

Te Aratai College



Board

Governance Manual

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Te Aratai College: Strategic Goals 2023 - 2025

Vision	Mauri Ora through ako for our poutama of learning experiences and learning progress through inspiring pathways for all learners
Ngā Uara-Values	<p>Manaakitanga: the process of showing respect, generosity and care for others</p> <p>Whanaungatanga: a relationship through shared experiences and working together which provides people with a sense of belonging</p> <p>Rangatiratanga: self-determination and self-management</p> <p>Tūrangawaewae: where one has the right to stand</p>

Strategic Goal 1: *Enable students to achieve their highest possible standard of education.* *Rangatiratanga*

What we will experience:

1. Successful learners are seeking to, and self-motivated to, increase their knowledge and standards of achievement
2. Learners understand and act on the relationship between attendance and achievement.
3. Staff adapt to students' needs, challenging and supporting as required; staff adaptive expertise driving deliberate professional acts.
4. All learners successfully access the New Zealand Curriculum as evidenced by their learning progress and equitable achievement outcomes in relation to the poutama of Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki, SPEC, NCEA.

Strategic Goal 2: *The school is increasingly culturally responsive & relational, responding to our cultural narratives.* *Manaakitanga*

What we will experience:

1. Our authentic community-Te Aratai curriculum and our partnerships with the community are increasingly Te Tiriti-honouring.
 2. Māori are achieving success as Māori.
 3. School activities inside and outside the classroom are increasing our learners' authentic pathways and strengthening the learners' sense of belonging
 4. Language, culture and identity underpin equitable learning opportunities.

Strategic Goal 3: *Revitalising educationally powerful connections with family, whānau, hapū, iwi and communities, reflecting our uara.* *Whanaungatanga*

What we will experience:

1. Authentic, responsive and regular contexts for face to face connection to foster reciprocal trust, shared understanding and expectations.
2. Responsive accountability to our cultural narratives and the aspirations and action plans of whānau, hapū, iwi, as well as and Māori and other organisations within the community, validating, understanding and practising that learning is centered in language, culture and identity to support authentic outcomes for learners.
3. Learners, whānau, staff and governance will contribute to and experience our uara: manaakitanga, whanaungatanga, rangatiratanga, tūrangawaewae

Strategic Goal 4: *Mauri ora – valuing the spirit and wellbeing of all is foundational for all other learning.*

Tūrangawaewae

What we will experience:

1. The school is a safe and welcoming place for all - learners, staff, and the wider Te Aratai community.
2. Our school will have an inclusive culture where diversity is valued and where all learners and staff, including disabled learners, those who identify as LGBTQIA+, have learning support needs, are neurodiverse, or are from diverse ethnic communities, feel they belong.
3. Our learners positively contribute to the school and wider community.

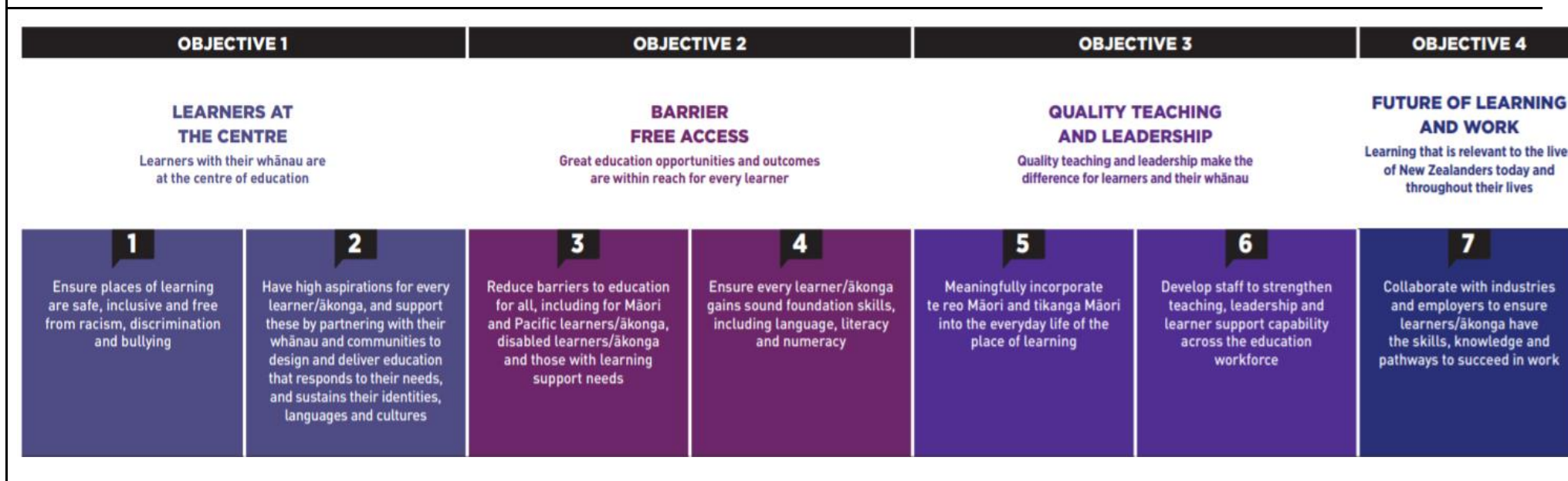


Te Aratai College Annual Plan 2023

Vision: Mauri Ora through ako for our poutama of learning experiences and learning progress through inspiring pathways for all learners

Organisational Annual Goal: National Education Learning Priorities (NELPs)

The Board of Te Aratai College intentionally aligns its vision, values, strategies and annual actions with the Ministry of Education’s priorities:



Goal	Outcomes: what we will experience	2023 actions
<p><i>Manaakitanga: The school is increasingly culturally responsive & relational, responding to our cultural narratives.</i></p>	<ol style="list-style-type: none"> Our authentic community-Te Aratai curriculum and our partnerships with the community are increasingly Te Tiriti-honouring. Māori are achieving success as Māori. School activities inside and outside the classroom are increasing our learners’ authentic pathways and strengthening the learners’ sense of belonging 	<ol style="list-style-type: none"> Implement new reporting process for opportunities to engage whānau more in what they can expect from the College and an understanding of the the pathway through and beyond. Develop our Te Aratai College curriculum through Mātauranga Māori (PI/PWA) and Local Curriculum (KMH) Within-School Leader roles in coherence with the Ngāi Tūāhuriri runaka.

	<p>4. Language, culture and identity underpin equitable learning opportunities.</p>	<p>3. Engage akonga and whānau engagement with our Māori Liaison (SGA)</p> <p>4. Continue Wā Whakanui to place the needs of ākonga and whānau at the center</p> <p>5. Ongoing professional learning led by Janelle Riki-Waaka</p>
<p><i>Whanaungatanga: Revitalising educationally powerful connections with family, whānau, hapū, iwi and communities, reflecting our uara.</i></p>	<p>1. Authentic, responsive and regular contexts for face to face connection to foster reciprocal trust, shared understanding and expectations.</p> <p>2. Responsive accountability to our cultural narratives and the aspirations and action plans of whānau, hapū, iwi, as well as and Māori and other organisations within the community, validating, understanding and practising that learning is centered in language, culture and identity to support authentic outcomes for learners.</p> <p>3. Learners, whānau, staff and governance will contribute to and experience our uara: manaakitanga, whanaungatanga, rangatiratanga, tūrangawaewaexc</p>	<p>1. Implementation of reporting structures and processes developed at the end of 2022 in consultation with staff, whānau and students.</p> <p>2. Continue Wā Whakanui to place the needs of ākonga and whānau at the center</p> <p>3. Pastoral review starting term 2 to update the roles and responsibilities of kaiako, kaiārahi, deans, and SLT.</p> <p>4. Deepen our Professional Growth Cycle that uses Kia Eke Panuku-informed processes to critically reflect on and celebrate the achievements of staff</p> <p>5. Mātauranga Māori Within School Leaders (PI/PWA) support Learning Areas with identifying and achieving their mātauranga Māori goals.</p> <p>6. Explicit addressing and teaching and learning of Ngā Uara through the establishment of the Tikanga o Te Aratai</p> <p>7. Ongoing evaluation of curriculum development through Mātauranga Māori (PI/PWA) and Local Curriculum (KMH) Within-School Leader roles in coherence with the Ngāi Tūāhuriri runaka.</p>
<p><i>Rangatiratanga: Enable students to achieve their highest possible standard of education.</i></p>	<p>1. Successful learners are seeking to, and self-motivated to, increase their knowledge and standards of achievement.</p> <p>2. Learners understand and act on the relationship between attendance and achievement.</p> <p>3. Staff adapt to students' needs, challenging and supporting as required; staff adaptive expertise driving deliberate professional acts.</p> <p>4. All learners successfully access the New Zealand Curriculum as evidenced by their learning progress and equitable achievement outcomes in relation to the poutama of Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki, SPEC, NCEA.</p>	<p>We celebrate the positive.</p> <p>1. Engaging students in curriculum changes and reflecting on what it means/takes to be successful for beyond school.</p> <p>2. Use of achievement data through EdPotential to inform learning conversations around achievement and how attendance plays such an important part.</p> <p>3. Hui Whakapūmau is normalised as an annual event.</p> <p>4. Professional learning for all staff around NZC Refresh, Literacy and Numeracy co-requisites and NCEA changes beginning in 2024.</p> <p>5. Students and whānau are supported early in the year and throughout the year on formal academic opportunities for the following year.</p>

		<ol style="list-style-type: none"> 6. The Ako critical cycle of learning is engaged in by all teachers and middle leaders to support and growth within leadership and teaching practice. 7. Attendance review informed by whānau, ākonga, and our Hauora and Success team 8. Introduction of MyMahi and EdPotential 9. Enrichment opportunities Y7-13
<p><i>Tūrangawaewae: Mauri ora – valuing the spirit and wellbeing of all is foundational for all other learning.</i></p>	<ol style="list-style-type: none"> 1. The school is a safe and welcoming place for all - learners, staff, and the wider Te Aratai community. 2. Our school will have an inclusive culture where diversity is valued and where all learners and staff, including disabled learners, those who identify as LGBTQIA+, have learning support needs, are neurodiverse, or are from diverse ethnic communities, feel they belong. 3. Our learners positively contribute to the school and wider community. 	<ol style="list-style-type: none"> 1. Development of how learning spaces are managed and staffed in order to maintain a positive learning environment for all. 2. Our school policies are visible and accessible to all including students, staff and whānau and in the review cycle whānau have the opportunity to feed in. 3. Well being is considered and actioned through a bicultural lens. 4. Student leadership pathways through positions such as Class Representative, House Leader, Student Council, Prefect, and Head Student roles. 5. Evaluation of Pastoral Structure. 6. Attendance Action Plan

Annual Achievement Targets 2023		
1	Attendance	Attendance and justified activity/absence levels in the school to be 75%.
2	Yr 7-10 learning progress	All Yr 7-10 students progress by at least two sub-levels in reading and numeracy.
3	NCEA Level 1	NCEA Levels 1 to exceed 75% pass rate.
4	NCEA Level 2	NCEA Level 2 to exceed 70% pass rate.
5	University Entrance	70% of students who are eligible to achieve UE do so.
6	Māori and Pacific NCEA achievement	Māori and Pacific students' NCEA academic achievement to match or better the total TAC achievement rates.

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PART 2: GOVERNANCE

1. Board Operations: Governance Policy Statement

The legal responsibility of boards and Board members is determined by Section 76 of the Education Act 1989:

s.76 Principals –

(1) A school's principal is the board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –

Shall comply with the board's general policy directions; and

Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

At Te Aratai College the Board has decided that its focus is strategic leadership rather than administrative detail. It has a clear distinction between Board and staff roles, concentrates on the future rather than the past or present, and is pro-active rather than reactive. This means that the Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal and this delegation is reflected in the Board's operational policies.

The Te Aratai College Board exists for student success through the achievement of the College's Strategic Plan. The Board ensures the College's well-being and learning programmes meet the needs of all our students through effective teaching, learning, assessment, inquiry and self-review in line with the New Zealand Curriculum and the specific needs of our school.

The Board recognises and affirms the moral imperative inherent in education and the foundational principle to Te Aratai College of culturally responsive and relational pedagogy for our multi-cultural community in our bi-cultural nation. Te Tiriti o Waitangi is the foundation for all our actions.

The Board gathers, monitors and acts upon learning and social information about individual students and groups of students in order to maximise student success for learning and achievement. The Board reports accurate assessment information to students and parents recognising that this is a vital component of learning.

The Board sets the policies of the College. The policies are put into effect at Te Aratai College through the College's procedures. The procedures are the responsibility of the Principal to develop and implement, and to report on for compliance to the Board. 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, policies or expressed uara-values or commonly held professional ethic.

2. Board Roles & Responsibilities

The Board key areas of contribution are:

- Representation
- Leadership
- Accountability
- Employer Role

Board member accountability measure	Standard
1. Set strategic directions and long-term plans consistent with Te Tiriti o Waitangi and monitor the Board's progress against them	1.1 Board meets strategic goals
2. Monitor financial management of the school and approve the budget	2.1 Satisfactory performance of school against budget
3. Monitor and evaluate student achievement	3.1 Reports from principal on progress against Annual Plan highlight risk/success 3.2 Meet targets in Annual Plan, implement Curriculum Policy and satisfactory performance of Curriculum Education Priorities
4. Effective risk management	4.1 Attend board meetings having read board papers and reports and ready to discuss them 4.2 Board meetings have a quorum 4.3 Remain briefed on internal/external risk environments and take action where necessary 4.4 Identify 'trouble spots' in statements of audit and take action if necessary
5. Ensure the Board is compliant with its legal requirements	5.1 New members have read and understood: board induction pack; & requirements of 5.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the organisation. Board has sought legal advice when necessary 5.3 Accurate minutes of all board meetings, approved by Board and signed by Chair

	5.4 Individual staff/student matters are always discussed in Public Excluded Session
6. Attend board meetings and take an active role as a Board member	6.1 Attendance at 80% meetings (min.) 6.2 No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989 6.3 Board papers read prior to attending board meetings
7. Approve major policies and programme initiatives	7.1 Approved and minuted.
8. Fulfil the intent of Te Tiriti o Waitangi by valuing and reflecting New Zealand's dual cultural heritage	8.1 Te Tiriti o Waitangi is obviously considered in board decisions
9. Approve and monitor Personnel policy and procedure. Act as good employers	9.1 Become and remain familiar with employment conditions of organisation, staff contract and Award arrangements.
10. Appoint, assess the performance of and nurture the Principal	10.1 Principal's Performance Management System in place & implemented
11. Deal with disputes and conflicts referred to the Board	11.1 Successful resolution of any disputes and conflicts referred
12. Represent the school in a positive, appropriate manner	12.1 Code of Behaviour adhered to
13. Oversee, conserve and enhance the resource base	13.1 Property /resources meet the needs of the student achievement goals
14. Hand over governance to new Board/Board members at election time. Effective recruitment and succession plan.	14.1 New Board members provided with Governance manual 14.2 New Board members fully briefed and able to participate following attendance at an orientation programme
15. On-going PLD participation required	15.1 MOE/trainers delivery/webinar/NZSTA (training)/staff expertise)

3. Board Code of Conduct

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

- 1. Uara-Values**
Understand and model the uara-values, policies and goals of the school.
- 2. Act with Integrity**
Act with high standards of professional and personal integrity, including being honest, open, transparent, and trustworthy.
- 3. Culturally Responsive and Fair**
Do not act or advocate in a way that discriminates against, nor act in a way that unjustifiably favours particular individuals, groups, identities or interests.
- 4. Actively promote a safe school environment**
Speak up when unethical behaviour is observed. Treat all concerns raised seriously. Encourage an open culture where all staff, communities and students feel safe speaking up.
- 5. Respectful of fellow board members and act consistently with the designated or special character of the school**
Follow the board's policies and procedures. Work with fellow board members in a respectful way, even when members of the board disagree.
- 6. Respect the process of collective decision-making**
Recognise that only a member authorised by the board to do so may speak on behalf of the board. Board members do not act independently of the board's decisions.
- 7. Treat school staff, students and members of the school community with respect**
Treat the principal, staff, students, and school volunteers, and members of the school community with courtesy and respect.
- 8. Take responsibility for ongoing development in the role of board member**
Board members must make themselves available to undertake appropriate professional development, including a focus on Te Tiriti o Waitangi and good governance.
- 9. Engage with the community in sensitive and appropriate ways**
Work with fellow board members to authentically engage with all people in the school community, including whanau, local Māori communities, iwi and hapū, fairly, impartially, promptly, and sensitively to help inform the decisions made.
- 10. Speak up for all students**
Put students' wellbeing, progress and achievement first and foremost, unaffected by personal beliefs or interests.
- 11. Come prepared**
Come to board meetings prepared to fully participate in decision-making.
- 12. Use position responsibly**
Maintain confidentiality when in receipt of non-public information gained in the course of duties and use it only for its intended purpose. Represent the school in a positive manner and

do not publicly disclose information that may be harmful to the school. Do not pursue personal interests at the expense of the school or community's interests.

13. Do not seek gifts or favours

Follow board policy procedures in relation to any offers of gifts or hospitality. Never seek gifts, hospitality or favours as a board member, board member's family or other close associates.

14. Political impartiality in a board member's role

Board members cannot endorse or campaign for a political party or candidate in their capacity as a school board member.

15. Meet statutory and administrative requirements

Act in accordance with all statutory and administrative requirements relevant to the role of the school board (including as an employer) and seek guidance and support if and where required.

16. Identify and manage conflicts of interest

Identify, disclose, manage and regularly review all interests board members are aware of and become familiar with, and follow, all conflicts of interest requirements, including those of the board, the school, and all statutory requirements.

17. Visiting the school site

Board members need to inform the principal if they are to visit the school site during working hours and staff interactions. No individual conversations should compromise school operations or leadership

4. Board Member Conflict of Interest

The standard of behaviour at Te Aratai College is that all staff and board members scrupulously avoid conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes avoiding potential and actual conflicts of interests, as well as perceptions of conflicts of interest.

The purpose of this policy is to protect the integrity of the school decision-making process, to ensure confidence in the school's integrity, and to protect the integrity and reputations of staff and board members. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

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

5. Board Induction

The Board is committed to ensuring continuity of business and a smooth transition when Board personnel change. Therefore within the induction process:

1. New board members will be issued with a governance manual containing copies of the school's:
 - a) Charter – including the Strategic and Annual/Operational Plans
 - b) Policies
 - c) any other relevant material
2. The Presiding Member or delegate will meet with new board members to explain governance manual and policies.
3. The Presiding Member, or delegate, after consultation with board members, will recommend to the Board changes to select committees.
4. The Principal and Presiding Member or delegate, will brief all new members on the organisational structure of the school, including roles and responsibilities of the Board and the teaching and leadership structure of the school.
5. The Principal will conduct a site visit of the school during school time
6. New board members are to be advised of the professional learning that is available from the NZSTA and other relevant providers. Signal areas of interests.
7. After four months on the Board, the effectiveness of the induction process is to be reviewed by the Presiding Member with the new members.

6. Presiding Member's Role

The Presiding Member of Te Aratai College safeguards the integrity of the Board's processes and represents the Board to the broader community. The Presiding Member ensures that each Board member 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 Presiding Member.

The Presiding Member:

1. Welcomes new members and leads the process for their induction
2. Assist with the understanding of their role, responsibilities and accountability including the need to comply with the Board members' Code of Conduct
3. Leads the Board members and develops them as a cohesive and effective team
4. Ensures that the work of the Board is completed
5. Sets the Board's agenda and ensures that all have the required information for informed discussion of the agenda items
6. Effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education Act, the relevant sections of the Local Government Official Information and Meetings Act and any relevant board policies
7. 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
8. Is responsible for promoting effective communication between the Board and wider community including communicating appropriate board decisions e.g. newsletter, meetings
9. Establishes and maintains a strong productive working relationship with the Principal
10. Ensures that the Principal's performance agreement and appraisal are completed on an annual basis
11. Oversees the general performance of the Board. This may include bringing in an external reviewer for professional objectivity

The Presiding Member may delegate any of the tasks to another Board member(s) should this be required.

