



ROTORUA  
GIRLS  
HIGH SCHOOL

BOARD OF TRUSTEES  
GOVERNANCE POLICY  
FRAMEWORK

**2019 -2021**

**Last updated: 21 February 2019**

## INDEX

	<u>DESCRIPTION</u>	<u>PAGE</u>
1.	Introduction	1
2.	Governance	1
3.	Management	2
4.	Policy Framework	3
5.	Strategic Overview, Graduate Profile and Strategic Direction	4
6.	Trustee Register	8
7.	Triennial Review Programme and Board Annual Work Plan	39
<u>GOVERNANCE POLICIES</u>		
Policy 1	Strategic Direction	9
Policy 2	Student Progress and Achievement	10
Policy 3	Effective Governance	11
Policy 4	Continuity of Governance	17
Policy 5	Principal Employment and Management	18
Policy 6	Delegations to the Principal	22
<u>OPERATIONAL POLICIES</u>		
Policy 7	Complaints	24
Policy 8	Personnel	28
Policy 9	Appointments	29
Policy 10	Financial Monitoring	30
Policy 11	Asset and Resources Protection	32
Policy 12	Health and Safety	33
Policy 13	Treaty of Waitangi	35
Policy 14	Reporting to the Community	36
Policy 15	Child Protection	37
Policy 16	Legal Responsibilities	38

## 1. INTRODUCTION

The Rotorua Girls' High School Board of Trustees is committed to the continual improvement of student progress and achievement. To ensure effective school performance the Board is focused on the maintenance of a strong and effective framework of governance that incorporates legislative requirements and good practice. The following information explains the Board's governance and management definitions that form the basis upon which both the working relationship and the Board's policies are developed.

## 2. GOVERNANCE

The Rotorua Girls' High School Board of Trustees is entrusted to work on behalf of all school stakeholders. The Board is accountable for the school's performance, emphasises strategic leadership, establishes the school vision, and ensures compliance with legal and safety requirements.

The Board sets policies relating to governance and makes clear delegations of management to the Principal. Together the Board and the Principal form the Rotorua Girls' High School Leadership Team in which the role of each is documented and understood. While the Board does not involve itself in the administrative details of daily management it does focus on the ongoing improvement of student progress and achievement.



### 3. MANAGEMENT

While the Board is responsible for school policy overall, it delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal who must ensure compliance with both the Board's policy framework and the laws of New Zealand.

The legal responsibility of Boards of Trustees and Principals is determined by Section 75 and 76 of the Education Act 1989. Successful schools are characterised by the fact that both the Board and the Principal have a very clear understanding of their different roles and responsibilities by functioning as a leadership team in a professional manner.

Section 75 - Boards to control the management of schools

- (1) *A school's board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.*
- (2) *Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.*

Section 72 - Bylaws

*Subject to any enactment, the general law of New Zealand, and the school's charter, a school's board may make for the school any bylaws the board thinks necessary or desirable for the control and management of the school.*

Section 76 - Principal's role

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

Section 65 - Staff

*A Board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend or dismiss staff.*

Section 66 - Delegations

- (1) *The governing board of a board may delegate any of the functions or powers of the board or the governing board, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:*
  - a) *a trustee or trustees;*
  - b) *the principal or any other employee or employees, or office holder or holders, of the board;*
  - c) *a committee consisting of at least 2 persons, at least 1 of whom is a trustee;*
  - d) *any other person or persons approved by the board's responsible Minister;*
  - e) *any class of persons comprised of any of the persons listed in paragraphs (a) to (d).*



## 4. POLICY FRAMEWORK

In order to carry out effective governance of Rotorua Girls' High School, the Board has developed the following policy framework.

POLICY	POLICY DESCRIPTION	PRO- CEDURE	REVIEW DATE
1. Strategic Direction	Governance policy relating to the Board's Strategic Plan and the School Charter.	A	April 2021
2. Student Progress and Achievement	Governance policy reflecting the Boards aims and responsibilities for student achievement and its requirements of the Principal.	every year	April 2021
3. Effective Governance	Governance policy outlining requirements of Board members and the Board Chairperson.	B C D E F G H	April 2021
4. Continuity of Governance	Governance policy outlining the role of the Board Chairperson in maintaining effective governance.	I	April 2021
5. Principal Employment and Management	Governance policy outlining the Principal appointment and performance management.	J K L M N O	April 2021
6. Delegations to the Principal	Governance policy establishing detail of delegations to the Principal in the management of the school.		April 2021
7. Complaints	Operational policy outlining complaint processes and legal obligations.	P Q R	April 2019
8. Personnel	Operational policy outlining the responsibility for all employment matters.		April 2019
9. Appointments	Operational policy outlining appointment process matters.		April 2019
10. Financial Monitoring	Operational policy outlining financial responsibilities and processes that distinguish the Board's monitoring role from management's implementation role.		April 2019
11. Asset and Resources Protection	Operational policy relating to the protection of assets and the Principal's role.		April 2019
12. Health and Safety	Operational policy outlining the Principal's responsibilities in relation to health and safety.	S	April 2020
13. Treaty of Waitangi	Operational policy indicating the Board's intent with regard to New Zealand's dual culture and heritage.		April 2020
14. Reporting to the Community	Operational policy outlining the relationship between the school and its community.	T U	April 2020
15. Child Protection	Operational policy outlining the Board's and the Principal's responsibilities in relation to child protection.	V	April 2020
16. Legal Responsibilities	Operational policy outlining procedures meeting legislative requirements.		April 2020

The Rotorua Girls' High School Board of Trustees Operational Policies indicates the way in which the Board sets and implements its governance responsibilities. Where required, statements of policy are supported by clear procedures. Unless otherwise stated within the policy, each policy is subject to triennial review.

PROCEDURE	PAGE
A. Section 61 of the Education Act 1989	9
B. Board of Trustees Code of Conduct	11
C. Meeting Process	12
D. Public Attending Board Meeting	12
E. Role of the Chairperson	13
F. Role of Staff and Student Trustees	13
G. Board Sub-Committees	13
H. Writing of Policies	16
I. Board Induction	17
J. Principal Job Description	18
K. Principal Code of Conduct	18
L. Responsibilities of the Principal	19
M. Principal Reporting	20
N. Board and Principal Relations	20
O. Principal Performance Review	21
P. Concerns	24
Q. Complaints	25
R. Protected Disclosures	26
S. Health and Safety Checklist	33
T. Reporting to the Community	36
U. Reporting to Parents and Caregivers	36
V. Child Protection	37



# STRATEGIC OVERVIEW

our VISION	our MISSION	our VALUES	our PRINCIPLES
Every young woman is a LEADER in the GLOBAL ENVIRONMENT	To create a CONNECTED LEGACY of EXCELLENCE	<ul style="list-style-type: none"> <li><b>T</b> The willingness to learn: RESILIENCE</li> <li><b>E</b> Engaging to achieve: INTEGRITY</li> <li><b>A</b> Always shows respect: RESPECT</li> <li><b>O</b> Offers to serve: EMPATHY</li> </ul>	THE FOUNDATIONS OF OUR CURRICULUM DECISION-MAKING ARE: <ul style="list-style-type: none"> <li>• Innovate through personalised learning</li> <li>• Engage through powerful partnership</li> <li>• Inspire through deep challenge and inquiry</li> </ul>



## STRATEGIC PRIORITIES

**Our teacher - student relationships are based on Culturally Responsive and Relational Pedagogy**

- Where power is SHARED
  - Learners have the right to self-determination
- Where CULTURE COUNTS
  - Learners bring who they are to their learning
- Where learning is INTERACTIVE and DIALOGIC
  - Learners speak and listen
- Where CONNECTEDNESS and RELATIONSHIPS are fundamental
  - Learners are valued
- Where there is a COMMON VISION
  - Learners experience EXCELLENCE in Education

1. *All students and staff are engaged in meaningful learning opportunities that develop connected critical thinkers*
2. *Inclusive and inspirational opportunities have meaning and approved pathways are maximised for all learners*
3. *All students and staff are supported emotionally, spiritually and physically*
4.
  - Community and Stakeholders are involved with the life of the school
  - Parents and caregivers are engaged in their students' learning
5. *The Strategic Plan is effectively resourced and implemented*

