

Policy Framework

	Strategic	Governance			Operational		
Purpose	Setting objectives and priorities	Role of Board and how it will act			Providing guiding principles, and expectations of the Principal		
		Employment of staff					
Key documents	The Charter	The Charter			Policies		
		Schedule of Delegations (2004)					
		Policies					
National Administration Guidelines		NAG 3	NAG 1	NAG 2	NAG 4	NAG 5	NAG 6
		Employer Responsibilities	Curriculum and student achievement	Documentation, Self Review, Reporting using National Standards	Finance and Property	Health and Safety	Administration
Who?	BoT with Community Consultation	BoT	Through Principal and Staff	BoT with Principal and Staff	BoT	BoT	BoT
Policies		Allocated Units	Agricultural Day	Strategic Plan	Cash Management	Administering Medication	Complaints
		Appraisal of Staff	Assessment of Students	Schedule of Delegations (2004)	Entertainment	Health and Safety	Protected disclosures
		Classroom Release Time	Care of Animals		Finance with Schedule of responsibilities	Irregular Attendance	Theft and fraud prevention
		Conditions of Service	Curriculum Delivery		Property	Lockdown	
		Equal Opportunities	Gifted and talented				
		Non-Teaching Appointments and Dismissals	Health and PE				
		Police Vetting non-teaching	Special Education				

		Principal appraisal					
		Promotion and Career Development					
		Recruitment and Selection					
To Do							

TAUWHARE SCHOOL POLICIES AND PROCEDURES

	Name	NAG	Notes and Date revised
Policy	Agricultural Day	1	
Policy	Allocated Units	3	
Policy	Appraisal of Staff	3	
Policy	Assessment of Students	1	26 October 2010
Policy	Attendance Polcy and Procedure	5	7 June 2011
Policy	Care of Animals	1	21 October 2008
Policy	Cash Management	4	
Policy	Classroom Release	3	
Policy	Complaints	6	
Policy	Conditions of Service	3	23 August 2011
Policy	Curriculum Delivery	1	27 July 2010
Policy	Entertainment	4	
Policy	Equal Opportunities	3	1 July 2008
Policy	Finance with Schedule of responsibilites	4	
Policy	Gifted and Talented	1	
Policy	Health and PE	1	
Policy	Health and safety	5	23 August 2011
Policy	Lockdown	5	15 September 2009
Policy	Non-Teaching Appointments and Dismissals	3	
Policy	POLICE VETTING non-teaching	3	
Policy	Principal appraisal	3	17 August 2010
Policy	Promotion and Career Development	3	
Policy	Property	4	
Policy	Protected disclosures	6	
Policy	Recruitment and Selection	3	5 July 2011
Policy	Schedule of Delegations	2	2004?
Policy	Special Education	1	
Policy	Theft and Fraud prevention	6	
Procedure	Treaty of Waitangi	1	17 August 2010
Procedure	Appointments		2 September 2008
Procedure	Administering Medication	5	Changed to Procedure August 2011
Procedure	Blood and Bodily Fluids		
Procedure	Child Abuse.		
Procedure	Children with Head Lice		23 March 2009
Procedure	Civil defence		
Procedure	Complaints Against Staff involving Sexual Abuse		
Procedure	Discipline+Rules		
Procedure	Discretionary Leave.		
Procedure	EOTC		
Procedure	Fire Evacuation.		
Procedure	Harassment (of staff)		
Procedure	Harmful substances		

Procedure	Hazards		
Procedure	Internet safety		20 October 2009
Procedure	Missing Child		5 July 2011
Procedure	Pandemic		17 June 2009
Procedure	Privacy		
Procedure	Risk Analysis and Management		
Procedure	Road Safety		
Procedure	School Bus Safety		
Procedure	Sun Smart Protection		21 October 2008
Procedure	Truancy		

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TAUWHARE SCHOOL



Agricultural Day (Calf Club) Policy

Rationale:

- Agricultural Day will be a day set aside once a year for children of the school to bring along calves, lambs, or kid goats for competition and participation – if this is held on a Saturday or Sunday the day will count as an official school day and will be minuted as such by the Board of Trustees.
- All children of the school will be encouraged to participate in Agricultural Day.

Objectives

To teach children:-

- welfare of animals
- responsibility of caring for animals
- to develop an interest as well as knowledge and understanding in caring for animals i.e. feeding, grooming, housing and training.
- provide hands on experience for children.

Time:

Early October before South East Hamilton Country Schools Group Day.

Every four years Tauwhare School will host the Group Day.

Resources:

The pupils will have hands on experience with their animals and the school will arrange instruction from Calf Club judges in the district. (This may be arranged through the S.E.H.C.S. Convenor if necessary)



TAUWHARE SCHOOL



Allocated Units Policy

Purpose

The intent and purpose of allocated units is to recognise extra responsibilities given to teachers.

Guidelines

- At the time of allocating a fixed-term unit or units, the employer shall specify in writing either the period of time for which the teacher shall be entitled to that fixed-term unit or units, or the particular assignment or task to be undertaken for which the fixed-term unit or units has been allocated. The entitlement to that fixed-term unit or units shall cease at the expiry of the specified period of time or on the completion of the specified assignment or task. The employer may reallocate a fixed-term unit or units to the same or another teacher for a further period of time or for a further particular assignment or task
- Permanent units may be given to staff identified as “deputy principal’ or “assistant principal”.
- Units are additional to salary. They are paid at the substantive rate (i.e. not divisible) to both full-time and part-time teachers. The only circumstance in which the units may be proportioned is in an approved full-time job share position. The rate of payment for units is determined by the Primary Teachers Collective Agreement.
- Units shall be allocated in a way that reflects the responsibilities or extra workload undertaken by teachers during each school year.
- Units shall be allocated in consultation with the staff at the beginning of each school year.
- The final decision rests with the Principal and the Board of Trustees.

This policy will follow the N.Z.E.I. requirements as per the Teachers Collective Agreement.



Appraisal of Staff Policy

Rationale:

The second National Administration Guideline states that:-

- Each Board of Trustees is required to develop and implement personnel and industrial policies Which promote high levels of staff performance, use educational resources effectively and recognise the needs of students. (Education Gazette 30th April 1993).

Purpose:

To enhance performance by ensuring that appropriate professional support is given to all staff members.

Guidelines:

- Board of Trustees delegates to the Principal the responsibility for the performance management of staff.
- All staff with teaching duties and/or management responsibilities including the principal, will undergo a performance appraisal at least once every twelve months.
- Objectives of performance will be established and recorded at the beginning of the appraisal period and are determined by the Principal or the appraiser in consultation with the appraisee.
- Performance will be evaluated against the professional standards relevant to the appropriate level against which the teacher is to be assessed and at least one other objective focussing on a development of classroom performance. The key performance areas for teaching staff will include:-
 - professional knowledge
 - teaching techniques
 - motivation of students
 - classroom management
 - communication
 - support and co-operation with colleagues
 - contribution to wider school activities
- To succeed with each objective support will be provided to staff members and will be clearly specified by the appraiser.
- The performance appraisal period will be time lined.
- Confidentiality is a component of the entire appraisal system.
- The performance appraisal process will include:-
 - classroom observations by the appraiser
 - opportunity for self appraisal by the appraisee
 - an appraisal interview between the appraiser and the appraisee
 - a written final statement that will remain confidential to the appraisee and the Principal unless the appraisee agrees otherwise.
 - A review process:-

If the two parties cannot agree on the final statement, both will discuss their views separately with a third party chosen by the appraisee (independent consultant/another Principal) who will have the final say in the wording.

Principal Performance Review:

- Principal appraisal will be carried out annually.
- The appraiser will be decided on in consultation with the Board of Trustees Chairperson and the principal.
- If performance has been acceptable any pay increment is then applied for.



TAUWHARE SCHOOL



Assessment of Students Policy

Rationale:

Assessment should focus on promoting learning and raising student achievement.

