

# **COLVILLE SCHOOL MANAGEMENT**

**Policies and Procedures 2020**



**Effort ~Service ~ Manners**

## MANAGEMENT

While the Board is responsible for school policy overall, it 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 laws of New Zealand.<sup>1</sup>

### s.76 Principal's role

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

In order to carry out effective governance of Colville School, the Board has developed the following management guidelines and procedures for the Principal.

## PRINCIPAL JOB DESCRIPTION

### Primary Purpose

The Principal of the Colville School is the key person in the fulfillment of the vision and educational objectives of the Colville Board of Trustees and community for the students who currently attend and who are future students of the school. The Principal has the major responsibility to ensure that the school and the community work in partnership to create an environment where students become lifelong learners.

### Accountability

The Principal is accountable to the Colville School Board of Trustees.

The Principal is required to work within the confines of all relevant education legislation and to fulfill the educational plans identified in the Colville School Strategic Plan.

### Responsibilities

The Principal is the professional leader of the school and the Chief Executive Officer of the Board and will work closely with the Board to provide for the best interests of all. This requires that the Principal:

- ⇒ is the leader of learning and the day-to-day manager of the school including authorised financial transactions
- ⇒ is responsible for the administration of the school
- ⇒ is responsible for the implementation of the curriculum and classroom programmes including classroom teaching programmes, planning and review
- ⇒ is responsible for all professional teacher activities
- ⇒ is responsible for ensuring that all pupils meet with educational success.

### Key Tasks

The Principal will give priority to:

- ⇒ developing and implementing the Annual Plan giving priority to the school's annual targets
- ⇒ maintaining a high level of understanding of curriculum issues and educational theory
- ⇒ developing the teaching capabilities of staff through strong professional relationships, performance review and professional development
- ⇒ providing effective leadership to teachers, relievers and support staff
- ⇒ spending time in classrooms, checking school grounds and ensuring a high level of safety for all
- ⇒ developing a strong school learning culture that meets the school vision
- ⇒ maintaining clear and consistent communication with the community and parents / whanau and creating opportunities for regular parent and teacher child-centred discussions
- ⇒ meeting the requirements of the NZ Principal Professional Standards
- ⇒ meeting Ministry of Education deadlines for required information returns
- ⇒ creating an annual budget that is within the resources of the school and having it approved by the Board
- ⇒ preserving the financial and property assets of the school.
- ⇒ using school resources efficiently and effectively.

### Reporting

The Principal reports to the Colville School Board of Trustees, to the Colville School parents and families / whanau and to the Ministry of Education.

### Board – Principal Relationship

The Board and the Principal depend upon an effective relationship to produce positive outcomes for the school. For this to be achieved, the following must be valued.

- The relationship is based on mutual respect, trust, integrity and ability.
- The relationship must be professional.

<sup>1</sup> See Colville School Governance Manual – Delegations

- The Principal reports to the Board as a whole rather than to individual trustees.
- The day-to-day relationship between the Board and the Principal is the responsibility of the Board Chairperson.
- The Board makes clear delegations and accountabilities to the Principal.
- There are no surprises – neither party will suppress important information or knowingly misinform the other.

## KEY MANAGEMENT PROCEDURES

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# 1. STUDENT PROGRESS AND ACHIEVEMENT

## ASSESSMENT – TEACHING AND LEARNING

Colville School affirms that assessment is integral to teaching and learning. Assessment is the ongoing process of gathering evidence of learning that is used to give recognition and feedback to the learners, to improve the effectiveness of teaching programmes and to provide a direction or vision for the learners, the school and its community.

### National Administrative Guidelines

Each Board of Trustees will foster student achievement by providing teaching and learning programmes that incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007*. Each Board, through the Principal and staff, is required to:

- a) Develop and implement teaching and learning programmes that;
  - provide all students with opportunities to achieve success in all areas of the National Curriculum
  - give priority to student achievement in literacy and numeracy
  - give priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- b) Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated, giving priority first to;
  - student achievement in literacy and numeracy
  - and then to breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum*.
- c) On the basis of good quality assessment information, identify students and groups of students:
  - who are not achieving
  - who are at risk of not achieving
  - who have special learning needs , and
  - aspects of the curriculum that require particular attention.
- d) Develop and implement teaching and learning strategies that address the needs of students and aspects of the curriculum identified in (c) above.
- e) In consultation with the school's community, develop and make known to the school's community, policies, plans and targets for improving the achievement of students.
- f) Provide appropriate career education and guidance for all students in Year 7 and 8, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

### Principles of Assessment

For assessment to improve learning it should:

- a) enhance change, growth and development of the learner
- b) be accessible as feedback for the student as soon as possible
- c) be fair and equitable
- d) be a valid and true account of the learning that it claims to be assessing.

### Goals of Assessment:

- improve student learning
- improve the quality of learning programmes
- record and report on students' progress
- provide feedback and feed forward to students on their learning
- establish the knowledge and experiences that students bring to learning
- gauge what learning has taken place by monitoring individual students' progress against the specific learning objectives and National Achievement Objectives.

### Guidelines

- Each Learning Area scheme will contain an Assessment Statement that details the assessment procedures relevant to it. These statements follow the overlying principles and purposes of assessment developed by the school staff, its students and its community and documented in this school-wide policy.
- Planning for assessment will be done as an integral part of the learning/teaching programme.

- Subsequent curriculum planning will reflect the needs and strengths highlighted during assessment opportunities.
- Assessment practices will reflect a range of procedures to meet the different purposes of assessment.
- All assessment practices and procedures will recognise the differences in gender, culture, background, and experience that student bring to their learning.
- Assessment will consider knowledge, skills and attitudes as described in the national curriculum documents
- Individual student achievement will be recorded cumulatively.
- Individual student achievement in literacy and numeracy will be collated to provide a clear school profile of the overall levels of student achievement and to identify barriers to achievement for groups of students.
- The expanded notions of assessment implicit in the National Curriculum Framework and its supporting documents are discussed openly with students, using a variety of techniques and on a variety of occasions.

