

# RONGOTAI COLLEGE

## Board of Trustees



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# GOVERNANCE POLICIES

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## **NATIONAL ADMINISTRATIVE GUIDELINES (NAGs)**

### **National Administration Guideline 1**

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- (a) develop and implement teaching and learning programmes:
  - i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
  - ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
  - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
  
- (b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
  - i. student achievement in literacy and numeracy, especially in years 1-8; and then to
  - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa;
  
- (c) on the basis of good quality assessment information, identify students and groups of students:
  - i. who are not achieving;
  - ii. who are at risk of not achieving;
  - iii. who have special needs (including gifted and talented students); and
  - iv. aspects of the curriculum which require particular attention;
  
- (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
  
- (e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
  
- (f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

### **National Administration Guideline 2**

Each board of trustees, with the principal and teaching staff, is required to:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;
  
- (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
  
- (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified

through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

### **National Administration Guideline 3**

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- (a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- (b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

### **National Administration Guideline 4**

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- (a) allocate funds to reflect the school's priorities as stated in the charter;
- (b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- (c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

### **National Administration Guideline 5**

Each board of trustees is also required to:

- (a) provide a safe physical and emotional environment for students;
- (b) promote healthy food and nutrition for all students; and
- (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

### **National Administration Guideline 6**

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

### **National Administration Guideline 7**

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

# GOVERNANCE POLICIES

The following are the Rongotai College Board of Trustees Governance policies:

## **Curriculum (National Administration Guideline 1)**

- 1.1 Curriculum, Teaching and Learning
- 1.2 Māori Student Achievement

## **Self Review (National Administration Guideline 2)**

- 2.1 Self Review
- 2.2 Community Partnership
- 2.3 Treaty of Waitangi and Māori Partnership
- 2.4 Reporting to Students, Parents and Community on Achievement

## **Employment & Personnel (National Administration Guideline 3)**

- 3.1 Personnel
- 3.2 Principal Performance Management
- 3.3 Complaints

## **Resource Management (National Administration Guideline 4)**

- 4.1 Financial Management
- 4.2 Asset Management
- 4.3 Property Management

## **Safe Physical & Emotional Environment (National Administration Guideline 5)**

- 5.1 Health & Safety
- 5.2 Pastoral Care and Guidance
- 5.3 Student Discipline
- 5.4 Non-Violence Policy
- 5.5 Drug Free School

## 1.1 Curriculum, Teaching and Learning

### Statement of Intent

The focus of Rongotai College is to promote student learning and achievement through the delivery of the New Zealand Curriculum. Teaching and learning are central to this.

Teaching is the process that creates the conditions for learning and for achievement; learning develops knowledge, skills and abilities and provides opportunities for success within and beyond the curriculum. Gathering, monitoring and acting on assessment data about individuals and groups of students is critical to promoting student learning and achievement.

### Board's Expectations

- NAG 1 to be fully implemented
- Courses and Programmes will reflect the requirements of the New Zealand Curriculum
- Courses and Programmes will reflect Rongotai College's commitment to inclusive education by providing opportunities for learning, achievement, success and extension to students of a wide range of abilities and backgrounds
- Courses and Programmes will reflect Rongotai College's commitment to Māori
- Appropriate and effective career education and guidance will be provided
- Creating the conditions for effective teaching and learning are key considerations in all decisions
- Teaching practice is underpinned by sound pedagogy and current knowledge of effective teaching and assessment
- Courses and Programmes will be regularly reviewed to ensure they meet the needs of learners
- Regular information on student learning and achievement, based on the collection and analysis of valid assessment data, is given to students, families and to the Board

### Supporting Documents

The board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the board through the Principal:

- New Zealand Curriculum
- Rongotai College Staff Handbook
  - Guidelines for Reporting
  - Reporting Calendar
  - Guidelines for Teacher performance appraisal process
- Rongotai College Guidelines for Managing and Administering NZQF Assessment
- Rongotai College National Assessment Handbook
- Management documents in all learning areas
- Annual Teacher Professional Learning Plan
- Rongotai College Management Guidelines and Procedures:

- Guidelines and Procedures for Curriculum Delivery
- Guidelines and Procedures for Operation of Tamatoa Unit
- Guidelines and Procedures for Performance Appraisal
- Guidelines and Procedures for Health Education
- Guidelines and Procedures for Sex and Sexuality Education
- Guidelines and Procedures for Timetable
- Aggregated student achievement data

### **Delegations**

The Principal is the professional leader of the school, and responsibility for effective teaching and learning is delegated to the Principal.