Purpose:

- To monitor the progress of individuals or groups of students to inform next learning intentions.
- To provide feedback and feed forward to students, parents/caregivers
- To be able to review and revise teaching and learning programmes looking for trends/areas of need.
- To guide strategic planning and decisions about professional development.

Guidelines:

- Assessment must be manageable.
- Overall teacher judgements must be fair, reliable and valid for the purpose for which it is used.
- Assessment will relate to success criteria.
- Assessment will be both formative and summative.
- Assessments will align with the National Standards at each level.

Formal Assessments will include:-

Yr. 1 Entry Assessment (S.E.A.)
 Writing exemplar
 Basic Facts
 Running Records
 Peter's & Gay Byers Spelling
 Numpa

Yr. 2 6 Year Nett
 Basic Facts
 Writing Exemplar
 Basic Facts
 Running Records
 Peter's & Gay Byers Spelling
 Numpa

Yr. 3 P.A.T. (listening/comprehension)
 Writing Exemplar
 Basic Facts
 Spelling
 Probe
 Numpa

Yr. 4 – Yr 6
 P.A.T.
 Basic facts
 Writing Sample
 Peter's & Gay Byers spelling
 Probe
 AsTTle
 Numpa IKAN/GLOSS

Assessment for Topic Studies

Assessment for Social Sciences, Science & Technology, Health & Physical Education and The Arts will be assessed using Solo. Emphasis is on children self-assessment and peer assessing with next steps clearly articulated and demonstrated.

Signed _____

Board Chairperson

Date ___26th October 2010___



Attendance Policy and Procedure

Rationale:

To ensure that children are given the opportunity to learn to their full potential by regular attendance at school.

Guidelines:

The terms of Section 31 of The Education Act state that every Board of Trustees is responsible for ensuring that all children enrolled at their school attends school.

This Board will take all steps to ensure that regular attendance occurs.

PROCEDURE:

1. Student attendance will be recorded electronically by the class teacher using the school's Student Management System in the classroom twice a day, at the beginning of morning school and at the beginning of afternoon school.
2. For students who are absent, the class teacher will record the code for the absence, if the reason for the absence is definitely known, using the Attendance Codes, or record the absence as a '?' if the reason is not known.
3. Whenever possible, parents/caregivers will be encouraged to advise the school of an impending absence ahead of time. When this is not possible, then parents/caregivers will be asked to inform the school as soon as possible after the event (eg by phone, email or text on the day of a student's illness, or by note on the first day when the student returns to school).
4. If parents/caregivers advise the school of an impending absence of five school days or more, and request work to be provided for the student, then the class teacher will make the work available. However, work will not normally be provided for absent students under any other circumstances.
 - a. The following methods of explaining student absences, either before or after the event, will be accepted from parents/caregivers: 1) a phone call 2) a face-to-face explanation 3) a note 4) a text message to the school's cell phone or an email message to school stating:
 - i. the student's name
 - ii. the date of the absence and the reason for it
5. Half an hour after the start of morning and afternoon school the Office will use the SMS to identify the students who are absent. In the case of those for whom no explanation has been received by the school, the Office will contact a parent/caregiver by phone, email or text. If an explanation is received this will be recorded as the reason for the absence in the SMS, using the Absence Codes.
6. If no satisfactory explanation for an absence has been received by the school within a week of the student's return to school, then the Office will record the student as having been truant. (If a satisfactory explanation is subsequently received, then the coding of the absence will be changed by the class teacher – and the change shown in the register.)
7. If a student has five days of 'unjustified' absence in the course of a school term, the Principal will counsel the student about this, advising of the likely consequences if this behaviour continues.
8. If a student has a seventh day of 'unjustified' absence in the course of a school term, the Principal will contact the parents.

9. In the case of a student who is engaged in learning that is taking place not under the direct supervision of the school, the Principal will use his/her discretion to decide as to whether the student will be marked as present or absent from school. Each case will be taken on its merits.
10. In the case of frequent repeated unjustified absences the Principal will refer the matter to the Board of Trustees truancy officer.

Signed _____
Board Secretary

Date ___June 7th 2011___



TAUWHARE SCHOOL



Care of Animals Policy

Rationale:

Under the Animal Welfare Act 1999, animals in New Zealand have a right to expect proper and sufficient care. This care should be provided by the owner or person in charge of an animal. They have the responsibility to meet the animal's physical, health and behavioural needs.

Purpose:

The Ministry of Agriculture consider that most classroom animal use in New Zealand involves family pets brought to school for simple observation and behaviour studies and for learning the responsibilities of humane care. Such use does not constitute a manipulation and thus does not require Animal Ethics Committee (AEC) approval.

Studies may include:

- Observation of behaviour;
- Observation of body structure and function;
- Measurement of growth e.g. regular weighing to chart a growth curve;
- Identification of diet preferences, and food "treats";
- Observation of animal response to different cage equipment such as tubes, platforms and ramps;
- Breeding to teach reproduction and development; and
- Animal care and handling techniques.

Reference should be made to *Caring for Animals: a Guide for Teachers, Early Childhood Educators, and Students*, Learning Media, Ministry of Education, 1999.

If activities are beyond the type described above, and constitute a manipulation, AEC approval would need to be obtained.

Guidelines

The definition of animals under the Act includes mammals, birds, reptiles, amphibians, fish, crabs, crayfish, squid and octopus.

The physical, behavioural and health needs of any animal are:

- Proper and sufficient food and water;
- adequate shelter;
- the opportunity to display normal patterns of behaviour;
- appropriate physical handling; and
- protection from, and rapid diagnosis of, injury and disease.

If the appropriate care cannot be provided, the animals should not be kept in school.

Responsibility for the care of animals rests with the teacher involved, but ultimately with the Principal and Board of Trustees.

Signed _____

Board Chairperson

Date ___21st October 2008___



TAUWHARE SCHOOL



Cash Management Policy

Introduction

- 1) The Board accepts that it has a responsibility to protect the cash resources of the School. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal.
- 2) In the formulation and approval of this Policy the Board has had due regard to the accepted standards of sound financial management and applied these to the School.
- 3) The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
- 4) This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

Cheque and Call Deposit Accounts

- 5) The Board agrees that one cheque account shall be operated for Board general receipts and payments.
- 6) The signatories to this cheque account shall be as follows:
 - the Board Chairperson
 - the Principal
 - the Treasurer
- 7) All cheques for operating expenses shall be signed by at least one Board member and either the Principal or the Executive Officer.
- 8) Under no circumstances is a cheque signatory to sign a blank cheque.
- 9) All cheques, except those for petty cash reimbursement, must be issued as 'Not Transferable – Account Payee Only'.
- 10) At no time shall the cheque account be operated in overdraft without permission from the bank and the Ministry if the overdraft exceeds the borrowing limits.
- 11) 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 Treasurer with any activity on this account to be reported to the Board.
- 12) Separate long – term deposits may be operated and controlled by the Treasurer and reported on to the Board at each meeting.

Investments

- 13) Investments of School funds may only be made in accordance with the terms of Section 73 of the Education Act 1989.
- 14) 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).
- 15) Investments may only be made with the written authorisation of the Principal and the Board Chairperson.

Fundraising

- 16) 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 Adviser of the Ministry of Education for advice.

Cash Receipts

- 17) 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 for any sum above \$5.
- 18) No cash received can be used to pay accounts in cash.
- 19) Only delegated staff may handle cash.
- 20) All receipts must be banked as soon as possible and preferably within one working day of receipt.
- 21) All cash and cheques kept on the premises must be kept secure and under the control of a delegated person.

Accounts for Payment

- 22) All accounts for payment, other than expense reimbursements and attendance fees, must be supported by a copy of the:
 - official school order form
 - the invoice, with certification by the orderer 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.

