

SECTION A. TEACHING AND LEARNING

A01. Curriculum Policies and Procedures	Page 5
A02. Assessment and Student Data Policies and Procedures	Page 13
A03. Evaluation Policies and Procedures	Page 16
A04. Special Learning Needs Policies and Procedures	Page 17
A05. Treaty of Waitangi Policies and Procedures	Page 20
A06. Education Outside the Classroom Policies and Procedures	Page 21
A07. Co-curricular Policies and Procedures	Page 23
A08. Student Leadership Policies and Procedures	Page 25
Students on Work Experience	
Time Table Policy – reviewed yearly	

1. CURRICULUM POLICIES

POLICY

A01A RGHS will provide a curriculum that fosters student progress and achievement and that meets all legislative requirements of MOE and the Board.

PROCEDURES

A01A The Principal will ensure that:

- Learning programmes are provided that meet Ministry of Education requirements for Years 9 -10.
- Learning programmes are provided that meet Ministry of Education requirements for Years 11-13 including NCEA qualifications.
- Where necessary, learning programmes for Years 11-13 that meet demonstrable needs for a significant number of students will be provided.



POLICY

A01B RGHS will provide new curriculum opportunities for students as required.

PROCEDURES

A01B Where analysis of student achievement data, course evaluation and recommendations from Learning Leaders (LLs) indicate the need for new curriculum opportunities, the Principal will make an informed decision as to the provision of new courses.

- Any proposal must first be discussed with the appropriate Learning Leader of that Learning Area (LA).
- Valid evidence supporting the need for the initiative must be tabled with the Learning Leader (LL) of Learning Area (LA). e.g. survey results or similar. This information should also be tabled at the next appropriate meeting of the Learning Leaders (LLs) of Learning Area (LA).
- Where relevant, consultation with an ITO or industry equivalent should occur in the planning stages as well as establishing any legal requirements with the NZQA Principal Nominee.
- The final proposal must include:
 - a. An outline of the programme.
 - b. Its objectives both within the school and beyond
 - c. The qualifications that can be obtained by the students as a consequence
 - d. Staffing implications
 - e. A statement outlining the potential impact on other subjects
 - f. Resourcing requirements including set-up and ongoing costs and eligibility for financial support. (e.g. STAR funding)
 - g. Accreditation status of the course.

The proposal is then forwarded to the Deputy Principal Curriculum

Old 321



POLICY

AO1C RGHS will provide guidance for students in selection of courses.

PROCEDURES

AO1C Students will have adequate access to appropriate guidance and support.

- Each student will receive accurate information regarding current programmes available at RGHS.
- The Year Level Deans, Learning Leaders (LLs) of Learning Area (LA) and Careers Development staff are responsible for providing accurate course information.
- It is the Year Level Dean's responsibility to check and approve every student's proposed programme.
- Students will have ready access to accurate information regarding future learning and vocational pathways.
- Learning Leaders (LLs), Year Level Deans and Career Development staff will all contribute to the presentation of current information for students and caregivers at the Term 3 Academic Planning Day. The preparation of the annual Curriculum Guide is the responsibility of the Careers Development Staff (DP Curriculum; LLs, Careers Development staff).
- The Curriculum Guide content is the responsibility of the Curriculum Committee
- Students and staff will have ready access to the Framework information.
- It is the responsibility of the Principal's Nominee to arrange for the current programmes and qualifications to be given to Learning Leaders (LLs).
- The Professional Development Coordinator will ensure that staff involved in this area are given professional development opportunities to keep abreast of changes to programmes /vocational qualifications.
- Students at risk in terms of educational opportunities will be identified and targeted for specific career guidance and support.
- Each Learning Area (LA) has a responsibility across the curriculum to promote career opportunities.

Old 202

The Principal will ensure that

- Each student will receive accurate information regarding current programmes available at RGHS.
- The Year Level Deans, Learning Leaders (LLs) of Learning Area (LA) and Careers Development staff are responsible for providing accurate course information.
- It is the Year Level Dean's responsibility to check and approve every student's proposed programme.
- Students will have ready access to accurate information regarding future learning and vocational pathways.
- Careers programmes should involve students with some type of community contact e.g. guest speaker, work exploration (e.g. Gateway placements), class visits, STAR courses. Other relevant resources outside the school should be utilised such as Careers NZ, other government agencies as well as liaison with tertiary and private sector recruiting officers and local employers.



- Students and staff will have ready access to the Framework information.
- It is the responsibility of the Principal's Nominee to arrange for the current programmes and qualifications to be given to Learning Leaders (LLs).
- The Professional Development Coordinator will ensure that staff involved in this area are given professional development opportunities to keep abreast of changes to programmes / qualifications e.g. Trades Academy, Vocational Pathways training, Youth Guarantees, University requirements
- Careers staff are available to counsel students individually or in groups, and to consult with caregivers, and whanau where appropriate.
- Professional learning and development to staff for the delivery of Academic Planning
- Career Information shall be published monthly in the school newsletter and posted on school noticeboards.
- Careers development programmes are responsive to the needs of students and meet the needs for Maori students, Pasifika students, student with special education needs.
- Develop functional careers information systems that are accessible to all students through a range of mediums, KAMAR, social media, Facebook – Vocational Pathways
- Students at risk in terms of educational opportunities will be identified and targeted for specific career guidance and support.
- Each Learning Area (LA) has a responsibility to promote career opportunities.
- Programme planning will be taught across the curriculum.

Old 345

Each course will have clearly stated course and student requirements.

- The criteria / prerequisites for entry to courses will be listed in the current curriculum guide that will be issued to all enrolled students and to others who request it.
- The curriculum guide will be reviewed and issued annually.
- The students will have access to appropriate staff for guidance on choice of appropriate course.
- Prior learning by the student will be considered when determining entry to courses.
- The appeals procedure will address concerns regarding entry to courses.

