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# NGĀ KUPU WHAKATAKI

The Board of Trustees of Te Wharekura o Kirikiriroa is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

To ensure effective kura performance, the board is committed to maintain a strong and effective governance framework that incorporates legislative requirements and good practice.

## Governance and Management

The following are the boards agreed governance and management definitions, which form the basis upon which both the working relationships and the board's policies are developed.

Governance	Management
<p>The on-going improvement of student progress and achievement is the board's focus.</p> <p>The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the kura performance, emphasises strategic leadership, sets the vision for the kura and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the principal. The board and principal form a leadership, with the role of each documented and understood. The principal reports to the board as a whole with the committees used sparingly and only when a need is identified in order to contribute to board work.</p> <p>The board is proactive rather than reactive in its operations and decision-makings and does not involve itself in the administrative details of the day to day running of the kura.</p>	<p>The board delegates all authority and accountability for the day-to-day operational organisation of the kura to the principal who must ensure compliance with both the boards policy framework and the law of New Zealand. (For details see Operational Policies).</p>

In developing the above definitions, we the board are mindful of the following excerpts from the

Education Act 1989:

## Education and Training Act 2020

The Education and Training Act 2020 came into effect on 1 August 2020. It incorporates and replaces the Education Acts 1964 and 1989 and implements changes from the Education Work Programme.

### *s.125 Board is Governing Body*

1. A board is the governing body of its school.
2. A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
3. Under section 130, the school's principal is the board's chief executive in relation to the school's control and management.

### *s.125 Objectives of Boards in Governing Schools*

1. A board's primary objectives in governing a school are to ensure that—
  1. every student at the school is able to attain their highest possible standard in educational achievement; and
  2. the school—
    - i. is a physically and emotionally safe place for all students and staff; and
    - ii. gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
    - iii. takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
  3. the school is inclusive of, and caters for, students with differing needs; and
  4. the school gives effect to Te Tiriti o Waitangi, including by—
    - i. working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
    - ii. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
    - iii. achieving equitable outcomes for Māori students.
5. To meet the primary objectives, the board must—
  - i. have particular regard to the statement of national education and learning priorities issued under section 5; and
  - ii. give effect to its obligations in relation to—
    - a. any foundation curriculum statements, national curriculum statements, and national performance measures; and
    - b. teaching and learning programmes; and
    - c. monitoring and reporting students' progress; and
  - iii. perform its functions and exercise its powers in a way that is financially

- responsible; and
- iv. if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and
- v. comply with all of its other obligations under this or any other Act.

#### *s.126 Board discretion*

1. A board has complete discretion to perform its functions and exercise its powers as it thinks fit.
2. Subsection (1) is subject to this Act, any other enactment, and the general law of New Zealand.

#### *s.126 Bylaws*

1. A board may make bylaws that the board thinks necessary or desirable for the control and management of the school.
2. Before making a bylaw, the board must consult its staff, its students (to the extent that the board considers appropriate), and the school community regarding the proposed bylaw

#### *s.130 Principal is chief executive of board in relation to school's control and management*

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

#### *s.128 Staff*

A board may, in accordance with this Act, appoint, suspend, and dismiss school staff.

#### *S66 Delegations*

1. The governing board of a board may delegate any of the functions or powers of the board or the governing board, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
  - a. a trustee or trustees:
  - b. the principal or any other employee or employees, or office holder or holders, of the board:

- c. a committee consisting of at least 2 persons, at least 1 of whom is a trustee:
- d. any other person or persons approved by the board's responsible Minister:
- e. any class of persons comprised of any of the persons listed in paragraphs (a) to (d).

In order to carry out effective governance of the school the board has developed the following policy framework

## National Administration Guidelines and National Education Learning Priorities

(NAGs and NELPs)

Many of the NAGs are reflected and/or are supported by the National Curriculum (The New Zealand Curriculum and Te Marautanga o Aotearoa), which remains in place. The National Curriculum is specified through foundation curriculum policy statements and national curriculum statements and is gazetted as secondary legislation.

Through the refresh of national curriculum expectations for teaching and learning will be clarified. Implementing the refreshed curriculum will support schools and kura to give effect to the NELP in their locally developed curricula and marau ā-kura. Schools and kura will be supported to transition their monitoring and reporting to the refreshed curriculum.

Boards of designated character schools (section 204 of the Education and Training Act 2020) must also ensure their different character underpins the way the school or kura operates including in their local curriculum, teaching and learning programmes and in their strategic plan.

The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.

*NAG 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.*

Section 127(2)(a)

- The board must: a. have particular regard to the statement of national education and learning priorities issued under section 5



Section 127(2)(b) The board must give effect to its obligations in relation to:

- i. any foundation curriculum statements, national curriculum statements, and national performance measures; and
- ii. teaching and learning programmes; and
- iii. monitoring and reporting students' progress

Section 164(a) The board of a school must ensure that the school's principal and staff develop and implement teaching and learning programmes that:

- i. give effect to any foundation curriculum policy statements and national curriculum statements made under section 90

*NAG 1.a - Develop and implement teaching and learning programmes:*

- a. to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
- b. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;
- c. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;

Section 127(2)(b) To meet the primary objectives, the board must:

- a. give effect to its obligations in relation to:
  - i. any foundation curriculum statements, national curriculum statements, and national performance measures; and ii.
  - ii. teaching and learning programmes; and iii.
  - iii. monitoring and reporting students' progress;

Section 164 Teaching and learning programmes. The board of a school must ensure that the school's principal and staff develop and implement teaching and learning programmes that:

- a. give effect to any foundation curriculum policy statements and national curriculum statements made under section 90; and
- b. give the school's students access to a nationally and internationally recognised qualifications system.

NELPs

- Priority 1 - Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy, te reo matatini and pāngarau

*NAG 1.b - Through the analysis of good quality assessment information\*, evaluate the progress and achievement of students, giving priority first to:*

- a. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:
- b. 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 2007 or Te Marautanga o Aotearoa;

Section 165 Monitoring of and reporting on student performance.

1. The board of a school must ensure that the school's principal and staff monitor and evaluate the performance of the school's students.
2. Monitoring and evaluating must include, but is not limited to, monitoring and evaluating the performance of the students in relation to:
  - a. any foundation curriculum policy statements and national curriculum statements published under section 90; and
  - b. any qualifications system referred to in section 164(b) that is offered at the school.
3. The board must ensure that information about a student's performance is given to a parent of the student in a timely manner and in a form that is readily understandable.
4. The board must report to the Secretary, to its school community, and to parents on the performance of the school's students in accordance with any regulations made under section 639.

*NAG 1.c - Through the analysis of good quality assessment information\*, identify students and groups of students:*

- i. who are not progressing and/or achieving;
- ii. who are at risk of not progressing and/or achieving;
- iii. who have special needs (including gifted and talented students); and
- iv. aspects of the curriculum which require particular attention;

*NAG 1.d - Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;*

Section 127(2)(b) To meet the primary objectives, the board must:

- a. give effect to its obligations in relation to:
  - i. any foundation curriculum statements, national curriculum statements, and national performance measures; and
  - ii. teaching and learning programmes; and
  - iii. monitoring and reporting students' progress;

Section 164 Teaching and learning programmes The board of a school must ensure that the school's principal and staff develop and implement teaching and learning programmes that:

- a. give effect to any foundation curriculum policy statements and national curriculum statements made under section 90; and
- b. give the school's students access to a nationally and internationally recognised qualifications system.

Section 165 Monitoring of and reporting on student performance

1. The board of a school must ensure that the school's principal and staff monitor and evaluate the performance of the school's students.
2. Monitoring and evaluating must include, but is not limited to, monitoring and evaluating the performance of the students in relation to:
  - a. any foundation curriculum policy statements and national curriculum statements published under section 90; and
  - b. any qualifications system referred to in section 164(b) that is offered at the school.
3. The board must ensure that information about a student's performance is given to a parent of the student in a timely manner and in a form that is readily understandable.
4. The board must report to the Secretary, to its school community, and to parents on the performance of the school's students in accordance with any regulations made under section 639.

NELPs

- Priority 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Priority 2 - Have high aspirations for every learner/ ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
- Priority 3 - Reduce barriers to education for all, including for Māori and Pacific learners/ ākonga, disabled learners/ ākonga and those with learning support needs
- Priority 4 - Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy
- Priority 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

*NAG 1e - In consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students;*

Section 127(1)(d) A board's primary objectives in governing a school are to ensure that:

1. the school gives effect to Te Tiriti o Waitangi, including by:
  - i. working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
  - ii. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
  - iii. achieving equitable outcomes for Māori students.

Section 139 Preparing a strategic plan

1. In preparing a strategic plan, the board must:
  - a. consult:
    - i. the school community; and
    - ii. the school's staff; and
    - iii. where appropriate, the school's students. The school community includes the parents, families and whānau of the school's ākonga the Māori community associated with the school and any other relevant person or persons the board considers is relevant.

The school community includes the parents, families and whānau of the school's ākonga the Māori community associated with the school and any other relevant person or persons the board considers is relevant.

NELPs

- Priority 5 - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

*NAG 1.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.*

Section 103(a)-(b) The principal of a State school must take all reasonable steps to ensure that:

- a. students get good guidance and counselling; and
- b. students in year 7 and above are provided with appropriate career education and guidance that is designed to prepare them to join the workforce or undertake further education or

training when they leave school;

*NAG 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, aromatawai and/ or 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 good quality assessment information\* on student progress and achievement;

#### Section 138(1)-(2)

1. A board must have the following strategic planning documents for its school:
  - a. a strategic plan, for each 3-year period or for a shorter period determined by the Secretary, that sets out the board's strategy for achieving (or making progress towards achieving) its objectives during that period; and
  - b. an annual implementation plan for each year that sets out how the board intends to implement that strategy during the year.
2. A board must prepare its first strategic plan and annual implementation plan when required by regulations made under section 639 to do so.

Annual reports are required to include a statement of variance which set out any variance between the school's performance and the achievement of the school's objectives set out in its strategic plan and annual implementation plan; and any matters required by regulations.

*NAG 2.c - On the basis of good quality assessment information\* report to students and their parents on progress and achievement of individual students:*

- i. in plain language, in writing, and at least twice a year; and
- ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;

#### Section 165(1)-(3)

1. The board of a school must ensure that the school's principal and staff monitor and evaluate the performance of the school's students.
2. Monitoring and evaluating must include, but is not limited to, monitoring and evaluating the performance of the students in relation to:
  - a. any foundation curriculum policy statements and national curriculum statements

- published under section 90; and
  - b. any qualifications system referred to in section 164(b) that is offered at the school.
3. The board must ensure that information about a student's performance is given to a parent of the student in a timely manner and in a form that is readily understandable.

*NAG 2.d - On the basis of good quality assessment information\*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.*

Section 165(4) The board must report to the Secretary, to its school community, and to parents on the performance of the school's students in accordance with any regulations made under section 639.

*NAG 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.

These provisions already existed in legislation, and have been carried over to the Education and Training Act 2020:

The ability for boards to employ, suspend and dismiss staff and principals provided for in sections 128 and 129 respectively.

Section 585 provides that the Employment Relations Act 2000 applies to the education service.

Section 601 deals with some of the rights and duties of boards as employers.

*NAG 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.

These provisions already existed in legislation and have been carried over to the Education and Training Act 2020.

Allocation and monitoring of funds is each board's responsibility. However, section 127(3)(c) requires each board to perform its functions and to exercise its powers in a way that is financially responsible. Boards' annual financial statements are required to be audited annually.

*NAG 5.a - Each board of trustees is also required to:*

- a. provide a safe physical and emotional environment for students;

Section 127(1)(b) A board's primary objectives in governing a school are to ensure that:

- a. the school:
  - i. is a physically and emotionally safe place for all students and staff; and
  - ii. gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
  - iii. takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.

NELPs

- Priority 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

*NAG 5.b – Each board of trustees is also required to:*

- a. promote healthy food and nutrition for all students;

*NAG 5.c – Each board of trustees is also required to:*

- a. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

*NAG 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.*

*NAG 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.*

#### Section 143 Preparing annual implementation plan

1. A board must prepare an annual implementation plan that sets out how the board intends to implement that strategy during the year.
2. The plan must:
  - a. contain the information required by regulations made under section 639; and
  - b. be prepared in accordance with those regulations.

*NAG 8 – Each board of trustees is required to provide a statement providing an analysis of any variance between the school’s performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter the same time as the updated school charter provided to the Secretary for Education under National Administration Guideline 7.*

#### Section 134(1)(a) A board must give the Secretary:

1. a statement of variance by a date fixed by the Secretary each year.

National Administration Guidelines and National Education Learning Priorities Te Wharekura o Kirikiriroa will be demonstrated as part of the Te Takapau Ahungaroa and 4 Long-term Strategic Plans:

1. Te Mahere Rautaki Whanake Kaupapa – Te Wharekura o Kirikiriroa Kaupapa Future Proof Plan
2. Te Mahere Rautaki Mātauranga me te Manaaki – Te Wharekura o Kirikiriroa Future Proof Educational and Pastoral Care
  - a. Through Te Mahere Rautaki Mātauranga me te Manaakitanga, Te Wharekura o Kirikiriroa Board will meet its curriculum requirements as referenced as ‘the Act’ in the Education and Training Act 2020.
3. Te Mahere Rautaki Whakarite Kaimahi, Haepapa Kaimahi me ngā Kaihāpai o te Kura – Te Wharekura o Kirikiriroa Future Proof Personnel Plan: Staffing, Governance, Leadership and Management
4. Te Mahere Rautaki “Te Pae o Pito Mata” – Te Wharekura o Kirikiriroa Future Proof Property Plan



## Mahere Rautaki – Strategic Plan

The Board will take responsibility as a board team for the development and maintenance of the kura Charter. The Charter is a document that brings together the aspirations of the community, and the skills of the professional staff and principal. It requires that the board incorporate the National Education Goals, the National Education Priorities, and other appropriate documents defined in law and regulation.

### *Strategic Plans:*

#### Content to be included

- The school's vision
- Strategic goals developed in consultation with the school community, for meeting its primary objectives.
- Strategies for identifying and catering for learners whose needs have not yet been well met.
- Strategies for giving effect to the board's Te Tiriti o Waitangi obligations.
- Measures, evidence, and processes to evaluate their progress.
- Information on how strategic goals are linked with national education requirements including the National Education Learning Priorities and foundation curriculum policy statements and national curriculum statements and other national education strategies.

#### Accessibility

Must be written and presented to be readily understandable to their communities.

#### Consultation »

- Must consult with, the school community, the school's staff and where appropriate, the school's students
- The Education and Training Act 2020 defines "school community" as:
  - the parents, families, and whānau of the school's students,
  - the Māori community associated with the school, and
  - any other person, or group of persons, who the board considers is part of the school community for the purposes of the relevant provision.

#### Timing

- The first strategic plan under regulations must be effective from 1 January 2024 and will be for 2 years, to align with board triennial elections.
- Strategic plans from 1 January 2026 onwards will be for 3 years.
- Must be published on a website maintained by or on behalf of the board and submitted to the Secretary by 1 March.

## Ngā Mahere-ā-Tau – Annual Implementation Plans

### Content

- Information about the previous year's performance.
- Information on how previous year's unachieved targets will be addressed.
- Annual targets for each strategic goal.
- Actions to meet annual targets.
- Allocation of resources.
- Measures and evidence to evaluate progress.
- Information on the teaching and learning programmes and strategies, with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, including how the needs of learners whose needs have not yet been well met will be addressed.
- How targets and actions will support Te Tiriti o Waitangi obligations.

### Consultation

- Not required in legislation but ongoing consultation is recommended.

### Timing

- Annual implementation plan must be prepared, and published on a website maintained by or on behalf of the board, each year by 31 March. Accessibility
- Must be written and presented to be readily understandable to their communities.

## Ngā Rīpoata-ā-Tau – Annual Reports

Annual reports must include:

- Statement of variance:
  - Actions the board took to achieve its targets for the past year
  - An evaluation of the impact of the board's actions, the outcomes of their actions and the information used to determine those outcomes.
  - Reasons for any differences between performance and targets. › How the differences will inform the following year's planning.
- An evaluation and analysis on the school's student progress and achievement, assessed against expectations across the curriculum, and including students whose needs have not yet been well met.
- A report on how the school has given effect to Te Tiriti o Waitangi.
- Audited annual financial statements. (for further detail on preparing financial statements please refer to the Ministry of Education's Schools annual financial statement resources webpage)

- Independent Auditor's report.
- Kiwisport funding - A statement on how the school has used their Kiwisport funding to increase students' participation in organised sport.
- Other reports on special and contestable funding (if applicable) – report on how any additional government funding for specific purpose were used to support student development.
- Statement of compliance with employment policy.

#### Timing

- Financial statements must be submitted to the Auditor-General by 31 March – they will then provide an audit report.
- Annual reports must be published on a website maintained by or on behalf of the board, and submitted to the Secretary no later than 31 May.

#### Accessibility

- Must be written and presented to be readily understandable to their communities.

Te Wharekura o Kirikiriroa will be open for instruction for at least the minimum required number of half-days, terms and times specified in [Education \(When State Schools Must Be Open\) Regulations 2022](#)

Te Wharekura o Kirikiriroa does not sell or serve kai. We receive school lunches as a part of the Ka Ako Ka Ora programme and ensure that the distribution of kai and the maintenance of our kitchen complies with Food safety for Schools and Kura (Food Act 2014)

Te Wharekura o Kirikiriroa will comply with the Public Records Act 2005 in relation to the retention and disposal of school records.

[School records retention/disposal information pack \[PDF, 1.3 MB\] Circular 2006/19 - school records retention and disposal](#)

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July 2024**

**Signature:**



**(Presiding Member)**

**Next Annual Review Date: 4<sup>th</sup> of July, 2025**

# TE MARAU – TE WHAKAAKO ME TE AKO

## TE WHAKAAKO MARAU

Kaupapa Here: 1: 01

8th of September, 2022

### *The Rationale:*

The needs of individual students are at the centre of all teaching, learning and assessment. Students are encouraged to develop their knowledge, skills, attitudes, understandings, talents, and creativity. Through quality curriculum delivery, Te Wharekura o Kirikiriroa will foster the achievement of all students by providing for their individual needs to be met to allow them to develop their potential within Te Pou-a-Haokai and adhering to foundation curriculum policy statements and national curriculum statements made under section 90.

### *The Purpose:*

1. To provide a comprehensive programme that ensures all students achieve their potential and have access to high quality teaching and learning that reflects the New Zealand Curriculum and Te Marautanga o Aotearoa.

### *Guidelines:*

1. Develop and implement teaching and learning programmes.
2. Provide a range of assessment practices; gather information that is sufficiently comprehensive to enable progress and achievement of students to be evaluated with priority given to:
  - Student achievement in literacy and numeracy in Years 1-4, then
  - Breadth and depth of learning related to needs, abilities and interests of students, the nature of the school's curriculum and the New Zealand Curriculum and Te Marautanga o Aotearoa.
3. Using quality assessment information to identify:
  - a. Students and groups of students who are: underachieving, at risk of not achieving or special needs, including gifted and talented aspects of the curriculum which require special attention
4. Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (3) above.
5. In consultation with the school's Māori community, develop and make known to them the school's policies, plans and targets for improving the achievement of Māori students.
6. Provide career education and guidance for all students, especially to Year 7 to 13 students. All teaching programmes are defined by the National Administration Guidelines, the NZ Curriculum and Te Marautanga o Aotearoa.

7. A variety of teaching and learning styles and strategies will be used as appropriate to the needs of students.
8. Student progress will be monitored, evidenced, filed and recorded using a range of assessment procedures and aligned to the annual assessment schedule.
9. Formative assessment procedures are used to identify and teach to individual student learning needs.
10. The school will identify issues which impact on student learning and will seek to implement appropriate strategies to address these.
11. Equal educational opportunities will be provided for all students.
12. The school recognises the Treaty of Waitangi and its principles and the implications this has for students and their learning.
13. Programmes will acknowledge New Zealand's diverse physical, cultural, geographic and natural heritage.
14. Curriculum programmes will reflect the uniqueness of our local community.
15. A self-review programme will regularly monitor these requirements.
16. The school recognises the partnership between home and school in student learning.
17. Professional development of staff will provide on-going support for teachers and teacher support staff to ensure that staff are delivering the highest quality teaching and learning programmes.

*In order to fulfil the policy, the Board and management have developed, and will regularly review the following procedural and administrative guidelines associated with Curriculum.*

- Assessment and Evaluation
- Career Guidance
- Community Consultation
- Curriculum Delivery
- Enrolment
- Immersion Entry
- Information and Communication Technology
- Internet and Email Use
- Planning
- Publication of Student and Staff Images and Work
- Sexuality Education
- Special Needs and Special Abilities Support
- Student Achievement
- Te Reo me Tikanga Māori

#### *Associated Procedures*

NAG 2 - Curriculum Review, Reporting to Students, Parents & Community

*Expected Outcome:*

Te Wharekura o Kirikiriroa will deliver a school curriculum with breadth and depth based on Te Marautanga o Aotearoa within a context provided by the kura whānau.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July 2024**

**Signature:**



**(Presiding Member)**

**Next Annual Review Date: 4<sup>th</sup> of July, 2025**

# TE WHAKAMAHERE

Kaupapa Here: 1: 02

8th of September, 2014

## *The Rationale:*

To establish effective teaching and learning in the classroom through adequate teacher planning and preparation.

## *The Purpose:*

1. To ensure consistency of planning practice throughout the school
2. To follow formative practice
3. To set appropriate and relevant goals and objectives for student learning
4. To establish high, achievable expectations that enhance student learning.
5. To make effective use of class time.
6. To complete the cycle of plan – teach – evaluate – plan.

## *Guidelines:*

Planning and Preparation needs to evidence and include:

1. Long-term and short-term planning
2. Caters to individual, group and class needs
3. Reflects school policies and programmes
4. Suits the individual's teaching style
5. Balanced and allowing some flexibility
6. Is on-going.
7. Based on a current organisational timetable.
8. Ensures resources, materials, equipment etc are organised prior to being needed.
9. Ensures the class will be able to operate effectively in the teacher's absence by having relevant reliever folders available.
10. Basis in:
  - a. NZ Curriculum Framework and Curriculum Statements – NZ Curriculum, Te Marautanga o Aotearoa and School Curriculum
  - b. The needs of children.
  - c. The School Curriculum plans

*Expected Outcome:*

Concerted and planning will provide quality learning and teaching programmes towards supporting successful student achievement.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**



## *The Rationale:*

To provide healthy opportunities for students to understand and be informed of the importance of community and family well-being, spiritual wellness, mental well-being, physical health, stress and anxiety management as well as the well-being of our environment.

Te Wharekura o Kirikiriroa will comply with the requirement to adopt a statement on the delivery of the health curriculum, at least once in every two years, after consultation with the school community? [Section 91 Education and Training Act 2020 ].

- [91 Board of State school must consult about delivery of health curriculum](#)
- [Relationships and Sexuality Education – A guide for teachers, leaders, and boards of trustees: Years 1–8 \(PDF, 3 MB\)](#)
- [Relationships and Sexuality Education – A guide for teachers, leaders, and boards of trustees: Years 9–13](#)
- [Health and Physical Education curriculum](#)

## *The Purpose:*

1. To support students in achieving the goals and objectives set out in the school charter through exploring the strands of the “Hauora” curriculum document within Te Marautanga o Aotearoa.
2. To integrate the spiritual element, traditional customs and protocols, the Māori language, its values within the students exploration of the “Hauora” strands.
3. To ensure students understand the relationship between their learning to the well-being of their families.

## *Guidelines:*

1. Classroom programmes will be designed to appropriately cater for the age and instructional ability of the student in supporting their understanding in regards to their own health and well-being, others well-being as well as the well-being of the environment.
2. Students will participate in health based educational experiences.
3. School-wide programmes and management systems will discourage students from types of lollies, chewing gum, fizzy drinks or any other drinks with high levels of artificial sweeteners or sugar content.
4. Students will be supported in making healthy choices when faced with various types of health related issues.
5. Students will be encouraged to make healthy lifestyle choice for their future.

6. Assist tamariki in taking responsibility for their own health and well-being as they develop physically, mentally, spiritually and socially.
7. Ensure students understand that any pressures they may encounter should not be burdened alone, and that there are many forms of assistance, guidance and support
8. Follow health and well-being systems and procedures as a model for students to develop their own healthy strategies.
9. Encourage students keep themselves safe within varying contexts, groups of people and environments.
10. Provide learning opportunities to assist students in developing conflict resolution, stress and self-management strategies.
11. Provide pathways to public health services, community health workers and any other available assistance.

*Expected Outcomes:*

Through delivering a health focussed school-wide and classroom learning and teaching programme specific to the developmental progression of students, we will educate and nurture their physical, mental, spiritual and social sense of well-being. Through meaningful experiences students will take responsibility for their future health needs.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

# HĀKINAKINA

Kaupapa Here: 1: 04

8th of September, 2014

## *Rationale:*

Physical Education will provide opportunities for children to develop a wide range of physical skills and contribute to personal and social development in the school Physical Education Programme.

## *Purpose:*

1. To ensure programmes are developed to cater for the needs and skills of all students.
2. To develop a knowledge and understanding of physical activities and the relationship physical education has within student's own culture.
3. To develop interest and enjoyment in a wide range of physical activities.
4. To provide for participation in sporting activities at a competitive level whereby children can use the skills developed to the best of their ability.

## *Guidelines: The Physical Education will provide for:*

1. A wide range of movement skills.
2. Planning to meet all the needs of children.
3. Give opportunities to further develop personal and social skills, and excellence.
4. The learning and application of skills for specific activities.
5. Encouragement in team participation and sportsmanship.
6. A daily class fitness programme of 10 to 15 minutes to increase the fitness of the child.
7. Enjoyable experiences for all children.
8. Planning of programmes as a team, (Senior /Junior level) and class levels.
9. Regular assessment and evaluation.
10. Community involvement.
11. Adequate resources.
12. Encourage at all times safe practises

*Expected Outcomes:*

Development of the child's physical wellbeing is promoted by regular exercising, reaching potential, applying skills in everyday experiences, and developing attitudes towards a life time commitment..

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# PĀNGARAU

Kaupapa Here: 1: 05

21st of March, 2024

## *The Rationale:*

To provide a strong mathematical basis for children to develop their curiosity about numbers, patterns, data, chance, measurement and space which will help them deal with mathematical situations that arise in their daily lives, and lay foundation for their continued study of mathematical topics.

## *The Purpose:*

1. To build a strong base of number knowledge and strategy
2. To help children experience satisfaction and enjoyment from mathematical activities.
3. To encourage enquiry, reasoning and inventiveness.
4. To enable children to effectively apply mathematics to solve problems that may arise in their lives.

## *Guidelines:*

Classroom programmes will provide:

1. Daily pāngarau lessons, a minimum of an hour long dedicated to positive experiences delivered by way of either dedicated sessions; integrated or thematic unit plans or a combination of any of the 3 focused on a particular strand, number knowledge, number strategy; through integrated or thematic unit plans or a combination of any of the 3.
2. Clear and specific learning objectives linked to the strands from Pāngarau i roto i te Marautanga o Aotearoa, NCEA, NZC and couched within the kura marau-ā-kura – Te Pou-a-Haokai.
3. Programmes should be activity based and encourage the use of equipment and technological aids.
4. Learning based on understanding from previous experiences and activities.
5. New ideas presented through problem solving in context and in a variety of ways.
6. Sufficient time for the practice of new ideas.
7. Systematic maintenance of mathematical ideas.
8. Ways of catering for individual differences.
9. Efficient and effective aromatawai and arotake practices informing the tracking and monitoring of student achievement in pāngarau.
10. An easy to read reporting platform displaying student achievement in pāngarau
11. Constantly updated resources which are appropriate in language learning style etc.
12. Expected Outcome:
13. Children will be provided with balanced programmes, which will ensure their success in

Mathematics, using the appropriate evaluation and assessment procedures.

**Ratified by the Te Wharekura o Kirikiriroa Board: March 2024**

Signature:  (Presiding Member)

**Next Triennial Review Date: 21<sup>st</sup> of March, 2027**

# PĀNUI

Kaupapa Here: 1: 06

21st of March, 2024

## *Rationale:*

Developing the learner's proficiency in reading and reading comprehension in Māori enables learners to access information and enjoy and develop an appreciation of Māori literature.

## *Purpose:*

1. To emphasise a child centred reading programme by providing a number of different pānui strategies and reading programmes.
2. To develop a love for reading for meaning.
3. To ensure that children learn to read by reading.
4. To provide a regular monitoring system of children's attitudes, understanding and behaviours in reading.
5. To provide an individual reading programme for children who are most at risk.
6. To expose children to stimulating, interesting and appropriate reading materials that cover all areas of literature in Māori.
7. To develop a positive attitude towards reading.
8. To develop the skills necessary to become independent, self-motivated, lifetime readers.

## *Guidelines:*

Classroom programmes will provide:

1. Daily pānui lessons, a minimum of an hour long dedicated to positive experiences delivered either in dedicated sessions; integrated or thematic unit plans or a combination of any of the 3 focused on reading fluency and / or reading comprehension;
2. Programmes will reflect the reciprocity of reading with other language strands – tuhi, kōrero, whakarongo etc.
3. Programmes will include second language teaching techniques and other methodology.
4. Appropriate and acceptable methods of monitoring and assessment will be provided to ensure that the needs of the children are being met, through appropriate programming.
5. Programmes will encourage community and whānau participation in children's literacy development.

**EXPECTED OUTCOME:**

Through regular assessment and re-appraisal of programmes, the appropriate learning environment will be provided to ensure lifetime readers.

**Ratified by the Te Wharekura o Kirikiriroa Board: March 2024**

Signature:  (Presiding Member)

**Next Triennial Review Date: 21<sup>st</sup> of March, 2027**



# TUHITUHI

Kaupapa Here: 1: 07

21st of March, 2024

## *The Rationale:*

To provide our students the core writing skills and knowledge across different and varied genre as a base to access, realise and flourish within their potential as Māori.

## *The Purpose:*

1. To emphasise a kaupapa contextualized, relevant writing programme by providing a number of different tuhituhi strategies and opportunities.
2. To develop a love for writing for a purpose.
3. To ensure that children learn to write by writing.
4. To provide a regular monitoring system of children's attitudes, understanding and behaviours in writing.
5. To provide an individual writing programme for children who are most at risk.
6. To expose children to stimulating, interesting and appropriate written materials that cover all areas of literature in Māori.
7. To develop a positive attitude towards writing.
8. To develop the skills necessary to become independent, legible, self-motivated, lifetime readers.

## *Guidelines:*

This programme will provide:

1. Daily tuhituhi lessons, a minimum of an hour long dedicated to positive experiences delivered either in dedicated sessions; integrated or thematic unit plans or a combination of any of the 3 focused on writing accuracy and fluency across a number of genre
2. Through aromatawai, those identified as progressing at a slower rate, or progress has plateaued, will be referred for further writing support.
3. There will be time provided to monitor those children who have left the programme for sustained progress.
4. Parents of children working in writing programmes will be notified and given guidance on how to assist at home

*Expected Outcome:*

Students will gain the necessary writing skills, knowledge and attitude towards writing to explore and enjoy learning of their desired passions

**Ratified by the Te Wharekura o Kirikiriroa Board: March 2024**

**Signature:**

A handwritten signature in black ink, appearing to read 'M. Newton-King'.

**(Presiding Member)**

**Next Triennial Review Date: 21<sup>st</sup> of March, 2027**

# NGĀ TOI

Kaupapa Here: 1: 08

8th of September, 2014

## *Rationale:*

To allow students to creatively explore the many types and forms of music, visual, and performance art. In their journey through the arts, they will discover their own space, language, and identity, and realise their own ideas, goals and thoughts about the world around them.

## *Purpose:*

1. To assist students in their exploration of the main art forms within “Ngā Toi” within the Te Marautanga o Aotearoa.
2. To create art based from and related to the schools charter.
3. To develop students music, song, composition, visual art, drama and performance art knowledge base and skills for high quality art form production.
4. To instil in students a strong ethic and sense of care in regards to all art associated resources.

## *Guidelines:*

1. Art programmes and associated lessons will be founded by a school-wide approach catering for all main art forms.
2. Art programmes will have breadth, depth, be purposeful in their scope and cater appropriately for students age and instructional ability.
3. Teachers will seek development in art to provide a high quality art programme. If this can not happen, then expertise will be sought.
4. Students will be provided the opportunity to explore art to give voice to their personal thoughts and ideas.
5. All students will be provided the opportunity to participate in art.
6. Systems for art resource provision will be followed.
7. The art curriculum leader will be responsible for art resources by;
  - a. Completing an art resource inventory list.
  - b. Manage the art allocation and procurement process.
  - c. Manage the art budget to be both economic and sustainable within a quality arts programme for each year.
8. School art resources will remain in the art cupboard located in the tari area. These resources will be for all classes and will align to the school-wide arts plan for the year.

*Expected Outcome:*

The students arts focus will develop in an integrated manner where their knowledge and skill within all forms of art will result in pieces and outcome of exception quality.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**

A handwritten signature in black ink, appearing to read 'M. Newton-King', written in a cursive style.