### Responsibilities

- Each Learning Area scheme will contain an Assessment Statement that details the assessment procedures.
- All teachers will be expected to contribute, initiate, implement and evaluate a range of assessment tasks within their teaching programmes.
- The Principal will monitor the implementation of the assessment overview.
- Following the scenario of total staff implementation, the overall responsibility for assessment, evaluation and reporting is not assigned to individuals or groups.
- The School SMS system holds records on student achievement. Results are entered as they are completed. This record builds an achievement profile over time until the student leaves the school.
- Where student portfolios are used, they are regarded as the property of the student and are stored in the classroom.

### Assessment Procedures

- a) Teachers will use a range of assessment procedures in order to cater for individual student learning needs and styles and to fit a range of assessment purposes.
- b) Assessment procedures can include:
  - informal assessment by teachers
  - observation
  - self-assessment
  - peer assessment
  - conferencing
  - portfolios
  - exemplars
- c) Assessment information is kept in a range of forms that can be used to report on student progress.
- d) Student Portfolios - show ongoing student learning. Work is annotated and can include self and peer assessments, draft and final form exemplars. This information can be shared with parents at interviews.

### STUDENT BEHAVIOUR

The Colville School Board of Trustees believes in a positive approach to discipline by ensuring that:

- rules and expectations are clear
- staff are positive yet firm and consistent
- children achieve success from an interesting programme
- that children are involved in constructive play at break times.

The school has developed a set of principles and values that focus on positive behaviour. (The Colville Code) This will ensure behavioural problems will be kept to a minimum. The school has rules to protect children and to ensure that children's behaviour is of an acceptable standard so that the school environment can be a pleasant, secure place for all.

## Guidelines

- Parents/s should be consulted and their support enlisted if their child's behaviour at school is causing concern. If the parents do not show support in any way, the Principal and teachers will act at their discretion. The safety of the other children will always be in the forefront.
- Punishments should be fair and appropriate for the nature of the misdemeanor. The teachers and the Principal will use their professional knowledge to ascertain what is appropriate.
- The striking of children or placement of a child into isolation by any staff member is prohibited.

## STUDENTS WITH SPECIAL LEARNING NEEDS

The Colville School Board of Trustees acknowledges the right of every child to receive instruction commensurate with her / his ability. It is also the right of each child to receive extra instruction to redress matters of inequality, lack of opportunity and a lack of previous access. Every child also has the right to receive extra instruction conducive to reaching full academic potential.

### Achieving Equitable Outcomes

- i. The Board delegates to the Principal the authority to implement this policy.
- ii. Each year the Principal will identify those students not experiencing success, who have special abilities or who are not participating in a full range of activities.
- iii. The Principal will develop programmes that redress these needs and provide equitable outcomes.
- iv. Where required, funding for such programmes will be included in annual budget allocations.

### Students with Special Learning Needs

- v. The Principal will gather as much information as possible about a student with special education needs prior to enrolment.
- vi. The Principal will provide the opportunity for as many meetings as necessary with the child's whanau and relevant educational specialists in order that a clear understanding of the needs of the child and appropriate adaptations to the curriculum can be established.
- vii. Funding for the child will be sought through various government agencies where special criteria for allocations apply.
- viii. The Principal will assess the level of resources required to support the child and communicate this to the Board of Trustees should further funding be required.
- ix. All staff will be informed of the nature of any special needs programmes. Class teachers will confer with the Principal as to the delivery of learning programmes, specialised support and suitable professional development.
- x. The Principal will ensure that there is regular communication between the child's whanau and the school through regular Individual Education Programme (IEP) updates and other appropriate meetings.
- xi. Particular attention will be paid to reviewing progress on a term-by-term basis or at other specified times as designated by an agreement between the Principal and the child's whanau.
- xii. Where staff numbers allow, a SENCO responsibility will be allocated.

## **2. FINANCIAL MANAGEMENT**

### ASSET REGISTER

The Principal will maintain an accurate asset register listing all school-owned property. The asset register must ensure that the value of fixed assets as recorded in the Statement of Financial Position is correct and that the annual depreciation charge recorded by the school fairly represents the use of assets across their functional lifetime.

### Guidelines

- Items of property, plant and equipment with an individual value in excess of \$250 are to be capitalised on purchase.
- Items with an individual value of less than \$250 that are purchased in quantity will be capitalised when the total value of the purchase reaches \$250.
- Textbooks, science equipment and sports equipment that are purchased in quantity will be capitalised where the total value of the individual purchase reaches \$1000.
- The purchase of all library books will be capitalised.



- Other items with an individual value below \$250 are expensed.
- Land and buildings are owned by the Crown and are occupied on the basis of a property occupation agreement.
- Fixed assets are valued at historic cost and are not devalued. The initial cost of a fixed asset includes the purchase consideration and those costs that are directly attributable to bringing the asset into the location and the condition necessary for its intended use. Bequeathed or gifted assets will be recorded at their fair value.

## BUDGET

The Board delegates to the Principal the responsibility for the day-to-day financial management of the school.