7. Responsibilities of the Principal

The Principal is responsible for overseeing the achievement of the Strategic Plan and the implementation of Board policy through the procedures and other operational processes. Reference in documentation to the school, management and staff is to be read as “principal” for responsibility for implementation. From time to time the Presiding Member of the Board may issue discretions in policies of the school, in minutes of the Board, or by written delegation.

The responsibilities of the Principal are:

1. Meet the requirements of the current job description
2. Meet the requirements of the Principal’s Professional Standards
3. Act as the education leader of the school
4. Manage the school effectively on a day-to-day basis within the law and in line with Board policies
5. Develop an Annual Plan in line with the Board’s Strategic Plan and seek approval from the Board by 1 March each year
6. Implement the annual and operational plans giving priority to the school’s annual targets
7. Use resources efficiently
8. Put good employer policies into effect
9. Use the professional standards to attest staff for salary increments
10. Allocate pay units for areas of responsibility
11. Oversee teacher appraisals and staff professional learning
12. Hire, deploy and terminate teaching and support staff positions
13. Preserve assets (financial and property)
14. Communicate with the community on operational matters
15. Keep the Board informed of information important to their role
16. Report to the Board on the compliance with their policies
17. Organise operations within the boundaries of prudence and ethics established in Board policies on Operations
18. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000. [see STA Link 2001/01]
19. Appoint, on behalf of the Board, the Privacy Officer/EEO Officer and Health and Safety Officer

Only decisions made by the Board acting as a Board are binding on the Principal. Decisions or instructions of individual, committee chairs, or committees are not binding on the Principal except in rare circumstances when the Board has specifically authorised it.

The Principal is not restricted from using the expert knowledge of individuals acting as volunteers or seeking expert assistance.

The relationship is one of trust and support. Both parties work to ensure ‘no surprises’.

8. The Relationship between the Board and the Principal

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, the role of the Presiding Member, the Board's Code of Behaviour and other Board policies should be read alongside this policy.

1. This relationship is based on mutual respect based on trust, integrity and ability.
2. The relationship must be professional.
3. The Principal reports to the Board as a whole rather than to individual Board members.
4. Day to day relationships between the Board and the Principal are delegated to the Presiding Member.
5. All reports presented to the Board by the staff 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 their role.
11. The Principal should be able to share their biggest concerns with the Board.
12. The Board cannot interfere or disrupt the school's day to day operation, or seek or solicit individual information from staff without the knowledge of the Principal.

9. The Relationship between the Presiding Member and the Principal

The Presiding Member 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
3. The Responsibilities of the Principal
4. The Presiding Member's Role
5. The Board members' Code of Behaviour

Relationship Principles:

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

10. Principal Reporting 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 programmes and services; financial position; and all matters having real or potential legal considerations for our school. Thus the Board is supported in its strategic decision-making and risk management.

Therefore, the Principal must:

1. Seek approval each year for the annual plan
2. Regularly report on the implementation of the annual plan
3. Report on any matter requested by the Board and within a reasonable and specified timeframe
4. Present information in a manner suitable for efficient meeting operation
5. 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 goals are based
6. Inform the Board when, for any reason, there is non-compliance of a board policy
7. Recommend changes in Board policies when the need for them becomes known
8. Highlight areas of possible bad publicity or community dissatisfaction
9. Limit public statements about the official position of the Board on controversial social, political, and/or educational issues to what the board has formally adopted as positions of record
10. Directly or through DPs or other appropriate people, submit written reports and presentations at each board meeting including:
 - a) Annual Goal report and Variance and indicators
 - b) Personnel Report
 - i. in a timely manner of any significant changes in staffing, programmes, plans or processes
 - ii. seek Board approval for any requests for discretionary staff leave.
 - iii. advise the Board of any staff absences longer than 5 school days.
 - c) Resource Report (Finance and Property)
 - i. variation against budget
 - d) Wellbeing and Pastoral Guidance Report
 - i. report on the number of stand-downs, suspensions, exclusions and expulsions per meeting
 - e) Teaching and Learning (Academic) Report
 - f) Curriculum Progress and Achievement Report
 - g) Relevant Inquiry and Self-review Reports

11. Principal Professional Expenses

A budget for the Principal's professional expenses and professional learning will be established annually. Spending within budget occurs at the discretion of the Principal except in the case of overseas professional learning. All overseas trips for professional learning must be approved by Presiding Member and/or Board.

Professional learning expenses may include but are not confined to: continuing tertiary education, books and periodicals, mentoring, and attendance at professional conferences. It is important the Principal actively engages in professional learning and is encouraged by the Board.

12. Staff and Student Board Member Role Description

The Staff and Student Board members fulfil legislative requirements relating to board composition. As Board members, the Staff and Student Board member have an obligation to serve the broader interests of the school and its students and they have equal voice, vote, standing and accountabilities as all other Board members. The roles involve the following responsibilities:

Staff/Student Board Member responsibility	Standard
1. To work within the Board's Charter.	1.1 The Charter is obviously considered in Board decision making.
2. To abide by the Board's governance and operational policies.	2.1 The Staff/Student Board member has a copy of the Governance Manual and is familiar with all Board policies.
3. The Staff/Student Board Member is first and foremost a Board member and must act in the best interests of the students at the school at all times.	3.1 The Staff/Student Board member is not a staff/student advocate. 3.2 The Staff/Student Board member does not bring staff/student concerns to the board. This goes to the Principal.
4. The Staff/Student Board member is bound by the Board Members' Code of Behaviour.	4.1 The Staff/Student Board member acts within the Code of Behaviour.
5. It is not expected that the Staff Board member act as a union delegate.	5.1 The Staff Board member does not bring staff issues to the Board.
6. It is not necessary for the Staff/Student Board member to prepare a verbal or written report for the Board unless specifically requested to from the Board.	6.1 No regular reports received unless a request has been made by the Board on a specific topic. This will need to be attached to the Principal's Board Report.

13. Meeting Process

The Board is committed to effective and efficient meetings. The meeting will be based on a prepared annual agenda. The agenda preparation is the responsibility of the Presiding Member. Board members will:

1. arrive on time
2. be prepared for the meeting
3. model the uara-values of the school, participating in all discussions at all times within the principles of acceptable behaviour
4. have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act. Decisions by the Board are fully recorded but remain confidential. In such circumstances the Board needs to make the reasons for excluding the public clear.

14. Meeting Procedures

(* denotes legislative requirement)

14a General:

1. Meetings are held as per the annual programme.
2. The quorum shall be more than half the members of the Board currently holding office.*
3. The Presiding Member shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.*
4. The Presiding Member may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
5. Any Board members 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.*
6. Only Board members have automatic speaking rights.
7. The Board delegates [and minutes] powers under Sections 16 & 17 of Education Act to the Disciplinary Committee.
8. The Board delegates [and minutes] authority to the deputy principal in the times of absence of the principal.

14b Time of Meetings:

1. Meeting times are each fourth Thursday of the month.
2. Regular meetings commence at 4 pm and conclude by 6.30pm. The aim is for a 2 – 2 ½ hour timeframe.
3. A resolution for an extension of time may be moved.
4. Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

14c Special Meetings:

1. A special meeting may be called by delivery of notice to the Presiding Member signed by at least one third of Board members currently holding office.

14d Exclusion of the Public:

1. The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act.

14e Public Participation:

1. Public participation is at the discretion of the Presiding Member.
2. Public attending the meeting are given a notice about their rights to participation in the meeting.

14f Motions/Amendments:

1. All motions and amendments moved in debate must be seconded unless moved by the Presiding Member.
2. Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.
3. No further amendments may be accepted until the first one is disposed of.
4. The mover of a motion has right of reply.
5. A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.

14g Termination of Debate:

1. All decisions are to be taken by open voting by all Board members present.

14h Suspension of Meeting Procedures:

1. Standing Orders may be suspended by resolution of the meeting.

14i Agenda:

1. Agenda items are to be notified to the Presiding Member 4 days prior to the meeting.
2. Late items will only be accepted with the approval of the Board.
3. The order of the Agenda may be varied by resolution at the meeting.
4. All matters requiring a decision of the Board are to be agended as separate meeting items.
5. All items in the agenda are to carry a recommended course of action and where appropriate supplemented by supporting material in the agended documentation.
6. The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
7. Papers requiring reading and consideration will not normally be accepted if tabled at the meeting. The Presiding Member will need to approve.
8. Papers and reports are to be sent to the board 3 working days before the meeting - email copy is acceptable.

14j Minutes:

1. The Principal is to seek and provide secretarial services to the Board.
2. The minutes are to clearly show resolutions and action points and who is to complete the action.
3. A draft set of minutes is to be completed and sent to the Presiding Member for approval within 5 working days of the board meeting before being distributed to Board members within 8 working days of the meeting.

14k Apologies

1. Apologies are to be given to the secretary by phone or by email.

15. Committee Principles

The Board may set up committees to help carry out its responsibilities and due process (e.g. Resource, internal audit, disciplinary).

The Board must be explicit in the Board minutes and in a letter to each committee member the precise powers that are delegated to a committee. In addition, the same delegation motion must name the members or how the committee will be constituted. For example, the committee can:

1. Investigate and report their findings to the Board
2. Investigate and make any recommendations based on those findings to the Board
3. Investigate, come to conclusions based on what they have discovered and have the power to act upon those conclusions then report to the Board what they did

Board Committees:

1. Are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate. Therefore they do not hold a regular cycle meeting unless of strategic/monitoring interest.
2. Can be established and disestablished if and when required, e.g. short-term strategic focus such as building development.
3. Can consist of non-Board members. Committees must have a minimum number of 2 persons, at least one of whom must be a Board member.
4. 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.
5. Help the Board do its work.
6. All committees 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.
7. 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.
8. All have the Presiding Member and Principal as ex officio members.
9. Are to have Terms of Reference drawn up as required. It is suggested that these contain information about the following:
 - a) Purpose
 - b) Committee members
 - c) Duties and responsibilities
 - d) Delegated Authority

16. Discipline Committee Terms of Reference

Purpose:

The Discipline Committee of the Board meets as required for major discipline issues which have resulted in a student being suspended from school and follows the procedures and guidelines published in the Ministry of Education's *Guidelines for Principals and Board members on stand-downs, suspensions, exclusions and expulsions* including:

Part 1: Legal options and duties

Part 2: Good practice

Discipline Committee Members:

All members of the Board, excluding the Principal, can be members of the Discipline Committee. Specific committee membership is determined on availability for meetings.

The Presiding Member of the Committee is the Board Presiding Member or, in the Presiding Member's absence, will be determined by the committee. The numbers required for a Discipline meeting is two or more Board members.

Discipline Committee Duties and Responsibilities:

The committee will:

1. Act in fairness, without bias or prejudice and with confidentiality
2. Act within legislation and the MOE guidelines
3. Act only on written and agreed information, not verbal hearsay
4. Use processes of natural justice in discipline hearing procedures
5. Make recommendations on discipline matters to the Board as necessary

The suspension material will be available to the Discipline Committee 48 hours before the meeting.

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

17. Resources Committee Terms of Reference

Responsibility of the Board

The Board has overall strategic responsibility for the financial and property matters of the school. Through the implementation of the annual budget, the day-to-day management of the school's finances and property rests with the Principal.

Responsibility of the Resource Committee

The Resource Committee as a committee of the Board is responsible for providing strategic financial and property information and recommendations to the Board, following the Board's policies and strategic priorities. It does this through the approved financial procedures.

As a committee of the Board, the Finance and Property Committee can make recommendations to the Board but it cannot make decisions outside of its Board-given authority. It provides a report each Board meeting as to its operation.

Terms of Reference

The Resources Committee is responsible to the Board for:

1. In association with the Principal, recommending an annual operating and capital budget, including professional learning 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. Review on behalf of the Board accounts passed for payment by the school. Advising on additional funding sources.
5. Where appropriate, assisting the Principal to prepare a financial results report, this 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 and presenting draft or final financial statements at the Board's Annual Meeting.
11. Annually reviewing the school's risk management needs and insurance cover, and assessing and making recommendations to the Board on requests for spending on individual items outside of budget.
12. Co-ordinating the development of the school's ten year development plan and annual review of the school's property needs and the implementation of a long term programme of development and replacement to meet those needs.
13. Ensuring the operation and review of the ten year cycle of property maintenance. The school's maintenance programme ensures a safe and healthy environment.
14. Ensuring the school complies with the conditions of the Property Occupancy Agreement.

Compliance Reporting

The Principal and delegated Finance Manager are 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.

Membership of the Resource Committee

The committee and committee membership are to be reviewed annually and are to include but not necessarily limited to:

1. Principal – Richard Edmundson
2. Parent Trustee – (Presiding Member of Board) – or (delegated) – Finlay Laird
3. Finance Manager – Trish Bennett
4. Deputy Principal – Paul Osborne
5. *Co-opted Trustee or Specialist – Brian Tong*

18. Delegations List

Personnel	Delegated Authority	Term of Delegation
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 Board member.	See individual Committee Terms of Reference in the Board's Governance Manual.	Note: Delegation is for the specified period below or by resolution of the Board
Principal	See Operational Policy	Annual
Discipline Committee	Discipline Committee members aforementioned are delegated authority to implement the Board's Discipline Committee Terms of Reference, as outlined in the Board's Governance Manual.	Annual
Resource Committee	That the Resource Committee members aforementioned are delegated authority to implement the Board's Resource Committee Terms of Reference, as outlined in the Board's Governance Manual.	Annual
Paul Osborne DP Natasha Powell DP Melissa Young DP	That the Board directs that, except where the Board, at its discretion, otherwise determines, Paul Osborne, 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. In the absence of both the Principal and Paul Osborne, either Natasha Powell or Melissa Young shall perform all the duties and powers of the Principal.	Annual
Principal Presiding Member	The Board authorises that in all circumstances, media statements are to be made or authorised by the Principal or Presiding Member.	Ongoing

19. Board Review of Governance

Review Processes

a. Board Member Review

Annually each Board member will evaluate their own contribution to the Board and their individual effectiveness in discussion with the Presiding Member. The basis of this review shall be these Governance Policies and in particular the Roles & Responsibilities standards and the Code of Behaviour.

b. Presiding Member Review

The Presiding Member will evaluate his/her effectiveness and performance in discussion with individual Board members and the Principal. The basis of this review shall be these Governance Policies and in particular the Roles & Responsibilities standards, the Code of Behaviour and the Role of the Presiding Member standards.

c. Board Review

Bi/Annually the Presiding Member will co-ordinate a review of the effectiveness of the Board. A report will be provided to the Board on the outcomes, including a training plan for the Board as a whole. The review will be based on the Strategic Plan and Policy Framework.

PART 3: PRINCIPAL'S PERFORMANCE APPRAISAL

The Principal's performance is appraised annually with the objective of ensuring high quality educational opportunities for the students of the school.

This process will:

1. Ensure that the Principal's performance will be formally appraised on an annual basis firstly by the Board Presiding Member or agreed delegate(s) and, at the Board's choice, either an independent consultant who specialises in education and is able to review the effectiveness of the education provided or other suitable Board member.
2. Result in a written assessment of the Principal's performance on an annual basis, identifying any training/professional learning/support needs for the Principal to undertake.
3. The criteria for appraisal will be the objectives set in the Performance Agreement. The objectives will be agreed upon and drawn from the school's strategic and annual operating plans, and the Principal Professional Standards. These goals must be realistic and may be modified part way through the process if change occurs.
4. There will be agreed informal meeting/s during the review period between the Principal and Presiding Member and agreed delegate or independent consultant to discuss progress. Details of timeline to be negotiated.
5. If there is any disagreement between the Principal and the Board as to the objectives, the Board, after considering the Principal's input, will amend and confirm the amended objectives or confirm the unchanged objectives.
6. The Board Presiding member or delegate may seek feedback on the Principal's performance from staff, parents, or any other person/s who are in the position of providing feedback on how the Principal has performed.
7. The Board will receive a summary report from the Presiding Member or consultant formally once a year at a Board meeting that has "excluded the public". This may be discussed in committee with the Principal (*a section may require the Principal to be absent e.g. concurrence payment*).
8. The performance agreement and results of the appraisal are confidential to the Principal, the Board and their agents. No principal appraisal documentation can leave the set meeting place or school grounds.
9. In the event of a dispute relating to the appraisal results, the Board may choose to exercise its right to make a final decision or appoint an independent mediator to mediate.

Part 3: Operational Policies

Student Achievement and Wellbeing (NAG 1)

1. Student Achievement and Wellbeing
2. Teaching and Learning
3. Assessment
4. Attendance
5. Student Behaviour Management
6. Co-curricular
7. Uniform

Employer Responsibility (NAG 3)

8. Employer Responsibility
9. Appointment
10. Police Vetting
11. Staff Discretionary Leave

Financial and Asset Management (NAG 4)

12. Financial Conditions
13. Financial Planning
14. Financial Management and Accountability
15. Asset Protection
16. Asset Management
17. Fundraising
18. College Donations
19. International Fee-Paying Students
20. Use of College Facilities

Safe Environment (NAG 5)

21. Health and Safety
22. Child Protection
23. Alcohol and Other Drug Policy (including Tobacco) Well-being
24. Harassment Prevention
25. Safe School
26. Emergency Management

Administration and Governance (NAG 2 & 6)

27. Concerns and Complaints Policy: Parents and Whānau
28. Concerns and Complaints Policy: Students
29. Concerns and Complaints Policy: Staff
30. Concerns and Complaints Policy: Public
31. Delegated Authority

32. Timetable

33. Protected Disclosure

Student Achievement (NEP/NAG 1)

It is recognised that the following seven policies –

- 1. Student Achievement Policy*
- 2. Teaching and Learning Policy*
- 3. Assessment Policy*
- 4. Attendance Policy*
- 5. Student Discipline Policy*
- 6. Co-curricular*
- 7. Uniform*

are inextricably linked, but for purposes of clarity they are kept separate.

1. Student Achievement and Wellbeing Policy

Student Achievement and Wellbeing Policy statement

Te Aratai College exists for student wellbeing and achievement. Therefore, it is the interdependence of these two key factors that shape the Board's strategic leadership of the College.

The Board defines student achievement as:

1. *Including all forms of student success and well-being with academic learning as the top priority.*
2. *Students achieving to their potential – personal excellence*

The Board recognises that academic learning does not occur unless students feel a sense of wellness and foundational relationships are established. Academic and social learning are inextricably linked as learning and achievement are primarily socially constructed. All parties to the learning must have agency.

The following Student Achievement and Wellbeing Policy statements are supported by subsequent procedures:

Personalising learning, student agency and personalised pathways are key factors that lead to student achievement. Therefore, the Board, acting in association with the Principal and staff must:

1. Develop and monitor strategic goals with defined action plans and evaluation processes to improve achievement for all students
2. Ensure that students have opportunities for success in all learning and skill areas of the New Zealand Curriculum including Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki
3. Ensure that curriculum, pedagogy and practices are informed and shaped equally by mana whenua, tāngata whenua and tāngata Tiriti worldviews and perspectives for the diversity of Te Aratai College's students' ability, social background, gender or ethnicity.
4. Provide effective support for literacy and numeracy, ensuring that students have functional literacy and numeracy skills that will ready them to transition into tertiary education or the workplace
5. Provide effective career information and guidance that contributes to students identifying, understanding and committing to:
 - a) Their Te Aratai College learning and pathway
 - b) Their post-Te Aratai College pathway: tertiary study and/or career
6. Report regularly on learning progress and achievement of students
7. Support all students to be confident, self-managing, interdependent, life-long learners, safe in their identity(ies), language(s) and culture(s)
8. Identify students in need of learning support, including support for gifted students – and implement teaching and learning strategies to address such support requirements
9. Use the information learned from:
 - a) our internal 'inquiring' and 'professional growth' processes
 - b) external research

to work with and learn from the school's mana whenua, tāngata whenua and Pasifika communities to accelerate wellbeing and achievement of mana whenua, tāngata whenua and Pasifika students.