**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TIKANGA-Ā-IWI

Kaupapa Here: 1: 09

8th of September, 2014

### *Rationale:*

Te Wharekura o Kirikiriroa aims to enable students to participate in a changing society as informed, confident and responsible citizens (SSINZC – p8, TAIIRITMOA – wh8)

### *Purpose:*

For students to be given opportunity to develop;

1. Knowledge and understandings about society and their place as indigenous people within it.
2. The skills of inquiry
  - a. Values exploration
3. Social decision making Respect and tolerance for others and the environment.
4. Positive cultural participation in a multicultural society.
5. Knowledge, understanding and practice of tikanga of Waikato.

### *Guidelines:*

1. The SSINZC and TAIIRITMOA will be the basis of our programme of work.
2. A balanced programme will be developed to meet the Summary of Requirements (SSINZC – p25, TAIIRITMOA – wh26)
3. Teachers will identify the various achievement groups (refer NAG 1.iii) and put strategies in place that will address their needs.
4. The programme will reflect and extend the needs, experiences and cultural backgrounds of the students, enabling them to develop their perspectives, knowledge and skills.
5. A variety of teaching approaches will be used to cater for different learning styles.
6. Monitoring and recording of student progress will be maintained.
7. Annual budget allocations will be provided for teacher development and resources.
8. Ongoing curriculum review will occur.

### *Expected Outcome:*

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

# PŪTAIAO

Kaupapa Here: 1: 10

8th of September, 2014

## *The Rationale:*

Science in this school is to help young people develop their understanding about Te Ao Māori, and the world about them, and building on their desire to explain their environment and events both as Māori children and children of the technological age.

## *The Purpose:*

1. To foster student achievement by providing a balanced curriculum in accordance with the National Administrative Guidelines, National Education Goals and National Education Curriculum Statements.
2. To reinforce to students the legitimate scientific knowledge of their ancestors.

## *Guidelines:*

1. Implement the Science in the New Zealand Curriculum document and the Pūtaiao i roto i te Marautanga o Aotearoa document which define the learning philosophies, principles, aims, attitudes and achievement objectives together with the Essential Learning Skills.
2. Develop a variety of learning/teaching strategies which are appropriate to the needs of the students.
3. Monitor/record student progress against National achievement objectives by identifying specific learning activities within the planned unit of work that will stand as assessment tasks. Student progress will be recorded on the Individual Pupil Profile.
4. Identify barriers to learning for students and implement strategies to address these.
5. Provide equal educational opportunities for all groups of learners.
6. Respect and build on the significant features of our diverse ethnic and cultural New Zealand heritages with particular emphasis on tikanga Māori.
7. Develop Curriculum Plans for Science which reflects the special character and needs of our community. Maintain this programme through a process of self-review.
8. Recognise parents as educators.
9. Develop a programme of teacher professional development to ensure that quality curriculum delivery is maintained.

*Expected Outcome:*

That all students are provided with equal opportunity to quality science education, which is an important component of the total school curriculum.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# HANGARAU

Kaupapa Here: 1: 11

8th of September, 2014

## *Rationale:*

The reason for teaching hangarau (technology) is so that children will know the many things that impact on the development of the Māori technologist;

- a. Some from the world of the child
- b. Some from the concepts, principles, and practises of the Māori world.

Through graphics and design, technological practice and evaluation a creative spirit will be developed.

## *Purpose:*

1. To empower students to understand technology through developing:
  - a. An understanding and awareness of the relationship between technology and society
  - b. Knowledge, understanding and natural talents.

## *Guidelines:*

1. The seven strands will be taught over a three-year cycle.
2. Units of work will begin with examples from the Māori world and then move into modern day.
3. The wider school community has skills and knowledge. It is up to the school to encourage them to bring these into the school.
4. Teachers will adhere to health and safety guidelines in all technological practice.
5. Māori attitudes and values with regard to land and environmental resources will be developed. For example: 'The land stays but people pass away'

## *Expected Outcomes*

We will develop a child who stands strong in the technological world so that they will prosper in life.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**



# HANGARAU MATIHIKO

Kaupapa Here: 1: 12

8th of September, 2014

## *The Rationale:*

ICT is viewed as a tool to support student engagement and involvement in their own learning and assist students to meet the demands of the knowledge explosion and prepare for their future within a knowledge economy.

## *The Purpose:*

- To assist students to develop information skills and apply these through the use of communication technologies.
- To give students opportunity and experience of using communication technologies
- To provide for the integration of communication technologies throughout the school.
- To help staff and students be responsible and independent users of communication technologies
- To develop skills needed to search for, interpret and discriminate information
- To provide use of internet and email to enhance and support curriculum outcomes

## *Guidelines:*

1. ICT will support the aims of the New Zealand Curriculum, Te Marautanga o Aotearoa, NCEA, the School Curriculum and the School Charter.
2. ICT will be integrated into classroom and wider school programmes. This includes the use of computers, video cameras, digital cameras, still cameras, phones (not cell phones), scanners, OHP, projectors, the Hall Audio system, listening posts, microphones, smartboard and photocopiers.
3. Development of information, problem solving, independent learning and
4. co-operative skills will be encouraged using a range of hardware and software.
5. Planning and assessment will include use of a variety of technologies and these will be evaluated to ensure their effectiveness in the classroom and the wider school environment.
6. The school will provide opportunities for teacher training and ongoing professional development in the use of computer and related information technologies.
7. Support material will be compiled and be available to teachers.
8. Computer hardware and software, will be regularly upgraded and maintained in line with developing technology, the curriculum and needs of the students.
9. School procedures and user policy will ensure a safe and monitored learning environment for staff and students.
10. Children are not permitted to use cell phones at school.

## INTERNET AND EMAIL USE (To be read in conjunction with Cybersafety Procedures - NAG 5)

### *Staff*

- Staff refers to all staff including support staff, fixed term staff, teacher trainees and relief teachers.
- All staff must have a signed "Use Agreement" for use of the internet and email.
- Access to email and internet is for reasonable school related and personal use.

### *Students*

- The "Student Use" Agreement needs to be signed along with Caregiver permission.
- This allows the student access to and use of the internet and e-mail.
- Students need to accept responsibility for following the terms of the student use agreement
- Teachers should supervise student use and check suitability of internet sites before allowing students access.
- Any child who accesses inappropriate content on the internet must exit the site immediately and report to the classroom teacher.

### *Email.*

- E-mail is provided for educational purposes.
- Information sent via e-mail shall be constructive, informative or inquiring in the interest of both the sender and receiver.

### *Inappropriate Use of Internet or Email*

The following uses are unacceptable

- Inappropriate language, illegal activity or activity for personal gain
- No private information is to be distributed to other parties at any time. This includes reposting of information sent by another party.
- No deliberate attempts to gain access to inappropriate websites containing material of pornographic, racist, illegal or other offensive material
- All material must be scanned for viruses and any deliberate attempt to spread viruses will involve disciplinary of criminal follow up.
- Breach of copyright, privacy and international laws are not permitted.
- No use of other people's email accounts
- No orders for goods or services over the internet using the school name, title or funds

*Expected Outcome:*

Through quality access and appropriate use of kura ICT resources and learning, all kaiako and students will begin the journey to becoming ICT literate and proficient.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**

A handwritten signature in black ink, appearing to read 'M. Newton-King'.

**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# TE REO MĀORI

Kaupapa Here: 1: 13

8th of September, 2014

## *The Rationale:*

“Ko te reo tika, kia Māori

Ko te reo Māori kia tika

Ko te tika o te reo Māori kia rere”

The Reo is the vehicle for reaffirming ourselves with pride, self-respect and autonomy as Māori.

Our programmes include Late and Early Immersion.

## *The Purpose:*

1. To ensure the cognitive development of all learners to their fullest potential.
2. To allow and encourage learners to use Te Reo Maori to discover fully their inherent expressive abilities, and so appreciate its imaginative and creative functions.
3. To provide the right situations where learners feel free to express their ideas, develop independence and believe in their personal worth.
4. To provide learners with language variety for different situations, and encourage the use of these by all children so they can experience satisfaction as members of different social groups.
5. To develop a class room environment that encourages mutual trust, support and sensitivity towards others, so that children can interact freely and confidently.
6. To develop an awareness, understanding and respect for Waikato Reo and Tikanga.
7. To develop an awareness, an understanding and respect for all dialects.

## *Guidelines:*

1. Classroom programmes will:
  - i. Provide language programmes that cater for individual needs.
  - ii. Provide language programmes that cater for students as second language learners of Te Reo Māori.
  - iii. Implement second language learning methodology within classroom programmes.
  - iv. Provide a stimulating language environment.
  - v. Provide language learning opportunities within the wider community.
2. On-going staff development in Te Reo Maori and second language methodologies is needed to provide support to implement the above guidelines.

*Expected Outcome:*

All children will be confident and effective communicators in Te Reo Māori.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# TE AROMATAWAI

## NGĀ AROMATAWAI ME NGĀ PŪRONGO

Policy: 2: 01

8th of September, 2022

### *Rationale:*

Assessment and evaluation is integral to the learning and teaching process. Therefore, Te Wharekura o Kirikiriroa recognises the need to:

- Monitor individual student's achievement.
- Analyse data on identified groups of learners.
- Review the effectiveness of teaching programmes.

It needs to be reliable and valid and based upon the students' performance against

the Achievement Objectives of Te Marautanga o Aotearoa and Te Pou-a-Haokai. Te Wharekura o Kirikiriroa assesses and reports to parents in accordance with Regulation 21 of Education (School Boards) Amendment Regulations 2022

### *Purpose:*

1. To monitor children's progress so as to:
  - Identify factors which enhance the learning process;
  - Identify barriers to learning and institute programmes to overcome those barriers;
  - Identify learning, social and behavioural needs so that resources can be effectively targeted;
  - Provide feedback to the students, parents, community, teachers, Boards of Trustees, Ministry of Education and other appropriate agencies.
2. Monitor school-wide achievement, to ensure the maintenance of overall national standards, according to the current National Administration Guidelines.
3. Establish procedures that are consistent and regular throughout the school.
4. Establish a range of assessment procedures that take into account the diverse factors that can influence children's learning processes.
5. To provide opportunities for parents to discuss the results of student's achievement.

### Guidelines:

Methods for assessing student progress include:

- Formal tests:

Te Rea	Te Pupuke	Te Hihiri	Te Manako	Te Wānanga
<ul style="list-style-type: none"><li>• Te Whatupōkeka</li><li>• Pūketē Pānui Haere</li><li>• Te Ara Rewarewa</li><li>• Reo-ā-waha Progressions</li><li>• Poutama Tau</li></ul>	<ul style="list-style-type: none"><li>• Pūketē Pānui Haere</li><li>• Te Ara Rewarewa</li><li>• Reo-ā-waha Progressions</li><li>• Poutama Tau</li></ul>	<ul style="list-style-type: none"><li>• Pūketē Pānui Haere</li><li>• Te Ara Rewarewa</li><li>• Reo-ā-waha Progressions</li><li>• Poutama Tau</li></ul>	<ul style="list-style-type: none"><li>• Pūketē Pānui Haere</li><li>• Te Ara Rewarewa</li><li>• Reo-ā-waha Progressions</li><li>• Poutama Tau</li><li>• NCEA</li></ul>	<ul style="list-style-type: none"><li>• NCEA</li><li>• NC</li><li>• Te Ara Rewarewa</li></ul>

- Observational and anecdotal records.
- Student Self-assessment and Peer Assessment.
- Conferencing.
- Assessment activities as identified in Unit Plans.

An Overall Teacher Judgement (O.T.J) against Ngā Whanaketanga Rumaki Māori (NWRM) level descriptors will form the assessment level for each child in the above literacy and numeracy curriculum areas.

### Monitoring

Each student from Year 0 to Year 13 shall have a Kete Aromatawai which will document the pupils' attainments, achievements and levels for each given year. Pou Ārahi of their respective Rauwaka will be responsible for ensuring profiles are kept accurate and up to date.

1. Student academic progress will be constantly recorded to PBI, and constantly monitored by kaiako, kaiātawhai aromatawai and Pou Ārahi.
2. Student progress of those who make up target cohorts as identified in the Baseline Data, will be monitored by kaiako, senior management and the Board of Trustees throughout the year. Ongoing progress will be evidenced as a standard agenda item in syndicate, Senior Management and Board of Trustees hui minutes.
3. Students with IEP's will also be monitored by the SENCO through progress reports at Senior Management hui.

## Reporting to Parents

### Beginning of the Year Parent, Kaiako Interviews

Either week 3 or 4 of Term 1, parent teacher interviews will be conducted so that children's academic and social progress can be discussed. Two academic and one social goal will be established by the kaiako and parent(s)/caregivers to be achieved by the end of the year. This document will be signed by both teacher and parent and a copy will be kept by both.

### *Mid Year Report*

On the Wednesday afternoon of week 9, Term 2, mid year reports will be sent home informing parents/guardians as to;

- I. Their children's levels
- II. How they are progressing in any specific goals
- III. What is the next step in their progression
- IV. What type of support at home could assist in this next progression.
- V. Reports for year 6, 7 and 8 tamariki will include a progress report in Te Reo Pākehā.

### *Parent, Kaiako Interviews*

At week 2 or 3 of Term 3, the second parent, kaiako interviews will be conducted. This will be an opportunity for parents to discuss the mid-year report as well as progress regarding the goals set at the beginning of the year parent, kaiako interview.

### *End of Year Reports*

A final end-of-year report will be sent home, week 5 of Term 4. This will inform parents of their child's final achievement level for the year in the specified literacy and numeracy areas.

Note: Reports for new entrant tamariki, who have been enrolled at kura for less than 6 months will receive a simplified written version based on the school values.

No written report will be provided for pupils who are enrolled in the school less than six weeks prior to report time. This is in line with the 6-week trial period option in the Enrolments Policy.

## Board of Trustees

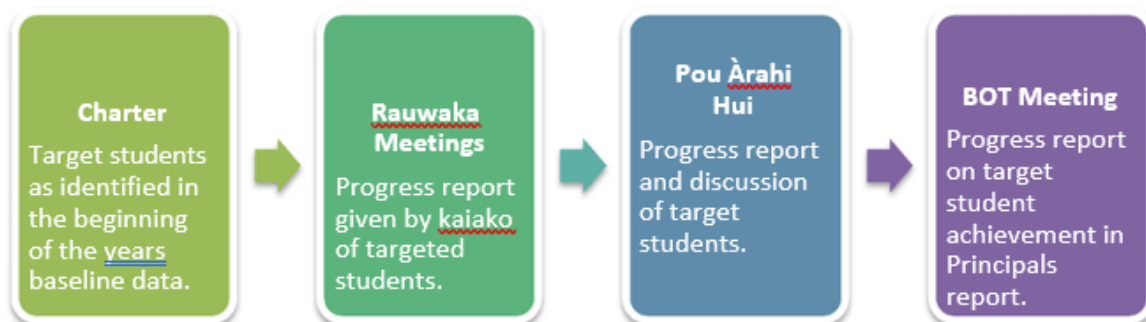
Reporting student achievement progress to the Board of Trustees will be ongoing

throughout the year via PBI Dashboard in the pūrongo tumuaki. Statistical data tracking targeted student's progress will be monitored at each Rauwaka meeting as a part of their standard agenda.

Te Kete Tātai will analyse student achievement and produce a report that will make recommendations to Ngā Pou Ārahi and Te Kete Penapena.



Recommendations will be discussed and confirmed at both Ngā Pou Ārahi and Kete Penapena hui.



### *The Community*

Reporting to the community on student achievement for the year will form a part of the charter review process. The community will receive 2 reports a year, a mid-year report against the Annual Goals and an end of year report 2 weeks prior to the end of term 4.

The community will be invited to contribute to the review of the following school charter following the end of year report.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**

**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

## NGĀ AROMATAWAI – Te Manako me Te Wānanga

Policy 2: 01b

### *Rationale:*

Systems for managing assessment for national qualifications will be valid, consistent, fair and accurate. They will result in assessment outcomes for Te Wharekura o Kirikiriroa ākonga that will be highly regarded by the local community and nationally.

### *Purpose:*

To ensure that assessment reflects good practice and meets the requirements of the National Education Guidelines by;

1. Ensuring fairness of assessment for all ākonga
2. Ensure school-wide consistency of internal and external assessment procedures
3. Defining the roles and responsibilities of staff and ākonga
4. Meeting the NZQA requirements for internal assessment, Managing National Assessment (MNA) and external moderation

### *Guidelines:*

1. These general conditions apply to assessment and examination systems administered by schools with consent to assess, and by NZQA.
2. The processes used to assess candidates will be in accordance with the achievement standards or unit standards listed on the DAS published by NZQA, or with the performance standards for Scholarship 2019.
3. Where NZQA makes further rules or provisions relating to the conduct of internal and external assessments for any of the qualifications, and for the conduct of candidates in such assessments it will publish them in these web pages containing the Rules and Procedures, in supplementary written material, or in instructions to candidates published by NZQA
4. Further NZQA assessment guidelines, processes and procedures can be found in Te Wharekura o Kirikiriroa Pūnaha Whakahaere mō ngā Ākonga NCEA.

**Ratified by the Te Wharekura o Kirikiriroa Board: September 2022**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 8<sup>TH</sup> of September, 2025**

## *Rationale:*

In accordance with the Special Education Act 1989, all children have the right to learn at their own pace alongside their agetates and within their own community. All children can learn and make progress and it is the school's responsibility to ensure that successful learning occurs for all students, including those with special educational requirements including gifted and the challenged.

## *Purpose:*

1. Through evidence based data collection methods, special needs students for each year are identified.
2. To assist teachers to plan and implement appropriate programmes for special needs students.
3. To develop resources for special needs students and ensure all staff are familiar with them and have easy access to them.
4. To ensure that the educational needs of special needs students are addressed.
5. To seek where appropriate additional expertise to support teachers / families / students to progress and achieve successful learning outcomes.

## *Guidelines:*

1. Teacher identifies that a child has an educational issue in a specific area. The teacher monitors (observational) and gathers data to identify the areas of concern ie.
  - a. Anecdotal notes – including date / time / period (duration)
  - b. Standard school assessment data – including Poutama Tau, Pūkete Pānui Haere, Hopukina, Prose Inventory Running Records, e-assTle Writing, Aromatawai Reo-ā-waha, Kaiaka Reo Māori
  - c. Behavioural Observation notes – including records on musac system
2. Data to be discussed with Principal or Senior Teacher
3. The data can be used to ascertain specifically where the child is at in comparison to Ngā Whanaketanga Reo Māori levels.
4. Consultation must take place with parents. This will involve Teacher / Principal / ParentS / Teacher Aide and RTL person if applicable.
5. Data collated and collected by the teacher is presented at this meeting.
6. Feedback from Parents / Teacher / Teacher Aide / Principal.
7. Parental permission is requested and must be agreed upon.
8. From information gathered and discussed, an I.E.P is prepared.
9. The class teacher and SENCO prepares an I.E.P in consultation with the Senior teacher /

Parent / Principal.

10. Access all available resources including specified information from external agencies relevant to each application.

*Expected outcomes:*

1. The special needs of children will be appropriately met, with parameters of the I.E.P.
2. Each student will show 'working towards' national standard or better.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

Signature:  (Presiding Member)

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## *Rationale:*

To provide specialised learning assistance to allow students to take a more effective part in their regular classroom programme.

## *Purpose:*

1. To identify, nurture and foster talent exhibited in our children.
2. To have an awareness and a wide-ranging view of giftedness and talent.
3. To nurture concepts of Māori giftedness, which reflects tikanga Māori.
4. To provide multi-dimensional approaches to teaching designed to meet the specific needs of identified children.

## *Guidelines:*

1. Teachers must fill in an online RTLB referral form stating the learning needs, behaviour, levels and any other appropriate information relevant to the student.
2. The intake and review committee will meet weekly to accept new referrals and review current referrals for continuation or closure.
3. On acceptance of referral teachers must provide up to date and relevant data and arrange a time to meet with the RTLB to explain the activities and resources. Resources must be targeted and specific to the referral.
4. Additional information can be requested throughout the referral process.
5. The teacher will write a letter to the parents / caregivers explaining that their child has been accepted for extra support from the RTLB service and for what reason.
6. Parental consent is a prerequisite for referrals.
7. Kaiako will be requested to meet with RTLB to review and evaluate their student's progress.
8. It is the teachers responsibility to complete I.E.P's
9. Information gathered can be used to provide on-referral to appropriate medical or specialist agencies (MOESE, Ministry of Education, Special Education)

Please refer to attached flow diagram for referral process.

*Expected outcomes:*

That children with specific educational and behavioural needs will be provided the appropriate support and resources in attaining academic achievement and success.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**

A handwritten signature in black ink, appearing to read 'M. Newton-King', written in a cursive style.

**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# RTLB Cluster 16 Service Delivery Framework

## Information Gathering

### Referral

Request for Service  
Allocated to RTLB  
Contact with school  
Initial meeting  
Clarify issues  
Data gathering plan

Shared responsibility

Academic and Behaviour –  
assessments, observations  
Ecological assessment  
Functional behaviour  
Parent/teacher inte  
Student perspective

### Analysis

Analysis and summary of  
data  
Possible intervention  
focus

### Planning and Goal Setting

Meeting with school/teacher/parent  
Prioritise issues  
Determine intervention focus  
Collaborative action plan, IEP, IBP

### Closure

Student off RTLB  
roll

### Review

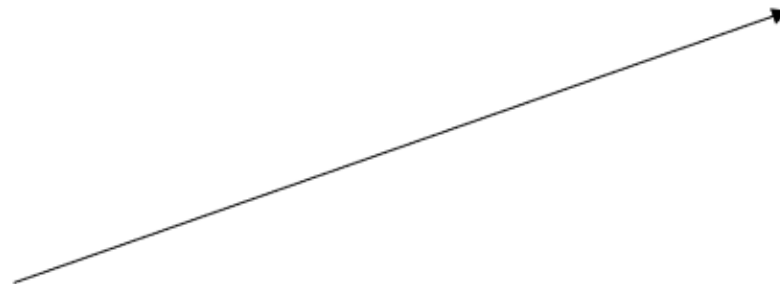
Evaluate data  
Determine outcomes

### Monitoring

Noticing differences  
Celebrating success  
Overcoming barriers  
Visits  
Observations  
Academic data

### Intervention

Support implementation  
Resources  
Training  
Shared roles



# TAUIRA KAIRANGI

Policy: 2: 04

16th of February, 2015

## *Rationale:*

We acknowledge that children within our Kura bring a diverse range of gifts and talents to our school and community. It is our role to further extend the talents of these children to increase their learning opportunities whilst in our school. We also believe it is our role to support student passions and interests of learners who may develop their talent before leaving our kura.

## *Purpose:*

1. To identify, nurture and foster talent exhibited in our children.
2. To have an awareness and a wide-ranging view of giftedness and talent.
3. To nurture concepts of Māori giftedness, which reflects tikanga Māori.
4. To provide multi-dimensional approaches to teaching designed to meet the specific needs of identified children.

## *Guidelines:*

1. Children that display talent or present outstanding ability across curriculum areas, will be registered for GATE selection and catered for accordingly.
2. Students will be selected from registered criteria.
3. Identification will be bi-annual.
4. There will be a database of all children identified and the areas of excellence measured against the selection criteria.
5. I.E.P's will be provided for all children selected.
6. All places will be contestable.
7. Parental consent is required.

## *Provision for the Gifted*

Programmes will include:

1. Wānanga to support and develop talent.
2. Individual, group mentoring.
3. Withdrawal.
4. Differentiated planning.
5. Opportunities for children to do in-depth study on a preferred topic.



### *Evaluation*

1. Regular monitoring will take place. Feedback may be given to the child, whānau, and the classroom teacher.
2. Wānanga will be evaluated accordingly

### *Implementation*

1. Staff development will be ongoing.
2. An implementation plan has been developed to support this policy and learning programmes.

### *Expected outcomes:*

Identified children with exceptional talents will be provided educational opportunities to explore and produce pieces of work that illustrates their skills, knowledge and passions.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## *Rationale:*

To provide tamariki educational experiences and opportunities that utilises their fullest potential in fashioning their own career pathways driven by their interests, passions and strengths.

## *Purpose:*

1. Within a school-wide approach, classroom programmes will guide tamariki upon a career pathway based on the curriculum areas of Te Marautanga o Aotearoa and driven by the children's interests and passions.
2. To scaffold learning and skill development towards defining and refining multiple future career options for tamariki.
3. To develop critical leadership qualities whereby tamariki can plan, assess and develop their own reflective processes in making informed and clear career choices.
4. To provide a specific year 7 and 8 programme that smoothly transitions tamariki into high school whilst maintaining their chosen career focus / foci.
5. To expose tamariki to various professions, industries, environments and currently or recently practising professionals and practitioners in supporting classroom programmes.

## *Guidelines:*

The following is a school-wide approach to developing and defining career pathways for tamariki.

1. From years 0 – 3, tamariki will build upon a foundation of identity by;
  - a. Consolidating basic numeracy and literacy knowledge and skills as a foundation for exploring their passions.
  - b.
  - c. Expressing and exploring unique and shared interests.
  - d. Understanding through reflection, their unique contribution to school life and culture.
2. From years 4 – 6, tamariki will further consolidate and expand their foundation towards a specific career pathway by;
  - a. Developing and extending core literacy and numeracy skill and knowledge.
  - b. Identifying their particular interests in specific occupational areas.
  - c. Recognising, classifying, and distinguishing particular attributes and knowledge associated with specific occupational areas of interest.
  - d. Understanding through reflection, their unique contribution to school life, culture and community.
  - e. Beginning to lead their own exploration of specific careers in which their interests

lay.

3. From years 7 – 8, a specific programme will be implemented whereby tamariki;
  - a. Will make an informed and seamless transition into high school.
  - b. Will learn to set goals, assess through reflection, and develop a more focused and specific career plan.
  - c. Will develop leadership qualities in order to take ownership over their career pathway and choices.
  - d. Will be exposed to various and diverse educational and occupational experiences.

*Expected Outcome:*

Tamariki will progress towards becoming positive and contributing members and leaders locally, nationally and as global citizens.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## E.O.T.C'S

Policy: 2: 06

28 of October, 2014

### *Rationale:*

To provide students educational opportunities outside of the school where by they can engage, participate, explore and be exposed to activities, environments and contexts that support curriculum learning and delivery as well as enhancing their skills and further development of their well-being.

### *Purpose:*

1. To initiate and assist students in their exploration and engagement of the curriculum areas within Te Marautanga o Aotearoa.
2. To give relevance and significance to in class, in school learning.
3. To assist students social development by supporting their understanding of themselves in relation to other pupils, adults, cultures and community members in different contexts.
4. To instill in students a strong ethic and sense of care in regards to all environmental and community resources.

### *Guidelines:*

1. EOTC's are curriculum based learning and developmental experiences that no student should miss out on due to financial considerations.
2. All EOTC are to be age appropriate.
3. Ministry of Education guidelines and legal requirements on provision, safety, supervision and risk management should be followed at all times.
4. EOTC excursions, opportunities and experiences are encouraged in all areas.
5. The adult to child ratio shall be;
  - a. 1 : 7 on land
    - i. 1 : 4 if the experience requires expertise skill and / or knowledge.
  - b. 1 : 4 where water is involved
    - i. 1 : 1 for 5 years and under
6. Teachers organising EOTC experiences will follow the EOTC Guidelines and complete the EOTC Proposal Submission when planning excursions.
7. On completing the pre-approval process, approval will be issued by the principal for both EOTC excursions within Hamilton Boundaries, as well as EOTC excursions outside of Hamilton boundaries.
  - a. EOTC for overseas excursions will need to be initially preapproved by the Board at the next Boards of Trustees meeting.
  - b. Final approval for EOTC for overseas excursions will be decided by the Principal at a date decided upon by the Principal and the teacher in charge.

8. Once preapproval is granted, the appropriate procedures appended to this policy will then need to be completed. These include;
  - a. EOTC for excursions within Hamilton boundaries.
  - b. EOTC for excursions outside of Hamilton boundaries.
  - c. EOTC for overseas excursions
9. EOTC evaluation pack must be filled out within 14 days return from EOTC excursion. The pack consists of;
  - a. EOTC Injury report form
  - b. EOTC Event Report and Evaluation
10. All documentation and procedural checks will need to be signed off by the Principal, or the Board Chair in the absence of the Principal, 2 weeks prior excursion date.
  - a. In the case of unexpected opportunities that arise within the 2week sign off time period, these cases can be negotiated alongside the Principal. This will only apply where no prior notice of the event has been given.

*Expected Outcome:*

Exposure and participation in EOTC's will develop, support and enhance curriculum base student learning.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# TE HURITAO ME TE AROTAKE

## TE HURITAO

Policy: 3: 01

16th of February, 2015

### *The Rationale:*

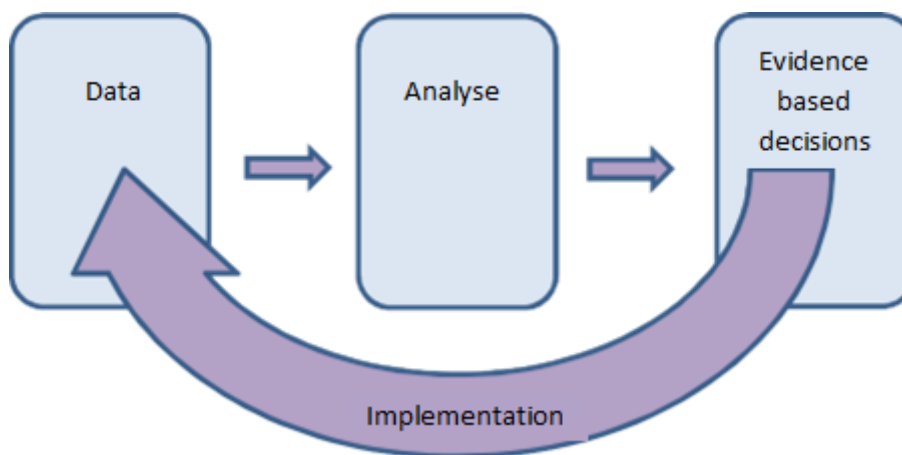
To instill a process of self-review within all functions and operations of the school as a means to improving planning, practices, provisions, resourcing, pedagogy and academic success for all tamariki.

### *The Purpose:*

1. To create a robust, consistent and natural process for self-review within the schools' activities and operations.
2. To constantly improve systems, procedures, operations, educational planning, provisions and delivery within the school.
3. To instill a culture of evidence-based decision making.
4. To support initiatives that improve educational outcomes for all children.

### *Guidelines:*

1. Self-review will occur in three ways.
  - a. Strategic self-review
  - b. As planned self-review
  - c. As spontaneous self-review
2. Planned self-review will be timetabled and cyclic whereby a standard timeframe will be applied regardless of other preplanned events and activities.
3. Spontaneous self-review will happen where issues may have arisen from events or activities concerning.
4. The school will follow a simple design for self-review;



5. Data includes all relevant information gathered from a number of sources ie. Soft data – Qualitative, interviews, narratives etc and hard data – Quantitative, statistics, figures etc
6. Essential to a successful and meaningful self-review process is the prompting of critical questions aimed at uncovering, exposing and clarifying issues. Ie. What is the data telling us? Where / when / why are issues arising? To what extent...? etc
7. Following data analysis, key decisions will provide direction for further planning and implementation.
8. As a part of implementation, a further review date will be set to ensure review is cyclic in nature.

*Expected Outcome:*

Through a culture of regular, consistent and meaningful self-review, the school will aim to improve operations, procedures, systems, practices, policies and more importantly student support and successful educational outcomes.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

Signature:  (Presiding Member)

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TE AROTAKE MARAU

Policy: 3: 02

16th of February, 2015

### *The Rationale:*

To ensure that the curriculum delivered to students is aligned to the National Education Guidelines and is kept up to date and relevant

### *The Purpose:*

1. To identify strengths in student achievement and programme delivery.
2. To identify barriers to learning and plan to address these effectively.
3. To gain feedback from students, community and staff regarding curriculum delivery
4. To consult with whānau on curriculum delivery
5. To provide specific information to address literacy, numeracy and achievement of students.

### *Guidelines:*

1. Curriculum delivery should be planned and systematically undertaken as part of the school-wide self-review processes
2. A major review of each curriculum area is undertaken at least once every three years.
3. An annual review is undertaken of each area towards the end of each year to determine planning for the following year and to determine budget priorities.
4. The Curriculum Review process will be reviewed for effectiveness as part of the School Self Review cycle.

### *Expected Outcome:*

With a robust process of curriculum review, students will continue to be exposed to all areas of Te Marautanga o Aotearoa in a meaningful and relevant context.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**



# TE WHAKAWHANAUNGATANGA

Policy: 3: 03

16th of February, 2015

## *Rationale:*

To enhance learning by establishing a partnership with the School's Community and to be responsive to its educational needs and wishes. The school will utilise a range of strategies to engage and consult with the community.

## *Purpose:*

To be responsive to the community regarding student educational needs and wishes.

To utilise a range of strategies to engage and consult with the community.