- In November, the Principal will submit to the Board for approval, an annual budget that reflects the priorities established by the Board and that complies with the requirement of a balanced budget and working capital.
- The Principal will work with an approved external organisation to oversee the budget expenditure and provide quarterly reports to the Board.
- The budget will reflect the Board's strategic priorities and be realistic in relation to the projected income of the school.
- The Board empowers the PTA to raise funds on account of the school in the knowledge that such funds are not the property of the Board and the Principal is to ensure that such funds are kept separately. (see also PPTA Fund Raising Policy below)
- In protecting the financial viability of the school, the Principal shall:
  - avoid unauthorised debt
  - work within accepted accounting practices and principles
  - used tagged funds only for their purpose
  - confine spending to the amounts stated in the budget unless specifically authorised by the Board to exceed that sum
  - ensure that all monies owing to the school are collected and banked
  - ensure that accounts are paid in a timely fashion subject to Board approval
  - ensure that all relevant government financial returns are completed on time
  - work with the Board Trustee / sub-committee appointed to support the Principal in financial management
  - seek up to three quotations for goods and services
  - ensure that no purchases are made without an approved order form
  - spend no more than \$1000 on any single purchase without authority from the Board
  - ensure that all assets are insured, have adequate protection, and are used by properly authorised personnel
  - maintain a 10 Year property maintenance plan.(10YPP)

## PROPERTY

While the Board of Trustees has the overall responsibility for the maintenance and management of school property, the day-to-day responsibility for keeping the school grounds and buildings in a clean, safe and hygienic condition, rests with the Principal.

- The Principal shall establish a system for the renewal and replacement of furniture, furnishings and equipment.
- The Principal shall develop a long-term maintenance programme that establishes a regular maintenance preventative programme.
- Financial requirements for the implementation of a of property maintenance programme are to be included in the annual budget.
- After-hours use of the school grounds is at the discretion of the Principal provided that relevant usage procedures are met and that there are no unsupervised children on the grounds.
- The Principal must be familiar with the processes involved in 5YA and 10YPP.
- The Principal is required to make recommendations to the Board on 5YA and 10YPP.

## FRIENDS OF THE SCHOOL FUND-RAISING

Friends of Colville School has an important role in raising money that will benefit the school and its children. Its purpose is to:

1. organise fundraising which will supplement the school's operational bulk grant. This will allow the purchase of specific items of equipment resources or services
2. organise activities in such a way that social or financial returns reflect the time committed by the members, i.e. The activities embarked upon should be cost-effective
3. foster goodwill by organising social events which bring the school and community together.

### Guidelines:

- a. A FofTS committee will set a calendar of fundraising targets each February, and will meet regularly throughout the year. The Annual General Meeting should take place before the end of August.
- b. The election of officers and committee members will be at the AGM. The office holders are Chairperson, Secretary/ Treasurer.
- c. Any FofTS meetings are to follow organised procedures with the keeping of accurate minutes, correspondence, Treasurer's report and general business.
- d. The FoTS committee will consult with and seek approval from the BOT for each year's proposed fundraising ventures prior to the publication of the fund-raising plan.
- e. Internal controls of finance should be established to ensure that any errors or irregularities are discovered quickly. These controls will include –
  - The operation of a cashbook accounting system.
  - Two signatures are required for every financial transaction. Only the Chairperson and Secretary/Treasurer are to have signing authority.
  - Accounts payable will be approved at meetings before payment. Cheques must be written out before the second signature is added.
  - Receipts must be presented prior to any reimbursement.
  - A Treasurer's report must be presented at each meeting.
  - All funds raised are banked into the school accounts and tagged as FoTS funds.
- f. The committee working account should hold not more than \$1000. Sums in excess of this should be passed to the school. The school shall keep records that will accurately show all sums received from the fundraising committee and all items on which that money has been spent.
- g. A report on each fundraising event will to be made to the school community.
- h. Any sponsors will be thanked and promoted.

## **3. PERSONNEL**

### CLASS RELEASE TIME

The intent of classroom release time (CRT) is to address teacher workload while maximising benefits for student learning. Classroom release time is professionally useful for the Colville School's teaching and learning programmes, the teacher's professional growth and the learning needs of the students of Colville School. (This policy is stated in the PTC agreement provisions 3.3)

1. CRT is an entitlement in the 2013-15 Primary Teachers' Collective Agreement. (See PTC provisions 5.30.1)
2. Each classroom teacher who is entitled to CRT must receive the entitlement of 10 hours per term although this allocation is flexible. (Refer PCT provisions 5.30.1 & 5.30.2)
3. Each classroom teacher entitled to CRT must remain at school at this time unless agreed otherwise with the Principal.
4. Each classroom teacher entitled to PRT must at the beginning of each term, provide a plan describing how this time will be used. A copy of the plan must be submitted to the Principal for approval. The plan must reflect the teacher's professional growth and the learning needs of the students as identified in the teacher's performance review objectives.
5. CRT may not be provided when the school's isolation / staff shortage factors do not allow for it. In such a case alternative arrangements will be made after consultation with the Principal. (See PTC provisions 3.3.3(b)) A review of such a situation will be conducted at the end of each term.



## COPYRIGHT

Staff members are required to comply with the provisions of the 1994 Copyright Act as it applies to:

- the purpose of copying
- the number of copies of a work or part of a work
- the performance of a work
- the recording of a work
- the copying of passages of a work for assessment purposes.

## DISCRETIONARY LEAVE

The Colville School Board of Trustees acknowledges that at times staff members may request leave for reasons defined in their collective contracts or for other reasons. In the interests of fairness and equity and to ensure that any absence does not have a negative impact on the school, the Board has established a process for such requests.

- i. The Board delegates to the Principal the authority to grant applications for leave of up to five days.
- ii. In considering the application the Principal will take into account:
  - the reason for the application
  - the frequency of requests from the staff member concerned
  - the impact of the leave on the running of the school
  - the appropriateness of the request.
- iii. If the Principal chooses to deny leave, reasons for the decision will be given to the applicant.
- iv. Any application for leave for more than five days must be submitted to the Principal in writing prior to a monthly meeting of the Board.
- v. Applicants seeking leave for one school term or more must have served at the school for at least five years consecutively.
- vi. In considering the application the Board will take into account all relevant issues including collective contracts.
- vii. The Board may use its discretion to grant leave without pay.
- viii. All decisions are to be made in a manner that is consistent, fair and equitable.

