the school's evaluation, record keeping, and reporting procedures, e.g., 6 year nett, parent teacher conferences, reports and school records.
- Become familiar with the school enrolment procedures.
- Attend a Board of Trustees Meeting.
- Long Term Plan for Term 4

#### **Term 4 – Wider Community Focus**

- Refine and extend objectives from Term 3.
- Continue to focus on one curriculum area at a time.

- Continue to build up knowledge of professional resources.
- Visit other schools.
- Become familiar with the role of educational agencies e.g. psychologists, SES and Public Health Services.
- Explore the local community.
- Become familiar with parents as resource people.
- Evaluate the year.

#### Before the First Day

- Read the School Charter/Strategic Plan ,Curriculum Programmes, policies and procedures.
- Find out from your tutor teacher what preparations you can make to make a prompt beginning to the subject areas at the beginning of the school year.
- Prepare a number of activities, which you can use to occupy, groups of children during the first week. This could include preparing tapes for use on the listening post, activity sheets etc.
- After you have seen the classroom, decide how you are going to arrange the seating.
- Contact the Principal so that you can get keys and information regarding alarm systems to get into your classroom. Visit the school library and make yourself familiar with the routines and buying procedures.

#### Documentation

- Each month the tutor teacher and the PRT will collaboratively plan the use of CRT time.
- Each month the tutor teacher will write a report reflecting the criteria outlined in the school PRT's Job Description, looking specifically at the Points of Strength and Points for development.
- The points for development should then be transferred onto the next month's format. All aspects need not be covered in each report.
- The PRT will fill out a self-evaluation and the Principal will add comments.

Review Responsibility: Principal & DP /Tutor Teacher

Reviewed: Nov 19

## 14. POLICY STATEMENT: SCHOOL MINI VAN

### OBJECTIVES:

- To be able to place pupils in the most appropriate learning environment with minimum number of transport restraints.
- To enrich the curriculum by including enjoyable learning experiences outside the school to the relevant differing needs of our pupils.
- To provide further opportunity for the community to participate in the education of our students.

### GUIDELINES:

1. The Principal shall be responsible for ensuring that the Mini Van:
  - Has a current warrant of Fitness.
  - Is regularly serviced and maintained in good running condition.
  - Is garaged or provided with a safe parking space over night and for weekend parking.
  - Is washed regularly and polished if necessary to maintain its original appearance.
  - Has a log record of vehicle movement.
2. The Principal shall ensure the Mini Van is available for policy purposes at all times.
3. The Principal shall ensure that he/she or anyone he/she permits to operate the Mini Van has a current drivers license. The driver shall not use the Mini Van in an unsafe or illegal manner.
4. The Principal shall not operate nor permit any person to operate the Mini Van under the influence of alcohol or drugs. Should this occur and an accident result and the school's insurance cover is required, the school reserves the right to claim all of the repair or restoration to the Mini Van or any other vehicle(s) or property from the offending operator or user.
5. Should the Mini Van be involved in an accident, it shall be the drivers responsibility to ensure an insurance claim form is completed and handed into the Principal before 12.00pm on the next working day for filing with the insurer.
6. There is to be no smoking in the Mini Van.
7. When taking the Mini Van and parent's cars, the Mini Van must be filled with students first.
8. Whenever the Mini Van leaves the school site, a mobile phone is to be taken.
9. The driver of the van is responsible for any fines or infringements incurred during their use of van.
10. The Code of Practice for school Minibuses (NZTA) will be adhered to

**Reviewed Nov 201**

## 15. Working After-hours or alone procedure

**Purpose:** To ensure that when working outside core working hours compliance is achieved with all Health & Safety Regulations, while at the same time providing an open and safe environment that contributes towards meeting the teaching and learning objectives of Waikite Valley School.

The procedure details steps for:

- managing flexible working hours
- managing after-hours occupational health and safety hazards
- supporting safe access to the workplace at night and on weekends
- ensuring safety and security of students, staff, facilities and equipment

The procedure is written in the context of after-hours work. The same procedures apply when working alone during working hours.

### Procedure:

Waikite Valley School is committed to ensuring the health, safety and welfare of workers, students and visitors at all times while working, including flexibility to undertake work outside conventional hours or alone.

When working after hours, at night, or alone, workers are responsible for taking all reasonably practical steps to ensure their own health, safety and facility security in and when working off site.

The Principal must be made aware of staff working after-hours or at night or alone, and ensure regular and ongoing after hours work is monitored to ensure it is reasonable, justified and not likely to cause ill health. All afterhours or alone work by workers is to include adequate contact to ensure the well-being of the worker. The extent of vigilance is to be based on the risk of the activity.

Prepared by: Principal  
Authorised by: WVS BOT  
Date issued: July 2016  
Reviewed :Nov 2019