Policy Adopted: 1 February 2013

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Reviewed: 31 March 2016

Policy to be reviewed: Term 1, 2019

## 1.2 Māori Student Achievement

### Statement of Intent

The school is committed to the Ministry of Education’s vision of “Māori enjoying education success as Māori”. This vision recognises the widespread aspirations of Māori to live and succeed in te Ao Māori, in Aotearoa / New Zealand society and in the wider world. This means providing all Māori learners with the opportunity to realise their own unique potential and succeed in their lives as Māori.

### Board Expectations

The Board’s expectations regarding Māori students and their achievement are that:

- It is accepted that a strong relationship with the school’s Māori community / whanau is fundamental to improving Māori students’ achievement
- All students and staff should be encouraged and have opportunities to learn and value Te Reo Māori and Tikanga Māori
- A Māori perspective will be provided in all appropriate aspects of the curriculum
- Teachers are encouraged to learn more about Te Reo Māori and culture, and about effective teaching of Māori students
- Indicators and targets for Māori students’ achievement will be established and monitored, with results set against initiatives and strategies designed to support that achievement (measuring the achievement of the school as well as of the students). These will be reported annually to the school’s Māori community.

### Supporting Documents

The board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the board through the Principal:

- Ka Hikitia
- Rongotai College Management Guidelines and Procedures:
  - Guidelines and Procedures for consultation with the school’s community
- Student achievement data analysed by ethnicity

### Delegations

The implementation of this policy is delegated to the Principal.

Policy Adopted: 1 February 2013

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Policy Reviewed: 31 March 2016

Policy to be reviewed: Term 1, 2019

## 2.1 Self-Review

### Statement of Intent

The Board of Rongotai College regularly reviews and evaluates the school's operations to ensure that the school is in line with legislative and other government requirements, the directions set by the school's charter, and as a central part of its process of continuous improvement.

Self-review and evaluation will include matters directly related to student achievement and curriculum, as well as other areas of the school's operation which support student achievement.

The Board of Trustees recognises there are three types of self-review:

- a. **Strategic Self-Review** – long term and focussed on key goals related to the school's vision and strategic plan
- b. **Regular Self-Review and Evaluation** – the focussed and on-going review of aspects of school operations
- c. **Emergent Self-Review** – responding to unplanned events or issues as they arise.

### Board Expectations

The Board's expectations regarding self-review are that:

- A cycle review and evaluation of school operations will be established and followed as part of the Regular Self-Review and evaluation process
- Self-review and evaluation of curriculum areas will occur annually in a pre-determined format that will be reported to the Board of Trustees
- Review and evaluation of curriculum areas and all related matters will be led by the Principal
- Review of other areas of the Board's operation may be led by other board members and will involve consultation with management
- To the greatest extent possible self-review and evaluation will draw on existing review processes and data, including feedback from students, staff, parents and community where appropriate
- Self-review and evaluation will also include non-curriculum areas of school operations
- Self-review and evaluation may involve independent input from outside the school

### Supporting Documents

The Board expects that the following documents outlining management policies, procedures and practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board through the Principal:

- Rongotai College Management Guidelines and Procedures:
  - Guidelines and Procedures for self-review and evaluation at Rongotai College
- Self-Review Cycle
- Department Annual Report Template



## **Delegations**

The implementation of this policy is delegated to the Principal, Senior Management and Leadership Team and the learning area leaders.

Policy Adopted: 1 February 2013

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Policy Reviewed: 26 May 2016

Policy to be reviewed: Term 2, 2019

## 2.2 Community Partnership

### Statement of Intent

Rongotai College recognises that student achievement is supported by effective partnerships between families/whanau and school.