*“Crafting Future Leaders”*



# GRADUATE PROFILE

Is a citizen for this world

Is confident in her languages, culture and identity

Is strong and proud in her whakapapa to RGHS

Puts service before self

Is humble

Takes risks to achieve excellence in all her endeavours

Is resilient, empathetic, respectful and acts with integrity

Honours mana wahine and mana wairua

*MANA MOKOPUNA*

*MANA-A-KURA*

*MANA TANGATA*

*MANA MATAURANGA*

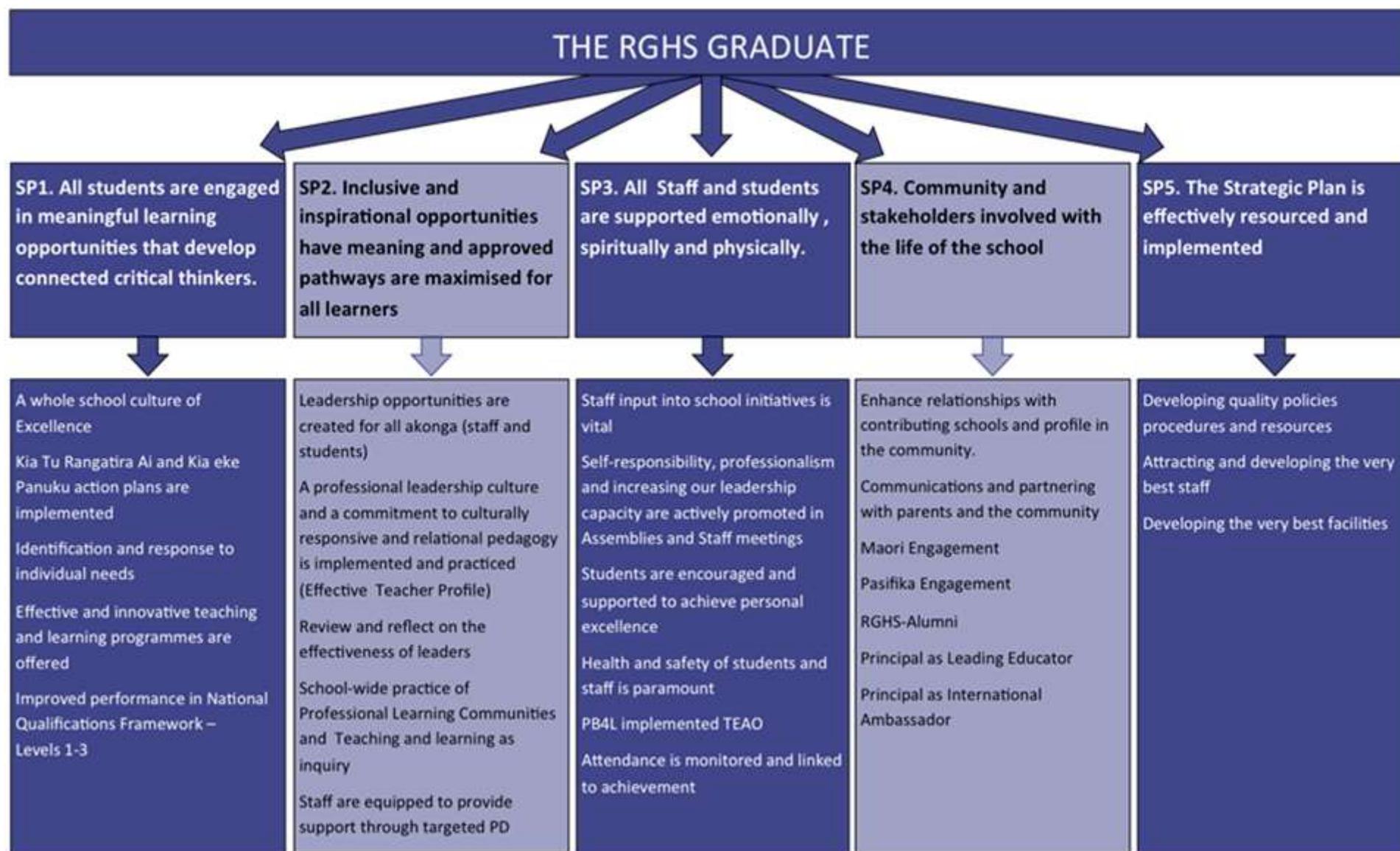
*MANA TIKANGA*

*MANA REO*

*MANA WAIRUA*

*“Crafting Future Leaders”*

5. RGHS STRATEGIC DIRECTON 2016 - 2019



## 6. TRUSTEE REGISTER

This trustee register will be updated when any trustee joins or leaves the Rotorua Girls High School Board or the Board opts into or out of mid-term election cycle.

Name	Phone / E-mail Details	Position On Board / Type Of Member	Start / Finish Date	Current Term Expires
Chris Nairn	213 1953 021 190 6597 <a href="mailto:chris-stella@xtra.co.nz">chris-stella@xtra.co.nz</a>	Chairperson Elected	20/11/2012	2019 Election
Sarah Davis	348 0156 021 828 897 <a href="mailto:sdavis@rghs.school.nz">sdavis@rghs.school.nz</a>	Member Principal	14/01/2019	
Sharlene Easthope-Harper	347 8130 022 318 2162 <a href="mailto:sharls.h@xtra.co.nz">sharls.h@xtra.co.nz</a>	Member Elected	11/11/2014	2019 Election
Mercia Yates	021 674 628 <a href="mailto:merciayates@xtra.co.nz">merciayates@xtra.co.nz</a>	Member Elected	11/06/2016	2019 Election
Leonie Kiff	346 3295 027 286 8623 <a href="mailto:the.kiffs@xtra.co.nz">the.kiffs@xtra.co.nz</a>	Member Elected	11/06/2016	2019 Election
Herman Jansonius	021 421 412 <a href="mailto:hein@hotmail.co.nz">hein@hotmail.co.nz</a>	Member Co-opted	11/06/2016	2019 Election
Sarah Riley	348 0156 027 963 8937 <a href="mailto:sriley@rghs.school.nz">sriley@rghs.school.nz</a>	Member Staff Trustee	06/09/2016	2019 Election
Joelle Paki	<a href="mailto:17183@students.rghs.school.nz">17183@students.rghs.school.nz</a>	Member Student Trustee	21/09/2018	2019 Election
Ally Gibbons	348 0156 021 973 890 <a href="mailto:agibbons@rghs.school.nz">agibbons@rghs.school.nz</a>	Member Former Principal	20/01/2014	14/12/2018
Vaishali Morarji	349 2736 020 4000 5367 <a href="mailto:14068@students.rghs.school.nz">14068@students.rghs.school.nz</a>	Member Student Trustee	23/09/2017	2018 Election
Chelsea Pita	349 1309 022 120 8903 <a href="mailto:13140@students.rghs.school.nz">13140@students.rghs.school.nz</a>	Member Student Trustee	24/09/2016	22/09/2017
Jayde Unuwai	348 0156 022 190 0995 <a href="mailto:13140@students.rghs.school.nz">13140@students.rghs.school.nz</a>	Member Student Trustee	08/03/2016	23/09/2016
Rana Motu	348 0156 021 157 5119 <a href="mailto:rmotu@rghs.school.nz">rmotu@rghs.school.nz</a>	Member Staff Trustee	27/01/2014	05/09/2016
Di Donnelly	348 6995 021 442 394 <a href="mailto:CCD@xtra.co.nz">CCD@xtra.co.nz</a>	Member Elected	06/06/2013	10/06/2016
Scott Thompson	213 1932 021 191 3639 <a href="mailto:utuhina@vodafone.co.nz">utuhina@vodafone.co.nz</a>	Member Elected	06/06/2013	10/06/2016
Riria McDonald	349 4005 021 185 2696 <a href="mailto:riria.mcd@gmail.com">riria.mcd@gmail.com</a>	Member Elected	26/03/2015	10/06/2016

If the Board opts into or out of mid-term election cycle, note in the register and advise the Ministry of Education.

## POLICY 1 - STRATEGIC DIRECTION

The Rotorua Girls' High School Charter is the key set of principles and objectives that give direction to the Board in its governance responsibilities. It establishes the mission, the aims and the targets by which the Rotorua Girls' High School Board implements the National Education Guidelines and the Board's priorities.

- 1.1. The Rotorua Girls' High School Charter must:
  - Comply with the legislative requirements outlined in Sections 61, 62 and 63 of the Education Act 1989.
  - Include a strategic plan across a three-year period that reflects considered and realistic objectives.
  - Include objectives and targets that are in accordance with designated Ministry of Education priorities, in accordance with the needs of the students, and that are supported by valid data.
  - Include, when appropriate, specified objectives from the Board.
- 1.2. The Charter will be the consequence of an annual process that draws information from the school management, appropriate national assessment data, community stakeholders and the Board trustees. It forms the basis of all major decisions taken by the Board
- 1.3. At the start of each year the Board will advise the Principal of the nature and timing in which it wishes to receive reports on the Charter strategic plan. Primarily, these reports will identify variance.
- 1.4. The Board will endorse the Annual Plan prepared by the Principal that identifies the steps that will be taken by the school in that year to achieve the targets set in the school's Strategic Plan.
- 1.5. The Board takes the lead in and responsibility for all matters relating to the construction of the Charter.

### PROCEDURE A. SECTION 61 OF THE EDUCATION ACT 1989

The Rotorua Girls' High School Charter must contain the following:

- A.1. A section that includes:
  - The aim of developing policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.
  - The aim of ensuring that all reasonable steps are taken to provide instruction in Tikanga Māori and Te Reo Māori for fulltime students whose parents ask for it.
- A.2. A long-term strategic planning section that:
  - Establishes the Board's aims and purposes.
  - Establishes for the next 3-5 years the Board's aims, objectives, directions and priorities for intended student outcomes, the school's performance and use of resources.
  - Any aims or objectives that designate the school's special character.
- A.3. An annually updated section that:
  - Establishes annually the Board's aims, objectives, directions and priorities for intended student outcomes, the school's performance and use of resources.
  - Sets targets for the key activities and achievement objectives for the year.
- A.4. The charter must include the Board's aims, directions, objectives, priorities and targets in the following:
  - Student achievement including the assessment of students against any national standard published under Section 60A(1)(ba).
  - The Board's activities aimed at meeting both general Government policy objectives for all schools set out or referred to in national education guidelines and specific policy objectives applying to this school.
  - The management of the school and the Board's capability, resources, assets and liabilities, including its human resources, finances, property and other ownership matters.
  - Other matters of interest to the public that the Minister may determine.
- A.5. A school charter must:
  - Contain all annual or long-term plans that the Board is required to have or has prepared for its own purposes.
  - Contain a summary of each plan or a reference to it.

POLICY REVIEWED: April 2018

TO BE REVIEWED: April 2021



## POLICY 2 - STUDENT PROGRESS AND ACHIEVEMENT

The Rotorua Girls' High School Board acknowledges that a priority of the Board is to support student progress and achievement. To this effect it empowers the Principal to identify and deliver a school curriculum that:

- 2.1. Provides opportunities for success for all students in all essential learning and skill areas of the New Zealand curriculum
- 2.2. Meets all legislative requirements, Ministry of Education guidelines and Board expectations
- 2.3. Gives priority to student achievement in literacy and numeracy
- 2.4. Provides career information and guidance.