Old 339



POLICY

A01D RGHS will acknowledge prior learning in the selection of courses.

PROCEDURES

A01D The Principal will establish for international students an entry structure by which:

- Prior knowledge must be established before the student is admitted to a requested course of study. Evidence will be accepted from a recognised international provider, parents / caregivers and teachers.
- The best interest of the student is the ultimate criterion.

The student's progress will be monitored to confirm correct placement.

Old 224

POLICY

A01E RGHS will provide equity in learning programmes.

PROCEDURES

A01E The Principal will establish equity in learning and teaching by requiring that:

- Teachers present a positive view of women and of minority ethnic groups in their teaching.
- Topics presented use language and resources that show women and minority ethnic groups engaged in activities related to the subject, whenever possible.
- Teachers adhere at all times to our Culturally Responsive and Relational Pedagogy principles.
- Staff have high expectations of all students.
- Students are encouraged to take advantage of the wide range of subjects offered by the school.
- A variety of learning opportunities and teaching approaches will be offered within each programme.
- Assessment processes allow students to demonstrate their knowledge and skills in a variety of appropriate ways.
- Educational programmes encourage students to consider a wide range of careers. Students will be encouraged to take a long-term view of their life opportunities.
- Students will be encouraged to include the non-traditional fields in their consideration of career pathways.

Old 311

All students must be able to access all learning opportunities.

- The wide range of curricular and extra-curricular activities available at this school will be widely publicised.
- Students will be encouraged to participate in these activities to a level that best reflects their ability.
- Resources should be made available so that full personal development is possible e.g. wheelchair access, support services for physical, emotional, intellectual and social enrichment.



- Consideration will be given to recognising the values of differing experiences that staff and students bring to each situation.
- The school is aware that some students will have restricted access to programmes because of the family financial situation and will assist such students within the limits of its budget.
- Access to programmes for some students will be impeded by factors such as family circumstances and geographical distance. The school will be aware of these and will address them where practicable

Old 310

POLICY

AO1F RGHS will provide specific learning programmes based on demonstrable and sustainable need.

PROCEDURES

AO1F Teaching resources will be selected according to the following process.

- Each subject area will establish a selection procedure with clear and justifiable criteria by which teaching resources will be selected.
- Any concerns about the selection of teaching resources must be referred to the Learning Leader (LL) who will notify the Principal or the Deputy Principal Curriculum for appropriate action.
- Teaching resources should:
 - a) Reflect the stated aims and objectives of the programme for which they are to be used
 - b) Be appropriate to the age, ability, social and emotional maturity of the students
 - c) Represent different viewpoints on controversial subjects
 - d) Include quality resources produced by New Zealanders where appropriate
 - e) Take note of recommendations of agencies such as the Ministry of Youth Affairs, Mental Health Foundation, etc.
 - f) Be stimulating and interesting
 - g) Meet the literacy and numeracy needs of students.

Old 315

Musical and drama tuition will be available to students.

- The providers appointed should be qualified and preferably registered instrumental teachers.
- Tuition should be provided in small groups.
- Fees should be set by the tutor with the approval of the Principal.
- Parental consent must be obtained before commencement of tuition.
- Fee collection should be the responsibility of the provider
- Students should participate in performance opportunities within the school.
- Teaching areas and days should be arranged in consultation with the Learning Leader (LL) Physical Education, Health, Dance and Music and Learning Leader (LL) English, as well as the Principal
- All expenses should be the responsibility of the provider.

Old 316



International student exchange programmes will be supported.

- A variety of international student exchange programmes that are currently accredited will be promoted: eg: A.F.S. American Field Service NZIU Youth for Understanding, A.S.S.E., American/Scandinavian Student Exchange, Rotary Exchange Programmes, United World Colleges Exchanges, Global Young Leaders Exchange Programmes EF Education Foundation, Taiyuan, Mounts Bay College, Taiyuan Foreign Language School, and Sumanura High School.
- The Principal, on behalf of the Board of Trustees, will approve involvement in any new exchange programmes before the school facilitates students' involvement.
- The Principal will appoint a senior staff member to liaise closely with the approved international exchange organisations and to promote their student exchange programmes.
- Appointed staff will advise students on the exchange programmes.
- Exchange students will be encouraged to share their experience with the student body
- Homestay arrangements for students and staff will be offered where appropriate.

Old 220

POLICY

A01G RGHS supports the opportunity for adult women to extend their education.

PROCEDURES

A01G Adult learners can access educational opportunities.

- Course enrolment deputy principal will provide information and guidance.
- Close liaison will be maintained between deputy, teachers and adult students to ensure they are placed in appropriate classes and provided with regular progress reports.
- Regular contact will be maintained with adult students to assist them to assimilate into the culture of the school - e.g. meetings, newsletters, daily notices.
- Adult students will be offered access to all the facilities that are available within the school community.
- Childcare facilities may be available to adult students who have pre-school children.
- Adult students shall be encouraged to utilise guidance opportunities available in the school.

Old 200

POLICY

A01H RGHS believes that homework reinforces classroom learning.

PROCEDURES

A01H Homework Purpose:

- To aid in the completion of class assessment work.
- Students should complete homework as required.
- Students will be given time management training at the beginning of the year.



2. ASSESSMENT AND STUDENT DATA POLICIES

POLICY

A02A. RGHS will ensure a school-wide consistency of assessment procedures.