The school recognises and values that its wider community plays an important role in the life of the school and that the school plays an important role in the community.

### Board Expectations

The Board's expectations regarding the community partnership are that:

- School processes reflect the importance of the partnership between school and families/whanau to students' learning outcomes
- The school community will be regularly consulted on matters related to student achievement and school operations
- The board itself will consult the whole school community at least once every two years
- School publications issued under the aegis of the Board and intended for an external audience will meet prescribed standards
- Past and future relationships between Rongotai College and the community are recognised and affirmed
- The school will encourage members of its wider community to be involved in school activities

### Supporting Documents

The Board expects that the following documents outlining management policies, procedure and practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board through the Principal:

- Standards for Publications
- Rongotai College Management Guidelines and Procedures:
  - Guidelines and Procedures for consultation with the school's community
- Records of Consultations

### Delegations

The implementation of this policy is delegated to the Principal and Senior Management and Leadership Team.

Policy Adopted: 1 February 2013

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Policy Reviewed: 26 May 2016

Policy to be reviewed: Term 2, 2019

## 2.3 Treaty of Waitangi and Māori Partnership

### Statement of Intent

Rongotai College accepts its responsibility to fulfil its obligations under the Treaty of Waitangi, and recognises that Te Reo and Tikanga Māori are a living part of our society.

Rongotai College acknowledges Māori as tangata whenua of Aotearoa / New Zealand and it has a bi-cultural responsibility. The Board of Trustees is committed to developing partnership between the school and its Māori community / whanau.

### Board Expectations

The Board's expectations for Māori partnership are that:

- The teaching of Te Reo Māori should be available to all students wanting to learn the language
- There is consultation with the school's Māori community / whanau on school matters
- The views and values of the Māori community / whanau are understood, taken into account and respected
- Consultation on issues relating to Māori such as Te Reo and Tikanga Māori will be carried out initially with Māori staff and Māori community / whanau before extending to the non-Māori community.

### Supporting Documents

The Board expects that the following documents outlining management policies, procedure and practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board through the Principal:

- Record of Consultations

### Delegations

The implementation of this policy is delegated to the Principal and Senior Management and Leadership Team.

Policy Adopted: 1 February 2013

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Reviewed: 26 May 2016

Policy to be reviewed: Term 2, 2019

## 2.4 Reporting to Students, Parents and Community on Achievement

### Statement of Intent

Students, parents and the wider community are entitled to regular, valid, meaningful and useful reports on student achievement.

### Board Expectations

Reporting to students

Research has identified quality feedback to students on their learning as a critical factor in improving achievement. The Board expects that:

- Quality feedback to individual students on their learning will be given priority by teachers, and monitored through the performance appraisal system
- Reporting will include feedback to assist students learning and feedback on achievement
- Reporting will include both oral and written feedback.

Reporting to parents / caregivers on an individual student's achievement

Parents and caregivers are key partners with the school in students' education. The Board expects that:

- Parents and caregivers will receive a full written report on their son's progress and achievement at least two times a year
- Parents and caregivers will be offered the opportunity to meet with their son's teachers at least once a year
- Both written and verbal reports will include comment on a son's effort and behaviour
- Teachers will respond to reasonable requests from parents and caregivers for more information on, or discussion about, their son's progress
- Teachers will be encouraged to give informal feedback to parents

Reporting to the school community

The school community is interested in the overall performance of the school. The Board expects that the school community will receive a range of reports on different aspects of the school's performance, including student achievement. Reporting to the community will be:

- Regular – at least two times per term
- Accessible – in a form people can understand and access
- Contextualised, analysed and discussed
- Referenced to benchmarks where appropriate

Reporting to the Ministry of Education

The Board of Trustees will meet all Ministry of Education reporting requirements regarding Chartered and Annual Reports.

### Supporting Documents

- Reporting Calendar
- Reports to students and parents
- Principal's Annual Report

## **Delegations**

The implementation of this policy is delegated to the Principal and Senior Management Team.

Policy Adopted: 1 February 2013

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Reviewed: 26 May 2016

Policy to be reviewed: Term 2, 2019

## 3.1 Personnel Policy

### Statement of Intent

Rongotai College will be a good employer.