## *Guidelines:*

### COMMUNITY PARTNERSHIP

1. Parents and community are encouraged to participate in all school activities.
2. Parent / Principal / Teacher interviews are held as required.
3. School Reports and Portfolios report student progress to parents during the year.
4. Regular Newsletters inform the community of what is happening in the school.
5. Local organizations are encouraged to use the school as a venue for public meetings and hui eg: Library, and the School Hall.
6. Te Kura Kaupapa Māori encourages whānau to visit classes. Whanau are asked to respect the rights of children and teachers in individual classrooms. Parents may arrange suitable times for visits.
7. Regular contact is encouraged with other schools in the area for sporting, cultural and curriculum exchanges.
8. Whanau Support Groups are encouraged to interact in all areas of school
9. The school will encourage involvement of various community organisations in supporting the school for curriculum programmes or financial support

### COMMUNITY CONSULTATION

1. The Board of Trustees will consult with the community and kura whānau concerning
  - review of the School Charter including student achievement.
  - review of Policy documents. Following the review cycle, policies will be available for review through the kura pānui
2. At the end of the financial year an annual report, consistent with the Government Annual Reporting Guidelines and a financial statement, duly audited, shall be tabled and made

- available for public scrutiny at the school's office or at any other appropriate local places
3. The monthly meeting of the Board of Trustees shall be open to the public and parents shall be encouraged to attend.
  4. A copy of the Charter including Strategic Goals, Annual Development Plan and Annual Targets which have been prepared by the Board of Trustees shall be tabled by the Board and copies made available at the school office.

*Expected outcome:*

An actively engaged community, iwi and kura whānau in supporting the kura and students.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

Signature:  (Presiding Member)

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# NGĀ KAIMAHI

## TE TOHU KAIMAHI

Policy: 4: 01

14th of February, 2015

### *The Rationale:*

The Board of Trustees is governed by legislation, award provisions and good employer practice when making an appointment in particular section 578 of the Education and Training Act 2020, section 580 of the Education and Training Act 2020 section 92(2) of the Education and Training Act 2020, section 93(1) of the Education and Training Act 2020.

### *Purpose:*

1. To ensure that any appointment process best suits the requirements of the school.
2. To ensure the person best suited for the position shall be appointed.
3. To ensure that the appointments process assumes that the need for a new employee has been clearly established.
4. To ensure that equal employment opportunity principles shall be applied and demonstrated in appointment procedures.

### *Guidelines:*

1. When a vacancy occurs the Principal will analyse the needs of the school in the light of Charter goals, curriculum needs and future needs in the case of falling rolls. Then, with the approval of the Board of Trustees, the appointment process will proceed.
2. The degree of complexity of the appointment process will depend on the nature of the position to be filled and any award requirements.
3. The employee award should always be consulted to determine the options (and restrictions) for the various types of positions. Weighing up interests of the pupils, the employees of the school and the budgetary constraints will help to find the best solution.
4. Care must be taken not to discriminate directly against an applicant at any stage of the appointments process, i.e. job descriptions, advertising, interviewing and selecting.
5. Selection of applicants to fill particular vacancies i.e. part-time ancillary, can be delegated to one person – the Principal – or to a selection panel as the Board deems appropriate.
  - a. Police vetting is a part of the Teachers Council registration process, therefore a current practising certification (Teacher registration card) must be requested and a copy kept on file.
  - b. For all other Support Staff and Auxiliary positions, the tumuaki must conduct online police vetting by obtaining a signed Consent to Disclose form from the applicant, and then completing the online police vetting check through RealMe.

- c. Each Consent form and replied email confirming a 'clean slate' will be filed and kept in a / their personal personnel file.
- d. Any applicants who fail the police vetting 'clean slate' process will not be considered for appointment.
- e. External Contractors will also be Police vetted before entering kura grounds by;
  - i. The tumuaki if contracted by the tumuaki or Board
  - ii. The Property Management if contracted by them.
- 6. Permanent teaching appointments will be recommended by a selection panel of which the Board of Trustees will be responsible for selecting. Minimum representation will be three.
- 7. All referees reports. Statements will remain confidential to the Board of Trustees members and the selection panel.
- 8. Once the selection panel or Principal has selected the best-suited candidate, the selection will be put to the Board of Trustees for approval (unless the Board of Trustees had delegated the power to appoint). A report will be prepared that will contain:
  - I. Minutes of proceedings
  - II. Criteria for appointment
  - III. Recommended appointment
- 9. After Board of Trustees approval, the successful candidate will be sent a letter offering the position, of which they will have seven (7) days to accept. This will be done by the Principal – or the selection panel.
- 10. Once notice of acceptance has been received, the Board of Trustees Chairperson will send a letter of confirmation with the terms and conditions of employment contained within.
- 11. For any short-term or long-term relieving position, the Principal will select and confirm the appointment in consultation with the Board of Trustees Chairperson. An important part of this appointment will be consultation with senior and experienced staff.
- 12. All interviews will be held at the school.
- 13. No applicant shall be allowed to attend an interview of another applicant prior to their own interview.
- 14. If an interview is to be opened to community whanau, permission from the candidate must first be sought.
- 15. It is hoped that as much of the interview as possible will be conducted in Māori.
- 16. If there is no successful candidate or the successful candidate does not accept the position, the Principal – or selection panel will make a recommendation to a full Board of Trustees meeting for approval on:
  - I. offering the position to the applicant who was deemed to be second in terms of suitability
  - II. or to re-advertise the position
- 17. The 'Procedure for Appointments' will be followed in all appointment processes.
- 18. The appropriate Employment Agreements will be prepared for signing on offer of position. The Employment Agreements will take into consideration, but may also exclude where inappropriate;
  - a. The Parties

- b. The Position and Duties
  - c. The Nature and Term of the Agreement
  - d. Obligations and Relationships
  - e. Obligations of the Employee
  - f. The Place of Work
  - g. Wages/Salary/Allowances
  - h. Holidays and Leave Entitlement
  - i. Health and Safety
  - j. Other Employment Obligations
  - k. Conflicts of Interest
  - l. Restructuring and Redundancy
  - m. Resolving Employment Relationship Problems
  - n. Acknowledgement of the Agreement
  - o. Declaration
19. Every employee must sign a Code of Conduct prior to commencement of duties. Code of conducts will 597(3) Education and Training Act 2020] The Standards | Ngā Paerewa apply to all practising teachers Personnel provisions in relation to education service

## TE WHAREKURA O KIRIKIRIROA PERSONNEL

### *APPOINTMENTS PROCEDURES*

Once a vacancy has been established it is time to start the appointment process. The following procedures have been established to assist in this process.

1. COMPILE A JOB DESCRIPTION.
  - I. The job description should contain:
    - II. a gender neutral job title;
    - III. a summary statement of the job;
    - IV. a description of key tasks or functions;
    - V. an outline of working relationships;
    - VI. conditions of service
2. COMPILE A PERSON SPECIFICATION.
 

A person specification helps to match the best applicant to the job. The person specification:

  - I. should list the skills, abilities, experiences (not limited to paid work experience) and qualifications necessary to perform duties listed in the job description (i.e. the criteria for appointment);
  - II. may be subdivided into 'essential' and 'desirable' categories
  - III. should be concise;
  - IV. must be in accord with legal requirements for job advertisements (e.g. use gender-neutral language).
3. ADVERTISE THE JOB.
 

All teaching positions of at least one year duration (including relieving positions) must be advertised nationally. This requirement is met by advertising in the Education Gazette. There

are special conditions which have to be met when advertising in the Education Gazette. An advertisement placed anywhere else must include a statement that the school operates as E.E.O policy.

The content of the advertisement should include:

- the school and its location;
- the job name;
- a brief and factual outline of the job;
- any qualification's or desirable attributes required (ensure these are necessary, and do not discourage suitable applicant's);
- a name (and contact phone number) from where a job form, and job description, if to be given, can be obtained;
- the school fax number if applicable;
- a closing date for applications.

4. PROCESSING APPLICATIONS:

- I. On receiving applications it is first necessary to acknowledge receipt of the application.

- II. Short-list applications;

Depending on the type of job, award provisions and other considerations, several applicants may be short-listed for interviewing.

Short-listing involves the selection of two – four likely applicants, by matching the applicant against the person specification and job description. It must be recorded of how short-listing was determined and the criteria used. This will also ensure a rigorous selection process.

Contacting referees before the short-listing process provides added information on candidates and the means to check details supplied by applicants.

The use of written references from referees is strongly recommended, as this eliminates misunderstanding when several people are involved in the selection process, and aids open decision-making.

If the applicant has enclosed details of a past criminal offence, consider the degree of seriousness of the offence and the time period since it occurred. Also consider any comments made by the applicant in determining its relevance to their suitability for the position.

Inform the applicants of their opportunity to attend an interview. State the time, date, and place of interview and who will conduct the interview. Offer applicants choice of whānau support and determine any special needs, e.g. accessibility, getting time off work.

5. PREPARING FOR THE INTERVIEW:

- I. Check through application and any supporting material to identify any further information needed – jot down questions arising for interview.
- II. A 'semi-structured' interview tends to be the best style of interview. This is a mixture of predetermined questions and time for the applicant to talk.

- III. Determine interview questions, aim for simple, short, open-ended and appropriate questions, e.g. How? What?, Why?, Where?, When? The interview questions must have relevance to the person specification and job description for the position. Keep interview questions clear, consistent (same basic questions to everyone), direct, and bias free.
- IV. Decide on basic structure of the interview.
- V. Decide on note-taker.
- VI. Decide on who will welcome the applicant.
- VII. Ensure that there will be no interruptions during the interview.
6. THE INTERVIEW:
  - I. Regard the interview as a two-way flow of information;
  - II. To obtain information on the applicant's suitability
  - III. To provide information for the candidate on the school, job requirements, career prospects, remuneration etc.
  - IV. Leave specific time for the candidate to ask questions at the interview;
  - V. Aim to relax the candidate;
  - VI. Allow time i.e. 10 minutes for whanau support to speak. Preferably at start of interview;
  - VII. End interview with a thank you for the applicant's attendance, and let them know when you expect to contact them;
  - VIII. Do not make a verbal offer at this stage, as the offer can be taken as a contract of employment.
  - IX. Consider the overall length of time interview will take and whether to spread over a two day period or not.
7. EVALUATING THE APPLICANT AFTER THE INTERVIEW:
 

This is best done as soon as the interview ends and the applicant has left. It is preferable to have a systematic method of evaluating applicants. Doing this immediately encourages consistency and avoids the tendency to give the last person interviewed a more favourable rating. Ensure panel members have opportunity to make comments.
8. DECISION-MAKING TIME:
  - I. The interview should verify decisions made at the time of short-listing applicants.
  - II. Rate each applicant against the critical factors of the person specification – not against each other and keep a record of this in case of reviews.
  - III. Having identified the person who appears to be best suited, consider whether the decision feels right; if not go over the information again and check for bias.
  - IV. Once the selection panel has selected the best-suited candidate, the selection is put to the Board of Trustees for approval (unless the Board has delegated the power to appoint).
9. NOTIFYING APPLICANTS:
 

It is courteous and good for the image of the school to notify unsuccessful applicants. After Board of Trustees approval, the successful applicant should be advised of their provisional appointment, and the time when the appointment can be expected to be

confirmed.

The letter to the successful applicant is a letter of offer, so it requires acceptance from the applicant in order to become a 'contract of employment' between employer and employee. Once notice of acceptance has been received, the Board of Trustees Chairperson will send a letter of confirmation containing terms and conditions of employment within.

THE APPOINTMENTS POLICY WILL BE ADHERED TO AT ALL TIMES.

#### *Expected Outcome*

That all appointments will follow the same procedure and the needs of the school will be met through the person best-suited for the position being selected.

**Ratified by the Te Wharekura o Kirikiriroa Board: 14<sup>th</sup> of June, 2024**

**Signature:**



**(Presiding Member)**

**Next Annual Review Date: 14<sup>th</sup> of June, 2025**



# WHAKAŌRITE WHIWHINGA MAHI

Policy: 4: 02

14th of February, 2015

## *The Rationale:*

In accordance with the requirements under the State Sector Amendment Act 1989 and Section 599/600 Education and Training Act 2020/ Good Practice/MOE Guidelines, Te Wharekura o Kirikiriroa supports the development and implementation of an equal employment opportunities programme.

We are committed to the goal of freedom from discrimination and recognise the need for an active approach to attaining equal opportunities in employment.

## *Purpose:*

1. To ensure that all employees and applicants for employment are treated according to their skills, abilities, qualifications and aptitudes without regard to irrelevant issues.

## *Guidelines:*

1. Every year the EEO programme will begin with a meeting on the first Teacher Only Day where staff will be given the opportunity to raise EEO issues. Anything advised will be followed up and will form the basis of the EEO programme for that year. This meeting will be repeated during the first week of term 3.
2. To appoint a designated person(s) to coordinate the development and implementation of the EEO programme.
3. To establish a database to identify the employment pattern within the school.
4. All personnel policies and practices will be developed or reviewed to ensure they include the areas of recruitment and selection, promotion and career development, staff training and conditions of service.

## *Expected Outcome*

By implementing an EEO programme in the school and working in cooperation with employees, EEO will be made a reality in the school.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

## *The Rationale:*

To provide for a smooth introduction of new staff to the school.

## *Purpose:*

1. To introduce new staff member to the staff, pupils, school and community
  2. To familiarise new employee with school policies, procedures, environment and resources
- To provide Beginning Teachers with an appropriate Advice and Guidance Programme

## *Guidelines:*

1. New staff will be advised of initial requirements in the letter of appointment.
2. Prior to starting a time will be arranged for an orientation visit to the school.
3. At commencement of school the new employee will be welcomed with a pōwhiri. Additional information will be given and appointment requirements finalised.
4. For a Beginning Teacher a tutor teacher will be appointed. For other staff the syndicate leader will provide support with induction.

## *School Induction Programme – All Staff Letter of Appointment*

Provides details of:

- Terms and conditions of employment
- Starting Date
- Other information required prior to commencement of teaching – documentation etc

## *Initial Visit*

Arranged prior to commencement of school year or term.

- Meet with staff and other members of school community
- Orientation about school
- Contact people for support and further information
- Room allocation

- Syndicate organisation
- Class allocation
- Location and access to classroom and resources
- Planning information – long term and unit plans
- Preliminary information about school – Staff Information Manual, Planning folder requirements
- School Map
- Community information for anyone new to the area

### *Commencement of School*

- Introduce to staff not already met
- Meeting with support teacher, syndicate members
- Powhiri
- Payroll and Personnel information
- Staff list of names
- Areas of responsibility – curriculum and functional tasks
- Duty rosters and duty requirements
- Timetabling – Library, Swimming, Sport, Classroom
- Planning requirements – syndicate, term planner for whole school
- Class Lists
- Attendance Registers
- Booking procedures for school equipment and facilities – hall, AV
- Discipline procedures
- Establishment of routines
- Security procedures – issue with keys and security codes
- Copy of Charter, Strategic Plan and Development Plan
- Absence procedure and staff member to be contacted
- Photocopying
- Bell times
- Wet weather procedures
- Assemblies - days
- Lost Property
- Resource Rooms

### *Provisionally Registered Teacher (PRT) Advice and Guidance Programme*

Induction programme will consist of :

- Meetings

- Classroom visits
- Observations
- Informal Guidance
- Staff Development – PRT Programme
- Appraisal

### *Meetings*

Meetings will be held regularly between the PRT and Tutor, who will normally be the syndicate leader. It is expected that meetings will be held weekly in Terms 1 and 2.

Ongoing informal discussions with the Tutor and colleagues will also occur in relation to planning, assessment, record keeping, catering for individual children including special needs and ESOL, curriculum support.

### *Programme*

The Term 1 programme is designed to help get the PRT established and is quite specific to make the workload manageable. Beyond Term 1 the Advice and Guidance Programme can be tailored to the individual PRT's needs and strengths within the guidelines provided.

### *Reporting*

The Associate Teacher will be required to report on the programme. Reports should be made on both formal and informal meetings or discussions and should indicate:

- Programme covered
- Discussions
- Advice given and actions taken
- Follow up and feedback
- Evaluations

Reporting may be done in a manifold book, or on a standard report form or on computer. . These should be discussed with the BT and signed by both BT and Tutor with a copy to the Principal for filing.

### *Classroom Observations*

Observations may be arranged to other classes in our school or to other schools to observe experienced teachers. Classroom observations should have a purpose e. g. to observe a specific classroom programme or curriculum area, classroom management strategies, classroom environment. The Tutor may also schedule times to observe the BT at work. These observations require:

- A specific purpose
- Prior notice
- Follow up meeting
- Written comment

### *Appraisal*

The PRT will be subject to the same appraisal process as other staff.

### *Staff Development*

The PRT will have the opportunity to be involved in the PRT programme run for all new teachers. Other professional development may also be included.

### *Use of 0.2 Time*

This time will be utilised for needs identified by the PRT and the Associate Teacher. This may include release time for the PRT for planning, preparation, assessment, resource making, observations etc. Some of the time may also be utilised by the Associate Teacher to observe the PRT in class or for reporting.

### *Classroom Release Time*

The PRT is also entitled to CRT as per other staff members.

### *PRT Induction Programme*

#### Term 1

- Getting to know the class
- Setting routines, expectations, standards
- Collect work samples – handwriting, written language
- Planning – Daily planning and unit plan
- Assessments – Diagnostic Testing for Reading, Maths
- Keeping Track – Portfolio and Cumulative files
- Attendance Register
- Read Staff Manual to be familiar with procedures and policies
- Continue diagnostic assessments for maths and reading if necessary
- Long Term Planning – unit planning
- Class and Group descriptions
- Reading Programme
- Maths Programme

- End of Term evaluations including self evaluation and feedback and evaluation of Induction Programme
- Review planning
- Planning for Term 2

### *Terms 2 and 3*

- Curriculum Development – each curriculum area Science, Social Studies, Health, Technology, The Arts, Language and Maths
- Ongoing support with planning – short term and long term
- Assessment and Evaluation techniques
- Record keeping
- Classroom Environment
- Resources
- Communicating and Reporting to Parents
- Behaviour Management
- Special Needs
- Grouping children and working with groups
- School and Class Trips
- Community resources and people – library, police, recreational facilities
- Familiarisation with role of Social Worker, Dental Nurse, Health Nurse
- NZEI
- Advisory Services
- National Library Service
- Communication in the School and Community
- Time Management – Balancing private and professional life
- Coping with Workload
- Relief teachers
- Classroom observations – our school and other schools

### *Term 4*

- Ongoing curriculum development
- Refining techniques –planning, teaching, assessing
- Review of induction programme
- Review of professional development
- Review of year's work
- End of Year procedures
- End of Year Appraisal including professional development requirements for following year

*Expected Outcome:*

The induction programme will provide adequate information and support for new staff in fulfilling their duties and responsibilities towards adding value to the kura.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TE WHAKRITE KAIMAHI

### *The Rationale:*

In any one year Board of Trustees are entitled to receive a number of units to provide pay enhancement for career positions for teachers. Also, the balance of units not required to be used for management purposes, may be used for the purposes of responsibility, recruitment, retention and reward.

The effective use of units will result in a management structure that meets the particular needs of our school.

### *Purpose:*

1. To ensure the use of units are used to develop flexible management structures over time to meet the school's needs.
2. To ensure all teachers are treated equitably in the distribution of the units.
3. To provide leadership and responsibility opportunities for teachers.
4. To ensure units are allocated to designated Deputy Principal's, Assistant Principal's and other teachers to meet management and curriculum needs.
5. To ensure the continued designation of Deputy Principal and Assistant Principal and the allocation of units as per the Grade at translation.

### *Guidelines:*

#### General Factors:

1. The school's annual development plan will identify areas for use of any surplus units.
2. Teaching staff will be invited to submit an application for any internally advertised surplus units during term 4 of the preceding year.
3. Internal appointments will be selected by the Principal and/or Deputy Principal and/or Assistant Principal or in the case of nationally advertised positions (with a unit(s) attached) through the appointments process.
4. A review process will be available for non-selection in the case of internal appointments. A sub-committee of the Board will meet with the staff member and/or representative, in order to resolve the issue.
5. The Principal is responsible for the appraisal of teachers with unit allocation.
6. R-Units refers to units for responsibility, recruitment, retention and reward.

### *Process for the Allocation of Management Units:*

1. Teachers with Management Units are recognised as having responsibility for tasks related to school wide programmes and effective learning outcomes. They should be part of the senior management team.



2. Existing senior management staff will receive units according to the contract allocations.
  - a. The positions Deputy Principal and Assistant Principal will be retained in the school.
  - b. The Principal will recommend to the Board who will receive units, for what purpose, and whether permanent or fixed term. An offer of units to a teacher will not be given until the Board has agreed to the Principal's recommendation.
  - c. The Board will consider the Principal's recommendation on the use and status of management units and the use of units for responsibility, recruitment, retention and reward as such units become available. The Board will ratify the Principal's recommendations where, in the Board's view, the use of the units:
    - i. reflect the strategic direction of the school
    - ii. reward for specific accountabilities and responsibilities
    - iii. reward for excellent performance.
  - d. M-units are permanent but up to 15% of M-units may be used as R-units.

*Process for the allocation of R-Units:*

1. i) Where possible R-units will be allocated for responsibility in the school rather than for recruitment, retention or reward purposes.  
 ii) R-units may be fixed term or permanent.  
 iii) There is no requirement to advertise R-units externally.
2. The Principal will be responsible for fully informing staff about the allocation of units.
3. If a unit holder leaves during the year the criteria for allocation will be reapplied.
4. The use of R units shall be linked to the long term development plan and to any special needs or requirements of the students. They can be on-going or short term.
5. R units will not normally be offered for responsibilities that are considered as part of the normal work of the teacher such as annual curriculum leaders, tutor teaching, carrying out appraisals.

*Expected Outcome:*

That all Unit allocations correctly reflects the managerial responsibilities of kaiako, as well as enhancing and supporting the identified priority areas of the kura.

Ratified by the Board of Trustees:

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## *The Rationale:*

To ensure leave is taken in the appropriate manner and that due consideration is paid to both the applicant and kura operations and benefits.

## *Purpose:*

1. To categorise correctly the type of leave requested
2. To clearly define the status of leave for the purposes of processing pay
3. To clearly outline the considerations for granting or denying leave prior to application

## *Guidelines:*

Leave is categorised in 2 types. Firstly, leave which is part of an employee's entitlements in their respective collective agreements.

## *COLLECTIVE AGREEMENT COVERAGE: Entitlements for leave*

1. Entitlements are in accordance with collective agreements for staff covered by:
  - Secondary Teachers' (including Deputy and Assistant Principals and other Unit Holders) Collective Agreement
  - Primary Teachers' (including Deputy and Assistant Principals and other Unit Holders) Collective Agreement
  - Primary Principals' Collective Agreement
  - Support Staff in Schools Collective Agreement (SSCA)
  - Caretakers' and Cleaners' (including Canteen Workers') Collective Agreement
2. All these agreements set out specific entitlements for:
  - Sick leave
  - Bereavement/Tangihanga leave
  - Parental / Maternity leave

NOTE: It is important to note that the provisions differ from award to award
3. Some agreements make provisions for other leave of absence for:
  - Long service
  - Domestic
  - Retiring
4. The leave provisions outlined in the various Agreements will be honoured by the Board of Trustees
5. Internal process for leave applications must be followed via the online access portal.

Spreadsheets must be filled in and an email sent to the tumuaki, the relief teacher organizer and the Senior Administrator.

6. The tumuaki will then respond with a whakatau.
7. For ohore issues, the process must be completed immediately on their return to work. Any forms not completed within 7 days of returning to work will result in a meeting with the tumuaki to address the outstanding process. This may result in disciplinary measures dependent on the reason or credibility of the reason for not lodging retrospective leave after 7 days return to work.
8. Areas of leave not covered by the Agreements is deemed discretionary, therefore the following objectives have been approved by the Board of Trustees.

#### *Discretionary Leave: Leave for other reasons*

- The principal's applications for discretionary leave will be processed by the Board of Trustees.
- Staff requests for discretionary leave will be considered by the Board of Trustees on the Principal's recommendation.
  - i. The Board may delegate leave consideration and processing authority to the principal. It is required that this delegated authority must be minuted at a scheduled Board of Trustees meeting.
- Discretionary leave requests must be made at least one month prior to the leave required
- Exceptions will be given consideration in a case by case situation at the discretion of the Principal and where applicable, in consultation with the Chairperson of the Board.
- A staff member shall be granted up to three days leave with pay in any one school year to meet significant whānau/hapū/iwi obligations or its equivalent
- There are 2 parts when considering leave applications:
  - i. The application for leave of absence from kura.
  - ii. Leave with or without pay.
- The Principal/Board of Trustees will take the following into consideration when making the decision to approve/decline discretionary leave requests.
  - i. Applications for leave of absence from kura:
    - the timing of the leave and any potential disruption to the education of students; and/or operational requirements of the kura;
    - whether leave could reasonably have occurred during a term break;
    - availability of suitable relieving teachers;
    - the benefits to the kura in granting leave;
    - the extent of leave already granted;
    - the purpose for leave;
  - ii. Leave with or without pay:
    - Whether or not there are financial implications ie. Hiring a reliever etc
- Approval will not be unreasonably withheld
- In exceptional circumstances where staff members and/or students are disadvantaged, the

Board of Trustees reserve the right to re-assess and reconsider discretionary leave previously granted

- Based on the Board's obligations of being both an EEO and good employer, discretionary leave must be seen to operate consistently, fairly and in line with the unique perspective and values of the kura.

#### *Extended Leave*

Extended Leave is any leave that requires continued absence from duties beyond three days.

In the cases of applications for Sick Leave and Tangihanga, Collective Agreement Coverage: Entitlements for Leave will apply.

For either Extended Discretionary or Extended Pld Leave the Tūtohunga Tono Rangi Wātea must be used.

All sections of the Tūtohunga must be filled in.

No contractual, flight, accommodation, agreements for participation arrangements are to be entered into, confirmed or agreed upon until the Tūtohunga Tono Rangi Wātea has been signed off by Pou Ārahi and where applicable, tumuaki and / or BOT.

Note: All Discretionary, Pld and Extended Leave are applications and should not be assumed to be accepted until the proper approvals have been given.

#### *Expected Outcome:*

That staff leave is taken in accordance with entitlements outlined in the appropriate collective agreements, and that the considerations for discretionary leave are clearly explained prior to application.

**Ratified by the Te Wharekura o Kirikiriroa Board: February 2023**

**Signature:**



**(Presiding Member)**

**Next Review Date: 16th<sup>TH</sup> of February, 2026**

# NGĀ KAIKO HOU ME NGĀ KAITIAKI KAIKO HOU

Policy: 4: 06

14th of February, 2015

## *The Rationale:*

Te Wharekura o Kirikiriroa believes that Beginning Teachers are a taonga that need nurturing and support to ensure their personal and professional development. It is in the interests of both our children and the kaupapa that full support is given to these people to enable their registration to occur at the end of two years.

## *Purpose:*

1. To ensure that Tutor Teachers know and understand their roles.
2. To ensure that Tutor Teachers fulfil their duties.
3. To ensure that Beginning Teachers understand what is expected of them.
4. To ensure that Beginning Teachers fulfil their requirements for certification.
5. To ensure that mutual support, trust and understanding of each other's roles develops between both Tutor and Beginning Teacher.
6. To ensure that all staff understand the responsibilities regarding Beginning Teachers.

## *Guidelines:*

Refer to 'The Essential Handbook for Provisionally Registered Teachers and Tutor Teachers', (School Support Services, University of Waikato).

## *Expected Outcome:*

It is expected that the school will only benefit from this programme of whānau support for our Beginning Teachers and Tutor Teachers therefore, enhancing the quality of education for our children.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

### *The Rationale:*

To set in place an appraisal system and process that supports the development of professional knowledge, practice, leadership and management for employees at Te Wharekura o Kirikiriroa. Te Wharekura o Kirikiriroa Aromihi will comply with s 599 Education and Training Act 2020; and relevant; Collective Employment Agreement, and Section 599/600 Education and Training Act 2020/ Good Practice/MOE Guidelines.

### *Purpose:*

1. The aim of the staff performance appraisal process will be to improve the quality of teaching and learning outcomes by:
  - a. linking school goals and objectives as expressed in the Charter, to the goals and efforts of all staff.
  - b. making explicit the professional expectations as outlined in the Registered Teachers Criteria, job descriptions and other relevant standards
  - c. providing staff with support and development opportunities that will enable them to achieve their personal professional goals.
  - d. to ensure equity is achieved by providing in-service for all staff to focus on staff strengths and identify potential for use in the school setting.
  - e. to develop a cohesive staff working together as a team to achieve common goals.

### *Guidelines:*

1. The appraisal of the Principal is the responsibility of the Board of Trustees.
2. The responsibility for the appraisal of all other staff is delegated to the Principal who in consultation with staff will further delegate to appropriate senior management, appropriate Scale A teachers and / or acknowledged specialists in the field of focus.
3. Every member of the staff will have a job description which will assist in forming the basis of his/her job performance appraisal.
4. In consultation with the staff member being appraised, performance is appraised:
  - i. for Scale A teachers, Deputy and Assistant Principal's against the Interim Professional Standards promulgated in the current Primary Teachers, Deputy Principals, Assistant Principals and Other Unit Holder's Collective Employment Agreements.
  - ii. for the Principal against the Interim Professional Standards for Primary School Principals' as promulgated by the Ministry of Education and written into the Performance Agreement.

- iii. for ancillary staff and attached teachers against an agreed set of performance indicators developed after referral to job descriptions.
- 5. Every staff member is entitled to professional development time required to meet their objectives of his/her appraisal contract.
- 6. Staff training is paid for from the professional development budget.
- 7. All reports and agreements will be confidential to the appraisee, the appraiser and the Principal. They will be filed in each staff members personnel file in the Principal's office.
- 8. From time to time differences of opinion or concern over the process may occur and teachers may ask for a review of aspects of their appraisal.
  - Differences should if at all possible be worked through with the appraiser in a mediation process which focuses on solutions.
  - Support from the Principal, (or Deputy Principal if the Principal is the appraiser), can be enlisted as a second resort.
  - The focus of any review will be on solution of issues and negotiating of acceptable outcomes.
  - All appraisees have the final right to disagree with an appraisal report and to have attached to the report a letter to state this disagreement. They will also be advised of more formal complaints procedures they can follow such as the taking of a Personal Grievance to the NZEI.

### *Professional Development*

1. Refer to Professional Development Policy 4: 08

### *Teacher Registration*

1. All teachers must maintain current registration of their Practising Certificate.
2. A register detailing the registration of all teaching staff will be maintained. Details will include registration number and expiry date of registration.
3. Teachers will be reminded by the office at least 2 months prior to expiry date of the need to ensure registration is renewed.
4. Teachers cannot be employed if registration has expired.
5. Teachers currently employed will be stood down until Registration has been renewed and the original received by the school for certification as a true copy.

*Expected Outcome:*

The needs of the students and the school will only be further enriched by providing quality feedback and support through the appraisal process, PLD provisions and ensuring kaiako have a current teacher registration.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**



### *The Rationale:*

Education and development of employees is important throughout their employment to help them perform to the best of their ability

### *Purpose:*

1. Through the changing needs of students, curriculum development and the expectations of the community, Boards of Trustees are responsible for ensuring that all personnel, including themselves, are given the opportunity for further training and development.
2. To ensure every year, a staff development programme is approved and supported to enhance the educational opportunities of students and improve the capabilities of all staff.
3. To ensure every year, funds are allocated for the staff development programme.

### *Guidelines:*

1. Every year the Board of Trustees will adopt, on the advice of the principal, a staff development programme which specifies clear outcomes and methods for achieving these.
2. Before approving the staff development programme each year, the Board of Trustees will ensure that there is a component in the programme to equip staff to implement equity objectives.
3. Staff are entitled to improve their performance through individual or group development programmes. Because this is an ongoing process, a structured developmental programme needs to be established.
4. Personnel development needs may be met in a variety of ways:
  - through a staff appraisal process;
  - the school review involving all staff;
  - personal development for individual staff members
  - whole school/syndicate development to meet specific curriculum needs.
5. Programmes should include:
  - teacher-only days;
  - school based or local in-service courses on curriculum;
  - management courses;
  - school visits;
  - inter-class visits and observation;
  - series of staff/syndicate meetings;
6. The type of development planned will vary accordingly to identified needs, setting goals and time frames to achieve those goals, and a major consideration - budgeting to achieve the

goals.

Goals should:

- reflect school/individual identified education and development needs and priorities (current and future);
  - improve the learning of students;
  - enhance performance;
  - be definite, precise, relevant and measurable;
  - aim to stretch but be achievable;
  - have a definite time limit;
  - be few in number;
  - be linked to the appraisal process.
7. Appraisal is a developmental, supervisory, and evaluative activity. Appraisal has two main purposes:
- professional development - this includes goal achievement; individual development and growth; and improvement of the school;
  - a management function - appraisal relates directly to the school's accountability in terms of individual performance, and its achievement of its charter objectives.
8. Through the principal, the Board of Trustees will ensure that part-time teachers, long-term relievers and regular part-time ancillary staff will be given the same consideration and development opportunities as permanent/full-time staff. This will also apply to itinerants, and specialist teaching staff.

*NB: Categories of employment are as per relevant C.E.C's*

9. Ancillary staff development should provide opportunities to join teaching staff in their programmes as appropriate, especially those related to school development (such as charter or policy development).
10. Staff requests for financial assistance in paying professional development related fees will be judged on a case by case basis. Criteria upon which decisions will be made include:
- staff length of service
  - relevance of the course to the school
  - availability of funds.

The issue of whether the course is full-time or part-time is not a consideration.

*Expected Outcome:*

On-going professional development will increase the capabilities of staff and will enhance educational opportunities for our children.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**

A handwritten signature in black ink, appearing to read 'M Norton-King', written in a cursive style.