PROCEDURES

A02A The Principal will ensure that:

- Procedures are to be transparent and well-publicised so that all students and staff are aware of their responsibilities.
- Within two weeks of the start of the year teachers will provide students with a course matrix and assessment plan including topics to be covered, titles and credit values, and versions of standards (both internal and external) to be assessed against, timing and nature of assessments, record sheets for students to track their progress and student assessment guidelines. All students are to be given a NZQA handbook containing the guidelines for NCEA at the start of the year.
- Programmes of learning and assessment activities will allow for and assist students to reach their potential. Learning Areas (LAs) will determine suitable strategies for collecting evidence of student achievement and to ensure that they are used consistently and fairly within the Learning Area (LA). When a student has not reached their potential in an assessment, teachers should review the evidence that the student has already provided before necessarily considering the need for further assessment as a future event. If deemed necessary, practical and manageable further opportunities to demonstrate achievement for internally assessed standards should be offered.
- Students should be assessed when they are ready, where this is practical and manageable for the school.
- Accumulated evidence. Teachers keep secure records of students work, to regularly monitor student work for each standard to be used to validate assessment and achievement including for cases of Derived Grade consideration for external assessment.
- Record keeping will allow for regular feedback to students and caregivers about progress and will provide data for NZQA. The appropriate aspects of the Privacy Act 1993 will be observed.
- Students with special needs will be provided with valid and fair special assessment conditions (SAC).
- Completed student assessments (if required for external moderation etc) and results will be stored in a secure and readily retrievable way within each Learning Area (LA)
- Digital storage processes will be set up to store random selection of moderation ready for submission for those Learning Areas (LAs) moving into Digital external moderation.
- The Appeals procedures are to be widely publicised and allow students to be assured that assessment outcomes and procedures are fair.
- The Deputy Principal - Assessment will maintain regular communication with NZQA to ensure that the school policy and procedures comply with requirements. The NZQA Principal Nominee will check external moderation results and will liaise with Learning Areas (LAs) to submit modified assessments as required by the external moderator. These will be kept with the external moderation summary kept by the Principal Nominee.



- Learning Leaders (LL) submit a copy of the course matrix and assessment plan for each subject to the DP – Assessment. The DP - Assessment to gain assurance that school policy and procedures are being implemented consistently. Any changes to assessment plan must be approved by the respective LL in liaison with the DP – Assessment. All assessments will be loaded on the school’s Google Calendar.
- All students internal and external assessment results are stored annually on the school’s markbooks in the KAMAR Management Systems. LL to confirm final assessment results with teacher.
- Tracking of NCEA internal and external results occurs regularly throughout the year. And is used in conjunction with academic planning, monitoring and reporting on NCEA student achievement.
- School assessment policy and procedures together with Learning Area (LA) implementation are subject to the school’s annual review process. Learning Areas (LAs) must report any breach of authenticity to the Deputy Principal - Assessment, who will take the appropriate action.
- All students and staff are given a NZQF Handbook containing guidelines of NCEA at the beginning of the year.

Old 301

POLICY

A02B RGHS will authenticate student work.

PROCEDURES

A02B All student work for assessment is to be authenticated.

- Each student will be given a statement of requirements for authentication of work across all subjects. Each student is to sign a statement of authenticity for each standard submitted for marking.
- Each Learning Area (LA) shall identify the areas in which authentication may be an issue and outline the processes by which they will monitor authentication. Students must sign a statement of authenticity for each assessment that has aspects that are not directly supervised by a teacher. The responsibility for this process lies with Learning Leaders.
- Concerns regarding authenticity of student work shall be referred to the Deputy Principal – Assessment and raised with the student by the Deputy Principal – Assessment and Learning Leader.
- Teachers must ensure appropriate strategies are used to ensure that the work presented is authentic.
- Students sign off the Authentication Sheets for each assessment. All work is retained in the Learning Area (LA) in a secure office environment
- Students work is moderated as per internal moderation process in the Learning Area (LA) and is stored in the secure Learning Area (LA) Office

Old 303



POLICY

A02C RGHS will follow clear procedures in the collection, administration and security of student assessment data.

PROCEDURES

A02C Student data will be protected.

- Procedures will maximise the availability of the system to its users and minimise the risk of system failure.
- Each student data file will be clearly defined as to its content and its relevance.
- All student files will be retained in a format that best suits its usage and matches the school's electronic data system. (KAMAR)
- Virus checkers must be installed in KAMAR. Regular checks for viruses must be completed by an I.T. technician. All data must be backed-up twice weekly and back-up files stored in a fireproof security box on-site and a copy retained by a designated person off-site.
- A log will be kept of all difficulties with the system. This log will be reviewed periodically by the Director of IT and the Executive Officer will be responsible for initiating any system upgrades.
- Individual and group student information can be viewed by staff only as defined by their designated responsibilities.
- All student records are held in confidence as required by the Privacy Act 1993.
- Students can access their personal NZQA Login on the NZQA Website
- Parents can access attendance, bulletins etc
- Individual Student Information can be viewed by parents / caregivers of that student through KAMAR Portal (+passwords supplied by the school / KAMAR programme

Old 115



3. EVALUATION POLICIES

POLICY

A03A RGHS will evaluate all teaching and learning programmes in order to facilitate informed decisions in the choice of new curricula.

PROCEDURES

A03A The Principal will provide a regular and systematic means of programme evaluation.

- Staff will be provided with opportunities to develop skills appropriate to programme evaluation.
- Methods of evaluation will be appropriate for the programme to be reviewed and shall be the responsibility of the Head of Learning Area (LA) in consultation with departmental staff and off-site providers.
- The purpose of the evaluation will have a clear link to the objectives of each programme and be readily understood by all participants in the review, as well as related to the School Charter.
- The evaluation process will include samples from all those involved in the programme – students, parents / caregivers, teachers, visiting speakers, industry partners and other interested parties.
- Participants' privacy will be preserved by allowing anonymous responses.
- Information gathered from evaluations will be available to all participants.