A 'good employer' is an employer who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment, including provisions requiring:

- Good and safe working conditions; and
- An equal employment opportunities programme; and
- Selection of suitably qualified persons for appointment through a fair and transparent process; and
- Opportunities for the enhancement of the abilities of individual employees

Rongotai College will be an equal opportunity employer recognising:

- The aims, aspirations and employment requirements of Māori
- Recognition of the aims and aspirations, and the cultural differences, of ethnic or minority groups; and
- Recognition of the employment requirements of women; and
- Recognition of the employment requirements of persons with disabilities

### Board's Expectations

The Board's expectations in this area are that:

- High quality staff will be appointed to all positions and the Board will assist the Principal in achieving this goal as required
- The school will comply with all current employment legislation
- The school will comply with the conditions of collective agreements for teaching and support staff, and of any individual employment agreements that are in place
- Annual appraisals are completed for all staff
- Professional development is undertaken by all staff annually
- Guidelines and procedures for appointments and promotion, leave and staff grievances are fair transparent and documented.
- Appropriate guidance and support is readily available for staff who request it.

### Supporting Documents

The Board expect that the following procedures and guidelines are in the school and regularly reviewed by school management. These documents are available to the Board on request:

1. Rongotai College Management Guidelines and Procedures:
  - Guidelines and Procedures for Appointments
  - Guidelines and Procedures for Performance Management
  - Guidelines and Procedures for EEO
  - Guidelines and Procedures for Timetable
  - Guidelines and Procedures for Managing Staff Complaints and Personal Grievances
  - Guidelines and Procedures for Staff Leave
  - Guidelines and Procedures for Privacy

- Guidelines and Procedures for Dealing with Complaints About Staff
- Guidelines and Procedures for Staff Induction
- Guidelines and Procedures for Allocation of Management Units and Middle Management Allowances
- Guidelines and Procedures for Police Vetting

## 2. Annual professional development plan

### Delegations

- The Board is responsible for the appointment of the Principal and involved in the appointment of Deputy Principals and the Finance and Administration Manager
- The Principal, in consultation with the Board of Trustees, is responsible for the appointment of all other staff
- Requests for leave of more than ten days are considered and decided by the Board.

Policy Adopted: 1 February 2013

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Reviewed: 26 May 2016

Policy to be reviewed: Term 2, 2019

### Appendix 1

The Personnel Policy is intended to be consistent with the requirements of the following Acts and agreement and subsequent amendments:

- Human Rights Commission Act 1977
- Employment Relations Act 2000 Contracts Act 1991
- Education Act 1989
- Race Relations Act 1971
- Health and Safety in Employment Act 1993
- Privacy Act 1993
- Protected Disclosures Act 2000
- Current employee collective agreements and individual employment agreements

The State Sector Amendment Act 1989 covered conditions for senior staff and Principals. It was repealed in 1991 and not replaced.

## **Appendix 2: Protected Disclosures**

### **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. This is in accordance with the Protected Disclosures Act 2000.

### **Definition of Serious Wrongdoing**

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

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

### **Conditions of Disclosure**

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

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

### **Who Can Make a Disclosure?**

Any employee of the college can make a disclosure. For the purposes of this policy an employee includes:

- Current employees and Principal
- Former employees and Principals
- Contractors supplying services to the school.

### **Protection of Employees Making Disclosures**

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

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

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



## **Procedure**

Any employee of Rongotai College who wishes to make a protected disclosure should do so using the following procedure:

### **1. How to submit a disclosure**

(e.g. the employee should submit the disclosure in writing)

### **2. Information to be contained**

(e.g. The disclosure should contain detailed information including the following:

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

### **3. Where to send disclosures**

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

or

(If you believe that the Principal is involved in the wrong-doing or has an association with the person committing the wrong-doing that would make it inappropriate to disclose to them, then you can make the disclosure to the Board of Trustees.)

### **4. Decision to investigate**

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

### **5. Protection of disclosing employees name**

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

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

### **6. Report of investigation**

(e.g. 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 Board of Trustees.)