**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TE WHAKAWĀTEA KAIKO

Policy: 4: 09

14th of February, 2015

### *The Rationale:*

Through the provisions of time and negotiation capacity, the kura will support kaiako in addressing workload.

### *Purpose:*

1. The purpose of classroom release time is to address teacher workload to maximise benefits for student learning. The use of classroom release time will be professionally useful for the school's teaching and learning programmes, the teacher's professional growth and the learning needs of the students.

### *Guidelines:*

#### Allocation of Classroom Release Time

1. Each kaiako will be allocated 2 days per term.
  - a. Kaiako who are not provided 10 hours release time within their term timetables (excluding P.R.T and Pouako release times) will be eligible for full C.R.T entitlement.
  - b. Kaiako who do have timetabled release times (excluding P.R.T and Pouako release times) but do not equate to meeting the 10 hour entitlement per term threshold, will receive the outstanding time in accordance with C.R.T allocation guidelines.
  - c. Kaiako who receive timetabled release times (excluding P.R.T and Pouako release times) equal to or in excess of the 10 hour per term allocation will not be eligible for further C.R.T
2. The C.R.T roster will be organised by the school Assistant Principal, taking into account where possible the requests of individual teachers.

*NB: where school sessions prevent allocation of precisely 10 hours of classroom release time, the school shall endeavour to provide as close as possible to the 10 hour entitlement including, where needed, advanced or delayed entitlement across the 4 terms of each school year.*

### *When CRT cannot be provided for genuine reasons*

3. Where for genuine reasons, during term planning or at short notice, it is not possible to provide CRT to an individual or group of teachers the school will:
  - a. Record the reason for non-delivery and use the record of non-delivery when reviewing the policy
  - b. Endeavour to reallocate the CRT at a later date in that term, if not then before the

end of the school year

- c. Review the CRT policy if required

There is no expectation that CRT will be carried over by new kaiako from their previous school, who have been employed after a new term has begun. This may be negotiated with the principal.

4. Duty during C.R.T, covering duty can be negotiated by the kaiako with the relieving kaiako.

In our school classroom release time will be used for:

<b>Either kaiako specific / mentor and mentored or team / syndicate</b>
Planning
Evaluation
Reports
Onsite Personal / Professional Development
Teaching observations
Reading / research
Assessment
Moderation

#### *Kaiako CRT*

A kaiako may be appointed to the position of CRT Kaiako through the appointments process. It is expected that the CRT Kaiako;

1. Be provided the long-term plan for each term, for each class covered at the conclusion of the previous term.
2. Be provided a classroom description including any relevant timetables, special requirements, responsibilities or programmes that tamariki may need to attend during the C.R.T.

Where a reliever is not contracted to the C.R.T release position, it will be the responsibility of the kaiako to prepare the work for the day.

*Expected Outcome:*

The provisions of this policy will provide support in addressing kaiako workload, and benefit student learning and achievement.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**

A handwritten signature in black ink, appearing to read 'M. Newton-King', written in a cursive style.

**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

### *The Rationale:*

When s arise about staff of the school, they must be handled with care and sensitivity. Prompt action and fair, effective measures are in the interests of staff, caregivers and children.

### *Requirements:*

1. As State Sector employees, Boards of Trustees are required to operate personnel policies that ensure fair treatment for employees, provide good safe working conditions and opportunities for the enhancement if individual capabilities (State Sector Amendment Act 1989, Part V11A).
2. Good employers will provide the conditions for fair treatment of employees and one that is protective of staffs' good names and professional standing; maintains a school climate within which staff can work confidently; and ensures appropriate action is taken to resolve concerns.
3. These guidelines are not withstanding the provisions relating to discipline and competency contained in all current Collective Employment Agreement and any other employment contracts which are in force in the school, which will be adhered to at all times.
4. The Code of Behaviour for the Board of Trustees, clearly states an obligation individually and collectively to respect the integrity of the principal and staff, and to respect the principal's role of professional leader.
5. These guidelines are based on the NZEI guidelines for complaints against teachers
6. For the purposes of these procedures, a complaint is defined as a formal request from a person to have an issue resolved.

### *Principles:*

These procedures on complaints:

1. Has a focus on conflict resolution.
2. Recognises the role of the principal as professional leader and manager of the school.
3. Provides employees with early advice when their conduct or performance is in question.
4. Provides employees with an opportunity to reply to any concerns and to correct behaviour or improve performance.
5. Ensures that when unsatisfactory conduct or performance persists, action on complaints is fair and reasonable and is in accordance with the relevant employment contracts.
6. Recognises that the Principal and staff have the right to involve a mediator or an industrial advocate at any point in the complaints' proceedings.
7. Ensures that there will be prompt response to complaints.

8. Requires confidentiality of the parties as part of the requirements for professional conduct.

*Purpose:*

1. To provide board members, senior management, staff, children and caregivers with clear and consistent procedures and guidelines for the making and handling of complaints.

*Guidelines:*

1. Receiving Complaints:
  - 1.1. The Principal as professional leader of the school and chief executive of the Board of Trustees has the major responsibility in decision-making on action to be taken in the resolution of complaints.
  - 1.2. All complaints, including those that concern the Principal, should be referred directly to the Principal.
  - 1.3. The Principal may receive personally presented verbal complaints, directly or through the Board of Trustees.
  - 1.4. The Principal may advise the complainant to submit the complaint in writing.
  - 1.5. The complainant must sign all written complaints. Unsigned or anonymous complaints will be disregarded.
  - 1.6. The Principal, or the Board of Trustees will acknowledge all written complaints in writing as received.
2. Responding to Complaints (other than against the Principal):
  - 2.1. A preliminary step in the resolution of complaints is discussion of the complaint with the complainant and staff member, separately if appropriate, and may involve an independent facilitator. A meeting of all parties will be held if necessary. Most complaints begin and end at this point.
  - 2.2. An investigation into the allegations or facts around the allegations may take place to correctly ascertain or confirm claims
  - 2.3. If claims and / or allegations are proven to be false, misleading or contravene opinions of a majority who are classified as witnesses to events or in close enough proximity to where their views can be credible, the investigation will cease, the complaint concluded with no issue and the Board and Complainant notified of the action and rationale.
  - 2.4. If the investigation confirms the allegations or identifies sufficient cause to continue, the process will continue.
  - 2.5. The complainant will be listened to and acknowledgement will be made of the complainant's feelings on the matter.
  - 2.6. Responsibilities for actions to resolve the complaint will be established and agreed to by the parties. That is, the Principal's role, the staff member's role or the complainant's role.
  - 2.7. Where appropriate, a record will be made of the agreement(s) reached and signed



copies of this will be provided to the complainant, the staff member and a copy kept by the Principal.

- 2.8. Strategies to prevent a repetition of the situation will be discussed. If agreement cannot be reached on how to resolve the complaint, the Principal will decide on action that is consistent with the appropriate school policy and the relevant employment agreement. All parties must respect the authority of the Principal to make decisions on the administration and management of the school.
  - 2.9. The Principal will report to the Board on the resolution of complaints referred from the Board, any other serious complaints that have been resolved, and on other complaints that have not been satisfactorily resolved. The Board will then officially reply to all such complaints outlining actions taken, or if a resolution has not occurred, may recommend further action.
  - 2.10. If the complaint is subsequently still not satisfactorily resolved, the Board may institute disciplinary action in accordance with the relevant employment agreement. At this point the Principal will place a report on the situation on the staff member's personal file with an expiry date for the removal of the information, if the matter is satisfactorily resolved.
3. Complaints Against the Principal:
- 3.1. In the first instance, such complaints should, where at all possible, be made directly to the Principal. At this point every effort will be made by the Principal to resolve the complaint by discussion with the complainant. Complainants may also choose to take a support person with them during this process.
  - 3.2. The Principal may also choose to invite the Deputy Principal or Assistant Principal to be present during the discussion.
  - 3.3. If resolution does not occur and the complainant wishes to take the matter further, the complaint must be submitted in writing to the Board of Trustees and signed by the complainant.
  - 3.4. The Board will provide the Principal with a copy of the letter and request a written response.
  - 3.5. The Board will acknowledge the complaint and inform the complainant of any actions taken in resolution. Where the Board considers that the resolution is reasonable and effective, the complainant and the Principal should be advised by the Board that no further action will be taken.
  - 3.6. If the Board is not satisfied, the full Board or a sub-committee of the Board may discuss the complaint with the Principal and recommend actions to the Principal. The Principal will be invited to respond to the Board's written recommendations.
  - 3.7. In the case of serious allegations, the Board will convene a sub-committee to investigate and report on the substance of the complaint, and the Principal will be invited to respond.
4. Complaints Against Colleagues:
- 4.1. All complaints against colleagues must be directed to the Principal.
  - 4.2. Staff members will not refer complaints directly to the Board of Trustees before

serious attempts have been made to reconcile differences and resolve complaints within the school.

- 4.3. Staff members may choose to discuss the concern first with their syndicate leader on a confidential basis if they desire, but if they then wish to make a complaint, they must address the concern to the Principal. They may choose to take a support person with them when they address their concern to the Principal.
- 4.4. The Principal may also choose to invite either the Deputy Principal or Assistant Principal to be present during the discussion.
- 4.5. The Principal will listen to the complainant, acknowledging their feelings on the matter and will then follow the procedure listed under clause 2.
5. Complaints Against the Staff Representative:
  - 5.1. The staff representative's role in resolution of complaints or disciplinary action is that of an ordinary Board member. If the staff representative feels that a conflict of interest arises from that role, he or she has the right to elect to withdraw from any discussion.
  - 5.2. The staff representative on the Board will not take part in any discussion regarding action on complaints that concern the trustee personally as a member of the school staff but may be asked to withdraw. The Board will then follow the normal procedures for complaints.
6. Complaints Against the Board or Individual Members of the Board of Trustees:
  - 6.1. Any complaints against the Board or individual members of the Board are to be made in writing to the Board. The Board will discuss and give due consideration to any such complaint and will advise the complainant in writing of the outcome of such discussion and any action taken.
  - 6.2. With regard to any serious complaints or unresolved complaints, the complainant is to be advised that they may contact the Manager of the Ministry of Education for further advice. Appropriate attempts must have been made to reconcile differences and resolve complaints within the school.

*Expected Outcome:*

Complaints made against staff members at Te Wharekura o Kirikiriroa are addressed and resolved in a fair, transparent, considerate and efficient manner.

**Ratified by the Te Wharekura o Kirikiriroa Board: 14<sup>th</sup> of June, 2024**

**Signature:**



**(Presiding Member)**

**Next Annual Review Date: 14<sup>th</sup> of June, 2025**

# TE WHAKAHAUMARU KĪANGA

Policy: 4: 11

0th of April, 2015

## *The Rationale:*

Te Wharekura o Kirikiriroa Board of Trustees ensures procedures are in place to meet the requirements of the Protected Disclosures Act 2000.

## *Purpose:*

1. To encourage people to report serious wrongdoings in the workplace by providing adequate and appropriate protection. This applies to public and private sector workplaces.

## *Guidelines:*

Procedures for making a protected disclosure under the Protected Disclosures Act 2000.

1. If on reasonable grounds you believe you have information that a serious wrongdoing is occurring [or may occur] within the school and you wish to disclose that information so it can be investigated you can make a protected disclosure to the principal.
2. This can be done verbally or in writing. You should identify that the disclosure is being made under the Protected Disclosures Act and is following the board procedure, provide detail of the complaint [disclosure], and who the complaint is against.
3. If you believe that the principal is involved in the wrongdoing, 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 chairperson of the board of trustees.
4. It is then up to the person you disclose to, to decide if the disclosure constitutes a serious wrongdoing, and that the allegations need investigating. They can decide:
  - a. to investigate the disclosure themselves
  - b. to forward the disclosure to the board or a delegated committee of the board to investigate
  - c. whether it needs to be passed on to an appropriate authority. If it goes to an appropriate authority they will advise you that they are now investigating the complaint.
5. If you believe that both the principal and the chairperson of the board of trustees may be a party to the wrongdoing or in close relationship with the person/s involved in the wrongdoing you can approach an external “appropriate authority” direct yourself.

## *Who is an “appropriate authority”?*

1. As noted above, in some circumstances the disclosure could be made to an appropriate authority by yourself or the person to whom you have made the disclosure. An appropriate

authority is defined in the Act as including:

- a. includes---
    - i. the Commissioner of Police:
    - ii. the Controller and Auditor-General:
    - iii. the Director of the Serious Fraud Office:
    - iv. the Inspector-General of Intelligence and Security:
    - v. an Ombudsman:
    - vi. the Parliamentary Commissioner for the Environment:
    - vii. the Police Complaints Authority:
    - viii. the Solicitor-General:
    - ix. the State Services Commissioner:
    - x. the Health and Disability Commissioner; and
  - b. includes the head of every public sector organisation, whether or not mentioned in paragraph (a)."
2. Clause (b) can mean that in certain circumstances the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officer of the Education Review Office (ERO).

#### *Why can't I just go to the appropriate authority myself?*

1. There are three circumstances when you can go directly to the appropriate authority:
  - a. When you believe that the head of the organisation is also a party to the wrongdoing or has an association with the person which would make it inappropriate for them to investigate.
  - b. If the matter needs urgent attention or there are other exceptional circumstances.
  - c. If after 20 working days there has been no action or recommended action on the matter to which the disclosure related.

Otherwise you need to go through the internal processes.

#### *What happens if even the appropriate authority does nothing?*

1. You could then make the disclosure to the Ombudsman [unless they were the authority you have already disclosed to] or a Minister of the Crown.
2. The Act does not protect you if you disclose information to the media or a member of parliament other than a Minister of the Crown in the circumstances referred to above.

#### *Where can I find out more information?*

1. If you notify the Office of the Ombudsman verbally or in writing, that you have disclosed or are considering a disclosure under this Act, they must provide information and guidance on a number of matters including those discussed here and the protections and remedies available under the Human Rights Act 1993 if the disclosure leads to victimisation.

2. A copy of the Act can be found on the internet at Legislation online  
<http://www.legislation.govt.nz/act/public/2000/0007/latest/DLM53466.html>
3. This policy should be read in conjunction with the attached document, "Protected Disclosures Act 2000, Information for Staff."

### *Information specific to Staff*

The Protected Disclosures Act 2000 came into effect on 1 January 2001. The Act requires that public sector organisations such as schools have an internal process that staff can use if they wish to make a protected disclosure. The following information details this process and provides you with information about the protections given in the Act.

### *Who can make a protected disclosure?*

- A staff member? (either temporary or permanent)
- A contractor supplying services to the school
- A former staff member (either temporary or permanent)

If you fit into any of these categories you are able to make a disclosure under the provisions of this Act.

*Note: The Act does not apply to parents or board of trustees members unless they are staff members of the school. It is for the protection of employees. For the purposes of this Act the board of trustees is the employer.*

As a public sector organisation boards are required to have an internal procedure for staff, contractors, or former employees to make protected disclosures within the school.

### *What is a "protected disclosure"?*

Protected means that as long as you have reasonable grounds to believe that a serious wrongdoing is being done by or in the organisation by the above people you can report in good faith asking that the wrongdoing be investigated without worrying about negative consequences.

It is important to remember that this is an Act to protect employees and the disclosure will be about the employer or another employee/s not a student or parent.

### *What is a serious wrongdoing?*

The Act defines a serious wrongdoing as being any of the following:

- a. an unlawful, corrupt, or irregular use of public funds or public resources; or
- b. an act, omission, or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
- c. 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
- d. an act, omission, or course of conduct that constitutes an offence; or
- e. an act, omission, or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement,---"

### *How am I protected?*

You are "protected" when making a disclosure in the following ways:

- your identity will be confidential unless you give permission to be identified\*
- you cannot be victimised by your employer for having disclosed the information
- you are not liable for civil or criminal proceedings for disclosing the information
- if you believe that you have been unfairly treated in your job or unreasonably dismissed following a disclosure you can take a personal grievance against your employer.

There are some limitations to this described in the Act. These are:

1. Every person to whom a protected disclosure is made or referred must use his or her best endeavours not to disclose information that might identify the person who made the protected disclosure unless---
  - a. that person consents in writing to the disclosure of that information; or
  - b. the person who has acquired knowledge of the protected disclosure reasonably believes that disclosure of identifying information---
    - i. is essential to the effective investigation of the allegations in the protected disclosure; or
    - ii. is essential to prevent serious risk to public health or public safety or the environment; or
    - iii. is essential having regard to the principles of natural justice.
2. A request for information under the Official Information Act 1982 [other than one made by a member of the police for the purpose of investigating an offence] may be refused, as contrary to this Act, if it might identify a person who has made a protected disclosure."

This protection depends on you making the disclosure in accordance with the internal procedure.

*Expected Outcome:*

That people are confident in reporting any wrong doings in their workplace without fear of negative repercussions.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# TE WHAKAWETI KI TE WĀHI MAHI

Policy: 4: 12

20th of April, 2022

## *The Rationale:*

To ensure that no form of harassment occurs within the school

## *Purpose:*

1. To maintain a safe physical and emotional environment for students and staff.
2. To respect individual differences including gender, ethnicity, sexual orientation, disability, physical appearance.

## *Definition*

Harassment is defined as behaviour which is unwelcome or offensive to a student, staff member or caregiver. It may be physical, verbal, emotional, written, actual or implied, sexual harassment or involve sexual innuendos, possible promise of preferential or detrimental treatment, threats. The behaviour may be between adults, adult to child, child to child or child to adult. The behaviour is of such significance that it has a detrimental effect on that person's schooling, parenting, job satisfaction or job performance.

## *Guidelines:*

1. Anyone experiencing workplace harassment should immediately make it clear to the person responsible that such behaviour is unwarranted and unacceptable.
2. Should the unacceptable behaviour continue the Complaints procedure should be initiated.
3. Should there be more than one complainant they are to be interviewed separately.
4. The school's policy and the Human Rights Act are to be explained to the defendant who will have right of reply.
5. In informing the Board of Trustees, the Principal may keep confidentiality of parties involved until the complaint is upheld.
6. If the case proceeds to Board level possible action to be taken includes:
  - Correction and/or counselling
  - Warning and reprimand in writing
  - Suspension
  - Dismissal
  - Referral to Police or other agencies
7. In determining appropriate action, consideration will be given as to whether or not it is the first complaint, the seriousness of the offence, length of service, job performance of a staff member, effect of the disciplinary measure on a student's schooling. Consideration has to be



given to the safety of others.

8. If a staff member is involved consideration needs to be given to the relevant collective or individual employment agreement.
9. Advice and support may be engaged from STA, NZEI, Human Rights Commission.

*Expected Outcome:*

**Ratified by the Te Wharekura o Kirikiriroa Board: 14<sup>th</sup> of June, 2024**

**Signature:**  **(Presiding Member)**

**Next Annual Review Date: 14<sup>TH</sup> of June, 2025**

# PRIVACY ACT

Policy: 4: 13

20th of April, 2015

## *The Rationale:*

To promote and protect individual privacy in line with the principles of The Privacy Act 1993

## *Purpose:*

1. To establish guidelines for maintaining individual privacy.

## *Guidelines:*

1. The Principal will act as Privacy officer who will ensure that the principles embodied in the Act are adhered to.
2. Procedures will be implemented which govern the collection, storage, use and disclosure of information.

## *Collection of Information*

1. Purpose The school may not collect personal information unless there is a lawful and specified legitimate purpose for collecting that information relating to the functioning of the school.
2. Source: the school must generally collect data directly from the individual concerned (or the parent). However, it is not necessary to comply with this principle if we believe on reasonable grounds that:
  - The information is publicly available
  - The individual concerned authorises collection of the information from someone else
  - Compliance would prejudice the purpose of the collection
  - The information will not be used in a form in which the individual concerned is identified
3. Collection: where personal information is collected from an individual, the school must ensure the individual is aware of the purpose for which it is collected, the intended recipients, and the rights of access to and correction of that information.
4. Manner of Collection: the school must not collect personal information by unlawful, unfair or reasonably intrusive means.

### Storage use

Security: the school must ensure that personal information is secure against loss, modification or misuse to a degree that is reasonable in the circumstances.	Access: the school must allow an individual to confirm that he / she has a file, access it, check it, and if the individual thinks fit, request correction.	Correction: An individual is entitled to request any correction. Where such correction is not made, the individual is entitled to have a statement of the correction sought attached to the information.
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1. Accuracy: the school must take steps to ensure that, before use, information is accurate, up to date, complete, relevant and not misleading.
2. Information Retention: the school must not keep personal information longer than is required for the purposes for which the information was collected.
3. Limits of Use: personal information collected by the school for one purpose may not be used for any other purposes unless the school believes on reasonable grounds that:
  - The information is publicly available
  - The use of the information for that other purpose is authorised by the individual concerned
  - The use of the information for another purpose is necessary to prevent an imminent threat to health or safety
  - The use of the information is in a form in which the individual is not identifiable

### Disclosure

1. Limits on Disclosure: the school may not disclose personal information unless we believe on reasonable grounds that:
  - Disclosure is one of the purposes for which the information was obtained (e.g. pupil assessment disclosed to parents, ERO etc)
  - That the source of the information is a publicly available publication
  - Disclosure is to the individual concerned
  - Disclosure is authorised by the individual concerned
  - Disclosure of information is necessary to prevent an imminent threat to health and safety
  - The information disclosed is used in such a way that the individual concerned is not identified
  - The use of the information for that other purpose is authorised by the individual concerned
2. In accordance with the Act, the Principal will act as Privacy Officer to monitor the use and

access of personal information held by the school.

3. Confidential information will be stored in the lockable filing cabinets (in the Principal's office or the Administration Office area) and will be locked when not attended by staff.

*Expected Outcome:*

The collection, storage and use of information is kept secure in accordance with The Privacy Act 1993.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# TE ARA WHAKATIKA HĒ Ā KAIMAHI

Policy: 4: 14

20th of April, 2015

## *The Rationale:*

To establish a process for dealing with staff discipline issues.

## *Purpose:*

1. To ensure that legislation, policies, guidelines and expectations are adhered to by staff.
2. To ensure that any disciplinary action is carried out in a just and fair manner for the employee
3. To maintain an environment where the emphasis is on the quality of teaching and learning

## *Guidelines:*

1. All disciplinary situations are subject to the strictest confidentiality,
2. The process may involve a verbal warning, followed by a written warning preceding any disciplinary action.
3. The Principal is responsible for any disciplinary action to the final stage. This includes consulting with and keeping the Board informed. If the disciplinary action involves the Principal, the Board Chairperson will be responsible for the process.
4. Every attempt will be made by the Principal and Board of Trustees to informally resolve any issues involving staff prior to the issue becoming a major one requiring disciplinary action.
5. **Verbal Warning** - the staff member is advised of the matter causing concern, the corrective action required and the time frame allowed to make necessary changes. A written confirmation that the verbal warning has been given then follows.
6. **Written Warning** - the staff member is given appropriate time to respond to the Principal's evaluation of the situation. Further investigation and discussion may follow. It is advisable that another senior staff member is present during the process.
7. All documentation relating to the investigation is to be kept and signed by the staff member, senior staff member and Principal, with copies for the staff member and their personal file.
8. **Disciplinary Action** – The Principal will make a recommendation to the Board of Trustees and not take part in any final decision. Options for recommendation may include:
  - Additional training or supervision
  - Suspension - as per CEA or IEA – discussion between Board and Principal re when this might occur.
  - Dismissal - in cases of serious misconduct summary dismissal without notice may occur. Nevertheless a full investigation is carried out and the employee given the opportunity to respond to the allegations or results of the investigation.
9. Serious Misconduct may include:

- Physical, verbal or sexual abuse
  - Failure to carry out lawful instruction
  - Failure to abide by school policies and guidelines
  - Misappropriation of school funds or property
  - Any action or lack of action considered serious in the light of circumstances at the time
10. The full Board or a Board sub-committee will meet to discuss the issue. The employee is invited to attend with support and is given any documentation prior to the meeting and a final opportunity to respond. Details of the meeting are to be minuted and recorded.
  11. If the outcome is dismissal the employee may request a written statement of the reasons for dismissal as per the Employment Contracts Act (Section 38). The statement must be provided within 14 working days of receipt. Failure to provide the reason or the correct reason may jeopardise the employer's position in the event of a personal grievance case.
  12. If there is a dismissal the Board may wish to manage the situation to reduce damage to the school reputation, to the employee or other employees or students. This should be done following consultation with the dismissed party and their support people.
  13. External support from the School Trustees Association is advised throughout the process.
  14. At no stage during the process is the Principal, senior staff member or Board member to suggest to the staff member any change to their employment status as this might be interpreted as "constructive dismissal" at a later stage.
  15. If a case for discipline is found such action may be negotiated with the employee and their support person/s.
  16. The Board of Trustees will hold professional liability insurance at all times and the insurer will be notified immediately should there be a probability of a claim against the Board.

*Expected Outcome:*

That a process to enact disciplinary steps be clear and consistent.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

### *The Rationale:*

To have a clearly defined process for handling staff competency issues to ensure that staff employment agreements are implemented and the process is fair for all those involved.

### *Purpose:*

1. To ensure that the normal, acceptable areas of an individual's professional development needs as identified by the Staff Appraisal process are not misconstrued as questioning that staff member's competency.
2. To ensure that the staff member is alerted early to any question of their professional competency.
3. To identify the specific elements of the staff member's performance causing concern, identify the corrective action required and the timeframe allowed for correction.
4. To ensure all those involved in the process receive adequate and appropriate support.
5. To protect the employee against any unjustified or vindictive action.
6. To ensure that any disciplinary action taken by the Board is fair and appropriate to the circumstances and is carried out in such a way as not to leave the Board susceptible to a personal grievance claim by the employee.

### *Guidelines:*

1. The Principal is responsible for putting in place appropriate assistance and personal guidance for an employee. If this ongoing assistance has not remedied the matters of competency causing concern these guidelines will govern the action to be taken.
2. The competency process will have regard to the relevant employment contract.
3. Each staff member's Job Description should be reviewed on an annual basis.
4. Matters causing concern should in the first instance, attempt to be resolved by informal discussion, counselling and support.
5. If the concerns are not resolved informally the Principal will commence formal competency procedures as follows.
6. The staff member is to be advised in writing by the Principal that they may have representation throughout this process and to be told in advance of the purpose of any meeting convened in accordance with this procedure.
7. The Principal is to have a second person as a witness present throughout this process.
8. First Warning (Verbal)  
The staff member must be advised of the specific matter(s) causing concern and have an opportunity to respond. If corrective action is required the staff member must be advised of

the corrective action required and the time frame allowed. This time frame is to be determined by the Principal. The employee is to be advised that failure to perform to the required standard will result in a written warning.

9. The corrective action, timeframe and specific assistance provided to the staff member concerned will be documented and signed by employee, staff member witness and the Principal.

10. Written Warning

The teacher's performance will continue to be monitored and if no improvement is found the matter is to be discussed at a formal meeting with the employee and an explanation sought. If the explanation is unsatisfactory then a written warning is to be given advising them that their employment is in jeopardy. (Further investigation may need to be carried out first to clarify points of disagreement).

11. The staff member must be advised in writing of the specific matter(s) causing concern, of the corrective action required and the time frame allowed. This is to be signed by the Staff Member, Principal and his/her witness. The employee is to be advised that failure to perform will lead to the Principal recommending to the Board of Trustees that they review the employee's continued employment and possibly termination of that employment.
12. The process and results of any evaluation are to be recorded in writing, signed by the Principal and staff member. One copy is to be given to the staff member, one is to be placed on the staff member's personal file.
13. Where insufficient improvement occurs a further meeting is to be held and if the employee has no satisfactory explanation for the failure to meet the requirements the Principal may notify the employee that she/he will recommend to the Board of Trustees that they review the staff member's continued employment and the possible termination of that employment.
14. No action shall be taken by the Board of Trustees on the report until the teacher has had the opportunity to respond in writing to the Board of Trustees and be heard by them if the staff member so wishes.
15. At no time during this process is the Principal, any other senior staff member or any member of the Board to recommend to the staff member any change to their employment status as this could be taken as "constructive dismissal" and be grounds for a possible personal grievance case.

16. Final Action

- The Principal makes a recommendation to the Board
- The Principal is to remove him/herself from the final decision. This fact and a record of the Board's discussion are to be minuted
- The full Board or a Board sub-committee will meet to discuss the issue. The employee is invited to attend with support and is given any documentation prior to the meeting and a final opportunity to respond. Details of the meeting are to be minuted and recorded.
- If the outcome is dismissal the employee may request a written statement of the reasons for dismissal as per the Employment Contracts Act (Section 38). The



statement must be provided within 14 working days of receipt. Failure to provide the reason or the correct reason may jeopardise the employer's position in the event of a personal grievance case.

17. The Board of Trustees will decide whether and when to consult with the School Trustees Association.

18. The Board will hold Professional Liability Insurance at all times. The insurer will be contacted to advise that a personnel issue is being dealt with.

19. Serious Misconduct

If there is misconduct that is sufficiently serious it may warrant instant dismissal as per section 3.6 of both contracts and 7.13.3 of the Support Staff Contract, irrespective of the steps laid down in this procedure.

20. Principal's Competency

Should the Principal's competency be questioned the Board will follow the procedure outlined in this policy with the Board of Trustees Chairperson acting in the position where the policy refers to the Principal.

*Expected Outcome:*

That a process to enact competency steps be clear and consistent.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

# TE PŪTEA, NGĀ TŪWĀHI ME NGĀ RAWA

## TE WHAKAHAERE WHARE / RAWA

Kaupapa Here: 5: 01

15th of April, 2016

### *The Rationale:*

Through environmentally friendly methods, ensure buildings, facilities and grounds are maintained to a high standard.

### *Purpose:*

1. To provide a healthy and attractive environment safe for the use of children, staff and the wider community.
2. To comply with Safety and Health regulations.
3. To Comply with the conditions of the Property Occupancy Agreement.
4. To ensure that there is a Property Management Team in which the Principal will play a leading roll.

### *Guidelines:*

That the Board and Property Management Team:

1. Will set the goals and priorities annually of repair, maintenance and replacement items in accordance with the annual budget.
2. Will develop and implement a long-term repair, maintenance and replacement programme which is reviewed annually.
3. Will ensure that all work must comply with Ministry standards concerning health and safety.
4. Will assess the capital works needs annually and advise the Ministry of Education.
5. Will use environmentally friendly products and methods in school maintenance
6. No products that could be unsafe or cause harm to students or staff to be used in the maintenance of the kura.

### *Expected Outcome:*

To provide a hygienic, tidy, healthy and safe buildings, facilities and grounds to all who use them.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TE HURINGA TAURIMA

Kaupapa Here: 5: 02

15th of April, 2016

### *The Rationale:*

In terms of state schools occupancy agreement with the Ministry of Education, all schools should have a ten year maintenance plan.

An essential and integral part of Financial Management is the requirement for the Board to plan for the future.

### *Purpose:*

1. To enable the school to calculate with increased certainty the annual amount required to be set aside to meet cyclical maintenance obligations when they fall due.
2. To ensure approval of an annually revised ten year maintenance plan together with the next year and subsequent years annual financial allocation.

### *Guidelines:*

1. The ten year maintenance plan should be realistic and assign to given years the range of maintenance projects necessary to keep the school in good condition. At the conclusion of each year another year is added, so retaining the ten year spreadsheet.
2. To ensure cash resources are available to finance maintenance projects as they fall due, an equivalent sum of money should be transferred to a designated deposit account.
3. The annual allocation in its simplest form should be equal to the sum of the ten year maintenance forecast divided by ten. Interest gained will be added to or credited to the deposit account designated by the Board of Trustees.
4. For budgeting purposes a recurring journal entry equal to 1/12th of the annual amount will be set up. This recurring entry provides for more accurate reporting of the monthly operating surplus and liquidity position.

Note: This journal entry is non-cashed based and in itself does not provide the cash resources to finance future maintenance. The actual transfer will be made towards the end of the financial year, after most income has been received.

5. The obligation to maintain the school's buildings and property to agreed standards be provided for in the accounting records and disclosed in the financial statements.
6. The programme will be monitored regularly, and reviewed before the beginning of each school year.

*Expected outcome:*

That the school will be maintained in a safe and attractive learning environment and continually upgraded.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TE WHAKAMARU RAWA

Kaupapa Here: 5: 03

15th of April, 2016

### *Rationale:*

To ensure school assets are operational, compliant and available for everyday use.

### *Purpose:*

1. To protect the assets of the school in the interests of providing appropriate and adequate resourcing for student learning, safety and welfare.

### *Guidelines:*

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The principal is delegated day to day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the principal must:

1. Ensure all Board assets are insured
2. Not allow unauthorised personnel or groups to handle funds or school property
3. Not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
4. Maintain an up to date asset register for all items or furnishing, plant machinery, equipment, text and library books costing more than \$500
5. Ensure the implementation of the 10 year property maintenance plan
6. Engage sufficient property maintenance staff for the school within budget limitations
7. Receive Board approval for maintenance contracts over \$5,000.00 for any one contract
8. Conduct competitive tenders for all contracting
9. Protect intellectual property, information and file from loss or significant damage or unauthorized access or duplication
10. Not receive, process or disburse funds under controls that are insufficient to meet the Boards appointed auditors standards
11. Not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

*Expected outcome:*

That the schools assets will be be managed and protected appropriately for both daily and long-term use

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**

A handwritten signature in black ink, appearing to read 'M. Newton-King', written in a cursive style.