## EQUAL EMPLOYMENT OPPORTUNITIES

1. The school will seek to identify and remove any employment related practice that is discriminatory against persons because of their gender, ethnic origins, disability, sexual orientation, age, marital status or religious belief.
2. In its job advertising, selection procedures, provision of training and career opportunities, the Board of Trustees will not discriminate on the grounds of gender, age, race, sexual orientation, age, marital status or disability unless relevant to the job. Nor will it discriminate against a person's beliefs provided that these beliefs do not conflict with EEO philosophy and policy.
3. The school will encourage the development of skills and training of all staff members.
4. The school will encourage the development of an environment that emphasises the understanding of individual differences relating to culture and belief, and the elimination of harassment.
5. Unless otherwise designated by the Board, the Principal will be the EEO Coordinator and take the responsibility for developing an EEO programme.
6. A database will be established to identify members of the EEO target groups and provide an employment profile of the school.

## EMPLOYMENT OF TEACHING PERSONNEL

1. All staff will have a written job description that will detail their responsibilities. Any performance review will include specific reference to the job description. (See Staff Performance Review)
2. Vacancies for permanent staff will be advertised in the NZ Gazette or similar publication identifying the position and the closure date for applications. Non-permanent positions will be advertised appropriately

3. No late applications will be accepted
4. Application forms will include a job description, criteria for appointments and a timeline.
5. Applicants will be short-listed and referees' reports checked. Interviews will be conducted and completed within a reasonable period of time.
6. The employment process will comply with the details of Staff Employment and Police Verifications. (see below)
7. The Board of Trustees requires that at least one trustee is a part of the interview process.
8. The successful candidate will be advised as soon as possible after the decision and asked to confirm their acceptance within 24 hours. All unsuccessful candidates will be notified subsequent to this acceptance.
9. A written offer of position including a written acceptance will be forwarded to the appointee.
10. Should no applicant be suitable the position may be re-advertised.
11. Appointments will be fully registered or provisionally registered teachers.
12. An equal employment opportunity policy will apply to all aspects of the job environment
13. Due regard will be given to all relevant collective agreements, awards and acts.

### **EMPLOYMENT OF SUPPORT STAFF.**

1. All staff will have a written job description that will detail their responsibilities.
2. Positions will be advertised in the local paper or, if deemed necessary, on a wider scale.
3. The equal employment opportunity policy will apply to all aspects of the job environment.
4. The employment process will comply with the details of Staff Employment and Police Verifications. (see below)
5. Personal grievance and sexual harassment mediation procedures apply.
6. Opportunity will be provided for staff development.
7. All staff members have the option of an Individual Employment Contract or to belong to their relevant union.
8. An annual performance review will be completed with the Principal.
9. Prior to the year's end, staff will be notified in writing of their hours for the following year.

### **HARRASSMENT**

All forms of harassment (electronic, gender, physical, racial, sexual, verbal,) or any other type of harassment will not be tolerated.

1. Harassment incidents should be addressed through the Colville School Board of Trustees complaints process. (See 4 below)
2. Where appropriate suitable support persons will be provided for the complainant.
3. The harassment process will be evaluated against the annual record of such complaints by the Board.

### **MANAGEMENT AND SALARY UNITS**

1. The Principal is responsible for the allocation of annual formula Primary Staffing management units to which the school is entitled.
2. All units so generated will be allocated according to the processes in the Primary Teachers' Collective Employment Contract and are used for salaries only.
3. Salary units may only be allocated subject to the following:
  - ⇒ units are for teachers only
  - ⇒ units may be allocated to part-time teachers but allocated as a whole rather than a fraction of a unit
  - ⇒ units must not be divided except in "official job-share positions" and as described in the PTC
  - ⇒ The Principal may not be paid a unit
  - ⇒ units may be permanent or fixed term as prescribed by the PTC. Up to 40% of units may be fixed term
  - ⇒ rules for allocating units are set out in the PTC and are also covered in the *Unit Allocation Guidelines* issued jointly by MoE, NZEI and NZSTA in 2008
  - ⇒ fixed term units are for the period allocated by the Board and are usually for a minimum of one term. Salary protection applies only to permanent units
  - ⇒ units are paid fortnightly as part of a salary and not as a lump sum. They are not part of banking staff arrangements thus the Board cannot offset under and overuse during the school year.

4. Some units are allocated to specific attached positions such as RTLB and must be given to the teacher occupying that position. They are not included in the Board's entitlement of units but allocated separately.

### STAFF EMPLOYMENT and POLICE VERIFICATIONS

The Colville School Board requires the Principal to comply with the following procedures espoused in the Vulnerable Children Act 2014 and subsequent amendments (2017) when employing all staff. See also Health and Safety.

