

FAIRBURN SCHOOL

POLICIES



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Refer to Procedures Folder for further information:

Curriculum Delivery Policy

- Assessment and Evaluation Procedure
- Homework Procedure

Equal Employment Opportunity Policy

- EEO Information Sheet
- EEO Data Sheet

Food and Nutrition Policy

- School Canteen Procedures

Health and Safety Policy

- Outdoor Education Procedure
- Emergency Procedures
- Medical Procedure
- Sunsense Procedure

Reporting to Parents on Student Progress Policy

- Three Way Conference Procedure

Staff Appraisal Policy

- Staff Development Procedure
- Job Description and Performance Appraisal Procedure
- Collegial Support Programme

Allocation of Units Policy

- Procedural guidelines to support unit allocation policy

1. ANIMALS AT SCHOOL POLICY

BACKGROUND:

The school has an obligation to ensure '**ANIMALS**' (insects, reptiles, fish, birds, mice and larger mammals) are well cared for when they are kept or brought to school.

GUIDELINES:

1. No pain, distress or harm will be caused to any animal used by teachers or pupils.
2. Animals must be maintained and used in strict compliance with all laws, regulations and local by-laws.
3. No protected or endangered species will be used for any purpose.
4. Animals must correctly be cared for in relation to housing, security, food, water and appropriate environment conditions.
5. Proper provision must be made for the care of animals during weekends and holidays.
6. Students looking after animals must receive appropriate training for the task.
7. Stray dogs or cats entering school grounds during school hours will be collected by **DOG RANGER**.
8. Animals being brought to school for reasons other than specific curriculum or learning related experiences must have prior approval from the Principal.

Policy Reviewed/Dated:

Signed:
(Principal)

Signed:
(B.O.T. Chairperson)

2. CLASSROOM RELEASE TIME POLICY

This is an operational policy designed in consultation between the principal and teaching staff of Fairburn School to meet the requirements of clause 5.30 of the Primary Teachers Collective Agreement 2004-2007.

INTENT AND PURPOSE:

The intent of classroom release time is to address teacher workload while maximising benefits for student learning. Therefore, the use of classroom release time will be professionally useful for the school's teaching and learning programmes and the learning needs of pupils.

USE OF CLASSROOM RELEASE TIME:

Full-time classroom teachers who hold prime responsibility for the planning, implementation, assessment, evaluation and reporting of a sequential programme for a group or class of children are eligible for CRT.

Teachers will undertake CRT within the school unless there is a genuine reason for it to be undertaken off-site.

At Fairburn School, classroom teacher release time will be used for the following activities:

- Formative assessment e.g. Running Records, Numpa Assessments, etc
- Planning – individual and/or team, Collaborative planning
- Resources – sourcing (internal/external), making/developing
- Data input
- Profiles
- Reports
- Specialist Teaching
- Working with small groups
- Professional reading
- Research
- Observations of other teachers (in & outside our school)
- Marking of work
- Skill development e.g. ICT
- Conferencing
- Professional Reflection

ALLOCATION OF CLASSROOM RELEASE TIME

Eligible teachers will be entitled to the equivalent of two days per term classroom release. The timetable for this release will be worked out in advance of each term depending on what the time will be used for and how it is best delivered.

Prior to the start of each term, teams will develop a schedule for release within the parameters available and have this approved by the principal.

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

- Record the reason for non-delivery
- Endeavour to reallocate the CRT at a later date in that school year
- Review the CRT policy if required
- Use the record of non-delivery when reviewing the policy

This policy will be reviewed annually at which time the information recorded will be used to determine the effectiveness of the allocation. At each review, the use of the **CRT** will be reviewed to ensure it meets the intent and purpose of the resource.