Accounting Records

- 23) The Principal shall arrange for proper accounting records to be maintained. The records must satisfy all requirements specified in Acts of Parliament, financial reporting standards and other applicable standards.
- 24) 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 and Annual Financial Statements

- 25) For each calendar month the Principal or the Board appointed accountant shall prepare financial reports showing:
 - Statement of Financial Performance, including comparison to budget
 - a summary Statement of Cashflow and
 - a summary Statement of Financial Position.
- 26) 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.

Signed _____

Board Chairperson

Date _____



TAUWHARE SCHOOL



Classroom Release Time Policy

This is an operational policy designed in consultation between the principal and teaching staff of Tauwhare School. The policy must be written in conjunction with clause 5.30 of the Primary Teachers Collective Agreement 2004-2007.

Intent and Purpose

The intent of classroom release time is to address teacher workload while maximising 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.

Use of Classroom Release Time

This policy contains a list of the most common uses for classroom release time in our school. The list may be amended from time to time through consultation with teachers. Principal and individual teachers may also agree to other uses from time to time.

In our school classroom release time will be used for:

- Planning
- Evaluation
- Reporting
- Personal professional development
- Observing other teachers
- Reading/Research
- Syndicate Meetings
- Assessment
- Any other use agreed to from time to time between teacher and principal.

Allocation of Classroom Release Time

Each teacher will be allocated two hours per fortnight. The roster will be generated by the Principal taking into account where possible the requests of individual teachers.

OR

2 days per term. The roster will be generated by the Principal taking into account where possible the requests of individual teachers.

N.B. 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

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:

- Record the reason for non-delivery
- Endeavour to relocate the CRT at a later date in that school year
- Review the CRT policy if required
- Use the record of non-delivery when reviewing the policy.

Review of the policy

This policy will be reviewed at the beginning of the new school year.

- Staff turnover
- Recruitment/Retention Issues
- New education initiative e.g. introduction of specialism
- Concern about benefits to student learning
- Any other genuine issue or concern.



TAUWHARE SCHOOL



Complaints Policy

Purpose

To establish a clear process for handling parent concerns in a reasonable manner.

To give parents/caregivers the opportunity to be heard, with a view to resolution at the lowest level.

Guidelines

Concerns:

- Concerns should be dealt with through the classroom teacher in the first instance.
- A record of the concern and the resolution will be kept by the classroom teacher
- The Principal will become directly involved at the request of the parent or teacher should the concern be unresolved.

Complaints:

- Formal complaints are to be addressed in writing to the Principal.
- Formal complaints regarding the Principal should be addressed in writing to the Chairperson of the Board of Trustees with a copy to the Principal.
- Formal complaints will be investigated by the Chairperson or nominated Board member(s) and who will report back with recommendations.
- The Board response or decision will be addressed in writing to the complainant by the Chairperson.
- Any public statement will be made by the Board of Trustees Chairperson.
- Confidentiality will be maintained at all stages of these procedures.



TAUWHARE SCHOOL



Conditions of Service Policy

Rationale:

All employees should be able to work in a good and safe environment and should have clear information about their conditions of service.

Purpose:

To ensure the fair treatment of all employees.

Guidelines

1. On application for a position all employees will be provided with guidelines on conditions of service within their job descriptions.
2. The Board of Trustees (B.O.T.) will adhere to conditions as outlined in awards for employees' leave and holidays.
3. The B.O.T. will familiarise themselves with Personal Grievance Procedures as stated in each of their employees awards.
4. The B.O.T. will ensure opportunities for the enhancement of individual employee's abilities through its personnel and performance management policies and practices(refer Appraisal of Staff and Principal Appraisal policies).
5. The B.O.T. will ensure the school's physical environment provides access for people with disabilities.
6. Job sharing and permanent part-time positions will be options for employees where appropriate.

Signed: _____ Date: 23rd August 2011
Principal



TAUWHARE SCHOOL



Curriculum Delivery Policy

RATIONALE:

To enable achievement for success the curriculum at Tauwhare School will be delivered in a way that ensures the success of all students and that the individual is at the centre of all teaching, learning and assessing.

Students are encouraged to acquire the key competencies, specific learning skills and values derived from the Tauwhare School Curriculum.

PURPOSE:

To foster student achievement by delivering the curriculum in accordance with the national Education Curriculum Statements.

GUIDELINES:

All teaching staff will:

1. Establish learning programmes that provide students opportunities to achieve for success in all essential learning areas.
2. Give priority to literacy and numeracy.
3. Base student evaluation on a range of assessment practices focussing on the breadth and depth of learning.
4. Analyse assessment information, monitor student progress and identify students who are not achieving, who are at risk of not achieving, or who have special needs/abilities.
5. Address identified needs by implementing appropriate programmes.
6. Consult with the Maori community in order to identify the needs of Maori students and to plan targets for improving the achievement of these students.
7. Include a curriculum component in the school's strategic plan and ensure that there is ongoing review.
8. Report on student progress and achievement to students, parents/caregivers/whanau, the Board of trustees and the wider school community in plain language with at least two written reports each year.

Signed _____

Board Chairperson

Date ___27th July 2010___



TAUWHARE SCHOOL



Entertainment Policy

Introduction

- 1) The Board agrees that it has a responsibility to ensure that expenditure on entertainment incurred by the School must clearly be linked to the business of the School. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal.
- 2) The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
- 3) This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

Purposes of Entertainment

- 4) 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
- 5) 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

- 6) This includes conferences, seminars, workshops, training courses and meetings.
- 7) When deciding upon a venue, teachers 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.
- 8) When deciding upon catering, teachers 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

- 9) The school should only purchase alcohol for entertainment purposes.
- 10) 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.

Approval

- 11) When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.



TAUWHARE SCHOOL



Equal Employment Opportunities Policy

RATIONALE:

Boards of trustees have a statutory responsibility to be a good employer and to meet the needs of staff belonging to groups that are disadvantaged in the workplace. The State Sector Act 1988 defines these groups as Maori, other ethnic groups, women and people with disabilities.

Equal employment opportunities (EEO) aims to create a workplace that attracts, retains and values diverse staff, and enables all staff to contribute to their full potential.

PURPOSE:

To identify and eliminate policies, procedures and actions that prevent fairness in the employment of any person or groups of people, and to enable existing staff to contribute fully.

To develop a workplace in which everyone is able to participate and compete equitably, to develop to their full potential and be rewarded fairly for this contribution. This will be regardless of personal characteristics such as ethnicity, age, gender, sexual orientation, colour, race, physical or mental disability or marital status.

GUIDELINES

1. The BOT will ensure that its' employment related policies and practices are fair to all groups and are consistent with the Human Rights Act 1993.
2. The BOT and Principal will focus on the skills required to do the job when appointing and promoting people.
3. An EEO strategy relevant to the school will be developed and implemented as an integral part of the strategic planning process, such that,
 - The school environment is one where diverse staff are welcomed, valued, provided with development opportunities and supported, so they can contribute to their full potential,
 - All staff will treat one another with respect and behave in a professional manner,
 - The school environment is one where staff feel they are both valued and fairly treated and in turn, value and treat fairly all students.

Signed _____

Board Chairperson

Date ___1st July 2008___



TAUWHARE SCHOOL



Finance Policy

Includes Supplementary Schedule of Responsibilities.

Goals

- 1) To effectively manage the school's financial resources and use them to achieve the goals set within the Charter and Strategic Plan.
- 2) To maintain accountability for and control of the school's financial resources.
- 3) To safeguard the assets of the school for future generations of students.

Yearly Objectives

- 1) Produce a budget for the coming year by 30 November and present it to the Board for approval.
- 2) Keep expenditure within budget and report monthly to the Principal and Board on performance against that budget.
- 3) Ensure all expenditure, and commitment of expenditure, is approved within the Board's delegations.
- 4) Ensure reports comply with public sector accounting standards, and that the annual financial statements are presented to the Ministry of Education on time.
- 5) Ensure records of all financial transactions are correct and up to date.

Function of the Board

The Board of Trustees retains primary responsibility for the overall financial management of the school in accordance with governance obligations. From time to time it will delegate some of its authority and responsibilities to staff members; however in each of these cases it will retain an overseeing role.

