



Waimate High School Board of Trustees Governance Policies 2019

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

Policies in this document are current and cross referenced with all policies in the Governance Policies & Related Procedures 2019 Document for Staff – all previous policies are void.

The following policy framework supports a governance model that is strategic rather than operational and meets the expectations of effective governance.

NZSTA has suggested a policy framework by having policies under three headings:

The Charter (Number 1 policy, sets the direction)

Governance Policies (The board's rules/policies for how it will organise itself)

Operational Policies (Outcomes that the board wants to achieve in certain areas. Delegated authorities to the principal)

The board's policies are its rules and therefore every trustee should have a copy of them and take them to every board meeting. If you don't know what the rules are you can't play the game!

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Introduction

The board of trustees of Waimate High 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

Governance – The Board = What do we want to achieve/Ends

Management – The Principal = How we get there/Means

Governance	Management
<p>The ongoing improvement of student progress and achievement is the board's focus.</p> <p>The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the principal. The board and 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>
<p>Example Definition</p> <p>The ongoing improvement of student progress and achievement is the board's focus.</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.

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.

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.

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

The legal responsibility of boards of trustees is determined by Schedule 2 Schedule 6 of the Education Act 1989:

Schedule 6

4 Board is governing body of school

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

5 Board's objectives in governing school

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

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

The Education Act 1989 was revised on 13th 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.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 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:

Education Act 1989 section 75 (2) states: 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.

Functions and powers generally

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

Things board can do

- (1) A board may do anything that it is authorised to do by this Act.
- (2) A board may do anything that a natural person of full age and capacity may do.
- (3) Subclause (2) applies except as provided in this Act or another enactment or rule of law.
- (4) A board may do an act under this clause only for the purpose of performing its functions.
- (5) References in this clause to **this Act** include the provisions of the Crown Entities Act 2004 that are applied by Schedule 5A of this Act.

Please refer to:

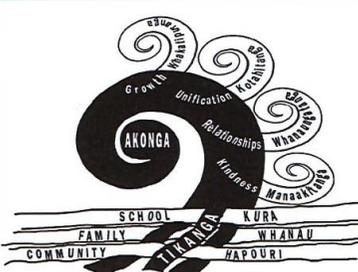
Responsibilities of the Principal Policy

The Relationship between the Board and the Principal Policy

The Relationship between the Chair and the Principal Policy

Waimate High School Learners



Our Mission	Our Vision	Our Values and Key Competencies
<p>Qui Non Proficit Deficit Translation = the one who does not make progress loses ground</p> <p>Secondary schooling commenced in Waimate in 1883 with the establishment of Waimate District High School. In 1929 Waimate High School opened on its present site in Paul Street. A further change in 1982 saw the transition into a Year 7 to 13 High School.</p> <p>Our Mission is to create a supportive learning environment where all students will gain the knowledge, understanding, skills and attitudes which will equip them to make a positive contribution in the world of today and in the future.</p>	<p>Learning for life We want all our students to be confident connected actively involved lifelong learners</p> <p>Learning Advisory philosophy</p>  <p>Whanaungatanga—Relationships Kotahitanga—Unification Whakatipuranga—Growth Akonga—Learner</p>	<p>Our core values form the foundations of solid relationships Respect Responsibility Real honesty</p> <p>These values underpin everything we do at Waimate High School.</p> <p>We call these The Waimate Way</p> <p>Our learners will develop a toolbox of Learner Qualities which embrace the key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and text • Managing self • Relating to others • Participating and contributing

Our mission statement reminds us about what we are here for, it states the qualities we want our students to develop by the time they leave

Our vision is the hopes and dreams we have for all our learners.

Learning Advisories are a key element of our vision. They are based on our desire to nurture, foster and develop the learning of our students. The Learning Advisor is the student's academic and pastoral mentor.

Our values are deeply held beliefs about what is important and desirable for our people.

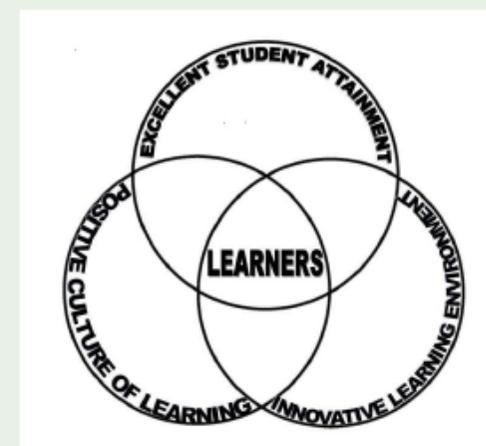




Waimate High School

Strategic Plan 2019 to 2022

Our Strategic Plan articulates the future directions of our school. Strategic initiatives are the big areas we want to develop and the goals identify specific areas for focus each year.



Our Strategic Initiatives ...working collaboratively to achieve our goals

Excellent student attainment

All learners of Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

This will focus on growing and developing our learners.

- ◆ Curriculum provision
- ◆ Staff professional learning and development

Positive culture of learning

Waimate High School will develop and maintain a positive culture of learning so all learners can achieve excellent attainment.

This will focus on developing relationships, collaborating and unifying.

- ◆ Learning Advisories
- ◆ Community engagement plan
- ◆ Success for Maori
- ◆ Community of Learning

Innovative learning environment

Waimate High School will develop and maintain an innovative learning environment so all learners can achieve excellent attainment.

- ◆ Curriculum
- ◆ Technology
- ◆ Resources
- ◆ Property





Waimate High School

Working collaboratively and aligning strategic direction to achieve our goals

Our Board of Trustees is responsible for overseeing and protecting the vision, mission and values of Waimate High School. This involves **knowing** our vision, mission and values, **talking** about them and **making every decision** based on how that decision will contribute to:

- Creating the school our vision describes
- Accomplishing our mission
- Demonstrating our school's values.

Board of Trustees responsible for Charter, Strategic Plan, Policies and Budget to implement strategic aims

Principal responsible for operational procedures and guidelines, Annual Plan to action the strategic aims. Principal's Performance Appraisal includes goals to implement strategic aims.

Staff responsible for implementing and actioning the Annual Plan. Staff Performance Appraisal includes goals to implement strategic aims.

Learners receive an innovative learning environment, a positive culture of learning and excellent attainment as a result of collaboration and alignment of our strategic direction

Strategic Aims 2019—2022
 Establish excellent student attainment
 Build a positive culture of learning
 Develop an innovative learning environment

Our Mission
 Create a supportive learning environment where all students will gain the knowledge, understanding, skills and attitudes which will equip them to make a positive contribution in the world of today and in the future.

Our Vision
 Learning for life
 We want all our students to be
 confident
 connected
 actively involved
 lifelong learners

Our Values
 Our core values form the foundations of solid relationships
 Respect
 Responsibility
 Real honesty
 These values underpin everything we do at Waimate High School.



Note: From 1 January 2019 the term “charter” will no longer be used and boards will be required to develop four year strategic plans linked to annual implementation plans.

Reviewed and Ratified: Triennially

Board Chairperson signed:  **Date 8 May 2017**

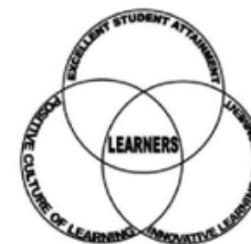
Next Review Date: 2020



Strategic Section: Strategic Plan 2019 to 2022

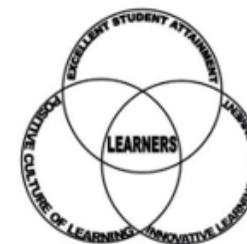
*The Board of Trustees of Waimate High School
is committed to ensuring a strong culture of learning throughout the school*

Strategic Initiative 1 Excellent Student Attainment		
All learners of Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities. This will focus on growing and developing our learners and ensuring equity and excellence for all students.		
2019 Strategic Goals	2020 Strategic Goals	Broad Strategic Goals that we want to achieve by 2022
Focus on Junior curriculum and investigating Yr 9 and 10 core curriculum delivery. Developing a clear plan for curriculum review in partnership with students and whanau for the next 4 years. Consider any implications from NCEA review.	Specifically focus on trialling modifications to senior curriculum delivery. Evaluate and refine to plan to actively involve whanau and students. Expand curriculum review and development in line with NCEA review.	Developing a curriculum that is flexible, innovative and able to meet the needs of all students, particularly in terms of <ul style="list-style-type: none"> • partnerships with students and whanau so that they feel actively involved. • development of key competencies and capabilities. • students having increased responsibility for their own learning.
Evaluate systems for tracking and monitoring student achievement. Refine to ensure all are fully functional.	Effective tracking and monitoring of all students is embedded to ensure clarity of progress.	Systems for tracking and monitoring are fully established and functioning to ensure clarity of student achievement and progress for all stakeholders.