The Principal is required to:

- Report on the progress and achievement of all students including information in relation to the National Certificate in Educational Achievement (NCEA) and other appropriate standards in the format agreed with the Board.
- Track and report on junior student data.
- Report junior student ability to access literacy and numeracy at curriculum 5.
- Identify students at risk of not achieving, as well as those gifted and talented students, and implement appropriate teaching and learning strategies to address individual student's needs.
- Ensure that there is a focus on the national priority groups of Māori, Pasifika and students with special learning needs in school planning and reporting.
- Consult with the Māori community about plans for improving the achievement of Māori students
- Ensure the achievement of the School's Charter aims and targets are documented in the Analysis of Variance
- Seek Board approval before making changes to the school curriculum requiring increased spending or significant changes to the programme and staffing.
- Provide career guidance to students.
- Promote a culture of excellence that is celebrated with students, staff and whānau.

*POLICY REVIEWED: April 2018*

*TO BE REVIEWED: April 2021*



## POLICY 3 - EFFECTIVE GOVERNANCE

The Rotorua Girls' High School Board of Trustees is committed to maintaining strong and effective governance on behalf of all stakeholders. To this end it will ensure that its meeting procedures meet the best possible standards of efficiency, its trustees are well-informed and responsible in the knowledge of their roles, its decisions are in the best interests of the school and linked to its strategic plan, and that it acknowledges the need to preserve confidentiality at appropriate times.

- 3.1. Board members are committed to ethical conduct in all areas.
- 3.2. Board members will declare any real or perceived conflicts of interest to ensure confidence in the Board's integrity. Upon or before election to the Board, a written statement of interests, relationships and holdings that may cause such a conflict will be given to the Board Secretary to be kept on file.
- 3.3. Board meetings will be focused at governance level and provide all information required for valid decisions to be taken. A quorum shall be more than half of all current trustees for binding decisions to be taken.
- 3.4. Members of the school community, for example staff, parents and caregivers who are not trustees, may attend Board meetings.
- 3.5. The Board Chairperson is responsible for:
  - Safeguarding the integrity of the Board's processes.
  - Guaranteeing the validity of the Board's processes and for supporting the Board to meet its obligations to the Charter, the school and the community.
  - Ensuring that Board members become familiar with the relevant sections of the Education Act 1989 and subsequent amendments in order that they are in an informed position as to the Board's obligations regarding legislative statutes and regulations, Ministry of Education circulars and the Education Gazette.
- 3.6. The roles of Staff and Student Trustees are to bring staff and student perspectives to Board decision making.
- 3.7. The Board may delegate some aspects of governance to sub-committees, such as the Resources, Governance and Disciplinary sub-committees.
- 3.8. Board policies are the expressions of governance principles on key issues that the school is or may face on a regular basis and where direction from the Rotorua Girls' High School Board is required.

## PROCEDURE B. BOARD OF TRUSTEES CODE OF CONDUCT

The Rotorua Girls' High School Board of Trustees agrees to adhere to the Code of Conduct. Each Board member is charged with the governance of the school. Effective governance is a successful blend of professional expertise and community involvement. This co-operation should lead to effective and positive relationships between the trustees and staff and ensure that the educational well-being of students is maintained.

- B.1. Trustees will:
  - Ensure that the needs of students and their learning are given full consideration when planning, developing and implementing learning and teaching programmes.
  - Ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve personal standards of excellence and to reach their full potential.
  - Serve the school and the community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities.
  - Respect the integrity of staff, the principal, parents/caregivers and students, and the local community.
  - Be loyal to the school and its Charter.
  - Maintain the confidentiality and trust vested in them.
  - Ensure strict confidentiality of papers and information related to the Board's position as employer.
  - Act as good employers.
  - Ensure that individual trustees do not act independently of the Board's decisions.



- Ensure that any disagreements with the Board's stance on matters relating to the employer position are resolved within the Board.
- Recognise that only the Chairperson can speak for the Board.
- Exercise their powers of governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.
- Use the Māori communities' own processes to consult with the Māori community.
- Be diligent and attend Board meetings prepared for full and appropriate participation in decision making.
- Attend professional learning and development courses.

## **PROCEDURE C. MEETING PROCESS**

The Board is committed to efficient and effective meetings.

- C.1. The Chairperson shall be elected at the first meeting of the Board each year except in the general election year where it will be at the first meeting of the newly elected Board.
- C.2. Board meetings are the responsibility of the Board Chairperson.
- C.3. Meetings are held as per the annual agenda with a stated time and place.
- C.4. Agenda items are to be notified to the Chairperson seven days prior to a meeting. Late items will only be included with the approval of the Board. The order of the Agenda may be varied by resolution at the meeting.
- C.5. The Board will have an appointed Minutes Secretary. The Minutes are to show resolutions, numbers of trustees for and against as appropriate, and a summary of the major points for each discussion. A draft set of minutes should be sent to the Board Chairperson for checking within 48 hours of the meeting and once approved, forwarded to Trustees as soon as possible. Minutes are approved and signed by the Chairperson at the following meeting.
- C.6. The quorum shall be more than half of the trustees currently holding office.
- C.7. Apologies from those trustees who cannot be present shall be recorded. Trustees who miss three consecutive meetings without the prior leave of the Board cease to be members.
- C.8. Information requiring to be read by trustees prior to the meeting must be sent to trustees at least four days before a meeting.
- C.9. Only trustees have automatic speaking rights.
- C.10. All resolutions / motions moved in debate must be seconded unless moved by the Chairperson. Motions and amendments once proposed and accepted cannot be withdrawn without the consent of the meeting. No further amendment is accepted until the first one is disposed of. The mover has the right of reply. A matter already discussed may not be reintroduced by way of an amendment.
- C.11. All decisions are to be taken by open voting of all those members present.
- C.12. A Special Meeting may be called by the Chairperson or by delivery of a request for the same signed by at least one third of current trustees.

## **PROCEDURE D. PUBLIC ATTENDING BOARD MEETINGS**

The Board meeting is a meeting held in public rather than a public meeting.

- D.1. Public attending a meeting should be given notice of their rights when attending a meeting.
- D.2. Public participation is at the discretion of the Chairperson.
- D.3. Members of the public may request speaking rights on a particular agenda item. This request should be made to the Chairperson in advance and such participation is at the discretion of the Chairperson. Speakers will be restricted to three minutes each per subject with a maximum of three speakers per subject unless the Chairperson rules otherwise. Speakers may not question the trustees and trustees will not address questions or statements to speakers.
- D.4. The Chairperson is the final arbiter on any matters concerning public participation.
- D.5. If the meeting moves to exclude the public (usually to protect the privacy of individuals), the public must leave the meeting until this aspect of business has been concluded.

## **PROCEDURE E. ROLE OF THE CHAIRPERSON**

The Board Chairperson:

- E.1. Welcomes new members, ensures that conflict of interest disclosures are made; the code of ethics is signed and leads the induction of new members.
- E.2. Assists Board members' understanding of their role, responsibilities and accountability.
- E.3. Leads and develops the Board members into being a cohesive and effective team.
- E.4. Ensures that meetings are efficient and that the Board stays on schedule to meet its obligations and fulfil its plans.
- E.5. Ensures that the Board works according to its policies.
- E.6. Sets the agenda for Board meetings and signs off the Minutes.
- E.7. Encourages and supports the interactive involvement of all trustees.
- E.8. Is the official spokesperson for the Board in public.
- E.9. Establishes and maintains a productive working partnership with the Principal.
- E.10. Initiates and ensures completion of the Principal's annual Performance Agreement and Review.
- E.11. Ensures that complaints and concerns are dealt with according to the procedures set down by the Board.
- E.12. Identifies any real or potential risk and leads the Board in managing it.
- E.13. Should consider the appointment of a proxy to cover any situations when he or she is unavailable.

## **PROCEDURE F. ROLE OF STAFF AND STUDENT TRUSTEES**

- F.1. Are full members of the Board with the same rights and responsibilities as elected and co-opted trustees.
- F.2. Act in the best interests of the staff and students at all times but are not advocates for the staff and students.
- F.3. Do not bring staff or student issues or concerns to the Board unless specifically requested to by the Board Chairperson.
- F.4. Are bound by the Code of Ethics.
- F.5. Do not provide regular reports to the Board unless specifically requested to by the Board Chairperson.

## **PROCEDURE G. BOARD SUB-COMMITTEES**

- G.1. The Board Sub-Committee structure will comply with the following:
  - Apart from the Resources Sub-Committee, sub-committees will have at least two (but no more than four) Board members, in addition to the Board Chairperson and the Principal.
  - The Board Chairperson will nominate trustees for the sub-committee and the Principal may nominate up to four staff members or other community representatives after consultation with the staff representative for a specified time, and for specified reasons.
  - A Board member will Chair sub-committees and the sub-committee will meet as required.
  - Will have written terms of reference, which contains information about the sub-committees purpose, committee members and delegated authority.
  - Can only recommend courses of action to the Board and have no authority to act, unless the Board by a delegation motion have delegated authority to the sub-committee.
  - Under section 66 of the Education Act 1989 the Board may delegate any of its powers to a sub-committee, except the power to borrow money.
  - The Principal and Board Chairperson will be ex-officio members of the sub-committees, unless specifically excluded in the sub-committee's terms of reference.

The following Standing Sub-Committees are currently established:

- Resources
- Student Disciplinary
- Governance and Policy Review.



## G.2. RESOURCES SUB-COMMITTEE - TERMS OF REFERENCE

The Board of Trustees has overall responsibility for the financial and property management of the school but delegates the day-to-day management of the school's finance and budget to the Principal. The Principal is responsible for financial reporting and demonstrating budget compliance. Where there is non-compliance, variances are to be reported to the Board, with recommendations on the actions required to meet compliance.