Specific Responsibilities Retained by the Board

The Board has retained the following financial management responsibilities:

- Approval of the finance policy
- Approval of all delegations
- Approval of the annual budget
- Approval of any expenditure in excess of budgeted levels.

In addition to this the Board will receive a monthly report from the Finance Committee summarising the school's performance against budget and outlining the Finance Committee's expectations for the remainder of the year.

PROCEDURES

Monitoring:

- Monitor budget control and cashflow
- Report expenditure outside the budget to the Board.

Reporting:

- Provide the Board of Trustees with a monthly financial report
- Ensure reports comply with legislation, authoritative accounting standards and generally accepted accounting principles

- Ensure draft annual financial statements are presented to the Board prior to 31 March
- Ensure the draft financial statements are provided to the auditor by 31 March
- Present draft or final financial statements when completed.
- Ensure the audited financial statements are provided to the Ministry of Education by 31 May.

Provide Advice:

- Give advice to the Board as required about the school’s financial management
- Advise the Board of Trustees on financial procedures set out by the Ministry of Education
- Advise the Principal on financial management.

Record Keeping:

- Maintain a register setting out financial responsibilities and delegations
- Oversee the maintenance of the asset register
- Maintain appropriate accounting and purchasing procedures, and make recommendations to the Board on their implementation.

Responsibilities of the Principal

The Principal will manage this policy on the Board’s behalf and ensure appropriate systems and procedures are in place to safeguard the school’s assets.

Signed
Board Chairperson

Date:

Supplementary Schedule of Responsibilities

The list below shows financial tasks alongside the person responsible for carrying out each task. This Schedule is supplementary to the School's Schedule of Delegations, and when carrying out these tasks Trustees, staff, contractors and volunteers must not exceed the authority delegated to them via their Memorandum of Delegation.

Banking and Cash Handling

Opening mail and receipting the cash and cheques received	Office Assistant
Receipting of all student cash received	Office Assistant
Verification of canteen daily takings with till tapes	Office Supervisor
Preparation of banking	Office Assistant
Signature of bank deposit	Office Supervisor
Deposit of banking	Office Supervisor
Reconciliation of daily receipts with banking	Executive Officer
Periodic bank reconciliation	Executive Officer
Certification of bank reconciliation	Accounting Service Provider
Custody of cash and cheques	Executive Officer

Cheques

Signing cheques	Principal <i>and</i> a Board Member
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Investments

Transfer to and from general, at-call and term deposit accounts	Executive Officer
Reconciliation of transfers	Accounting Service Provider

Purchasing Goods and Services

Approving purchases (within delegated authority)	Budget Holders
Raising purchase orders	Budget Holders
Placing phone orders	Budget Holders
Placing internet orders	Budget Holders
Verifying receipt of goods or services	Budget Holders
Approval of invoices for payment	Executive Officer

Finance Systems

Accounting systems daily back-up	Executive Officer
Weekly off-site back-up storage	Executive Officer
Monthly history file back-up tape	Accounting Service Provider
Annual archive tape safe deposit	Principal

Payroll

Check of fortnightly SUE report	Executive Officer/Principal
Reconciliation with bank debit with errors followed up	Executive Officer
Verification of SUE reconciliation report and bank debit	Principal
Attendance fee voucher certification	Executive Officer

Staff expense claim – voucher approval

Executive Officer/Principal

Income

Preparation of receivables invoices
Certification of invoices
Reconciliation of receivables ledger
Verification of reconciliations

Office Assistant
Office Supervisor
Executive Officer
Accounting Service
Provider
Principal

Debt write-off approvals

Fixed Assets

Fixed asset purchase approval
Fixed asset purchase order approval
Fixed asset delivery acceptance check
Fixed asset invoice certification
Fixed asset voucher certification
Fixed asset register update

Board
Principal
Curriculum Leader
Executive Officer
Principal
Executive Officer

Signed by the Principal

_____ (full name)

on the.....day of.....200



TAUWHARE SCHOOL



Gifted and Talented Policy

All children have a right to an education that acknowledges and respects their individuality and that offers them maximum opportunities to develop their strengths and abilities.

Children may display giftedness or talent in one or more areas e.g. academic, social, artistic, sporting and cultural. They may: demonstrate high levels of sensitivity and perceptiveness to the needs of others; grasp abstract concepts easily or use advanced vocabulary; be inquisitive; be challenging individuals with unusual imaginations and keen senses of humour.

Maori perspectives and values will be embodied in all aspects of definition, identification and provision for gifted and talented learners.

Gifted students need to be emotionally resilient and socially confident.

To the best of our ability we will provide opportunities for:

Emotional and social support

Withdrawal groups offering students the chance to pursue interesting and challenging learning

Extension within the classroom setting

Out -of-school classes to extend gifted and talented students in the arts.

Advice to parents on how to access clubs, groups, activities outside the school environment to extend a child's talent.

Implementation plan

Referral Process for Gifted and Talented Students

Teachers administer a general screening instrument at the beginning of the school year or as new students enrol to identify students in their class who may have special talents and/or abilities in one or more areas of the curriculum. The talent detector (see attached).

Children may also be identified by their parent or peers or themselves.

Further assessment data collected for identified students including parent nomination PAT results (90%+), Running Records, STAR

Details entered onto the Gifted and Talented register.

It is expected that teachers will cater for gifted and talented within their classroom programmes with the use of higher order thinking skills & questioning, grouping and the choice of tasks set.

A wide range of other programme options may be considered in consultation with Principal and Parents/Caregivers.

Holiday seminars

e.g. Dual enrolment in Correspondence School

Individual I.E.P.

Accelerated class placement

Draft Identification Process:

At the beginning of the school year or as new children are enrolled teachers administer a screening instrument such as the Talent Detector (see attached) to the whole class.

Results are then aligned with results from academic testing and Peer nominations.

Academic tests include: S.E.A 6 Yr Nett P.A.Ts Probe asTTle NumPA STAR

Nominations can come from: Student portfolios, Recommendations from music tutors, sports coaches, Kaumatua etc.

Children identified from this process are entered onto the Gifted and Talented register and decisions are made on how to nurture the gift into a talent.



TAUWHARE SCHOOL



H.P.E.I.N.Z.C Policy

(Health and Physical Education in the New Zealand Curriculum)

Tauwhare School is legally required to consult with parents and guardians in regard to the new H.P.E.I.N.Z.C.

The new “Health and Physical Education in the New Zealand Curriculum” document incorporates health education and aspects of home economics. These have a shared philosophy and shared achievement objectives.

The four underlying concepts of curriculum are:

- a) well – being, hauora
- b) health promotion
- c) the socio-ecological perspective
- d) the importance of attitudes and values that promote hauora

The seven key learning areas in the H.P.E.I.N.Z. Curriculum are:

- Mental Health
 - Sexuality Education
 - Food and Nutrition
 - Body Care and Physical Safety
 - Physical Activity
 - Sport Studies
 - Outdoor Education
2. The curriculum is underpinned by four concepts – well-being (hauora), health promotion, the socio-ecological perspective, and the importance of attitudes and values that promote hauora.
 3. H.P.E.I.N.Z. education will provide links between school, community and environment.
 4. Seven key areas of learning reflect and address the current health and physical education needs of New Zealand students. The key areas of learning are Mental Health, Sexuality Education, Food and Nutrition, Body Care and Physical Safety, Physical Activity, Sport Studies, and Outdoor Education.
 5. H.P.E.I.N.Z. education will help provide opportunities for development of essential skills.
 6. The H.P.E.I.N.Z. curriculum requires the school to consult with the community every 18 months as per section 105C of the Education Act 1964.



Health and Safety Policy

Rationale:

Tauwhare School will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with relevant health and safety legislation, standards and codes of practice.