## **7. Disclosure to an appropriate authority in certain circumstances**

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

- The (last resort person) in the school responsible for handling the complaint is or may be involved in the wrong-doing; or
- Immediate reference to another authority is justified by urgency or exceptional circumstances; or
- There has been no action or recommended action within 20 working days of the date of disclosure.

Appropriate authorities include (but are not limited to)

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

## **8. Disclosure to Ministers and Ombudsman**

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

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

## 3.2 Principal Performance Management

### Statement of Intent

Rongotai College has a transparent process to ensure the Principal is supported and accountable.

### Board Expectations

The Board's expectations regarding the performance management of the Principal are that:

- Principal performance management includes support as well as appraisal
- The Principal has clear performance expectations which includes a contract, a job description and an annual performance agreement
- The Professional Standards for Principals is a guiding document in developing performance expectations for the Principal
- Principal performance management is ongoing – while the annual appraisal will provide a formal point of review, any concerns the Board has about the Principal's performance will be raised with the Principal, through the Chairperson, at the time they occur
- An annual appraisal of the Principal's performance is completed in line with the Board's Principal Appraisal Procedure
- The Principal's performance agreement is developed annually on completion of the appraisal and be informed by the appraisal
- All aspects of the Principal's performance management comply with legal and contractual requirements
- The Board encourages and resources the Principal to undertake professional development each year.
- The Principal's Performance Appraisal may be completed either *by an* internally reviewer or by an externally reviewer.

### Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request:

- Professional standards for Principals
- Principal's job description
- Principal's performance management agreement
- Rongotai College Management Guidelines and Procedures:
  - Guidelines and Procedures for Principal's Appraisal

### Delegations

The implementation of this policy is delegated to the Board Chairperson.

Policy Adopted: 1 February 2013

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Policy to be reviewed: Term 1, 2020

## 3.3 Complaints

### Statement of Intent

Rongotai College has effective, fair and transparent processes for dealing with complaints. Anyone should feel able to express a complaint knowing it will be dealt with fairly and in the strictest confidence.

### Board Expectations

- All complaints will be taken seriously and dealt with fairly and in confidence
- Complaints must be made in writing, identifying all parties. All parties involved given the opportunity to respond.
- Complaints will be referred to the Principal. However, complaints about the Principal will be referred to the Board Chairperson
- The Principal will ensure that the school insurers are notified where appropriate.
- The Principal will consult with the Board where appropriate.
- Complaints relating to employment matters will be conducted in accordance with the relevant employment contract provisions and employment law.
- The rights and dignity of all parties will be respected.
- At the discretion of the Principal and / or the Board, a confidentiality agreement between the parties may be required.
- Police or other outside agencies will be involved where deemed necessary by the Principal or Board.
- All parties will be informed of the outcome of any investigation.

### Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request:

- Complaints Log
- Rongotai College Management Guidelines and Procedures
  - Guidelines and Procedures for Dealing with Complaints

### Delegations

The implementation of this policy is delegated to the Principal.

Policy Adopted: 1 February 2013

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Policy to be reviewed: Term 1, 2020

## 4.1 Financial Management

### Statement of Intent

Rongotai College allocates and controls financial resources for the benefit of the school in an efficient, transparent and accountable way.

### Board Expectations

The Board's expectations regarding the allocation and control of financial resources are that:

- The school complies with all current accounting legislation, accounting standards and gazetted notices and the Public Finance Act 1989
- A committee of the Board will oversee the financial management of the school
- An annual budget is prepared based on the goals set out in the school charter, strategic plan and annual plan within agreed timeframes
- Financial reporting is timely, accurate and complete
- Delegated authority to incur expenditure is documented and confirmed each year
- Audit trails are clear and records are accessible

### Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board through the Principal:

- Finance manual
- Budget process
- Theft and fraud protection procedures
- Schedule of delegated authorities
- Annual Report and financial statements

### Delegations

The implementation of this policy is delegated to the Principal and Business Manager.