**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# NGĀ RAWA PŪMAI ME TE HEKENGA WĀRIO

Kaupapa Here: 5: 04

15th of April, 2016

## *Rationale:*

To ensure the value of fixed assets recorded in the school's annual financial statements is materially correct and that the annual depreciation charge fairly represents the use of the assets over their lives.

## *Purpose:*

- To identify what are classed as assets and how they are valued
- To determine depreciation and disposal of assets

## *Guidelines:*

### Definition

- Fixed assets are physical assets that are held by the school for use in the production or supply of goods and services, for rental to others or for administrative purposes, and have been acquired or constructed with the intention of being used on a continuing basis.
- Fixed assets may also include items held for the maintenance or repair of other assets.
- Fixed assets are property, plant and equipment used by the school for more than 12 months, over which the school has control.
- Land and buildings that are owned by the Crown are occupied on the basis of a property occupancy agreement.

### *Cost (Valuation)*

- Fixed assets transferred to the Board of Trustees on 1 October 1989 are recorded at valuation on that date and have since been depreciated.
- All other fixed assets are initially recorded at cost or, in the case of donated assets, initially recorded at their fair value at the date of receipt. Initial cost includes the purchase consideration, or fair value as the case may be, and those costs directly attributable to bringing the asset to the location and condition necessary for its intended use.
- Fixed assets are valued at historical cost and are not revalued. Subsequent expenditure that increases or extends an asset's service potential is capitalised.
- Where assets have been revalued in past periods the asset has been recorded at the last valuation. The school has now ceased to revalue assets with additions since that date recorded at cost.

### Recognition

- Items of property, plant and equipment with an individual value in excess of \$250 are capitalised on purchase.
- Items with an individual value below \$250 are expensed with the exception of furniture and fittings that are purchased in quantity where the total value exceeds \$250, e.g. classroom sets of desks and chairs. This is to reflect their significant total value as a percentage of the total assets held by the school.
- Textbooks, minor sports or teaching equipment, even when purchased in quantity, are recorded as a learning resource and not capitalised on purchase. This reflects the high usage and frequent curriculum changes that make textbooks obsolete or the need for regular replacement of other items and their overall low value when compared to the total fixed asset holding.

### Depreciation

- Fixed assets are depreciated on a systematic basis. Fixed assets, except for library books, are depreciated so as to charge their cost or value over their estimated useful life on a straight-line basis.
- Estimated useful lives are :

Classroom Furniture	10 years
Office Furniture	5 years
Office Equipment	5 years
Other Equipment	5 years
Computers	5 years
Plant & machinery	5 years
Buildings	40 years
Leasehold Improvements	40 years
Playground Equipment/grounds improvements	5 years

- Library books are depreciated on diminishing value at 12.5% per annum
- Leased equipment is depreciated over the lease term. (When classified as a finance lease under SSAP-18)

### Gain/Loss on Disposal

- When a fixed asset is disposed of, the gain or loss recognised in the Statement of Financial Performance is calculated as the difference between the sales price and the carrying amount of the fixed asset.



- When a fixed asset is written off, because it is now obsolete or beyond repair, the gain or loss recognised in the Statement of Financial Performance is the carrying amount of the fixed asset.

### *Review*

The useful life and method of depreciation of each category of fixed assets is reviewed annually.

A physical stock-take of fixed assets is carried out at regular intervals to verify the physical existence and ensure that the true cost of fixed assets is reflected in the school's financial statements.

### *Expected outcome:*

That the schools fixed assets and their depreciation rates are recorded and applied correctly for the purposes of effective financial planning

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

## TE WHAKARITE PŪTEA

Kaupapa Here: 5: 05

15th of April, 2016

### *Rationale:*

To ensure that sound financial planning supports the learning needs and environment of the school.

### *Purpose:*

1. To provide yearly, the financial direction for the school in meeting its planned learning needs.

### *Guidelines:*

The Board of Trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the schools finance's and budget to the principal. Where applicable, the principal, in consultation and association with the schools Executive Officer, or Financial Committee is responsible for recommending and annual operating and capital budget to the Board, within specified timeframes to meet the operational needs of the school.

Budgeting shall not fail to reflect the annual plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight.

Therefore the budget should;

1. Reflect the results sought by the Board
2. Reflect the priorities as established by the Board
3. Comply where the Board's requirement is for balanced budget
4. Demonstrate an appropriate degree of conservatism in all estimates

### *Expected outcome:*

Effective and efficient financial planning will protect, support and advance the needs and aspirations of the school and whānau.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# TE WHAKAMIHI PŪTEA

Kaupapa Here: 5: 06

15th of April, 2016

## *Rationale:*

To ensure accountability and transparency during the use of school finances to support learning outcomes.

## *Purpose:*

1. To provide procedural clarity in the daily management, tracking, record keeping, and reporting of school finances.

## *Guidelines:*

### Signatories to the School's Bank Accounts

The signatories to the school's bank accounts will be any three of the following:

1. The Principal
2. The Administrator
3. The Board Chairperson
4. An appointed associate Principal

For payments to cheque signatories the person receiving the payment must not sign the cheque.

## *Cash Management*

### Cheque and Call Deposit Accounts

- One cheque account shall be operated for Board general receipts and payments
- The Administrator and preferably the Principal shall sign all cheques for operating expenses. All cheques for fixed assets and long-term investments are to be signed by the Board Chairperson and the Executive Officer
- Under no circumstances is a cheque signatory to sign a blank cheque
- All cheques, except those for petty cash reimbursement, must be issued as 'Not Transferable – Account Payee Only'
- At no time shall the cheque account be operated in overdraft except in accordance with the requirements of the Public Finance Act 1989
- One at-call interest bearing deposit account shall be operated to hold cash resources not currently required for operating purposes. This account is only to be operated by the Principal and/or Executive Officer, with any transactions reported by the Principal at the next Board meeting

- Separate at-call deposit accounts shall also be operated for Fixed Asset Replacement, Transport and Cyclical Maintenance reserves as specified in the Board's policies for these matters

#### *Trust Fund Account*

- A separate bank account and call deposit account shall be used for the trusts funds held by the Board in trust for donor-specified purposes. The terms and conditions for the operation of these accounts shall be the same as for the general operating account referred to above.

Note: At date of policy ratification, no Trust Funds are held

#### *Investments*

- Investments of School funds may only be made in accordance with the terms of Section 73 of the Education Act 1989
- Notwithstanding the requirements of Section 73, no investments may be made in equity stocks or in synthetic money market products (e.g. Forward Rate Agreements and Interest Rate Swaps)
- The Principal, in consultation with the Executive Officer and Chairperson, will determine the nature of all investments, which shall be in BOT authorised accounts only. Investments may only be made with the written authorisation of the Principal and the Board Chairperson

#### *Fundraising*

- The Board acknowledges that under Section 73 of the Education Act 1989 some professional fundraising contracts constitute an illegal fundraising contract. No such fundraising contract will be entered into by the School. If doubt exists about the legality of a proposed fundraising contract, the Principal will contact the regional Financial Advisor of the Ministry of Education for advice

#### *Trading*

- Trading activities carried out by the school is a way to generate additional revenue for the general purposes of the school. No changes to the way current trading activities are carried out or the implementation of new trading activities can be made without the prior approval of the Board

#### *Activity Fees and Donations*

- Requests for payment of activity fees and/or donations for any event associated with the school, must be on the school's letterhead and signed by the Principal, or Administrator (on behalf of)

### *Cash Receipts*

- All cash and cheques received must be paid into the school office and properly receipted. This includes trading income, other local funds receipts and reimbursements for learning materials
- No cash received can be used to pay accounts in cash
- Only delegated staff may handle cash
- All receipts must be banked as soon as possible and preferably within the end of the week
- All cash and cheques kept on the premises must be kept secure and under the control of a delegated person

### *Accounts for Payment*

- All accounts for payment, other than expense reimbursements, service agreements and attendance fees, must be supported by a copy of:
  - official school order form
  - the invoice, with certification that each item has been received, prices and quantities are correct and the payee details are correct
  - the correctly completed cheque ready to be signed
- No same two persons can sign off both documents that comprise the order form and cheque payment
- At least one of the two cheque signatories must not be involved with the preparation of the cheque or preparation of the accounts
- All cancelled cheques are marked as such and stapled to the cheques butt.
- The Principal and/or Executive Officer has authority to certify that accounts for payment are true and correct in every particular and the charges are reasonable and that the expenditure has been incurred under authority
- The Principal must certify expense reimbursements. In the case of the principal, the Board Chairperson must certify the expense reimbursement. GST receipts or invoices must support an expense claim. Claims for the use of private motor vehicle usage must be certified by the Principal or delegate to indicate that approval was given. Scale rates as per the award will be the basis of reimbursement per kilometre

### *Accounting Records*

- The Principal shall ensure proper accounting records are maintained. The records must satisfy all requirements specified in Acts of Parliament, financial reporting standards and other applicable standards
- The financial system must be so organised by the Principal that the Principal and Chairperson can sign without hesitation the annual Statement of Financial Responsibility as required by Section 42 of the Public Finance Act 1989

### *Periodic Statements*

- For each month the Principal shall present a written summary report that describes
  - Key (financial) achievements from the previous month
  - expectations for the month ahead and
  - significant matters and/or risks that must be addressed by the school
- This report shall be presented to the Finance Committee meeting following the end of the month, and tabled at the next meeting of the Board.
- Any recommendations made to the Board for the purchase of fixed assets, investments and other use of cash resources must refer to the impact on the school's present cash resources and projected cashflows for the next 12 months

### *Travel*

#### Principles

- The Board agrees to ensure that:
  - travel expenditure incurred by the school must clearly be linked to the business of the school, and the school obtains an acceptable benefit from the travel when considered against the cost;
  - expenses are reimbursed on an actual and reasonable basis; and
  - staff that are required to travel on business do not suffer any negative financial effect

### *Credit Cards*

#### Process for issue of credit cards

- Credit cards will only be issued to staff members after being authorised by the Board
- A register of cardholders must be maintained
- The limits set for credit card use should not exceed the overall financial delegation of the cardholder, as set out in the Schedule of Delegations. Any variations require Board approval.
- Prior to a card being issued, the recipient must be given a copy of Procedures to be followed when using a Credit Card 4.04 and be required to sign it off to signify that they have read and understood it

### *Gifts and Donations/Koha*

Gifts and koha are deemed highly appropriate in expressing to our kura values:

- Manaaakitanga
- Hūmārie
- Whakaute
- Whakatairanga
- Aroha

The display and appropriate acknowledgement through koha is expressed at the following events and due to;

- Tangi
- Poroporoākī
- Poukai
- Openings
- The kura representation at fundraisers and cultural events
- On arrival and care for visitors
- Expression of thoughts to sick, injured, bereaved staff or whānau members
- The birth of new babies
- Assistance by others in the educational achievements of students

All gifts and donations/koha must be approved by the Tumuaki, must not exceed \$500.00 and must follow purchase order; financial management; cash management; accounts for payment and accounting record procedures.

### *Entertainment*

Expenditure on entertainment incurred by the School must clearly be linked to the business of the school

### *Purposes of Entertainment*

Entertainment expenditure in general will be for the following purposes:

- Building relationships and goodwill
- Representation of the school in a social situation
- Hospitality provided in the course of school business to external parties
- Internal social functions
- The purpose of all purchases should be transparent and the amount expended able to be demonstrated as reasonable and appropriate

### *School Events and Staff Meetings*

- This includes conferences, seminars, workshops, training courses and meetings
- When deciding upon a venue, teachers/staff should take into account location, accommodation standard and tariff rates. They should give due consideration to the nature of the event, total cost, expectations of participants and their home location
- When deciding upon catering, teachers/staff should take into account the nature of the event and the quality of food required. Lunch should only be provided for staff meetings where it is not possible to arrange the meeting for a period which avoids the lunch break

### *Alcohol Purchases*

- The school should only purchase alcohol for entertainment purposes
- Purchases are usually for the consumption by staff and guests at school hosted events. The amount expended needs to be demonstrably reasonable and appropriate for the event and should be sufficient for moderate consumption only

### *Budget Holder's Responsibilities – Curriculum Leaders*

Each budget holder has:

- responsibility to make the best possible use of the available funds in the interests of the pupils and the school within their curriculum area of responsibility
- responsibility to the principal for making sound decisions regarding the use of school funds
- responsibility to adhere to the school's financial management procedures
- responsibility to check budgets monthly, and promptly report any problems to the Executive Officer

### *Budget holders must*

- Limit orders for goods and services to the approved budget. Commitment of the school to payment outside the allocated budget is a serious breach of delegated authority
- Keep a running total of the value of each order placed so that at any time the commitments against the budget are known.

### *Classroom Pūtea:*

Classroom pūtea is for the purchase of classroom resources only. These do not include;

1. Students stationary
2. Curriculum essential resources
3. Classroom furniture and equipment maintenance
4. Rewards for students with school-wide haepapa
5. Reimbursements for;
  - a. Expenses incurred in the Use of a Private Vehicle
  - b. School Camp Allowance
  - c. Travelling Allowances
  - d. Miscellaneous expenses

Classroom pūtea is considered a part of a Budget Holders responsibilities and will follow the procedures and expectations for making purchases.



Classroom budgets are set as a part of the annual budget review and ratification process by the Board.

All expenditure for goods and services should be charged by invoice. If unavoidable, petty cash can be used sparingly, maximum amount obtainable shall not exceed \$30.00. If a cash amount over \$30.00 is required, a cheque must be obtained from the Executive Officer once steps i - iii are completed.

Where goods and services are unable to be invoiced, tax receipts for all spend must be forwarded immediately after purchase to the secretary's office. In the event of receipts forgotten to be obtained at time of purchase, it shall be the responsibility of the person who signed the order form (other than the Principal) to obtain from the supplier the missing receipt.

When ordering goods or services by phone, ask suppliers to quote the order number on the invoice.

### *Classroom fundraising*

The purpose for classroom fundraising must be explicitly stated in whānau minutes prior to the fundraising taking place. If the purpose for the fundraiser is not minuted, then the pūtea raised will be included as a part of the classroom pūtea, and the spending of that pūtea will be in line with the classroom pūtea procedures and definitions.

All purchases must be for classroom resources only.

### *Purchase Order*

All purchases must be authorised by the designated authority(s) and recorded in the purchase order book.

There are three copies of each purchase order. The third copy always remains in the book. The top copy is used for purchasing as required; otherwise the order number is quoted on the appropriate order form. Until attached to the invoice when received, the Administrator/and or the executive officer holds the second copy.

### *Order Book*

A triplicate order book is kept in the Administrator's office, readily accessible during school hours

The order book is a key financial record and must not be taken from the school without the specific permission of the principal or school Administrator

Only one order book will be on hand at any time for which the Administrator has custody of

### *Petty Cash*

- Petty cash of \$200.00 will be held in the custody of the Administrator.
- At any point of time the cash balance and value of receipts must equal \$200.00
- Petty cash is to be recorded separately and a breakdown of how it is spent together with vouchers or receipts is to be presented when reimbursement is required.

### *Asset Register and Replacement Programme*

#### Asset Register

- An asset register will be maintained by the Executive Officer
- All purchases over \$1,000 of a capital nature shall be added to the fixed asset register
- The carrying amount of non-current assets measured at historical cost will be reviewed annually to determine whether it is in excess of the assets' recoverable amount. Where an asset's estimated recoverable amount is lower than its carrying amount, it will be written down to that lower value
- Curriculum leaders are responsible for asset stocktakes performed annually for areas under their control. This will commence October and be completed no later than the second week of November. The caretaker is responsible for plant and equipment stocktakes

### *Budgeting for new and replacement assets*

- The finance committee will review the priorities of the asset replacement programme annually November and submit at the Board's December meeting capital purchases for the incoming year
- Requests for capital purchases must be in writing to the finance committee by the first week in November and include a justification and be accompanied by a minimum of two quotations.

### *Transport Assistance*

- Transport assistance is on a term by term basis therefore you have to apply for each term separately
- All applicants must provide a proof of address, a bank statement or electricity bill that has been sent in the post. NB: Bank statements that have not been posted will not be accepted. Failure to provide proof of address will result in a no payment
- The school will notify parents through the school panui that they can now apply for transport assistance for the period notice is given. (As a general rule, this will be the 3rd to last week of each school term.)

- The closing date will generally be 3 weeks after the first notice given by the school each term (Specifically, the last day of each term)
- Applications must be received at the school office by closing date. Late applications will not be accepted
- All details are to be completed in full or your application will not be approved
- If details provided on your application form differ from those held on the school record system, e.g. residential address, your application will not be approved
- The Board of Trustees has the discretion to provide transport assistance to eligible school pupils in the most appropriate manner considered desirable. This may be the provision of a bus or transport service, or the payment to parents of a transport allowance
- Outstanding stationery/material/activity fees will be deducted in full from payment of a transport assistance allowance
- Eligibility for transport assistance is for those parents of children attending our kura that are: Years 1 - 8 and live more than the distance of 3.2 km from the Kura
- Transport assistance for applicants who chose to utilise the schools van service, will go towards the operational costs of the van.

*Expected outcome:*

That the internal daily financial managerial systems and procedures of the school will be robust; transparent; maintain accountability checks and directly linked to the daily operations of the kura; upholding kua values and the learning outcomes of the students.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

Signature:  (Presiding Member)

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TE PENAPENA PŪTEA

Kaupapa Here: 5: 07

15th of April, 2016

### *Rationale:*

To protect the financial viability of the school at all times.

### *Purpose:*

1. To assist the mitigation of financial risks such as fraud or theft through robust procedures and checks.

### *Guidelines:*

The financial viability of the school 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 that there are in place safeguards and robust, clear procedures to minimise the risk of either event.

### *Resource:*

Reference should be made to 5. Of the Financial Information for Schools Handbook (FISH) Therefore, the principal must ensure that:

1. Unauthorised debt or liability is not incurred
2. Generally acceptable accounting practices or principals are not violated
3. Tagged / committed funds are not used for purposes other than those approved
4. More funds than have been allocated in the fiscal year are not spent without prior Board approval
5. All money owed to the school is collected in a timely manner
6. Timely payment to staff and other creditors is made
7. Unauthorised property is not sold or purchased
8. All relevant government returns are completed on time
9. No one person has complete authority over the school's financial transactions when making any purchase;
  - a. Of over \$1,000.00 comparative price are sought
  - b. Of over \$5,000.00 adequate review and ongoing costs, value and reliability is undertaken
  - c. Of over \$10,000.00 on a single item, Board approval is first sought
10. Effective systems are in place to meet the requirements of the payroll system

*Expected outcome:*

The schools financial viability is ensured.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TE AAKUATI TĀMAE ME TE TINIHANGA

Kaupapa Here: 5: 08

15th of April, 2016

### *Rationale:*

To protect the physical and financial resources of the School from theft and fraud.

### *Purpose:*

1. To prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School.
2. To conduct any investigation into any theft or fraudulent actions in a manner that conforms to the principles of natural justice and is procedurally just and fair.
3. To establish systems and procedures to guard against the actions of theft and fraud.

### *Guidelines:*

1. The Board requires the Principal to implement the following preventative measures:
  - a. The School's physical resources are kept secure and accounted for.
  - b. The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards set out in the Public Finance Act 1989, Section 45C(b) and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
  - c. Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for proper execution of their responsibilities.
  - d. All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.
2. In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
  - a. Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
  - b. 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 Chairperson of the information received and consult with them as appropriate.
- c. On the basis of advice received and after consultation with the Board Chairperson, 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 actions is to be taken.
- d. The Principal shall then carry out the following procedures:
- i. Investigate the matter further in terms of procedures as set out in sub paragraph (d);
  - ii. Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member
  - iii. Lay a complaint with the New Zealand Police;
  - iv. If necessary, commission an independent expert investigation;
  - v. In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
  - vi. Seek legal advice; or
  - vii. Inform the Manager, National Operations, Ministry of Education local office and/or school's auditors.
- e. Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
- f. If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
- i. Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
  - ii. Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
  - iii. Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
  - iv. Advise the person in writing of the processes to be involved from this point on.
3. 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 their contract of employment and any code of ethics or code of responsibility by which the staff member is bound

4. The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
5. Any intimidation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.
6. Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 4 of this Policy.
7. Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 4 of this Policy.

*Expected outcome:*

That the internal systems, procedures and checks mitigate the risk of theft or fraud of any school finances, and in any case the suspected theft and / or fraud, a robust process for investigation and accountability is undertaken.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**



# TE WHAKAHAUMARU ORANGA

## TE MANAAKI ME TE TIAKI TANGATA

Kaupapa Here: 6: 01

20th of November, 2001

### *Rationale:*

The onus placed on boards and employees makes it desirable to establish a health and safety policy for the school. Te Wharekura o Kirikiriroa Board of Trustees will comply with:

- Section 127(1) and (2) Education and Training Act 2020]
- Section [7A](#), Smokefree Environments and Regulated Products Act 1990)
- Regulation 20 of Education (School Boards) Amendment Regulations 2022
- [98 Prohibition on corporal punishment and seclusion in registered schools](#)
- Childrens Act 2014

### *Purpose:*

The purpose of the policy is to ensure that all practicable steps are taken to ensure that a safe and healthy working environment is established and maintained.

The board of trustees will endeavour to meet all requirements or obligations placed upon it by the Health and Safety in Employment Act 1992 by:

- systematically identifying actual and potential hazards
- eliminating, minimising, and/or isolating significant hazards
- providing advice and/or education about significant hazards
- monitoring exposure to hazards
- providing appropriate training to ensure that all employees are adequately trained in the safe use of plant and equipment
- providing protective clothing and equipment where needed
- developing procedures for dealing with emergencies within the school
- providing for a system whereby employees and students are encouraged to report any hazard or potential hazard to the school office immediately
- ensuring compliance with the Ministry of Education Code of Practice for physical standards of Health and Safety [with notification to the District Property Manager, Ministry of Education, where minimum standards prescribed in the Code cannot be met]
- ensuring that new employees are fully informed of health and safety requirements

### *Guidelines:*

- employees are to be given the opportunity to be involved in the development of procedures

to implement this policy

- existing and potential hazards will be systematically identified through a regular formal process which will include a physical inspection of the school site, buildings, and equipment, and the opportunity for employees/students to contribute in the identification process
- where a significant hazard(s) is identified, and is unable to be reasonably eliminated [either at all or within a reasonable timeframe], notification of the hazard(s) and of the action taken or required will be given to employees, students, and other relevant persons, including contractors
- all contractors engaged on work for or on behalf of the school will be required to have health and safety performance requirements contained in their contract. In particular, the board will need to be satisfied that the contractor is competent to carry out the work safely, and will use appropriate equipment that is properly maintained
- emergency procedures will be developed and prominently displayed throughout the school
- a review of emergency procedures will be carried out at least once a term, including emergency drills
- the board will ensure that all employees and students [as relevant] are familiar with hygiene and safety requirements as they may relate to such things as:
  - cleanliness of the school and school site
  - safety in the use of school facilities and/or equipment
  - safety through the use of correct procedures in dealing with bleeding, blood spills, bodily fluids, infections, and the like
- the board will require all employees, students, or other person(s) such as contractors to make full use of protective clothing or other safety/protective gear where the use of such is required to eliminate, minimise, or isolate hazards, or where provision of such is provided for under an employment contract
- the board will take all practicable steps to ensure that employees are either sufficiently experienced to undertake their work in a safe manner, or otherwise supervised by an experienced person, to ensure that any employee does not harm him or herself while at work, or harm any other person while at work, including students, members of the public, or other visitors to the school
- the board will ensure that training is available in safe practices and in the safe use of equipment
- the board's employees will be reminded no less than twice a year of their responsibilities under the Health and Safety in Employment Act 1992 for their own safety and health while at work, and their responsibility to ensure that their actions do not harm any other person
- the board will maintain an accident register at the school office to enable all accidents, where someone was or might have been harmed, to be recorded
- all instances of serious harm to employees will be reported to the Occupational Safety and Health Service of the Department of Labour as soon as possible, with written notification, in the prescribed form, of the circumstances of the occurrence within a week of its occurring
- the board will ensure that the register of accidents is reviewed at least once every six months to identify any possible trends that might be developing

- the board will ensure that all off site temporary building used for teaching, learning and care of students and staff holds a current Building Warrant of Fitness and is compliant with all fire safety obligations
- the board will ensure that all new employees are informed of:
  - the Health and Safety Policy of the school
  - hazards the employee may be exposed to while at work
  - hazards the employee may create which could harm other person(s)
  - how to minimise the likelihood of these hazards becoming a source of harm to others
  - emergency procedures
  - the location of safety equipment and of requirements [contractual or otherwise] to use equipment supplied by the employer

*Expected outcome:*

All practicable steps are taken to ensure that a safe and healthy working environment is established and maintained.

**Ratified by the Te Wharekura o Kirikiriroa Board: 14<sup>th</sup> of June, 2024**

**Signature:**



**(Presiding Member)**

**Next Annual Review Date: 14<sup>TH</sup> of June, 2025**

# TE WHAKAORA ME TE WHAKAMARU

Kaupapa Here: 6: 02

20th of November, 2001

## *Rationale:*

To facilitate the administration of prescribed medicines to ensure that a child's health does not jeopardise school attendance.

## *Purpose:*

1. To cater for basic first aid, illness and medical conditions.
2. To provide procedures for establishing permission to administer medication
3. To outline the process for managing medication and its administration

## *Guidelines:*

### First Aid

1. The Sick Bay is to be supervised by Administration Support Staff at all times
2. Administration Staff and at least one staff member in each syndicate are to have an up to date First Aid Certificate. First Aid certificates are checked annually to ensure they are current.
3. All children will report to the office area before entering the Sick Bay.
4. First Aid supplies are to be securely stored.
5. Children requiring special medical support will have details recorded in the Sick Bay log Book and a record and treatment plan kept in Sick Bay e.g. asthma, allergies. These children are identified on enrolment and the person in charge of sick bay and the class teacher informed.
6. All treatment for First Aid or illness is to be recorded in the Sick Bay log Book.
7. Gloves must be worn at all times when treating blood related injuries.
8. Linen will be washed on a regular basis.
9. Any serious injury or illness will be reported to the Principal.
10. Duty staff are responsible for ensuring that all accidents/injuries in the playground are attended to or referred to the Sick Bay.
11. If in the opinion of the duty staff member or admin staff supervising sick bay, an injury or illness is sufficient to require closer examination parents/caregivers will be contacted and the Principal informed.
12. If the parent/caregiver cannot be contacted, the emergency contact may be called or the school may be responsible for taking the student to the Doctor or hospital.
13. Children are not to remain in the Sick Bay for long periods of time but should be sent home.

## Skin Infections

- Skin infections such as impetigo (school sores) and boils are caused by bacteria and are contagious. They can spread to other parts of the body if left untreated and from an infected person to others they are in contact with. Many young children have cuts and scratches which explains why they get skin infections so easily. They spread more easily in hot humid weather. The end of summer is when you are most likely to see them.
- Impetigo – the germs enter the body where there is an opening on the skin caused by cut, scratch, insect bite, scabies or burn.
- Boils – the germs enter through broken skin or down a hair follicle. Boils are often found on the back of the neck, armpits or the buttocks. A carbuncle is a collection of boils.

## Treatment for Skin Infections

1. Send child to the Sick Bay for the sores to be covered
2. **DO NOT** put any lotion or cream on them
3. If concerned, make a referral to the Public Health Nurse and/or the Principal who will arrange to send a letter home informing parents and suggesting need for follow up treatment.
4. The child may still attend school but ensure that all open sores and boils are covered. A staff member can discuss with the student how easily the infection is passed on without making the child feel ashamed. The child's co-operation is sought.
5. Children with a skin infection are not permitted to swim in the school pool or to be involved in contact sports until the sores are healed.
6. If it appears that the child is not receiving appropriate treatment, the child is to be referred again to a health professional.

## Administering Medication

1. School staff will not administer prescription medication at school unless it is absolutely essential that the child have the medication at school.
2. All requests containing full details should be on the appropriate parent request form and agreed to by the Principal. Parents/guardians must provide a medical statement that it is acceptable for a non-medical staff member to have responsibility for administering the medication.
3. No non-prescription drugs are to be sent to school – teachers will not administer these under any circumstances.
4. The first dose of any medication is to be given at home.
5. The medication must be kept in a locked place, if possible in the school's administration area, in a child-proof container.
6. The principal may delegate the administering of medication to another/or other persons. Staff members have a right to choose whether or not to take the responsibility for administering the prescribed medication to a student.

7. The delegated person/s will administer the medication as requested by the parent/caregiver
8. Administering of medication will be witnessed by another adult and a record initialled by both adults.
9. Where no staff member is agreeable to administering the medication the responsibility will remain with the parent/caregiver.

*Expected outcome:*

Administer prescribed medicines that ensure that a child's health does not jeopardise school attendance.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

Signature:  (Presiding Member)

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# TE WHAKORA ME TE WHAKAMARU – NGĀ HAEPAPA

Kaupapa Here: 6: 03

12th of October, 1993

## *Rationale:*

Te Wharekura o Kirikiriroa is proactive and responsive to the safety needs and wellbeing of all our Tamariki.

## *Purpose:*

- 1.1. The most effective way to safeguard children is to have a comprehensive and effective policy, with attached practices and guidelines. This Policy is written under the principle that children and young people attending Te Wharekura o Kirikiriroa have a right to feel safe and comfortable in that contact.
- 1.2. The purpose of this policy is to provide Te Wharekura o Kirikiriroa staff guidelines by which to identify and respond appropriately to concerns of abuse and neglect, and to understand their role in keeping children safe.
- 1.3. This policy has been written in accordance with the following legislation:
  - Education Act 1989
  - Children, Young Persons and Their Families Act, 1989
  - Crimes Act, 1961
  - Domestic Violence Act, 1995
  - Health Act, 1956
  - Health and Disability Sector Standards Regulations, 2001
  - Privacy Act, 1993
  - Health Information Privacy Code, 1994
  - Vulnerable Children's Act, 2014
  - Care of Children Act, 2004
  - Employment Relations Act, 2000
  - Human Rights Act
  - Childrens Act 2014
- 1.4. This Policy will be reviewed annually, and updated regularly in the light of operational experience and in line with changes in legislation and associated policies.

## *Guidelines:*

### Scope

- 1.5. This policy covers all staff of Te Wharekura o Kirikiriroa who have direct or indirect contact with children. This includes those staff, paid or voluntary, employed directly by Te Wharekura o Kirikiriroa, as well as those professionals contracted or invited to provide

services to children in the care of Te Wharekura o Kirikiriroa. This includes teaching and non-teaching staff.

- 1.6. This policy covers the Board of Trustees and their responsibilities in the safety and wellbeing of children.

## Definitions

- 1.7. For the purposes of this Policy “Child” means a boy or girl under the age of 14 years, “Young person” means a boy or girl of or over the age of 14 years but under 17 years; but does not include any person who is or has been married or in a civil union (Children, Young Person, and Their Families Act 1989, Section 2).
- 1.8. For the purpose of this Policy “Staff” means people working at Te Wharekura o Kirikiriroa and includes employees, contactors, consultants, students, associates and volunteers whether working on a full time, part time, casual, or temporary basis.
- 1.9. The Children, Young Persons and their Families Act, 1989, defines child abuse as “...the harming (whether physically, emotionally, sexually), ill-treatment, abuse, neglect, or deprivation of any child or young person”.

## Principles

- 1.10. This Child Protection Policy confirms the commitment of Te Wharekura o Kirikiriroa to the protection of children and proceeds to:
  - outline the standards and principles by which all staff will abide
  - define child abuse
  - outline the action to be taken by staff where any form of abuse or ill-treatment is known or suspected
  - establish what action is required when allegations are made against staff
  - explore the implications for staff training
- 1.11. Te Wharekura o Kirikiriroa will ensure that:
  - Staff are carefully selected with the principles of this policy in mind.
  - Staff are appropriately trained in issues of child protection.
  - Staff are aware of the Child Protection Policy and accompanying procedures and/or guidelines.
- 1.12. Te Wharekura o Kirikiriroa recognises that all staff and Trustees have a full and active part to play in protecting students from harm. Overall responsibility, implementation and review of this policy rests with the Principal of Te Wharekura o Kirikiriroa.
- 1.13. All services provided by Te Wharekura o Kirikiriroa for the safety and wellbeing of children adhere to the principles of partnership, protection and participation; and the rights and responsibilities accorded by Te Tiriti o Waitangi.



## Responsibilities

- 1.14. Any member of staff, paid or voluntary, may directly witness child abuse or have allegations, made by a child or an adult, relayed to them. There may also be disclosures of abuse that have occurred prior to attending Te Wharekura o Kirikiriroa. Sustained abuse and neglect of children, wherever it occurs, can have major long term effects on all aspects of children's health, development and well-being and their ability to sustain stable and meaningful relationships in the future. It is the intention of Te Wharekura o Kirikiriroa to ensure that all staff understand their roles and responsibilities in ensuring the safety of children at all times. This is achieved through consistent and agreed protocols regarding child protection, as well as the regular undertaking of awareness raising training.
- 1.15. Each member of staff must:
- be aware of, and alert to, potential indicators of abuse or neglect
  - record a factual account of any concerns they have, or that are brought to their attention
  - appropriately seek advice and support from their Designated Person for Child Protection who will then contact external agencies if appropriate
- 1.16. work in co-operation with the parents and caregivers, unless this compromises the safety of the child.
- 1.17. It is the primary responsibility of staff to be vigilant, have knowledge and awareness of the indicators or neglect, potential or actual abuse and to report any concerns, suspicions or allegations of suspected abuse immediately and ensure that the concern is taken seriously and reported.
- 1.18. The statutory responsibility to investigate allegations of child abuse rests with Child Youth and Family and the Police.