This will be achieved by:

1. All staff having individual responsibility for health and safety.
2. All staff being informed of, understanding, and accepting their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors being informed of any results of our monitoring their work area.
3. Ensuring staff are consulted on, and given the opportunity to participate in, health and safety management.
4. Ensuring union and other employee representatives are consulted regarding health and safety management.
5. Ensuring schools have an effective method for identifying hazards. Significant hazards will then be controlled by:
 - Eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people.
 - Minimising the effects of hazards, if they cannot be practicably eliminated or isolated.
6. Creating and maintaining a safe working environment. This includes providing facilities for health and safety at work.
7. Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace.
8. Providing appropriate orientation, training and supervision for all new and existing staff (up to two days per annum).
9. Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors.
10. Accurate recording, reporting, and investigating of accidents, near misses and incidents of serious harm and related injuries,
11. Board of Trustees commitment to continuous improvement in health and safety.
12. Board of Trustees commitment to comply with all relevant health and safety legislation including the need to notify OSH immediately when a serious harm incident has occurs.
13. Supporting the safe and early return to work of injured employees.

14. Ongoing evaluation, review and updating of our compliance with our health and safety programme (refer Appendix for copy of Health and Safety Policy checklist) and this policy.

NB: Links should also be made to the Attendance, Administering of Medication , Protected Disclosures, Complaints, Conditions of Service and Lockdown policies where appropriate. Please refer to relevant Tauwhare School procedures/guidelines as appropriate. These procedures and guidelines include the following (Procedures in italics are found in the Tauwhare School *Procedures: Staff Induction*):

- *Attendance (Registers) Procedure*
- *Accidents and Sick Children Procedure*
- Blood and Bodily Fluids Procedure
- *Administering Medication Procedure*
- Missing Child Procedure
- Civil Defence Emergency Management Assembly Points Guidelines
- Complaints Against Staff involving Sexual Abuse Procedure
- Discipline and Rules Procedure
- *Duty Procedure(includes Bus duty)*
- Education outside the Classroom (EOTC) Procedure
- Emergency Management Plan and Response Checklist (Ministry of Education)
- Fire Evacuation Procedure
- Harassment of Staff Procedure
- Harmful Substances Procedure
- *Hazards Procedure*
- Lockdown Procedure
- Pandemic Procedure
- Privacy Procedure
- *Risk Management Procedure (Education Outside the Classroom (EOTC))*
- Road Safety and School Bus Safety Procedure
- *Staff Accidents, Near Misses or Incident of Serious Harm Procedure*
- Sun Smart School Procedure
- Swimming Pool Procedure
- *Visitors Procedure*
- *Workplace Accidents Procedure*

Signed: _____

Dated: 23rd August 2011

Review Date: ____/____/____

Appendix:

HEALTH AND SAFTY POLICY CHECKLIST

<i>Does your</i>	Yes	No
1. School have a Health and Safety Policy authorised by the Board of Trustees?	<input type="checkbox"/>	<input type="checkbox"/>
2. School's Health and Safety Policy state a commitment to comply with relevant health and safety legislation, standards and codes of practice?	<input type="checkbox"/>	<input type="checkbox"/>
3. School's Health and Safety Policy state management's commitment to health and safety?	<input type="checkbox"/>	<input type="checkbox"/>
4. School's Health and Safety Policy state staff responsibilities for health/safety management?	<input type="checkbox"/>	<input type="checkbox"/>
5. School's Health and Safety Policy state a commitment to a consultative process with staff, including union and employee representatives, on health and safety?	<input type="checkbox"/>	<input type="checkbox"/>
6. School's policy have an indicative statement that supports continuous improvements in health and safety?	<input type="checkbox"/>	<input type="checkbox"/>
7. School have safety information clearly displayed in all main work areas?	<input type="checkbox"/>	<input type="checkbox"/>
8. School's Health and Safety Policy support the safe and early return to work of injured employees?	<input type="checkbox"/>	<input type="checkbox"/>
9. School's Health and Safety Policy state that all workplace accidents and injuries will be accurately reported and recorded?	<input type="checkbox"/>	<input type="checkbox"/>



TAUWHARE SCHOOL



Lockdown Policy

Preamble

A lock-down would be used anytime students need to be contained and protected inside school buildings.

A chemical spill, for example, could put students and staff at risk of toxic inhalation if allowed outside. Also, a fugitive abandoning a car chase to flee on foot could pose the risk of a hostage situation. In both these cases the Police would request a lock-down of the school to prevent putting students and staff in danger.

An unarmed intruder inside the building can also be a cause to implement the lock-down procedure, separating the intruder from the students. In this case a lock-down may also help to prevent confusion, and to make it easier for staff to account for all students as it is similar to determine if a student is missing when the students are at least standing still.

When the 'lock-down' signal is given, teachers go to their classroom doors, listen, then looking for a sign of imminent danger. If it safe to do so, then pull in any students in the hall or nearby toilets, then close and lock the door and turn off the lights.

Policy Statement

The Tauwhare School Board of Trustees believes that the safety of students and staff in our school is paramount and takes every precaution to ensure the safety of all. The Board believes that school needs to be secured in an appropriate manner when dealing with a perceived or actual threat to the school community.

Rationale

The Tauwhare School Board is committed to providing a safe and caring environment for students and staff. Therefore, the school will develop a plan to respond to a perceived or actual threat to their school community.

General Emergency Lockdown Procedures

Communication

1. In the event of a critical incident requiring 'lockdown', the person witnessing the incident must try to notify the school office to raise the alarm. The office staff member receiving the incident call will notify the Principal or DP.
2. The Principal and/or the person in charge (PIC) at the time of the incident will determine the need for a 'Lockdown' and sound the appropriate alarm. (Sound horn 3 times, Ring Bell if at break times)
3. An Emergency Lockdown will be announced by the hooter sounded in short bursts.
4. The Principal or PIC shall immediately contact Police and provide as much information as possible.
5. Fire evacuation alarms are not to be sounded.

Procedures

1. If the 'Lock Down Alarm' is sounded before school, during morning tea or lunch time students are to move directly to their classroom as long as it is safe to do so – by ringing bell.
 - a) Staff are to move promptly to the playground areas and direct students to their classrooms, if it is safe to do so.
 - b) The Principal must stay in, or move to, the office area to facilitate communication.
2. If outside, children proceed to the nearest classroom.
Staff need to be mindful that children from other classrooms may seek sanctuary in their room.
3. Lock classroom and other doors.
4. Close and lock windows. Close curtains.
5. Turn off lights and computer monitors.
6. Each person should stay away from windows and doors, and remain low to the ground.
7. Everyone is to remain quiet.
8. Staff with mobile phones should ensure they are turned on, and should check them frequently for messages.
9. No one is to answer the door under any circumstances.
10. A staff member should take a head count and obtain their name of each individual in the room.
When practical, email the list of children and staff in the room to the office. Inform the office via email of any children missing.
11. Should the fire alarm sound, do not evacuate the building unless:
 - a) You have first hand knowledge that there is a fire in the building, or
 - b) You have been advised by Police or the principal to evacuate the building.
12. Students and staff should stay where they are until official notification is provided by the principal or an identified police officer that the lockdown is over.
13. Where the lockdown lasts an extended period of time or extends beyond normal school hours, the Principal or designated serious incident co-ordinator should notify parents via local media and with the assistance of local police.
14. Principal/Secretary or PIC will contact the Pre-School by phone to alert them to the Lock Down situation.
15. In conjunction with local Police, the Principal or designated serious incident co-ordinator should arrange for parents to pick students up from school at a designated safe area.

Signed _____

Board Chairperson

Date ___15th September 2009___



Guidelines of Non Teaching Appointments and Dismissals Policy

Rationale :

To ensure that the Board of Trustees and any employee have clear information about their conditions of service.

Purpose :

To ensure the fair treatment of all employees.