Policy Adopted: 1 February 2013

Policy Reviewed: 26 January 2017

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Policy to be reviewed: Term 1, 2020

## Theft and Fraud Protection Procedure

To protect the physical and financial resources of the school and to ensure any investigation into theft and fraud will be conducted in a manner that conforms to principles of natural justice.

### Guidelines

1.
  - (a) Physical resources must be kept secure and accounted for.
  - (b) All financial systems must meet the requirements and standards as set out in the Public Finance Act 1989, Section 45C(b) and of generally accepted accounting practices for schools.
  - (c) Staff members with responsibility for security of physical and financial resources must be competent and accountable in carrying out their duties.
  - (d) Bank signatories will be any two of the Principal, Deputy Principal, Business Manager and Board Chairperson.
  
2.
  - (a) All staff have a responsibility to immediately inform the Principal should they suspect or become aware of any theft or fraudulent actions by any person including employees, suppliers, contractors, students or other persons associated with the school community.
  - (b) In the event of an allegation of theft or fraud the Principal shall:
    - i) Immediately report the matter to the NZ Police or
    - ii) As far as possible within 24 hours
      - record the details of the allegation, the person or persons allegedly involved, and the quantity / value of the theft or fraud
      - 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 / value of the theft
      - decide on the initial actions to be taken including with the person who provided the information inform and consult with the BOT Chairperson of the information received.
    - iii) On the basis of the advice received, 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.
    - iv) If a prima facie case is thought to exist:
      - invoke any disciplinary procedures contained in the contract of employment should the person be a staff member
      - lay a complaint with the NZ Police if necessary, commission an independent expert investigation, seek legal advice
      - inform the Ministry of Education local office and/ or the school's auditors
    - v) Once all available evidence and advice is obtained the Principal shall consult with the Board Chairperson who may, if they consider necessary, seek legal advice and to what further action should be taken.
    - vi) If a case is considered to exist, the Principal (or person a designated shall:

- inform the person in writing of the allegation that has been received and request a meeting with them at which their representative(s) is invited to attend
  - meet with the person who is the subject of the allegation of theft or fraud and their representative(s) to explain the complaint against them
  - obtain a verbal or preferably a written response. Verbal responses must be recorded as minutes of the meeting, and the accuracy of those minutes recorded as minutes of the meeting, and the accuracy of those minutes should be attested by all persons present
  - advise the person in writing of the processes from this point on
- vii) Any allegation concerning the Principal should be made to the BOT Chairperson who will then follow the procedures laid out above.
- viii) Any allegation concerning a member of the BOT should be made to the Principal who will then follow the procedures laid out in this policy.
3. (a) All matters relating to the case shall remain strictly confidential with all written information kept secure
- (b) Any allegation of theft or fraud must be subject to due process, equity and fairness.
- (c) Should a case be deemed to be answerable then the due process of the law shall apply to the person(s) implicated.
- (d) Any written statement made on behalf of the school relating to any instance or supposed or actual theft or fraud shall be made by the BOT Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

## 4.2 Asset Management

### Statement of Intent

Rongotai College plans for and provides assets to meet learning priorities and support the optimal operation of the school.

### Board Expectations

The Board's expectations regarding the allocation and management of assets are that:

- an asset purchase and replacement plan is developed, regularly reviewed and followed
- assets are allocated in accordance with Board and management priorities
- records are timely, accurate and complete
- funding is allocated for the allocation and management of assets
- assets are appropriately maintained and protected against threats such as theft and abuse

### Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board through the Principal:

- Asset purchase and replacement plan
- IT purchase and replacement plan
- Asset register

### Delegations

The implementation of this policy is delegated to the Principal, Business Manager, Senior Management Team and other staff.

Policy Adopted: 1 February 2013

Policy Reviewed: 26 January 2017

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Policy to be reviewed: Term 1, 2020



## 4.3 Property Management

### Statement of Intent

Rongotai College provides a safe, healthy and attractive learning environment for students, staff and the community. Property is developed and maintained to meet learning priorities.