Policy Reviewed/Dated:

Signed:

(Principal)

Signed:

(B.O.T. Chairperson)

3. COMPLAINTS POLICY

(refer to collective agreement – Complaints/Discipline/Competency 10.1 Dec 2007 – June 2010)

COMPLAINTS AGAINST STAFF:

Any complaint against a staff member must be processed in the following manner:

1. The complainant shall visit the school and discuss the complaint with the Principal of Staff Member concerned. Any serious complaint must be directed to the Principal. Such discussions must **NOT** take place in the presence of children.
2. If the complainant wishes to pursue the complaint it must be put in writing stating specific details of the complaint including the names of the individuals concerned, times and dates of the complaint and the nature of the complaint. There must be three copies of the complaint must be delivered to the Principal who must ensure the complaint is discussed at the next B.O.T. meeting.
3. Should the complaint be one against the Principal the written complaint may be delivered to the B.O.T. Chairperson who must ensure the complaint is discussed at the next B.O.T. meeting.
4. In the event of either the Principal or B.O.T. Chairperson being in receipt of a written complaint they must inform each other of the complaint a reasonable time before the B.O.T. meeting if possible.
5. The B.O.T. must investigate any written complaint it receives and reply to the parties concerned in writing stating the action (if any) which it intends to take.

COMPLAINTS BY STAFF:

Any complaint by a staff member must be processed in the following manner:

1. The complainant shall discuss the matter with the Principal or, if applicable, with a staff member. The Principal shall discuss the complaint with the person complained against with a view to solving the matter.
2. If the complainant wishes to pursue the complaint it must be put in writing stating specific details of the complaint including the names of the individuals concerned, times and dates of the complaint and the nature of the complaint. There must be three copies of the complaint; one for the Principal, one for the staff member complained against and one for the B.O.T. The written copies of the complaint shall be discussed at the B.O.T. meeting confidentially (in committee).
3. Should the complaint be one against the Principal the written complaint may be delivered to the B.O.T. Chairperson who must ensure the complaint is discussed at the next B.O.T. meeting confidentially (in committee).
4. In the event of either the, Principal, B.O.T. Chairperson or Staff Representative being in receipt of a written complaint they must inform each other of the complaint a reasonable time before the B.O.T. meeting if possible.
5. The B.O.T. must investigate any written complaint it receives and reply to the parties concerned in writing stating the action (if any) which the Board intends to take.

Policy Reviewed/Dated:

Signed:
(Principal)

Signed:
(B.O.T. Chairperson)

4. CURRICULUM DELIVERY POLICY

Fairburn School is committed to meeting its obligations under the National education guidelines with regard to curriculum delivery.

The following have particular relevance to the school:

- A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, inquiry learning and the arts.
- Excellence achieved through the establishment of clear learning intentions, the co-construction of success criteria with students and monitoring of student performance against those intentions and criteria. Programmes will be planned to allow for the differentiation of learning for the range of student needs as necessary.
- Increased participation and success by Maori through the advancement of Maori Education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
- Respect for the diverse ethnic and cultural groups represented at the school and in NZ as a whole.

GUIDELINES

- **The school curriculum will be based on the seven essential learning areas:**
 1. English
 2. Mathematics
 3. Science
 4. Social Studies
 5. Technology
 6. Health and Physical Well-being
 7. The Arts
- The long term planning overviews will ensure that the essential learning areas are covered, a balanced programme is provided, and the core curriculum areas are given appropriate emphasis
- Special needs and learning assistance programmes will occur in a variety of ways: in class programmes and support, individual withdrawal, small group withdrawal
- The school is committed to spending the majority of its discretionary special needs funding towards employing Teachers and/or Teacher Aides as necessary to support these programmes
- The students identified as gifted and talented will be catered for within the classroom programmes and will also be given opportunities to excel in specialised areas through small group participation

Also refer to the following procedures:

- Assessment and Evaluation Procedure
- Homework Procedure

Policy Reviewed/Dated:

Signed:
(Principal)

Signed:
(B.O.T. Chairperson)

5. EQUAL EMPLOYMENT OPPORTUNITY POLICY

PURPOSES:

Fairburn School Board of Trustees will undertake to be good employers by following Equal Employment Opportunity management in areas of:

- recruitment and selection
- training, promotion and career development
- conditions of service

The school undertakes to select the best person for the job, to train and develop them ensuring no one is disadvantaged by factors such as race, gender, country of origin, marital status, disability or age.