<p>Staff PLD is aligned as appropriate with Waimate COL PLD focus. Staff PLD is focused on ensuring excellence and equity for all students and teachers.</p>	<p>Continue a process of inquiry into best practise teaching that is collaborative and meets the needs of teachers and students.</p>	<p>PLD further develops best practice teaching which includes teaching strategies to ensure that the focus in education is on preparing today's learners for their future. Teaching practice will continue to evolve and includes teachers learning alongside students.</p>
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<p>Strategic Initiative 2 Positive Culture of Learning Waimate High School will develop and maintain a positive culture of learning, to ensure equity and excellence for all learners.</p>		
<p>2019 Strategic Goals</p>	<p>2020 Strategic Goals</p>	<p>Broad Strategic Goals that we want to achieve by 2022</p>
<p>Using research, PLD and strategies to enhance wellbeing for all staff.</p>	<p>Using research, PLD and strategies to enhance wellbeing for all students.</p>	<p>The COL actively engages with all stakeholders to establish a sustainable plan and vision for wellbeing for all.</p>
<p>Continue to develop staff understanding of cultural competencies and how they relate to teaching and learning.</p>	<p>Cultural competencies are used to ensure we are meeting Treaty of Waitangi obligations and Maori learners are achieving success as Maori.</p>	<p>Develop cultural competencies in teaching and learning to ensure success for all cultures.</p>



Develop positive and respectful relationships at all levels, students, staff and whanau.	Review and implement processes to ensure school is a physically and emotionally safe place for all.	Positive relationships at all levels are well established and embedded.
Identify and develop relationships with relevant community groups and stakeholders to increase opportunities for collaboration.	Use developed relationships with Waimate community to increase collaboration and learning opportunities.	Our Waimate community is fully engaged and working collaboratively with the school and vice versa, the school is fully engaged with our community.

<p>Strategic Initiative 3 Innovative Learning Environment Waimate High School will develop and maintain an innovative learning environment, to ensure excellence and equity for all.</p>		
2019 Strategic Goals	2020 Strategic Goals	Broad Strategic Goals that we want to achieve by 2022
Develop confidence of all learners in using a range of digital technology platforms, to enable working within a variety of flexible, interactive and engaging learning environments, that aligns with development of key competencies, sound pedagogy and meets the new curriculum criteria.	Enhance the capabilities of all learners while implementing developments in the digital curriculum.	Digital technologies are used to ensure that all learners can engage in teaching and learning opportunities. Sound teaching and learning practices are incorporated in all curriculum levels to ensure that all teachers are teachers of digital literacy.
Be aware of opportunities that are available to develop innovative learning environments and programmes. eg Farm-let, Library	Reflect on initiatives and implementations to ensure that they meet the needs of all learners.	Innovative learning environments are in place across a range of Curriculum areas.



<p>Investigate innovative opportunities and feasibility as they arise, ensuring that all property planning is aligned with effective pedagogy to achieve excellent student attainment. Property 5Year Plans are implemented. Specifically develop the English area.</p>	<p>Review innovative opportunities that have arisen, ensuring that all property planning is aligned with effective pedagogy to achieve excellent student attainment. Property Plans are implemented as per the 5year Property Plan.</p>	<p>In implementing any innovative opportunities alignment with our firewall criteria of</p> <ul style="list-style-type: none"> • Curriculum • Resourcing • IT • Property <p>Have been thoroughly considered.</p>
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Part 2 Governance Policy

2.1 Board Roles and Responsibilities

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).*

“Board policies are its guiding principles and rules for the management of the organisation and provide the boundaries for management’s internal actions and their relations with outsiders. Board policies should reflect implementation and practice of the organizations values, beliefs and culture. Board policies should reflect compliance with legislation and regulations and customs of the country. The policies should be clear in terms of defining the way the board, management and employees are expected to act” – *(quotation from The Complete Guide to Good Governance in Organisations and Companies by Doug Matheson)*

The Board	The Standards
1. Sets the strategic direction and long-term plans and monitors the board’s progress against them	1.1 The board leads the annual charter/strategic plan review process 1.2 The board sets/reviews the strategic aims by December each year 1.3 The board approves the annual plan and targets and ensures the Charter/strategic plan is submitted to the Ministry of Education (MoE) by 1 March each year and is displayed on the school website 1.4 Regular board meetings include a report on progress towards achieving strategic aims 1.5 The Charter/strategic plan 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 2.2 Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Appoints, assesses the performance of and supports the principal	3.1 Principal’s performance management system in place and implemented

The Board	The Standards
4. Approves the budget and monitors financial management of the school	4.1 Budget approved by the first meeting each year 4.2 Satisfactory performance of school against budget
5. Effectively manages risk	5.1 The board has an effective governance model in place 5.2 The board remains briefed on internal/external risk environments and takes action where necessary 5.3 The board identifies 'trouble spots' in statements of audit and takes action if necessary 5.4 The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action
6. Ensures compliance with legal requirements	6.1 New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members 6.2 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 6.3 Accurate minutes of all board meetings, approved by board and signed by chair 6.4 Individual staff/student matters are always discussed in public excluded session 6.5 Board meetings have a quorum
7. Ensures trustees attend board meetings and take an active role	7.1 Board meetings are effectively run 7.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them 7.3 Attendance at 80% of meetings (min.) 7.4 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c.)
8. Approves major policies and programme initiatives	8.1 Approve programme initiatives as per policies 8.2 The board monitors implementation of programme initiatives

The Board	The Standards
9. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	9.1 The Treaty of Waitangi is obviously considered in board decisions 9.2 The board, principal and staff are culturally responsive and inclusive
10. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	10.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) 10.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct 10.3 Ensures there is ongoing monitoring and review of all personnel policies
11. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	11.1 Successful resolution of any disputes and conflicts referred
12. Represents the school in a positive, professional manner	12.1 Code of behaviour adhered to
13. Oversees, conserves and enhances the resource base	13.1 Property/resources meet the needs of the student achievement aims
14. Effectively hands over governance to new board/trustees at election time	14.1 New trustees provided with governance manual and induction 14.2 New trustees fully briefed and able to participate following attendance at an orientation programme 14.3 Appropriate delegations are in place as per Schedule 6 (17) of the Education Act 14.3 Board and trustees participate in appropriate professional development

Review schedule: Triennially

Reviewed and Ratified:

Board Chairperson signed:



Date 20/11/2017

Next Review Date: 2020

2.2 Trustee Code of Behaviour Policy (signed by trustees annually or on being elected)

The board will act in an ethical and respectful manner

Scoping

Every member of the board will have access to the code of behaviour and opportunities to discuss its expectations of their conduct. Board business will be conducted in an ethical and respectful manner, in accordance with legislation and board policy.

Expectations and limitations

As members of an effective governance team, each member of the board of trustees shall:

1. Ensure the needs of all students and their achievement is paramount
2. Be loyal to the school and its mission
3. Maintain and understand the values and goals of the school
4. Protect the special character of the school
5. Publicly represent the school in a positive manner
6. Respect the integrity of the principal and staff
7. 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
8. Be diligent and attend board meetings prepared for full and appropriate participation in decision making
9. Ensure that individual trustees do not act independently of the board's decisions
10. Speak with one voice through board policies and ensure that any disagreements with the board's stance are resolved within the board
11. In the course of board meetings, disclose any interests in a transaction or decision where they, their family and/or partner, employer or close associate will receive a benefit or gain and leave the meeting for the duration of discussion and/or voting in relation to the matter
12. Recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
13. 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
14. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
15. Be available to undertake appropriate professional development

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:

Review schedule: Triennially

Reviewed and Ratified: 8 May 2019 Moved Ms B Knowles, Seconded Mrs D Dooley

Board Chairperson signed:

Date Next Review Date: 2022

2.3 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 Waimate High 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

Review schedule: Triennially

Reviewed and Ratified: 21 August 2017 – Moved Mr M Dooley, Seconded Ms B Knowles

Board Chairperson signed:  Date 21/08/2017

Next Review Date 2020

2.4 Conflict of Interest Policy

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4. Conflict of Interest Policy

Definition: For boards of trustees, conflicts of interest happen when a trustee has an interest that conflicts (or might conflict or might be perceived to conflict) with the interests of the board

The standard of behaviour expected at Waimate High 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 annually.