1. All new permanent employees must have satisfactory police verifications before each appointment is confirmed. Safety questions and reference checks must be completed prior to a position being offered and accepted.
2. All new casual or temporary employees must have satisfactory police verifications within two weeks of their first day of employment. Safety questions and reference checks must be completed prior to a position being offered and accepted.
3. All contractors and their employees who work regularly at the school during the school day must have satisfactory police verifications. The Principal is required to check with the contractor that such verifications exist. (Note that employees of a contractor are likely to be subject to their own HR practices and the contractor needs to decide what process to follow.)
4. In-school volunteers are required to have satisfactory police verifications depending on each situation. (see below)
5. Other persons may require police verifications in particular circumstances. These will be at the discretion of the Chairperson of the Board and / or the Principal.
6. Although verifications are legally compulsory, the subject of verification should sign a consent form for privacy purposes.
7. All persons applying for employment must be able to verify their identity by producing a primary form of identification (NZ or overseas passport / NZ full birth certificate issued on or after 1/ 01/ 1998 with unique ID number) and a secondary form of identification such as a NZ driver's licence, community services card, IRD number.
8. Individuals can be disqualified from holding positions that involve substantial contact with children if their criminal records indicate any of:
  - past history of sexual abuse of children
  - conviction for any crime that involved children
  - history of violence or sexually exploitive behaviour
  - drug-related offences (see *other factors* below)
  - convictions for fraud or theft if relevant to a position sought
  - a pending final disposition by a court that will disqualify a person if the verdict is guilty.
9. Other factors that may be considered are:
  - how long ago the conduct occurred and the particular circumstances of an offence
  - the age of the individual at the time of the offence
  - societal conditions that may have contributed to the nature of the conduct
  - the probability that the individual will continue the type of behaviour in question
  - the individual's commitment to rehabilitation.
10. The subject of a verification has the right to:
  - challenge the accuracy of the information that the school receives
  - have an opportunity to resolve any disputes with the agency supplying the information
  - require that any information received from a verification is kept private
  - expect that no adverse action will be taken by the Board / Principal until s/he had validated the information in the verification or been given a reasonable opportunity to do so
  - expect that a clear police verification will be destroyed and that a record of the verification having been obtained is kept
  - choose to decline permission for a verification and withdraw as an applicant for a position without prejudice.
11. Information relating to the persons subject to the process of verification and the information gained as a consequence is confidential. Access to it is restricted to the Board Chairperson and the Principal. All such information will be held securely.
12. The costs of police verifications will be borne by the school.
13. Incoming mail or other communication relating to the outcome of any verification must be marked as *Confidential* and opened only by the Principal.

14. All verification information will be retained only as long as necessary and then destroyed. A record of the fact that it was requested and supplied will be kept.
15. Volunteers will be police verified under the following guidelines:
- if they are in a situation that requires them to be left alone with children for a period of “vulnerability” or a “window of opportunity.” Such definitions are at the discretion of the Principal
  - if they are parents staying overnight on school trips or camps. These verifications need to be initiated three months prior to the event in order that the trip’s / camp’s budget can be debited for verification costs
  - clear, simple information sheets will be sent to prospective parents / volunteers in order that they understand the need for police verifications and the process by which they are obtained
  - the costs of the verifications will be borne by the school and volunteer consent forms for verifications obtained
  - verification returns will be handled only by the Principal. If the verification is clear the Principal will inform the parent / volunteer and the trip / camp organiser. If the verification is not clear the Principal will inform the parent / volunteer and discuss the options that person has to either provide proof contrary to the verification or withdraw from the event. If the person chooses to prove that the information is wrong s/he shall have a period of two weeks to complete this process
  - in the event that the person proves the information to be wrong and the original verification is amended s/he can continue with the event. If the original verification is proven to be correct, the camp / trip organiser will then be informed.
16. For all potential employees a comprehensive safety check should be completed. Such a check should include:
- a chronological summary of the applicant’s work history for the preceding 5 years
  - a list of any professional organisations to which they belong
  - any licence relevant to the activity they will be employed for (e.g. bus driver licence)
  - any relevant registration (e.g. teacher registration)
  - a verification of any qualifications and phone calls to referees
  - face-to-face interviews that include questions about the applicant’s qualifications, views on discipline and keeping children safe, attitudes and experiences from working with children and other questions that allow a decision to be reached as to whether the applicant if employed would pose a risk to children and how great that risk would be.
17. Periodic safety checks should be carried out on all employees within 3 years of their last safety check.
- a chronological summary of the applicant’s work history for the preceding 5 years
  - a list of any professional organizations to which they belong
  - any licence relevant to the activity they will be employed for (e.g. bus driver licence)
  - any relevant registration (e.g. teacher registration)
  - a verification of any qualifications and phone calls to referees
  - face-to-face interviews that include questions about the applicant’s qualifications, views on discipline and keeping children safe, attitudes and experiences from working with children and other questions that allow a decision to be reached as to whether the applicant if employed would pose a risk to children and how great that risk would be.

## PRIVACY

In complying with the provisions of the Privacy Act 1993, the Colville School Board of Trustees will promote and protect individual privacy with regard to the collection, use and disclosure of information relating to individuals and to the access by each individual to information relating to that individual held by the school.

- a) In complying with the provisions of the Privacy Act 1993, the Board will appoint the Principal as the Privacy Officer.
- b) Procedures will be developed by the Board to assist Privacy Officers in their task of ensuring that the Board and staff adhere to the principles contained in the Act in all aspects of their work for the Board.

- c) The procedures will be designed to comply with the principles contained in the Privacy Act 1993 that specify requirements in terms of:
- purpose of collection of personal information
  - source of personal information
  - manner of collection of personal information
  - storage and security of personal information
  - access to personal information
  - collection of personal information
  - accuracy of relevant personal information to be checked before use
  - limits on use and disclosure of personal information
  - unique identifiers
  - correction of information
- d) All forms which collect personal information shall contain information about the purpose, use, and disclosure of the information collected e.g. applications for appointments, student record cards, enrolment information, information about employees and information about pupils and parents. When such information is no longer required it will be destroyed.
- e) The custodial parent / will be required to sign a consent form relating to information gained on enrolment and information contained in personal student files.
- f) At the end of each year teachers should, under the guidance of the Principal, remove and destroy information from student personal files that is no longer relevant.
- g) Staff personal files will be kept in a secure place accessible only to the school Privacy Officer. Staff members who wish to view their personal file must request the Privacy Officer to make their own file available to them.
- h) All personal information collected by the school will be housed securely where only authorised people have access to it and it is safe from vandalism and theft.
- i) Information about staff and pupils displayed in the school will be positioned in such a manner as to preclude its sighting by visitors or other unauthorised persons.
- j) No personal information held by the school will be disclosed to other agencies without first gaining the specific permission of the individual concerned. In the case of students such permission must be given by parents / s unless the agency has been named in a previously authorised consent form.