Regulations

Education and Training Act 2020

Human Rights Act 1993 (sections 21 and 57)

Te Rautaki Mātauranga - Ngāi Tahu Education Strategy

Te Tiriti o Waitangi

He Whakaputanga o te Rangatiratanga o Nu Tirenī – The Declaration of Independence

Teaching Council of Aotearoa New Zealand: Our Code, Our Standards

Ministry of Education:

1. The Statement of National Education and Learning Priorities (NELP)
2. Te Hurihanganui – Anti-Racism Pilot in Aotearoa (MoE)
3. Ka Hikitia – Hāpaitia Māori Education Strategy
4. Action Plan for Pacific Education
5. National Education Guidelines
6. National Administration Guidelines
7. National Education Goals
8. Foundation Curriculum Policy Statements
9. Inclusive Education Guidelines
10. NCEA Change Programme 2019-2026
11. New Zealand Curriculum Statements and Guidelines including Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki:
 - i. The Arts
 - ii. English
 - iii. Health and Physical Education
 - iv. Learning Languages
 - v. Mathematics and Statistics
 - vi. Social Sciences
 - vii. Science
 - viii. Technology

Re-adopted by:	Board - 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Student Achievement (NEP/NAG 1)

2. Teaching and Learning Policy

Teaching and Learning Policy Statement

An effective teacher engages in ako with students and their whānau, promoting reciprocal responsibilities to engage with diverse mana whenua, tāngata whenua and tāngata Tiriti worldviews and perspectives for the diversity of Te Aratai Colleges' students' ability, social background, gender or ethnicity.

At Te Aratai College the teacher:

1. Recognises the moral imperative inherent in teaching at Te Aratai College and the importance of personalising learning
2. Recognises the central importance of kaupapa Māori and critical consciousness for the realisation of Ngā Uara o Te Aratai College: tūrangawaewae, whanaungatanga, manaakitanga, and rangatiratanga
3. Recognises the central importance of kaupapa Māori and critical consciousness for effective teaching and learning and student agency for the acceleration of learning and achievement
4. Recognises the central importance of ako for effective teaching and learning
5. Recognises that learning and achievement are primarily socially and culturally constructed
6. Creates productive partnerships with whānau and families
7. Critically evaluates the impact of their teaching –
 - a) Use quantitative and qualitative data to analyse, individually and with colleagues, how their teaching practice engages and progresses all Te Aratai College students of diverse mana whenua, tāngata whenua and tāngata Tiriti worldviews and perspectives for the diversity of Te Aratai Colleges' students' ability, social background, gender or ethnicity.
 - b) Alters their teaching practice accordingly
8. Is effective in the use of the breadth of the New Zealand Curriculum and/or Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki to create pathwayed learning to engage and progress all Te Aratai College students of *diverse mana whenua, tāngata whenua and tāngata Tiriti worldviews and perspectives*
9. Is effective in the honouring of our Cultural Narrative, gifted by Ngāi Tūāhuriri, to create learning experiences that activate student wellbeing and learning across the full range of pedagogy from Education Outside The Curriculum (EOTC) through to on-site learning environments that are either less or more 'open', and including 'at home learning'
10. Is effective in their selection of professional learning relevant to their teaching and/or leadership inquiring for the effective application of the curriculum and pedagogy for all Te Aratai College students of diverse mana whenua, tāngata whenua and tāngata Tiriti worldviews and perspectives for the diversity of Te Aratai Colleges' students' ability, social background, gender or ethnicity.

11. Is effective in using Assessment for Learning principles and strategies to engage and progress all Te Aratai College students of diverse mana whenua, tāngata whenua and tāngata Tiriti worldviews and perspectives for the diversity of Te Aratai Colleges' students' ability, social background, gender or ethnicity – see separate Assessment policy
12. Is effective in using digital learning principles and strategies to engage and progress all Te Aratai College students of diverse mana whenua, tāngata whenua and tāngata Tiriti worldviews and perspectives for the diversity of Te Aratai Colleges' students' ability, social background, gender or ethnicity - see separate Digital Learning Strategy.
13. Is effective in their knowledge and use of teaching strategies that create and maintain a constructive and supportive learning environment to address any specific priorities of whānau, hapū, iwi or government of students at risk of not attending, engaging or achieving to their potential, in particular focusing on:
 - a) diverse mana whenua and tāngata whenua ākongā
 - b) diverse Pacific students
 - c) students receiving learning support
14. Articulates and enacts high, shared expectations for learning and behaviour for themselves and all Te Aratai College students of diverse mana whenua, tāngata whenua and tāngata Tiriti worldviews and perspectives for the diversity of Te Aratai Colleges' students' ability, social background, gender or ethnicity
15. Creates and maintains positive relationships for learning both inside and outside the classroom
16. Identifies the interests, abilities, needs and potential in all Te Aratai College students of diverse mana whenua, tāngata whenua and tāngata Tiriti worldviews and perspectives for the diversity of Te Aratai Colleges' students' ability, social background, gender or ethnicity and creates Te Tiriti-honouring contexts for learning with suitable learning resources
17. Uses community and business partnerships for authentic teaching and learning opportunities, prioritising a growth approach in how we prioritise and commit to partnering alongside mana whenua and tāngata whenua entities and organisations
18. Uses strategies that promote student agency, supporting the development of student pathways and self-managing, interdependent and life-long learners
19. Collaborates with colleagues within and across curriculum areas and services of the college to improve experiences and outcomes for all students of diverse mana whenua, tāngata whenua and tāngata Tiriti worldviews and perspectives for the diversity of Te Aratai Colleges' students' ability, social background, gender or ethnicity
20. Participates meaningfully in the College's Performance Appraisal or Professional Growth Cycles and professional learning engagements with a coherent focus on growing personally and professionally and/or inquiring as a teacher and/or leader

Regulations

Education and Training Act 2020

Human Rights Act 1993 (sections 21 and 57)

Te Rautaki Mātauranga - Ngāi Tahu Education Strategy

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3. Ka Hikitia – Hāpaitia Māori Education Strategy
4. Action Plan for Pacific Education
5. National Education Guidelines
6. National Administration Guidelines
7. National Education Goals
8. Foundation Curriculum Policy Statements
9. Inclusive Education Guidelines
10. NCEA Change Programme 2019-2026
11. New Zealand Curriculum Statements and Guidelines including Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki:
 - i. The Arts
 - ii. English
 - iii. Health and Physical Education
 - iv. Learning Languages
 - v. Mathematics and Statistics
 - vi. Social Sciences
 - vii. Science
 - viii. Technology

Procedures

Refer to the Principal for the following procedures:

See procedures for Student Achievement and Wellbeing Policy

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Student Achievement (NEP/NAG 1)

3. Assessment Policy

Assessment Policy Statement

At Te Aratai College teachers and students recognise the complex nature of ‘success’ and ‘achievement’ and develop equitable contexts for learning that engage students in diverse and evolving assessment opportunities considering factors ranging from but not limited to wellbeing, equity, coherence, and pathways.

There are two main types of assessment:

1. *The assessment for learning*
2. *The assessment of learning*

Assessment for Learning – *formative assessments – is gathering information before and during the learning to inform the teacher and learner of the next steps for learning.*

Formative assessment should contribute to student agency and students’ positive dispositions for learning. It scaffolds the student so they feel they have control over their learning and they will therefore try. “I can learn.”

Assessment of Learning – *summative assessment and sometimes called Evaluation – is gathering information after the learning to reflect on the success of the teaching and learning.*

At Te Aratai College the teacher:

1. Uses Assessment for Learning principles and strategies appropriately to:
 - a) Empower students to have agency – to feel a sense of control and ownership
 - b) Work in a strengths-based model
 - c) Provide students with regular, specific and constructive feedforward that contributes to student agency
 - d) Collects and analyses assessment evidence/data regularly, in consideration of the diverse learning journey of individuals and groups of students
 - e) Uses the analysed assessment evidence/data to:
 - i. Celebrate student success
 - ii. Identify individuals or groups of students who need support or extension
 - iii. Review and alter curriculum content
 - iv. Review and adapt pedagogy
 - v. Set and monitor goals with students and families
2. Monitors student learning and achievement progress alongside:
 - a. Each student’s Individual Learning Plan (ILP) and/or
 - b. New Zealand Curriculum and/or Te Aho Arataki Marau mō te Ako I Te Reo Māori – Kura Auraki
 - c. The relevant qualifications framework, i.e., SPEC, NCEA, or that of the Tertiary Provider
3. Provides students with an objective evaluation of their individual achievements and progress
4. Teaches students to evaluate their own work and identify ways in which they can improve

5. Provides accurate information about key aspects of a course including assessment procedures, criteria and date of assessment
6. Assesses, records and reports on student work and achievement accurately, adhering to the relevant rules, procedures and provisions in the interest of fairness, validity and transparency of assessment practice for all students
7. Returns assessed work within a reasonable period of time
8. Analyses assessment data for:
 - a) Personal self-review
 - b) Departmental self-review
 - c) Departmental reporting

Parents and guardians can expect:

9. Close co-operation between parent and teacher – a partnership – in order to better understand and contribute to their child’s learning and the learning process
10. Timely, meaningful and understandable information about their child’s progress and achievement
11. Regular and appropriately-structured opportunities to discuss and contribute to their child’s progress

Teachers can expect:

12. Close co-operation between teacher and parent – a partnership – in order to better understand the student and their learning
13. Students accept appropriate self-responsibility for their learning
14. Students will attempt all items required for assessment
15. Students will submit all work required within appropriate timeframes, unless individual circumstances give rise to individualised deadlines
16. All work submitted for assessment will have an appropriate quality of presentation

Students can expect:

17. Clear explanation of assessment process
18. Regular, specific and constructive feedforward that contributes to their learning
19. Assessed work is returned within a reasonable period of time

Regulations

Education and Training Act 2020

Human Rights Act 1993 (sections 21 and 57)

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Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Student Achievement (NEP/NAG 1)

4. Attendance Policy

Attendance Policy statement

It is recognised that the teaching practices arising from the first three policies –

- 1. Student Achievement and Wellbeing Policy*
- 2. Teaching and Learning Policy*
- 3. Assessment Policy*

are direct contributors to student attendance and the learning and behavioural culture at Te Aratai College.

The Board recognises that students are more likely to attend Te Aratai College and attend willingly when they feel connected to the College and engaged in their learning through a sense of agency. The Board recognises that the opposite also applies. Students are more likely to truant if they feel no connection to the College and the curriculum, and are therefore disengaged in their learning.

The Board recognises the key importance of effective attendance procedures for early communication with family and whānau if there are attendance concerns.

The Board recognises that truancy harms:

- 1. the truanting student*
- 2. other students in the truanting student's classes*
- 3. the delivery of learning programmes*
- 4. whole-school culture*

Truanting students are at-risk because:

- 1. they fall behind in their learning*
- 2. they are more likely to misbehave when they return to class than non-truanting students (see next section)*
- 3. of what they may be doing while they are truanting*

Truancy slows the learning of non-truanting students because:

- 1. the teacher must:*
 - a) adjust the lesson to accommodate the truanting student who has missed previous content*
 - b) give the truanting student more time and energy than otherwise would be necessary*
- 2. the returning student may feel uncomfortable and vulnerable that the class knows more about the content and therefore reacts by misbehaving*

Truancy harms whole-school culture and reputation because:

- 1. truanting students frequently actively encourage other students to truant with them*
- 2. vulnerable students see other students truanting and are emboldened to truant themselves*
- 3. the community sees truanting students and forms negative views about Te Aratai College*

4. *staff time and energy is diverted from positive activity into managing the resulting increased misbehaviour and anti-social behaviour inside and outside the College*

Te Aratai College recognises the importance of a positive teacher-student relationship when a previously-truanting student returns to school.

Regulations

Education and Training Act 2020

Human Rights Act 1993 (sections 21 and 57)

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Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Student Achievement (NEP/NAG 1)

5. Student Behaviour Management Policy

Policy statement

Student achievement is the key goal of the Board's strategic leadership of Te Aratai College. It is therefore the Board's responsibility to provide a safe, inclusive, orderly and supportive environment that is conducive to student learning and wellbeing for all students.

It is recognised that the teaching practices arising from the first four policies –

- 1. Student Achievement and Wellbeing Policy*
- 2. Teaching and Learning Policy*
- 3. Assessment Policy*
- 4. Attendance Policy*

are direct contributors to the learning and behavioural culture at Te Aratai College.

The Board recognises the essential importance of the home-school partnership in creating a positive learning and behavioural culture at Te Aratai College. Therefore the Board recognises the key importance of effective behaviour management procedures and early communication with family and whānau if there are behaviour management concerns.

The Board recognises that behaviour and learning are inextricably linked. Many issues of misbehaviour have their roots in learning and/or disconnection. Therefore the Board recognises that students are more likely to behave well at school when students have a positive sense of self-identity, feel connected to the College and are engaged in their learning through a sense of agency and pathway. The Board recognises that the opposite also applies. Students are more likely to misbehave if they feel no connection to the College and the curriculum, and are therefore disengaged in their learning.

The Board recognises that student misbehaviour negatively affects:

- 1. the misbehaving student*
- 2. other students in the misbehaving student's classes*
- 3. the delivery of learning programmes*
- 4. whole-school culture*

Te Aratai College values relational and restorative practices for both behaviour and learning. Therefore the College seeks to work with misbehaving students from/with a strengths-based, problem-solving focus and to employ personally and culturally responsive restorative practices.

However there are also occasions where the repetition and/or seriousness of an incident mean that continuing to support misbehaving students may require corrective actions, the involvement of

external social agencies and also Police intervention. While there are many internal and external factors which influence behavior we recognise that individuals do have the capacity to choose their behaviour. Therefore ensuring the appropriate balance of student support, and personal responsibility and accountability for actions is vital for the learning, well-being and safety of students and of the wider school community.

Any incident will have its own set of individual circumstances and will consequently be dealt with on an individual, case by case basis consistent with:

- 1. The ever-strengthening partnership between home and school*
- 2. Ngā Uara o Te Aratai: tūrangawaewae, whanaungatanga, manaakitanga, rangatiratanga*
- 3. The principles of cultural relationships for responsive pedagogy*
- 4. The principles of restorative practice*

This policy covers all students while they are under the College's jurisdiction. The College's jurisdiction includes:

1. at school
2. during the school day, including interval and lunchtime, on or off school grounds
3. travelling to and from school every day
4. while in school uniform
5. representing or associated with the school on any school-related event, trip or online context
6. at any time the student can be identified as a Te Aratai College student;
 - a. whether or not in school uniform, and/or
 - b. whether in person or online

All our actions are guided by Ngā Uara o Te Aratai:

- 5. tūrangawaewae, whanaungatanga, manaakitanga, rangatiratanga*

The College will model and promote a set of appropriate behaviours based on these Uara to:

1. establish an optimum learning environment
2. establish a safe working environment for all of diverse mana whenua, tāngata whenua and tāngata Tiriti worldviews and perspectives
3. establish a co-operative College community in which each member accepts the significance and responsibilities inherent in He Whakaputanga and Te Tiriti o Waitangi and their respective Code(s), Standard(s) and professional requirements and respects the rights of all others
4. develop in students self-respect, self-discipline and a sense of responsibility towards others
5. develop in each student a sense of personal responsibility towards their/our environment
6. develop resilience in students and a belief that they can be successful in learning and life

Through a coherent behaviour management programme involving students, staff, families and the community, Te Aratai College aims to:

1. ensure that the school policies, rules and procedures on behavior management are well understood and supported by the wider school community
2. foster personal skills in students to give them confidence to make responsible, informed choices about their behaviour
3. promote restorative practice approaches and programmes publicity and programmes
4. affirm students who behave in ways that represent our Uara
5. ensure early identification of students with behaviour management problems
6. ensure students with behaviour management problems are treated in a caring and professional way that is based on an effective home-school partnership
7. promote the understanding that, as adults influence the behaviour of students, all adults both in our internal and wider school community are expected to be responsible role models and foster positive, pro-social behaviours that represent our Uara

Te Aratai College behaviour management procedures are based on positive self-discipline and self-management. Generally, all behaviour management matters will start from a restorative approach. If student actions pose a risk to the wellbeing and safety of themselves and/or of others, and their learning, the interventions could involve corrective actions and may involve:

- a) internal school procedures
- b) external health and social agencies
- c) internal school procedures including the Board
- d) the police

Regulations

Education and Training Act 2020

Human Rights Act 1993 (sections 21 and 57)

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Ministry of Education's *Guidelines for Principals and Board members on stand-downs, suspensions, exclusions and expulsions* December 2009

Re-adopted by:	Board 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Student Achievement (NEP/NAG 1)

6. Co-Curricular Policy

Policy statement

This policy covers all the co-curricular activities inside and outside the classroom: sport, music, cultural and community activities. Co-curricular activities encourage social cohesion and a sense of community, and are an essential part of the rich, all-round education that is valued at Te Aratai College.

The Board values and encourages staff and students' participation in co-curricular activities for students to:

1. further deepen self-confidence and pride in self
2. further enrich social skills
3. further extend commitment and organisational skills
4. further deepen student agency – “I can do this.”
5. further deepen resilience – experiencing and managing the pride of winning and the disappointment of defeat
6. further enrich health and fitness
7. nurture and further deepen school pride, a sense of community and social cohesion
8. experience enrichment and extension
9. experience opportunities that they may not otherwise have

The Board recognises and accepts the importance that co-curricular activities can play in:

1. developing positive staff-student relationships
2. at-risk students connecting to the College
3. at-risk students experiencing success that can cross-over into learning, wellbeing and academic achievement

The Board recognises and accepts research from Sports NZ that not allowing truanting and misbehaving students to play sport for the College is a successful strategy in bringing about positive change in some students.

Regulations

Education and Training Act 2020

Human Rights Act 1993 (sections 21 and 57)

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Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Student Achievement (NEP/NAG 1)

7. Uniform Policy

This Uniform Policy covers all students while they are under the College's jurisdiction.

"The school's jurisdiction" includes:

1. at school
2. during the school day, including interval and lunchtime, on or off school grounds
3. travelling to and from school every day
4. while in school uniform
5. representing or associated with the school on any school-related event, trip or online context
6. at any time the student can be identified as a Te Aratai College student;
 - a. whether or not in school uniform, and/or
 - b. whether in person or online

The Board values and consequently places a high priority on all students wearing College uniform correctly, both inside and outside the College, because it contributes to:

1. students developing personal self-confidence and pride in self
2. students developing personal commitment and organisational skills
3. school pride, social cohesion and a sense of community
4. community recognition and pride of Te Aratai College

The Board also values students wearing items of cultural or religious significance at school.

- i. Students can wear taonga at school.
- ii. Students can wear kirituhi at school.
- iii. Students can wear hijab at school.
- iv. Students can wear different variations of the school uniform so that diversity is valued including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong.

Regulations

Education and Training Act 2020

Childrens' Act 2014 section 126

Human Rights Act 1993

New Zealand Bill of Rights Act 1990 section 14

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Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Employer Responsibility (NAG 3)

8. Employer Responsibility Policy

Policy statement

*The Board welcomes the evolving research and debate into capacity-building personnel management practices that enhance the professionalism of all its staff. The Board recognises the 2012 research paper **Quality Teaching for Excellence and Equity: Report from PPTA's Quality Teaching Taskforce**.*

The Board expects that leadership and management of staff will occur in a sound, fair, and respectful manner that promotes staff professionalism in accordance with:

- 1. the Code of Ethics for Certificated Teachers*
- 2. the Practising Teacher Criteria*
- 3. the current employment legislation*

The Board delegates responsibility to the Principal in all matters relating to the leadership and management of staff.

Therefore, the Principal must:

- 1.** meet the requirements of current employment legislation
- 2.** ensure that all teaching staff are certificated or have a current Limited Authority to Teach
- 3.** provide each staff member with either a collective or individual employment agreement
- 4.** ensure that employees are treated fairly, without illegal discrimination
- 5.** ensure all employees their rights to personal dignity, safety and access to an approved and fair internal complaints process
- 6.** take all practicable steps to protect staff from unsafe or unhealthy working conditions
- 7.** ensure that personnel management practices enhance staff professionalism through the principles of “mastery, autonomy and purpose” (above PPTA Report p.5), in particular:
 - a) staff professional understanding and professional accountability, not “technicians” compliant to reductive lists
 - b) continuous improvement
 - c) staff collegiality
 - d) engaging in professional growth cycles
- 8.** ensure that each staff member has a meaningful annual performance and/or professional growth cycle appraisal/conversation that:
 - a) is based on the principle of enhancing staff professionalism
 - b) supports the staff member continuously improve their capacity and capability to implement the College’s strategic goals to develop Te Aratai students as “confident, connected, actively-involved life-long learners” (NZ Curriculum)
 - c) arises from and supports teaching and/or leadership inquiring/evaluation/growth
- 9.** ensure that each staff member participates in a professional learning programme that:
 - a) is based on the principle of enhancing staff professionalism

- b) arises from and supports inquiring/evaluation/growth
- c) reflects the priorities identified in the annual professional growth cycle conversation or annual appraisal that support the staff member to continuously improve their capacity and capability to implement the College’s strategic goals to develop Te Aratai students as “confident, connected, actively-involved life-long learners”

10. provide Protective Disclosure protection

Regulations

As a good employer the College complies with the following legislation:

Education and Training Act 2020

Health and Safety in Employment Act 1992

Employment Relations Act 2000

Human Rights Act 1993

State Sector Act 1988

National Administration Guidelines (no 3)

Individual and collective employment agreements

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Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Employer Responsibility (NAG 3)**9. Appointment 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. This includes expertise both inside and outside the College.