GUIDELINES:

An **E.E.O.** committee/representative will be established.

Personnel policies and practices will be reviewed annually to ensure **E.E.O.** principles are being followed i.e. appointment procedures, role models, staff appraisal and development, sexual harassment, job descriptions.

Also refer to the following procedures:

- EEO Information Sheet
- EEO Data Sheet

Policy Reviewed/Dated:

Signed:

(Principal)

Signed:

(B.O.T. Chairperson)

6. FINANCIAL POLICY

AIMS:

To use the school's financial resources to work towards achieving goals within the **Charter** or **Strategic Plans**.

To maintain accountability for and control of the school's financial resources.

STRATEGIES:

1. A draft budget shall be produced by November for the coming year, and presented to the Board for approval following discussions with staff.
2. Expenditure shall be kept within budget by means of appropriate procedures, and regular monitoring.
3. All expenditure, and commitment of expenditure, shall be approved within the recognised delegations.
4. Monthly accounts for the Board shall be tabled and presented by the Principal or Executive Officer.
5. All reports complying with Public Sector Accounting Standards shall be prepared annually for audit by the auditor appointed by the Audit Office, and shall be made available to the community.
6. All records of financial transactions shall be accurate and kept up to date.

CONCLUSION:

The Board of Trustees is responsible for all finances in the school in accordance with its governance obligations. The Principal will manage the above policy on its behalf, setting up appropriate procedures to do so.

Policy Reviewed/Dated:

Signed:

(Principal)

Signed:

(B.O.T. Chairperson)

7. FIXED ASSET (FINANCIAL) POLICY

OBJECTIVES:

To ensure accounting for fixed assets meets the requirements of the **Financial Reporting Standard (FRS) 3: Accounting for Property, Plant and Equipment**.

STRATEGIES:

- Providing a clear definition of fixed assets
- Determining a threshold below which fixed assets are not recorded
- Recognising groups of assets
- Capitalising all fixed asset purchases, including all costs involved in purchasing and preparing the asset for use
- Depreciating all fixed assets
- Reviewing the useful life and method of depreciation of fixed assets annually
- Ensuring the value of assets held is accurate

DEFINITION OF FIXED ASSETS:

Fixed assets are items acquired or construction, over which the school has control and are intended to be used on a continual basis, (i.e. for more than twelve months). All costs involved in the purchase and setting up of an asset are to be capitalised against the value of that asset. Subsequent expenditure that increases or extends an asset's service will be capitalised.

The capitalisation threshold will be \$500.00 excluding G.S.T. Capital items of lesser value will be expensed with the exception of furniture as in general the total value of these assets is significant as a percentage of the value of all assets held by the school.

Items that are purchased as a set and as such meet the threshold value and are intended to have a life of more than twelve months will be capitalised.

Textbooks are to be expensed as many items are replaced annually and the school's control systems are not sufficient to record individual items and to facilitate the regular stock-takes required to confirm the assets are still held. This also reflects the high usage and frequent curriculum changes which often make textbooks obsolete.

Sport equipment that does not meet the threshold value are to be expensed unless purchased as a set and expected to be held for more than twelve months. This is in line with the current policy.

COST (Valuation):

Land and buildings that are owned by the Crown are occupied on the basis of a property occupancy agreement.

Fixed assets that were transferred to the Board of Trustees on 1 October 1989 are recorded at valuation as at that date and have since been depreciated. All other fixed assets are recorded at cost or, in the case of donated assets, initially recorded at their fair value at the date of receipt. Fixed assets are valued at historical cost and are not re-valued.

All assets are to be depreciated annually. Each category of asset will be depreciated at a rate that fairly reflects the useful life of the item. The current rates for depreciation are set out below.

ASSET	USEFUL LIFE OF ASSET	DEPRECIATION RATE
Buildings	40 – 50 years	2 – 2.5%
Computers	5 years	20%
Electronic Equipment	5 years	20%
Furniture & Fittings	10 years	10%
Office Equipment	5 – 10 years	10 – 20%
Plant & Machinery	5 – 10 years	10 – 20%
Teaching & Sports Equipment	5 – 10 years	10 – 20%
Library books are depreciated on a diminishing value basis at 12.5% per annum		

Leased equipment would be depreciated on a diminishing value over the term of the lease when classified as a finance lease under **SSAP-18**.