**STAFF PERFORMANCE REVIEW** (For details of the system see the separate Staff Performance Review Booklet)

The Colville School Staff Performance Management System provides a structure in which staff can plan annual professional objectives that develop effective practice, meet the requirements of professional standards / job descriptions and lead to a continually improving performance.

1. The Principal is responsible for the performance review of all staff although aspects of the review process may be delegated to a senior manager.
2. The staff performance review will be conducted according to the procedures outlined in the Colville School Performance Management System. This meets the requirements established by the Education Council Aotearoa NZ Code of Professional Responsibility and Standards for the Teaching Profession. (2018)
3. Each staff member will be consulted prior to initiating the review in order to establish which professional or other performance standards will be reviewed each year.
4. The performance review details will be confidential to each staff member, authorised senior manager and the Principal.
5. Any dispute between the Principal and a staff member arising from the performance review will be referred to the Board Chairperson.
6. The Principal will provide at least one report on the current capabilities of teaching staff to the Board each year providing also that such information preserves the confidentiality requirements of performance review.



## STAFF SERIOUS MISCONDUCT

In defining serious misconduct on the part of staff, the Principal will work within the following guidelines:

1. Some matters which could be reasonably specified as examples of serious misconduct are: (the list is not necessarily exhaustive)
  - proven conduct of an indecent or sexual nature which renders an employee unsuitable for employment in a school environment;
  - proven serious assault on a student;
  - proven deliberate endangerment of the safety of members of the school community

Each case will be considered on its particular facts.

2. The Principal is required to:
  - specify the complaint in writing
  - give the employee an opportunity to answer or explain and have a support person present
  - listen to, and take account of the answers
  - not prejudge the matter
  - seek advice from NZSTA as appropriate.
3. If a staff member is convicted of an offence for which the offender could have been liable to imprisonment for a term of twelve months or more, and does not resign, the Board can consider dismissal. For teaching staff, information of name, sentence passed and the court that the charge was heard in, must be provided to the Education Council Aotearoa NZ, with a recommendation for consideration that registration be cancelled.
4. The Board will adhere to the requirements of the relevant Collective Employment Agreements and consider the question of degree of misconduct and relevance of misconduct to the workplace before determining whether instant dismissal (or other disciplinary action) is justified.

## STAFF BOARD RELATIONS

The Board wishes to maintain open channels of communication with the staff to integrate them into the decision-making process and to recognise appropriately staff effort and service.

1. The role of the Board is governance - making policy decisions. The role of the Principal and, through the Principal, delegated staff, is management - deciding how policy decisions should be implemented.
2. While the Board should not involve itself in the management function, it is essential for sound decision-making that staff be involved in policy development.
3. Staff (through the Staff Trustee) should be fully involved in the Board's governance structure.
4. All staff should have the opportunity to comment on all policy drafts and be consulted in the development of all policies.
5. Board members will be invited to attend formal/informal occasions with the staff for communication of ideas.
6. When staff members leave the school the BOT will make an appropriate recognition of their contribution.

## TEACHER DISMISSAL

1. The need for the dismissal of a staff member may arise because of:
  - a) a breach of discipline (as defined in the PTCEC – Teacher Conduct and Discipline)
  - b) competency requirements not being met after following the guidelines in the policy on teacher competency
  - c) the cancellation of registration which implies cancellation of the practising certificate. This is completed by the Education Council Aotearoa NZ. This may occur if a teacher is convicted of an offence for which he/she is liable to imprisonment for a term of twelve months or more and hence is deemed to not be (or no longer be) of good character and/or is not (or is no longer) fit to be a teacher.



2. In all cases the Board will keep the teacher informed, in writing, of the procedures. The teacher may respond in writing.
3. For 1a. Dismissal may occur depending on the gravity of the offence (see PTCEC).
4. For 1b. See policy on Teacher Competence – see PTCEC.
5. For 1c. A registered teacher would be given 2 months notice of termination of employment.
6. In the cases where two months notice is given, the time may be shorter if the teacher and Board agree.

### VERIFICATIONS

Colville School Board of Trustees acknowledges its responsibility to ensure that all employees of the Board are bona fide employees. (see also employment above)

1. The Board requires that the Principal confirms that the documented proof of all qualifications of all staff prior to their appointment and retains copies of such documents in each staff member's personnel file.
2. The Board Chairperson will confirm all qualifications of any applicants for the position of the Principal and on appointment retain a copy of each qualification in the Principal's personnel file.
3. The Principal will be responsible for initiating all police checks prior to the appointment of any staff member and re-checking each staff member on a three-yearly basis.
4. The Principal will be responsible for identifying any parent / caregiver who is under a court order and checking the conditions of the order to ensure that there is no danger to staff or children.
5. Should a potential danger be identified under (4) above, the Principal will consult with the Board Chairperson and other trustees as required as to what appropriate actions should be taken.

### WORKPLACE STRESS

The school will promote an awareness of the issue of workplace stress and give staff the opportunity to access assistance when needed. (In accordance with the Health and Safety At Work Act 2015)

1. The Principal will be offered training to recognise potential workplace stress situations and to deal with them within the resources of the school. Staff will be educated and trained in strategies to reduce unhealthy stress levels.
2. The school will have clear guidelines that aim to identify, reduce and manage unhealthy stress.
3. The school will have a clear process for considering and responding to complaints and concerns from employees and for identifying and minimising hazardous levels of workplace stress.
4. Staff will be made aware of the need to take responsibility for their own stress levels including regular holidays, effective time management, effective and efficient planning and classroom management and reporting to senior management unhealthy levels of stress.
5. The school will develop systems of recording information relevant to employees' vulnerability to workplace stress.
6. The school will ensure that an employee who needs sick leave for identified workplace related stress is properly supported on return to school.