A conflict of interest may take a number of forms. It may be financial or non-financial. It may be direct or indirect. It may be professional or family-related. A conflict of interest may arise from:

- Family relationships
- Existing professional or personal relationships
- Directorships or other employment
- Interests in business enterprises or professional practices
- Share ownership
- Beneficial interests in trusts
- Professional associations or relationships with other organisations, including appointing bodies
- Personal associations with other groups or organisations
- Decisions taken that may have a benefit to the decision-maker

Trustees will need to assess the risk of a conflict of interest on a case-by-case basis, but there are some situations that can be highlighted, including:

- Involvement in meetings where decisions relating to close relatives (eg, students or staff) are being discussed
- Attendance at meetings by principals or staff trustees where any matter relating to their own employment is being discussed
- Attendance at meetings by the student trustee where any matter relating to that student is being discussed
- Where a trustee has a child at school where any matter specifically relating to their child is being considered at a meeting
- Where an appointed trustee is faced with an issue and the interests of the school diverge from the outside interests of the trustee's appointing body (eg, the appointing body profits from managing home-stay accommodation for international students).

DataAdmin/BOT/Policies/2018 Board Policy Framework

If the answer is 'yes', a conflict of interest exists. The existence of the incentive or a perception of bias is sufficient to create a conflict. Whether or not the individual concerned would actually act on the incentive or allow it to influence their decision-making, is irrelevant. Refer to Ministry of Education circulars for further detail.

Managing conflicts of interest

As part of the general obligation to act fairly, schools must take care that their decision-making processes cannot be challenged on the basis of actual or potential bias and/or conflicts of interest. These legal obligations will often be mirrored in the ethical standards that govern public sector conduct.

Complying with any relevant statutory requirements will not necessarily be enough to ensure that decision-making processes meet the more general public law requirement of fairness. Schools must also take steps to ensure that no other aspect of the process could be influenced by a conflict of interest arising outside of those processes. For example, the statutory requirements tend to be confined to the declaration and management of conflicts of interest by members of the board of trustees. But conflict problems might also arise as a result of the interests or associations of officials, staff members or other participants in the procurement process.

Review schedule: Triennially

Reviewed and Ratified: 19 March 2018: Mr M Dooley Moved that the word "representative" be replaced by trustee. Policy Moved, Mrs A Soper, Seconded, Mrs D Dooley.

Board Chairperson signed:



Date

6/4/18

Next Review Date: 2021

2.5 Chair's Role Description Policy

The chair of Waimate High 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

Review Schedule: Annually in November or prior to meeting when chair is elected

Reviewed and Ratified: 29 April 2019, Moved Mrs D Dooley, Seconded, Ms B Knowles

Board Chairperson signed:

Date 6 May 2019

Next Review Date: April 2020



2.5b Assistant Chairperson's Role Description Policy

The Assistant Chairperson 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 new board.

The Assistant Chairperson will maintain a positive relationship with the chairperson in line with the Relationship Principles in this policy.

The Assistant Chairperson will take up the role of the Chairperson when they are unavailable or as directed by the Board of Trustees.

The Assistant Chairperson will abide by all policies that apply to the Chairperson.

Assistant Chairperson - Relationship principles:

1. Maintain and promote a positive, productive working relationship with the chair in the best interests of the school.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team.
4. The relationship must be professional.
5. Each must be able to counsel the other on concerns.
6. The chair supports the assistant chair 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 that they must follow all policies, processes and procedures.
11. Agree and understand the assistant chair has no authority except that granted by the board.

Review Schedule: Annually in November or prior to meeting when chair is elected

Reviewed and Ratified: 19 March 2018, Moved Ms B Mewburn, Seconded, Ms B Knowles

Board Chairperson signed:

Next Review Date:

1/9/21



Date

24/9/18

2.6 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 personnel 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.

Review schedule: Triennially

Reviewed and Ratified: 21 August 2017, Moved Mrs D Dooley, Seconded Mrs A Soper

Board Chairperson signed:  **Date 21/08/2017**

Next Review Date: 2020

2.7 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.

Review schedule: Triennially

Reviewed and Ratified: 21 August 2017, Moved Mrs D Dooley, Seconded Mrs A Soper

Board Chairperson signed:



Date 21/08/2107

Next Review Date: 2020

2.8 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.

Review schedule: Triennially

Reviewed and Ratified: 21 August 2017, Moved Mrs D Dooley, Seconded Mrs A Soper

Board Chairperson signed:  **Date 21/08/2107**

Next Review Date: 2020

2.9 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 information about:
 - i. Strategic Aims
 - ii. Personnel
 - iii. Finance
 - iv. Variance
 - v. Key Performance Indicators
- and,
 - the coordination and approval of the following reports:
 - i. Student Progress and Achievement
 - ii. Curriculum
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 roll variance against year levels bianually
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

Review schedule: Triennially

Reviewed and Ratified: 21 August 2017, Moved Mrs D Dooley, Seconded Ms B Mewburn

Board Chairperson signed:  **Date 21/08/2017**

Next Review Date: 2020

2.10 Principal's Performance Management Policy



It is the procedure of the Waimate High 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 board 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 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.
12. When the Principal is the CoL Lead, then the above policy will apply to that position as well.

* Legal requirement

Signature

I, _____, have been informed of the performance review policy and procedures of Waimate High School Board.

Signature _____ Date _____

Review schedule: Triennially

Reviewed and Ratified: 21 August 2017, Moved Ms B Mewburn, Seconded Ms B Knowles

Reviewed 19 March 2018 – Moved Ms B Mewburn, Seconded Ms B Knowles

Board Chairperson signed:

Date

Next Review Date: 2021

2.11 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/Strategic plan	1.1 The Charter/Strategic Plan 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 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.

Review schedule: Triennially

Reviewed and Ratified: 21 August 2017, Moved Mrs A Soper, Seconded Mrs D Dooley

Board Chairperson signed:  **Date 21/08/2017**

Next Review Date: 2020

2.12 The Role of the Board Secretary

Position Description: To provide administrative assistance for the board of trustees.

Responsible to: Board chair

Functional relationship: Principal

Key Tasks:

- Minute secretary for board and committee meetings
- Minute secretary for student suspension meetings
- Preparing the meeting agenda in consultation with the chairperson and the principal
- Photocopying, collating and distributing meeting agendas and correspondence to board members prior to meetings
- Typing and distributing meeting minutes to board members
- Typing and sending correspondence as required
- Filing
- Arranging an appropriate venue and catering for all scheduled board meetings and functions
- Booking board members into seminars and conferences and working with the principal's PA regarding travel arrangements
- Acting as returning officer for student trustee elections (September each year)
- Acting as returning officer for trustee elections
- Other duties as required by the board of trustees
- Maintaining confidentiality

Review schedule: Annually

Reviewed and Ratified: Moved, Mrs D Dooley, Seconded, Ms B Knowles

Board Chairperson signed:

Date 18/3/19



Next Review Date: 2020

2.13 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.

Review schedule: Annually

Reviewed and Ratified: 29 April 2019, Moved Mrs A Soper, Seconded Mrs D Dooley

Board Chairperson signed:

Date 6 May 2019

Next Review Date: April 2020



2.14 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

Relationship principles:

12. A positive, productive working relationship between the principal and the chair is both central and vital to the school.
13. This relationship is based on mutual trust and respect.
14. The two must work as a team and there should be no surprises.
15. The relationship must be professional.
16. Each must be able to counsel the other on performance concerns.
17. The chair supports the principal and vice versa when required and appropriate.
18. There is understanding/acceptance of each other's strengths and weaknesses.
19. Each agree not to undermine the other's authority.
20. There is agreement to be honest with each other.
21. Each agree and accept the need to follow policy and procedures.
22. Agree not to hold back relevant information.
23. Agree and understand the chair has no authority except that granted by the board.
24. 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.

Review schedule: Annually

Reviewed and Ratified: 29 April 2019, Moved Mrs A Soper, Seconded Mrs D Dooley

Board Chairperson signed:

Date 6 May 2019

Next Review Date: April 2020

2.15 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 posted on the board of trustees' notice board 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. All documents circulated prior to any meeting will be deemed to have been read.
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. (greater than 50% of the board)

Review schedule: Triennially

Reviewed and Ratified: 21 August 2107, Moved Mr M Dooley, Seconded Ms B Knowles

Board Chairperson signed:



Date 21/08/2017

Next Review Date: 2020

2.16 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 16.1).

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.*
- All those present will be recorded in the minutes.
- 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 triennial 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 Schedule 6, clause 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.

Time of meetings:

- Regular meetings commence at 7 pm and conclude by 9 pm summer months, in winter months commence 6pm and conclude by 8pm.
- 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 15.1).

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 14 days prior to the meeting
- Questions relating to the meeting documents must be forwarded to the board chair or principal at least 3 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 5 working days before the meeting by email and with a hard copy following.