Old 312

POLICY

A03B RGHS will provide a formal framework for staff verification in relation to school policies, external agencies, programmes and property.

PROCEDURES

A03B The Principal will provide a framework by which staff will evaluate programme compliance with policies.

- Each Head of Learning Area (LA) will complete a schedule of requirements for a Learning Area (LA) review every three years.
- A team of two to three people including the Principal and / or an external reviewer and a Deputy Principal will conduct the review.
- During the review every member of the Learning Area (LA) will have an opportunity to be consulted in private by the review team.
- The review report and any recommendations contained therein will be discussed at Learning Area (LA), School and Board level.
- The review team is to take responsibility for ensuring that review recommendations are implemented within the three-year cycle.
- Persons with an interest in the review report for a particular Learning Area (LA) should discuss it with the appropriate Head of Learning Area (LA).
- Ensure Learning Areas (LAs) being reviewed are provided with support and guidance.

Old 317



4. SPECIAL LEARNING NEEDS

POLICY

A04A RGHS will offer an appropriate level of support to each student with a special learning need.

PROCEDURES

A04A The Principal will ensure that an appropriate level of resourcing is available to support students with special learning needs.

1. Special Needs including

- ORS (Ongoing Resourcing Scheme) funded students with both high needs and very high needs.
- Students with moderate intellectual development delays.
- Students with non-specific academic gaps.
- Students with significant language delays and speech impairments.
- Students with physical and / or behaviour difficulties that hinder access to the curriculum.
- Students with psychiatric / psychological disorders.
- The Deputy Principal responsible for Special Needs will meet with the SENCO regularly to discuss and review matters relating to students with Special Needs.
- Parents / caregivers of students identified as having high to very high needs will be consulted with regard to their child's individual education programme.
- IEPs for ORS-funded students will be written in consultation with SES, teachers and caregivers. These will be reviewed and evaluated with relevant personnel on a regular basis.
- Where practicable special needs students will be main-streamed with additional resourcing to remain in the regular classroom as much as possible.
- Resources should be made available so that full personal development is possible. e.g. wheelchair access and support services for physical, emotional, intellectual and social enrichment.
- Teacher-Aides will be employed to support ORS-funded students needing significant adaption of the curriculum.
- RTLBs will be utilised to support the learning and behavioural needs of ORS-funded students.
- Students with moderate learning and behavioural needs are to be supported through SEG.
- Professional development relating to special needs may be funded by SEG or a portion of the ORS funding given to the school.
- School is part of the Student Achievement Facilitation Programme (SAF) identifying, monitoring and providing additional support for students, staff and whanau.
- Students needing Special Assessment Conditions (SAC) are identified and supported and using NZQA Assessment Guidelines.



2. Special Abilities including

- Intellectual ability or talent
- Specific academic aptitude
- Leadership ability
- Creative and productive thinking
- Visual and performing arts and sports
- Cultural knowledge and skills.
- Honor Society
- A senior staff member will be delegated specific responsibility for coordinating all aspects of the provisions for gifted and talented students at RGHS.
- An accelerate programme at Years 9 and 10 will operate.
- GATE students will be identified using a variety of methods including standardised testing, teacher observation / recommendation, and student self-identification.
- An important aspect to the accelerate programme is the creation of student portfolios that showcase student achievements, SMART goals and aspirations which form part of their academic planning profile.
- RGHS will provide a special accelerate programme at Years 11, 12 and 13. Students will be placed in accelerate whanau classes and continue compiling their student portfolios. Academic planning and mentoring will be a main feature of the programme whereby students are supported to achieve course and level achievements in NCEA. The school will foster special abilities by encouraging GATE students to attend appropriate extension opportunities such as the Auckland University seminars for gifted students.
- Part of the RECT grant will be allocated to assist financially needy GATE students to attend such seminars.
- Systems to monitor student performance and identify barriers to learning will be provided. All accelerate whanau teachers will monitor academic performance via KAMAR and ensure that students complete confidential surveys once per term (via Survey Monkey) in order that barriers to learning for these students be identified in a non-threatening manner. These barriers will be addressed by the school learning community.
- Sporting and cultural opportunities will be encouraged.
- Subject teachers who work with GATE students will have access to appropriate professional development opportunities to enable them to plan and implement effective learning programmes in their curriculum areas.
- A variety of approaches will be used to provide regular opportunities for GATE students to work with other students who have similar needs and abilities. e.g. ability grouping, curriculum compacting, withdrawal programmes, extra-curricular activities, competitions etc.

OLD 241/242



POLICY

A04B The Principal will ensure that an appropriate level of resourcing is available to support speakers of other languages (ESOL) and speakers from non-English speaking backgrounds. (NESB)

PROCEDURES

A04A

- ESOL / NESB students will participate in individual or group programmes for the development of language skills. A close link between the ESOL teacher and the Head of English, for literacy qualifications is encouraged.
- Additional resources may be used to supplement the programme and support subject areas e.g. Correspondence School for NZ residents, classes with the literacy teacher, ESOL Advisor
- The students' entry into the academic and cultural aspects of school life will be supported. Formal and informal language tests to help determine students' language levels and class placements will be administered by the Teacher in Charge, in consultation with the ESOL teachers.
- Opportunities to sit selected, external and international examinations are encouraged as part of the programme when appropriate levels of language competence have developed.
- The richness of cultural diversity will be acknowledged and the students' cultural heritage affirmed and promoted sensitively.
- Participation in school events and activities by the families/caregivers of students will be encouraged.
- It is desirable that an orientation programme for new students be organised at the beginning of each school year pending staffing and resources.
- Appropriate funding to cover students' tuition needs and teaching resources will be allocated.
- Pastoral care will be provided as per the N.Z. Code of Practice to which RGHS is a signatory.