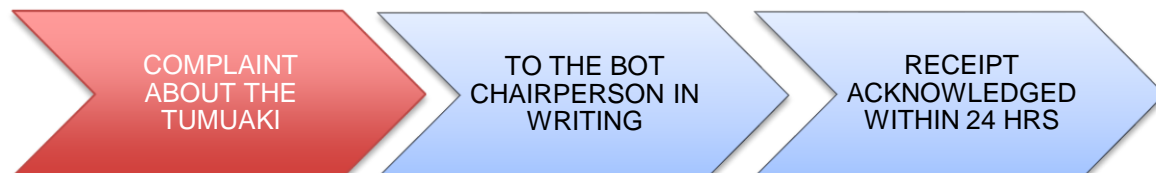
## **4. COMPLAINTS**

The Colville School Board of Trustees requires that any complaint relating to the school is heard, investigated and wherever possible, resolved to the satisfaction of the complainant, promptly, courteously, while ensuring that natural justice occurs.

Note: A complaint is not a concern although it may arise from it. A complaint is a request for a response in relation to a specific behaviour (s).

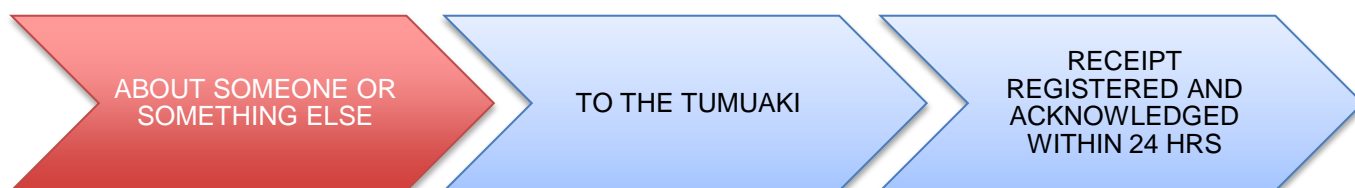
1. All complaints, either oral or written about any aspect of the school, should be directed to the Principal or her designated proxy. In the event that the complaint is against the Principal, it must be in writing and it should be directed to the Chairperson of the Board of Trustees.
2. All complaints will be listed in a Complaints Register held in the Principal's office and acknowledged within 24 hours of receipt.
3. For all complaints other than those against the Principal, the Principal (or her proxy) will investigate the details of the complaint.

4. Within 7 days of the complaint being registered, the Principal will contact the complainant in writing to advise of a meeting with relevant parties to discuss the complaint in detail and to seek resolution. A written record of such meetings must be taken and retained by the school with a copy available to the complainant. In the case of complaints against staff members, professional codes of conduct and employment agreements must be followed.
5. The details of any complaint and its outcome must be kept confidential to the complainant, the Principal and other persons involved in the complaint.
6. Where necessary the Principal and the complainant are entitled to seek external support in the resolution of the issue. Should no resolution be achieved, the matter will be referred to the Board Chairperson.
7. Where the complaint is against the Principal, the Chairperson of the Board shall follow the procedures outlined above. Where no resolution is achieved, the Board Chairperson will seek external professional mediation.



**BOARD CHAIR** Investigates or appoints external investigator.

**WITHIN 7 DAYS** of complaint receipt, contacts complainant in writing to advise of meeting. Details tabled, discussion, and resolution sought. Written record retained by both parties. NOTE: Relevant professional codes of conduct must be followed. Outcome **CONFIDENTIAL**. If no resolution achieved, external professional mediation sought.



**PRINCIPAL INVESTIGATES**

**WITHIN 7 DAYS** of complaint receipt, Principal contacts complainant in writing to advise of meeting. Details tabled, discussion, and resolution sought. Written record retained by both parties. NOTE: Relevant professional codes of conduct must be followed if staff member involved. Outcome **CONFIDENTIAL**. If no resolution achieved, matter referred to BOT Chairperson.

## 5. REPORTS

### TO THE BOARD

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 implications and risks for the school. This allows the Board to make informed strategic and governance decisions. Therefore the Principal shall:

- a) Inform the Board of significant trends, implications of Board decisions, issues arising from policy or changes in the assumptions on which Board decisions are based
- b) At each Board Meeting, submit a report covering the following management areas:
  - ⇒ Strategic Aims
  - ⇒ Personnel
  - ⇒ Finance
  - ⇒ Variance

- ⇒ Student Progress and Achievement
- ⇒ Curriculum
- c) Update reports on any changes to staffing, programmes, plans and processes
- d) Requests for Board approval relating to discretionary staff leave and / or staff absences of more than five days
- e) Reports on monitoring / progress data
- f) Financial variance against budget reports.
- g) Regular reports on student stand-downs, suspensions and exclusions.
- h) Reports on roll variance as appropriate.
- i) Coordinate and present any management / staff reports to the Board.
- j) Report on any other matter as requested by the Board.

### TO THE COMMUNITY

Colville School will consult effectively with the school community and the wider community, report to our school community and the wider community, and be sensitive and responsive to the diverse nature and needs of our school community.

The Principal will ensure that:

1. an open and welcoming atmosphere is maintained in the school
2. consultation with the community is regular, non-threatening and demonstrates respect and support for all the cultures represented in the community
3. all school programmes encourage respect for others in the school community and the wider community
4. full, clear and concise information regarding the School's Mission, policies and programmes is available to the community through the Charter, written policies and a Prospectus
5. an annual report of the school's achievements is prepared and published
6. a publicity group (including the Principal) is established to ensure that local media receive publicity material and opinion pieces regularly
7. assistance is actively sought from parents, community groups and specialised agencies
8. members of the community and community groups are encouraged to use the school and its facilities
9. where appropriate parents / s are given the opportunity to be involved in the evaluation of programmes.