Therefore, the Principal must:

1. Meet legal requirements
2. Act as a good employer
3. Appoint the best person for the job
4. Determine the composition of the various appointment committees according to the schedule outlined below:
 - a) Appointment of the Principal is the responsibility of the Board who will determine the process
 - b) Appointment of the Deputy Principal and external contractors integral to the day-to-day operational management will involve an appointment committee consisting of the Principal, the Presiding Member, a further Board member should the Board feel the need to include one, and any other relevant people
 - c) Unless determined otherwise by the Board, appointment of all other teaching and support staff will be the responsibility of the Principal. Consultation and participation may be sought with Presiding Member or delegate.
 - d) All appointments to be ratified by the Board.

Regulations

As a good employer the College complies with the following legislation:

Education and Training Act 2020

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National Administration Guidelines (no 3)

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Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Employer Responsibility (NAG 3)**10. Police Vetting Policy**

1. Every successful candidate for a teaching or support staff position will be vetted prior to their appointment.
2. Every successful candidate for a Board of Trustees position will be vetted prior to their appointment.
3. Every successful candidate for a co-opted Board of Trustees position will be vetted prior to their appointment.
4. Every employee who is not a certified teacher or holder of a limited authority to teach, and who works at Te Aratai College during normal school hours will be vetted.
5. Every contractor or the employee of a contractor, who has or is likely to have unsupervised access to students during school hours will be vetted.
6. Every person who works in, volunteers or provides a service at/for/on behalf of Te Aratai College, and the person's work;
 - a. may or does involve regular or overnight contact with a child or children (other than with children who are co-workers; and/or
 - b. takes place without a parent or guardian of the child, or of each child, being present
 will be vetted.
7. Police vetting will be repeated every three years for categories 2-6 above
8. The Principal is delegated responsibility for receiving police vetting information, and for making decisions relating to issues raised by the vetting information.
9. At all times the information gained in the vetting process will be treated as confidential to the Principal, Board, and appropriate persons.
10. If the vetting information does not reveal any criminal offences or concerns by the police then the vetting information will be returned to the vettee. A record of the vetting having taken place will be kept.
11. If the vetting information does reveal criminal offences or concerns by the police then the Principal will consider the situation carefully, seeking appropriate advice.
12. In the case of #8, no adverse action will be taken in relation to the person until either they verified the information contained in the vet or they have been given a reasonable opportunity to verify the information, but has failed to do so within a reasonable period.

Regulations

As a good employer the College complies with the following legislation:

Children's Act 2014

Education and Training Act 2020

Health and Safety in Employment Act 1992

Employment Relations Act 2000

Human Rights Act 1993

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Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Employer Responsibility (NAG 3)**11. Staff Discretionary Leave Policy**

1. This Policy applies to discretionary leave applications not covered by the relevant Employment contracts.
2. Discretionary leave is a privilege and not a right. In considering leave the needs of the school will be paramount. Staff are advised to seek and gain leave approval before committing to any arrangements.
3. All leave applications will be treated in confidence, however, it is expected that with the applicant's permission, the HOLA or other appropriate staff may be consulted.
4. Authority to grant short periods of discretionary leave (up to and including 5 days) is delegated to the Principal although either the applicant or Principal may choose to refer the application to the Board.
5. All applications referred to the Board will be considered "in committee" and, should the Board decline an application, the reasons for this will be given to the applicant in writing.
6. Teachers may take up to a total of 8 days per school year paid discretionary leave for sickness in the home.
7. All applications for leave for 1-5 days (other than discretionary leave for sickness in the home) should be addressed in writing to the Principal using the appropriate form. All applications for leave for beyond 5 days (other than discretionary leave sickness in the home) should be addressed in writing to the Board using the appropriate form.
8. It is preferable that applications for discretionary leave beyond three days are made at least a term in advance. They should include:
 - a) timing of leave (at least a term's warning is desirable)
 - b) length of leave
 - c) purpose of leave
 - d) benefits to school and staff member
 - e) how disruption to students and colleagues could be minimised.
9. Criteria to be considered when considering leave applications:
 - a) Refreshment or other leave already taken
 - b) Purpose of leave
Leave for professional purposes or representation purposes (e.g. sport) is more likely to be viewed favourably than recreational leave
 - c) Potential benefits to the school and the applicant of the leave
 - d) Disruption to student learning
 - e) Disruption to the staff and school as a whole
 - f) Length of service at Te Aratai College
 - g) Precedence will not be a consideration in granting leave
10. All leave applications will contain the start and end date of the applied-for leave. Open-ended applications are not permitted. It is expected that all staff granted discretionary leave will return to their position at Te Aratai College at the conclusion of their leave.

Regulations

As a good employer the College complies with the following legislation:

Children’s Act 2014

Education and Training Act 2020

Health and Safety in Employment Act 1992

Employment Relations Act 2000

Human Rights Act 1993

State Sector Act 1988

National Administration Guidelines (no 3)

Individual and collective employment agreements

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 - ii. English
 - iii. Health and Physical Education
 - iv. Learning Languages
 - v. Mathematics and Statistics
 - vi. Social Sciences
 - vii. Science
 - viii. Technology

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Financial and Asset Management (NAG 4)

12. Financial Conditions

The financial viability of the College must be protected at all times. The Board understands that the possibility of theft or fraud cannot 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.

Therefore, the Principal shall not:

1. Incur unauthorised debt
2. Violate generally accepted accounting practices or principles
3. Use tagged funds for purposes other than those approved
4. Spend more funds than have been allocated in the fiscal year
5. Fail to ensure all money owed to the school is collected in a timely manner
6. Fail to make timely payment to staff and other creditors
7. Sell or purchase unauthorised property
8. Spend on single items beyond a Board-established limit
9. Fail to ensure that all relevant government returns are completed on time
10. Fail to ensure that not one person has complete authority over the school's financial transactions
11. Make any purchase:
 - i. Of over \$3000 without having obtained comparative prices and quality
 - ii. Of over \$3000 without an adequate review on on-going costs, value and reliability
 - iii. Of over \$5000 without first seeking Board approval

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Children's Act 2014

Education and Training Act 2020

Health and Safety in Employment Act 1992

Employment Relations Act 2000

Human Rights Act 1993

State Sector Act 1988

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Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Financial and Asset Management (NAG 4)**13. Financial Planning**

Financial planning and budgeting will reflect the Board’s strategic direction, will be financially prudent and will show a generally acceptable level of foresight. Thus the budget must:

1. Reflect the results sought by the Board
2. Reflect the priorities as established by the Board
3. Comply with the Board’s requirement of a balanced budget
4. Ensure adequate working capital
5. Demonstrate an appropriate degree of conservatism in all estimates

Regulations

Children’s Act 2014

Education and Training Act 2020

Health and Safety in Employment Act 1992

Employment Relations Act 2000

Human Rights Act 1993

State Sector Act 1988

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Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Financial and Asset Management (NAG 4)**14. Financial Management and Accountability****A. Financial Management**

1. The Board will appoint a Resources Committee which will oversee the financial and property management of the College.
2. The annual financial budget will be prepared by the Principal and presented to the Board in draft form by November preceding the relevant financial year and submitted for confirmation by the Board in February of the relevant financial year.
3. The annual budget will support the Board's Strategic Plan.
4. The Board members will ensure that the College complies with all legislative and regulatory requirements relating to College finances.
5. An appropriate system of internal control over financial activities will be instituted and maintained by the College. Such systems will be regularly reviewed and modified as required.
6. Investment of funds must be in accordance with the Ministry of Education best practice guidelines and the Te Aratai College Asset Protection Policy.
7. Responsibility for the day to day financial management of the College is delegated to the Principal.
8. Reports on financial matters will be presented to the Board at each meeting by the Principal or his/her nominee.
9. The annual budget will be monitored at regular intervals during the year.
10. Revenues and expenditures will be monitored and reviewed at each Board meeting. Any variance from budget must be investigated by the Principal at the request of the Board.
11. Reimbursement of the Principal's expenditure must be authorised by the Presiding Member or delegate.
12. Credit cards must be approved by the Board, and the credit card procedures follow.

ii. Financial Delegation

- a. The Principal, Deputy Principals and Finance Manager (2 of these 5) are delegated full powers to act and sign cheques for payment of budgeted expenditure and the Principal is delegated the power to authorise expenditure for any unbudgeted items up to a total of \$5,000.00.
- b. The Principal is delegated authority to apply to charitable trusts, councils and other appropriate organisations for funds. A report on each application is to be made to the Board.

iii. Travel

1. The Principal is delegated authority to approve travel within New Zealand (in line with the travel budget).
2. The Principal is delegated authority to approve overseas travel associated with International Fee-Paying students, provided costs are within that budget. The Principal will obtain retrospective sign-off by the Presiding Member.

D. Gifts

- a. Employees are not permitted to receive personal gifts associated with his/her role at Te Aratai College valued above \$200 without the approval of the Principal. The Principal is not permitted to receive personal gifts associated with his/her role at Te Aratai College valued above \$200.00 without the approval of the Board Presiding Member or the Resources Committee Presiding Member. All gifts received over a value of \$50.00 must be recorded on the gift register (held by the Principal's Personal Assistant).

E. Theft and Fraud

1. In the event of an allegation of theft or fraud the Principal shall decide to either immediately report the matter to the NZ Police or follow the 'Allegation of Fraud' procedures as below.
2. The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in the relevant contract of employment and any code of ethics or code of responsibility by which the staff member is bound.
3. Any intimation or written statement made on behalf of the College and related to any instance of supposed or actual theft or fraud shall be made by the Board Presiding Member who shall do so after consultation with the Principal and, if considered appropriate, after taking expert advice.
4. Any allegation concerning the Principal is to be made to the Board Presiding Member. The Presiding Member will then act in accordance with the requirements of # 18-19 of this Policy.
5. Any allegation concerning a member of the Board is to be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and act in accordance with the requirements of #18-19 of this policy.

Procedures for dealing with an allegation of Theft or Fraud

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

- A) So far as it is possible and within 24 hours:

- i. Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
 - ii. Request a written statement from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
 - iii. Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
 - iv. Inform the Board Presiding Member of the information received and consult with them as appropriate.
- B) On the basis of advice received and after consultation with the Board Presiding Member, the Principal shall decide whether or not a *prima facie* case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
- C) If, on the basis of advice received and after consultation with the Board Presiding Member, the Principal decides that a *prima facie* case of theft or fraud may exist against a Te Aratai College staff-member, the Principal shall then:
- i. seek legal advice
 - ii. inform the Ministry of Education local office
 - iii. inform the College insurers
 - iv. inform the College auditors
 - v. follow all correct legal and employment practices in:
 - a) the Secondary Teachers' Collective Agreement
 - b) the Support Staff in Schools' Collective Agreement
 - c) the School Caretakers' and Cleaners' (including Canteen Workers) Collective Agreement
 - d) the Secondary and Area School Groundstaff Collective Agreement
- D) the Principal decides that a *prima facie* case of theft or fraud may exist against a person who is not a Te Aratai College staff-member, the Principal shall then:
- i. seek legal advice
 - ii. inform the Ministry of Education local office
 - iii. inform the College insurers
 - iv. inform the College auditors
 - v. follow all correct legal practices
 - vi. lay a complaint with the New Zealand Police

Regulations

Children's Act 2014

Education and Training Act 2020

Health and Safety in Employment Act 1992

Employment Relations Act 2000

Human Rights Act 1993

State Sector Act 1988

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Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Financial and Asset Management (NAG 4)**15. Asset Protection Policy**

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The Board is responsible for overseeing the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the Principal may not:

1. Fail to insure assets
2. Allow unauthorised personnel to handle funds or school property
3. Subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
4. Fail to maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$1500.00
5. Fail to ensure the implementation of the 10 year property maintenance plan
6. Fail to engage sufficient property maintenance staff for the school within budget limitations
7. Fail to receive board approval for maintenance contracts over \$5000 for any one contract
8. Fail to conduct competitive tenders for all contracting
9. Fail to protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
10. Fail to dispose of personal information in a secure way.
11. Receive process or disburse funds under controls that are insufficient to meet the Board appointed auditor's standards
12. Invest or hold operation capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions.

Regulations

Children's Act 2014

Education and Training Act 2020

Health and Safety in Employment Act 1992

Employment Relations Act 2000

Human Rights Act 1993

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Re-adopted by:	Board -25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Financial and Asset Management (NAG 4)**16. Asset Management Procedure**

The Board is responsible for the assets acquired and deployed in the operation of the school activities. This Asset Management Procedure relates to those assets which are acquired by Te Aratai College and used in the delivery of educational and related services during the asset's useful economic life.

Definitions

For the purpose of this Asset Management Procedure the following definitions apply:

1. *Assets:*
refers to both 'fixed' and 'minor assets' when used without specifically indicating either
2. *Fixed Assets:*
refers to property, plant or equipment with:
 - a) a value greater than or equal to the capitalisation threshold of \$1500 excluding GST and
 - b) an estimated useful life of greater than one year from time of acquisition

Note:

Fixed Assets can include classroom/office furniture and fittings that are purchased in quantity, such as classroom sets of desks and chairs or a set of staffroom chairs where the total set value exceeds the \$1500 threshold.

3. *Minor Assets:* refers to those assets having:
 - a) an historical cost of less than \$1500, but are particularly vulnerable to loss or theft and
 - b) an estimated useful life of greater than one year from time of acquisition

Note:

Textbooks even when purchased in quantity are recorded as a learning resource expense and not capitalised on purchase. This reflects the high usage and frequent curriculum changes that make textbooks obsolete.

Minor sports, electronic and teaching equipment even when purchased in quantity, are recorded as a learning resource expense and not capitalised on purchase.

Minor office and other equipment are similarly recorded as administration or property expense as appropriate. This reflects the need for regular replacement of these items and their overall low total value when compared to the total fixed asset holding.

*Asset Management Procedure continued***Maintaining Records of Assets Owned*****Fixed Assets and General Minor Assets***

Asset registers shall be maintained and updated by the Finance Manager, except for IT assets which will be maintained and updated by our external IT provider.

Updates of the asset registers will be recorded for all acquisitions, transfers, sales and disposals of all assets upon receipt of the completed Asset.

Purchase/Maintenance form

For bulk acquisitions, transfers, sales and disposals the Bulk Asset Purchase/Maintenance form is to be completed and forwarded to the Finance Manager.

IT Assets

The external provider will co-ordinate physical inventories on an annual basis and will be responsible for the sale of all IT equipment on prior approval from the Principal.

The external provider will update the IT Asset Register and will provide the Finance Manager with completed Asset Purchase/Maintenance forms for all acquisitions, transfers, sales and disposals of all IT assets for filing.

For bulk acquisitions, transfers, sales and disposals the Bulk Asset Purchase/Maintenance form is to be completed and forwarded to the Finance Manager for filing.

Sale/Disposal of ALL Assets

ALL asset sales and disposals must have the prior approval from the Principal before auctioning. The Asset Purchase/Maintenance Form must be completed for all asset sales and disposals and forwarded to the Finance Manager.

It is essential that a fair sale value for the benefit of the school is received when selling assets. Therefore, appropriate research must be completed prior to the sale of an asset to ensure the best possible price is received by the school.

At the discretion of the Principal, the Principal may authorise the sale of surplus assets which have an estimated value (at the time of disposal) for less than \$500 (excluding GST) to staff providing the process is transparent and equitable with the overriding objective being to obtain a fair sale value of the benefit of the school.

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Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Financial and Asset Management (NAG 4)

17. Fundraising Policy

The purpose of this policy is to allow groups within the school to fundraise to supplement the cost of trips and other activities and to ensure these fundraising activities are appropriate.

Guidelines

1. Any fundraising activity must first have approval from the Principal who is responsible for fundraising.
2. The number of fundraising activities will be monitored to ensure that an excessive number of activities are not occurring.
3. A staff member is to be specifically responsible for any/each fundraising activity and they are to oversee any student involvement. This staff member is to report to the Deputy Principal in charge any problems or issues that arise.
4. All money raised by activities is to be deposited through the school accounts.
5. Any fundraising activity must meet the uara-values of our school.
6. Any fundraising involving food or beverages should meet phealthy food guidelines.
7. Any potential applications to gaming/charitable trusts are to:
 - a. Be first discussed with the Finance Manager who has a school overview
 - b. Have prior approval from the Principal
 - c. Have prior approval from the Board.
8. Sponsorship is considered to be fundraising and must have the approval for the Board.

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Children's Act 2014

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Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Financial and Asset Management (NAG 4)

18. International Fee-Paying Students Policy

Policy statement

The Board encourages a diversity of international students who identify with the vision and mission of the College and whose presence enhances the opportunities and perspectives of all students. The Board recognises the need to balance the needs of international fee-paying students and NZ students.

International fee-paying students receive an education consistent with that provided to resident students.

Te Aratai College will:

- 1. Be increasingly accountable to learners, their families and community*
- 2. Be transparent about the wellbeing structures, strategies, practices and performances of the College*
- 3. Meet the specific needs of international learners*

The College will also ensure the following wellbeing and safety practices are implemented when enrolling international learners that encompass:

- 1. A learner wellbeing and safety system*
- 2. Capacity and capability in responding to learner voice*
- 3. Marketing and promotion*
- 4. Managing and monitoring education agents*
- 5. Offer, enrolment, contracts, and insurance*
- 6. Immigration matters*
- 7. Orientation*
- 8. Safety and wellbeing*
- 9. Learner support, advice and services*
- 10. Managing withdrawal and closure*
- 11. Dealing with complaints*
- 12. Compliance with international learner contract Dispute Resolution Scheme*

Regulations

Education and Training Act 2020 (section 534)

Ministry of Education:

Regulations

Children's Act 2014

Education and Training Act 2020

Health and Safety in Employment Act 1992

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Ministry of Education:

1. Education Code of Practice for the Pastoral Care of Tertiary and International Learners 2021
2. The Statement of National Education and Learning Priorities (NELP)
3. Te Hurihanganui – Anti-Racism Pilot in Aotearoa (MoE)
4. Ka Hikitia – Hāpaitia Māori Education Strategy
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Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Financial and Asset Management (NAG 4)

19. Use of College Facilities Policy

Policy statement

The facilities at Te Aratai College are used for school events and appropriate community events. By “appropriate” the Board means activities that the community supports and are beneficial to community wellbeing and align with the school uara-values.

As part of its role as a leading educator and key resource in the local community the College makes its facilities available to appropriate community groups at an appropriate fee and is keen to see them utilised and enjoyed widely.

The College fulfils its compliance with health and safety legislation by ensuring that all users of the facilities read, sign and abide by the Conditions of Use form and are aware of recognised hazards.

If any terms of the detailed procedures and the Conditions of Use are not complied with, the College can take whatever action is deemed appropriate at the time to rectify the problem, including restriction of access to the venue and/or cancellation of activities until such terms are met.

Regulations

Education and Training Act 2020

Electricity Regulations 1997

Fire Safety and Evacuation of Buildings Regulations 1992

Fire Service Act 1975

Building Act 1991 (section 6, 47a)

National Administration Guideline (no 4)

Ministry of Education’s Property Occupancy Document: State (Non-integrated Schools’ Notice of Terms and Conditions)

Smokefree Environments Act 1990

Health and Safety in Employment Act 1992

Occupiers Liability Act 1962

Children’s Act 2014

Health and Safety in Employment Act 1992

Human Rights Act 1993

State Sector Act 1988

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6. National Administration Guidelines (no 4, 5)
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Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Safe Environment (NAG 5)**20. Health and Safety Policy**

This policy should be read in conjunction with the Health and Safety at Work Act 2015

Purpose

The Board is committed to ensuring the health and safety of all workers (staff), students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.