OLD 306



5. TREATY OF WAITANGI POLICIES

POLICY

A05A RGHS acknowledges our dual heritage in the provision of a range of te reo Māori and Māori cultural programmes.

PROCEDURES

A05A Māori culture, values and protocol will be an integral part of the school culture.

- Through Kahui Rangatahi RGHS will encourage students to access pathways that develop their sense of rangatiratanga.
- Kahui Rangatahi will encourage and welcome support from the wider community.
- Kahui Rangatahi will be encouraged to participate in all formal school ceremonies.
- Kahui Rangatahi will be encouraged to participate in wider community activities that develop a sense of Māori women as leaders.
- RHGS will provide resources and facilities to enable Kahui Rangatahi to fulfill its role.
- The responsibility for Kahui Rangatahi including its budget rests with the Deputy Principal.
- The Deputy Principal will, in consultation appoint staff members to assist with Kahui Rangatahi.
- Every RGHS Year 9 student will undertake a short course of study in basic Te Reo me ona tikanga, Māori Performance and Harekeke.
- All Māori students will be given the opportunity to participate in the Kahui Rangatahi forum.
- Māori language and protocol will be an integral part of the school environment.
- Māori will be represented on the RGHS Board of Trustees either through election or co-option and one of the Tangata Whenua on the Board will be the school kaumatua.
- The kaumatua will be invited to attend and take part in significant school occasions.
- Te reo Māori me ona tikanga will be included in staff professional development programmes in order to improve the delivery of Māori education and the achievement of Māori students.
- RGHS will support Māori culture with a putea as a budget item to support tangi, hui and Whetu Marama Awards.
- Any staff member required to recite in Te Reo has the opportunity to consult with the Head of Learning Area (LA) Marautanga as the first port-of-call to ensure proper pronunciation.
- All teachers should be given the opportunity to learn Te Reo through school's PLD opportunities..
- The school environment will reflect that Māori students are a valued part of the school community.
- Members of the whanau and the wider community will be encouraged to participate in school activities whenever possible.
- Displays of student work in Takiri ko Te Ata should be encouraged to emphasise that RGHS is the home of Te reo.
- The Head of Learning Area (LA) Marautanga will be fully involved in all decisions likely to have a bearing on the future direction of Te reo Māori throughout the school community.

OLD 221 / 244 / 304



6. EDUCATION OUTSIDE THE CLASSROOM POLICIES

POLICY

A06A RGHS recognizes the value of EOTC programmes in the development of young women.

PROCEDURES

A06A A range of EOTC programmes and opportunities will be provided.

- Staff discuss initial thoughts about an EOTC trip with the Principal and / or the EOTC Co-ordinator before discussing with students and parents.
- Details of dates, costing, planned itinerary, accompanying adults etc should be discussed with the Principal, before she presents them to the Board for approval.
- All EOTC activities are placed where possible on the Yearly Planner or on the Weekly Planner.
- All documentation for the trip is co-ordinated by the staff teacher in charge. A copy remains at the school with the EOTC Senior Management and in the Office and another copy remains with the teacher in charge.
- For overseas trips and extended trips (see Extended Trip Checklist) the Principal presents to the Board to consider:
 - perceived value of trip
 - the pressure put on families and staff to meet costs and / or to fundraise
 - number of these trips being planned in any year
 - organisation of the trip – teacher in charge of trip
- The Principal's approval is required for fundraising of amounts up to \$500. The Board's approval is required for amounts over \$500. No fundraising is to occur before the appropriate approval has been obtained. All monies raised must be placed in a school account. The school's name may not be used in fundraising without the Principal's or Board's approval.
- The Board will allow teachers travelling overseas with student groups leave at the discretion of the Principal.
- On return from a trip a general evaluation is completed and reported on to the EOTC Coordinator. This may include any medical documentation discussed and recorded with the school nurse, incident reports and accommodation and travel documentation.
- Volunteer helpers, parental and community helpers, non-staff members and outside agencies need to be identified in the documentation. This may include use of the school van and other schools involvement.
- Activities that fall within an approximate 5km area of the school and are low risk activities. A generic letter can be used to send home to caregivers and a medical list checked with School Nurse.

OLD 353



POLICY

A06B Offsite courses will provide learning extensions and skills not possible onsite.

PROCEDURES

- Course components must be an integral part of a school programme or (if stand-alone) should meet the individual needs of students. The course should have the support of relevant staff members.
- Adult / student guideline will meet the standards recommended by the appropriate external agencies such as the Ministry of Education, the Mountain Safety Council and the Water Safety Council.
- The Principal or Deputy Principal EOTC must be advised of any accident or medical emergency involving students or staff as soon as practicable.
- Any proposals for new courses must follow the process outlined in the New curriculum opportunities and procedures (A01B)
- Work placement is the joint responsibility of the Gateway Coordinator and the appropriate Head of Learning Area (LA) This responsibility includes ensuring that the venue is suitable and that the safety management policies and programme of the provider have been checked.
- The Gateway / STAR Coordinator has the responsibility for notifying students of the safety and health issues involved with off-site training.
- All off-site course components are subject to the RGHS / Principal and the signage of Gateway application forms. Consultation and notification to parents / caregivers.
- Where off-site training is managed in part or entirely by an external provider, an agreement needs to be negotiated between the school and the provider. Where the provider is accredited to offer Unit Standards the programme management is the provider's responsibility.
- All off-site training will be evaluated according to the provisions of A03A.