The Principal will ensure that the school provides a meaningful indication of a student's current achievement, allow students to monitor their progress, alert parents or s when concerns arise so that these may be remedied before the concern becomes a major issue and to provide parents/s with information that enables them to provide guidance for and to support their child.

The Principal will ensure that:

1. All teachers will keep accurate records that can be collated to provide appropriate information.
2. Reporting takes a variety of forms, e.g. telephoning, visiting, letters, meetings, formal school reports.
3. When teachers have serious concerns about a student's progress these will be reported to parents promptly.
4. All parents will have an opportunity to meet their child's teachers informally before the end of Term I.
5. Information provided in reports will be as specific as possible and indicate the student's performance in relation to expected outcomes.
6. Teachers will inform students of their progress as a regular, ongoing part of teaching programmes.
7. Relevant information regarding students' achievement will be communicated in a timely manner to MOE.

## 7. GENERAL

### ATTENDANCE

Parents / caregivers have a legal obligation (Education Act 1948) to ensure that their children attend school at all times that it is open and to provide a reasonable explanation when the child is unable to attend.

- Teachers will record attendances and absences in an approved attendance register.
- Teachers will advise the school office of absences each morning. The school secretary will contact parents / caregivers of the absent children to seek and explanation for the absence.
- Continued absences will be followed up by the Principal and by the Truancy Officer where required.

## 8. APPENDIX

### Financial Procedures

The Board delegates to the Principal the following financial powers:

- The day-to-day management of the school's finances and budgeting including all internal delivery systems.
- The right of purchase of up to \$1000 on a single item without Board approval.
- The capacity to seek sponsorship and raise funds in the school's name.
- The capacity to invest and transfer funds in school-owned term deposits for a period up to 12 months.
- The right to approve staff attestation and pay units for management.<sup>2</sup>

These powers are implemented according to the following procedures. Note that the Board contracts Education Services Ltd to oversee and manage the school's accounts in conjunction with the Principal and to provide monthly reports to the Board.

#### Cash and Account Management

- i. Only one cheque account shall be operated for the Board general receipts and payments. The signatories to this account shall be the Board Chairperson, the Principal, The BOT Secretary and the School Secretary.
- ii. Unless required for petty cash, all cheques will be issued as "Non Transferable".
- iii. Under no circumstances is a signatory to sign a blank cheque.
- iv. The cheque account cannot be operated in overdraft without prior approval from the Bank, the Board and the Ministry of Education.
- v. One at-call interest bearing deposit account shall be operated to hold cash resources and reserves. This account will be operated by the Principal, with transactions approved by and reported to the Board by the Trustee holding the Finance Portfolio.
- vi. All cash and cheques received must be paid to the school office, receipted and coded / tagged to the appropriate school account and purpose. Only delegated staff may handle cash. All school monies must be held in a secure place on the school premises and deposited into the bank as soon as practicable.
- vii. All accounts for payment except expense reimbursements must be supported by a copy of the school order form, the invoice with accurate details of prices and quantities and the correctly completed cheque ready for signature. Reimbursements for expenses must be certified by the Principal and where reimbursement is for the Principal, the Board Chairperson must certify.
- viii. The Principal's monthly report to the Board shall include any unexpected financial items.
- ix. The financial system shall be such that the Principal and the Board Chairperson can sign the Annual Statement of Financial Responsibility without hesitation.

#### Gifts and Koha

- i. The decision to present a gift or koha shall be made by the Principal and / or the Board Chairperson.

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<sup>2</sup> Policy 13 Delegations to the Principal. Colville School Board of Trustees Governance Manual 2018  
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- ii. A **gift** is a token or recognition of a service or a significant contribution to the school provided by the recipient. A **koha** is a gift or a contribution given on appropriate occasions made in the context of Māori custom.
- iii. All gifts and koha shall be purchased through the school's normal purchase procedures including the when and what was purchased.
- iv. Unless otherwise designated by the Board, all gifts and koha should not exceed \$100.
- v. All gifts and koha made to the school shall be received and receipted by the Principal.

#### Fundraising

- i. **Where the PTA is not active**, the Board and the Principal will manage all fund-raising events.
- ii. All funds raised will be paid into the school account and tagged / coded appropriately. These funds must be scrupulously accounted for using the financial procedures and practiced identified in Cash and Account Management above.

#### Sensitive Expenditure (including travel)

- i. The Board defines Sensitive Expenditure as expenditure that may be considered as beneficial only to individuals or small groups such as national and international travel, koha or other payments to individuals. Where a payment (s) is likely to fit within these parameters it must be considered in relation to the following questions before any such payment is approved:
  - does the expenditure benefit student outcomes
  - does it represent best value for money
  - has it been budgeted for
  - can the Board justify this expense to a taxpayer, parent or other interested party
  - might there be a public reaction if the expense was reported by media
  - could there be a perception of personal gain by an individual or group?
- ii. Where proposed expenditure falls within the parameters defined above, clear links will be made to funds raised for that purpose, the inclusion of travel or similar expense in the budget and the source of such funds. Such expenditure will be fully accounted for by a separate income statement presented to the Board by the Principal.
- iii. Where expenditure is for **travel** the Board requires that such expenditure:
  - has been included in the costing of the trip
  - that staff required to travel do not suffer any negative financial effect
  - that all staff travel is approved by the Principal and the Board Chairperson
  - that the purchase of travel costs and accommodation is conducted through the school's normal purchase procedures
  - that there is a clear and documented purpose for the travel related to school need
  - that any air travel within New Zealand be economy class.

Where a school group or a staff member intends to travel internationally as part of a Board approved school trip, the Board will establish specific guidelines that meet the definition of Sensitive Expenditure above.