REVIEWING THE USEFUL LIFE OF ASSETS:

Each year prior to the preparation of the annual financial reports the useful life of all assets will be reviewed and any necessary changes will be documented and approved by the Board. If there are no changes to be made this needs to be documented and approved by the Board also.

VALUE OF ASSETS HELD:

To ensure the value of assets held is accurately recorded the assets will be reviewed on an annual basis and any necessary adjustments made records. Assets must be confirmed as held at the school on an annual basis by physically checking all items recorded.

Assets held that are expected to have a trade in value at the end of their useful life or when upgrading will have a residual value shown in the register which fairly reflects the value of the item when due for replacement.

DISPOSAL OF ASSETS:

Where an asset is disposed of the loss or gain recognised in the Statement of Financial Performance will be calculated as the difference between the sales price and the carrying amount of the fixed asset. Missing/scrapped items will be removed from the asset register and a printout of the amended register for end of year accounts.

The accounting programme used must be able to record partial disposals.

SUGGESTED METHOD OF CHECKING ASSETS:

Lists of assets held with check sheet to be printed off and checked in the following manner:

- Buildings to be checked by Executive Officer / Property Officer
- Electronic equipment to be checked by curriculum convenors / Administration person
- Furniture and fittings to be checked by person in charge of asset recording, (a check list for staff to fill in could be used to assist with task)
- Office equipment to be checked by Executive Officer of delegated person
- Property assets to be checked by Property Officer
- Sports and Teaching equipment to be checked by curriculum convenors

Policy Reviewed/Dated:

Signed:
(Principal)

Signed:
(B.O.T. Chairperson)

8. FOOD AND NUTRITION POLICY

POLICY STATEMENT:

The Board supports and encourages a healthy eating environment and culture in our school.

RATIONALE:

We consider that healthy food and beverage choices can enhance educational outcomes.

PURPOSES:

- To encourage students to clarify their own ideas about making healthy eating choices.
- To help students develop the skills they need to make responsible decisions about healthy eating.
- To ensure that only food and beverages that enhance students health, are sold or served in the school.
- To provide an environment that encourages and supports healthy eating.

IN THE CONTEXT OF THE CURRICULUM:

- All food and beverages provided or served on the premises will meet the recommendations of the Ministry of Health's Food and Nutrition Guidelines and the Food and Beverage Classification System.
- Teaching and learning in the context of food will meet the criteria outlined in the Ministry of Health's Food and Beverage Classification System.
- Adults will be encouraged to model healthy food and beverage choices.

Also refer to the following procedure:

- School Canteen Procedure

Policy Reviewed/Dated:

Signed:

(Principal)

Signed:

(B.O.T. Chairperson)

9. HEALTH AND SAFETY POLICY

Fairburn School will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with relevant health and safety legislation, standards, and codes of practice.

THIS WILL BE ACHIEVED BY:

1. All staff having individual responsibility for health and safety by:
 - a. ensuring all staff are informed of, understand, and accept their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors
 - b. ensuring all staff are informed of any results of our monitoring their work area
2. Ensuring staff are consulted on, and given the opportunity to participate in health and safety management.
3. Ensuring children and parents are aware of and follow safe practices when at school or on school activities.
4. Ensuring union and other employee representatives are consulted regarding health and safety management
5. Ensuring schools have an effective method for identifying hazards. Significant hazards will then be controlled by:
 - a. Eliminating or isolating any hazard that arises within the school or school environment which are likely to cause harm to staff, students or other people.
 - b. Minimising the effects of hazards, if they cannot be practicably eliminated or isolated.
6. Creating and maintaining a safe working environment. This includes providing facilities for staff health and safety at work
7. Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace
8. Providing appropriate orientation, training and supervision for all new and existing staff
9. Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors
10. Accurate recording, reporting and investigating injuries
11. Board of Trustees commitment to continuous improvement in health and safety
12. Board of Trustees commitment to comply with all relevant health and safety legislation and to work toward continuous improvement in health and safety
13. Supporting the safe and early return to work of injured employees
14. Ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy

Also refer to the following procedures:

- Outdoor Education Procedure
- Emergency Procedures
- Medical Procedure
- Sunsense Procedure

Policy Reviewed/Dated:

Signed:

(Principal)

Signed:

(B.O.T. Chairperson)

10. PROPERTY POLICY

The Board of Trustees recognises the need to provide a well maintained, safe, attractive and functional learning environment.

This will be done as follows:

1. Defining the roles of Principal, Property Officer, Executive Officer and Board of Trustees member with special responsibilities in this area.
 - a. **PRINCIPAL** – has responsibility for the day to day running of the school.
 - b. **PROPERTY OFFICER** – responsible for the day to day work of cleaning staff, care of equipment, purchasing of cleaning items within budget.
 - c. **EXECUTIVE OFFICER** – is responsible for maintaining inventories and the Asset Register, overseeing budgets/expenditure, arranging insurance requirements, quotes when required for large projects or purchases and the supervision and purchasing of stores and classroom equipment.
 - d. **BOARD of TRUSTEES PROPERTY COMMITTEE** – meets as required with Principal and reports to Board meeting with recommendations regarding required action.
2. Maintaining furnishings and equipment in a safe and workable condition. Will require the compiling and maintaining of a school assets register.
3. Ensuring health and safety policies and procedures are in place and monitored. E.g. fire and earthquake drills, fire department inspections, swimming pool maintenance and electrical checks.
4. When property matters are under consideration, input will be considered from staff, parents and community as appropriate. School pupils will also be encouraged to take a pride in the school and assist in maintaining a safe and attractive environment.
5. The Board of Trustees will support the community's use of school facilities provided this does not interfere with the smooth running of the school and security and safety requirements are complied with.

Policy Reviewed/Dated:

Signed:

(Principal)

Signed:

(B.O.T. Chairperson)

11. PROTECTED DISCLOSURES POLICY ACT 2000

INTRODUCTION:

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.

This policy is issued in compliance with of the **Protected Disclosures Act 2000** and will apply from 1 January 2001.

The policy consists of:

1. A definition of a protected disclosure
2. A definition of serious wrongdoing that can be the basis for a protected disclosure by an employee
3. Conditions for disclosure
4. Information on who can make a disclosure
5. Protection for employees making disclosures
6. A procedure by which an employee can make a disclosure.

WHAT IS A PROTECTED DISCLOSURE:

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:

Serious wrongdoing for the purposes of this policy includes any of the following:

1. Unlawful, corrupt, or irregular use of public funds or resources
2. An act or omission or course of conduct:
 - which seriously risks public health or safety or the environment; or
 - that constitutes an offence; or
 - that is oppressive, improperly discriminatory, grossly negligent or
 - constitutes gross mismanagement; or
 - constitutes serious risk to the maintenance of law

CONDITIONS FOR DISCLOSURE:

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; and
- the employee believes on reasonable grounds the information to be true or is likely to be true; and
- the employee wishes the wrongdoing to be investigated; and
- the employee wishes the disclosure to be protected.

WHO CAN MAKE A DISCLOSURE:

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
- Contractors supplying services to the school

PROTECTION OF EMPLOYEES MAKING DISCLOSURES:

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;
- will, subject to Clause 5 of the Procedure, have their disclosure treated with the utmost confidentiality.

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:

Any employee of Fairburn School who wishes to make a protected disclosure should do so using the following procedure.

1. How to submit a disclosure

Eg. The employee should submit the disclosure in writing.

2. Information to be contained

The disclosure should contain detailed information including the following:

- the nature of the serious wrong doing
- the name or names of the people involved
- surrounding facts including details relating to the time and/or place of the wrong doing if known or relevant.)