Purpose:

- The Resources Sub-committee is formed to provide guidance to the Principal with the financial and property management of the school.

Sub-committee members:

- The Board Chairperson, the Principal and at least two trustees.
  - A trustee other than the Principal will be the sub-committee's Chairperson.
- The Executive Officer, who will be the secretary.
- The Caretaker.

Meets:

- Will meet monthly from January to November and on the third Tuesday of the month.

Delegated Authority - the sub-committee is responsible for:

- Recommending in association with the Principal, an operating and capital budget, including professional development budget allocation for the principal and the staff.
- Recommending the allocation of funds to reflect the school priorities as stated in the School Charter.
- Monitoring and reporting on the annual budget via the Principal.
- Reviewing on behalf of the Board accounts passed for payment by the school. Advising on additional funding sources.
- Recommending changes to financial policy.
- Overseeing the preparation of the annual accounts for board approval.
- Assisting the Principal in reporting financial performance to parents and the community.
- Providing input into the school's strategic plan.
- Preparing special reports for consideration by the Board.
- Annually reviewing the school's risk management needs and insurance cover.
- Assessing and making recommendations to the Board on requests for spending on individual items outside of budget.
- Ensuring the deadlines outlined in the Annual Calendar are completed by the designated dates. (refer Policy 10 - Financial Monitoring)
- Ensuring compliance with the negotiated conditions of the asset management programme including 5YP and 10YP and implementing a maintenance programme that ensures the School's plant provides a safe learning environment.
- Recommending upgrades or the development of new facilities in order to offer: an enhanced curriculum; better delivery of the curriculum; and/or a suitable recreational and learning environment.
- Ensuring compliance with all legislation and safety of students, staff and visitors.

Monthly Meetings

- The agenda will be prepared by the Executive Officer in consultation with the Principal and the sub-committee Chairperson.
- The minutes will be kept by the Executive Officer and ratified at the next Board meeting.
- Reviewing matters raised by the Principal about non-compliance and/or variances in the financial reporting and reviewing the recommendations to meet compliance.
- Reviewing the Caretaker's Report.
- Reviewing current financial statements.
- Reviewing accounts for payment.
- Reviewing the correspondence.
- Reviewing matters raised by Executive Officer and sub-committee members.
- Review policies as per review schedule.

Annual Agenda

- Receive the financial statements
- Receive the following year's budget at October / November meeting.
- Compile the Financial Report for the Board Annual General Meeting.



### G.3. STUDENT DISCIPLINARY SUB-COMMITTEE - TERMS OF REFERENCE

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

Purpose:

- To ensure that all processes relating to the suspensions of students adhere to the requirements of the Education Act 1989, Education Rules 1999 and Ministry of Education Guidelines.

Sub-committee members:

- All trustees, excluding the Principal. The chairperson of the sub-committee is the Board Chairperson or in his or her absence will be appointed by the sub-committee.
- The quorum will be two trustees.

Delegated Authority - the powers conferred on the Board under Sections 15 and 17 of the Education Act 1989 be delegated to the Board's Student Disciplinary Sub-committee. The sub-committee will:

- Act in fairness without bias or prejudice and with confidentiality
- Act within the legislation and Ministry of Education guidelines
- Act only on written and agreed information, not verbal hearsay
- Use the processes of natural justice in discipline hearing procedures
- Make recommendations on disciplinary matters to the Board as necessary.

### G.4. GOVERNANCE AND POLICY REVIEW SUB-COMMITTEE - TERMS OF REFERENCE

Purpose:

To monitor, on the Board's behalf, compliance with Board policies, current legislation and official guidelines. This includes:

- Supporting the Board to review the effectiveness of the Board's governance processes.
- Reviewing the effectiveness of systems for the assessment and management of areas of risk.
- Verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other.
- Commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the Board.
- Reporting any problems or reservations arising from the external auditors/reviewers work and any other matters that the external auditors/reviewers note to the attention of the Board.
- Ensuring implementation of the triennial review programme.

Sub-committee members:

- The Board Chairperson, the Principal and at least two trustees.
  - The sub-committee will appoint the chairperson.
- The Board may co-opt additional trustees to the committee as and when required.

Meets:

- As required. The Chair of this committee will report to the Board as appropriate on the areas covered by the terms of reference and the triennial review programme.

Delegated Authority:

- Is authorised to investigate any activity within its terms of reference and to request information from any trustee or employee of the Board. All trustees and employees are required to co-operate with any request made by the sub-committee. The Principal will be informed in advance of any such requests.
- When appropriate, can request members of the school management team attend meetings.
- When appropriate, can request a representative of the external auditors attend meetings.
- May recommend that external and independent advice is sought. If the advice is likely to incur costs prior approval must be sought from the Board.
- The sub-committee is to maintain confidentiality as appropriate.
- No individual member of the sub-committee can act without the directive of the sub-committee as a whole.

## PROCEDURE H. WRITING OF POLICIES

- H.1. Policy statements do not specify action but provide a framework for developing and implementing procedures.
- H.2. The Board is responsible for drafting and reviewing Governance and Operational policies.
- H.3. The Principal is responsible for drafting and reviewing the school's Management policies.
- H.4. All policies will reflect the School's Mission statement and the national and local goals and objectives contained in the School's Charter.
- H.5. There will always be due regard for the legality of all proposed policies. Policy-drafting groups will ensure that all statutes, or existing Board policies and proposed policies are consistent.
- H.6. Policy formulation will be a shared process with the school community.
- H.7. All final decisions on policy will be made by the Board. Policies will be approved only at Board meetings.
- H.8. All policies will be subject to a minimum three-year review by the Board and / or the Principal.
- H.9. Clear, simple language will be used to write policies.
- H.10. Governance Policy Writing Programme
- Policies are allocated to the Governance and Policy Review Sub-Committee based on the relationship of the policy to the school's Charter.
  - Drafting of a new policy, or a revision of an existing policy, will be noted in the Board minutes. Interested parties will be consulted.
  - Once the Board is satisfied with the draft the policy will be re-presented to the Board for approval. Drafts will be sent to each of the Board members at least three clear days before the Board meeting.
  - Those draft policies (or aspects of same) that are not accepted by the Board will be referred back for further consideration and re-drafting.
  - The finalised Draft Policy once approved by the Board will lie on the table until the next Board meeting.
  - At the next Board meeting, policies that have been approved will be accepted by a motion passed by the Board. This will be recorded in the minutes of the meeting.
  - Once accepted by the Board, a copy will be filed in the Governance Operational Policy Manual and further copies will be distributed so that they are readily available to staff, students and parents.
  - The Principal will inform all staff of reviewed and newly accepted policies.

*POLICY REVIEWED: April 2018      TO BE REVIEWED: April 2021*



## POLICY 4 - CONTINUITY OF GOVERNANCE

The Rotorua Girls' High School Board will take appropriate steps to develop the governance capacities of its trustees.

- 4.1. The Chairperson will conduct a stock-take of the skills and abilities of trustees in order to find "best fit" with existing Board roles and responsibilities.
- 4.2. The Chairperson and the Principal will ensure that all new trustees are given a full orientation to the Board and the school including the issue of relevant information about Board process and responsibilities.
- 4.3. The Chairperson will plan a "learning cycle" for all trustees so that they have opportunities to share Board institutional knowledge by "hands-on" involvement.
- 4.4. The Chairperson will plan trustee access to targeted professional development such as the series offered by NZSTA.
- 4.5. Where appropriate, the Chairperson will access external experts to advise on and extend the Board's knowledge of governance.
- 4.6. The Chairperson will lead an annual process of self-review of governance with all trustees, table the outcomes, and lead discussions on maintaining and developing Board institutional knowledge.
- 4.7. Where possible, the Board Chairperson will address the issue of "future-proofing" Board governance.

### PROCEDURE I. BOARD INDUCTION

The Board is committed to ensuring continuity of business and a smooth transition when trustees join the Board. Therefore,

- I.1. New trustees will receive a welcome letter on their joining the board which includes:
  - Where and when they can pick up their governance folder
  - The suggested date of the induction
  - The date of the next board meeting
  - Chairperson and Principal contact details
- I.2. New trustees will be issued with a governance manual containing copies of the school's:
  - Charter – including the strategic and annual/operational plans
  - Policies
  - The current budget
  - The last ERO report
  - The last annual report
  - The triennial review programme
  - Any other relevant material
- I.3. The Chairperson or delegate will meet with new board members to explain board policy and other material in the governance manual.
- I.4. The Principal and Chairperson or delegate, will brief all new members on the organisational structure of the school.
- I.5. The Principal will conduct a site visit of the school.
- I.6. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
- I.7. After three months on the board, the effectiveness of the induction process is to be reviewed by the Chairperson with the new members. The review will include the following aspects:
  - Did you feel welcomed onto the Board?
    - Very welcome      Welcome      Not very welcome      Comment:
  - Did you receive all necessary information in a timely manner?
    - Very timely      Timely      Not very timely      Comment:
  - Did you find the induction with Principal and Board Chairperson to be effective?
    - Very effective      Effective      Not very effective      Comment:
  - Please comment on how we could improve this induction process:

POLICY REVIEWED: 2018

TO BE REVIEWED: April 2021



*"Crafting Future Leaders"*

ROTORUA  
GIRLS  
HIGH SCHOOL

BOARD OF TRUSTEES  
POLICY FRAMEWORK  
21/02/2019      Page - 17

## **POLICY 5 - PRINCIPAL EMPLOYMENT AND MANAGEMENT**

The Principal is the school's professional leader of learning and works in partnership with the Board. As the Board's Chief Executive Officer the Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, imprudent or which violates the school's Charter or expressed values of the school.