The Board is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. We will achieve this through:

1. Making health and safety a key part of our role
2. Working with our workers to improve the health and safety system at our school
3. Doing everything reasonably possible to remove or reduce the risk of injury or illness
4. Making sure all incidents, injuries and near misses are recorded in the appropriate place
5. Investigating incidents, near misses and reducing the likelihood of them happening again
6. Having emergency plans and procedures in place
7. Training everyone about hazards and risks so everyone can work safely
8. Providing appropriate induction, training and supervision for all new and existing workers
9. Helping workers who were injured or ill return to work safely
10. Making sure contractors and sub-contractors working at the school operate in a safe manner

All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

1. Being involved in improving health and safety systems at work
2. Following all instructions, rules, procedures and safe ways of working
3. Reporting any pain or discomfort as soon as possible
4. Reporting all injuries, incidents and near misses
5. Helping new workers, staff members, trainees and visitors to the workplace understand the safety procedures and why they exist
6. Reporting any health and safety concerns or issues through the reporting system
7. Keeping the workplace tidy to minimise the risk of any trips and falls
8. Wearing protective clothing and equipment as and when required to minimise the personal exposure to workplace hazards

Others in the workplace

All others in the workplace including students and visitors are encouraged to:

1. Follow all instructions, rules and procedures while in the school grounds
2. Report all injuries, incidents and near misses to their teacher or other staff members
3. Wear protective clothing and equipment as and when required to minimise personal exposure to hazards while learning

Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices.

Health and Safety is everyone's responsibility.

Regulations

Education and Training Act 2020

Electricity Regulations 1997

Fire Safety and Evacuation of Buildings Regulations 1992

Fire Service Act 1975

Building Act 1991 (section 6, 47a)

National Administration Guideline (no 4)

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3. Ka Hikitia – Hāpaitia Māori Education Strategy
4. Action Plan for Pacific Education
5. National Education Guidelines
6. National Administration Guidelines (no 4, 5)
7. National Education Goals
8. Foundation Curriculum Policy Statements
9. Inclusive Education Guidelines

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Safe Environment (NAG 5)

21. Child Protection Policy

This policy is recommended by the NZ School Trustees' Association. It outlines the Board's commitment to child protection and recognises the important role and responsibility of all staff in the protection of children. It includes the Board's expectations when child abuse is reported or suspected.

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

The Board has an obligation to ensure the wellbeing of children in its care, in order to ensure they thrive, belong and achieve. The Board is committed to the prevention of child abuse and neglect, and to the protection of all children. The safety and wellbeing of the child is the Board's top priority. Advice must 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 (Oranga Tamariki), any person in the school 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 to the 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 the family and whānau 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, and to work with partner agencies and organisations to ensure the child protection policy and any associated procedures and protocols 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 a timely way, in line with the commitment to confidentiality and information sharing protocols, regarding any concerns about an individual child, with the Board or other appropriate person/s.
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 responsibilities and roles, in terms of this policy
13. Ensure that this policy forms part of the induction programme for new staff

Regulations

Children's Act 2014 Sections 18 and 19

Children, Young Persons, and Their Families (Oranga Tamariki) Act 2017

Education and Training Act 2020

Health and Safety in Employment Act 1992

Employment Relations Act 2000

Human Rights Act 1993

State Sector Act 1988

Individual and collective employment agreements

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8. National Education Goals
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10. Inclusive Education Guidelines
11. NCEA Change Programme 2019-2026
12. New Zealand Curriculum Statements and Guidelines including Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki:
 - i. The Arts
 - ii. English
 - iii. Health and Physical Education
 - iv. Learning Languages
 - v. Mathematics and Statistics
 - vi. Social Sciences
 - vii. Science
 - viii. Technology

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Safe Environment (NAG 5)**22. Alcohol, Drug, Tobacco and Vaping Policy Wellbeing Policy****Policy statement**

This policy directly affects the well-being of young people and their quality of life. The purpose of this policy is to promote the health and well-being of students by developing:

- a) students' personal and social skills as a protection against alcohol, drug, tobacco and vaping use/abuse*
- b) a pro-social school culture*

Alcohol, drug, tobacco and vaping use by young people is a factor in all communities, including ours. Te Aratai College provides, within its Health Education programmes alcohol, drug, tobacco and vaping programmes to help all students establish and practise responsible behaviour. Professional help from counsellors and agencies is available to students with alcohol, drug, tobacco, and vaping-related problems.

Keeping young people engaged in education is a protective factor against alcohol, drug, tobacco and vaping harm. Te Aratai College approaches alcohol, drug, tobacco and vaping issues through a Positive Youth Development lens and therefore provides a range of approaches for our students to prevent drug, tobacco and vaping use and to delay the onset of alcohol use. Te Aratai College seeks to work with students harmed by alcohol, drug, tobacco and vaping use from/with a remedial focus and to employ restorative practices.

There are also occasions where supporting students and disciplinary measures may require the involvement of other health and social agencies and also Police intervention. While there are many external factors which influence behavior we recognise that individuals do have the capacity to choose to consume or not to consume. Therefore ensuring the appropriate balance of personal responsibility and accountability for actions is vital for the well-being and safety of students and of the wider school community.

Any incident will have its own set of individual circumstances and will consequently be dealt with on an individual, case by case basis.

This policy covers any student who is under the school's jurisdiction and:

1. consumes
2. is affected by
3. is in possession of alcohol, drugs, tobacco and vaping equipment

"The school's jurisdiction" includes:

1. at school
2. during the school day, including interval and lunchtime, on or off school grounds

3. travelling to and from school every day
4. while in school uniform
5. representing or associated with the school on any school-related event, trip or online context
6. at any time the student can be identified as a Te Aratai College student;
 - a. whether or not in school uniform, and/or
 - b. whether in person or online

Through a coherent alcohol, drug, tobacco and vaping education programme involving students, staff, families and the community, Te Aratai College aims to:

1. ensure that the school rules and procedures on alcohol, drug, tobacco and vaping use are well understood and supported by the wider school community
2. foster personal skills in students to give them confidence to make responsible, informed choices about alcohol, drug, tobacco and vaping use
3. promote preventative alcohol, drug, tobacco and vaping publicity and programmes
4. affirm students and families/whanau who choose to abstain from and reduce use of alcohol, drug, tobacco and vaping.
5. ensure early identification of students with alcohol, drug, tobacco and vaping related problems of their own or in their families
6. ensure students with alcohol, drug, tobacco and vaping related problems of their own, or in their families, are treated in a caring and professional way that starts from a strengthening families perspective.
7. Te Aratai College behaviour management procedures are based on positive self-discipline and self-management. Generally all behaviour management matters will start from a restorative approach. If student actions pose a risk to the wellbeing and safety of themselves and/or of others the interventions could involve corrective actions and may involve:
 - a) internal school procedures including the Board
 - b) external health and social agencies
 - c) the police
8. As adults influence the behavior of students, all adults in our school community are expected to be responsible role models and foster healthy attitudes in the school community to alcohol, drug, tobacco and vaping use.
9. As adults influence the behavior of students, all adults at school functions are expected to be responsible role models and foster healthy attitudes in the school community to alcohol, drug, tobacco and vaping use.
10. School functions attended by students are to be alcohol, drug, tobacco and vape free.
11. Staff functions follow the six key principles of host responsibility:
Serving Alcohol Safely at Workplace Events www.alcohol.org.nz

Regulations

Education and Training Act 2020

Misuse of Drugs Act 1975

Sale and Supply of Alcohol Act 2012

Smokefree Environments Act 1990

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Safe Environment (NAG 5)

23. Harassment Prevention Policy

Policy Statement

Te Aratai College values and affirms each person's mana and worth. Harassment strikes at the hearts of these values and prevents people from reaching their potential. Students are entitled to receive their education, and the whole school community – students, whānau, staff, agencies, Board, contractors and visitors – is entitled to work in a safe environment free from harassment.

Harassment adversely affects everyone, not just the offenders and victims, as it affects those other people who may witness violence, intimidation and the distress of the victim. Harassment has a number of forms and all damage the atmosphere of a class and the culture of a school.

Te Aratai College values relational and restorative practices for both behaviour and learning. Therefore the College seeks to work with students who harass others from/with a remedial focus and to employ personally and culturally responsive restorative practices.

However there are also occasions where the repetition and/or seriousness of harassment mean that continuing to support the harassing student may require corrective actions, the involvement of external social agencies and also Police intervention. While there are many internal and external factors which influence behavior we recognise that individuals do have the capacity to choose their behaviour. Therefore ensuring the appropriate balance of student support, and personal responsibility and accountability for actions is vital for the learning, well-being and safety of students and of the wider school community.

Any incident will have its own set of individual circumstances and will consequently be dealt with on an individual, case by case basis consistent with the principles of cultural relationships for responsive pedagogy and restorative practice.

This policy covers all students while they are under the school's jurisdiction. The school's jurisdiction includes:

1. at school
2. during the school day, including interval and lunchtime, on or off school grounds
3. travelling to and from school every day
4. while in school uniform
5. representing or associated with the school on any school-related event, trip or online context
6. at any time the student can be identified as a Te Aratai College student;
 - a. whether or not in school uniform, and/or
 - b. whether in person or online

All adults – whānau, staff, agencies, Board, contractors and visitors – are expected to model pro-social speech and behaviours that support our school's uara-values.

For the purposes of this policy and relating procedures, the term “harassment” includes all forms of bullying and other forms of behaviour – verbal, physical and digital – that negatively impact upon another individual or group of people.

This policy is based on the PPTA: School Anti-violence Toolkit March 2012, and connects with the Safe School Policy.

Te Aratai College aims to enhance students’ learning and staff working conditions by eliminating harassment of students, staff members, parents and any members of the community in the school by actively:

1. Modelling our school’s uara-values
2. Valuing diversity in individuals and the rights of all people
3. Creating a climate that fosters self-respect and respect for others
4. Creating a supportive environment for all members of the school community
5. Creating a safe and secure learning environment for our students physically, socially and digitally, including e-learning and social media
6. Reinforcing the view that harassment is an unacceptable part of school life
7. Creating a school climate that encourages students to share problems of harassment and seek assistance from staff
8. Implementing actions that will be taken in instances of harassment to ensure all complaints are dealt with equitably
9. Providing appropriate counselling services and other support for the victim and the offender
10. Providing a social and physical environment that engenders appropriate and acceptable behaviour
11. Teaching strategies to deal with harassment

Definitions

Harassment

1. Harassment can occur in different ways – physical, digital, verbal – and can take a number of forms – sexual, racial, physical, verbal, gesturing, extortion and exclusion – and typically used to intimidate, coerce, engender fear, to control. It is unhealthy and damaging in its effects.

Sexual harassment

1. In educational institutions, sexual harassment can occur between students, students and staff, and between staff.
2. Sexual harassment is broadly defined as the unwanted imposition of sexual behaviour.
3. From PPTA: School Anti-violence Toolkit March 2012

“sexual harassment may be a single incident or a series of incidents and occurs where there is verbal or physical conduct of a sexual nature by a person or group of persons towards another and:

The conduct is unwelcome, offensive or might reasonably be perceived as such, and

The conduct is of a serious nature, or is persistent to the extent that it has a detrimental effect on an individual's job or work performance, well-being, employment, or opportunities."

Racial harassment

1. In educational institutions, racial harassment can occur between students, students and staff, and between staff.
2. From PPTA: School Anti-violence Toolkit March 2012
"Racial harassment includes all conduct that denigrates or ridicules a person because of his or her race, such as:
 - a) *Derogatory remarks*
 - b) *Name-calling*
 - c) *Racist jokes*
 - d) *The display of material or publication of a racist nature*
 - e) *Undermining or dismissing a person's work or contribution on the basis of their race"*

Regulations

Children's Act 2014

Children, Young Persons, and Their Families (Oranga Tamariki) Act 2017

Education and Training Act 2020

Health and Safety in Employment Act 1992

Employment Relations Act 2000

Human Rights Act 1993

State Sector Act 1988

Individual and collective employment agreements

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 - iii. Health and Physical Education
 - iv. Learning Languages
 - v. Mathematics and Statistics
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 - viii. Technology

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Safe Environment (NAG 5)

24. Safe School Policy

Policy Statement

The Safe School policy is the school's response to any issues of verbal abuse, digital abuse – the use of electronic devices and social media – and physical violence. It connects with the Harassment Prevention Policy.

Te Aratai College values and affirms each person's mana and worth. Verbal abuse, digital abuse and physical violence strike at the hearts of these values and prevents people from reaching their potential. Students are entitled to receive their education, and the whole school community – students, whānau, staff, agencies, Board, contractors and visitors – is entitled to work in a safe environment.

Verbal abuse, digital abuse and physical violence adversely affect everyone, not just the offenders and victims, as it affects those other people who may witness the abuse and violence, and the distress of the victim.

Te Aratai College values relational and restorative practices for both behaviour and learning. Therefore the College seeks to work with students who verbally, digitally or physically abuse others from/with a remedial focus and to employ personally and culturally responsive restorative practices.

However there are also occasions where the repetition and/or seriousness of the abuse mean that continuing to support the abusing student may require corrective actions, the involvement of external social agencies and also Police intervention. While there are many internal and external factors which influence behavior we recognise that individuals do have the capacity to choose their behaviour. Therefore ensuring the appropriate balance of student support, and personal responsibility and accountability for actions is vital for the learning, well-being and safety of students and of the wider school community.

Any incident will have its own set of individual circumstances and will consequently be dealt with on an individual, case by case basis consistent with the principles of cultural relationships for responsive pedagogy and restorative practice.

This policy covers all students while they are under the school's jurisdiction. The school's jurisdiction includes:

1. at school
2. during the school day, including interval and lunchtime, on or off school grounds
3. travelling to and from school every day
4. while in school uniform
5. representing or associated with the school on any school-related event, trip or online context
6. at any time the student can be identified as a Te Aratai College student;
 - a. whether or not in school uniform, and/or
 - b. whether in person or online

All adults – whānau, staff, agencies, Board, contractors and visitors – are expected to model pro-social speech and behaviours that support our school's uara-values.

This policy is based on the PPTA: School Anti-violence Toolkit March 2012, and connects with the Harassment Prevention Policy.

Te Aratai College aims to enhance students' learning and staff working conditions by creating a safe working environment for students, staff members, or parents in the school by actively:

1. Modelling our school's uara-values
2. Valuing diversity in individuals and the rights of all people.
3. Creating a climate that fosters self-respect and respect for others.
4. Creating a supportive environment for all members of the school community.
5. Creating a safe and secure learning environment for our students physically, socially and digitally, including e-learning and social media.
6. Reinforcing the view that verbal abuse, digital abuse and physical violence are an unacceptable part of school life.
7. Creating a school climate that encourages students to seek assistance from staff and others, to deal with emotional issues or problems which could otherwise trigger anger and violence.
8. Implementing actions that will be taken in instances of reported verbal abuse, digital abuse and physical violence to ensure all concerns and complaints are dealt with equitably.
9. Providing appropriate counselling services and other support for the victim and the offender.
10. Providing a social and physical environment that engenders appropriate and acceptable behaviour.
11. Teaching strategies to deal with verbal abuse, digital abuse and physical violence.

The Board will:

1. Promote this policy in the school environment
2. Ensure that legislative requirements are met at Te Aratai College
3. Model behaviour which affords respect and dignity to all members of the school community

The Principal and Senior Management Team will:

1. Promote and implement this policy within their school
2. Be familiar with the legislative requirements relating to verbal abuse, digital abuse and physical violence, and to health and safety.
3. Embed suitable safe school programmes within the school.
4. Ensure a safe process for students and staff to report incidents of verbal abuse, digital abuse and physical violence.
5. Ensure all concerns and complaints about verbal abuse, digital abuse and physical violence are handled fairly.
6. Ensure support and appropriate counselling services are available for staff and students who have been victims of verbal abuse, digital abuse and physical violence.
7. Provide appropriate professional development and specialist advice for the needs of staff in dealing with verbal abuse, digital abuse and physical violence.

8. Review and refine the school's Safe School policy, guidelines and strategy, using data to inform this process.
9. Model behaviour which affords respect and dignity to all members of the school community.

Teachers will:

1. Assist students to relate to others in ways that afford dignity and respect to themselves and others
2. Follow the school's guidelines and procedures to deal with incidents of verbal abuse, digital abuse and physical violence.
3. Model behaviour which affords respect and dignity to all members of the school community.

Students will:

1. Exhibit behaviour which respects the right for all people to be afforded safety, respect and dignity.
2. Use the appropriate procedures for reporting incidents of bullying or harassment against themselves or others.

Regulations

Children's Act 2014

Children, Young Persons, and Their Families (Oranga Tamariki) Act 2017

Education and Training Act 2020

Health and Safety in Employment Act 1992

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 - viii. Technology

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Safe Environment (NAG 5)

25. Racism Prevention Policy

Policy Statement

This policy is an interim policy to respond to a specific set of circumstances, before the permanent Racism Prevention policy is written in conjunction with Ngāi Tūāhuriri and other appropriate partners.

Racism is global and entrenched. Around the world, countries are creating practical plans to end racism. The New Zealand Government has committed to developing the National Action Plan Against Racism that reflects the history, challenges and aspirations of Aotearoa New Zealand.

The aim of the National Action Plan Against Racism is to progressively eliminate racism in all forms. The National Iwi Chairs Forum, a collective of Iwi leaders from Aotearoa New Zealand, are partnering with the Government in the creation of the plan.

From the website: Key Initiatives - National Action Plan Against Racism

<https://www.justice.govt.nz/justice-sector-policy/key-initiatives/national-action-plan-against-racism/>

What do we mean by racism?

Aotearoa New Zealand has no agreed definition of racism. The Human Rights Commission describes racism as “any individual action, or institutional practice backed by institutional power, which subordinates or negatively affects people because of their ethnicity.” This means racism is any belief in the superiority of one group over another, or any behaviour or system that overpowers or negatively impacts people because of their ethnicity or the colour of their skin.

There are many forms of racism. It can be hidden or obvious, conscious or unconscious. It occurs:

Within people

Individual racism is negative stereotypes, attitudes or beliefs held by a person that are based on the idea of one group being superior to another. These ideas can be about one’s own ethnic group or about other groups.

Examples:

- A belief that a person from a particular community is lazy.
- A belief that a person of colour is violent.

Between people

Interpersonal racism is harmful beliefs, attitudes, or behaviour directed towards people because of their ethnicity or the colour of their skin. This can be unconscious or intentional, and include biases, discrimination, verbal and physical attacks, as well as both overt and subtle ways of making people feel they are outsiders.

Examples:

- Verbal abuse, mockery, or jokes about a person’s ethnicity.
- Writing hateful messages outside a place of congregation or targeting groups or individuals online.
- Demanding that a person speaks English.
- Using aggression or physical force against someone because of their ethnicity or faith.

- The terrorist attack on Christchurch masjidain.

Across organisations and society

Institutional or structural racism is when government, organisations, education, and wider society use laws, policies and practices that create unfair advantage for some groups, and disadvantage for others. It builds over time and though not always intentional, drives inequality and disempowerment.

Examples:

- Media reports that stereotype ethnic groups.
- Certain ethnic groups being imprisoned disproportionately more and for longer compared with the majority.
- Treating people applying for jobs and promotions, and setting their pay rates, in a way that values those with European-centred knowledge, experience and qualifications more highly.
- Only teaching European-centred histories, leaving indigenous and ethnic experiences invisible and silent.

Further to the above national developments, Te Aratai College is starting from the ground up with this policy as the importance of anti-racism practices is central to our community. We are a multi-cultural community in a bi-cultural nation.

The purpose of this Policy is to raise awareness of and compliance with Te Aratai College's commitment to providing a work and study environment that is culturally inclusive and free from racial discrimination and harassment. Racism is best understood when acknowledging the context of power, oppression and privilege.

The Policy applies to all the school community: students, whānau, staff, agencies, Board, contractors and visitors.