3. Where to send disclosures

Eg. A disclosure must be sent in writing to the Principal who has been nominated by the Board of Fairburn School 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 wrong-doing 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 BOT Chair (last resort person eg Chair of the Board.

4. Decision to investigate

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

5. Protection of disclosing employees name

Eg All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Principal will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:

- to ensure an effective investigation
- to prevent serious risk to public health or public safety or the environment
- to have regard to the principles of natural justice.

6. Report of investigation

Eg. At the conclusion of the investigation the Principal will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the B.O.T.

7. 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 B.O.T. Chair in the school responsible for handling the complaint is or may be involved in the wrong-doing; or
- 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 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
- Health and Disability Commissioner
- The head of every public sector organisation

8. 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
- reasonably believes that the person or authority to whom the disclosure was made:
 - has decided not to investigate; or
 - has decided to investigate but not made progress with the investigation within reasonable time; or
 - has investigated but has not taken or recommended any action; and
 - continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

Policy Reviewed/Dated:

Signed:

(Principal)

Signed:

(B.O.T. Chairperson)

12. REPORTING TO PARENT ON STUDENT PROGRESS POLICY

Reporting to parents will be undertaken at least four times a year. Apart from recording children's current progress and performance, it should be seen as increasing learning effectiveness.

The school will report to parents/guardians from **within** the following methods:

1. Reporting orally to parents in a parent-teacher-child interview or 3 way conference.
2. By furnishing written reports.
3. By organising 'school-in-action' opportunities as appropriate, where parents come into school to view, or participate with, children at work.
4. By children taking home samples of work.

Parents will be encouraged to discuss their children's progress both formally and informally with classroom teachers.

The school Principal shall be fully responsible for:

1. Ensuring that all teachers can discuss children's progress with parents in a professional manner.
2. Outlining the school policy on reporting to parents annually.

Policy Reviewed/Dated:

Signed:

(Principal)

Signed:

(B.O.T. Chairperson)

13. STAFF PERFORMANCE APPRAISAL POLICY

OBJECTIVES:

1. To provide direction to staff development programmes which are appropriate to individual and collective needs.
2. To emphasise personal development through thorough and well directed self appraisal
3. To ensure that consistent review of performance is achieved through structures which are open, reciprocal and positive.
4. To ensure ongoing assessment of teaching staff against the requirements of the relevant professional standards as determined in the Primary Teachers (including Assistant and Deputy Principals and other Unit Holders) Collective Employment Agreement.

GUIDELINES:

1. The staff appraisal model shall be decided upon by the staff at a staff meeting and any modifications to the model shall be decided upon in the same way.
2. The Principal shall ensure that each staff member has a job description and performance agreement by March, on which appraisal is based. The Principal has delegated responsibility from the Board to implement this Policy and appraisal process.
3. The staff appraisal cycle shall occur once a year. (refer to Job Description and Performance Appraisal Procedure).
4. Any staff member may be accompanied by a colleague to their appraisal interview if they so wish.
5. The Principal shall report to the Board on the operations and progress of the staff appraisal system annually.
6. The Deputy Principals shall each complete a Job Description and Performance Agreement and shall be appraised once a year by the Principal and/or an Appraiser agreed to by the Principal and the Board.
8. All performance appraisal documents are confidential to the person being appraised, their Senior and Principal and will not be made available to other persons unless approval from the person appraised is given.
9. Any staff member can seek a review of their appraisal through either the Principal or Deputy Principal. This clause does not remove the right of any staff member to the personal grievance provisions in the Employment Agreement.

There will be provision for a Disputes Settlement procedure. If, at any stage, the Appraiser and the Appraisee are unable to agree on the setting up, the carrying out, or the outcome phase of the Appraisal, then the following procedure will be followed:

1. The unhappy party should tell the other party of his/her problem in the first instance.
2. Teacher and/or Appraiser should notify the Principal.
3. Principal will facilitate a discussion which will either resolve the impasse, or decide on an alternative Appraiser. This could be the Principal him/herself.

4. In the case of a dispute involving a member of the Management team and the Principal, an independent mediator should be called upon to mediate/facilitate a solution, after consultation with the Board Chairman. Both parties have the right to have support persons present.