### Board Expectations

The Board's expectations regarding the allocation and management of property are:

- The school will provide a safe working and learning environment
- The school complies with all statutory requirements, regulations and Ministry of Education expectations and priorities with respect to property management
- A committee of the Board will oversee the property management of the school
- A property plan is developed, regularly and reviewed and followed, covering planned maintenance, modernisation and development of new facilities
- Funding is allocated for the development and management of property
- The physical environment is aesthetically pleasing, environmentally sustainable and conducive to teaching and learning

### Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board through the Principal:

- 10 year property plan (10YP) and 5 year property agreement (5YA)
- Rongotai College Management Guidelines and Procedures:
  - Guidelines and Procedures for Hazard identification
  - Guidelines and Procedures for use of school facilities including but not limited to
    - Gymnasium
    - Renner Hall
    - Wharenui
    - Swimming Pool
  - Guidelines and Procedures for use of school facilities for funerals and tangi
  - Annual Budget

### Delegations

The implementation of this policy is delegated to the Principal and Senior Management Team.

Policy Adopted: 1 February 2013

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Policy to be reviewed: Term 1, 2020

## 5.1 Health and Safety

### Statement of Intent

Rongotai College will maintain appropriate health and safety practices to ensure a safe physical and emotional working environment for staff, students and visitors.

### Board Expectations

- The school will comply with relevant acts and regulations, particularly the Health and Safety at Work Act 2015 and the Ministry of Education Health and Safety Code of Practice.
- The school will identify all hazards with a view to eliminating or mitigating them.
- An up-to-date record of hazards will be maintained.
- The school will provide information and / or signage where appropriate for staff, students and visitors.
- A record of all injuries and incidents will be kept, and Worksafe will be notified of all serious injuries.
- A Health and Safety Committee will be appointed and meeting minutes made available.
- First aid training will be available for all staff.
- There will be at least one staff member on-site during school hours who has current first aid training.
- Appropriate first aid and emergency equipment is available at all times and is maintained appropriately.
- Specialist areas where students may be exposed to danger will be required to have a safety code in place and training provided for staff in those areas.
- Appropriate clothing and protective gear will be used by staff and students where required to protect against hazards.
- All medical substances are to be held and administered from the office.
- The Board has the right to close the school in the event of a health and safety incident. The Ministry of Education will be notified.
- Before any contractor commences work in the school, the contractor's health and safety procedures will be provided to the school's senior management and the school outlines its expectations of the contractor.
- Students and staff should be familiar with school Emergency Procedures.
- The school will hold at least two trial emergency and evacuation drills each year and report those trials to the Board.
- The Principal will provide a Health and Safety update as part of the regular Principal's Report.

### Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request:

- Management of Students' Medication log
- Staff Handbook
- Hazards Register
- Injury and First Aid register
- School Exempt Laboratory Code of Practice

- Minutes of Health and Safety Committee meetings
- Ministry of Education 'Health and Safety in Schools' Guidelines
- The Health and Safety Code of Practice for State Secondary Schools.
- Pastoral Care and Guidance Policies and Procedures
- Smokefree Legislation
- Traumatic Incident Response Plan

**Delegations**

The implementation of this policy is delegated to the Principal and the Senior Management Team.

Policy Adopted: 1 February 2013

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Policy Reviewed: 31 March 2016

Policy to be reviewed: Term 1, 2019

## 5.2 Pastoral Care and Guidance

### Statement of Intent

Rongotai College is a place where students feel welcome, affirmed and supported.

### Board Expectations

The Board's expectations regarding pastoral care and guidance are that:

- Pastoral care of students is a feature of all teacher / student relationships
- Additional support and guidance is readily available to students who request it
- Students' emotional safety and well-being is a priority
- Threats to students' physical and emotional safety are identified and addressed
- Community consultation occur as part of Health and Sex and Sexuality Education

### Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request:

- The management of traumatic incidents
- The confidentiality and communication of guidance and pastoral care matters
- Guidelines for practice following disclosure of abuse
- Job descriptions for guidance staff and deans
- Health Education
- Health Education Guidelines
- Sex and Sexuality
- Sex and Sexuality Guidelines

### Delegations

The implementation of this policy is delegated to the Principal and student pastoral care team (SMT, Deans, Guidance Counsellor).