Guidelines :

1. On application for a position all employees will be provided with a job description clearly stating tasks and duties.
2. The job description can be changed only on agreement by both Board of Trustees and employee.
3. All applicants for positions will be considered at Board level and decided on by a majority vote.
4. A Police Vet will be undertaken (see Appointments Policy).
5. An agreed representative or the Board of Trustees will be responsible for liaison with the employee.
6. In the event of the Board of Trustees being dissatisfied with the performance of the employee in regard to the job description the following procedures will be followed:—
 - (a) A verbal discussion between the B.O.T. rep. and the employee ensuring that the employee understands that this is a verbal warning, the nature of the complaint and the steps necessary to remedy the situation.
 - (b) If the situation does not improve the employee will be issued with a written warning.
 - (c) Dismissals to be based on non compliance with the above warnings and only on a majority vote at a full B.O.T. meeting.
7. All verbal and written communications between the B.O.T. and the employee to be minuted at B.O.T. meetings.
8. NZEI will be consulted throughout the process to ensure that all procedures and decisions are legally binding.



TAUWHARE SCHOOL



Police Vetting of Non Teaching Employment Contracts Policy

RATIONALE:

Every Board is responsible for taking reasonable measures to protect students from harm (NAG 5) and ensure that all employees maintain proper standards of integrity and conduct (State Sector Acts 77A). A consequence it is now a legislative requirement that the Board undertake a police vet of all non-teaching employees and contractors that regularly work at the school during the school day.

PURPOSE:

The purpose of this policy is to establish guidelines for:

1. The screening of applicants for positions that require substantial direct contact with children and to ensure procedures are developed and implemented.

GUIDELINES

APPLICATIONS FOR NON TEACHING POSITION

1. All application forms for a non-teaching position must make reference to the fact that the appointment will be subject to a satisfactory police vet and have appropriate questions on matters relating to previous convictions.
2. Individuals will be disqualified from holding positions that require substantial contact with children if their criminal records include any of the following:
 - a. Past history of sexual abuse of children
 - b. Conviction of any crime in which children were involved
 - c. History of any violence or sexually exploitive behaviour
 - d. Convictions for the illegal supply of drugs.
3. Applicants must be informed that any offence may serve to disqualify an individual from being considered for appointment.
4. When evaluating criminal history records, other factors (e.g. type of offence and length of time since offence occurred) may be considered before deciding on whether or not to proceed to the selection process.
5. Any applicant that declines a police vet will not be considered for the vacancy.

CONTRACTORS

1. All contractors who work regularly in the school, or who are employed on a major project, will be vetted and required to comply with the guidelines in appendix one.

Receiving a Police Vet

1. All police vets sent by the Teachers Council must be addressed to the principal.

2. **The Principal must observe strict confidentiality and share the information with only the Board as employer and any employee tasked with handling the information.**
3. **Applicants must be given the opportunity, within a reasonable period, to challenge the accuracy of information received. However, until a correction is received from the police, it should assume the information it received is correct.**
4. **If a vet does not reveal any criminal offences or concerns by the police then the vet should be destroyed or handed to the applicant (or contractor). A record of the vet having taken place must be kept.**

POLICE VETTING POLICY OF NON TEACHING EMPLOYMENT CONTRACTS

N.B. *Under the Education Standards Act 2001 all vets must be carried out by the Teachers Council.*

Appendix 1

All Principal Contractors or Contract Managers will be vetted and the results sent to the principal of the school.

All Principal Contractors or Contract Managers will be required to arrange a vet for all staff who work regularly at the school.

Principal Contractors or Contract Managers must discuss the results of the vet with the Principal of the School for any employee who they wish to work at the school who has:

- A past history of sexual abuse of children
- A conviction of any crime in which children were involved
- A history of any violence or sexually exploitive behaviour
- A conviction for the illegal supply of drugs
- Been flagged by the policy as being unsuitable for working at a school.

In such cases the principal of the School has the right to decline to allow the employee to work on the school site.

All Contractors and Employees

Will sign the Visitors Book before commencing work each day.

Will keep the Principal informed of all significant activities and events that may impact on the operation of the school.

Will act in a courteous manner to all staff, parents/caregivers and pupils.

Will wear appropriate identification at all times.

Will comply with statutory and regulatory requirements of the Health & Safety Act 1992. (Including Hazard Management and Accident reporting).

Will refrain from smoking on the Tauwhare School site.

Will refrain from using radios at a level that hinders the work of the school.

Will refrain from using vehicles in the school grounds during morning and lunch time breaks.

Will keep vehicle speed under 5kpm at all times when operating within the school grounds.

Acknowledge the receipt of and willingness to comply with the School Hazards Register and relevant policies.

Will refrain from actions that may jeopardise or harm the reputation of Tauwhare Primary School.

Issues:

Employees must be aware that the results of the Police Vet may be seen by the School Principal.

Vets are not transferable. Each school must carry out its own vet.



TAUWHARE SCHOOL



Principal Appraisal Policy

POLICY

The Board of Trustees is responsible for appraisal of the Principal on an annual basis.

The appraisal will clarify job related expectations, provide the Principal with feedback about their performance, identify development needs, and provide opportunities to realise them.

The appraisal shall be an open, honest and constructive experience that is carried out in clear consultation with the Principal.

PROCEDURES

1. The Board Chairperson is responsible for the implementation of the appraisal.
2. The Principal will be appraised on an annual basis. Every second year, except in the year of an ERO review, this will be carried out by an independent consultant specialising in principal appraisal, as agreed by the Chairperson and the Principal.
3. In the year of an ERO Review, the appraisal will be internal and the ERO report will form the basis of the appraisal, in conjunction with the Performance Agreement.
4. The appraisal will be based on the Principal's Job Description, the Professional Standards for Principals and an annual Performance Agreement.
5. The Performance Agreement will be developed in consultation with the Principal and will identify one or more development objectives, and identify assistance or support to achieve those objectives
6. The Principal should have an opportunity to discuss the expectations and objectives with their appraiser.
7. An appraisal report will be prepared for presentation to the Board following consultation with the Principal.
8. Any issues relating to the process or the report will be taken "in committee" and treated as confidential to the Board (including any consultants) unless the Board and Principal agree to the release of some of the detail.

Dispute resolution:

Any dispute related to the Principal's appraisal process or its results will be referred to an independent arbitrator agreed upon by the Principal and the Board Chairperson.

In the event of a dispute the principles of natural justice will apply. The Board will allow each party to seek the advice they desire and provide evidence they deem relevant.

The final decision on any disagreement rests with the Board in its role as the employer.

Signed _____

Date_17 August 2010_____

Board Chairperson



TAUWHARE SCHOOL



Promotion and Career Development Policy

Rationale:

Employers have an obligation under the State Sector Amendment Act to act as a good employer and as such to provide "equal encouragement in areas of... promotion and career development." P.9 Primary Teachers Award.

Purpose:

- To encourage each member of staff to develop to their full potential.
- To promote the name of Tauwhare School as a positive work environment where employees will be encouraged to develop their careers.

Guidelines

1. Each new employee will be assigned a senior member of staff to ensure their successful induction in the school.
2. Each employee will participate in staff development as outlined in the Appraisal and Staff Development Policy.
3. Opportunities will be provided to:
 - accompany the principal to principals' meetings
 - attend in-service
 - meet with advisers
 - hold delegated responsibilities within the school
 - develop interview skills
 - develop their own C.V.
4. The B.O.T. will undertake to support all reasonable requests (within budget considerations and other policies) that will ultimately lead to improved career path options for employees.
5. The Leave Policy will provide for reasonable requests that ultimately lead to improved career options.



TAUWHARE SCHOOL



Property Policy

Rationale:

Buildings, grounds and facilities will be maintained in a clean, safe and tidy condition so that a pleasant learning environment is provided for staff and pupils.

Implementation:

The Board of trustees will implement schedules for short term maintenance and works outside the 10 year cycle.

Board members will agree to keep the buildings and grounds under constant surveillance and report any matters that need attention to the Property Manager, Chairperson or Principal, or write a report in the Hazards Register held in the school office.