## *Role of the Principal*

- 1.19. The role of the Principal is to:
- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
  - Receive information that suggests potential or actual risk of harm to a child who attends Te Wharekura o Kirikiriroa, irrespective of whether the alleged abuse is current, past or likely to occur. The Principal will advise and support staff and, on the basis of the initial detail, will make a decision as to whether or not to delegate to the Designated Person for Child Protection for further action.
  - Delegate to the Designated Person for Child Protection appropriate action and responsibilities as concerns are raised.
  - Make any referrals to the Social Worker in School or Child Youth and Family as appropriate.
  - Ensure that all allegations are managed appropriately. No investigation will occur without appropriate consultation and a decision whether a response from Child Youth and Family or the Police is required.

- Ensure that allegations or complaints are appropriately referred to the Education Council of Aotearoa New Zealand (EDUCANZ).
- Ensure that the Child Protection Policy is effectively implemented throughout Te Wharekura o Kirikiriroa.
- Ensure that all staff are aware of, and have access to, full copies of the procedures for reporting child abuse.
- Ensure that all staff are recruited and employed in accordance with the guidelines identified in the Employment Policy to identify those people safe to work with children.
- Ensure that all staff receive child protection training.

#### *Role of the Designated Person for Child Protection*

1.20. The role of the Designated Person for Child Protection is to:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
- Ensure and safeguard clear, confidential, detailed and dated records on all child protection cases. These must contain all available information relating to the cause for concern and any subsequent action taken, including when it has been decided not to make a notification to Child Youth and Family or the police. These records will be kept separate from student's records for the purpose of confidentiality.
- Establish a close link with the relevant local agencies to ensure clear and effective communication and be a recognised contact within Te Wharekura o Kirikiriroa for agencies to contact regarding concerns.
- Work closely and effectively with the Social Worker in School, ensuring information is appropriately shared to effectively safeguard the child.
- Ensure that all staff are supported appropriately when dealing with child protection concerns.
- Maintain a current awareness of the children identified on the Risk Register, and regularly highlight these children to the appropriate staff.
- Consult with the Principal regarding all child protection concerns.

#### *Role of the Board of Trustees*

1.21. The role of the Board of Trustees is to:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
- Comply with the identification and reporting of child abuse and neglect in accordance with section 15 of the Oranga Tamariki Act 1989, sections 18 and 19 Children's Act 2014 and Education Pastoral Care of Tertiary and International Learners Code of Practice 2021

- Support the Principal to ensure that all allegations are managed appropriately. No investigation will occur without appropriate consultation and a decision whether a response from Child Youth and Family or the Police is required.
- Support the Principal to ensure that allegations or complaints are appropriately referred to the Education Council of Aotearoa New Zealand (EDUCANZ).
- Inform the Principal immediately should any member of the Board of Trustees be aware of a concern for the wellbeing and safety of a child who attends Te Wharekura o Kirikiriroa.
- The Chair of the Board of Trustees will be directly informed of any allegations of abuse against the Principal.

#### Child Protection Procedures

1.22. All staff will respond to concerns of child abuse by following the identified procedures, consulting appropriately and collaborating with external agencies.

1.23. The procedures set out below will help staff with:

- the identification of abuse
- handling disclosures, whether verbal or behavioural, from a child
- reporting procedures

#### Identification of abuse

1.24. If the Designated Person for Child Protection is unavailable for advice and guidance then staff should consult with the Principal. At any time staff may seek advice from Child Youth and Family (0508 FAMILY) regarding child protection concerns.

*Further information regarding signs and indicators of abuse is included in the Appendix.*

#### Handling disclosures from a child

1.25. If a child makes a verbal disclosure to a member of staff it is important that staff take what the child says seriously. This applies irrespective of the setting, or the member of staff's own opinion on what the child is saying.

*Further information regarding responding to a disclosure is included in the Appendix.*

1.26. Under no circumstances should a member of staff attempt to conduct an investigation or deal with concerns regarding child abuse alone. Any incidents, concerns or suspicions must be reported following the procedures set out below.

#### Child-on-Child Harmful Behaviours

1.27. It is important to be aware that children can harm other children. These behaviours are

outside of what may be considered the normal range, and can extend to bullying, violence or sexual assault. Therefore when a child alleges inappropriate harmful behaviour by another child then the child protection procedures outlined in this policy must be considered for both the children.

#### Suicidal Concerns or Self-Harming Behaviours

- 1.28. It is important to be aware that children can harm themselves or attempt suicide. When a child identifies thoughts of suicide, or self-harming behaviour, this must be immediately notified to the Principal. If immediate action is required phone {mental health team at local hospital}.

#### Reporting procedures

- 1.29. All concerns of potential, suspected or alleged abuse must be brought to the attention of the Designated Person for Child Protection. If the Designated Person for Child Protection is unavailable then consultation should occur with the Principal. A decision will be made as to whether to seek further advice or notify Child Youth and Family.

When reporting an incident staff should:

- Inform the Designated Person for Child Protection as soon as possible
  - Record in writing all conversations and actions taken
- 1.30. Effective documentation, including referrals and notifications, must include the following:
- Record of facts, including observations, with time and date
  - What was said and by whom, using the person's words
  - What action has been taken, by whom and when

#### Keeping the child's family informed and involved

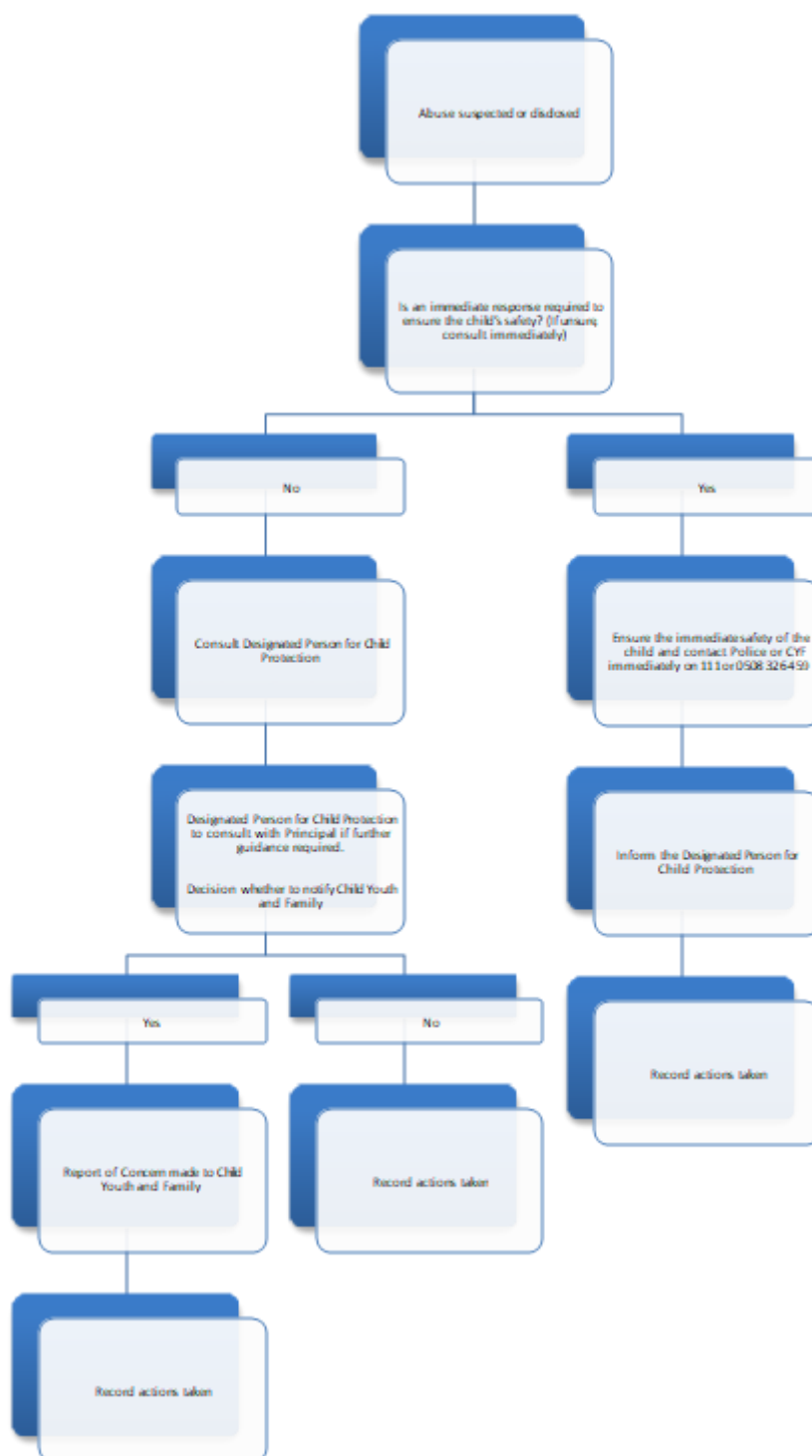
- 1.31. Although the parent or caregiver of the child will usually be informed of concerns, there may be times when those with parental responsibility may not be initially informed. This may happen when:
- the parent or caregiver is the alleged perpetrator
  - it is possible that the child may be intimidated into silence
  - there is a strong likelihood that evidence will be destroyed
  - the child does not want their parent or caregiver involved and they are of an age when they are competent to make that decision

#### Sharing Information and Confidentiality

- 1.32. The safety of a child is paramount. At times a child is unable to speak for or protect themselves. Therefore Te Wharekura o Kirikiriroa has a greater responsibility to know when

and how to share appropriate information with external agencies to protect the safety and wellbeing of children.

- 1.33. Giving information to protect children better is not a breach in confidentiality. Wherever possible the family/whanau should be kept informed of what information has been shared and to which agency, and for what purpose. Principle 11 of the Privacy Act, 1993, states "disclosure of the information is necessary to prevent or lessen a serious threat".
- 1.34. Should Te Wharekura o Kirikiriroa be contacted with a requested for information or access to interview a child then the following procedure will be followed:
  - Confirm identity and credentials of person requesting information
  - Notify the Principal and Designated Person
  - Identify specific information required and purpose
  - Check information held – does Te Wharekura o Kirikiriroa have the information requested
  - Principal to identify way forward and provide permission
  - Depending on the reason for the request, and risk to children as judged case by case, inform the family that information has been requested, by whom and seek permission. If this is a child protection issue, permission from the family is not required.
  - Document all steps in process. Ensure that all documentation is placed on the child's child protection file.



#### Action to be taken by the Designated Person for Child Protection

- 1.35. Concerns regarding alleged or suspected abuse will first be raised to the Designated Person for Child Protection. If further guidance is required then consultation will occur with the Principal. A decision will be made whether this information needs to be escalated to Child Youth and Family.
- 1.36. All decisions taken, including if the concern does not require notifying Child Youth and

Family, must be recorded in writing and kept securely in a Child Protection file with the reasons clearly identified and explained.

## Safe Recruitment of Staff

- 1.37. All appointments (permanent, fixed term, student, casual or volunteer) to positions that have direct and/or frequent contact with children or young people will be conditional on a safety checks, including a Police check.



- 1.38. Further information regarding Safety Checking, including vetting and screening procedures, is found in the Employment Policy.

## Training of Staff

- 1.39. All staff will receive child protection training at the level appropriate to their role. The Designated Person for Child Protection will undertake more intensive training. These persons will be accessible to staff to provide advice and support.
- 1.40. All staff will be given appropriate training covering basic awareness of child protection. This will include an overview of signs and indicators of abuse, and also the procedure for responding to actual or suspected abuse. This training will include:
- Roles and responsibility of staff regarding child protection
  - Recognising and responding to the signs and indicators of actual or suspected abuse
  - Ensuring staff understand and can follow the Child Protection Policy and the procedures for reporting a concern
- 1.41. All staff will receive updated training every three years as a minimum.

## Induction

- 1.42. All new staff will receive child protection training as part of their induction.
- 1.43. All new staff will be given a copy of this policy as part of the induction process.

## Safe Working Practices

- 1.44. A relationship between an adult and a child or young person cannot be a relationship between equals. There is a potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
- 1.45. Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. Adults who work with children must therefore act in a way that is considered to be safe practice.
- 1.46. Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phone, text messaging, emails, digital cameras, videos, web-cams, websites, social networking and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child or young person other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.
- 1.47. Any sexual activity between an adult and a child or young person will be regarded as a criminal offence and will always be a matter for disciplinary action.
- 1.48. When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should use their professional judgement at all times, observe and take note of the child's reaction or feelings and use a level of contact and/or form of communication which is acceptable to the child for the minimum amount of time necessary.
- 1.49. All staff are expected to behave in manners consistent with the Te Wharekura o Kirikiriroa Code of Conduct.

## Dealing with allegations made against members of staff regarding inappropriate actions with children

- 1.50. Te Wharekura o Kirikiriroa has a duty of care to the children it provides services to. A failure to report a significant concern about a child is a breach of that child's human rights.
- 1.51. Anyone who has reason to make a complaint will be made aware of the Te Wharekura o Kirikiriroa complaint process. There is potential that an issue raised as a complaint may also constitute an allegation of abuse. Any such complaint that raises a child protection issue will be referred directly to the Principal.
- 1.52. It must be remembered that making a disclosure or a complaint against someone in a position of power and authority is always difficult. The person making the disclosure may reconsider and express a wish to retract their allegation. At the outset it must be clearly communicated with the child or adult that their concern is being taken seriously and will be



responded to in accordance with this policy.

- 1.53. Allegations, suspicions or complaints of abuse against staff, volunteers or representatives of other agencies must be taken seriously and reported to the Principal who will deal with them immediately, sensitively and expediently within the procedures outlined in this policy. Concerns may be raised a number of ways e.g.:
- Directly by staff hearing or observing issues of concern or behaviour of concern
  - Direct disclosure by the child or young person
  - Indirect disclosure e.g. through written or art work or through friends
  - Complaint from a parent or caregiver or whanau member
  - Reports by other colleagues or agencies
  - As an anonymous report
- 1.54. If the allegation is against the Principal then this must be reported directly to the Chair of the Board of Trustees.
- 1.55. It is NOT the responsibility of staff to investigate allegations of child abuse. Allegations against staff will be discussed with the Board of Trustees where a decision will be made if a notification to Child Youth and Family is appropriate.
- 1.56. In all child protection cases Te Wharekura o Kirikiriroa will co-operate fully with both Child Youth and Family and the Police in their investigations and assessments.
- 1.57. If the Police decide to undertake a criminal investigation then the member of staff may be suspended, without prejudice, as a precautionary measure. It is important that no internal investigation is undertaken, and no evidence gathered that might prejudice the criminal investigation.
- 1.58. If there is insufficient evidence to pursue a criminal prosecution, then a disciplinary investigation may still be undertaken if there is reasonable cause to suspect that abuse or inappropriate behaviour may have occurred. The allegation may represent poor practice by a member of staff which needs to be considered under internal disciplinary procedures.
- 1.59. A complaint or allegation against a member of staff may require a report to Education Council of Aotearoa New Zealand (EDUCANZ). Further information regarding the thresholds for reports to EDUCANZ is in the Appendix.
- 1.60. All staff have a responsibility to understand what constitutes appropriate behaviour in relation to children and young people. All staff have a responsibility to maintain appropriate standards of behaviour and to report lapses in these standards by others. Any concerns or reasonable suspicions of abuse should be reported to the Principal.
- 1.61. A person tendering his or her resignation, or ceasing to provide their services, will not prevent an allegation of abuse against a child being followed up in accordance with these procedures.

## Child Protection Policy – Appendix Definitions of Abuse

### *Emotional Abuse*

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effect on the child's emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting or terrorising a child. It may also include age or developmentally inappropriate expectations being imposed on children. It also includes the seeing or hearing the ill treatment of others.

#### Physical Indicators:

1. Bed wetting or bed soiling with no medical cause
2. Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)
3. Non-organic failure to thrive
4. Pale, emaciated
5. Prolonged vomiting and/or diarrhoea
6. Malnutrition
7. Dressed differently to other children in the family

#### Behavioural Indicators:

1. Severe developmental lags with obvious physical cause
2. Depression, anxiety, withdrawal or aggression
3. Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
4. Overly compliant
5. Extreme attention seeking behaviours or extreme inhibition
6. Running away from home, avoiding attending at school
7. Nightmares, poor sleeping patterns
8. Anti-social behaviours
9. Lack of self esteem
10. Obsessive behaviours
11. Eating disorders

#### Caregiver Indicators:

1. Labels the child as inferior or publicly humiliates the child (e.g. name calling)
2. Treats the child differently from siblings or peers in ways that suggest dislike for the child
3. Actively refuses to help the child
4. Constantly threatens the child with physical harm or death
5. Locks the child in a closet or room for extended periods of time
6. Teaches or reinforces criminal behaviour
7. Withholds physical and verbal affection

8. Keeps the child at home in role of servant or surrogate parent
9. Has unrealistic expectations of child
10. involves child in adult issues such as separation or disputed over child's care
11. Exposes child to witnessing situations of arguing and violence in the home

### *Neglect*

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, causing long term serious harm to the child's health or development. It may also include neglect of a child's basic or emotional needs. Neglect is a lack: of action, emotion or basic needs.

#### Physical Indicators:

1. Dressed inappropriately for the season or the weather
2. Often extremely dirty and unwashed
3. Severe nappy rash or other persistent skin disorders
4. Inadequately supervised or left unattended frequently or for long periods
5. May be left in the care of an inappropriate adult
6. Does not receive adequate medical or dental care
7. Malnourished - this can be both underweight and overweight
8. Lacks adequate shelter
9. Non-organic failure to thrive

#### Behavioural Indicators:

1. Severe developmental lags without an obvious physical cause
2. Lack of attachment to parents/caregivers
3. Indiscriminate attachment to other adults
4. Poor school attendance and performance
5. Demanding of affection and attention
6. Engages in risk taking behaviour such as drug and alcohol abuse
7. May steal food
8. Poor social skills
9. No understanding of basic hygiene

#### Caregiver Indicators:

1. Puts own need ahead of child's
2. Fails to provide child's basic needs
3. Demonstrates little or no interest in child's life - does not attend school activities, social events
4. Leaves the child alone or inappropriately supervised

5. Drug and alcohol use
6. Depressed

### *Physical Abuse*

Physical abuse is a non-accidental act on a child that results in physical harm. This includes, but is not limited to, beating, hitting, shaking, burning, drowning, suffocating, biting, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.

Physical Indicators (often unexplained or inconsistent with explanation given):

1. Bruises, welts, cuts and abrasions
2. Burns - small circular burns, immersion burns, rope burns etc
3. Fractures and dislocations - skull, facial bones, spinal fractures etc
4. Multiple fractures at different stages of healing
5. Fractures in very young children

Behavioural Indicators:

1. Inconsistent or vague explanations regarding injuries
2. Wary of adults or a particular person
3. Vacant stare or frozen watchfulness
4. Cringing or flinching if touched unexpectedly
5. May be extremely compliant and eager to please
6. Dresses inappropriately to hide bruising or injuries
7. Runs away from home or is afraid to go home
8. May regress (e.g. bedwetting)
9. May indicate general sadness
10. Could have vision or hearing delay
11. Is violent to other children or animals

Caregiver Indicators:

1. Inconsistent or vague explanations regarding injuries
2. May appear unconcerned about child's wellbeing
3. May state the child is prone to injuries or lies about how they occur
4. Delays in seeking medical attention
5. May take the child to multiple medical appointments and seek medical treatment without an obvious need

## *Sexual Abuse*

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities (penetrative and non-penetrative, for example, rape, kissing, touching, masturbation) as well as non-contact acts such as involving children in the looking at or production of sexual images, sexual activities and sexual behaviours.

### Physical Indicators:

1. Unusual or excessive itching or pain in the genital or anal area
2. Torn, stained or bloody underclothing
3. Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area
4. Blood in urine or stools
5. Sexually transmitted infections
6. Pregnancy
7. Urinary tract infections
8. Discomfort in sitting or fidgeting as unable to sit comfortably

### Behavioural Indicators:

1. Age-inappropriate sexual play or language
2. Bizarre, sophisticated or unusual sexual knowledge
3. Refuses to go home, or to a specific person's home, for no apparent reason
4. Fear of a certain person
5. Depression, anxiety, withdrawal or aggression
6. Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
7. Overly compliant
8. Extreme attention seeking behaviours or extreme inhibition
9. Dresses inappropriately to hide bruising or injuries
10. Eating disorders
11. Compulsive behaviours

### Caregiver Indicators:

1. May be unusually over-protective of the child
2. Accuses the child of being sexually provocative
3. Misuses alcohol or drugs
4. Invades the child's privacy (e.g. during dressing, in the bathroom)
5. May favour the victim over other children

### *Intimate Partner Violence or Family Violence*

Intimate Partner Violence includes threatening to harm people, pets or property, and causes family members to live in fear. Children are always affected either emotionally or physically where there is family violence even if they are not personally injured or physically present.

While some men experience violence from partners and family members, women and children are the most likely victims of family violence.

#### Indicators in the Child:

1. Physical injuries consistent with the indicators of Physical Abuse
2. Absenteeism from school
3. Bullying or aggressive behaviour
4. Complaints of headaches or stomach aches with no apparent medical reason
5. Talking or describing violent behaviours

#### Indicators in the Victim:

1. Physical Injuries including: bruising to chest and abdomen, injuries during pregnancy
2. Depression and/or anxiety
3. Inconsistent explanations for injuries
4. Fearful

#### Submissive Indicators in the Perpetrator:

1. Isolates and controls partner and children
2. Threatens, criticises, intimidates, uses aggressive and physical abuse towards partner and children
3. Minimises and denies own behaviour, or blames victim for the perpetrators own behaviour

## Child Protection Policy – Appendix Responding to Child Abuse

### *Guidelines for responding when a child tells of his or her abuse*

It is important that you as the adult remain calm and confident when a child tells you what has been happening to him or her. Every child is different in how, when and where they will tell an adult about abusive experiences so it will most likely happen when you are least expecting it! Your facial expressions and your tone of voice are as important as what you actually say to the child.

Stay calm, listen, reassure the child and at times you may need to clarify what the child has said so that you can take the appropriate action. If a child sees that you are upset or not able to cope with what he or she is telling you he or she may not continue to tell you what has been happening or take back (i.e. retract) the original statements they have made.

#### DO

- Listen, allow the child to tell as much as they want without interrupting (remember listening is not questioning)
- Respond reassuringly to the child
- If you do ask a question avoid asking leading questions, ask only open questions that seek clarification so that you can decide what action you need to take
- Most importantly “BELIEVE WHAT THEY SAY”
- Document what the child said and the responses that you made and any clarification questions asked (word for word and remember to put the date, time, place and who was present)

#### DON'T

- Question in a way that introduces words, phrases, people's names or concepts
- Indicate that you disbelieve the child
- Try to correct, confront, change, challenge or influence what they say
- Respond by saying “You should have told me sooner” or “Why did you let him/her do that?”

### *Disclosures that indicate an abusive experience*

Those working with children know not to “question the child” if a disclosure of abuse is made. This is correct - questions should not be asked if the child makes what could be considered a “clear disclosure” of abuse e.g. “Mum punched me in the head and made my nose bleed”, or “Uncle got into my bed and put his hand in my bum”. These types of disclosures require (1) a reassuring response by an adult and (2) the adult to take immediate action by contacting CYF and/or Police.

## Child Protection Policy – Appendix Education Council of Aotearoa New Zealand

The criterion for reporting serious misconduct is that an employer suspects on reasonable grounds that a teacher has engaged in any of the following:

1. the physical abuse of a child or young person (which includes physical abuse carried out under the direction, or with the connivance, of the teacher)
2. the sexual abuse of a child or young person (which includes sexual abuse carried out under the direction, or with the connivance, of the teacher)
3. the psychological abuse of a child or young person, which may include (but is not limited to) physical abuse of another person, or damage to property, inflicted in front of a child or young person, threats of physical or sexual abuse, and harassment
4. being involved in an inappropriate relationship with any person under the age of 16 years
5. being involved in an inappropriate relationship with a student with whom the teacher is, or was when the relationship commenced, in contact with as a result of his or her position as a teacher
6. the neglect or ill-treatment of any child or young person in the teacher's care
7. the neglect or ill-treatment of any animal in the teacher's care
8. theft, or fraud
9. involvement in the manufacture, cultivation, supply, dealing, or use of controlled drugs
10. permitting, or acquiescing in, the manufacture, cultivation, supply, dealing, or use of controlled drugs by any child or young person
11. viewing, accessing, or possessing pornographic material while on school premises or engaged on school business
12. viewing, accessing, or possessing pornographic material that depicts children or young persons or that depicts animals engaged in sexual acts with humans
13. breaching the school's standards or rules concerning the use of alcohol at the school or while on school business
14. any other act or omission that could be the subject of a prosecution for an offence punishable by imprisonment for a term of 3 months or more
15. any act or omission that brings, or is likely to bring, discredit to the profession.

Physical, sexual, or psychological abuse is reportable whether it occurs as:

- a single act; or
- a number of acts forming part of a pattern of behaviour, even if some or all of those acts, viewed in isolation, would be minor or trivial.

**Ratified by the Te Wharekura o Kirikiriroa Board: 14<sup>th</sup> of June, 2024**

**Signature:**



**(Presiding Member)**

**Next Annual Review Date: 14<sup>th</sup> of June, 2025**



# TE TIAKI TŪRORO

Kaupapa Here: 6: 03

12th of October, 1993

## *Rationale:*

Injuries are a major health problem. Many injuries to young people occur at school. This policy describes the obligation that our school community has accepted with regard to the safety of it's children.

## *Purpose:*

1. To ensure that updated lists of existing medical conditions are available to staff.
2. To establish procedures for the treatment and referral of injured children.
3. To keep records of injuries (injury report form) and to use this information to evaluate injury prevention strategies.
4. To identify and modify where necessary, hazardous environments or activities, in order to reduce the frequency and severity of injuries.

## *Guidelines:*

1. Essential information relating to student health will be obtained on enrolment. The information will be stored for ease of access on computer tape.
2. Parents/Guardians will be contacted whenever the child receives injuries that need further attention, i.e. all injuries that require a report to be completed.
3. The injury report form must be completed for each child who requires treatment for an injury that may require further medical attention.
4. The completed forms will be the responsibility of the administration who will file them tari.
5. Members of staff will be given training and the Board of Trustees will fund staff attendance to such training.
6. A list of emergency numbers will be displayed alongside the telephone and in the office and medical room and staff will be reminded regularly about procedures for summoning emergency help.
7. Responsibility for the maintenance of first aid equipment will rest with the administration.
8. Proper hygiene procedures for dealing with blood which might be infected will be followed. The use of gloves and direct disposal of rubbish to skip.
9. Guidelines for physical education and sport for children with asthma will be adhered to.
10. An adequate supply of plasters and cleansing ointment will be available in the medical room and in the New Entrant classroom.
11. Referral to a local G.P. follows assessment of injury severity in consultation with another staff member. The Principal or other senior teacher must be informed.
12. A current list of children with bad asthma, severe allergies or other major concerns will

be kept in the medical room. These children will be identified to staff each term. This will be the responsibility of administration.

*Expected outcome:*

That appropriate health care is given and that this care is compatible with the procedures we use in dealing with injuries that occur and their causes.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TE WHAKARITE I NGĀ MATE URUTĀ

Kaupapa Here: 6: 04  
21st of October, 1997

### *Rationale:*

The school has the responsibility to ensure the safety of all children and staff if one or some children or a staff member are diagnosed as having a publicly notifiable disease. This can most easily be achieved by ensuring that everyone is always fully informed.

### *Purpose:*

1. The purpose of this document is to set procedures to be followed should a child or children or staff member be diagnosed as having a disease or illness, which, at the time, has been categorised as a notifiable disease.

### *Guidelines:*

1. Parents or guardians of a child or the staff member must inform the Principal immediately if they are diagnosed.
2. The Principal will immediately inform the Public Health Nurse who will advise of any steps, which might be required within the school to ensure the safety of other children and staff.
3. The Principal will, within 24 hours, inform all parents and staff through pānui of the situation, indicating what they might do to ensure their health and well-being or that of their children.
4. Pānui will go out periodically, at the discretion of the Principal, keeping people informed of progress and another to indicate that any immediate danger has now passed.
5. In following the guidelines it is expected that the health, safety and well-being of children and staff within the school will be protected.

### *Expected outcome:*

Effectively and efficiently manage communications to whānau in regards to any cases of publicly notifiable diseases within the kura.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

# TE MANAAKI TŪRORO KUA PĀ KINOTIA

Kaupapa Here: 6: 05

21st of October, 1997

## *Rationale:*

To establish a process for managing a variety of serious incidents.

## *Purpose:*

1. To respond appropriately to a crisis situation
2. To reduce the likelihood of risk to other staff or students
3. To provide appropriate support for those involved in the crisis situation
4. To provide assistance in coping with the physical and emotional impact of a traumatic incident.

## *Guidelines:*

When a Serious Incident occurs the Principal is informed immediately, who then advises the Chairperson of the Board of Trustees, Senior Management and establishes a Serious Incident Management Team including some / all of the following:

- Principal (Chair)
- Presiding Member
- Deputy Principal
- Assistant Principal
- Syndicate Leader
- Classroom Teacher
- Appropriate representatives of outside agencies
- Cultural Liaison representative

The Serious Incident Management Team will implement the management plan (attached)

All media releases are to be handled by the Principal or designated member of the Serious Incident Management Team.

The Ministry of Education (Group Special Education) team may be contacted for assistance with managing the incident, including dealing with any counselling or media enquiries.

## SERIOUS INCIDENT RESPONSE PLANS

These guidelines are established to assist Te Wharekura o Kirikiriroa staff, Board Members and the community deal with a range of serious incidents which could possibly occur both on- and off-site. The school will be supported in such events by the community emergency and social services, and

the Ministry of Education's regional Group Special Education (GSE).

#### *ACCIDENT RESPONSE SEQUENCE – SOMEONE IS INJURED*

Steps 1 to 7 are a sequence.

1. Approach the victim safely/look out for danger and take charge of the situation
2. Check responsiveness. Talk to Victim
3. Determine extent of injury by performing a rapid initial assessment using ABC (Initial Survey)
  - A - Airway
  - B - Breathing
  - C - Circulation
4. If necessary act to stabilise the patient by performing urgently needed first aid.
  - Open the airway
  - Perform either CPR or resuscitation,
  - Stop/control bleeding/Treat for Shock
5. Check for other injuries by carrying out a thorough body search (Secondary survey)
6. Act on what you find to make the patient comfortable
7. Hand over to medical/emergency people
8. Look after self and any other people. Treat for shock.
9. Record the vital signs throughout- and post-emergency
10. Fill out Accident/Incident form.

In the case of serious harm OSH will need to be informed.

1. Inform the principal
2. Principal talks to Board, GSE, parents, staff, other students and media
3. Activate trauma plan if needed with help of GSE

#### *RESCUE PLAN SOMEONE NEEDS RESCUE FROM FURTHER HARM*

All of the following should occur simultaneously if possible

1. Take charge
2. Look after yourself (and the group by way of delegation)
3. Assess the environment, the victim and your options
4. Set up the site where the victim is to be placed
5. Stabilise the victim if required
6. Move the victim

After Incident

Arrange medical or other support necessary As for Items 11 – 14 above

**THE EVACUATION PLAN – SOMEONE NEEDS MOVING TO MEDICAL CARE WHICH IS SOME DISTANCE AWAY**

1. Assess the patient for stability
2. Assess the resources you have (personnel and equipment)
3. Assess the environment (easy terrain?)
4. Decide on either Action Plan A or Action Plan B

<b>Action Plan A</b>	<b>Action Plan B</b>
PREPARE PATIENT AND CARRY THEM	CALL FOR A HELICOPTER VIA POLICE
Action A will be appropriate if 1,2 and 3 are in your favour.	Action B will be necessary if any one of 1,2 and 3 is unfavourable.
1 Construct or go get a stretcher	1 Send out a message – written message with two runners preferable <b>OR</b>
2 Prepare stretcher and patient for trip	2 Call Police on 111 requesting a helicopter
3 Select the route	3 Prepare the heli site (anchor things Down)
4 Prepare the team	4 Care for patient and group
5 Carry patient to pick up point and/or medical care	5 Attract helicopter to site
6 At all times look after group	

**SEARCH PLAN – SOMEONE IS MISSING IN OUTDOORS OR SCHOOL ENVIRONMENT**

1, 2, 3 and 4 are sequential

1. Question witnesses to establish the circumstances of loss and the Point Last Seen
2. Look in possible hiding places to eliminate these first
3. Alert the police and principal
4. Compile clues from any witnesses to the time leading up to the discovery that the person is missing

5, 6, 7, 8, and 9 can be concurrent depending on the resources you have

5. Check place last seen
6. Check areas of high probability (what excited/intrigued the person?)
7. Set up confinement/road blocks
8. Check paths of least resistance
9. Deploy attraction such as calling out their name, lighting a fire, shining a torch
10. Evaluate the situation. If you have found them be positive. Give TLC. If the subject is still missing
  - Call the police who will activate their SAR (Search and Rescue) team and
  - Contact the principal who will contact parents, other students and staff, the Board and deal with media.