OLD 322



7. CO-CURRICULAR ACTIVITIES POLICIES

POLICY

A07A RGHS recognises the value of EOTC programmes in the development of young women.

PROCEDURES

A07A A range of co-curricular opportunities will be provided.

- This policy applies to all school programmes, community-based programmes and overseas programmes.
- All students participating in such activities are RGHS representatives. They are expected to behave appropriately and to follow all school rules.
- The RGHS Senior Management reserves the right to limit a student's participation in any activity.
- The RGHS dress code for any activity agreed to by the RGHS Senior Management and will be worn by teams and groups representing the school. Students must respect these uniforms.
- Parents / caregivers will be notified in advance of any co-curricular excursions and the general organisation including costs. Parents / caregivers' consent will required prior to the student's participation.
- RGHS will provide coaches / managers with a manual outlining such requirements as the school rules and training schedules.
- Parents / caregivers of students will be required to pay all fees involved with the respective co-curricular activity unless prior arrangements have been made with the Principal or Sports Coordinator or Arts Coordinator.
- Where the school is aware that some students will have restricted access to programmes because of the family financial situation it will assist such students within the limits of its budget.
- Where access to programmes for some students is impeded by factors such as family circumstances and geographical distance, the school will attempt to provide practical support.
- Parents / caregivers sign a student participation agreement.

OLD 236



POLICY

A07B A range of cultural, sporting and recreational activities will be provided.

PROCEDURES

A07B

- Opportunities for students to experience theatrical/artistic and musical performances as audience or performers will be available as the school accepts offers for performances from both professional and community based groups both inside and outside the school.
- Opportunities for students to participate in sporting functions with other schools will be facilitated through exchange visits.
- Social functions will be run in conjunction with Rotorua Boys' High School
- Before any function that involves cost, travel or is held out of school hours, a notice outlining the event will be taken home by the students.
- All socials at Rotorua Girls' High School involving Junior students, parents/caregivers of students will be required to sign a consent form indicating they accept responsibility for ensuring the safe transport of their student between home and the function venue.
- No student will be admitted after the doors close or leave a Social before the finishing time, unless by arrangement between the parent and a Deputy Principal.
- Socials held at Rotorua Girls' High School, paid security staff will be employed, and tickets will be pre-sold.
- Socials will have Deputy Principals in charge, assisted by other staff. Senior students will organise the Socials.
- From time to time fundraising socials may be held provided the Senior Management Team is satisfied with the arrangements.

OLD 231



8. STUDENT LEADERSHIP POLICIES

POLICY

A08A RGHS provides a number of leadership opportunities for students.

PROCEDURES

A08A In Year 12, students apply for positions of Student Council, Kahui Rangatahi, Pasifika Fono and CATCH Committee.

- Students are shortlisted by staff for the student leadership positions
- Students present speeches to staff at the start of the following year (Year 13) and to peers at Year 13 Leadership Camp. Staff and students present will vote.
- Votes will be totalled and the student leadership positions will be announced by the Principal
- Each whanau will have the opportunity to elect up to two representatives on the Council.
- Whanau representatives will be elected by whanau members in the first week of the year.
- The student representative on the Board and the Head Girl will be encouraged to be members of the council.
- A chairperson, a secretary and a treasurer shall be elected from among the representatives. Since the Chairperson is a prefect, the Chairperson is elected from amongst all student Council Reps after speeches.
- A staff liaison person, nominated by the principal shall assist the council as they request.
- The Chairperson of the Student Council shall ensure that meetings are held at least once a month. While students other than representatives may attend, only representatives may vote.
- Generally the whole school shall be given an opportunity when necessary to vote in whanau periods through a survey form attached to the minutes.
- Minutes of the meeting will be made available by the secretary to each whanau.
- Board of Trustees Student Representative needs to report back to the Board about Student Council, Kahui Rangatahi, Pasifika Fono and CATCH Committee on a monthly basis.
- Issues raised at meetings and minuted shall be discussed with the whanau and the whanau representatives shall bring the whanau views to the next meeting.
- Monies raised by students through Student Council shall be held in the Student Council account and disbursed according to the decisions of Council. The liaison teacher is available for consultation.
- Where a particular group has been granted consent to organise one of the scheduled socials monies shall go to that group.
- Where socials are organised by the Year 13 students, Student Council will consider the traditional distribution (namely that a proportion of monies raised at senior socials shall be used to off-set the costs of the ball and prizegiving gifts)



- No decisions may be made by a meeting of council unless a quorum is present. A quorum is deemed to be at least half the members.
- A special meeting may be called by: the Chairperson of the student council, the Principal, the Chairperson of the Board, the staff liaison person, at least half the student members of the student council.

OLD 238

POLICY

A08B The RGHS Assemblies offer leadership opportunities.

PROCEDURES

A08B

- Principal's full school assemblies will be held regularly.
- House assemblies will be held regularly by KC, TP, AL for the purpose of fostering House spirit, acknowledging House participation and for general communication purposes.
- Staff may hold year level assemblies as required for communicating information specific to their particular area of responsibility, and or activity, or academic requirements
- Assembly dates will be identified in the Year Planner.

OLD 229



POLICY

A08C The RGHS House system offers leadership opportunities.

PROCEDURES

To be re-written when structure finalized by SLT

- There are now three Houses: **Makereti, Taini and Witarina.**
- Each student will be allocated to one of the three Houses
- These will be vertical whanau groupings.
- Pastoral care is now with your Year Level Dean and Deputy Principals
- Senior students will be encouraged to take some responsibilities for, and interest in, the junior students within their House.
- Each Whanau will have the opportunity to have two representatives on Student Council, Kahui Rangatahi, Pasifika Fono and CATCH Committee.
- Where possible each house will be staffed to have a balance of gender, and ethnicity.
- This Policy is to be read in conjunction with the Policy on The Role of the Whanau Teacher.