The Anti-Racism Policy should be read in conjunction with the Harassment Prevention Policy and the Safe School Policy.

Definitions

For the purposes of this Policy:

1. *Racial discrimination* refers to a person or group being treated less favourably, or not given the same opportunities, as others in a similar situation because of their race, colour, descent, national or ethnic origin, or immigrant status. The *Employment Relations Act 2000* and the *Human Rights Act 1993* make it unlawful to discriminate against others on the above attributes.
2. *Direct discrimination* occurs when a person or group is treated less favourably than another person or group in a similar situation because of their background or personal characteristics.
3. *Indirect discrimination* occurs when requirements, policies or practices, which are the same for everyone and appear to be neutral and fair, actually disadvantage people who share a particular attribute.
4. *Racial Harassment* is the use of language (verbal and written), visual material or physical behaviour that expresses hostility against, or brings into contempt or ridicule, any other person on grounds of their colour, race or national or ethnic origin, and which is either repeated or of such a significant nature that it has a detrimental effect on that person.

To take action against racism we need to create an environment that encourages safe and productive conversations about how racism is operating in Education and how we can work together to address it. We also need a shared understanding and language for what racism is and what good anti-racism practice looks like.

At Te Aratai College all our community – students, whānau, staff, agencies, Board, contractors and visitors – are:

1. to interact with all other persons in a fair, polite, and open manner without discrimination and considerate of everyone's privacy and human rights
2. to treat others with respect and behave in a courteous, professional and collegial manner
3. to be pro-active in using these school's pastoral and guidance systems to inform staff about alleged racism occurring in our school community

The school will:

1. provide information that gives an understanding of what constitutes racism in a school community and beyond
2. promote the use of the school's pastoral and guidance systems to students and whānau to inform staff about alleged racism occurring in our school community

Regulations

Education and Training Act 2020

Human Rights Act 1993

Employment Relations Act 2000

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022-2023: first years at Te Aratai College

Safe Environment (NAG 5)

26. Community Code of Conduct Policy

Policy Statement

This policy is an interim policy to respond to a specific set of circumstances, before the permanent Community Code of Conduct Policy is written. It connects with the Safe School Policy, Harassment Prevention Policy and the Racism Prevention Policy.

Underlying this policy is the principle that all students are entitled to receive their education, and the whole community – students, whānau, staff, agencies, Board, contractors and visitors – is entitled to work and be in a safe environment.

The Standards of Conduct applies:

- to all conduct, speech, and action, and includes emails, texts, phone calls, social media, or other communication
- while on school grounds or at another venue where any member or members of the school community are assembled for school purposes

Standards of Conduct

Te Aratai College expects parents, caregivers, and visitors to:

- treat everyone with respect
- work together in partnership with staff for the benefit of students
- respect and adhere to our school uara – values
- set a good example for students at all times
- follow school procedures to handle any complaints
- adhere to school policies and procedures and any legal requirements.

Examples of unsuitable conduct include:

- threats, bullying, harassment
- profanity/offensive language
- insulting, abusing, or intimidating behaviour
- racism or discrimination (e.g. based on ethnicity, religion)
- physical aggression
- deception/fraud
- damaging school property
- smoking, vaping, possessing, or using alcohol/drugs/other harmful substances on school premises or at another venue where any member or members of the school community are assembled for school purposes (except possession or use of alcohol in accordance with school policy)
- placing unreasonable and excessive expectations on staff time or resources
- pursuing a complaint or campaign, or making defamatory, offensive, or derogatory comments, regarding the school, its board, or any staff or students on social media or other public forums
- wearing gang insignia on the school grounds (this is not allowed under the Prohibition of Gang Insignia legislation, and anyone wearing it will be asked to leave).

Dealing with breaches of the Community Code of Conduct

How Te Aratai College deals with breaches of our code of conduct depends on the nature of the incident and its seriousness, and the process any witness or victim of the behaviour feels most comfortable with. Examples include:

- documenting each instance of behaviour, including the date, time, place, who was present, what was said (verbatim if possible), how any witness or victim felt and/or responded

- holding a meeting with the relevant person, the principal, and/or board presiding member (or their delegate) or appropriate staff member to discuss the problem and possible resolution
- issuing a warning letter that outlines the problem and required resolution, and reminds them of the possible outcomes of repeated conduct
- arranging a meeting, which may include restorative practices, as an alternative or in addition to the processes above.

Outcome of breaching the Community Code of Conduct

If a parent, caregiver, or visitor acts or speaks in a way that contravenes the code of Conduct, possible outcomes may include:

- The school (principal, board member, or staff member) may ask a person to leave the school premises by revoking their permission to be on the school grounds, then asking them to leave under section 3 of the Trespass Act 1980.
- Unacceptable behaviour of a criminal nature may result in the police being informed. For example, under section 241 of the Education and Training Act 202, it is a criminal offence to insult, abuse, or intimidate a staff member within the presence or hearing of any student while on school premises or in any other place where students are assembled for school purposes. Other instances of criminal offending may occur where drugs are involved, an assault has occurred, or a person persists after being trespassed off school grounds.
- In the case of behaviour amounting to harassment, a restraining order may be sought.
- In some instances, it may be appropriate to refer behaviour to a third party for resolution. For example, a Facebook comment that contravenes this policy may result in a report to Facebook. If unacceptable behaviour occurs at a sports event or sports venue, then it may be appropriate to involve the governing body of that sport, event, or venue.

Regulations

Education and Training Act 2020

Human Rights Act 1993

Employment Relations Act 2000

Trespass Act 1980, section 3

Prohibition of Gang Insignia in Government Premises Act 2013

Adopted by:	Board – 25 August 2022
Next review:	Term 4 2022-2023: first years at Te Aratai College

Safe Environment (NAG 5)**27. Emergency Management Policy*****Policy Statement***

Te Aratai College is responsible for its occupants in a school and civil emergency, and recognises its leadership role in supporting the immediate community.

Its first responsibility is the staff and students at Te Aratai College. Its second responsibility is to its surrounding community.

Being prepared is the first step in minimising the effects of a civil emergency.

The first priority in any emergency is the protection of life and the prevention of injury. The second priority is the protection of property.

Regulations

Civil Defence Emergency Management Act 2002

National Civil Defence Emergency Management Order 2005

Guidelines

Ministry of Education Emergency Management Plan template

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Safe Environment (NAG 5)

28. Reducing student distress and use of Physical Restraint policy

Policy Statement

Te Aratai College is required to provide a safe physical and emotional environment for students and staff. Safety at school is a foundational expectation for students and staff, as well as being a prerequisite for student success and academic achievement. At the heart of this policy is mauri ora – flourishing student and staff wellbeing this mana protecting interactions that support students, staff, and whānau, parents and caregivers.

Except as authorised under this policy, no staff member may use any form of physical restraint on our students.

Our principal, teachers, and board-authorized staff members can only physically restrain a student as a last resort where all three conditions are met:

- the use of physical restraint is necessary to prevent **imminent harm**, including **significant emotional distress** to the student or another person,
- there is a reasonable belief that there is no other option available in the circumstances to prevent the harm, and
- the physical restraint is **reasonable** and **proportionate** to the circumstances. This means only applying as much force as necessary, and for the minimum time necessary.

Physical restraint training will only be offered when required, as advised by MOE or within Individual Behaviour Plan co constructed with whānau/parents/caregivers. The training will be provided by MOE or an accredited provider and includes targeted and tailored supports from our local Ministry of Education team, and training in safe physical holds for teams around learners who have physical restraint as part of their existing safety and support plans.

All teachers and authorised staff must complete the *Physical Restraint - Understanding the Rules and Guidelines* module by 7 February 2024 and engage with supplemented webinars and resources accordingly. New teachers will complete the module as part of our staff induction.

Te Aratai College has policies and guidelines around the care and management of students and procedures in place for managing student behaviour. This Reducing student distress and use of Physical Restraint policy connects to other policies, particularly the Student Behaviour Management Policy and Student Achievement and Wellbeing policy. If a student is agitated, losing self-control, and/or poses a danger to themselves or others, staff use de-escalation techniques founded on relational and restorative practices - see both [Te Aratai College Whole School Pastoral Handbook](#) and [TKI Inclusive Education - De-escalating Behavioural Strategies](#).

As defined in the Education and Training Act 2020: Physical restraint is using physical force to prevent, restrict or subdue the movement of a student's body or part of the student's body against the students's will. Physical restraint is a serious intervention and must only be used when all three of the above conditions are met. It may be necessary to move other people out of the area to de-escalate the situation and keep them safe.

See the MOE documents:

[“Aramai He Tētēkura: A guide to understanding distress and minimising the use of physical restraint”](#)
[“Education \(Physical Restraint\) Rules 2023”](#)

Definitions:

authorised staff member means an employee of a registered school who is authorised by the employer to use physical restraint in accordance with Section 99 of the Act

employer means a board and the managers of a school

physically restrain, in relation to a student, means to use physical force to prevent, restrict, or subdue the movement of the student's body or part of the student's body against the student's will.

Teaching staff means a person who holds a teaching position

Information to be made available

Any guidelines for the use of physical restraint and the names and positions of authorised staff must be available for inspection at the school.

Authorisation of staff members who are not teachers

An employer may authorise an employee who is not a teacher to use physical restraint. Such an authorisation must be in writing, and the employee must be given a copy. This authorisation can be revoked at any point by written notice.

Notifying the use of physical restraint

Whānau/parents/caregivers must be notified as soon as possible on the same day about any incident of physical restraint, including how it was managed within the guidelines.

Monitoring the use of physical restraint

For both - the student being physically restrained and the staff member who has used physical restraint - physical and psychological monitoring and support must be in place for the rest of the school day on which the event has occurred. Records kept of the event [see next point below] must be analysed to identify trends. The employer, via delegation to the Principal, must check all documentation to ensure it is complete.

Reporting and recording the use of physical restraint

Any staff member who uses physical restraint must notify a member of the Senior Leadership Team and work with that member to follow our school process. This includes:

- [Reporting process for physical restraint](#),
- [Checklist - following incident of physical restraint](#) and
- submit the MOE online physical restraint incident reporting form through Education Sector Logon ((ESL) our school's delegated authoriser will need to assign the role of 'physical restraint school user' to that ESL for all SLT staff members).

Copies of all forms related to the incident are kept in the student's file and copied forms are made available to the student, teacher/s and the student's whānau involved.

Data is shared on all physical restraint incidents with the Board of Trustees at every Board meeting via the Principal's report. **Data is only shared in a session that excludes the public.** Any records must be kept for a minimum of 10 years from the last action.

General notes

Employers must ensure teachers and staff are supported and trained in accordance with MOE guidelines. Any policies and guidelines pertaining to physical restraint must be communicated to whānau/parents/caregivers, students, staff and the school community.

Supporting documents, acts and regulations

[Aramai He Tētēkura: A guide to understanding distress and minimising the use of physical restraint Education \(Physical Restraint\) Rules 2023](#)

[Education and Training Act 2020: Updating the physical restraint framework](#)

[Health and Safety at Work Act 2015](#)

Inclusive Education Guidelines

Children's Act 2014

Education and Training Act 2020 (Sections 99-101)

Health and Safety in Employment Act 1992

Employment Relations Act 2000

Human Rights Act 1993

Individual and collective employment agreements

Teaching Council of Aotearoa New Zealand: Our Code, Our Standards

Ministry of Education site

Re-adopted by:	Board - May 2023
Next review:	

Information for the Ministry of Education and the employer form

Completed by	Date of incident	Date of report
School	Te Aratai College	
Student's National Student Number (no name)		
Date of birth	Year level	Gender M <input type="checkbox"/> F <input type="checkbox"/>
Ethnicity		
First time the student has been physically restrained?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
The student has been physically restrained more than once during the day?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, how many times?
The student has an Individual Behaviour Plan?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Physical restraint was part of the plan?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Were parents notified?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Was anyone injured? If yes, describe	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Was the staff member who applied the restraint a teacher or authorized staff member?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If no, provide details
Role of staff member who applied the restraint?	Teacher <input type="checkbox"/> Other <input type="checkbox"/>	If other, describe role
Did the staff member who applied the restraint receive any training prior to the incident?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, what training?
Was the student's physical and psychological wellbeing monitored until the end of the school day?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If no, provide details
Was the staff member's physical and psychological wellbeing monitored until the end of the school day?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If no, provide details

Why was the use of physical restraint considered necessary?

Serious and imminent risk to the safety of the student or any other person - describe	
Which SLT member was immediately informed:	Complete this form and provide to the Principal within 24 hours after the incident

Administration and Governance (NAG 2 & 6)**29. Concerns and Complaints Policy: Parents and Whānau*****Policy Statement***

This policy covers parents and whānau, students, staff, and members of the general public who have a concern or complaint related to our school. The policy is the same for all. There are four separate procedures, one for each of:

1. Parents and Whānau
2. Students
3. Staff
4. Public

Te Aratai College has high expectations and is keen to listen to and learn from any valid concerns and complaints. Therefore the Board:

1. Respects any concerns and complaints that may be raised by parents and whānau, students, staff, and community members about any aspect of the school's operation or personnel
2. Expects that all concerns and complaints will be investigated and responded to in a timely, professional, understanding and culturally-responsive manner.

In general terms:

1. *A concern is less serious than a complaint and often may be resolved by contacting and talking with the relevant person.*
2. *A complaint is more serious than a concern and is made directly to the Principal, usually in writing, or if the complaint is about the Principal, to the Presiding Member of the Board.*

The Principal will keep a secure register of complaints. The Principal will report serious complaints to the Board's Presiding Member.

Te Aratai College values relational and restorative practices, and concerns and complaints will be promptly investigated and responded to from this mana-enhancing perspective. The principles of natural justice, specific legal requirements and the procedures of any related employment agreements will be adhered to.

Any incident will have its own set of individual circumstances and will consequently be dealt with on an individual, case by case basis.

Procedures:

1. *Concerns and Complaints – Parents and Whānau*
2. *Concerns and Complaints – Students*
3. *Concerns and Complaints – Staff*
4. *Concerns and Complaints – Public*

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Concerns and Complaints Summary Flow Chart

Minor Issue or concern ↓		
Contact a staff member to discuss issue ↓	→	Matter resolved
If matter unresolved / resurfaces – Contact the Principal ↓	→	Matter resolved
Resolution not achieved - Write to Board	→	Board decision is final

Major Issue or complaint ↓		
Contact the Principal ↓	→	Matter resolved
Resolution not achieved - Write to Board	→	Board decision is final

Complaint about Principal ↓		
Written complaint to Board	→	Board decision is final

For further information about the Concerns and Complaints Policy and Procedures please see pages of the Policy and Procedures available on our website and in our handbook at reception.

Concerns Procedure: Parents and Whānau

Advice to Parents and Whānau – what to do if you have a concern

A concern is less serious than a complaint and often may be resolved by contacting and talking with the relevant person.

- A. If you have a concern about a specific subject or class contact the teacher directly.
- B. If you don't want to contact the teacher directly or if it is a more general issue, contact the following people. The office will help you identify them if necessary.

Personal concern General progress information and concerns, behavioural concerns	→	Tāhuhu or kaiārahi (form class) teachers ↓ (increasingly serious) The Dean
Subject concerns	→	Head of Department of subject concerned (listed on website)
Absences	→	Attendance Officer
Finances	→	Finance Manager
Personal, family financial, career and educational concerns	→	Guidance Counsellor
Or Senior Leadership Team (the Deputy Principals and the Principal)		

Contact with staff can be made:

1. By leaving a message with the school office – ph 03 982 0100 – for the teacher to phone or email.
2. Through individual staff phone extensions for staff who have these. These are on the school website.
3. Through email. All staff emails are on the website.
4. By letter.

The school contact details are:

1. Telephone: 03 982 0100
2. Email: office@linwoodcollege.school.nz
3. Website: www.linwoodcollege.school.nz

Our expectation is that staff reply as quickly as practicable. This is usually by the end of the next working day.

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Advice to Parents and Whānau – what to do if you have a complaint

A complaint is more serious than a concern or is an unresolved concern. A complaint is made directly to the Principal, usually in writing/email, or if the complaint is about the Principal, to the Presiding Member of the Board.

Making a complaint to the Principal

1. Write down/email your complaint to the Principal explaining:
 - a. The cause of the complaint. Be as precise as you can be as to what happened, where and when. A useful format could be:
 - i. What happened.
 - ii. Who was involved.
 - iii. Where.
 - iv. When.
 - v. Other relevant information or context.
 - b. Any steps that have been taken before this to try to resolve the matter
 - i. As Te Aratai College promotes relational and restorative practices the Board expects that complainants will have tried to have resolved the issue at the lowest level possible.
 - ii. The Board accepts that there may be occasions when contacting the Principal directly is the correct thing to do.
2. When the Principal receives a complaint, he or she will discuss the issue with you before deciding what further action should be taken. You may have a support person with you at this time if you wish.
3. Your complaint will be treated with discretion. Only people relevant to the complaint will be involved.
4. In the interests of natural justice, any persons named in a complaint must have the opportunity to hear all the details about the complaint and reply to it. A support person may accompany them to do this if they wish.
5. The Principal will decide what actions will be taken as a result of the investigation. This may involve outside agencies.
6. The Principal will inform you as to the outcome of the investigation and subsequent actions.

Making a complaint to the Presiding Member of the Board

Complaints are made to the Board Presiding Member when:

1. *The complaint is about the Principal*
 2. *A complainant is dissatisfied with the Principal's decision as to a previous complaint*
1. Write down/email your complaint to the Presiding Member of the Board explaining:
 - a. The cause of the complaint. Be as precise as you can be as to what happened, where and when. A useful format could be:
 - i. What happened.
 - ii. Who was involved.
 - iii. Where.

- iv. When.
 - v. Other relevant information or context.
- b. Any steps that have been taken before this to try to resolve the matter.
2. All letters/emails addressed to the Presiding Member of the Board are for the whole Board. The Presiding Member cannot act independently as to what action will be taken.

Board procedures when receiving a complaint.

1. Before the Board decides to deal with a complaint it must check that the complaint is appropriate for the Board. If not, it will normally return any letter of complaint to the complainant and ask that the appropriate procedures be followed.
2. The Presiding Member acknowledges the letter of complaint within a fortnight of receipt.
3. The letter of complaint becomes part of the correspondence that will be dealt with at the next Board meeting (fourth Thursday of the month) in 'public excluded' session.
4. The Board decides whether to deal with the matter as a whole or appoint a committee to investigate and make recommendations to the Board.
5. Resolution or dismissal of the complaint must not be discussed before all the information is to hand.
6. At the meeting of the Board/committee, in 'Public Excluded' session, the reports are received and the parties may be invited to speak to their complaint or answer questions. The Board/committee considers the evidence and/or information and comes to a decision or recommendation.
7. The Board's response is communicated to the parties to the complaint in writing.
8. Any of the parties may request the Board to reconsider their decision. However, normally for such a reconsideration to take place, new information that would have been relevant to the Board's deliberations must be produced.
9. The Board recognises that not all complainants will be satisfied with the outcome of a complaint. Once reconsidered, the Board will not enter into any further discussion/correspondence.

Guidelines

1. If the complaint is about a person, that person will be informed as soon as practicable and given reasonable time to respond.
2. The Board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and processes to ensure the principles of natural justice are met. It is advisable to seek external personnel/industrial advice in such cases. The Board will need to consider the relevant staff disciplinary policies, employment contracts and expert advice.
3. Requests for confidentiality as to identity of complainant will be respected unless natural justice demands otherwise.
4. Issues of a serious matter, e.g. allegations of physical abuse, may require a special meeting of the Board to be called.
5. Conflict of interest will be determined when necessary, including whether the complaint involves the actions of any Board member.

6. A complaint regarding lack of compliance in relation to an agreed complaint resolution will be treated as a serious matter and actioned with urgency as a new complaint rather than a reconsideration for the previous issue.

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Administration and Governance (NAG 2 & 6)**30. Concerns and Complaints Policy: Students*****Policy Statement***

This policy covers parents and whānau, students, staff, and members of the general public who have a concern or complaint related to our school. The policy is the same for all. There are four separate procedures, one for each of:

1. Parents and Whānau
2. Students
3. Staff
4. Public

Te Aratai College has high expectations and is keen to listen to and learn from any valid concerns and complaints. Therefore the Board:

1. Respects any concerns and complaints that may be raised by parents and whānau, students, staff, and community members about any aspect of the school's operation or personnel
2. Expects that all concerns and complaints will be investigated and responded to in a timely, professional, understanding and culturally-responsive manner.