### *THE FATALITY PLAN*

The order of the steps may vary

1. Look after the group: shelter, fluids and food
2. Cover the body & create a no-go zone
3. Contact the TIC, the Principal & Police
4. Allow for grieving (the language of death is sometimes an issue. It is accurate and no less caring to use the term 'died')
5. Abandon the activity
6. Principal informs the Board, GSE, parents, staff, other students and media
7. Activate trauma plan with help of GSE

### *FOLLOW UP FOR ANY EVENT*

Some useful steps following any event

All cases of serious harm must be reported to OSH immediately

Contact with parent(s)/caregiver(s) must be immediate

Develop a support plan for the group, the staff and your relationship with the victim and family, and implement that plan (the MOE GSE (Ministry of Education – Group Special Education will help)

Keep in contact with all parties including the media

Look after your own welfare

Investigate the incident and report to the BOT

### *TRAUMA PLAN*

1. The School Trauma Team meets to
  - Establish the facts
  - Establish/confirm the support systems already in place
  - Undertake a needs analysis
  - Decide on the actions required (refer to B below)
  - Allocate roles
2. The School Trauma Team actions, as appropriate, the following
  - Look after those involved eg students, staff trauma team, families directly and indirectly involved
  - Oversee the involvement of the media, police & other services
  - Maintain a clear paper trail
  - Staff the phones
  - Contact of GSE (Group Special Education)
  - Control of information
  - Convene progress meetings
  - Prepare communiqués
  - Make available an appropriate/separate space
  - Monitoring of the Trauma Team
  - Debrief/evaluate actions
  - Identify areas of ongoing support
  - Acknowledge the contributions of those involved
  - Identify any Professional Development need

### *SPECIAL NOTES FOR ANY EVENT*

Investigation:

The school's incident investigation plan would be activated after any incident.

### *Recording:*

All incidents/accidents including near misses relating to students, staff, contractors and volunteers must be recorded in the OSH document held in the school office.



*Communication:*

As is good practice, send out a written message with at least two runners if radio/phone is not appropriate.

The principal is the only staff member authorised to talk to the media.

The BOT spokesperson is the Chairperson.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TE WHAKAEA MANIORO, WHAKARONGO KI RŌ KURA

Kaupapa Here: 6: 06

8th of November, 2002

### *Rationale:*

This policy acknowledges that board members have particular responsibilities under legislation as well as through social expectations to provide a safe environment that caters for the physical and emotional well-being of its students. Such an environment should aim to ensure that all children and young people are treated with dignity and respect.

### *Purpose:*

The recommended policy on reporting child abuse and neglect in schools will be successfully implemented with:

1. An emphasis that the paramount consideration in such a policy is the welfare and interests of the child or young person (CYP&F Act (s6))
2. The provision of guidelines and training for teachers and others working with children and young people in the school environment
3. A commitment to ensure that children and young people are provided with preventative education to enhance their safety and awareness
4. The development of procedures for dealing with cases of current or historical abuse
5. The identification of which external agencies should be used, what service they provide, what liaison is required along with appropriate referral procedures.

### *Guidelines:*

It is expected that boards will need to facilitate training for all staff to help them to identify suspected abuse and/or neglect and to be able to respond appropriately. It is recommended that training needs to be identified and planned regularly in consultation with staff.

To assist with the implementation of a training policy, individual boards and/or principals should liaise with NZCYPS and New Zealand Police.

Further support can be provided by:

- Guidance Counsellors
- Visiting teachers
- Education psychologists attached to Special Education Services (SES)
- Personnel who can provide further assistance to students.

Schools are able to provide preventative education in their delivery of the Health and Physical

Education national curriculum statement. Students should have access to information about child abuse and appropriate responses to it through the relevant parts of this curriculum.

A useful way of managing suspected cases of child abuse and/or neglect is for a staff member to be nominated as a safety advocate for the child or young person.

The vital role of cultural groups and local support agencies in supporting the draft policy should be recognised by schools/principals in their ongoing communication and liaison with their wider community. Similarly, the role of relevant statutory agencies should be recognised in a consultative process.

Decisions about informing parents or caregiver should be made after consultation between the school and the statutory child protection service called in by them.

#### *Recommended reporting procedures:*

- If the child or young person is in danger or unsafe, act immediately to secure their safety.
- Listen to the child or young person and reassure them but do not make promises or commitments you cannot keep.
- Ensure that any information or disclosures by the child or young person are written down and check comments surrounding the concern have also been recorded
- Ensure that the child or young person has a responsible adult supporting them through this process and that the support role is clearly defined.
- Do not formally interview the child or young person. Obtain only necessary relevant facts if and when clarification is needed.
- Inform the principal
- Hold immediate discussion with guidance counsellor or child safety advocate.
- Agree on appropriate course of action
- The principal ensures notification to NZCYPS or the police. Await further contact before taking any action.
- After making sure the referral has gone to NZCYPS or the police, get support for yourself from appropriate persons if needed.

#### *Complaint of Child Abuse by a Staff Member*

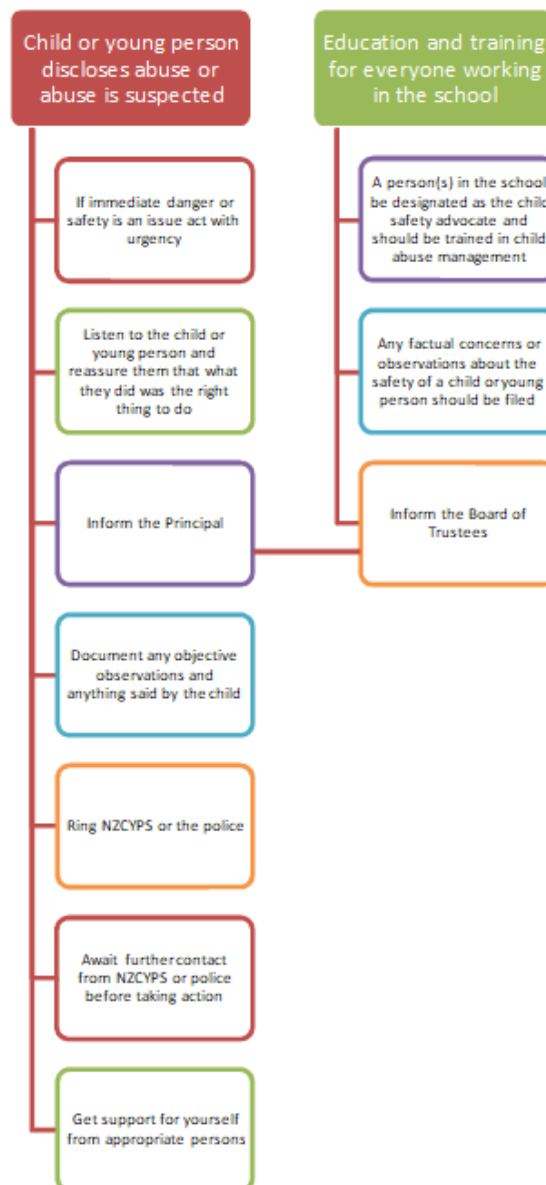
1. Where a complaint is received against a staff member the appropriate procedures are laid down in the relevant employment contract, school policies (in particular Concerns and Complaints and the Staff Discipline procedures) and the principles of natural justice.
2. The Principal is to advise the BOT Chairperson as soon as possible.
3. The Principal and the Board Chair have a dual responsibility to both the student and the staff member to ensure the process for dealing with the allegation is fair and just.

4. Appropriate advice and support may be gained from other agencies or STA industrial representative.
5. The employee is to be advised of their right to seek support / advice.

Points to note:

- Documentation may subsequently used in court as evidence for either side.
- Avoid making judgements. Simply record the facts.
- Interviewing of suspected abuse victims is a specialized procedure best left to those who are trained in such techniques.
- The child advocate should be responsible for ensuring that the child's welfare remains paramount.

Action flow chart:



**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TE WHAKAAWEAWE WHANONGA

Kaupapa Here: 6: 07

6th of February, 2003

### *Rationale:*

For children to feel respected in a safe learning environment that prepares them appropriately to participate socially in the wider community.

### *Purpose:*

1. To encourage courtesy and manners to all people
2. For students to take/accept responsibility for their actions
3. To encourage children to settle problems in a positive manner without resorting to violence.  
(Peer mediation, Mediation process)
4. Students to follow instructions of teachers and caregivers in the school
5. To respect individual differences

### *Guidelines:*

1. All staff, relievers and caregivers at school will consistently operate a positive reward system inside and outside the classroom
2. Consequences for breaking the school and class rules will be carried out in a consistent and unified manner throughout the school
3. Teachers, parents and caregivers will be made aware of the school's behaviour management procedures – Te Ara Whakatau Whanonga
4. All students will be aware and informed of the school rules and behaviour management procedures - Te Ara Whakatau Whanonga
5. Serious misbehaviour procedures will be explained to the parents of all children involved
6. Cell phone prohibition as a part of the Ara Whakatau Whanonga will adhere to Education (School Boards) Amendment Regulations 2023

### *Expected Outcomes:*

In fostering sound behaviour management strategies the staff, whanau and children will provide a caring and supportive learning environment.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

## TE TUKU, TE MAU TE HAURAPA

### *Rationale:*

As part of our commitment to provide a safe physical and emotional environment for our school community, Te Wharekura o Kirikiriroa is obliged to protect all members of the school community from dangerous items brought to school, and to respect the privacy and emotional safety of the individual. The school community, and the public, expects the school environment to be free of alcohol and drugs, weapons, and cyberbullying.

### *Purpose*

1. To ensure that the rights of all students are upheld and the learning environment is orderly and safe.
2. To ensure that all regulatory and legal requirements regarding surrender, retention and searches are met
3. To provide clear guidelines for cases where surrender, retention and searches are necessary

### *Guidelines*

To provide this protection and meet expectations, the school:

1. makes its community aware of which items are prohibited at school and the consequences of bringing such an item to school
2. has guidelines around the surrender and retention of property, including digital devices, and the searching of students
3. ensures that all staff members understand the guidelines and their authority to act within them
4. ensures that searches are conducted according to the school guidelines and only by authorised staff members
5. keeps a written record of searches.

The Surrender and Retention and Searches legislation applies at school, and at all school events and school supervised situations, such as Education Outside the Classroom (EOTC) events.

#### 1. Retention of Property

In most cases, surrendered items are available for collection at the end of the day. Depending on the item and the circumstances, items may be retained for a period or disposed of. Reasonable care is taken of retained items and details are kept of any item retained for two or more school nights. Details include the date, name of student, name of staff member, and any other relevant details. Depending on the situation, further action

may be taken, including behaviour management, counselling, contact with parents, and/or contact with the police.

## 2. Surrender and Retention of Digital Devices

The school fosters a positive culture of safe and responsible use of digital devices through the Digital Technology and Cybersafety policy and use agreements. We encourage students to be confident, capable, and responsible in their use of digital technology. Inappropriate use is dealt with as appropriate through the behaviour management plan and or surrender and retention guidelines.

Surrender and retention applies to items and devices that are:

- likely to endanger safety. Depending on the circumstances, this category could include images, social media posts, texts, audio, video, etc.
- likely to detrimentally affect the learning environment. This is anything that disrupts the flow of teaching and learning. It may include any item or device, that while harmless in itself, is used in an annoying or attention seeking (and therefore disruptive) way.
- harmful

Any item deemed to pose an immediate threat to a person's physical or emotional safety is harmful. **This is the only category that may warrant a search.**

The focus must be on the inappropriate behaviour i.e., causing disruption in the class, or compromising the safety of an individual, rather than on the technology itself. The school's cyber safety agreements and behaviour management plans set out what is acceptable and the consequences of inappropriate behaviour. Incidents involving digital devices are managed with due respect for the student's safety and privacy, and the integrity of the device and contents.

In the case of disruption of the learning environment, teachers and authorised staff can ask the student to show them the item, and/or to delete it; may ask the student to put the device away, or surrender the device to be retained for a reasonable period. If the student refuses to cooperate, they are managed through the school's behaviour management plan. Due to the nature of digital technology, items can be quickly and easily shared, and difficult to delete. Teachers can ask the student about the source of the item and whether it has been shared, etc., as this will help determine the action taken.

The same applies in the case of an item that is likely to endanger safety, and there are extra factors to consider, such as the emotional impact on the people affected; whether the item has been, or could be, shared or stored; the nature of the item, and maturity and age of the students involved. The school may contact Netsafe for advice, and will contact the police if a criminal offence is suspected, for example, drug involvement, threats to kill or assault, etc.

Staff cannot ask students to download or reveal what is on another digital device, such as a



social media site, or storage system. Staff cannot search the student's device contents or online accounts, or ask for the student's password for the device. Staff cannot search a device. The New Zealand Police have the ability and authority to search a digital device and must be contacted if a search is deemed necessary.

If a criminal offence has occurred or is suspected, the device is passed to the New Zealand Police as soon as possible.

Retained digital devices are stored securely and appropriately. If it has the capability, the device is turned off and locked when it is given by the student. A record is kept including details of the incident, and the device.

The device is returned at the end of the retention period to the student, or their whānau, as appropriate.

### 3. Searches

A search is not mandatory; the school may manage the issue through the behaviour management plan including suspension procedures.

A search can only be undertaken for an item considered harmful i.e., an item that poses an immediate threat to the physical or emotional safety of any person. Note: Schools may not search the content of a student's digital device.

Searches can only be conducted by authorised staff at the school, and only if they have reasonable grounds to suspect a student's possession of a harmful item.

The student must be given the opportunity to surrender or reveal the item before a search is conducted.

If the student denies possession of the item, or refuses to surrender or reveal it, there may be grounds for a search of the student's outer clothing and/or school bag, or other property. Note: schools are entitled to search school property at any time, and that includes desks, lockers, and receptacles provided to students for storage.

The student's rights to privacy must be considered and protected, and they have the right to not be subjected to an unreasonable search.

A search may involve emptying pockets, removing outer items of clothing, searching bags, desks or lockers, and also searching "correspondence" such as a diary.

- Searches are carried out in a fair and safe way, considering the circumstances and the characteristics of the student.
- Force is not used, except in an emergency situation to defend against immediate

harm.

- Searches take place in an appropriate location with appropriate people present. Unless impracticable, students are searched by a person of the same gender.
- Searches relate to the individual student i.e., not everyone in a class. If a group of students is suspected of possessing dangerous items, call the police for advice.
- Whānau are contacted if a search takes place.
- If highly dangerous or illegal items are suspected, contact the police and keep the student and the belongings in a safe place under supervision until the police arrive. Note that the police do not search on the school's behalf, if they have grounds for a search they do it according to police procedure.
- Written records are kept of all searches.

#### 4. Records of Searches

A written record is kept of all searches. It includes details such as the date, name of student, name of the authorised person who conducted the search, and any other relevant details. Details are also kept of any item/device retained for two or more school nights.

The records are kept for a minimum period of seven years.

#### *Expected Outcomes:*

Te Wharekura o Kirikiriroa have clear definitive guidelines for understanding the parameters and expectations when dealing with scenarios of Surrender, Retention and Searches.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

## TE AUKATI WHAKAWETI

Kaupapa Here: 6: 08

6th of February, 2020

### *Rationale:*

The Te Wharekura o Kirikiriroa Board of Trustees seeks to take all reasonable steps to develop high standards of behaviour in order to fulfil the charter expectation and the requirements of NAG 5. The Board seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students, staff, parents and whānau share the responsibility for making Te Wharekura o Kirikiriroa school a respectful and inclusive environment.

We are committed to ensuring that our school provides an environment free from bullying behaviours. All members of our school community – Board of Trustees, school leaders, teachers, staff, students and parents and whānau should have an understanding of what bullying is; and know what to do when bullying does occur.

### *Definition*

Our school community agrees that:

- Bullying is deliberate and involves a power imbalance
- Bullying is harmful. Bullying behaviours can be physical, verbal, or social, and can take place in the physical world or digitally.
- Bullying is not an individual action. It involves up to three parties; initiators (those doing the bullying), targets (those being bullied) and often bystanders (those who witness the bullying)
- Bullying has a recognised elements of repetition
  - Involving the same individuals – Target(s), initiators and bystanders
  - In / at / around the same places
  - Repetitious behaviour
  - Timeframes

We recognise that real change happens when students, staff, parents, whānau and other members of the community share responsibility for making our school a respectful and inclusive environment.

The following guidelines address bullying through;

1. Prevention – Through various means, staff, whānau and community are kept up to date on behavioural analysis, data and policy reviews as well as any kaupapa promoting positive behaviour.
2. Response – How the kura identifies bullying, its causes and impacts, and how staff, whānau and the community support those involved towards restoring mana as a ultimate solution.

### *Guidelines:*

#### Prevention:

Preventative measures assist in educating our students as to what is unacceptable and acceptable behaviour. Clear guidelines are established so students do not feel whakamā or fearful about coming forward. Whānau and community are encouraged to assist in informing policy.

#### We will:

- Regularly survey our school community to gauge their priorities.
- Identify areas for improvement through the survey findings and develop a bullying prevention action plan.
- Regularly promote our expectations and successes in preventing bullying (eg, in assemblies, newsletters and reports to the Board of Trustees)
- Hold termly professional learning and development on our understanding of bullying prevention and response
- Establish a Bullying Prevention Team to take responsibility for bullying prevention (to include staff, parents and whānau and students)
- Use a range of activities including curriculum based programmes to develop the ability for students to relate to each other
- Promote digital citizenship throughout ICT and promoting safe use of technology (through our ICT Use Agreements)
- Keep abreast of any Ministry or community initiatives that work towards addressing bullying.

#### Response:

We recognise the importance of consistently responding to all incidents of bullying that have been reported in our school and ensuring that planned interventions are used to respond to these incidents and support all involved. We will support anyone who has been affected by, engaged in or witnessed bullying behaviour.

- All reported incidents of bullying will be taken seriously and followed up as appropriate
- Any reported incidents indicating bullying behaviour will be raised firstly with the students kaiako.
- Once the issue has been raised with the kaiako, an appropriate adult will support the affected students by:
  - reassuring that they have done the right thing in reporting the incident
  - ensuring the immediate safety of the student(s) identified in the reported incident
  - using the assessment matrix, record a description of what happened and assess the level of severity
  - The issue will then be referenced back to the policies definition of bullying. If it does not identify with its definition, then it will be dealt with as per the schools Behaviour

Management process.

- If the issue identifies with the policies definition of bullying, then a responsive support process will be initiated.
- We will involve parents and whānau as early as possible and as appropriate
  - Immediate student safety is paramount. This is achieved through conscientious communications and decision making between whānau, Pou, kaiako involved and duty teachers
  - An investigation will take place including interviewing the student(s) involved
  - Restorative hui with students will highlight the unacceptable behaviours, its impact and a pathway forward. This may include action from L2 Behavioural Management procedures.
  - A responsive plan will be put into place.
  - This plan will be monitored indicating specific dates for updating the appropriate people.
  - The main aim is to ensure that those identified as targets feel safe and valued, and that all involved move towards a resolution rather than a punitive outcome.
- Indicative timeline:

Day 1	Day 2	Day 3
Incident reported to kaiako.  1. Kaiako to speak directly to student(s) to reassure them that they have done the right thing 2. The immediate safety of the student(s) is ensured 3. Utilise the assessment matrix and policy definition to relocate or identify the reported incident as one of bullying 4. Whānau to be contacted and informed of what has been done, and the next steps 5. Behaviour Management letters to be sent	Incident processed.  1. Restorative hui to take place 2. All hui and notes to be taken including the resolution 3. Whānau to be notified of the outcome 4. Review date to be established	Incident closure  1. All documentation to be forwarded on to the tumuaki to be filed <ul style="list-style-type: none"> <li>a. Assessment matrix</li> <li>b. Incident reports</li> <li>c. Behaviour Management letters</li> <li>d. Notification correspondence including review date</li> <li>e. Outcome response for;</li> <li>f. Initiators</li> <li>g. Bystanders</li> <li>h. Targets</li> </ul>

- If the kaiako is absent, the Pou of that whānau will process the reported incident until their return. In the absence of both the kaiako and Pou, the tumuaki will process the incident
- If the incident is reported after first lunch, 1pm then as much of the indicative timeline tasks will be completed, but will carry over until day 2
- Due to the sensitive nature of recourse for either initiators, victims or bystanders, the outcomes for each will remain confidential to those student(s), their whānau, the lead

kaiake, pou, tumuaki and when appropriate, the BOT

- More serious incidents will be escalated to senior management and we will seek advice and involvement from outside agencies
- Appropriate support for targets, bystanders and initiators of bullying behaviour will be provided
- We will regularly monitor all incidents of bullying and identify patterns of behaviour. To ensure school assets are operational, compliant and available for everyday use

*Expected Outcomes:*

**Ratified by the Te Wharekura o Kirikiriroa Board: October 2022**

Signature:  (Presiding Member)

**Next Triennial Review Date: 12<sup>th</sup> of October, 2025**

## TE WHAKAHAUMARU I TE RĀ

Kaupapa Here: 6: 09

20th of June, 2016

### *Rationale:*

To instill awareness and preventative practices in keeping tamariki safe from prolonged, unprotected exposure to the sun.

### *Purpose:*

1. This sun protection policy will apply during Terms 1 and 4, (especially between 10 am and 4 pm). However, from beginning of September UVR levels are increasing. Therefore sun protection should be used in September when children are outdoors for extended periods (e.g. sports days). During the winter months sun protection is not usually needed except at high altitudes in highly reflective environments, for example near water or on snow. This policy is adopted from the beginning date of each new school year so that children attending Te Wharekura o Kirikiriroa are protected from excessive exposure to UVR from the sun.

### *Guidelines:*

1. Staff and students are encouraged to wear hats and sun screen at school, at outdoor events and on school trips. (refer bullet point 2, 7 and 12)
2. The school uniform hat is in accordance with Sun Smart Cancer Society recommendations and must be worn.
3. During terms one and four in particular
  - a. Students will be encouraged to wear hats (refer bullet point 2 and 7)
  - b. Student will be encouraged to wear sun screen
4. Children will not be permitted to play on the playground or field unless they are wearing their hat.
5. Staff will provide positive reinforcement to students who take appropriate sun safety measures.
6. All outdoor activities will have regard for sun safety. Slip, slop, slap and wrap.
7. Require children to wear broad-brimmed (minimum 7.5cm), legionnaire or bucket hats (minimum 6cm brim and a deep crown) when they are outside - for example during interval, lunch, sports, excursions and activities.
8. Provide hats for children to borrow.
9. Encourage students to wear clothing that protects their skin from the sun even when out of uniform (for example with sleeves and collars, and rash tops when swimming outside).
10. Implement a "No Hat, Play in the Shade" policy. Require children without hats or with bare shoulders to play in the shade or indoors.
11. Work with the school community to promote students' use of SPF 30 broad-spectrum

sunscreen.

12. Make sunscreen available to students at school outdoor activities, particularly at sports days and similar events
13. Encourage all staff to role model Sun Smart behaviour, for example use appropriate hats within the school grounds and during outdoor school activities.
14. Regularly publicise and reinforce the Sun Smart Policy (for example through newsletters, school website, parent meetings, and student and teacher activities).
15. Talk to parents about the school's Sun Smart Policy at enrolment and encourage parents to practise Sun Smart behaviour, i.e. in school newsletters and enrolment packs.
16. School to provide a bi-annual Sun Smart education programme.
17. To provide natural sunshade areas throughout school grounds

*Expected Outcome:*

The school community will follow Sun Safe and Sun Smart practises.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**



## TE TIAKI KARAREHA

Kaupapa Here: 6: 10

12th of May, 1996

### *Rationale:*

Animals will be respected and protected within our school environment.

### *Purpose:*

Under the Animal Welfare Act 1999 The board of Trustees and staff will ensure that all animals on school property will be offered protection from harm.

### *Guidelines:*

1. Addressing animals on school property will be the responsibility of the schools Caretaker.
2. Every reasonable step will be taken to locate owner/owners.
3. If the owner/owners cannot be found then Animal Control will be contacted to remove the animal
  - a.
4. If animals are injured the SPCA will be contacted to assess the situation and appropriate action will follow.
5. Where animals are brought to school in association with curriculum activities e.g pet day or classroom displays, all care will be taken to ensure animal safety and wellbeing.
6. Safety of students is paramount when any animals are on school property.

### *Expected Outcome:*

Animals will be protected and cared for on site at Te Wharekura o Kirikiriroa whilst maintaining the safety and care of duty for tamariki, staff and whānau.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# NGĀ TUKANGA ME NGĀ TURE

## TE WHAKAURU TAMARIKI

Kaupapa Here: 7: 01

5th of September, 2015

### *Rationale:*

Through a managed process of enrolment, sustainable growth and development of education can be maintained.

### *The Purpose:*

1. To ensure unobstructed development for children whose whānau are committed to the educational pathway of their child(ren).
2. To ensure ongoing whānau involvement and support.
3. To encourage continuous advancement, development and preservation of te reo me ōna tikanga.
4. To ensure teacher/student ratio are maintained at manageable levels.
5. To ensure the physical environment can adequately accommodate the student population.
6. To ensure the effective use of teacher time and resources.

### *The Guidelines:*

1. Whānau, parents or legal guardians must complete an enrolment form, obtainable from the schools administration office to commence the enrolment process.
2. Following the completion of the enrolment form, a time will be organized to meet with the principal. At the meeting, the following will be discussed;
  - i. The level of te reo competency of the child
  - ii. Educational support at home, and in particular the support of te reo Māori
  - iii. Any particular educational needs of the child
  - iv. Any particular health requirements of the child
  - v. Any questions about the kura that whānau may have
3. Once the meeting has concluded and the whānau and principal wish to proceed, the principal will take the whānau on a tour of the school grounds.
4. At the conclusion of the tour, if the child is 5 years old or yet to turn 5, the principal will take them to the Year 1 akomanga, introduce them to the kaiako, where the kaiako will explain and organize for the completion of an adequate transitional programme, as well as a pōwhiri date before their official start date.
5. If the child is not a new entrant into the kura, a pōwhiri date will be set with the principal following the tour.
6. Children enrolled from the ages of five - seven year's must be able to communicate and

understand Te Reo Māori.

7. Children enrolled from the age of eight and above must be able to speak and understand Te Reo Māori.
8. Or tamariki who struggle with te reo Māori, a monitored 4 week trial period can be offered.
9. Student/teacher ratio maximum shall be in line with the Ministry of Education's Primary School Staffing Order, 1: 15 - 20 for new entrant class, 1: 18 – 23 for remainder year 1 – 3 classes and 1: 22 - 28 for years 4-13.
10. Prior to beginning it is strongly recommended that the student have the following:
  - Whakapapa
  - Ko te iwi
  - Ko te waka
  - Ko te maunga
  - Ko te awa.
11. It is envisaged that whānau should have a commitment to the kura mission:  
Ka tautoko, ka whakamana hoki Te Wharekura o Kirikiriroa i ngā mātāpono o te Kīngitanga.  
Mā te whakapakari i ngā taukaea ki a Ngāti Wairere, ka ngana mātou te whakatau i te tūāpapa tika nō roto mai i ngā kawa me ngā tikanga o Waikato iwi.  
Te Wharekura o Kirikiriroa supports and commits to upholding the core values of the Kīngitanga. Through developing positive relationships with Ngāti Wairere, we endeavour to provide a firm foundation for the future of our kura based in Waikato kawa and tikanga.
12. Early registration of Kōhanga and Puna Reo students will be encouraged.
13. Whānau of intending students will receive a copy of this policy as a part of the enrolment pack.

*Expected outcome:*

With clear expectations at the time of enrolment, whānau and kura will be best prepared in supporting students learning.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

## TE WHAKAWHITINGA MAI TE KŌHANGA / PUNA KI TE KURA

Kaupapa Here: 7: 02

5th of September, 2015

### *Rationale:*

A transition program in to school implemented between kura and contributing kohanga to establish relationships between staff, tamaiti and whaanau ensuring a safe and comfortable transition for each child

### *Purpose:*

1. To provide a bridge from kohanga reo into the school environment.
2. To develop appropriate work patterns and behaviour.
3. To empower the child, so that they can become an active participant in their learning and development at kura.
4. To provide engaging activities that allows children to build upon their own abilities.

### *Guidelines:*

1. There will be liaison between school and kohanga prior to the child beginning school.
  - 1.a. Handing over of kete matauranga/child profile and or tracking report of child's development and learning.
2. Programs will provide engaging and active learning activities.
3. Teachers will cater to the individual learning needs of the children to enable them to engage in activities.
4. Teachers will provide activities that are achievable for the children fostering growth, competence and confidence within the classroom environment.
5. Classroom programs will provide equipment and resources for the children

### *Transition process*

1. The transition process for tamariki Tau 0 – 1 will be further explained by the New Entrant kaiako following the enrolment process re: Enrolment Policy 7: 01
2. New enrolments ages 5-6 will transition over a period of three weeks with the support of their whaanau (This can be subject to change agreed to by kaiako and whānau by gauging the child's needs and or confidence)

Example of Three Week Transition:

- Week 1 - Mornings 8.30-12.30
  - Week 2 - Afternoons 1pm-3pm
  - Week 3 - Full day
3. Transition times will be established by New Entrant teacher and whānau member after

attending enrolment hui with the principal.

4. Official enrolment will follow pōhiri and completion of transition.

*Expected Outcome:*

Tamariki starting kura at ages 5 – 6 year old, will experience a smooth transition which will support their future education at Te Wharekura o Kirikiriroa

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# TE WHAKAŪ KI TE TAETANGA MAI KI TE KURA

Kaupapa Here: 7: 03

5th of September, 2015

## *Rationale:*

To assist students to attend school on a regular basis and in accordance with Education School Attendance Regulations 1951].

36 Students of registered schools required to attend whenever schools are open

<http://www.education.govt.nz/school/managing-and-supporting-students/managing-student-attendance/legal-responsibilities/#jump1>

## *Purpose:*

1. The school will have a consistent system for marking attendance registers.
2. To optimise learning and achievement students are required to attend school at all times.

## *Guidelines:*

1. The school documents attendance and non-attendance. The school operates on a hard copy register system.
2. The school has a consistent system for marking attendance registers as per the Staff Administration Manual.
3. Attendance registers are a legal document and will be marked in the morning and after lunch to meet requirements.
4. Daily absentees are collated from each room every morning at 9.00am, and again at 12.30pm. Children who will be leaving school grounds for any reason, will need to notify both the kaiako and administration.
5. The school secretary will contact parents of children who are away without adequate explanation or who have left the school grounds without permission.
6. The school will address absence without notification after two days, regular absence regular lateness, or other patterns of attendance concern.
7. Non-attendance information will be checked weekly by the principal who will contact families where there may be a concern.
8. If the child/children are still not attending, the SWISS officer will be contacted for assistance.
9. If the problem persists, then the Truancy policy will be followed.
10. Students are encouraged to be at school regularly and absence for minor reasons e.g shopping, babysitting will be discouraged.

*Expected Outcome:*

Students will attend kura on a regular basis

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TE NGAROMANGA I TE KURA

Kaupapa Here: 7: 04

5th of September, 2015

### *Definition:*

Truancy is the total of all of a student's unjustified absences and intermittent unjustified absences.

### *Rationale:*

That all children enrolled in a registered school must attend the school when it is open for instruction.

### *Purpose:*

1. For all children to attend school.
2. To set up a network which supports families.
3. To put a system in place to enable daily checks on absentees.
4. To avoid having to involve Te Kōhao Health which could lead to prosecution.

### *Guidelines:*

1. If the school Secretary cannot make contact with the parents then, on the Secretary's judgement and in consultation with the Principal a referral will be made to Te Kōhao Health. The Te Kōhao Health will visit the home or otherwise try to locate the child and then report to the school on the outcome.
2. A referral to Te Kōhao Health will also be made if truancy occurs on more than 20% of the half days which the school is open, taken over a four-week period.
3. If a truanting pattern emerges at 15% of the half days which the school is open, taken over a four-week period, a letter will be sent home from the Principal informing parents / legal guardians of the situation and warning them of the pending referral to Te Kōhao Health.
4. If this does not effect a change, then, depending on the nature of the problem, outside agencies may be contacted.
5. In the worst case it is possible that the school, in association with the Te Kōhao Health., will take court proceedings against parents who do not send their children to school.



*Expected outcome:*

That children's attendance will be monitored in a professional, efficient manner, in an effort to avoid the involvement of the Te Kōhao Health which could lead to prosecution.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**

A handwritten signature in black ink, appearing to read 'M. Newton-King', written in a cursive style.

**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TE WHAKATAU KŌHUKITANGA ME TE WHAKATINA

Kaupapa Here:

### *Rationale:*

Whānau are an active participant in the planning to minimize student stress, distress and management of the use of appropriate physical restraint strategies. Te Wharekura o Kirikiriroa Te Whakatau Kōhukihukitanga me te Whakatina complies with the guidelines issued by the Secretary under section 101 of the Ed & Training Act 2020.

### *Purpose:*

1. To reduce student distress and minimize the use of physical restraint. Physical restraint of ākonga in our Wharekura will always be the last resort.

### *Guidelines:*

All kaimahi will ensure the uara of the kura are followed and form the basis for a supportive and caring school culture.