In the month of March, a comprehensive assessment of the state of the school grounds, buildings and equipment will be made and recommendations will be discussed at a full Board meeting.

The property Manager will regularly check the hazards Register held at the school office and date any work carried out.

The Board undertakes to keep the Ministry informed on all maintenance work.



TAUWHARE SCHOOL



Protected Disclosures Policy

INTRODUCTION

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

This policy is issued in compliance with of the Protected Disclosures Act 2000 and will apply from 1 January 2001.

The policy consists of:

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

WHAT IS A PROTECTED DISCLOSURE

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

DEFINITION OF SERIOUS WRONGDOING

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

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

CONDITIONS FOR DISCLOSURE

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

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

WHO CAN MAKE A DISCLOSURE

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

- **Current employees and principal**
- **Former employees and principals**
- **Contractors supplying services to the school.**

PROTECTION OF EMPLOYEES MAKING DISCLOSURES

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

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

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

PROCEDURE

Any employee of Tauwhare School who wishes to make a protected disclosure should do so using the following procedure.

1. **How to submit a disclosure**
The employee should submit the disclosure in writing.
2. **Information to be contained**
The disclosure should contain detailed information including the following:
 - **the nature of the serious wrong doing**
 - **the name or names of the people involved.**
 - **Surrounding facts including details relating to the time and/or place of the wrong doing if known or relevant.**
3. **Where to send disclosures**
A disclosure must be sent in writing to either the Principal of Tauwhare School or the Chairperson of the Board of Trustees of Tauwhare School.

4. **Decision to investigate**

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

5. **Protection of disclosing employees name**

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

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

6. **Report of Investigation**

Eg. At the conclusion of the investigation the B.O.T. will prepare a report of the investigation with recommendations for action if appropriate, which will be filed.

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

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

- the person in the school responsible for handling the complaint is or may be involved in the wrongdoing; or
- immediate reference to another authority is justified by urgency or exceptional circumstances; or
- there has been no action or recommended action within 20 working days of the date of the disclosure.

Appropriate Authorities include (but are not limited to)

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

8. **Disclosure to Ministers and Ombudsman**

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

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



TAUWHARE SCHOOL



Recruitment and Selection Policy

Rationale:

It is in the best interests of all parties to use a clear and fair system that meets legislative and contractual requirements in order to recruit and select all new employees.

Purpose:

- To ensure that the best person for a job is selected and that no discriminatory practices are used.

Guidelines

1. All permanent positions and those of more than one year will be advertised.
2. Job descriptions and advertisements will be non-discriminatory regarding age, sex and ethnicity, will include a statement regarding our E.E.O. policy and will include only necessary qualifications and skills.
3. Job descriptions will provide a clear list of duties, conditions of service and the desired person specifications/qualities.
4. Applicants may bring a whanau or support group to the interview.
5. A travel allowance may be paid at the discretion of the Board of Trustees.
6. Appointments for positions of Relief Teachers will be decided by the Principal as and when required.
7. Appointments for positions of Temporary or Part Time Teaching Staff and Non-Teaching Staff will be decided by the Principal and notified to the Board at a Board Meeting. The Principal may seek the assistance of teaching staff and/or Board members in the appointment process.
8. Appointments for positions of Permanent Teachers will be decided by a panel comprising the Principal, Board of Trustees Chairperson and/or another

member of the Board. The Principal will make a recommendation to a Board meeting regarding the appointment for ratification by the Board.

9. Further information will be sought from the applicants' referees to back up and clarify statements made by applicants (whether verbal or written statements).
10. Appointments for the position of Principal will be decided by a panel comprising the Board of Trustees plus a professional adviser (e.g. a principal), that will make recommendations to the Board on a Principal's appointment.
11. N,Z.E.I. guidelines will be followed throughout, with all major decisions being documented.

Signed _____

Board Secretary

Date ___5th July 2011___



TAUWHARE SCHOOL



Schedule of Delegations

Introduction

- 1) This Schedule of Delegations (the Schedule) was approved by the Board of Trustees (the Board) of Petone West School (the School) at its meeting on 31 October 2002 and became effective at this date. The Schedule sets out those responsibilities that can only be exercised by the Board, the responsibilities delegated to the chief executive (the Principal), and those responsibilities that the Principal can delegate to specified staff positions.
- 2) The purpose of the Schedule is to ensure that the effectiveness of the governance and management of the School is maintained, to provide an agreed basis by which the School's executive management can exercise its responsibilities, and to enable the responsibilities delegated to be monitored. It is the Board's expectation that delegations made will be properly exercised and the persons who hold such delegations will be held accountable. If these principles are observed then the Board can be certain its responsibilities in terms of the Education Act 1989, the Crown Entities Act 2004 and the Financial Reporting Act 1993 will have been properly fulfilled.
- 3) If persons who exercise responsibilities on behalf of the Board have any doubts or concerns in the execution of a specific action the expectation is that they will check with the person or group who made the delegation in the first place. The intention of this expectation is that should doubt arise in the exercise of a delegated responsibility it is preferable to verify the bona fides of the intended action rather than make an error of judgement and be held accountable for this.
- 4) This Schedule does not in itself provide the right to executive management and staff to exercise the responsibilities delegated. The right to exercise these responsibilities must be set out in a Memorandum of Delegations which sets out the delegations and is signed by the parties involved. An outline example is set out at the end of this Schedule.
- 5) The Principal shall ensure that a copy of each memorandum is safely retained and shall be made available to the Board, the school's auditors and officers of any Court hearing a case related to the School's finances.

Approval

- 1) This Schedule was unanimously agreed by the Board and approved as a policy document at its meeting held on 31 October 2002.
- 2) When the Board approved this Schedule it agreed that no variations of this Schedule or amendments to it can be made except by the majority approval of those trustees present at the Board meeting.
- 3) As part of its approval the Board requires the Principal to circulate this Schedule to all staff and for a copy to be included in the School Policy Manual (copies of which shall be available to all staff). The Board requests that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Note

Delegations should be given only by Board resolution, with the nature and conditions of the delegations to be specified in writing and provided by notice to the delegated person or persons as specified in section 66 of the Education Act 1989 (delegations).

Signed

Board Chairperson On behalf of, and with the authority of the Board on _____

Delegations Retained by the Board

- 1) The Board retains for itself and does not delegate to any executive management or staff position the following responsibilities:
 - a) Approval of all operating, capital, cashflow and property maintenance budgets and amendments to these budgets;
 - b) Commitment of operating expenditure for any invoice in excess of \$2,500;
 - c) The commitment or purchase of capital expenditure;
 - d) The disposal of fixed assets with a cost price in excess of \$1,000;
 - e) The transfer of money between any Board cheque and term deposit account in excess of \$5,000 and for a period longer than 12 months;
 - f) The appointment of any permanent staff and the salary and terms of conditions on which they are employed which are in excess of positions funded by Ministry of Education salaries grants;
 - g) Leave on full pay granted to non-teaching staff to attend training sessions or courses outside the school for a period greater than x half-days;
 - h) The termination of employment of any paid employee;
 - i) Signing applications for special grants for additional buildings, agreements to build via the Ministry of Education's local office;
 - j) Formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament;
 - k) Responses to the Secretary of Education or any other permanent head of a Government department which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Board Chairperson;
 - l) Interviews with the media and the distribution of media releases on any matter which involves the School;
 - m) The initiation of any legal actions and any communications in relation to these actions;
 - n) Signature of any formal or legal agreement which is in the name of the School and must involve the Board.

Note: These responsibilities are in addition to those specified in Acts and regulations by which the Board is bound.