- 5.1. The Principal is appointed by the full Board (excluding the past Principal), and the Board will determine the Principal appointment process.
- 5.2. The Principal is responsible for the day-to-day management of the school.
- 5.3. The Principal is responsible for the implementation of Board policies including the Charter.
- 5.4. The Principal reports to the Board as a whole and keeps it accurately informed as to the delivery and outcomes of curriculum, teaching and learning, financial position, employment and all matters having real or potential legal considerations and risk for the school.
- 5.5. The Principal and the Board Chairperson work together on a day-to-day basis, hence a positive working relationship is significant for the school's outcomes.
- 5.6. The Principal will have an annual allowance for professional expenses and professional development. Overseas professional development or overseas trips will be approved by the Board on a case-by-case basis.
- 5.7. In the event of a complaint against the Principal, the Board Chairperson will lead any inquiry and should a disciplinary process be required, follow the procedures established in Board policy.
- 5.8. The Principal will have an annual performance agreement and performance review that will be initiated by the Board Chairperson.

## **PROCEDURE J. PRINCIPAL JOB DESCRIPTION**

The appointment of the Principal is a Board responsibility and the appointment process will be led by the Board Chairperson. The final decision will be made by the full Board. The job description will be a critical document in the selection of applicants.

- J.1. The Principal of Rotorua Girls' High School is:
  - A person with a clear understanding of and experience of what is required to be a "Leader of Learning."
  - Can describe what teaching and learning looks like in a modern learning context.
  - Understands the importance of the link to the community if the educational experience for students is to be maximised.
  - Has a global view of education.
  - Can articulate the qualities that a graduate of Rotorua Girls' High School will have.
  - Supports his or her vision of secondary education with strong research.
  - Is a transformational leader.
  - Expects and pursues excellence.
  - Displays passion, enthusiasm, and a desire to see all students and staff succeed to their full potential.
  - Is supportive of all staff in their roles in educating students at the school.
  - Has a sense of humour.
  - Sees listening as an essential component of being a good communicator.
  - Can create and sustain an evolving learning culture.
  - Establishes professional learning communities to strengthen teaching practice.
  - Develops students and staff to become independent life-long learners.
  - Displays strength in and a deep understanding of the teaching and learning process.
  - Has proven ability to lead significant projects and change.

## **PROCEDURE K. PRINCIPAL CODE OF CONDUCT**

The Principal of Rotorua Girls' High School will carry out his or her duties according to the following guidelines.

- K.1. Ensure that the needs of the students and their learning are given full consideration when planning, developing and implementing teaching programmes.
- K.2. Demonstrate a commitment to the belief that each student is entitled to an education that challenges his or her to achieve personal standards of excellence and to reach full potential.



- K.3. Abide by any statutory obligations.
- K.4. Be loyal to the Charter so that his or her activities will reflect the spirit and objectives of the Charter.
- K.5. Demonstrate a commitment to the belief that each student is of equal value and is entitled to an education that respects each student's dignity, rights and individuality.
- K.6. Respect the integrity and confidentiality of staff, members of the Board of Trustees, parents and students.
- K.7. Demonstrate a commitment to the continuing personal and professional growth and development of staff.
- K.8. Work cooperatively with staff but have the final responsibility for making decisions within the Principal's authority.
- K.9. Freely divulge all information on a student to any person with legal rights to the information who requests it.
- K.10. Respect confidentiality by keeping information on students from people who have no right to it.
- K.11. Not vote in Board decisions that relate to the Principal's employment.
- K.12. Have an understanding of, and commitment to, the elimination of sexism and racism both with respect to equal educational opportunities and equal employment opportunities.
- K.13. Exercise responsibility, in a way that recognises the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.

#### **PROCEDURE L. RESPONSIBILITIES OF THE PRINCIPAL**

The Principal of Rotorua Girls' High School is the professional leader of learning for the school whose key contributions are the day-to-day management of the school and the interpretation of Board policy.

- L.1. Meet the requirements of the Principal Job Description, Principal Performance Agreement and the Principal Professional Standards.
- L.2. Act as educational leader and day-to-day manager within the requirements of the law and in line with Board policies.
- L.3. Develop an Annual Plan aligned to the Board's Strategic Plan, legislative requirements and Ministry of Education expectations.
- L.4. Seek approval for the Annual Plan from the Board each year.
- L.5. Meet Ministry of Education timelines for information returns.
- L.6. Implement the Annual Plan giving priority to the school's annual targets.
- L.7. Use resources efficiently and effectively.
- L.8. Follow good employer practices and ensure that such procedures are in place.
- L.9. Approve staff attestation for salary increments.
- L.10. Establish senior management positions and allocate pay units.
- L.11. Oversee staff performance review and professional development.
- L.12. Hire, deploy and terminate relieving / auxiliary staff positions.
- L.13. Hire teaching staff as per staff appointments policy.
- L.14. Preserve financial and property assets.
- L.15. Communicate with the school community about school events and achievements on a regular basis.
- L.16. Limit public statements about the official position of the Board on any controversial social, political and educational issues to what the Board has formally adopted as a position of record.
- L.17. Keep the Board advised of any information important to its role.
- L.18. Report to the Board on compliance and indicate areas to upgrade.
- L.19. Act as the Protected Disclosures Officer in accordance with Board policies.
- L.20. Appoint on behalf of the Board, a Privacy Officer and an Equal Employment Opportunity Officer.

## PROCEDURE M. PRINCIPAL REPORTING

The Principal of Rotorua Girls' High School reports to the Board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school.

Thus, the board is supported in its strategic decision-making and risk management by also requiring the Principal to submit any monitoring data required in a timely, accurate and understandable fashion. The reports encompass the following and are expected to highlight significant variance.

- M.1. Significant trends, implications of Board decisions, issues arising from policy matters or changes in the assumptions on which the Board's strategic plan is based.
- M.2. Written monthly reports on the following management areas:
  - Strategic Aims
  - Personnel
  - Finance
  - Variance
  - Key Performance Indicators
  - Student Progress and Achievement
  - Curriculum
  - National Administration Guidelines.
- M.3. Update reports on any changes to staffing, programmes, plans and processes.
- M.4. Requests for Board approval relating to discretionary staff leave and / or staff absences of more than five days.
- M.5. Monthly reports on student monitoring / progress and achievement data.
- M.6. Monthly financial variance against budget reports.
- M.7. Monthly reports on student stand-downs, suspensions and exclusions.
- M.8. Monthly reports on roll variance as appropriate.
- M.9. Monthly reports on health and safety.
- M.10. Monthly reports on the numbers of complaints and resolution success figures, and any areas of concern.
- M.11. Inform the board when, for any reason, there is non-compliance of a Board policy.
- M.12. Recommend changes in Board policies when the need for them becomes known.
- M.13. Highlight areas of possible bad publicity or community dis-satisfaction.
- M.14. Coordinate and present any management / staff reports to the Board.
- M.15. Regularly report on the implementation of the annual plan and progress towards meeting student achievement targets.
- M.16. Staff professional learning and development that is related to the requirements of the strategic and annual plans.
- M.17. Report on any other matter as requested by the Board.

## PROCEDURE N. BOARD AND PRINCIPAL RELATIONS

The Board and the Principal depend upon an effective relationship to produce positive outcomes for the school. For this to be achieved the following must be valued:

- N.1. This relationship is based on mutual respect, trust, integrity and ability.
- N.2. The relationship must be professional.
- N.3. The Principal reports to the Board as a whole rather than to individual trustees.
- N.4. The day-to-day relationship between the Board and the Principal is delegated to the Board Chairperson.
- N.5. All reports presented to the Board by staff (unless specifically requested by the Board) arrive there with the Principal's approval and the Principal is accountable for the contents.
- N.6. The Board makes clear delegations and accountabilities to the Principal through policy.



- N.7. There are no surprises. Neither party will suppress important information or knowingly misinform the other.
- N.8. The Board will maintain a healthy independence from the Principal in order to fulfil its role. The board is there to critique and challenge the information that comes to it, acting in the best interests of students at the school.
- N.9. The Principal must be able to share his or her biggest concerns with the Board in safety.
- N.10. The Principal and Board Chairperson support each other when required, understand each other's strengths and weaknesses, agree not to undermine each other's authority, and can use each other as a critical friend in relation to the achievement of Board goals and targets.

## **PROCEDURE O. PRINCIPAL PERFORMANCE REVIEW**

It is the policy of the Rotorua Girls' High School Board of Trustees to establish a performance agreement with the principal each year\* and review the principal's performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement.

- O.1. The review process will occur annually, providing a written record of how the principal has performed as per the terms of the performance agreement and identifying professional development needs.
- O.2. The Principal's performance will be formally reviewed on an annual basis by duly delegated member(s) of the Board and optionally, at the board's choice, an independent consultant who specialises in education.
- O.3. Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
- O.4. There will be three interim reviews, one per each term preceding the annual formal review, between the Principal and Chair or delegate(s) to discuss progress.
- O.5. The Principal will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, learning and development objectives and fulfilment of additional duties which require concurrence payment.
- O.6. If the Principal and the Board disagree on the performance objectives, the Board, after considering the Principal's input, will amend the disputed objectives or confirm the unchanged objectives. The Board's decision will be final.
- O.7. The Board Chair, delegate(s) and consultant may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the Principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
- O.8. The Principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied with the Principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the Principal. The Principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the Principal's views before deciding to either amend the report, in accordance with the Principal's views, or let the report stand, with the Principal's comments attached.
- O.9. The chair/delegate(s)/consultant will present the final report/summary back to the Board the result of the review. The Principal may/may not be present at the presentation and/but will have the opportunity to address the Board. The Principal will then exit and further discussion may continue among the board.
- O.10. The Principal will be informed personally and in writing of the final outcome following the report discussion.
- O.11. The performance agreement and results of the review are confidential to the Principal, the Board and their agents unless both parties agree to wider distribution.