OLD 217

STUDENTS ON WORK EXPERIENCE POLICY

Work Experience is defined for the purposes of this policy as student attendance for work experience or work-based learning in an off-site workplace of any kind, other than a one-off visit to view the workplace.

Rationale

The school will extend its quality of learning, teaching and assessment to all work experience or work-based learning situations in which it places students as part of an approved programme.

Policy:

1. No student may engage in any work experience without completing a written agreement (Form Student Work Experience Agreement and Plan). Agreements to be filed in a central place in main office for access. This includes work experience arrangements across Departments.
2. Any student especially those under the age of 16 must have parent/caregiver permission before commencing any work experience. (Use Form Parent/Caregiver Consent for Work Experience)
3. Work experience activities are also subject to all other relevant school rules, policies and procedures.
4. Students are not to be placed in situations in which they feel at risk either physically or emotionally, or to undertake tasks not suitable for their age or developmental stage.
5. Work placement/dates recorded on KAMAR - students pastoral file.



Procedures:

- No student may begin a work experience placement without initially completing the Student Work Experience Agreement and Plan.
- Completion of this Agreement and Plan is to include the signatures of the student, teacher (school representative, employer, and especially if the student is under 16 at the time of starting work experience, the signature of the parent / caregiver).
- Students must complete the plan identifying learning goals and tasks to achieve those goals in conjunction with the employer prior to the placement commencing.
- Appropriate assessment methods are to be used and in particular if Unit Standard credits towards NCEA or NQF are to be awarded then these must be consistent with existing school policies and procedures on assessment.
- Student's attendance at the place of work is to be fully monitored and reported as for any other school day. Absenteeism must be followed up in the normal manner.
- The names of students on work experience are recorded by the Gateway Co-ordinator. Non-attendance at work experience must also be reported as soon as possible.
- No financial costs related to work experience are to be imposed on students other than the cost of transport to and from the work place should that be provided.
- Students are to be made aware of the level of choice they may exercise in relation to situations they perceive to be outside their comfort zone, or place them at risk in any way. Such information is to form part of the signed student agreement.
- All work experience placements must be advised in advance (5 working days).
- Reporting and investigation of incidents, accidents and other complaints will be conducted as per existing school policies relating to the same.



TIMETABLE POLICY – reviewed yearly

RATIONALE

Under the terms of the current Secondary Teachers' Collective Agreement between PPTA and the Ministry of Education, Rotorua Girls High School is required to implement a policy on timetabling which is developed and reviewed in consultation with its teaching staff. Furthermore, this policy is required to reflect the provisions of the Collective Agreement including:

- non-contact entitlements
- a process providing for circumstances where, for genuine reason during timetabling or at short notice, it is not possible to provide the non-contact time entitlements and
- a reference to other matters including class sizes and hours of duty outside of timetabled hours which impact on timetabling practices

OBJECTIVE

This policy seeks to enhance the quality of teaching and learning at Rotorua Girls High School by recognizing that teachers require time for carrying out professional responsibilities including lesson preparation, evaluation and assessment, addressing the pastoral needs of students; handling administration either in respect of curriculum or pastoral responsibilities or in respect of general school administration and participation in extra-curricular programmes.

GUIDELINES

Part 1

The following guidelines reflect the minimum requirements contained within the provisions of the current Secondary Teachers' Collective Agreement:

1. Each full-time teacher shall have a minimum of six hours non-contact time within each 30 hour cycle.
2. Non-contact time is based on an individual teacher's timetabled classroom teaching hours comprising a total of 30 hours or a cycle.
3. Total weekly non-contact time may be a combination of periods that are less than one hour.
4. Trained beginning teachers in their first year (ie first four consecutive school terms) who are employed full-time shall be a 0.8 (19 teaching periods per cycle) charge against the school staffing entitlement but shall receive full salary and shall not have more than 19 hours of allocated duties during normal school hours per cycle. Trained beginning teachers in their first year (ie first four consecutive school terms) who are less than full-time but who are employed for 0.5 or more of a full-time load shall receive 0.1FTTE. These time allowance are for advice and guidance purposes.
5. Trained beginning teachers in their second year (ie fifth to eight consecutive school terms) who are employed full-time shall be a 0.9 (22 hours per cycle) charge against the school staffing entitlement but shall receive full salary. These teachers shall receive 0.1 FTTE time allowance for advice and guidance purposes.
6. Trained part time beginning teachers in their first year who are employed for 0.5 or more of a full time load shall receive in their timetabled hours 3 hours non-contact time per cycle for advice and guidance in addition to any other time allowance to which they may be entitled as part time teachers.
7. All part time teachers will be timetabled for less than 22 contact hours (0.9FTTE) within each cycle and the school shall endeavour to provide additional non-contact time to bring the teacher to the level set out in paragraph 9 below.