In general terms:

1. *A concern is less serious than a complaint and often may be resolved by contacting and talking with the relevant person.*
2. *A complaint is more serious than a concern and is made directly to the Principal, usually in writing, or if the complaint is about the Principal, to the Presiding Member of the Board.*

The Principal will keep a secure register of complaints. The Principal will report serious complaints to the Board Presiding Member.

Te Aratai College values relational and restorative practices, and concerns and complaints will be promptly investigated and responded to from this mana-enhancing perspective. The principles of natural justice, specific legal requirements and the procedures of any related employment agreements will be adhered to.

Any incident will have its own set of individual circumstances and will consequently be dealt with on an individual, case by case basis.

Procedures:

1. *Concerns and Complaints – Parents and Whānau*
2. *Concerns and Complaints – Students*
3. *Concerns and Complaints – Staff*
4. *Concerns and Complaints - Public*

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Concerns and Complaints Summary Flow Chart

Minor Issue or concern ↓		
Contact a staff member to discuss issue ↓	→	Matter resolved
If matter unresolved / resurfaces – Contact the Principal ↓	→	Matter resolved
Resolution not achieved - Write to Board	→	Board decision is final

Major Issue or complaint ↓		
Contact the Principal ↓	→	Matter resolved
Resolution not achieved - Write to Board	→	Board decision is final

Complaint about Principal ↓		
Written complaint to Board	→	Board decision is final

For further information about the Concerns and Complaints Policy and Procedures please see pages of the Policy and Procedures available on our website and in our handbook at reception.

Concerns Procedures: Students

Advice to Students – what to do if you have a concern

A concern is less serious than a complaint and often may be resolved by contacting and talking with the relevant person. Before doing anything it is a good idea to discuss things over with parent/caregivers or another adult you trust, including a teacher.

Student concern about a teacher

If you have a concern about a teacher, it is ok to try to talk to that teacher. You can take a friend with you to do this if you want to.

- Explain your concern reasonably and try to resolve it.
- You will have to listen too!

If you do not wish to talk directly to the teacher you can talk to:

- Any other staff member you trust
- Any staff in the table below

You can take a friend with you to do this if you want to.

If you have talked to the teacher directly and it hasn't resolved your concern, you can also talk to:

1.	A suitable senior student – your peer supporter or a prefect
2.	Your Tāhuhu teacher or Kaiārahi (ako class teacher)
3.	Your Dean
4.	Any other staff member you trust
5.	The Head of Department (HOD) / Head of Learning Area (HoLA)
6.	A guidance counsellor
7.	The Senior Leadership Team (SLT) – the deputy principals and the principal

Because all concerns and complaints are taken seriously and take up people's time and energy, any concern or complaint that is frivolous (silly) or malicious (deliberately causing trouble) will be reported to the Senior Leadership Team as a serious discipline issue.

Student concern about a general issue

This could include a good idea that you have had about how to make an aspect of Te Aratai College better. You can take a friend with you to do this if you want to.

General issues ↓ Curriculum, assessment, or pastoral matters	→	Your Tāhuhu teacher or Kaiārahi (ako class teacher) ↓ (increasingly serious) Your Dean
Subject concerns	→	Head of Department of subject concerned
Personal, family financial, career and educational concerns	→	Guidance Counsellor
Or Senior Leadership Team (the Deputy Principals and the Principal)		

Complaints Procedure: Students

Advice to Students – what to do if you have a complaint

A complaint is more serious than a concern or is an unresolved concern.

A complaint is made directly to the Principal, usually in writing/email, or if the complaint is about the Principal, to the Presiding Member of the Board.

Making a complaint is a serious step. Complaints may end up involving legal processes. As the school takes all concerns and complaints seriously, they take up people's time and energy. Therefore, before doing anything it is a good idea to discuss things over with parent/caregivers or another adult you trust, including a teacher.

Any concern or complaint that is frivolous (silly) or malicious (deliberately causing trouble) will be treated as a serious discipline issue.

Making a complaint to the Principal

1. Write down/email your complaint to the Principal explaining:
 - a. The cause of the complaint. Be as precise as you can be as to what happened, where and when. A useful format would be:
 - i. What happened.
 - ii. Who was involved.
 - iii. Where.
 - iv. When.
 - v. Other relevant information or context.
 - b. Any steps that have been taken before this to try to resolve the matter
 - i. As Te Aratai College promotes relational and restorative practices the Board expects that complainants will have tried to have resolved the issue at the lowest level possible.
 - ii. The Board accepts that there may be occasions when contacting the Principal directly is the correct thing to do.
2. When the Principal receives a complaint, he or she will discuss the issue with you before deciding what further action should be taken. You may have a support person with you at this time if you wish.
3. Your complaint will be treated with discretion. Only people relevant to the complaint will be involved.
4. In the interests of natural justice, any persons named in a complaint must have the opportunity to hear all the details about the complaint and reply to it. A support person may accompany them to do this if they wish.
5. The Principal will decide what actions will be taken as a result of the investigation. This may involve outside agencies.
6. The Principal will inform you as to the outcome of the investigation and subsequent actions.

Making a complaint to the Presiding Member of the Board

Complaints are made to the Board's Presiding Member when:

1. *The complaint is about the Principal*
 2. *A complainant is dissatisfied with the Principal's decision as to a previous complaint*
1. Write down/email your complaint to the Presiding Member of the Board explaining:
 - a. The cause of the complaint. Be as precise as you can be as to what happened, where and when. A useful format could be:
 - i. What happened.
 - ii. Who was involved.
 - iii. Where.
 - iv. When
 - v. Other relevant information or context.
 - b. Any steps that have been taken before this to try to resolve the matter.
 2. All letters/emails addressed to the Presiding Member of the Board are for the whole Board. The Presiding Member cannot act independently as to what action will be taken.

Board procedures when receiving a complaint.

1. Before the Board decides to deal with a complaint it must check that the complaint is appropriate for the Board. If not, it will normally return any letter of complaint to the complainant and ask that the appropriate procedures be followed.
2. The Presiding Member acknowledges the letter of complaint within a fortnight of receipt.
3. The letter of complaint becomes part of the correspondence that will be dealt with at the next Board meeting (fourth Thursday of the month) in 'public excluded' session.
4. The Board decides whether to deal with the matter as a whole or appoint a committee to investigate and make recommendations to the Board.
5. Resolution or dismissal of the complaint must not be discussed before all the information is to hand.
6. At the meeting of the Board/committee, in 'Public Excluded' session, the reports are received and the parties may be invited to speak to their complaint or answer questions. The Board/committee considers the evidence and/or information and comes to a decision or recommendation.
7. The Board's response is communicated to the parties to the complaint in writing.
8. Any of the parties may request the Board to reconsider their decision. However, normally for such a reconsideration to take place, new information that would have been relevant to the Board's deliberations must be produced.
9. The Board recognises that not all complainants will be satisfied with the outcome of a complaint. Once reconsidered, the Board will not enter into any further discussion/correspondence.

Guidelines

1. If the complaint is about a person, that person will be informed as soon as practicable and given reasonable time to respond.

2. The Board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and processes to ensure the principles of natural justice are met. It is advisable to seek external personnel/industrial advice in such cases. The Board will need to consider the relevant staff disciplinary policies, employment contracts and expert advice.
3. Requests for confidentiality as to identity of complainant will be respected unless natural justice demands otherwise.
4. Issues of a serious matter, e.g. allegations of physical abuse, may require a special meeting of the Board to be called.
5. Conflict of interest will be determined when necessary, including whether the complaint involves the actions of any Board member.
6. A complaint regarding lack of compliance in relation to an agreed complaint resolution will be treated as a serious matter and actioned with urgency as a new complaint rather than a reconsideration for the previous issue.

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Administration and Governance (NAG 2 & 6)**31. Concerns and Complaints Policy: Staff*****Policy Statement***

This policy covers parents and whānau, students, staff, and members of the general public who have a concern or complaint related to our school. The policy is the same for all. There are four separate procedures, one for each of:

1. Parents and Whānau
2. Students
3. Staff
4. Public

Te Aratai College has high expectations and is keen to listen to and learn from any valid concerns and complaints. Therefore the Board:

1. Respects any concerns and complaints that may be raised by parents and whānau, students, staff, and community members about any aspect of the school's operation or personnel.
2. Expects that all concerns and complaints will be investigated and responded to in a timely, professional, understanding and culturally-responsive manner.

In general terms:

1. *A concern is less serious than a complaint and often may be resolved by contacting and talking with the relevant person.*
2. *A complaint is more serious than a concern and is made directly to the Principal, usually in writing, or if the complaint is about the Principal, to the Presiding Member of the Board.*

The Principal will keep a secure register of complaints. The Principal will report serious complaints to the Board Presiding Member.

Te Aratai College values relational and restorative practices, and concerns and complaints will be promptly investigated and responded to from this mana-enhancing perspective. The principles of natural justice, specific legal requirements and the procedures of any related employment agreements will be adhered to.

Any incident will have its own set of individual circumstances and will consequently be dealt with on an individual, case by case basis.

Procedures:

1. *Concerns and Complaints – Parents and Whānau*
2. *Concerns and Complaints – Students*
3. *Concerns and Complaints – Staff*
4. *Concerns and Complaints – Public*

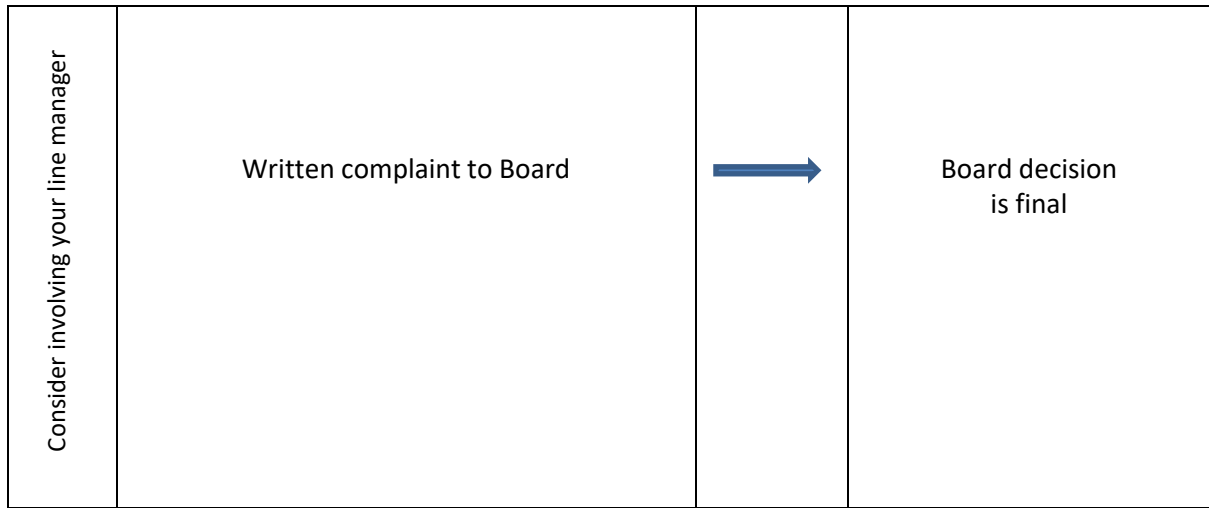
Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Staff Concerns and Complaints Summary Flow Chart

Consider involving your line manager	Minor Issue or concern ↓		
	Contact staff member to discuss issue individually or in a facilitated conversation ↓	→	Matter resolved
	If matter unresolved / resurfaces – Contact the Principal ↓	→	Matter resolved
	Resolution not achieved - Write to Board	→	Board decision is final

Consider using your line manager	Major Issue or complaint ↙ ↘		
	Contact staff member individually or in facilitated conversation. Matter unresolved or resurfaces →	Contact the Principal ↓	→ Matter resolved
	Resolution not achieved - Write to Board		→ Board decision is final

	Complaint about Principal ↓
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For further information about the Concerns and Complaints Policy and Procedures please see pages of the Policy and Procedures available on our website and in our handbook at reception.

Concerns Procedure: Staff

Advice to Staff – what to do if you have a concern

Concern about another staff member

A concern is less serious than a complaint. If it is about a person it may often be resolved by contacting and talking with the relevant person.

Te Aratai College values collegiality and professionalism. This means it is expected that staff members will speak directly to one another in a professional manner if they have a concern with that staff member. HOLAs and HODs and other staff can give advice on how to do this most effectively, if necessary.

It is acceptable to use another person as a support person when the conversation is held, if necessary.

Concern about a general issue

Te Aratai College values collegiality and professionalism. This means all good ideas about how to improve the school are welcome. HOLAs and HODs and other staff can give advice on how to do this most effectively, if necessary.

Complaints Procedure: Staff

Advice to Staff – what to do if you have a complaint

A complaint is more serious than a concern or is an unresolved concern. A complaint is made directly to the Principal, usually in writing/email, or if the complaint is about the Principal, to the Presiding Member of the Board.

Note that the Collective Employment Agreements specify procedures to follow for:

1. Teacher competence
2. Teacher conduct and discipline
3. Employment Relationship Problem Resolution Provision

At any stage of the process, though it is usually the earlier the better, the Board supports the appropriate use of PPTA and NZEI representatives, and other relevant agencies – egs: Employee Assistance Programme (EAP), Employment Mediation Services within the Ministry of Business, Innovation and Employment (MBIE) – to assist in workplace relationship or any other employment issues.

Making a complaint to the Principal

1. Write down/email your complaint to the Principal explaining:
 - a. The cause of the complaint. Be as precise as you can be as to what happened, where and when. A useful format could be:
 - i. What happened.
 - ii. Who was involved.
 - iii. Where.
 - iv. When.
 - v. Other relevant information or context.
 - b. Any steps that have been taken before this to try to resolve the matter
 - i. As Te Aratai College promotes relational and restorative practices the Board expects that complainants will have tried to have resolved the issue at the lowest level possible.
 - ii. The Board accepts that there may be occasions when contacting the Principal directly is the correct thing to do.
2. When the Principal receives a complaint, he or she will discuss the issue with you before deciding what further action should be taken. You may have a support person with you at this time if you wish.
3. Your complaint will be treated with discretion. Only people relevant to the complaint will be involved.
4. In the interests of natural justice, any persons named in a complaint must have the opportunity to hear all the details about the complaint and reply to it. A support person may accompany them to do this if they wish.
5. The Principal will decide what actions will be taken as a result of the investigation. This may involve outside agencies.
6. The Principal will inform you as to the outcome of the investigation and subsequent actions.

a complaint to the Presiding Member of the Board

Complaints are made to the Board's Presiding Member when:

1. *The complaint is about the Principal*
 2. *A complainant is dissatisfied with the Principal's decision as to a previous complaint*
1. Write down/email your complaint to the Presiding Member of the Board explaining:
 - a. The cause of the complaint. Be as precise as you can be as to what happened, where and when. A useful format could be:
 - i. What happened.
 - ii. Who was involved.
 - iii. Where.
 - iv. When.
 - v. Other relevant information or context.
 - b. Any steps that have been taken before this to try to resolve the matter
 2. All letters addressed to the Presiding Member of the Board are for the whole Board. The Presiding Member cannot act independently as to what action will be taken.

Board procedures when receiving a complaint

1. Before the Board decides to deal with a complaint it must check that the complaint is appropriate for the Board. If not, it will normally return any letter of complaint to the complainant and ask that the appropriate procedures be followed.
2. The Presiding Member acknowledges the letter of complaint within a fortnight of receipt.
3. The letter of complaint becomes part of the correspondence that will be dealt with at the next Board meeting (fourth Thursday of the month) in 'public excluded' session.
4. The Board decides whether to deal with the matter as a whole or appoint a committee to investigate and make recommendations to the Board.
5. Resolution or dismissal of the complaint must not be discussed before all the information is to hand.
6. At the meeting of the Board/committee, in 'Public Excluded' session, the reports are received and the parties may be invited to speak to their complaint or answer questions. The Board/committee considers the evidence and/or information and comes to a decision or recommendation.
7. The Board's response is communicated to the parties to the complaint in writing.
8. Any of the parties may request the Board to reconsider their decision. However, normally for such a reconsideration to take place, new information that would have been relevant to the Board's deliberations must be produced.
9. The Board recognises that not all complainants will be satisfied with the outcome of a complaint. Once reconsidered, the Board will not enter into any further discussion/correspondence.

Guidelines

1. If the complaint is about a person, that person will be informed as soon as practicable and given reasonable time to respond.

2. The Board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and processes to ensure the principles of natural justice are met. It is advisable to seek external personnel/industrial advice in such cases. The Board will need to consider the relevant staff disciplinary policies, employment contracts and expert advice.
3. Requests for confidentiality as to identity of the complainant will be respected unless natural justice demands otherwise.
4. Issues of a serious matter, e.g. allegations of physical abuse, may require a special meeting of the Board to be called.
5. Conflict of interest will be determined when necessary, including whether the complaint involves the actions of any Board member.
6. A complaint regarding lack of compliance in relation to an agreed complaint resolution will be treated as a serious matter and actioned with urgency as a new complaint rather than a reconsideration for the previous issue.

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Administration and Governance (NAG 2 & 6)**32. Concerns and Complaints Policy: Public*****Policy Statement***

This policy covers parents and whānau, students, staff, and members of the general public who have a concern or complaint related to our school. The policy is the same for all. There are four separate procedures, one for each of:

1. Parents and Whānau
2. Students
3. Staff
4. Public

Te Aratai College has high expectations and is keen to listen to and learn from any valid concerns and complaints. Therefore, the Board:

1. Respects any concerns and complaints that may be raised by parents and whānau, students, staff, and community members about any aspect of the school's operation or personnel
2. Expects that all concerns and complaints will be investigated and responded to in a timely, professional, understanding and culturally-responsive manner.

In general terms:

1. *A concern is less serious than a complaint and often may be resolved by contacting and talking with the relevant person.*
2. *A complaint is more serious than a concern and is made directly to the Principal, usually in writing, or if the complaint is about the Principal, to the Presiding Member of the Board.*

The Principal will keep a secure register of complaints. The Principal will report serious complaints to the Board's Presiding Member.

Te Aratai College values relational and restorative practices, and concerns and complaints will be promptly investigated and responded to from this mana-enhancing perspective. The principles of natural justice, specific legal requirements and the procedures of any related employment agreements will be adhered to.

Any incident will have its own set of individual circumstances and will consequently be dealt with on an individual, case by case basis.

Procedures:

1. *Concerns and Complaints – Parents and Whānau*
2. *Concerns and Complaints – Students*
3. *Concerns and Complaints – Staff*
4. *Concerns and Complaints – Public*

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Concerns and Complaints Summary Flow Chart

Minor Issue or concern ↓		
Contact a staff member to discuss issue ↓	→	Matter resolved
If matter unresolved / resurfaces – Contact the Principal ↓	→	Matter resolved
Resolution not achieved - Write to Board	→	Board decision is final

Major Issue or complaint ↓		
Contact the Principal ↓	→	Matter resolved
Resolution not achieved - Write to Board	→	Board decision is final

Complaint about Principal ↓		
Written complaint to Board	→	Board decision is final

For further information about the Concerns and Complaints Policy and Procedures please see pages of the Policy and Procedures available on our website and in our handbook at reception.

Complaints Procedure: Public

Advice to Public – what to do if you have a complaint

A complaint is more serious than a concern or is an unresolved concern. A complaint is made directly to the Principal, usually in writing/email, or if the complaint is about the Principal, to the Presiding Member of the Board.