POLICY REVIEWED: April 2018

TO BE REVIEWED: April 2021

## POLICY 6 - DELEGATIONS TO THE PRINCIPAL

The Principal is the Board's chief executive in relation to the school's control and management. This Policy will be reviewed annually. The Board also reserves the right to review this policy at any time and as needs require.

### BOARD DELEGATIONS TO THE PRINCIPAL

- 6.1. The responsibility for the day-to-day management of the school's teaching and learning processes.
- 6.2. The responsibility for the day-to-day management of the school's finances and budgeting including all internal delivery systems.
- 6.3. The right to approve all purchases that do not exceed \$5,000 excluding GST for a single item.
- 6.4. The right to approve all projects that do not exceed in total \$5,000 excluding GST.
- 6.5. The capacity to recruit and manage international students.
- 6.6. The capacity to seek sponsorship and raise funds in the school's name.
- 6.7. The responsibility to invest and transfer funds in school owned term deposits for a period up to 12 months.
- 6.8. The capacity to complete and deliver all forms, returns and data collections required by the Ministry of Education or other Board approved agency.
- 6.9. The responsibility to recruit and appoint staff in accordance with Section 65 of the State Sector Act 1988. Except in senior leadership positions where the Board must be involved.
- 6.10. The responsibility to approve staff attestation and pay units for management.
- 6.11. The responsibility to establish a management structure suitable to meet the needs of the school.
- 6.12. The capacity to implement other requirements specified by the Secretary of Education.
- 6.13. The responsibility to oversee staff performance review and professional development.
- 6.14. The responsibility to identify and deliver a school curriculum that provides opportunities for success for all students.
- 6.15. The capacity to promote Māori culture and values within the school and to deliver an effective curriculum for Māori students.
- 6.16. The responsibility to protect and maintain all school assets and resources.
- 6.17. The right to be the primary educational leader within the school.
- 6.18. The responsibility to ensure a safe physical and emotional learning and working environment for all students and staff.
- 6.19. The responsibility to act as the school's Protected Disclosures Officer.
- 6.20. The responsibility to manage requests for Official Information.
- 6.21. The responsibility to interact with media in order to promote the school in a positive manner.
- 6.22. The responsibility to act as the day-to-day manager in relation to civil defence emergency, trauma, lockdown and or accident, requiring emergency procedures.
- 6.23. The responsibility to the PCBU (Persons Conducting a Business or Undertaking) under the Health and Safety in Work Place Act 2015. As well as to delegate other Health and Safety positions and roles. Receive reports from EOTC (Education Outside The Classroom), Health and Safety and the Health and Wellbeing report.



#### SPECIFIC DELEGATIONS RETAINED BY THE BOARD

- 6.24. Approval of all operating capital, cash flow and property maintenance budgets and amendments to these budgets.
- 6.25. Approval for expenditure of any invoice in excess of \$5,000 (excluding GST), excluding approved budget items, 10YPP and 5YA.
- 6.26. Approval to dispose of fixed assets with a book value in excess of \$1,500.
- 6.27. Transfer of money in school owned term deposits for periods longer than 12 months.
- 6.28. Leave on full pay to a permanent employee for a period longer than 5 days.
- 6.29. Approval for the termination of employment of any permanent employee.
- 6.30. The signing of applications for special grants for additional buildings or other major applications for funding.
- 6.31. Formal communications and agreements with the Minister of Education or any Minister of the Crown or Member of Parliament or any other declaration or request addressed to the Board Chairperson.
- 6.32. Interviews with any form of media on any matter relating to the school unless specifically delegated to the Principal.
- 6.33. Initiation of any legal action or signature of any formal or legal agreement that is in the name of the school.

*POLICY REVIEWED: April 2018*

*TO BE REVIEWED: April 2021*



## POLICY 7 - COMPLAINTS

The Rotorua Girls' High School Board complaints policy is intended to provide a clearly laid out process for dealing with and resolving concerns and complaints against staff, students or anyone acting in the name of the Board. It is important that the concerns of students, staff, parents/whanau and members of the school community are recognised and resolved in order to assure the best educational outcomes for students and facilitate confidence in School processes.

- 7.1. The school will endeavour to respond to concerns and complaints in a fair and consistent manner, mindful of the principles of natural justice, the relevant employment contracts, legislation and school expectations as set out in Board of Trustees policies, school rules and procedures.
- 7.2. The Board of Trustees, as the School's governing body, deals with all complaints relating to the Principal, Board members and breaches of school policy.
- 7.3. The Principal, as manager and professional leader of the school, deals with all concerns and complaints relating to school employees, students and all aspects of school operation.
- 7.4. The Board delegates full responsibility of ensuring processes are in place and operating effectively and adequately to the Principal.
- 7.5. In complying with the policy the Principal shall not fail to:-
  - Implement and maintain robust procedures to meet the policy requirements,
  - Ensure that the process for concerns and complaints are clearly communicated,
  - Report to the Board as set out in 9.6 and 9.7.
- 7.6. The Principal shall maintain a register of complaints and resolutions, and shall report to the Board monthly outlining numbers of complaints, resolution success figures, and any areas of concern for Board deliberation.
- 7.7. The Principal will report all serious complaints or serious wrongdoings to the Board Chairperson. A serious complaint or serious wrongdoing is defined as:-
  - Unlawful, corrupt, or irregular use of public funds or resources, or
  - An act or omission to act or a course of conduct that:
    - is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement
    - constitutes a serious risk to public health or public safety or the environment
    - constitutes an offence or is a serious risk to the maintenance of law
- 7.8. A copy of the Complaints Policy will be included in enrolment information and is also available from the school office and website.

## PROCEDURE P. CONCERNS

A concern is any verbal or written statement about a minor issue. Concerns will normally follow the process set out below, unless there are culturally specific circumstances that require a different process.

- P.1. For Students
  - Students are encouraged to talk directly to their teachers whenever a problem arises. They should approach the teacher at a suitable time (e.g. at the end of the lesson) or make an appointment. Issues dealt with as soon as they occur are usually straightforward to solve. If the concern is not resolved, students should approach their House Dean.
- P.2. For Parents/Whanau
  - If the concern about a classroom matter, the complainant should contact the teacher directly and discuss the matter with him or her. Teachers wherever possible, will return calls within 48 hours and the school will try to respond to concerns within five working days.
  - If the complainant does not feel comfortable discussing the concern with the teacher directly or the concern does not involve a particular teacher, then phone or write to one of the following:
    - The Year Level Dean for personal concerns
    - The Deputy Principal or Assistant Principal for general progress and personal concerns
    - The subject's Learning Leader for subject concerns
    - The Attendance Officer for concerns about absences
    - The Executive Officer for financial concerns
    - The Guidance Counsellor for personal and family concerns
    - The Careers Advisor for concerns about careers and course selection



- The Senior Leadership Team (Principal, Deputy Principals and Assistant Principal) for concerns about staff performance or conduct.
- P.3. For the School Community
- If the concern is about a student, contact their House Dean or the Principal.
  - If the concern is about a staff member or a volunteer, for example coaches and parent helpers, contact the person directly and discuss the matter with him or her.
    - If the complainant does not feel comfortable discussing the concern with the person directly or is not satisfied with the response, then contact their Line Manager or the Principal.
  - If the concern is about the Principal or a Board member contact the person directly and discuss the matter with him or her.
    - If the complainant does not feel comfortable discussing the concern with the person directly or is not satisfied with the response, then contact the Board Chairperson.
- P.4. If the response provided by the school does not fully address the concern, the complainant can take the matter further by making a formal complaint (refer Procedure Q - Complaints).

## PROCEDURE Q. COMPLAINTS

A complaint is:

- Any statement, letter or report about school practice or policy that in the opinion of the complainant is deemed to disadvantage them unfairly.
- Any verbal or written statement that indicates a member of the school community (staff member, student or a Board member), has acted illegally, unprofessionally, or in any manner which is harmful to another member of the school community.

Q.1. Where possible a complaint should be in writing and should include:

- the complainant's name and contact details,
- the full circumstances of the complaint, including names of any witnesses,
- if applicable, the details of any efforts already made to resolve the matter, and
- signed by the complainant.

Unsigned or anonymous complaints will be disregarded.

Q.2. If a complaint involves the Principal, a Board member, or a breach of school policy, the complaint must be in writing and either e-mailed or delivered to the school office in a sealed envelope addressed to the Board Chairperson.

- A discussion with the Board Chairperson or a Board member will not be considered a complaint.

Q.3. All other complaints should be e-mailed or delivered to the school office in a sealed envelope addressed to the Principal or to the Acting Principal if the Principal is absent.

Q.4. Complaints will be acknowledged in writing and within 3 days of the Principal or Board Chairperson receiving the complaint.

Q.5. Depending on the nature of the complaint, the Principal may refer the complaint to the Board or in consultation with the Board to another agency for investigation.

Q.6. The Principal or Board Chairperson will discuss the complaint with the complainant before deciding what further action should be taken. The complainant may have a support person at this meeting.

Q.7. Complaints will be investigated by interviewing the complainant and obtaining written statements from all other persons who have relevant information to provide about the incident.

- The investigator must keep a record of the process used.

Q.8. Complaints will generally be treated in confidence. However, in the interests of natural justice any person who is the subject of a complaint must have the opportunity to hear and respond to all of the details of the complaint.

- The person is entitled to have a support person or legal representation.

Q.9. When the Principal is the subject of a complaint:

- The Board Chairperson will discuss the complaint with the Principal in the first instance to maintain Board and Principal Relations.