Board Delegations to the Principal

- 1) The Board delegates to the Principal the responsibilities listed below:
 - a) The day-to-day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official educational policy documents;
 - b) The implementation of any other requirements specified by Act of Parliament, the Secretary of Education, any other permanent head of a Government department and for individual and collective employment contracts;
 - c) Approval of any orders for goods and services up to the value of \$2,500 and provided such an order will not exceed the Board approved budget allocation for the expenditure item involved;
 - d) Transfers to at-call deposits of amounts less than \$5,000 and for periods less than 12 months;
 - e) Ordering fixed assets for which the capital expenditure has the prior approval of the Board;
 - f) The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given to any other staff member;
 - g) Communication with parents, officials, representatives of educational organisations and other firms and organisations with whom the Principal deals as part of their curriculum and resource management responsibilities; and
 - h) Delegation in writing to specified staff positions of responsibilities according to the format set out below.

Notes:

These responsibilities complement those responsibilities and achievements specified in the Principal's annual performance agreement with the Board.

During any absence of the Principal from the School for more than 5 days these delegations shall be exercised by the Acting Principal with the separate and prior approval of the Board Chairperson. In such an absence the Acting Principal shall sign a copy of this Schedule.

I have read and understood this Schedule of Delegations. I accept responsibility for the proper execution of the delegations assigned to me as Principal and I will exercise these in terms of the requirements set out in the Board's Schedule of Delegations.

Signed by

_____ (full name)

Principal

Dated.....day of.....2004

Principal's Delegations to Specified Positions

NB: This delegation should be prepared as a separate Memorandum of Delegation

With the Board's delegation to me as Principal and with the Board's approval for me to delegate to a specified staff position I delegate to the position of (name of position) the following responsibilities:

- 1) Approval of any orders for goods and services up to the value of \$500 and provided such an order will not exceed the Board approved budget allocation for (name of budget item or sub-budget item);
- 2) [List here any other responsibility within the Principal's delegation.]

These delegations are to be exercised in terms of page X of the Board's Schedule of Delegations.

Signed by the Principal

_____ (full name)

on theday of.....2004

I accept responsibility for the proper execution of the delegations assigned to me as (name of position) and I will exercise these in terms of the requirements set out in the Board's Schedule of Delegations. I acknowledge that I cannot further delegate those powers delegated to me by the Principal.

Signed by

_____ (full name)

_____ (name of position)

Dated.....day of.....2004

Note: Two identical copies of this memorandum should be signed with one copy retained on the School's Delegations File and the second copy kept by the delegate.



Special Education Policy - Guidelines

Rationale:

This policy relates to children who receive ORRS (Ongoing & Reviewable Resourcing Scheme) funding and those assisted by SEG, or given learning support by outside agencies e.g. RTLB cluster, GSE, Deaf and Vision specialists, Moderate Physical Needs Contract.

Students with special education needs have the right to attend their local school and receive equitable educational opportunities. This school will recognise, respect, and respond to the diverse needs of all students within the context of the New Zealand Curriculum Framework.

Purposes:

The school is committed to providing inclusive programmes to support children with special education needs.

- Through modification of curriculum programmes, and
- Adaptation of methods of instruction and or equipment, and
- The development of a positive social and emotional climate throughout the school including
- The provision of suitable teaching spaces and a safe environment.

Guidelines:

1. The Principal oversee the management of all special education programmes and funding delivery within the school. Part of the Principal's responsibility will be for assessing the needs of students identified as requiring additional support or interventions, setting priorities for the use of special education funding, making specialist referrals, providing appropriate programmes and resources, monitoring the effectiveness of such programmes, and reporting to the BOT.
2. A range of approaches will be used to identify students with special education needs at this school including formal assessment points, informal assessment procedures, specific observation schedules, classroom referral, parent referral and external specialist agency recommendation.
3. Individual Education Plans (IEPs) which take into account the students prior learning and culture will be developed for all ORRS students. IEP's will be developed by a team, which includes those who have regular contact with the student; classroom teacher, teacher aide, parent/caregiver and specialist support persons.
4. Individual programmes for children with special needs will be delivered in an appropriate educational setting for the task. Either within the classroom or withdrawn from the classroom. Inclusive teaching practices will be the goal of all IEP's, but the rights of all other children in the class, fair consideration and an orderly and safe classroom and school environment must not be jeopardised.

5. Staff will be offered specific professional development opportunities to enable them to carry out their responsibilities and to cater effectively for students with special educational needs who are in their classroom. This will be a consideration in the use of resource funding provided for such children and in the development of the professional development plan for the school.
6. Individual programmes and additional support for students with special educational needs will be funded from a variety of sources, including the Ongoing and Reviewable Resourcing Scheme (ORRS), GSE, the Special Education Grant (SEG), Targeted funding for Speakers of other languages (TESOL), and learning support funding from the RTLB clusters. Monies expended for such programmes would not be less than the amount received in grants. From time to time the BOT may approve additional funding from the general operations grant.

Outcomes:

Students with special education needs and their families who live within proximity to this school will feel welcome in the school. As far as possible, students with special educational needs will be included and catered for within the regular range of the programme options. Much of the time would be expected to be within the regular similar age classrooms. Children will generally be expected to progress to next level schooling with their peers. Available funding for students with special educational needs will be effectively managed and accounted for.



Theft and Fraud Prevention Policy

Introduction

- 1) The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that through its chief executive, the Principal, the School has a responsibility 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. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.
- 2) The Board, therefore, requires the Principal to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Board Chairperson as prescribed in the procedures set out below.

General

- 3) As preventative measures against theft and fraud the Board requires the Principal to ensure that:
 - 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 as 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 the 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.
- 4) 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 action 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) If a *prima facie* case is thought to exist to continue with their investigation;

- iii) Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
 - iv) Lay a complaint with the New Zealand Police;
 - v) If necessary, commission an independent expert investigation;
 - vi) 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;
 - vii) Seek legal advice; or
 - viii) Inform the Manager, National Operations, Ministry of Education local office and/or the 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.
- 5) 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.
- 6) 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.
- 7) Any intimation 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.

Allegations Concerning the Principal or a Trustee

- 8) 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.
- 9) 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.

Approval

- 10) When the Board approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Board.



Treaty of Waitangi Procedure

Rationale:

The Treaty of Waitangi represents an agreement in which Māori gave the Crown rights to govern and to develop British settlement, while the Crown guaranteed Māori, as tangata whenua of New Zealand full protection of their interests and status, and full citizenship rights. Te reo Māori (Māori language) and tikanga Māori (Māori culture) are an integral part of the Treaty and New Zealand society. All New Zealanders should therefore have an understanding of the cultural heritage of New Zealand.

Purposes:

1. To recognise and demonstrate the principles of the Treaty of Waitangi (partnership, participation and protection¹) and to introduce te reo Māori.
2. To enable our school community to understand, respect, and show sensitivity for tikanga Māori cultural values.
3. To accept that developing knowledge of te reo Māori will raise self esteem of pupils.
4. To provide pupils with opportunities where they are able to display their talents and knowledge, and represent their cultural values (e.g. through sharing Māori waiata).

Guidelines:

1. **Integrated use of the te reo Māori is encouraged as part of the daily programme.**
2. Staff development to include te reo Māori, tikanga Māori and cultural sensitivity.
3. Kaumatua/Kuia (elders) and other resource personnel are encouraged to participate in planning and implementing cultural activities.
4. The school will provide a welcoming atmosphere for all parents, caregivers, family or whanau.
5. To reinforce learning and understanding, tikanga Māori will be incorporated within learning and opportunities provided to visit local marae.
6. Instruction of all Māori children will encourage them to cherish their unique identity and cultural values.
7. Representatives from the Māori community are encouraged to be involved in decisions affecting Māori students and programmes.

Signed _____

Board Chairperson

Date 17 August 2010 _____

¹ The concept of partnership is implied by the Treaty (non-Māori working alongside Māori) to ensure Māori individual and collective rights are respected—an outcome of reasonable cooperation. The concept of participation requires that Māori are consulted with and involved in planning, decision-making. The concept of protection requires that active steps be taken to ensure Māori have and retain the full exclusive and undisturbed possession of their resources and other rights (e.g. language and culture) (Treaty of Waitangi: <http://www.waitangi-tribunal.govt.nz/treaty/principles.asp>).