8. The minimum timetabled non-contact time of part time teachers shall be:

FTTE	Minimum timetabled non-contact hours per cycle
0.89	3.0
0.87 - 0.88	2.5
0.85 - 0.86	2.0
0.83 - 0.84	1.5
0.75 - 0.82	1.0
0.72 - 0.74	0.5
Below 0.72	none

9. The placement of each part-time teacher's timetabled non-contact hours within the timetable shall be in discussion with the individual teacher and recognise the distribution of the individual's timetabled class contact hours. The teacher is required to be available in the school during their timetable non-contact time. If teachers do leave the premises they must use the KAMAR sign out and in ipad at reception.
10. During 2018 and beyond, the employer shall provide as a minimum the following non-contact time entitlement to each teacher allocated permanent unit(s) in addition to the basic non-contact entitlements:
- (i) one hour per week for holders of one permanent unit
 - (ii) two hours per week for holders of two permanent units
 - (iii) three hours per week for holders of three or more permanent units
11. The teacher designated as a Specialist Classroom teacher shall receive an additional 4 hours non-contact allowance per week (for rolls over 600).
12. The deans shall receive six hours allocated time per cycle to carry out pastoral duties

Part 2

The following guidelines apply when a 'genuine reason' exists for an exception to the guidelines contained in Part 1 of this policy. These guidelines are in accordance with the provisions of the current Secondary Teachers' Collective Agreement:

13. Teachers may only be asked to temporarily forgo their minimum non-contact entitlement when:
- (a) all reasonable options have been investigated and no alternative to a reduction in non-contact entitlement can be found
 - (b) there is a sudden emergency that requires supervision of a class for its ongoing safety, and it has not been possible to find a day reliever
 - (c) no day reliever can be found after timely and appropriate efforts have been made
 - (d) on a longer term basis, and after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, quadmester, semester, module or a year, at a higher level of contact that their minimum non-contact indicates



- (e) teachers holding more than the minimum non-contacts have first been used for relief where available
14. If there are timetable or other constraints that mean an individual teacher is unable to receive the mandatory non-contact hours, then the teacher will be offered the opportunity to review the timetable and suggest changes that would allow the allocation of their non-contact entitlement. If it is subsequently agreed that there is genuine reason why it is not possible to provide the non-contact entitlement within the timetable, then the Principal and the teacher may mutually agree to compensate the teacher with:
- an equivalent increase in the allocation of non-contact time at another point in that school year or the following school year; or
 - an equivalent reduction in non-teaching or supervisory duties outside of the school's timetabled teaching periods; or
 - compensatory relief cover for the teacher later in that school year; or some combination of the above, or if none of the above are possible, payment of one fixed term unit or one board-funded responsibility payment per year for each weekly hour of non-contact lost for the period during which the entitlement reduction occurs.
15. If there are genuine and temporary constraints that mean an individual teacher within any cycle is unable to receive their non-contact entitlement, then the Principal and the teacher may, on each occasion, mutually agree to compensate the teacher with:
- an equivalent temporary allocation of non-contact time at another point in that school year; or
 - an equivalent temporary reduction in non-teaching or supervisory duties outside of the school's timetabled teaching periods; or
 - relief cover for the teacher later in that school year.

Part 3

Further guidelines include:

16. The school will seek to provide additional non-contact time for senior management, holders, to manage their administration, management or pastoral duties. Additional responsibilities as designated by SLT may attract additional fixed term time allowance.
17. All full-time teachers, can expect to be a Whānau / Kahui Ako Teacher. If such a teacher is not required as a Whānau / Kahui Ako Teacher then the teacher can expect to be required to do additional non-teaching duties (eg. relief Whānau / Kahui Ako Teacher, additional interval/lunchtime duties over and above the normal allocation)
18. The following decisions shall be made by the Senior Leadership Team following consultation with the teaching staff, and taking into account the availability of staffing across the various Learning Areas.
- Viability of new courses.
 - Multi level classes.
 - Maximum and minimum class sizes (mindful of the STCA requirement to meet the "best endeavour" clause). Where possible, the school will use a mechanism to compensate teachers whose average class size exceeds the number as defined in the STCA. This will be agreed on an individual basis. Examples of compensation may include but are not limited to; provision of support staff, increased time allowance, reduction of duties or any other agreed compensation mechanism including additional payments or Board funded payments.



19. The following timetable related issues indicate current practice:

Day Relief and the use of teachers having excess non-contact entitlement

- The Senior Manager responsible for Day Relief has a grid indicating the period by period availability of those teachers having excess non-contacts. Where possible it is these teachers that are used for day relief cover before outside relievers are used. This day relief usage will be monitored by the Day Relief Senior Manager. The Day Relief Senior Manager will endeavour not to have to use a teacher's mandatory non-contacts for relief. If this is unavoidable, then a ***range of compensation procedures itemised below may be applied as long as the teacher has no excess non-contacts on their timetable:***
- For each period of relief called upon, the teacher shall be credited 1 hour in a ledger kept by the Day Relief Senior Manager
- Any teacher who is absent for one of their teaching periods because of a private appointment (doctor, dentist, etc.) shall be debited 1 hour in the ledger. (This does not include all day absences). If you are leaving the school site during the day please advise the Principal's PA Kay Asplin.
- Over the year, for each teacher, the Day Relief Senior Manager will endeavour to keep a balance between credits and debits
- If a teacher has accumulated credits during the course of the year then that teacher may receive compensation by way of fewer exam supervisions than would be normal
- When the seniors depart in Term 4, most teachers will have more non-contacts each week than mandatory. Learning Leaders organize relief and will arrange paybacks. Teachers in debit on the ledger should expect to be first call for relief when needed within their Learning Area.
- A teacher who has accumulated 5 credits during the course of the year could be granted a day in lieu at a time satisfactory to the teacher and Day Relief Senior Manager.

Part 4

Allocation of duties

In order to preserve an orderly and safe environment, all teachers are expected to carry out duties as required after appropriate consultation.

Part 5

Whanau / Kahui Ako Time

This time is set aside for administrative tasks and other pastoral duties.

Part 6

Other duties including meetings

It is a professional expectation that teachers attend meetings. If you are going to be absent please inform your Learning Leader and the Principal that you will be absent for this reason.

Part 7

The following guidelines apply to the review of this policy:

20. Between reviews, either the Principal or the PPTA branch chairperson on behalf of employees covered by the Secondary Teachers' Collective Agreement may initiate a review because changed circumstances necessitate such a review.