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 completed and sent to the chair for approval within 5 working days of the board meeting before being distributed to trustees within 20 working days of the meeting.

Review schedule: Triennially

Reviewed and Ratified: 21 August 2107, Moved Mrs D Dooley, Seconded Mrs A Soper

Board Chairperson signed:



Date 21/08/2017

Next Review Date: 2020

16.1 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 the attending board meetings these procedures will be provided and followed unless otherwise authorised 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 or be granted speaking rights on a particular subject that is on the agenda or for the whole meeting. 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, or 20 minutes for presentations by Staff or Students with a time limit of 20 minutes per interest group.
- 5 No more than 2 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.
- 10 The Board Chairperson at their discretion may move a motion to temporally amend these rules which will apply for a period of 1 meeting

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

Review schedule: Triennially

Reviewed and Ratified: 21 August 2107, Moved Ms B Mewburn, Seconded Mr G Ronson

Board Chairperson signed:



Date 21/08/2017

Next Review Date: 2020

16.2 Meeting Agenda

A typical agenda will be as follows.

Board of Trustees Meeting Agenda – date			
	Policy Reference:	Led by:	Time:
<u>Administration</u> <ul style="list-style-type: none"> 1.1 Present 1.2 Apologies 1.3 Speaking Rights 1.4 Declaration of interests 1.5 Speaking rights 1.6 Correspondence not circulated 1.7 Minutes of Previous Meeting 1.8 FYI 	Page Number in Policy Framework		
<u>Monitoring</u> <ul style="list-style-type: none"> 2.1 Principals Report 2.2 Monthly Financial Report 2.3 Community of Learning Update 2.4 IT Governance Sub Committee/WADDT Update 2.5 Health and Safety Update 	Page Number in Policy Framework		40 minutes
<u>Strategic Discussions</u> <ul style="list-style-type: none"> 3.1 Ongoing summary of progress to date in relation to annual plan 3.2 Exploration of special issue or project eg budget, principal performance agreement/appraisal, delegations 	Page Number in Policy Framework		40 minutes
<u>Decisions</u> <ul style="list-style-type: none"> 4.1 Strategic decisions made if required 			

<u>In Committee Public Exclusion</u>			
<u>Meeting Closure</u> 5.1 Preparation for next meeting 5.2 Agenda items for next meeting 5.3 Next meeting date 5.4 Meeting evaluation forms completed	Page Number in Policy Framework		5 minutes
Current Action Points from previous meetings for review:			
Note 1: Annual Agenda is copied on the back of the agenda			

Reviewed and Ratified: 21 August 2107, Moved Mrs A Soper, Seconded Ms B Knowles

Board Chairperson signed:  Date 21/08/2017
Next Review Date: 2020

16.3 FYI

FYI = FOR YOUR INFORMATION

The aim of this policy is to provide a structure that will allow for a more efficient use of time during Board Meetings and all Sub Committee Meetings. By tagging information “FYI” this will allow more information to be circulated to trustees and committee members, knowing that valuable time will not be wasted entering into conversations that are management based.

The following will apply:

1. All information circulated to the Board or Sub Committee with the tag “FYI” will be deemed to be for INFORMATION purposes only.
2. All information tagged as “FYI” will be deemed to have been read prior to any Board or Sub Committee meeting as it is for all information circulated to trustees and committee members.
3. No questions or queries will be entered into at Board or Sub Committee meetings in regard to “FYI” information.
4. Any questions or issues arising from “FYI” information should be directed to the Principal in the first instance prior to or after any Board or Sub Committee meeting.
5. Should any trustee or committee member feel that an item of “FYI” information is incorrectly tagged, they should contact the Chairperson and/or the Principal.
6. As the Chairperson is responsible for the meeting agenda, they shall make the final decision on information being tagged “FYI” prior to a Board or Sub Committee meeting.
7. Senior Management should tag all management procedures, decisions and relevant operational information as “FYI”.
8. “FYI” agenda items will be identified as FYI on all agenda documents.
For example: 2.6 FYI: Fundraising for Japan Trip update
9. Any trustee or committee member may move at a meeting that information that is tagged “FYI” should have that tag removed.
10. Any successful motion to have a “FYI” tag removed will, at the discretion of the Chairperson, the item will be dealt with at that meeting, or put on the agenda for the next meeting.

Reviewed Annually

Reviewed and Ratified: 21 August 2107, Moved Mr M Dooley, Seconded Ms B Knowles

Board Chairperson signed:



Date 21/08/2017

Next Review Date: 2018

16.4 Evaluation of meeting. Forms will be distributed at the end of each meeting, taken home to be returned to the chair at the following meeting. Chair to provide feedback at each following meeting from May 2019 onwards.

Review schedule: Triennially

Reviewed and Ratified: 18 March 2019, Moved Mr M Dooley

Board Chairperson signed:

Date:

Next Review Date: 2022

2.17 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 will 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 or delegate with the new members.

Review schedule: Triennially

Reviewed and Ratified: Moved, Mrs D Dooley, Seconded, Mrs A Soper

Board Chairperson signed:



Date 23 July 2018

Next Review Date: 2021

2.17 Board Professional Development Policy

The board members are committed to and aware of the tasks and responsibilities of board membership and take the opportunity to develop skills and knowledge appropriate to carrying out their duties. All trustees are to be members of STA Learning Management System.

The board will budget funds annually for trustees to attend board approved training/professional development sessions related to their governance role.

Any information available on professional development will be circulated to all trustees as appropriate.

Board members will develop individualised learning plans through peer review. This plan would run 1 June to 31 May each year to fit with the Board Self Review schedule.

All trustees are to keep a record of their learning which will include information on how they have applied the learning to be reviewed at the Self Review meeting each year.

Individualised Learning Pathway Form

Name:

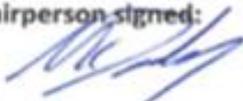
Professional Development attended:

Application of Learning:

Review schedule: Triennially

Reviewed and Ratified: Moved, Mrs D Dooley, Seconded, Mrs A Soper

Board Chairperson signed:



Date 23 July 2018

Next Review Date: 2021

2.18 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 and Ratified: 21 August 2107, Moved Mrs A Soper, Seconded Mrs D Dooley

Board Chairperson signed:



Date 21/08/2017

Next Review Date: 2020

2.19 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, Schedule 6 (17)

Schedule 6 (17) gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money. Refer to Schedule 6 (17) for further information.

Board committees: The Committees should do board work not management work.

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

The following board committees are currently established:

- Health and Safety
- IT Governance
- Discipline
- Community of Learning
- Property

Review schedule: Triennially

Reviewed and Ratified:

Board Chairperson signed:



Date 20/11/2017

Next Review Date: 2020

Committee Terms of Reference

2.19.1 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.

2.19.2 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 Schedule 6, clause 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.

2.18.3 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 Board is responsible to the Principal for financial matters

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.

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.

2.19.4 Financial Annual Calendar

Date	Action Required
February	Finance process self review and plan for the year
March	Annual accounts prepared and forwarded to the auditors.
April	Annual review of 10Year 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
May	Community reporting on financial performance
June	Ensure any issues raised by the auditor have been addressed
August	Annual review of risk management needs and insurances
September	Annual Plan available as an input document for preparation of the budget
October	Initial annual budget recommendations submitted to the board
November	Revised annual budget (if required) submitted to the board for approval

2.20 Waimate High School Delegations List

Date of Minuted Delegation Annually first meeting of the year	Personnel	Delegated Authority
	Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee.	See individual Committee Terms of Reference in the board's Governance Manual
	Disciplinary Committee All current trustees bar the principal	That all current trustees bar the principal are delegated authority to be members of the board's Disciplinary Committee acting under the Terms of Reference for this committee.
	DP	That the board directs that, except where the board, at its discretion, otherwise determines, the delegated deputy principal shall, in the absence of the principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the principal.
	IT	
	Health and Safety	
	Community of Learning	
	Property	

Review Schedule: Annually

2.21 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 Yes/No Date of board meeting where change was made:

Name	Phone/email	Position on board [Chair CH, Trustee T, Commissioner CMR, Member ME]	Type of member [Note 1]	Start date	Left the board date	Current Term expires
Mike Dooley	rangerover@xtra.co.nz	CH	EL	2010	13/06/2019	
Stuart Duncan	Stuart.duncan@waimatedc.govt.nz	CH	EL	14/06/2019		Election 2022
Lorraine Shortus	sasltid@yahoo.com.au	T	EL	14/06/2019		Election 2022
Beverley Knowles	magicaljourney2010@gmail.com	T	EL	2016		Election 2020
Gordon Ronson	gordonronson@gmail.com	T	EL	Oct 2014		Election 2020
Janette Packman	principal@waimate-high.school.nz	Principal	ME			
Barbara Mewburn	rightlefty62@gmail.com	T	EL	Aug 2015	13/06/2019	
Andrea Soper	kiwisopers@xtra.co.nz	T	EL	June 2016		Election 2022
Denise Dooley	ddooley@waimate-high.school.nz	Staff Trustee	EL	Oct 2016		Election 2022
Abby Reilly	reillya@waimate-high.school.nz	Student Trustee	EL	Sept 2018		Election 2019
Billy Boyne	boyneb@waimate-high.school.nz	Student Trustee	Co-Opted	Sept 2018		Sept 2019
Joni Lee Van Kleef	vankleefj@waimate-high.school.nz	Student Trustee	Co-Opted	Sept 2018		Sept 2019

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

Board of Trustees Annual Work Plan 2018

Areas of Review		19 Feb	19 March	9 April	21 May	2 July	23 July	20 August	17 Sep	15 Oct	19 Nov	10 Dec		
Strategic Review	Charter	Analysis of Variance literacy and numeracy	Analysis of Variance NCEA and school leavers			Governance Policies and Board Self Review Meeting Ask "What makes a good Trustee?"			Review and Develop Strategic Plan and Charter		Confirm Charter, Strat Plan	Confirm Annual Plan		
	Strategic Initiatives		Succession Planning											
Regular Review	Policy													Credit Card Review
	Learner progress and achievement	National Standards Report	Midys Analysis					National Standards Midyear update						
	HR	Principal Performance Agreement	Prefects	Principal appraisal review						Principal appraisal review				Principal appraisal Prefects and farewells
	Curriculum	Unpack NZC ongoing	HOD annual reports	English (Science)	Social Sciences (H and PE)			Maths (Technology)		HOD Midyear progress reports		Māori and Pasifika (The Arts)	Learning Support and ESOL (Library)	
	Budget	2018 Budget Approved	Monitor	Monitor	S&S Quarterly Commentary			Monitor		S&S Quarterly Commentary Mid year review		Monitor	Monitor	S&S Quarterly Commentary
	Emerg ent	New gov. initiatives												
Board Process	New local initiatives	CoL update	CoL update	CoL update	CoL update			CoL update		CoL update		CoL update	CoL update	CoL update
		Appoint chair and Asst chair. Delegations. Signing Code of conduct. Charter, Annual Plan, A of V to MOE	Roll return 1 March	Succession Planning	Annual Report of mid year Analysis of Variance to MOE		Board Meeting Data	Nat Stds Parent reporting Roll return 1 July Succession Planning		Confirm Student Trustee process			Board Meeting Data Succession Planning	Nat. Stds. Parent reporting Nat. Stds.data to MOE

() indicate Department reviews for 2019 in the two yearly cycle

DataAdmin/BOT/Policies/2019 Board Policy Framework

Board of Trustees Annual Work Plan 2019

Areas of Review (Date Agenda out)		18 Feb	18 Mar (4 Mar)	29 Apr (12 Apr)	20 May	17 June (4 June)*	22 July (5 July)*	19 Aug (5 Aug)	16 Sep	21 Oct (7 Oct)	2 Dec (18 Nov)		
Strategic Review	Charter	Analysis of Variance literacy and numeracy	Analysis of Variance NCEA and school leavers		Governance Policies and Board Self Review Meeting Ask "What makes a good Trustee?" Board Meeting Data Review Strategic Initiatives Policy Reviews, Pages 20,21				Review and Develop Strategic Plan and Charter Review Strategic Initiatives	Consider Charter modifications and Strat Plan	Confirm Charter, Strat Plan		
	Strategic Initiatives		Election Planning	Election Planning				Succession Planning			Succession Planning		
Regular Review	Policy Reviews			Pages: 24,35,36			Page 33					Credit Card Review	
	Learner progress and achievement	Curriculum Level Report	NCEA and school leaver data			Attendance Data		Curriculum level Midyear update					
	HR	Principal Performance Agreement signed	Prefects			Principal appraisal review		Principal appraisal review				Principal appraisal Prefects and farewells	
	Curriculum			HOD annual reports		Science (English)	H and PE (Social Science)	HOD Midyear Reports Maths (Tech)				The Arts (Māori and Pasifika)	Library (Learning Support and ESOL)
	Budget	2019 Budget Approved	Monitor	Monitor		Monitor	Monitor	Monitor				Monitor Solutions & Services support with EO/Budget 2020	Monitor
Emergent Review	New gov. initiatives												
	New local initiatives	CoL update	CoL Update	CoL Update		CoL update	CoL Update	CoL update				CoL update	CoL update
Board Process	Board Process	Delegations. Signing Code of conduct. Charter, Annual Plan, A of V to MOE	Roll return 1 March Board Meeting Data	Board Meeting Data		Election of Board Chair Board Meeting Data	Roll return 1 July Board Meeting Data	Confirm Student Trustee process Board Meeting Data				Board Meeting Data	Board Meeting Data

() indicate Department reviews for 2020 in the two yearly cycle * 4 June is a Tuesday for Queens Birthday * 5 July is a Friday and last day T 2 as 22 July is First Day T3

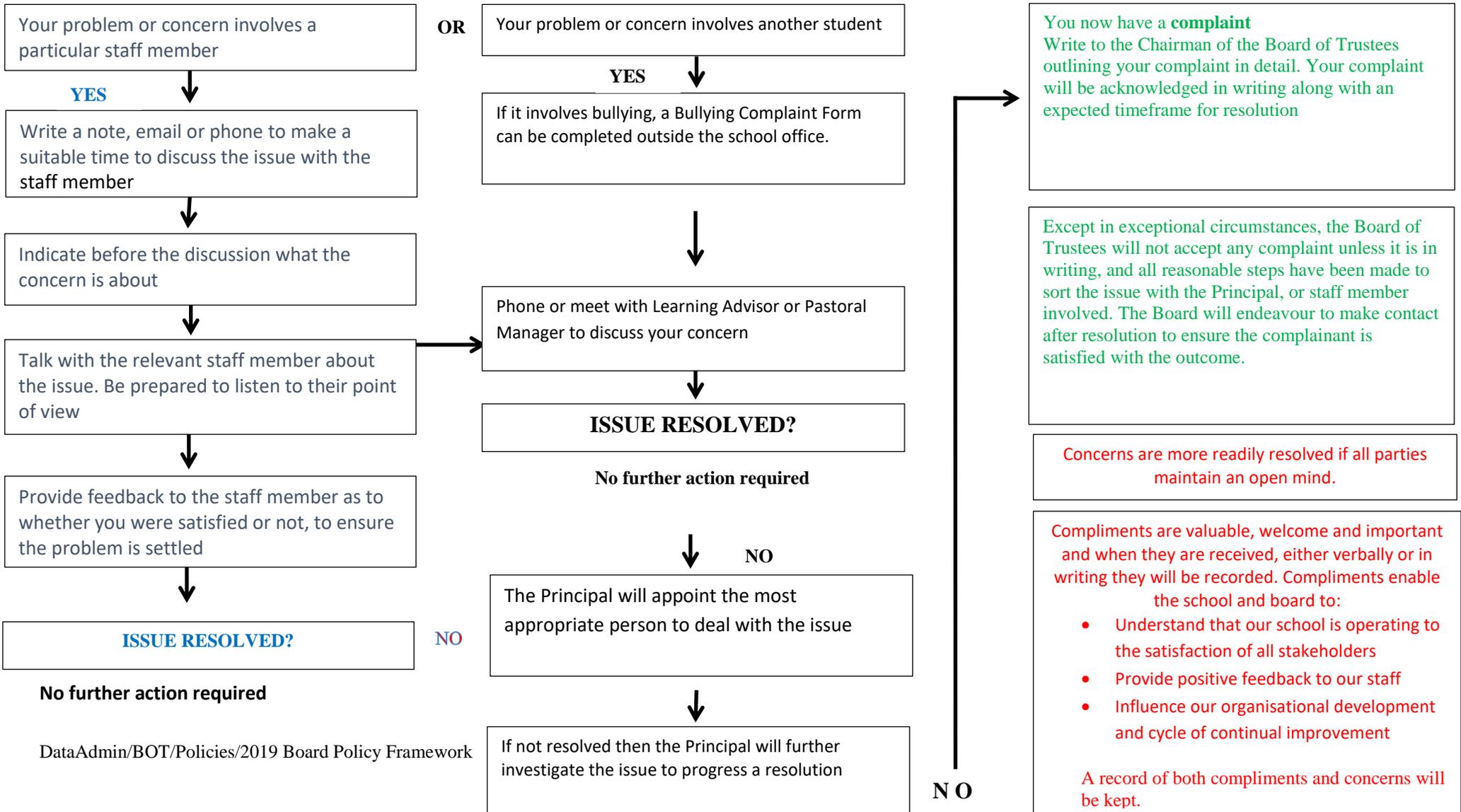
Areas of Review		Feb	March	April	May	June	July	August	Sep	Oct	Nov	Dec		
Strategic Review	Charter	Confirm Charter, Strat Plan and Annual Plan			Board Self Review and Governance Policies 1-5 Policy Reviews Pages 9, 10, 11, 12				Board Review Strategic Plan and Charter		Approve review plan 2019	Analysis of Variance Annual Plan draft		
	Strategic Initiatives			1 ESA		2 PCL	3 ILE	1 ESA						
Regular Review	Policy Reviews	P.26	P.34	P.22, 37, 38		Pages 26, 28,29,30	Pages 33,37,38	Pages 41,42,44				Pages 17 +		
	Learner progress and achievement	National Standards if not in Dec	Midys Analysis	NCEA confirmed results		National Standards midyear update		FYI Maori/Pasifika ESOL focus				FYI Gifted and talented	FYI Special Education Needs	National Stds.
	HR	Principal Performance Agreement	Prefects	Principal appraisal review				Principal appraisal review					Prefects	Principal appraisal
	Curriculum	Unpack NZC ongoing	HOD Annual Reports					HOD progress on department plan						
	Budget	Approved	Monitor	Monitor		Mid year review	Monitor	Monitor				Monitor	Monitor	2019 draft
	ERO booklets	Unpack during the year												
	Emergent	New gov. initiatives												
New local initiatives				CoL update				CoL update						CoL update
Board Process		Appoint chair and Asst chair. Delegations. Signing Code of conduct. Charter, Annual Plan, A of V to MOE					Nat. Stds. Parent reporting Roll return 1 July			Confirm Student Trustee process				Nat. Stds. Parent reporting Nat. Stds.data to MOE