- If the matter is raised at a Board meeting it will be discussed 'in-committee' and will remain confidential.
- Q.10. If there is a dispute between the Principal and the Board, the Principal will discuss the matter with the Chairperson. Any discussion will be 'in-committee'.
- If the matter is not resolved, the Principal may initiate a mediation process. Legal proceedings are a last resort and only if mediation is not successful.
- Q.11. When a complaint is referred to the Board, the Board may appoint a Sub-Committee to manage either the internal and / or independent investigation.
- The Board should seek legal and / or industrial advice and advise the school's insurer.
- Q.12. The person who is the subject of the complaint and the complainant must be informed of the outcome of the investigation.
- A written response will be made to both parties within 14 days following the Board meeting within which the complaint was considered
- Q.13. When the Board have reached a decision regarding a complaint and conveyed their decision to the complainant and the person who was the subject of the complaint, the Board will not enter into further discussion, investigation or correspondence about the same complaint, unless there is additional relevant, overwhelming and compelling evidence that was not presented to the Board in the original investigation.
- Q.14. Employees may report any information regarding serious wrongdoing to the Board of Trustee Chairperson or any other government agency by following the School's Protected Disclosures Procedures (refer to Procedure R). Serious wrongdoing is defined in clause 7.7 of the Complaints Policy.

**POLICY:** The Board will provide a safe process by which school employees can report serious wrongdoing in the school.

## PROCEDURE R. PROTECTED DISCLOSURES

A Protected Disclosure is a declaration made by an employee who believes that serious wrongdoing has occurred. Employees making such disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

- R.1. Serious Wrongdoing can be any of the following:
- Unlawful, corrupt or irregular use of funds or resources.
  - An act or omission or course of conduct that 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.
- R.2. Conditions for Disclosure
- Before making a disclosure the employee should be sure the following conditions are met: that the information is about serious wrongdoing in or by the school; and that the employee believes on reasonable grounds the information to be true or is likely to be true; and that the employee wishes the wrongdoing to be investigated; and that the employee wishes the disclosure to be protected.
- R.3. 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 and contractors supplying services to the school.
- R.4. 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 actions from their employers, are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure and will, subject to Clause 5 of the Procedure, have their disclosure treated with the utmost confidentiality.



R.5. 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.

Any employee who wishes to make a protected disclosure should:

R.6. Submit the disclosure in writing to the Protected Disclosures Officer, the Principal / Board Chairperson.

R.7. The disclosure should contain detailed information including the following:

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

R.8. A disclosure must be sent in writing to the Principal who has been nominated by the Board of Rotorua Girls' High School under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose OR if you believe that the Principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to Board of Trustees Chairperson.

R.9. On receipt of a disclosure, the Protected Disclosures Officer 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 Officer or arranged by him/her as quickly as practically possible, through an appropriate authority.

R.10. All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Officer 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.

R.11. At the conclusion of the investigation the Officer will prepare a report of the investigation with recommendations for action that will be sent to the Rotorua Girls' High School Board of Trustees.

R.12. In certain circumstances a disclosure may be made to an appropriate authority (refer R.13.), if the employee making the disclosure has reasonable grounds to believe that:

- The Board Chairperson responsible for handling the complaint may be involved in the wrongdoing, or
- Immediate reference to another authority is justified by urgency or exceptional circumstance, or
- There has been no action or recommended action within 20 working days of the date of disclosure.

R.13. Appropriate authorities include the Commissioner of Police, Auditor General, Director of the Serious Fraud Office, Inspector General of Intelligence and Security, Ombudsman, Parliamentary Commissioner for the Environment, Independent Police Conduct Authority, Solicitor General, State Services Commissioner, Health and Disability Commissioner, and the Head of every public sector organisation.

R.14. A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this policy and 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.

POLICY REVIEWED: April 2016

TO BE REVIEWED: April 2019

## POLICY 8 - PERSONNEL

The Rotorua Girls' High School Board of Trustees delegates responsibility to the principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents and identified good practice. Therefore, the Principal must ensure:

- 8.1. All employment processes must comply with all legislative requirements and the concept of being 'A Good Employer'. Employees are not discriminated against and job related criteria are used.
- 8.2. All employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner.
- 8.3. Employment records are maintained and that all employees have current written employment agreements.
- 8.4. Compliance with the relevant collective agreements when dealing with employee disputes, discipline and dismissal.
- 8.5. Performance agreements are established for all staff and their performance is reviewed annually.
- 8.6. All teaching staff have a current teacher registration or a limited authority to teach (LAT).
- 8.7. Employees are provided with a suitable professional learning and development programme, which takes into consideration the requirements of the strategic and annual plans.
- 8.8. All reasonable steps are taken to protect staff from unsafe and unhealthy working conditions.
- 8.9. Compliance with the Health and Safety in Employment Act 1992 and the Privacy Act 1993.
- 8.10. A smoke free environment is provided.
- 8.11. Where workplace stress arises, staff will be given appropriate assistance and support.
- 8.12. The Board Chairperson is notified as soon as possible in the event of a serious employment issue arising.
- 8.13. Board approval is sought for any requests for discretionary staff leave with pay.
- 8.14. Board approval is sought for any requests for discretionary staff leave without pay of longer than 5 days.
- 8.15. Board approval is sought for any requests for staff travelling overseas on school business.
- 8.16. The Board is advised of any staff absences longer than 5 school days.

*POLICY REVIEWED: April 2018*

*TO BE REVIEWED: April 2021*



## POLICY 9 - APPOINTMENTS

The Rotorua Girls' High School Board of Trustees is the employer of all teaching and non-teaching staff at the school. With the exception of the appointment of the Principal and the Senior Leadership Team (Deputy Principals, Assistant Principal and Executive Officer), the Board delegates its responsibility for the recruitment and appointment of all other staff in accordance with Section 65 of the State Sector Act 1988 to the Principal within the following guidelines.

- 9.1. All employment processes comply with all legislative requirements
- 9.2. Act as a good employer and appoint the best person for the job
- 9.3. The composition of the various appointment committees are outlined below:
  - The appointments of Deputy Principal, Assistant Principal and the Executive Officer will be the responsibility of an appointment committee consisting of the Principal as Chairperson, the Board Chairperson and a further trustee (should the Board feel the need to include one).
  - The appointment of all other, teachers, part time teachers, long term relieving teachers, and non-teaching staff will be the responsibility of the Principal in consultation with the Board Chairperson or delegate where deemed necessary.

*POLICY REVIEWED: May 2016*

*TO BE REVIEWED: April 2019*



## POLICY 10 - FINANCIAL MONITORING

The Rotorua Girls' High School Board has the overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance and budget to the Principal. It requires the Principal to construct an annual budget that makes the best use of the available resources and to institute an internal financial management system that is in accordance with generally accepted accounting best practice.

- 10.1. The Board will appoint annually a Resources Sub-Committee to work with the Principal on the annual operating and capital budget. A priority of the budget is that it shows a generally acceptable level of foresight, identifies financial risk, reflects the priorities established by the Board, complies with the Board's requirement for a balanced budget, ensures adequate working capital and conserves resources. (refer Procedure G.2. Resources Sub-Committee)
- 10.2. The financial viability of the school must be protected at all times. While the possibility of theft and or fraud cannot be entirely eliminated, the Board requires the Principal to institute safeguards and clear procedures to minimise risk. In this instance the Principal is recommended to use the guidelines in Section 5.4 of the Financial Information for Schools Handbook (FISH).
- 10.3. In managing the financial operations of the school, the Principal shall not:
  - Incur unauthorised debt
  - Violate generally accepted accounting practices or principles
  - Use tagged funds for purposes other than those approved
  - Spend more funds than have been allocated in the fiscal year without prior board approval
  - Fail to ensure that all money owed to the school is collected in a timely manner
  - Fail to make timely payment to staff and other creditors
  - Sell or purchase unauthorised property
  - Fail to ensure that all relevant government returns are completed on time.
  - Fail to ensure that no one person has complete authority over the school's financial transactions
  - Make any purchase of over \$5,000 excluding GST without having obtained comparative prices and quality, without adequate review on ongoing costs, value and reliability, and without having first obtained Board approval if the purchase is on a single item.
  - All projects in total over \$5,000 excluding GST must be approved by the Board.
- 10.4. The Board requires that the Principal provides clear guidelines to students, parents / caregivers and staff regarding the payment of all fees.
- 10.5. In the case of international students, the Board requires that the Principal ensure there is a clear structure of fees and refunds that complies with the appropriate legislation such as the Code of Practice for International Students.
- 10.6. The Board requires that any fund-raising carried out in the name of the school is in accordance with legally acceptable guidelines.
- 10.7. Funds received from outside agencies for the school and students/staff must comply with the terms and conditions required by the agencies.
- 10.8. The Board has the ability to seek professional advice concerning the trading entities of the school.
- 10.9. The Board has ability to seek professional advice to review the financial situation of the school The Board requires that legitimate staff expenses for non-classroom expenses are met and that the annual budget identifies funding for staff professional development.
- 10.10. In the event of a financial irregularity the Board Chairperson should be advised as soon as possible with recommendations as to the appropriate actions to be taken.
- 10.11. This policy can be reviewed by the Board at any time.

POLICY REVIEWED: May 2016

TO BE REVIEWED: April 2019

## ANNUAL CALENDAR

DATE	ACTION REQUIRED
28 February	Resources Sub-Committee self-review and plan for the year
31 March	Annual accounts prepared and forwarded to the auditors.
30 April	Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes.  Note: this should also encompass normal cyclical maintenance and capital works.
31 May	Community reporting on financial performance.
30 June	Set the charge rates for the general activity fee and for foreign fee-paying students for the upcoming school year.
30 June	Ensure any issues raised by the auditor have been addressed.
31 August	Annual review of risk management needs and insurances.
30 September	Annual plan available as an input document for preparation of the budget.
31 October	Initial annual budget recommendations submitted to the Board.
30 November	Revised annual budget submitted to the Board for approval.