Policy Adopted: 1 February 2013

Updated: August 2017

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Policy to be reviewed: Term 3, 2020

## 5.3 Student Discipline

### Statement of Intent

Rongotai College has effective, fair and transparent processes for dealing with behaviour that is unacceptable.

### Board Expectations

The Board's expectations regarding student discipline are that:

- Students have a clear understanding about the school's expectations of behaviour and what is unacceptable
- The school responds to unacceptable behaviour in a timely manner
- Unacceptable behaviours include but are not limited to bullying and all illegal practices such as assault, sexual harassment, racism and property damage
- Disciplinary processes reflect the principles of natural justice
- The philosophy of restorative justice underpins disciplinary actions
- Disciplinary sanctions will be appropriate to the severity of the misconduct
- Additional support is offered to those students who have difficulty meeting the school's behavioural expectations
- Disciplinary processes are documented and transparent
- In the case of stand-downs and suspensions, Ministry of Education guidelines will be followed.

### Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request:

- The 'Rongotai Way' – student code of conduct
- Rongotai College Student Discipline Guidelines
- Ministry of Education Guidelines for Principals and Boards of Trustees on stand-downs and suspensions
- NZSTA; The Boards' right to discipline
- Board disciplinary committee hearings guidelines
- Board disciplinary committee minutes
- International students code of practice

### Delegations

The implementation of this policy is delegated to the Principal and Senior Management Team.

Policy Adopted: 1 February 2013

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Policy to be reviewed: Term 3, 2020

## 5.4 Non-Violence Policy

### Statement of Intent

Rongotai College is an environment which promotes the safety and rights of all its members – students, staff, Board of Trustees and parents.

The school defines violence in the widest sense to include all aggressive acts against persons and property, and verbal abuse. This includes all forms of bullying including physical, verbal, cyber, psychological or sexual behaviours and victimisation.

### Board Expectations

The Board's expectations regarding the Non-Violence Policy are that:

- A positive, respectful and supportive school climate is actively fostered by all members of the school community, and differences of opinion are valued and discussion and negotiation encouraged
- Staff and students maintain awareness of violence towards others in all its various forms and of the effects on those who are bullied
- Reporting violence is encouraged and those who do so will have their complaints investigated and appropriate parties will be notified that there is a complaint
- Violence towards others is dealt with by an appropriate combination of discipline and guidance.
- The Non-Violence Policy will be regularly promoted and reinforced.
- The school will comply with all Ministry of Education requirements
- All issues will be dealt with confidentially

### Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request:

- Health curriculum
- Staff handbook sections on procedures relating to bullying, and guidelines and procedures for reporting abuse and neglect
- Complaints policy
- Rongotai College Management Guidelines and Procedures:
  - Guidelines and Procedures for dealing with harassment (including sexual harassment)

### Delegations

The implementation of this policy is delegated to the Principal

Policy Adopted: 1 February 2013

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Policy to be reviewed: Term 3, 2020

## 5.5 Drug-Free School

### Statement of Intent

Rongotai College campus is free of illegal substances and of illicit or inappropriate use of legal substances (together referred to here as “illegal drugs”)

### Board’s Expectations

The Board’s expectations regarding a drug free school are that:

- There are no illegal drugs on the school campus
- All school activities which take place off campus are free of illegal drugs
- Students representing the school on trips / visits outside the school, and any staff supervising them, do not use illegal drugs
- The Police are informed of any dealing in illegal drugs in or around the school or to school students
- The parent or caregivers of students known to be in possession of illegal drugs on the school campus are informed as soon as practicable and no longer than 7 days of the school making a determination of the student’s involvement
- The Board is consulted before the implementation of any potentially contentious methods of drug detection (e.g. drug testing or drug dogs) are introduced in the school
- The Drug-Free School Policy will be regularly promoted and reinforced

### Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request:

- a record of the incidence and management of drug-related incidents in the school
- Guidelines and procedures related to drugs at school (e.g. search, surveillance)

### Delegations

The implementation of this policy is delegated to the Principal.

Policy Adopted: 1 February 2013

Signed by the Chairperson of  
the Board of Trustees on behalf  
of the Board of Trustees

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Policy to be reviewed: Term 3, 2020