Draft Triennial Review Programme/Board Annual Work Plan 2020

2.25

Compliments and Concerns Procedure

If you're not sure who you should talk to please phone the school office. For general informal concerns please contact the Principal



Part 3 Operational Policy

3.1 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 NELP
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 to programmes or staffing are made

Review schedule: Triennially

Reviewed and Ratified: 21 August 2107, Moved Mrs D Dooley, Seconded Mr G Ronson

Board Chairperson signed:



Date 21/08/2017

Next Review Date: 2020

Related Procedures:

Assessment Procedures

Curriculum Delivery

Evaluation of Teaching Programmes

Homework

Learning Support

Maori Achievement

Payment for School Activities

Reporting on Student Progress

Sports Education

Adult and Part Time Students

3.2 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 that sits outside the collective agreement
 - c. board approval is sought for any requests for discretionary staff leave without pay of longer than 5 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 school days
 - f. staff personal days at the discretion of the Principal
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 advisors where employment issues arise

Review schedule: Triennially

Reviewed and Ratified: 19 March 2018 Moved Ms B Mewburn, Seconded Ms B Knowles

Board Chairperson signed:

Date

Next Review Date: 2021

Related Procedures:

Attestation

Employee Leave

Induction of a new Trustee on the Board

Performance Management – Principal

Performance Management – Support Staff

Performance Management – Teacher

Police Vets of Support Staff, Volunteers and Contract workers

Protected Disclosures

Professional Development

Strategic Professional Development Plan 2017 - 2019

3.3 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. 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 and heads of departments 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, will be the responsibility of the principal in consultation with the board chair or delegate where deemed necessary.
 - c. non teaching staff will be the responsibility of the principal

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

Review schedule: Triennially

Reviewed and Ratified: Moved Mrs A Soper, Seconded, Mrs J Packman 19 March 2018

Board Chairperson signed:

Date

Next Review Date: 2021

Related Procedures:

Allocation of Management Units, MMAs and SMAs

Equal Employment Opportunities

Staff Appointment

Staff Induction

3.4 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 executive officer, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the Annual Plan 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

Review schedule: Triennially

Reviewed and Ratified: 21 August 2107, Moved Mrs D Dooley, Seconded Mr G Ronson

Board Chairperson signed:  **Date 21/08/2017**

Next Review Date: 2020

Related Procedures:

Financial Management

3.5 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. effective systems are in place to meet the requirements of the payroll system

Review schedule: Triennially

Reviewed and Ratified: 19 March 2018 Moved Mrs D Dooley, Seconded Mr G Ronson

Board Chairperson signed:

Date

Next Review Date: 2021

Related Procedures:

Credit Card Guidelines

Theft and Fraud Prevention

3.6 Credit Card Policy

The Board agrees that it has a responsibility to ensure that credit card 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 this policy to the Principal.

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 of this policy.

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 may not exceed an individual's established level of delegated authority.

Process for Issue of Credit Cards

1. Credit cards must only be issued to staff members after being authorised by the Principal.
2. Prior to the card being issued, the recipient must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.

Procedures to be followed when using the Card

3. The credit card is not to be used for any personal expenditure.
4. The credit card will only be used for:
 - payment of actual and reasonable travel, accommodation and meal expenses incurred on school business; or
 - purchase of goods within budget
5. All expenditure charged to the credit card should be supported by:
 - a credit card slip and
 - a detailed invoice, order slip or receipt to confirm that the expenses are properly incurred on school business.
6. The credit card statement must be certified by the cardholder as evidence of the validity of expenditure.
7. All purchases must be accounted for in conjunction with the administration manager.
8. Credit cards must not be used by other staff, other than designated card holders and administration manager.

Cash Advances

9. Cash advances are not permitted except in an emergency.

Discretionary Benefits

10. Any benefits of the credit such as a membership award programme are only to be used for the benefit of the school. They must not be redeemed for personal use.

Cardholder Responsibilities

11. The cardholder must protect the pin number of the card
12. The cardholder must only purchase within the credit limit applicable to the card

- 13. The cardholder must notify the credit card company and the school immediately if the card has been lost or stolen
- 14. the card should not be used on the internet without prior approval from the authorised cardholder
- 15. The cardholder must return the credit card to the school upon ceasing employment there or at any time upon request by the Principal.

Signature Section for Prospective Cardholders

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

_____ Signed

_____ Date

Review schedule: Triennially

Reviewed and Ratified: 19 March 2018, Moved Mrs A Soper, Seconded Ms B Knowles

Board Chairperson signed:

Date

Next Review Date: 2021

Related Procedures:

Credit Card Guidelines

3.7 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 and library books costing more than \$1000.00 or sets of items greater than 10 (number of items) items that collective value is more that \$1,000.00.
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 and Ratified: 19 March 2018, Moved Miss A Caisip, Seconded Mr T Fletcher

Board Chairperson signed:

Date

Next Review Date: 2021

Related Procedures:

Canteen

Community Use of School Facilities and Equipment

Hire Charges

Fund Raising Guidelines

International Fee Paying and Exchange Students

School Maintenance

Allocations of School Houses

3.8 Protection and sharing of intellectual property (creative commons)

Learning resources and other materials created by school staff in the course of their employment are an important asset and form a large part of the school's intellectual capital. The open and free exchange of information, knowledge and resources, and the collaborative production of copyright works that are made freely available allows our students' access to a wider range of high quality learning resources and materials than would otherwise be possible. The purpose of this policy is to ensure that the board's access to materials produced by the board's employees in the course of their employment is protected, while encouraging staff to share these works with others. The Board of Trustees of Waimate High School therefore:

1. Recognises that the board of trustees holds first ownership of copyright of works produced by the board's employees in the course of their employment under section 21(2) of the Copyright Act 1994 (NZ).
2. Delegates to the principal the responsibility to
 - a. Apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees of the school owns copyright.
 - b. Apply a Creative Commons Attribution licence to other copyright works, aside from those described in (2)
 - c. 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
 - d. 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
3. Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
4. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
5. Recognises that the copyright in works produced by an employee other than in the course of their employment by the board of trustees of the school 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 then the documentation should be presented to the chairman of the board of trustees.
3. If the dispute is still not resolved following 1) and 2), mediation with an appropriate authority will be undertaken.

(1 & 2 above should be replaced with the school's dispute resolution process, where appropriate.)

Definitions

Creative Commons: An international non-profit 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.