Principal's Appraisal

1. The Principal will be involved in a Performance review annually, the task being carried out by the Chairperson of the Board and/or an appraiser agreed to by the Principal and the Board.
2. Such review will focus on the agreed goals in the Performance Agreement signed by the Principal and Board Chair at the beginning of the year. Each will keep a copy of the agreement. A written report of the appraisal will be presented by the Board Chair to the Board annually. This report will describe how the appraisal was carried out and summarise the points agreed to by both parties. Any discussion will be in committee. Any documentation related to the Annual Performance Agreement and appraisal remain confidential to the Principal and the Board.

Also refer to the following procedures:

- Staff Development Procedure
- Job Description and Performance Appraisal Procedure
- Collegial Support Programme

Policy Reviewed/Dated:

Signed:

(Principal)

Signed:

(B.O.T. Chairperson)

14. THEFT AND FRAUD POLICY

INTRODUCTION:

The Board of Trustees accepts it has a responsibility to protect the physical and financial resources of the school. Through the Principal, the school will be responsible for preventing and detecting theft and/or fraudulent actions by employees or contractors to the Board.

In terms of its responsibility as a good employer, the Principal and/or the Board will ensure that any investigation in to alleged theft or fraudulent actions will be conducted in a manner that is just and fair and follows the principles of natural justice.

GENERAL:

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

1. The school's physical resources are kept in a secure manner notwithstanding the need to have these accessible to users.
2. The school's financial systems are designed and documented to both prevent and detect fraud. All financial systems will meet the requirements set out in the Crown Entities Act 2004 and generally accepted accounting practice promulgated by the Institute of Chartered Accountants of NZ.
3. Staff members who are delegated responsibility for either physical or financial resources are both aware of the parameters of their responsibility and that accountability processes are in place as appropriate.
4. All staff members are aware of their responsibilities to immediately inform the principal if they suspect or become aware of any improper or fraudulent action by staff, students, contractors and suppliers or any other persons associated with the school.
5. If the circumstances are appropriate, the Protected Disclosures Policy should guide action.

In the event of any allegation of theft or fraud, the Principal or Board shall act in accordance with the following procedures:

1. Act immediately to report the matter to the police.
OR
2. So far as it is possible and within 24 hours of becoming aware of the issue :
 - Record details of the allegation including the persons involved and the quantity and/or value of the theft or fraud;
 - Obtain a statement (*preferably written*) from the person who informed them with details as to the nature of the theft or fraud, the time and circumstances in which this occurred and the quantity or value of the theft;
 - Decide on the initial actions to be taken and, if appropriate, consult with other senior members of staff about the allegation;
 - Inform the Chairperson of the Board as appropriate.
3. On the basis of the information and/or advice received and after consultation with the Board Chairperson, the Principal shall determine whether or not a *prima facie* case of theft or fraud exists. If so, the appropriate legal action should be taken, if not, this decision should be documented to record that no further action is to be taken.

Policy Reviewed/Dated:

Signed:

(Principal)

Signed:

(B.O.T. Chairperson)

15. TREATY OF WAITANGI POLICY

INTRODUCTIONS:

The Maori are the Tangata Whenua of Aotearoa and their language and culture are a living part of New Zealand Society. All New Zealanders should therefore recognise and understand the dual cultural heritage of New Zealand.

PURPOSES:

1. To ensure the language of the Tangata Whenua is retained.
2. To enable our children to understand, respect and show sensitivity for Tikanga Maori i.e. values, attitudes and behaviour.
3. To accept that the knowledge of the Maori language will raise self esteem of pupils.
4. To provide experiences where pupils can display their talents through Maori craft and cultural experiences.
5. To recognise our obligations to the **Treaty of Waitangi**.

GUIDELINES:

1. Consistent use of the Maori language should be part of the daily programme.
2. Staff development should include Te Reo Maori, Tikanga Maori and cultural sensitivity.
3. Kaumatua and other resource personnel should be consulted on a regular basis.
4. To reinforce learning and understanding the school should include Maori values, Maori Tikanga and the Maori "**thread**" in the school programme including providing opportunities to visit a Marae.