Making a complaint to the Principal

1. Write down/email your complaint to the Principal explaining:
 - a. The cause of the complaint. Be as precise as you can be as to what happened, where and when. A useful format could be:
 - i. What happened.
 - ii. Who was involved.
 - iii. Where.
 - iv. When.
 - v. Other relevant information or context.
 - b. Any steps that have been taken before this to try to resolve the matter.
 - i. As Te Aratai College promotes relational and restorative practices the Board expects that complainants will have tried to have resolved the issue at the lowest level possible.
 - ii. The Board accepts that there may be occasions when contacting the Principal directly is the correct thing to do.
2. When the Principal receives a complaint, he or she will discuss the issue with you before deciding what further action should have taken. You may have a support person with you at this time if you wish.
3. Your complaint will be treated with discretion. Only people relevant to the complaint will be involved.
4. In the interests of natural justice, any persons named in a complaint must have the opportunity to hear all the details about the complaint and reply to it. A support person may accompany them to do this if they wish.
5. The Principal will decide what actions will be taken as a result of the investigation. This may involve outside agencies.
6. The Principal will inform you as to the outcome of the investigation and subsequent actions.

Making a complaint to the Presiding Member of the Board

Complaints are made to the Board Presiding Member when:

1. *The complaint is about the Principal*
2. *A complainant is dissatisfied with the Principal's decision as to a previous complaint*
3. Write down/email your complaint to the Presiding Member of the Board explaining:
 - a. The cause of the complaint. Be as precise as you can be as to what happened, where and when. A useful format could be:
 - i. What happened.
 - ii. Who was involved.
 - iii. Where.

- iv. When.
 - v. Other relevant information or context.
 - b. Any steps that have been taken before this to try to resolve the matter.
4. All letters addressed to the Presiding Member of the Board are for the whole Board. The Presiding Member cannot act independently as to what action will be taken.

Board procedures when receiving a complaint

1. Before the Board decides to deal with a complaint it must check that the complaint is appropriate for the Board. If not, it will normally return any letter of complaint to the complainant and ask that the appropriate procedures be followed.
2. The Presiding Member acknowledges the letter of complaint within a fortnight of receipt.
3. The letter of complaint becomes part of the correspondence that will be dealt with at the next Board meeting (fourth Thursday of the month) in 'public excluded' session.
4. The Board decides whether to deal with the matter as a whole or appoint a committee to investigate and make recommendations to the Board.
5. Resolution or dismissal of the complaint must not be discussed before all the information is to hand.
6. At the meeting of the Board/committee, in 'Public Excluded' session, the reports are received and the parties may be invited to speak to their complaint or answer questions. The Board/committee considers the evidence and/or information and comes to a decision or recommendation.
7. The Board's response is communicated to the parties to the complaint in writing.
8. Any of the parties may request the Board to reconsider their decision. However, normally for such a reconsideration to take place, new information that would have been relevant to the Board's deliberations must be produced.
9. The Board recognises that not all complainants will be satisfied with the outcome of a complaint. Once reconsidered, the Board will not enter into any further discussion/correspondence.

Guidelines

1. If the complaint is about a person, that person will be informed as soon as practicable and given reasonable time to respond.
2. The Board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and processes to ensure the principles of natural justice are met. It is advisable to seek external personnel/industrial advice in such cases. The Board will need to consider the relevant staff disciplinary policies, employment contracts and expert advice.
3. Requests for confidentiality as to identity of complainant will be respected unless natural justice demands otherwise.
4. Issues of a serious matter, e.g. allegations of physical abuse, may require a special meeting of the Board to be called.
5. Conflict of interest will be determined when necessary, including whether the complaint involves the actions of any Trustee.

6. A complaint regarding lack of compliance in relation to an agreed complaint resolution will be treated as a serious matter and actioned with urgency as a new complaint rather than a reconsideration for the previous issue.

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Administration and Governance (NAG 2 & 6)

33. Delegated Authorities

1. The Deputy Principal, Paul Osborne, or in his absence, another Deputy Principal, will be appointed Acting Principal in the absence of the Principal from the College for one whole day or more. The Acting Principal be delegated the powers of the Principal pursuant to Section 14 of the Education and Training Act 2020 and the rules promulgated regarding this section of the Act.
2. The appointment of staff will be carried out by the Principal in accordance with the Board's Appointment Policy.
3. The Principal is delegated authority to attest employees' performance and determine salary increments as per the College procedures and Collective Agreements.
4. The Principal will undertake the processes required for teacher competency as defined in the Collective Agreement. The Board further gives full and absolute authority to the Principal to make the final decision where competency has not been met, including the authority to dismiss a teacher in accordance with the Collective Agreement.
5. The Principal will carry out initial enquiries into complaints and undertake initial investigations with respect to complaints against staff members in accordance with the applicable employment agreement provisions and the Protected Disclosures Policy.
6. The Principal is delegated authority to investigate complaints and to issue verbal and written warnings as appropriate in accordance with employment law and the relevant Collective Agreement. The insurance company should be notified, and advice should be sought from the School Trustees Association Industrial Advisor. Any such warnings must be reported to the Board's Presiding Member within 24 hours. The Principal is delegated the power to suspend an employee in the case of serious misconduct in accordance with the relevant employment agreement of the employee.
7. The Principal is the Privacy Officer.
8. The Principal is delegated authority to sign agreements, contracts and Ministry of Education documents which require the Principal's signature.
9. The Principal is delegated authority to approve all student trips and courses within New Zealand (as per Section 71 of the Education Act).
10. The Principal is delegated authority to issue refunds to International Fee paying students.
11. The Board Chairperson or delegate is delegated authority to close the College for instruction under the special circumstances provided for under the Education Act.

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Administration and Governance (NAG 2 & 6)

34. Timetable Policy

Note: the timetable procedures accompanying this policy will comprise the rules for operation

1. All relevant legislation, and the current secondary Teachers' Collective Employment agreement, will be adhered to.
2. A timetable committee, including teacher representatives, will meet as necessary. The Principal or PPTA Chairperson may request a meeting.
3. In general no teacher shall be allocated classes "overcode" (i.e. timetabled teaching hours over those specified in the Collective Agreement).
4. The Principal will endeavor to ensure that class sizes are as per the Collective Agreement.
5. If a teacher is "overcode", or has a higher than acceptable average class size (as specified in the Collective Agreement – *see below 5.9*), the Principal will negotiate compensation as appropriate, which is usually Teacher Relief Days, with the teacher. The Principal will inform the PPTA Branch Chairperson of the outcome.
6. All teachers have the right to raise workload issues with the Principal. These include any matters which may impact on teaching practice such as multi-level classes. They may take a support person with them to meetings.
7. All relief must be arranged through the school relief system and not privately.

Timetable Procedures

The timetable refers to time schedule for delivery of the curriculum. It does not refer to mentor time or assemblies.

1. In order to fill up teachers' allocations, teachers will be deemed as undercode by a specified number of periods. As a general rule, classes will not be split between two or more teachers.
2. Average class sizes will be calculated as follows:
 - a. Take March 1 roll.
 - b. Calculate a weighted average using the number of periods a class runs for.
 - c. Divide by the contact periods.
 - d. If a teacher has additional non-contacts these may be taken into account.
 - e. For averages over 26, a recalculation will be made early in Term 2 and this will be taken as the "average class size".
3. The Principal will display a schedule of distributing of Middle Management Allowances and Senior Management Allowances, and Salary Units annually.
4. Teaching staff will be consulted, as appropriate, about the philosophy underpinning the allocation of Middle Management Allowances and Salary Units.

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

Administration and Governance (NAG 2 & 6)**35. Protected Disclosures Policy****Introduction**

The purpose of this policy is to provide information and guidance to employees of the school who wish to report serious wrongdoing within the school.

This policy is issued in compliance with the Protected Disclosures Act 2000 and will apply from 20 August 2015.

The policy consists of:

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

What is a Protected Disclosure?

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

Definition of Serious Wrongdoing

Serious wrongdoing includes any serious wrongdoing of any of the following type:

1. an unlawful, corrupt, or irregular use of funds or resources of a public sector organisation: or
2. an act or omission or course of conduct that constitutes a serious risk to public health or public safety or the environment: or
3. an act, omission, or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to a fair trial; or
4. an act, omission, or course of conduct that constitutes an offence, or
5. an act, omission, or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent or that constitutes gross mismanagement;
6. whether the wrongdoing occurs before or after the commencement of this act.

Conditions for Disclosure

Before making a disclosure the employee should be sure the following conditions are met:

1. the information is about serious wrongdoing in or by the school; and
2. the employee believes on reasonable grounds the information to be true or is likely to be true; and
3. the employee wishes the wrongdoing to be investigated; and
4. the employee wishes the disclosure to be protected.

Who can make a disclosure?

Any employee of the school can make a disclosure. For the purposes of this policy and employee includes:

1. Current employees and principals
2. Former employees and principals
3. Contractors supplying services to the school

Protection of employees making disclosures

An employee who makes a disclosure and who has acted in accordance with the procedures outlined in this policy:

1. may bring a personal grievance in respect of retaliatory action from their employers;
2. may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
3. are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
4. will, subject to Clause 5 of the Procedure, have their disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

Protected Disclosures Procedure

Any employee of Te Aratai College who wishes to make a protected disclosure should do so using the following procedure.

1. How to submit a disclosure

The employee should submit the disclosure in writing.

2. Information to be contained

The disclosure should contain detailed information including the following:

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

3. Where to send disclosures

A disclosure must be sent in writing to the Principal who has been nominated by the Board under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

OR

If you believe the Principal is involved in the wrong-doing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can

make the disclosure to the Presiding Member of the Board.

4. Decision to investigate

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

5. Protection of disclosing employee's name

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

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

6. Report of investigation

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

7. Disclosure to an appropriate authority in certain circumstances

A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:

- a) the Presiding Member of the Board is or may be involved in the wrongdoing; or
- b) immediate reference to another authority is justified by urgency or exceptional circumstances; or
- c) there has been no action or recommended action within 20 working days of the date of disclosure.

Appropriate Authorities include (but are not limited to)

- a) Commissioner of Police
- b) Controller and Auditor General
- c) Director of the Serious Fraud Office
- d) Inspector General of Intelligence and Security
- e) Ombudsman
- f) Parliamentary Commissioner for the Environment
- g) Police Complaints Authority
- h) Solicitor General
- i) State Service Commissioner
- j) The head of every public sector organisation.

8. Disclosure to Ministers and Ombudsman

A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure:

- a) Has made the same disclosure according to the internal procedures and clauses of this policy
- b) Reasonably believes that the person or authority to whom the disclosure was made:
 - i. has decided not to investigate; or
 - ii. has decided to investigate but has not made progress with the investigation within reasonable time; or
 - iii. has investigated but has not taken or recommended any action; and
 - iv. continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

Re-adopted by:	Board – 25 August 2022
Next review:	Term 4 2022 – Term 1 2023

PART 5: POLICIES REVIEW CHECKLIST

All Policies were reviewed 28 May 2021

There was an interim review in August 2022

Next Review will be Term 4 2022 – Tem 1 2023

Policies		
Alcohol and Other Drug (including Tobacco Wellbeing (NAG 5)		
Appointments (NAG 3)		
Assessment (NAG 1)		
Attendance (NAG 1)		
Asset Protection (NAG 4)		
Asset Management (NAG 4)		
Child Protection (NAG 5)		
Co-curricular (NAG 1)		
College Donations (NAG 4)		
Complaints (NAG 2 & 6)		
Delegated Authority (NAG 2 & 6)		
Employer Responsibility (NAG 3)		
Emergency Management (NAG 5)		
Financial Conditions (NAG 4)		
Financial Management and Accountability (NAG 4)		
Financial Planning (NAG 4)		
Fundraising (NAG 4)		
Harassment Prevention (NAG 5)		
Health & Safety (NAG 5)		
International Fee-paying Students (NAG 4)		
Police Vetting (NAG 3)		
Protected Disclosures (NAG 2 & 6)		
Safe School (NAG 5)		
Staff Discretionary Leave (NAG 3)		
Student Achievement and Wellbeing (NAG 1)		
Student Behaviour Management (NAG 1)		
Teaching and Learning		
Timetable		
Uniform		
Use of College Facilities		

Board Member Performance Review Checklist

The Board is committed to ethical conduct in all areas of its responsibilities and authority.

I _____ have:

Behaviour	Yes	No	Don't Know
maintained and understood the uara-values and goals of the School.			
ensured the students' wellbeing and achievement is paramount.			
been loyal to the School and its mission.			
publicly represented the School in a positive manner.			
respected the integrity of the Principal and staff.			
observed the confidentiality of non-public information acquired in my role as a Board member and not disclosed to any other persons such information that might be harmful to the School.			
been diligent and attended board meetings prepared for full and appropriate participation in decision making.			
ensured that I do not act independently of the Board's decisions.			
spoken with one voice through the Board's adopted policies and ensured that any disagreements with the Board's stance were resolved within the board.			
avoided any conflicts of interest with respect to my fiduciary responsibility.			
recognised that only the Presiding Member can speak for the Board.			
recognised the lack of authority in any individual Board member or subgroup of the board in any interaction with the Principal or staff.			
continually self-monitored my individual performance as a Board member against policies and against any other current Board evaluation tools.			
attended appropriate Board/Board member training.			

Priority focus areas for the Board member:

Presiding Member Performance Review Checklist

The Presiding Member is the leader of the Board and carries overall responsibility for the integrity of the Board's processes. The role involves the following responsibilities:

Accountability	Measure	Achieved	Not Achieved	Don't Know
Oversee general performance of the Board.	Board performs against its forms of accountability and strategic goals.			
Ensure information about the financial performance of the organisation flows to the Board.	Board remains well-informed about financial performance of organisation.			
Establish and maintain systems for information flows to the Board.	3.1 Board receives information on time and has time to comment and have input. 3.2 Board has adequate opportunities to have input and make decisions. 3.3 The Presiding Member ensures accurate minutes are kept, approved by Board and signed by the Presiding Member.			
Attend and chair Board meetings.	4.1 Attendance at all meetings (unless chairing responsibility delegated). 4.2 Meeting procedures as outlined in the Standing Orders and Local Government Official Information and Meetings Act 1987 are observed except where the Board has suspended them.			
Make recommendations to Board about prudent management of Board matters.	Recommendations were made as necessary.			
Establish and maintain an ongoing working relationship with the Principal.	Regular meetings are held in addition to ongoing liaison.			
Deal with disputes and conflicts referred to the Presiding Member.	The requirements of the Board's Policy and Procedures were met.			
Act as Protected Disclosure Officer.	Requirement met.			

Accountability	Measure	Achieved	Not Achieved	Don't Know
Ensure the Principal's Performance Agreement and Appraisal are completed on an annual basis.	Report of Principal's Performance Appraisal tabled at the Board meeting according to appraisal process.			

Priority focus areas for the Presiding Member:

Triennial Review Programme/Board Annual Work Plan									
2016 Review	Area for Review	Board Meeting Dates							
		Feb	March	May	June	August	22 September	27 October	24 November
Strategic Review	Charter	Confirm charter approved and sent to MOE						Review of strategic plan. Approve review plan 2017	Analysis of Variance Annual plan draft
	Strategic aims	Strategic aim 1	Strategic aim 2	Strategic aim 3	Strategic aim 1	Strategic aim 2	Strategic aim 3		
Regular Review	Policy - Governance - Operational								
	Learner progress and achievement	Y9 & 10 Lit & Numeracy	Special Education needs	NCEA confirmed results	National Standards	Māori and Pasifika focus	Gifted and Talented		National Standards
	HR	Performance Agreement Approved	HR Tool Checklist 1	Informal review		Informal review	HR Tool checklist 2		Formal review report
	Curriculum	Key competencies							
	Budget	Approved	Monitor	Monitor	Mid year review	Monitor		2017 draft	
	Six Dimensions		Working in Partnership	Safety and Inclusion	Teaching Practices	Teaching Development	Student achievement and progress		
	New Gov initiatives								
Emergent Review	New local initiatives								
Board process Requirements			Accounts to Auditor	Annual Report approved and sent to MOE. Election of Board members	Nat Stds Parent reporting. Roll return 1 July		Health Curriculum Consultation. Student Board member Elections		Nat Stds Parent reporting.

Triennial Review Programme/Board Annual Work Plan									
2017 Review	Area for Review	Board Meeting Dates							
		Feb	March	May	June	August	September	November	December
Strategic Review	Charter	Confirm charter approved and sent to MOE						Review of strategic plan. Approve review plan 2018	Analysis of Variance Annual plan draft
	Strategic aims	Strategic aim 1	Strategic aim 2	Strategic aim 3	Strategic aim 1	Strategic aim 2	Strategic aim 3		
Regular Review	Policy - Governance - Operational								
	Learner progress and achievement	Y9 & 10 Lit & Numeracy	Special Education needs	NCEA confirmed results	National Standards	Māori and Pasifika focus	Gifted and Talented	National Standards	
	HR	Performance Agreement Approved	HR Tool Checklist 1	Informal review		Informal review	HR Tool checklist 2	Formal review report	
	Curriculum	Key competencies	Learning Area 1	Learning Area 2	Kimihia	ELLs	Learning Area 3	Learning Area 4	
	Budget	Approved	Monitor	Monitor	Mid year review	Monitor		2018 draft	
	Six Dimensions		Working in Partnership	Safety and Inclusion	Teaching Practices	Teaching Development	Student achievement and progress		
	New Gov initiatives								
Emergent Review	New local initiatives								
Board process Requirements		Elect Presiding Member	Accounts to Auditor	Annual Report approved and sent to MOE.	Nat Stds Parent reporting. Roll return 1 July		Health Curriculum Consultation.	Nat Stds Parent reporting.	

							Student Board member Elections		
Triennial Review Programme/Board Annual Work Plan									
2018 Review	Area for Review	Board Meeting Dates							
		Feb	March	May	June	August	September	November	
Strategic Review	Charter	Confirm charter approved and sent to MOE						Review of strategic plan. Approve review plan 2019	Analysis of Variance Annual plan draft
	Strategic aims	Strategic aim 1	Strategic aim 2	Strategic aim 3	Strategic aim 1	Strategic aim 2	Strategic aim 3		
Regular Review	Policy - Governance - Operational							Role of the Presiding Member	
	Learner progress and achievement	Y9 & 10 Lit & Numeracy	Special Education needs	NCEA confirmed results	National Standards	Māori and Pasifika focus	Gifted and Talented	National Standards	
	HR	Performance Agreement Approved	HR Tool Checklist 1	Informal review		Informal review	HR Tool checklist 2	Formal review report	
	Curriculum	Key competencies	Learning Area 5	Learning Area 6	Kimihia	Careers	Learning Area 7	Learning Area 8	
	Budget	Approved	Monitor	Monitor	Mid year review	Monitor		2019 draft	
	Six Dimensions		Working in Partnership	Safety and Inclusion	Teaching Practices	Teaching Development	Student achievement and progress		
	New Gov initiatives								
Emergent Review	New local initiatives								

Board process Requirements		Elect Presiding Member	Accounts to Auditor	Annual Report approved and sent to MOE. Election of Board members	Nat Stds Parent reporting. Roll return 1 July	Health Curriculum Consultation.	Succession Planning. Student Board member Elections	Nat Stds Parent reporting.	
Triennial Review Programme/Board Annual Work Plan									
20xx Review	Area for Review	Board Meeting Dates							
Strategic Review	Charter	Confirm charter approved and sent to MOE						Review of strategic plan. Approve review plan 20xx	Analysis of Variance Annual plan draft
	Strategic aims	Strategic aim 1	Strategic aim 2	Strategic aim 3	Strategic aim 1	Strategic aim 2	Strategic aim 3		
Regular Review	Policy		Governance Policies 1 - 5		Curriculum		Personnel		Role of the Presiding Member
	Learner progress and achievement	Y9 & 10 Lit & Numeracy	Special Education needs	NCEA confirmed results	National Standards	Māori and Pasifika focus	Gifted and Talented		National Standards
	HR	Performance Agreement Approved	HR Tool Checklist 1	Informal review		Informal review	HR Tool checklist 2		Formal Review
	Curriculum	Key competencies		English		The Arts		Health and Education	
	Budget	Approved	Monitor	Monitor	Mid year review	Monitor		20xx draft	
	Six Dimensions		1			2			3
	New Gov initiatives								
Emergent Review	Rebuild								

<p>Board process Requirements</p>		<p>Appoint Presiding Member</p>	<p>Accounts to Auditor</p>	<p>Annual Report approved and sent to MOE.</p>	<p>Nat Stds Parent reporting. Roll return 1 July</p>		<p>Health Curriculum Consultation</p>	<p>Succession planning</p>	<p>National Standards Parent reporting</p>
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