Review schedule: Triennially

Reviewed and Ratified: 21 August 2107, Moved Mrs A Soper, Seconded Mrs D Dooley

Board Chairperson signed:



Date 21/08/2017

Next Review Date: 2020

3.9 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;¹ 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 hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards. This includes recording and investigating injuries, and reporting serious harm 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 obligations²
- 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
- 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.

Review schedule: Triennially

¹ **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.

² 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.

3.9a Health and Safety Committee Policy

This policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities.

Purpose Health and Safety Policy: Worker Engagement and Participation

- The purpose of this policy is to further support and improve health and safety at Waimate High School. It promotes engagement between the board, officers and workers. The policy provides all workers with a reasonable opportunity to be actively involved in the ongoing management of health and safety.
- This policy includes the roles undertaken by health and safety committees and elected health and safety representatives.

PCBU

The Board of Trustees and Principal as PCBU's are committed to promoting and maintaining a safe and healthy working environment, the PCBUs acknowledge that health and safety training will be included for all workers.

Duties

- provide accurate and timely information and advice to all users of school facilities.
- ensure there is a systematic process for managing risk
- ensure effective monitoring and review systems are in place
- to escalate unresolved issues to the relevant member of the Health and Safety Committee

Health and Safety Representatives (HSRs)

Election of HSRs

- Elections for HSRs are held triennially, or as required in the event of a HSR vacating their role.
- The election organiser calls for nominations for the HSR position by a certain date – all workers in the workgroup must have the opportunity to nominate and elect their HSR
- Elections may be undertaken using any form of voting. Voting may be by a secret ballot (if requested by a member of the workgroup, a candidate for election or the board)

Training for health and safety representatives

The HSR training will be based on need and will reflect their function and powers.

- (a) All newly elected HSRs must complete initial training. Initial training is considered completed when the HSR is assessed as having achieved the NZQA Unit Standard 29315
- (b) HSRs will register for appropriate health and safety training in the first two months after becoming an HSR. Each HSR may undertake further training as courses become available.
- (c) As part of the HSRs' continual learning, the board will periodically coordinate and deliver active development and knowledge sharing in whatever manner is appropriate.

NB: Refer to Health and Safety Policy Training and Induction for information for training for HSRs and general worker training.

Committees

Purpose: *What is to be achieved – vision, objectives, scope, outcomes.*

The Health and Safety Committee:

- facilitates co-operation between the board of trustees and school workers in instigating, developing, and carrying out measures designed to ensure the school workers' health and safety at work
- assists in developing any standards, rules, policies, or procedures relating to health and safety that are to be followed or complied with at the school
- makes recommendations to the board of trustees about work health and safety.

Membership: *Who will participate?* Teacher Representative and Health and Safety Committee

Chair

Support Staff Representative

Health and Safety Committee Secretary

Board Chair

Trustee

Principal

Deputy Principal

Property Officer

Working Method: *What approach to working will we adopt?*

The Health and Safety Committee will:

- work collaboratively as a sub-committee of the board of trustees
- distribute the agenda prior to meetings
- minute all meetings and distribute these to committee members.

Timeframe: *When will the work be achieved? Schedule and frequency of meetings.*

Convene regular meetings to monitor school health and safety procedures.

Initially meetings will be more often as we work through the review process.

The term of office for Health and Safety Representatives for Teachers and Support Staff is no more than three years. However, a shorter term may be agreed between the board and the members of the workgroup concerned. They can be re-elected for any number of terms.

Roles and Responsibilities: *How will this work be achieved?*

The Teacher and Support Staff Representatives perform a number of functions including:

- representing workers generally on health and safety matters
- investigating complaints from school workers about health and safety issues at the school
- representing a school worker on a specific health and safety matter (including a complaint) if asked to do so by a worker
- monitoring health and safety measures taken by the board of trustees and providing feedback to the board about health and safety compliance
- inquiring into anything that appears to be a health and safety risk to school workers arising from the activities of the school and making recommendations to the board of trustees on work health and safety
- promoting the interests of school workers who have been harmed at work, including arrangements for rehabilitation and return to work
- issuing provisional improvement notices in the school workplace

- being able to direct workgroup members (school workers the Health and Safety Rep. represents) to cease work.

Some work may be undertaken by individuals or sub-groups within the committee.

The approach is to work towards solution-based outcomes to ensure the health and safety of all workers at Waimate High School.

Objectives

- encourage co-operation and collaboration in meeting the board's health and safety objectives
- ensure there is a consistent, co-ordinated approach to health and safety on-site
- look for initiatives to ensure health and safety continuously evolves and improves the health, safety and wellbeing of workers
- provide accurate and timely information and advice to management and workers
- ensure there is a systematic process for managing risk
- ensure effective monitoring and review systems are in place
- to escalate unresolved issues to the relevant member of the school's leadership
- wherever possible and practical health and safety committees should represent all workers, including team leaders and school management, working at the site.

Officers

Duties

- (i) Under this policy officers should:
- actively promote positive health and safety and adhere to their responsibilities
 - provide all workers with the opportunity to participate in health and safety • promote and encourage discussion on the election processes
 - where a HSR is elected:
 - »»liaise with elected HSR
 - »»provide support and ensure the HSR has the resources, time and information to undertake the role
 - »»allow for the representative to attend approved training
 - »»where appropriate, act on recommendations made by the HSR
 - where a recommendation is not adopted, discuss with the HSR and confirm in writing the reason/s for the decision and bring to the attention of the Health and Safety Committee
- (ii) It is recognised that Officers have the right to make health and safety decisions after consulting and considering any recommendations made by the school's health and safety committee, and that they are accountable for all health and safety decisions made within their respective locations:
- (b) Where there is more than one Officer responsible for workers in the workplace, the Officers will work cooperatively with each other and the HSRs in order to identify and resolve the issues.

Making the Policy work

Issue resolution

- (i) Any matter that concerns a worker about their health and safety should be raised a HSR
- (ii) The worker and the HSR will work together with a senior staff member to get a satisfactory resolution.
- (iii) If a satisfactory resolution cannot be reached with the senior staff member, the worker, HSR, or worker representative may look to the options below to resolve the issue.
- (iv) Operational matters, including workload or work process, should be raised with the relevant manager as appropriate.
- (v) Building facilities matters should be raised with the Property Officer in the first instance.
- (vi) Policy concerns should be raised with the Health and Safety Committee
- (vii) Everyone involved should make every effort to find satisfactory and timely resolutions.

Right to refuse unsafe work

The board expects a worker may cease or refuse to carry out work, if the worker believes carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health and safety arising from an immediate or imminent exposure to a hazard.

In this event the following steps will be taken:

- (i) The worker and HSR will advise the Senior Leadership Team (SLT) immediately.
- (ii) The worker, SLT and HSR will attempt to resolve the matter as soon as practicable.
- (iii) If the matter is not resolved the worker may continue to refuse to carry out the work, if the worker believes on reasonable grounds that carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health or safety arising from an immediate or imminent exposure to a hazard.
- (iv) If the matter cannot be resolved, WorkSafe NZ will be contacted.
- (v) The worker will perform any other work the employer reasonably requests within the scope of their employment agreement.

Provisional Improvement Notices

An HSR who has received the appropriate training may issue a provisional improvement notice (notice) to a person if the HSR reasonably believes that the person is contravening, or is likely to contravene, a provision of the Act or Regulations. The notice may require the person to—

- (a) Remedy the contravention; or
- (b) Prevent a likely contravention from occurring; or
- (c) Remedy the things or activities causing the contravention or likely to cause a contravention within at least 8 days of PIN issue which may be extended by consultation with the HSR and Principal

The HSR must not issue a notice to a person unless he or she has first consulted the person.

The HSR must not issue a notice if an inspector has already issued a notice in relation to the same matter. If a notice is issued, the HSR must provide a copy of that notice to the Health and Safety Committee as soon as practicable.

Review

This policy shall be reviewed annually. The provisions of this agreement may be varied by the board following consultation with workers.

Review schedule: Triennially

Reviewed and Ratified: 19 March 2018, Moved Mrs D Dooley, Seconded Mrs A Soper

Board Chairperson signed:

Date:

Next Review Date: 2021

Related Procedures:

Crisis Management Procedure
 Drug Misuse
 Education Outside the Classroom and Outdoor Education
 First Aid and Student Medication
 Food and Nutrition Guidelines
 Harassment
 Health and Safety – Physical
 Health and Safety – Information for Contractors
 Infectious Diseases
 Non Violence
 Effective Relationships Guide
 Transportation including School Minibus and Car
 Reporting Suspected Sexual and Physical Abuse

3.10 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
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

Review schedule: Triennially

Reviewed and Ratified: 21 August 2017, Moved Mrs D Dooley, Seconded Mrs A Soper

Board Chairperson signed:



Date 21/08/2017

Next Review Date: 2020

Related documentation and information

- Further information including frequently asked questions (FAQ's) are available on the NZSTA website www.nzsta.org.nz
- Ministry of Education website www.education.govt.nz
- Vulnerable Children Act 2014
- Further information and sample child protection templates are available in the Children's Action Plan guideline Safer Organisations, Safer Children:
<http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>

3.11 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.