#### Unsafe physical restraint

We do not use unsafe physical restraint techniques under any circumstances. Unsafe physical restraint techniques include:

- restraint that restricts breathing or communicating, including speaking and sign language
- face-down restraint
- immobilising through pressure points and pain holds
- actions such as tackling, sitting, lying on, or kneeling on a person
- headlocks or putting pressure on the chest or neck
- bending joints backwards.

Restraint must be carried out in the least restrictive way possible. For example, verbal de-escalation techniques should be used before physical restraint if appropriate.

#### When can physical restraint be used?

Kaiako and authorised kaimahi may only use physical restraint if all three of the following conditions are met, and only as a last resort.

1. Physical restraint is necessary to prevent imminent harm, including significant emotional distress to an ākonga or another person.
2. The kaiako or authorised kaimahi reasonably believes there is no other option available in the circumstances for preventing harm.

3. If the physical restraint is reasonable and proportionate in the circumstances. This means only applying as much force as is necessary, and for the minimum amount of time necessary.
4. All kaiako, kairiwhi and L.A.T holders will automatically be covered within this policy. All other kaimahi will require authorization from the Board of Trustees.
5. Completion of training modulars is a pre-requisite for the granting of authorization

#### Individual support plans

Our Kura will work with the whānau to develop support plans in place for specific ākonga to prevent distress and de-escalate crisis situations.

We ensure support plans have been developed for ākonga who meet any of the following criteria:

- the ākonga is highly likely to be involved in a situation where physical restraint may be used
- the ākonga has been physical restrained more than once in a term
- The kura receives a request from whānau or the ākonga themselves.

#### Kaimahi training and support

The board is responsible for ensuring:

- from 7 February 2024, kaiako and authorised kaimahi have completed the online learning module about the physical restraint guidelines (Aramai He Tētēkura)
- from 7 February 2025, kaiako and authorised kaimahi are supported and trained in identifying stress triggers, understanding unmet needs, and preventing, minimising, and responding to ākonga distress
- kaiako with a high likelihood of needing to use physical restraint are trained in appropriate physical holds by accredited physical restraint practitioners
- every authorised kaimahi member (who is not a teacher) has been trained in appropriate physical holds by accredited physical restraint practitioners.

#### Recording and monitoring physical restraint

- Our Kura will monitor our use of physical restraint and comply with record keeping requirements. Written records of every instance of physical restraint of a student will be kept for a minimum of 10 years from the date of last action
- We will take reasonable steps to ensure that any ākonga who has been physically restrained and any kaimahi member who has used physical restraint has their own hauora monitored, so that appropriate support can be provided.
- We will also check for trends by monitoring and analysing records, particularly the increased use of physical restraint. If the trend shows increased use, we will consider how to minimise the use of restraint.
- Every kaimahi member who uses physical restraint will complete a kaimahi physical restraint

incident report. We keep a copy of the form in the ākonga file, and provide a copy to parents/caregivers of the ākonga.

- Our kura manages all complaints, including those regarding physical restraint, through our Kaupapa Here 4: 10 – Te Tuku me te Whakaea Nawe
- The kura is able to provide the names and positions of Kaimahi authorised to use physical restraint, if requested.

Resources / Reference Document(s)

- Education and Training Act 2020 section 99 – 101  
<https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS375831.html>

*Expected Outcome:*

Student distress will be reduced and use of physical restraint will only be used where appropriate.

**Ratified by the Te Wharekura o Kirikiriroa Board: March 2024**

Signature:  (Presiding Member)

**Next Triennial Review Date: 5<sup>th</sup> of September, 2026**

## TE WHAKAEKE, WHAKATŪ TAUIRA I TE KURA

Kaupapa Here: 7: 05

5th of September, 2015

### *Rationale:*

To provide a process for stand down or suspension of a student in accordance with are implemented in accordance with the relevant provisions of the Education and Training Act 2020, the Education Stand-down, Suspensions, Exclusions, and Expulsion Rules 1999 and guidance issued by the Ministry of Education? [ss 78 to 89 Ed & Training Act 2020] if that student's behaviour is deemed to present a danger to him/herself or to other students or if that behaviour constitutes gross misconduct or repeatedly unacceptable behaviour.

### *Purpose:*

1. To ensure that the rights of all students are upheld and the learning environment is orderly and safe.
2. To ensure that all regulatory and legal requirements regarding stand down and suspension are met
3. To provide clear guidelines for cases where a child is to be stood down, suspended, excluded or expelled.

### *Guidelines:*

1. The Principal will, after consultation with staff and where necessary caregivers, make a decision to stand down/suspend a child and will document reasons for this action including prior behavioural management strategies that led to this decision being made.
2. The school should ensure that the families of the students concerned are informed as quickly as possible of the stand down/suspension, of its implications and of their rights and responsibilities.
3. The Principal has the power to stand down or suspend students without referral to the Board. The Principal will, however, inform the Chairperson of the Board of Trustees.
4. In the case of a stand down, the Principal may reconsider whether the stand down is to continue the full number of days, or whether the stand down can be shortened. Relevant possibilities and strategies will be put in place so that the child's education can continue positively. This meeting could include parents/caregivers, the classroom teacher and the child.
5. All relevant discussions and decisions will be documented.
6. In the case of a suspension, a special Disciplinary Committee convened by the Board of Trustees will be held 'in committee' (public excluded) with the child, parents/caregivers and their support, according to the requirements of the guidelines on Stand down, Suspension, Exclusion and Expulsion. A decision will be made in the best interests of the child. Options

include:

- the suspension be lifted without conditions
  - the suspension be lifted but with conditions attached
  - the suspension be continued for a further period because of special circumstances
  - the child be excluded.
7. The Ministry of Education will be informed of the decision made.
  8. The school will assist with the re-establishment of a child who is excluded.
  9. The school will endeavour to work closely with the family concerned in any disciplinary action at all times.
  10. The caregivers have the right to appeal to the Board of Trustees a decision made by a Disciplinary Committee.

*Expected Outcome:*

The kura has a clear, appropriate and proportionate Stand-down, suspension, exclusion and expulsion process in addressing serious behavioural and ongoing Level 3 incidents.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TE PUTA I TE KURA I NGĀ HAORA O TE KURA

Kaupapa Here: 7: 06

14th of July, 2000

### *Rationale:*

The school is responsible for all children during school hours.

### *Purpose:*

1. The school is responsible for the children's safety.
2. The school will maintain accountability of the children's whereabouts at all times.
3. The school, and in particular, the child(rens) kaiako and administrator is aware of who has access to remove children from the school.

### *Guidelines:*

1. The school must be notified by the Parents/Caregivers, if children are to leave the school grounds during school hours.
2. Parents/Caregivers must collect their children from inside the school grounds, i.e. classroom, school office, hall, sickbay.
3. Parents/Caregivers must inform the office and class teacher when children will be or have been collected.
4. Lunch time passes will be issued to children from the office on receipt of permission note from parent.
5. For children absent without explanation after lunch refer to the Truancy Policy.
6. If a child leaves the school grounds without prior consent or notification as explained in this policy, then parents will be contacted.

### *Expected outcome:*

The school is aware of where children are at all times, as well as maintaining the safety and wellbeing of our children.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# TE WHAKAMAHI I TE KURA I WAHO I NGĀ HAORA MAHI

Kaupapa Here: 7: 07

14th of July, 2000

## *Rationale:*

Our kura is central to our community and must be an available option to serve them. In the interest of security and goodwill, the following precautions will be taken to ensure proper care of school facilities when being used outside of normal school hours

## *Purpose:*

1. To ensure that security is at a premium
2. To provide a clean, hygienic environment for staff and whānau
3. To ensure keys are used responsibly

## *Guidelines:*

1. Requests for use of school facilities, apart from Hall and Equipment Hirage, will be directed to the principal.
2. A keyholder will be established.
3. The KEYHOLDER is to be the only person to enter the Secretary's office.
4. The main office will be kept locked at all times.
5. Make certain that all windows are closed, all doors locked and the burglar alarm is switched on when leaving.
6. The staffroom will be left tidy with the bench cleaned and dishes washed.
7. Toilets will be available.
8. No one will go into the medical room, unless an emergency occurs.
9. If you use the staff tea, milk sugar etc, please leave a koha for replacements.

## *Expected outcome:*

By the following and above guidelines, a safe and hygienic staffroom will be available to all who requests its use outside of normal school hours.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**



# TE WHAKAMAHI I TE HŌRO ME NGĀ UTAUTA

Kaupapa Here: 7: 08

15th of October, 2015

## *Rationale:*

The Kura is receiving compensation for the use of its facilities by individuals, groups and organisations that are not directly related to delivery of education to the Tamariki of this Kura.

## *Purpose:*

1. To identify the facilities that are available for hire.
2. To define the times and days in which the hall and/or equipment may be used.
3. To set a rate to which the facilities may be hired out.
4. To define the terms of an agreement, that the prospective user must sign, before the hall and/or equipment is used.

## *Guidelines:*

1. The following facility is available for hire at the discretion of the Tumuaki:
  - a. The hall and/or equipment.
2. The hall and/or equipment is available for hire between the hours of:
  - a. 5:00 pm and 10:00pm Monday to Friday.
  - b. 9:00am to 10:00pm Saturday and Sunday.
3. The standard rate for the hall hire is \$70 for 3 hours, and \$145 per day.
4. The rate for the hall hire which includes the use of the kitchen, power and any other amenities is the Standard Rate plus 20%.
5. Consumption of alcohol during hall hirage times;
  - a. Must be permitted by the tumuaki
  - b. Must be for a limited time and accompanied by food
  - c. Must be for moderate consumption only
6. If it is of r a staff event re: Financial Management policy 5:06 – Entertainment: Alcohol purchases
7. The terms in which the hall is to be used are stipulated on the Hall and Equipment Hirage form available at the front office.
8. Instead of the full rate, a koha or donation for the use of the hall and/or equipment can be requested at the discretion of the Tumuaki

## *Expected outcome:*

Groups wanting to hire the school hall or equipment has clear direction on the expectations for

hirage and any costs and liabilities that accompany hirage.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# TE MAHI RANGAHAU I TE KURA

Kaupapa Here: 7: 09

17th of September, 2002

## *Rationale:*

This document is intended to provide guidelines to assist the Principal in deciding whether to allow particular research projects to be undertaken within the kura. It is anticipated that the guidelines will enable the Principal to make decisions regarding each project and simply report those decisions to the Board of Trustees.

When the Principal is in doubt about an application of guidelines a request to conduct research within the school will be brought before the Board for final decision.

## General Concerns

The following paragraphs set out some concerns which should be met before consent is given to any person who asks that they be allowed to conduct research within the kura:

## *The Researcher:*

Background information regarding the researcher will be obtained in the first instance. The researcher must show their regard and comply with the schools values, tikanga, kawa and policies.

## *The Supervisor:*

The supervisor like the researcher must comply with the uara, tikanga and kawa of the kura. The kura must be informed of the person who is responsible for the researcher's work, and that we may contact that person to discuss any concerns that we may have about the project or the researcher.

## *The Project:*

What is the context in which the project is being carried out? What is it being used for? Where will its results be published? What are the aims and objectives of the research project? What research methodology will be employed?

These are important questions. Any project which is to be conducted has to comply with certain requirements, so we would be entitled to ask for a copy of their application to their School Ethics Committee. Research which is going to result in a piece of undergraduate work which will be seen only by the lecturer and the researcher/student, clearly differs from research which will feed into a Masters thesis which will then be freely available to all University of Waikato library users, or from

research for a Mana Magazine article. A project which sets out its aims and objectives to include the discrediting of kura kaupapa Maori in any way will not be considered. Issues of informed consent will vary depending upon whether the research proposed is quantitative or qualitative.

*Some General Requirements:*

The proposed project must not cause Te Wharekura o Kirikiriroa any adverse effect.

The Kura should require a copy of the completed research, which will be made available to parents who wish to peruse it.

Parents of children involved in the research must be notified and will be informed that, once completed, the research will be lodged with the Kura for their perusal.

Where any research involves one-on-one interviews or other form of information-gathering (eg questionnaires) with any person, either pupil or staff, their prior consent must be gained and any conditions they set on their involvement (eg anonymity) must be respected. In the case of pupils, the prior consent of their parents or guardians must be obtained.

The requirements of the Privacy Act 1993 must be complied with at all times.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

## Questionnaire (Appendix A)

It might be useful to ask any prospective researcher to fill out a brief questionnaire, in order to facilitate the process. The suggested format is as follows:

### APPLICATION TO CONDUCT RESEARCH AT TE WHAREKURA O KIRIKIROA

1. Name of applicant:
2. Please provide some background information about yourself, for example, your iwi affiliations, your educational background and what has led you to conduct this research.
3. Can you demonstrate that you have an understanding for the philosophies and aims of Kura Kaupapa Maori?
4. Who is your supervisor? Do they have an understanding of the philosophies and aims of Kura Kaupapa Maori? Are they prepared to answer any questions or concerns that the kura may have with your proposal or with your work?

Please provide a contact address and telephone number for your supervisor.

5. Please explain the aims and objectives of your project.

What will you be using your research for (eg undergraduate essay, Masters thesis, article)?

Briefly describe your research methodology.

6. Te Wharekura o Kirikiriroa has a number of requirements which must be agreed to before research may be conducted within the kura. Please indicate whether you are prepared to abide by the following requirements:
- a. The project must not cause Te Wharekura o Kirikiriroa any adverse effect;
  - b. The Kura requires a copy of the completed research, which will be freely available to parents who wish to peruse it;
  - c. Parents of children involved in the research must be notified of the project and they will be informed that, once completed, the research will be lodged with the Kura for their perusal;
  - d. Where any research involves one-on-one interviews or any other form or information-gathering (eg questionnaires) with any person, either pupil or staff, their prior consent must be gained and any conditions they set on their involvement (eg anonymity) must be respected. In the case of pupils, the prior consent of their parents or guardians must be obtained.
  - e. The requirements of the Privacy Act 1993 must be complied with at all times.

I have read requirements (a) – (e) stated above and I hereby indicate my consent to be bound by them:

\_\_\_\_\_ (signature)

\_\_\_\_\_ (date)

*Expected Outcome:*

Any external bodies who wish to conduct research in or about the kura, kaimahi, students whānau, intellectual property, school programs or school data, have completed a process of checks and balances to ensure the integrity of the kura is kept safe, and that the outcomes of the research are consistent with the wishes of the Board of Trustees

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# TE WHAKAMAHI I NGĀ WHAKAAHUA O NGĀ KAIMAHI ME NGĀ ĀKONGA

Kaupapa Here: 7: 10

17th of September, 2002

## *Rationale:*

To protect the intellectual property, safety and privacy of our staff and students.

## *Purpose:*

1. To enhance learning opportunities for students through various publishing media including online, newspapers and newsletters.
2. To acknowledge staff and student rights to privacy and copyright.

## *Guidelines:*

1. The school may participate in and publish student material for four main purposes:
  - To educate the student in accordance with the NZ Curriculum or Te Marautanga o Aotearoa, including the role and use of technology in society
  - To encourage the student to be part of and participate in the school community
  - To share the results of learning within the school community
  - To promote the school in the wider community
2. The school will only publish material in our own newsletter or website, local news media or educational publications or websites.
3. Online learning may include scanned, digital or video images of children or their work in school or class activities. Children may also participate in online classroom or video and audio conferences.
4. All work published must meet educational and standards criteria. Material will not be published which may defame anyone or their work, be objectionable from a human rights point of view, be obscene or infringe copyright of a third party.
5. Work will be edited for correct spelling and grammar.
6. Written permission is required to publish any child's image or work to safeguard their rights of privacy and copyright. If requested by the child or legal guardian, all material will be removed from the website.
7. All work or images are to be removed once a child leaves the school permanently.
8. On the internet students may only be identified by their first name and year at school. No other personal information will be given.
9. Original student work is protected by copyright. Any third party wishing to use a child's work must have the permission of the child or their legal guardian.
10. As access by others to any media publication is beyond the school's control the school takes every step to safeguard students and their work. This includes limited information about the



child.

11. The Principal is available to answer any queries related to the school's procedures for publication of student images and work.

*Expected Outcome:*

The intellectual property, safety and privacy of our staff and students will be appropriately protected at all times

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# NGĀ TARI ME NGĀ UMANGA O WAHO O TE KURA

Kaupapa Here: 7: 11

17th of September, 2002

## *Rationale:*

To protect the rights of children in our care

## *Purpose:*

1. To establish procedures for any agency wishing to interview children in our school grounds

## *Guidelines:*

1. Any person/agency wishing to interview a child must meet with the Principal or Deputy ( if Principal is absent).
2. They must establish a 'legitimate right' to meet with the child. This must be proved in writing and be supported by a relevant Act of Parliament.
3. If 'legitimate right' has been established the Principal or Deputy should then determine the appropriate course of action. This could include:
4. Parent or Caregiver being notified
5. Other staff consulted
6. Other staff involved in the interview process
7. Agencies could include Police, Child Youth and Family Services (CYFS), Health Authorities, legal counsel.
8. Generally parent permission is required. However in an emergency e.g. a child protection safety situation, the parent may not be notified. (Refer also to Child Abuse procedures)
9. A record of all action taken pertaining to an interview shall be kept by the Principal.
10. All records are to be kept confidential.
11. An agent of the Principal can only be the Deputy Principal or the Board of Trustees Chairperson.

## *Expected Outcome:*

Through a transparent and documented process, the kura will protect the rights of tamariki in its care.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

## TE AROWHAI

Kaupapa Here: 7: 12

17th of September, 2002

### *Rationale:*

To ensure that the school is a safe environment for all stakeholders and that legislative requirements are met

### *Purpose:*

1. To provide a process for ensuring that Police Vetting is carried out.

### *Guidelines:*

1. Privacy principles will be followed in respect to the collection, collation and storage of police vetting information
2. All prospective and existing staff will undergo police vetting every 3yrs in accordance with legislative requirements.

### *Compulsory Vetting*

1. Police vetting will comply with the Children's Act 2014, and regulations 5 – 8 of the Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015
2. All teaching staff will be vetted as part of the Teacher Registration process.
3. All new non-teaching employees and new contractors will be vetted.
4. New permanent employees require a satisfactory police vet before any appointment is confirmed.
5. Casual or temporary employees must be vetted within 2 weeks of their first day of employment.
6. Contractors and their employees who "regularly" work at school during school hours. (ie. contractors with work of a habitual or recurrent nature) must be vetted within 2 weeks of first starting work.

### *Optional Vetting*

1. The Board may vet a person employed solely to provide classes usually held outside school hours and open to people not enrolled Full Time at the school. A further vet is required 'on or about' the 3rd anniversary of the previous vet.
2. Prospective preferred employees may be vetted before confirmation of a job offer.
3. Boards of Trustees may also be vetted.
4. School Volunteers may be vetted. Volunteers not vetted will not be left alone with children.

### *Applications for Vetting*

1. Teacher Vetting applications are part of the Teacher Registration and Renewal process.
2. Vetting of volunteers are to be made direct to the Police (STA 2001/22).
3. Consent by any applicant/employee to a vet is required by the Police for privacy purposes, but is not technically necessary as it is legally compulsory.
4. Accuracy of information is also necessary to ensure a vet is carried out on the right person and should be checked by the applicant.
5. Negotiations may be undertaken with contractors who work regularly in the school during school hours who are also legally bound to be vetted. Alternative arrangements may be negotiated with individual contractors eg. work outside school hours, discontinue working for school.
6. A vetting application fee of \$10 is payable by the Board for each vet.
7. Vets can take about 6 weeks.

### *Screening a Police Vet*

1. The following factors will be taken into account when evaluating criminal records.
  - a. the nature and seriousness of the offence
  - b. the relationship of the offence to the position applied for
  - c. when the offence occurred and the age of the individual at the time of the offence.
  - d. Circumstances surrounding the conduct of the offence
  - e. Societal conditions that may have contributed to the nature of the conduct.
  - f. The probability of recurring offending
  - g. The applicant's commitment to rehabilitation and to changing behaviour.
  - h. Has a sentence been served or is the person still doing community service.
  - i. Concerns raised by a 'Red Stamp' (indicates Police have concerns about this person working with children).
2. Some general guidelines with regard to specific offences are:
  - a. Offences Unacceptable for Employment
    - i. child sexual or physical abuse
    - ii. sexually exploitative offences
    - iii. any crime involving children
    - iv. drug related offences
  - b. Offences of Qualified Acceptability
    - i. dishonesty
    - ii. financial mismanagement
    - iii. certain traffic offences (DIC)

### *Police Vet Follow Up*

1. If a vet does not reveal any criminal offences or concerns by the police the vet should be destroyed or handed to the employee or contractor. A record of the vet taking place is to be kept.
2. If a vet does reveal criminal offences or concerns the applicant must first be asked to validate the information contained in the vet.
3. If an applicant disputes the information contained in the vet they must pursue it with the Police. Until the Board receives a correction from the Police it will assume the original information is correct . Adverse action cannot be taken by the Board until this has been done or the person has failed to do so within a reasonable period.
4. If employment issues arise from concerns raised by a Police vet the Board will consider any necessary follow up action based on the screening criteria. The Board will ensure that the process is a fair one and will consult the NZSTA personnel/industrial relations adviser before any action is taken.
5. If after considering the nature of an individual's criminal record the Board has no concerns then the vet should be destroyed or handed to the employee or contractor. A record of the vet having taken place must be kept.
6. If a criminal record raises issues about the suitability of the person in their role at the school the Board will consult with NZSTA personnel/industrial relations adviser on correct procedure to take in each case.

### *Privacy*

1. The strictest confidentiality is to be ensured at all times with all police vetting information.
2. All Police vets will be directed to the Principal.
3. Because of the police vetting information all mail marked 'Confidential' should only be opened by the person to whom it is addressed.
4. The Principal will refer any issues of concern to the Board. The Chairperson or the Board may need to see the information if employment decisions are likely.
5. All Police vetting information should be kept in a secure place.

### *Expected Outcome:*

The kura remains a safe environment for all stakeholders and that legislative requirements are met

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# TE HĒTI HĀKINAKINA

Kaupapa Here: 7: 13

6th of March, 2016

## *The Rationale:*

To ensure an efficient distribution and retrieval system for all physical education equipment.

## *The Purpose:*

1. To ensure that the sports shed key is easily accessible.
2. To ensure that equipment is available to all.
3. To ensure that equipment is not lost and returned to the shed in the condition that it was taken.

## *The Guidelines*

1. There are 2 sports shed keys.
2. 1 sports shed key is to be held by the principal, and the other by the appointed teacher. The key must be made available for all staff and coaches. The key will not be handed out to children.
3. Teachers and Coaches are to write on the blackboard in the shed, a list of equipment they have, when and for how long they will require equipment.
4. Appointed monitors will be responsible for issuing, collecting and check-listing equipment at lunchtime.
5. Allocated equipment will be distributed at lunch times by the appointed staff member for general use.

## *Expected Outcome:*

A clear record of our sports equipment can be maintained with a minimum loss of gear, including the key.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>th</sup> of July, 2027**

## AUAHI KORE

Kaupapa Here: 7: 14

7th of November, 2005

### *Rationale:*

To comply with the regulations stipulated in the Smoke Free Environments Act, 2004, where by Te Wharekura o Kirikiriroa grounds are 100% smoke free.

### *Purpose:*

1. To encourage staff to develop a smoke-free environment.
2. To recognise the positive role staff play as role models.
3. To uphold laws relating to a smoke-free environment.
4. To ensure staff do not smoke on school grounds.
5. To recognise that smoking is an optional part of the adult world and that smokers and non-smokers should exercise tolerance towards each other.
6. To ensure procedures are in place for complaints as required under the Smoke-free Environments Act 2004.

### *Guidelines:*

1. Education of staff, students and Board of Trustees is important, as consensus remains the most effective way of obtaining a smoke-free environment.
2. Smoking should be seen in the context of a wider Health Policy.
3. The community's support be consulted.
4. The Smoke-free Environments Act 1990, provides that any person can complain to the employer of the workplace, or to the local area Health Board, if that person believes on reasonable grounds, that some person has contravened any provision of the Act as it relates to that workplace, specifying the particulars of the complaint.
5. Where the Board of Trustees receives a complaint or a complaint is referred to the B.O.T. under section 16 (2) (a) of this Act, the Board shall within 20 working days after receipt of the complaint, investigate the complaint, and, if it appears that a contravention has occurred, shall try to resolve the complaint.
6. here the contravention is on part of the Board, the Board shall settle the cause of the complaint, or give an assurance that satisfies the complainant that there will be no repetition of the cause of the complaint.
7. Where the contravention is on part of the employee, the Board shall seek to obtain from the employee and assurance that satisfies the Board that there will be no repetition of the cause of complaint.
8. The representative of the employees in the workplace shall be entitled to be present at any meeting called by the Board for the purpose of resolving the complaint and avoiding future

cause for complaint

9. Where the Board is unable to resolve the complaint by agreement, the Board shall refer the complaint in writing to the local area health board.

*Expected Outcome:*

Smoking by staff will take place away from school grounds. A preventative educational program with students will be actioned and support provided for smokers wishing to give up smoking.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

Signature:  (Presiding Member)

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**



### *Rationale:*

To meet compliance with the Copyright Act 1994.

### *Purpose:*

1. To put in place copyright procedures

### *Guidelines:*

1. All staff (Teachers and Support Staff) are annually to be informed of and comply with the provisions of the copyright licences held by the school (if any).
2. Staff are to be made aware that any photocopying that exceeds what is stated in each of the licences held by the school is deemed to be the responsibility of the individual and the school does not accept liability. New staff will be informed as part of the induction process.
3. National Film C films and videos are automatically useable as a blanket waiver covers them.
4. Personal CD's/videos may be shown but hired items are not to be shown.
5. Any staff member showing videos outside of the terms of the Films Act or otherwise failing to comply with the act as defined in this policy is liable to a fine to a maximum of \$10,000.

### *Copyright in a literacy, dramatic, musical or artistic work*

Section 44 of the Act:

1. Allowed to copy for educational purposes:
  - a. One copy only of the whole or part on one occasion (by or for the person giving instructions) by reprographic process.
  - b. One or more copies made by non-reprographic process.
2. One or more copies on one occasion (provided to students at no charge).
  - a. No more than the greater of 3% of the work or edition or 3 pages (but if only 3 pages or less in total, then only 50%).
  - b. Once copied, no other copies can be made of the same part or from the same work within 14 days.
3. A 'work' includes an article in a newspaper, a short story, or a poem in an anthology.
4. Refer to other management information in the A-Z Management Handbook.

### *Expected Outcome:*

The kura is compliant with current copyright laws

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

# TE TIRITI O WAITANGI

Kaupapa Here: 7: 16

2nd of February, 1992

## *Rationale:*

To acknowledge the importance and relevance of the Treaty of Waitangi

## *Purpose:*

1. To acknowledge Māori as tangata whenua and that Te Reo and Tikanga Māori are a living part of Aotearoa.
2. To recognise, understand, value and experience the dual heritage of Aotearoa.
3. To provide all children in the school with the opportunity to participate in our unique cultural heritage.
4. To ensure the curriculum reflects the perspectives of mana whenua.
5. To actively involve whānau in developing iwi perspectives within the school

## *Guidelines:*

1. Acknowledge Ngāti Wairere as mana whenua of the school and seek to incorporate Te Reo and tikanga of Ngāti Wairere in school operations.
2. Consultation with whānau, including local kaumātua, is important to determine how the Treaty and Waikato can best be reflected in the school.
3. Provide resources to support developing understanding by staff and students through
  - curriculum
  - professional development
  - developing further appreciation of the ramifications of Te Tiriti o Waitangi and the significance of dual heritage
4. Maori children are encouraged to value their unique identity and cultural values through incorporating Te Reo and Tikanga Maori, appointment of Maori staff and promoting positive Maori role models. to recognise, value and experience our dual heritage.

## *Expected Outcome:*

The importance and relevance of the Treaty of Waitangi is acknowledged

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## TE PŌWHIRI

Kaupapa Here: 7: 18

5th of May, 1998

### *Rationale:*

To ensure that the appropriate Ngāti Wairere tikanga is upheld.

### *Purpose:*

1. Powhiri will take priority over everything.
2. To provide 2 weeks prior notification where possible, to all regarding powhiri.
3. To avoid an 'excess' of pōwhiri, Senior staff and Principal will liaise to decide what is most appropriate given the circumstances.

### *Guidelines*

1. The venue for pōwhiri will be at the discretion of senior staff and Principal.
2. Clothing for all will be tidy, clean and practical, and does not necessarily have to be black.
3. If available, Tainui will karanga first, other women next and Tainui girls will follow.
4. Approval from parents, will be sought regarding girls doing a karanga.
5. If available, Tainui kaumatua will speak first, followed by those from other rohe. If Tainui kaumātua are unavailable, then Senior Management will decide who will speak.
6. Parental approval will be sought if tama are to kōrero.
7. Kaumatua with own waiata takes precedence.
8. Ngā waiata o Tainui are highly appropriate and will take priority as waiata tautoko
9. The Senior staff and Principal will decide whether it will be powhiri a kura, a whanau, ā akomanga ranei.
10. All koha money will be handed to the office and banked in the "koha" putea.
11. Kai will be provided for all manuwhiri by the kura following the pōwhiri.

### *Expected Outcome:*

The most appropriate and practical tikanga will occur to ensure that powhiri proceed smoothly, in keeping with Ngāti Wairere protocol.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**



**(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## NGĀ HAEPAPA O TE TUMUAKI

Kaupapa Here: 8: 02

08 o Mahuru, 2014

The Board's official connection to the operational organisation, its achievements and conduct will be through the Principal. Only official actions of the Board are binding on the Principal.

The principal is the professional leader of the kura and the board's chief executive working in partnership with the board of trustees. The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's Charter or expressed values or commonly held professional ethic.

Alongside their professional role, the principal's key contribution to day-to-day management of the kura is as per the management definition in the introduction to this governance manual.

The principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the kura, management and staff is to be read as "principal" for responsibility for implementation. From time to time the chair of the board acting within delegated authority may issue discretions in policies of the kura, in minutes of the board, or by written delegation.

The responsibilities of the principal are to:

1. Meet the requirements of the current job description
2. Meet the requirements of their employment agreement including the 4 areas of practice from the Principals' Professional Standards
3. Act as the educational leader and day-to-day manager of the kura within the law and in line with all board policies
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
5. Develop, seek board approval of, and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
6. Use resources efficiently and effectively and preserve assets (financial and property).
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place and comply with section 597(1) Education and Training Act 2020, Section 597(2) of the E&T Act defines the meaning of 'good employer' Personnel provisions in relation to education service 597 General principles

8. Allocate pay units for appropriate positions.
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development
10. Employ, deploy and terminate relieving and non-teaching staff positions.
11. Employ teaching staff as per the appointments policy.
12. Communicate with the community on operational matters where appropriate.
13. Refrain from unauthorised public statements about the official position of the board on controversial social, political, and/or educational issues
14. Keep the board informed of information important to its role.
15. Report to the board as per the boards reporting policy requirements.
16. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
17. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

Only decisions made by the board acting as a board are binding on the principal unless specific delegations are in place. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the principal except in rare circumstances when the board has specifically authorised it.

The relationship is one of trust and support with expectations documented in the relationship policy. All parties work to ensure “no-surprises”.

The principal is not restricted from using the expert knowledge of individual board members acting as community experts.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

Signature:  (Presiding Member)

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

## NGĀ KAWENGA O TE TUMUAKI

Kaupapa Here: 8: 03

08 o Mahuru, 2014

The Principal is the Board's only link to operational achievement and conduct so that all authority and accountability of staff, as far as the Board is concerned, is considered the authority and accountability of the Principal.

Accordingly, except for executive assistance to the Board;

1. The Board may communicate with, but will not give instructions to persons who report directly or indirectly to the Principal.
2. The Board will not evaluate, either formally or informally, any staff other than the Principal.

### *Disciplinary Process in Relation to the Principal Policy*

In the event the board receives a complaint regarding the principal or determines that policy violation(s) may have occurred in the first instance the board will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal). Where the board considers the degree and seriousness of the concern or violation(s) sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

Signature:  (Presiding Member)

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**

The chair safeguards the integrity of the board's processes and represents the board of trustees to the broader community. The chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board in order that collective opinion can be developed and a board decision reached. The board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the chair.

### The Chair:

1. Is elected at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the board\*
2. Welcomes new members, ensures that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new trustee induction
3. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
4. Leads the board members and develops them as a cohesive and effective team
5. Ensures the work of the board is completed
6. Ensures they act within board policy and delegations at all times and do not act independently of the board
7. Sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
8. Ensures the meeting agenda content is only about those issues which according to board policy clearly belong to the board to decide
9. Effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant board policies\*
10. Ensures interactive participation by all board members
11. Represents the board to external parties as an official spokesperson for the kura except for those matters where this has been delegated to another person/s and is the official signatory for the annual accounts\*
12. Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions
13. Establishes and maintains a productive working relationship with the principal
14. Ensures the principal's performance agreement and review are completed on an annual basis
15. Ensures concerns and complaints are dealt with according to the kura's concerns and complaints procedure



**Ratified by the Te Wharekura o Kirikiriroa Board: 4<sup>th</sup> of July, 2024**

**Signature:**  **(Presiding Member)**

**Next Triennial Review Date: 4<sup>TH</sup> of July, 2027**