Policy Reviewed/Dated:

Signed:

(Principal)

Signed:

(B.O.T. Chairperson)

16. ALLOCATION OF UNITS POLICY

The purpose of this policy is to ensure co-ordination and consistency in matters related to the allocation of units and to ensure that the relevant Employment Contracts are adhered to.

The Board of Trustees is bound by various Acts of Parliament which require the Board to be a good employer and comply with the conditions contained in employment contracts as they apply to teaching and non-teaching staff.

The Board delegates the responsibility for unit allocation to the principal, who will liaise with a management committee. The management committee will be guided by the publication 'Unit Allocation Guidelines' (NZSTA/ NZEI/ MOE) when allocating units. The principal will report to the Board annually on unit allocation, purpose, and the staff consultation process.

The effective use of permanent and fixed term units will result in a management structure that meets the needs of the school through shared leadership responsibilities. This will enhance the learning of students, motivate and support staff. Through a fair and equitable system the allocation of units will:

- provide opportunity for staff to share in the management and leadership of the school developing leadership capacity
- recognise the responsibilities, leadership and management of teaching & learning and educational initiatives undertaken by teaching staff
- Provide opportunity for staff consultation when the policy is developed

In case of a dispute a review process will require the staff member involved to make a written complaint to the Board of Trustees. Such a complaint will be dealt with by a Board sub-committee in consultation with the staff member and an NZEI representative if appropriate.

Also refer to the following procedure:

- **Allocation of Units procedural guidelines**

Policy Reviewed/Dated:

Signed:
(Principal)

Signed:
(B.O.T. Chairperson)

Procedural guidelines to support unit allocation policy:

1. Permanent units are allocated based on the negotiated CEC. Primary Teachers, Deputy Principal, Assistant Principal and other unit holders Collective Employment Contracts.
2. Permanent units are generated by the school's staffing entitlement. These units are allocated based on School Grade – see CEC. 60% of a school's unit entitlement must be allocated to permanent units.
3. Fixed term units for responsibility, recognition & reward will be allocated based on identified school needs in a given year. The units allow for career pathways to be developed by the school.
4. At the beginning of each school year, staff will have the opportunity to discuss criteria for fixed term units. Unit allocation will be a transparent process & support a career structure within the school. Staff will be informed of number of units available (*This information is on staffing entitlement notice. A unit can be split between two applicants.*)
5. A fixed term unit can be allocated for identified responsibilities & based on objective criteria. These responsibilities are over and above the expected responsibilities required of all teachers.
6. Criteria to qualify for fixed term units may include
 - Leadership of teaching & learning: eg: including co-ordination of student achievement reports for Board of Trustees over and above staff trustee reports or other usual curriculum responsibility reporting on achievement. (*school may add specific criteria based on that school's needs*)
 - tasks requiring leadership, direction and initiative - e.g., curriculum leadership, library development plan & implementation, sports and cultural responsibilities, or other school initiatives / contracts that require specific direction.
 - involvement at meetings / school contracts outside of school hours over and above normal expectation.
7. Staff wishing to be considered for the allocation of a unit will submit written application by a given date to the management committee.
8. The management committee will be responsible for allocating the available units. Where there is a conflict of interest, i.e. management committee member applying for a unit – that person will step down and the committee will nominate alternative member/s.
9. Staff and Board of Trustees will be informed of the allocation decision early each year.
10. The Principal will compile a list of the unit holders and inform the staff (in writing) and Board of Trustees. The Principal will also ensure the Salary Service Centre is informed.
11. Units can be redistributed upon the resignation of a holder if the unit holder leaves during the year or if a current holder wishes to relinquish a unit. Fixed term units are for a specified term.
12. Unit holders will have their fixed term and permanent unit tasks included in their performance agreement and will be appraised by the Principal or delegated appraiser.
13. Unit holders will attend designated senior management meetings / staff meetings and provide an account of fixed term unit activities undertaken/planned.