Review schedule: Triennially

Reviewed and Ratified: 21 August 2017, Moved Mrs A Soper, Seconded Mrs D Dooley

Board Chairperson signed:  **Date 21/08/2017**
Next Review Date: 2020

Related Procedures:

Privacy Act

Copyright Licences

Waimate High School Concerns and Complaints Procedure

3.12 CCTV Privacy Policy

Waimate High School has installed Closed Circuit Television (CCTV) cameras inside and around our school facilities to monitor any unwanted or unsafe activity. In accordance with the Privacy Act 1993, Waimate High School must ensure that these CCTV cameras do not unnecessarily impede on our Staff, Students or visitors privacy. We have created this privacy policy to govern the collection, use and disclosure of images captured by CCTV cameras.

This privacy policy is designed to inform you of our reasons for installing CCTV cameras and where personal information has been collected, your rights in relation to that information. Nothing in this privacy policy limits or excludes your rights under the Privacy Act 1993.

Privacy Policy Overview

This privacy notice will set out:

- a. what information is being collected;
- b. the purpose of the information's collection;
- c. whether we intend to pass this on to others, and who they may be;
- d. whether the collection of this information is authorised or required under a particular law;
- e. the rights of the individual to access and correct the information; and
- f. who will have access to the information.
- g. CCTV footage security.
- h. contact details for further information.

What information is being collected?

We have placed CCTV cameras within the school facilities to monitor the common areas for security and safety purposes. These cameras may from time to time record footage of staff, students and visitors as they pass through the CCTV camera area. We consider this footage to be your personal information so we will be ensuring that it is managed as set out in this privacy policy.

What is the purpose of the information collection?

Waimate High School is taking steps to ensure the safety and security of our staff students and visitors, as well as making sure that our facilities are monitored to prevent damage in any way. We view CCTV cameras as a means to carry out these steps with minimal imposition on all users of our facilities.

The CCTV cameras are a way to help achieve that objective. We may use this footage when conducting internal investigations relating to staff concerns, damage and illegal activity.

Will we be passing this information on to other parties? Who will they be?

In the event of some unlawful activity being carried out at the premises, and it being recorded on our CCTV cameras, we may pass that footage over to Police for the purpose of an investigation. Likewise if the Police believe some unlawful activity was carried out at the school then they may view or ask us to hand over, any footage that may help. We are obliged by law to hand over CCTV footage in the event that court order is made for us to do so.

Is collection of this information authorised or required under a particular law?

It is our right to install and operate the CCTV cameras in our facilities. We also view it as a way to fulfil our responsibility under Health and Safety in Employment Amendment Act 2002. This act makes us responsible for complying with all requirements in respect of buildings, health, and safety under any enactment so far as they apply to the facilities and users. It is our view that the CCTV cameras are one way to comply with this responsibility.

What rights do individuals have to access and correct the information?

Any individual who is recorded by our CCTV cameras has the right to access that footage and to make any corrections so long as that information relates to that individual. These are principles of the Privacy Act 1993. The length of storage of footage may vary from time to time and so there is no guarantee that this information will still be held by Waimate High School at the time the individual wants access. The individual has no right to access footage that does not relate to the individual. Also we are bound by law not to breach another individual's privacy. So in the event that more than the individual is seen in the CCTV footage we cannot give access to that without their consent. Waimate High School will comply with all requests in line with the Privacy Act 1993.

Who will have access to the information?

The Property Officer for Waimate High School will have day to day responsibility for the CCTV network and will have access to all CCTV footage. Waimate High School's Privacy Officer will also have access to the CCTV footage when required for them to fulfil their duties in relation to the Privacy Act 1993. The principal & Deputy Principals of the school may be required from time to time to access the CCTV footage in relation to their duties. Waimate High School's Board of Trustees' Chairperson may also be required to access the CCTV footage.

Any of the people listed above may as required show CCTV footage to other parties as and when this is required in the event of an investigation.

All of the above listed people will abide by this policy, the Privacy Act 1993 and any other relevant Act.

How secure will the CCTV footage be?

Waimate High School will install the CCTV system on a separate network within the school's facilities. This will make the system more secure from access by day to day users of the school's current IT network. All devices within the CCTV network will have secure passwords which will be changed on a regular basis. A regular audit of the CCTV system network will also be undertaken.

How do you get in contact with us?

If you have any queries about this privacy policy you can contact the Principal of the school or the Board of Trustees' Chairperson. Review schedule: Triennially

Reviewed and Ratified: 21 August 2107, Moved Ms B Knowles, Seconded Mrs D Dooley

Board Chairperson signed:



Date 21/08/2017

Next Review Date: 2020

3.13 Attendance Policy

Rationale:

Research has shown that uninterrupted attendance at school is a key factor in successful learning.

The Education Act 1989 requires all students between the ages of 6-16 years must be enrolled at school. The parent is responsible for ensuring young people are enrolled in a school and attend regularly.

The Waimate High School Board of Trustees expects that 16 year olds enrolled at Waimate High School follow the school procedures and expectations around regular attendance.

Purpose:

To encourage students to attend school every day that the school is open, unless they are medically unfit.

The Board of Trustees will implement all procedures and guidelines in accordance with NAG 6, Ministry of Education recommendations.

Reviewed Schedule: Triennially

Reviewed and Ratified:

Board Chairperson signed:



Date: 8 May 2017

Next Review Date: 2020

3.14 Alcohol Policy

Rationale:

Under the National Administration Guideline (NAG) 5 boards of trustees are required to “provide a safe physical and emotional environment for students” (NAG 5a) and to “comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees” (NAG 5c)

The Waimate Board of Trustees will treat alcohol in the same vein as DRUGS

1. No Alcohol is allowed on or in school property (See Definition of school property below) without the written consent of the Principal/Acting Principal
2. No Alcohol is allowed to be consumed on school property by anyone without first obtaining written approval by the Board of Trustees at least 30 days in advance
3. No Alcohol is allowed on school related activities outside of the school property without first obtaining permission from the Principal/Acting Principal in writing
4. No Alcohol is allowed on any mode of transport used for school related activities without first obtaining permission from the Principal/ Acting Principal in writing
5. No Alcohol shall be consumed by any member of staff for the duration of any school related activity
6. No Alcohol should be consumed by anyone in a period of 9 hours prior to providing transportation on a school activity.
7. No Alcohol should be consumed by staff or any person in a period of 9 hours prior to the commencement of their duties or obligations to the school and students.

All staff and anyone involved with school related operations should be made aware of the effects of heavily drinking the night before. The possibility of being under the influence of Alcohol even after 9 hours is high and should be avoided.

8. Any Alcohol on school property that has been granted written permission by the Principal/Acting Principal must have its seal intact. Any Alcohol without an intact seal will be deemed to have been potentially consumed by the holder.
9. It is the holder’s responsibility to inform the Principal/Acting Principal should the seal on any alcohol be damaged.
10. All Alcohol related products that are for education use or the operation of the school shall be held in a secure place and the Principal/Acting Principal should designate an appropriate member of Staff to monitor this. Examples Alcohol for use in the science department or alcohol products used for cleaning.
11. **Definition of school property in relation to this policy**
 - a. All buildings administered by the school Board of Trustees with the exception of staff allocated housing (Principal’s House, Property Officers House and house’s supplied to teachers)
 - b. All grounds administered by the school Board of Trustees with the exception of staff allocated house’s
 - c. Staff Car and school Minibuses
 - d. Storage containers or bags etc. that were purchased by the school

Reviewed Schedule: Triennially

Reviewed and Ratified: 19 March 2018, Moved Mr T Fletcher, Seconded Miss A Caisip

Board Chairperson signed:

Date:

Next Review Date: 2021

3.15 Digital Citizenship Policy

Rationale

Waimate High 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 BOT 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 BOT recognises that its obligations under the National Administration Guidelines extend to use of the internet and related technologies.

Policy

Waimate High 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 students, staff and 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 needs of students staff, trustees and where appropriate parents/ caregivers to receive education about the safe and responsible use of information and communication technologies.

Review schedule: Annually

Reviewed and Ratified: 19 March 2018, Moved, Mrs D Dooley, Seconded Ms B Knowles

Board Chairperson signed:

Date

Next Review Date: 2021