## POLICY 11 - ASSET AND RESOURCES PROTECTION

The Rotorua Girls' High School Board is responsible for maintaining and protecting the assets and resources of the school in the best interests of the students, staff and the school community. Assets and resources must not be unprotected, inadequately maintained or unnecessarily placed at risk. The Board is responsible for the overview of the programme and funding of general maintenance of grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. The Board delegates the responsibility for day-to-day asset and resource protection to the Principal. Accordingly the Principal must:

- 11.1. Insure all Board assets at all times.
- 11.2. Not allow unauthorised personnel or groups to handle school funds or property.
- 11.3. Prevent the subjecting of plant and equipment to improper wear and tear or insufficient maintenance or improper use.
- 11.4. Maintain a current asset register for all items of furnishing, plant, machinery, equipment, technology and written resources costing more than \$500. Education Services employed to up asset register in 2014. Also provide financial advice on future asset purchases. Education Services work with Executive Officer to complete monthly financial reports.
- 11.5. Ensure the implementation of the 10-year property maintenance plan.
- 11.6. Engage sufficient property maintenance staff within budget limitations.
- 11.7. Receive Board approval for maintenance items over \$5,000 for any one contract.
- 11.8. Conduct competitive tenders for all contracting.
- 11.9. Protect intellectual property, information and files from loss or significant damage or duplication or unauthorised access.
- 11.10. Ensure that controls over the receiving, processing or disbursing of funds will meet the Board appointed auditor's standards.
- 11.11. Invest or hold operating capital in secure interest bearing accounts, except where necessary to facilitate ease in operational transactions.

POLICY REVIEWED: May 2016

TO BE REVIEWED: April 2019



## **POLICY 12 - HEALTH AND SAFETY**

The Rotorua Girls' High School Board shall provide students and staff with a safe physical and emotional learning and working environment. Therefore the Principal as the PCBU (Persons Conducting a Business or Undertaking) must:

- 12.1. Ensure all staff are aware of their individual responsibility for health and safety.
- 12.2. Ensure all staff are informed of, understand and accept their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors.
- 12.3. Take all practicable steps to ensure students, staff and visitors from unsafe or unhealthy conditions.
- 12.4. Ensure the staff code of conduct is implemented effectively.
- 12.5. Ensure the physical and emotional learning environment complies with the provisions of the Health and Safety at Work Act 2015.
- 12.6. Ensure there is a comprehensive set of guidelines governing all offsite activities relating to students, staff, parents/caregivers and external providers.
- 12.7. Ensure a risk analysis management system (RAMS) is carried out where and when appropriate.
- 12.8. Seek approval for all overnight stays/camps, and must attest first to their compliance with (12.5.) above National Administration Guidelines (NAGS).
- 12.9. Have strict controls to govern the use of hazardous substances.
- 12.10. Ensure there is a zero tolerance to bullying and sexual harassment, and that there are effective processes in place to deal with bullying and sexual harassment and cyber safety.
- 12.11. Provide a smoke free environment.
- 12.12. Consult with the school community every two years regarding the health programme being delivered to students.
- 12.13. Ensure all personal documentation is held securely at the school.
- 12.14. Ensure the concept of "health and wellbeing" is addressed in all aspects of school life.
- 12.15. Ensure there is accurate recording, reporting and investigating of injuries
- 12.16. Support the safe and early return to work of ill and injured employees.
- 12.17. Advise the Board Chairperson of any emergency situation as soon as possible.
- 12.18. Have plans and procedures in place for all foreseeable emergencies that may arise in the workplace.
- 12.19. Ensure there are regular health and safety management meetings for monitoring, evaluating, reviewing the school's compliance with our health and safety programme and this policy.

### **PROCEDURE S. HEALTH AND SAFETY CHECKLIST**

- S.1. The Board will complete the Ministry of Education health and safety checklists on an annual basis.
- S.2. The Principal reports back regularly on EOTC (Education Outside The Classroom), Health and Safety and Cyber Safety meetings to the Board.
- S.3. The Principal will receive a report from the school nurse regarding the Wellness Centre.
- S.4. The Principal will receive regular reports from the caretaker regarding physical buildings, mechanical repairs and maintenance and any safety issues with contractors.
- S.5. The Caretaker / Manager is responsible for the Hazard Register of each faculty.
- S.6. The Caretaker will present a report to the BOT Resource Sub Committee meetings.
- S.7. The Principal will hold meetings to ensure regular consultation / communication regarding health and safety issues with whanau and caregivers (letters, permission slips, medical forms, transport funding, welfare whanau meetings, emergency contacts, personal documentation).
- S.8. The Principal will ensure appropriate induction training and supervision is provided for all new and existing employees.

- S.9. The Principal will ensure all employees are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through being involved in:
- Improving health and safety systems at work
  - Following all instructions, procedures and safe ways of working
  - Reporting any problems as soon as possible
  - Reporting all injuries, incidents and near misses
  - Reporting any health and safety concerns or issues through the reporting systems
  - Keeping the work place tidy to minimise the risk of any trips and falls
  - Wearing protective clothing and equipment as and when required to minimise your exposure to hazards while learning.

*POLICY REVIEWED: May 2017*

*TO BE REVIEWED: April 2020*



## POLICY 13 - TREATY OF WAITANGI

The Rotorua Girls High School Board of Trustees is committed to fulfil the intent of the Treaty of Waitangi by reflecting New Zealand's dual Cultural Heritage.

- 13.1. The Board will recognise and acknowledge Māori as Tangata Whenua (First Nations) of Aotearoa New Zealand.
- 13.2. The Board will recognise and acknowledge Te Tiriti o Waitangi as the founding document of Aotearoa New Zealand.
- 13.3. The Board will recognise and acknowledge Te Reo Māori as an official language of Aotearoa New Zealand.
- 13.4. The Board will be bi-culturally responsive and inclusive to all matters pertaining to Rotorua Girl's High School.
- 13.5. The Board will meet its obligations with regard to Section 61(3) of the Education Act 1989 in that the Charter will contain aims of developing policies and practices that will reflect Aotearoa New Zealand's unique bicultural nature with support also to all other cultures globally, at Governance level, Management Level which includes the Principal, the Senior Leadership Team, all Staff and all Students.
- 13.6. The Board requires the Principal to promote and enhance the school values, and Māori Culture internally (school) and externally (community and Iwi), to raise the level of self-esteem and awareness of all students, and to provide leadership opportunities for all students in order to raise their self-confidence and understanding.
- 13.7. The Board requires the Principal to ensure that the curriculum is delivered effectively to all students, underpinned by the school's educational vision with foundational values based on key Māori concepts, and to maintain ongoing and supportive liaison with the local Community – Iwi Advisory within the school community.
- 13.8. To reflect the unique bi-cultural nature of the school, and in accordance with Te Tiriti o Waitangi, it is appropriate that tangata whenua have a representative who is a trustee on the Board.

*POLICY REVIEWED: March 2017*

*TO BE REVIEWED: April 2020*



## **POLICY 14 - REPORTING TO THE COMMUNITY**

**POLICY:** Rotorua Girls' High School will maintain an open and reciprocal relationship with its school community.

### **PROCEDURE T. REPORTING TO THE SCHOOL COMMUNITY**

Rotorua Girls' High School will consult effectively with the school community and the wider community, report to our school community and the wider community, and be sensitive and responsive to the diverse nature and needs of our school community. The Principal will ensure that:

- T.1. An open and welcoming atmosphere is maintained in the school.
- T.2. Consultation with the community is regular, non-threatening and demonstrates respect and support for all the cultures represented in the community.
- T.3. All school programmes encourage respect for others in the school community and the wider community.
- T.4. Full, clear and concise information regarding the School's Mission, policies, strategic overview and programmes is available to the community through the Charter, written policies and a Prospectus available online.
- T.5. An annual report of the school's achievements is prepared and published and online as well.
- T.6. A publicity group (including the Principal) is established to ensure that local media receive publicity material and opinion pieces regularly.
- T.7. Assistance is actively sought from parents and caregivers, community groups and specialised agencies.
- T.8. Members of the community and community groups are encouraged to use the school and its facilities.
- T.9. Where appropriate parents / caregivers are given the opportunity to be involved in the evaluation of programmes. (Academic Review three times a year)

**POLICY:** Rotorua Girls' High School will report to the community and to parents / caregivers on student progress and school capabilities.

### **PROCEDURE U. REPORTING TO PARENTS AND CAREGIVERS**

Rotorua Girls' High School will provide a meaningful indication of a student's current achievement, allow students to monitor their progress, alert parents or caregivers when concerns arise so that these may be remedied before the concern becomes a major issue and to provide parents/caregivers with information that enables them to provide guidance for and to support their daughter. The Principal will ensure that:

- U.1. All teachers will keep accurate records that can be collated to provide appropriate information.
- U.2. Reporting takes a variety of forms, e.g. telephoning, visiting, letters, meetings, formal school reports.
- U.3. When teachers have serious concerns about a student's progress these will be reported to parents promptly.
- U.4. All parents will have an opportunity to meet their daughter's teachers informally before the end of Term 1.
- U.5. Information provided in reports will be as specific as possible and indicate the student's performance in relation to expected outcomes.
- U.6. Teachers will inform students of their progress as a regular, ongoing part of teaching programmes.
- U.7. Relevant information regarding students' achievement will be communicated in a timely manner to New Zealand Qualifications Authority.
- U.8. Students / teachers / whanau can access the attendance and assessment grades of students

POLICY REVIEWED: May 2017

TO BE REVIEWED: April 2020



## POLICY 15 - CHILD PROTECTION POLICY

The Rotorua Girls High School Board of Trustees is committed to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the board's expectations when child abuse is reported or suspected by us.

- 15.1. All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.
- 15.2. The Board of Trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.
- 15.3. In line with section 15 of the Children, Young Person and Their Families Act, any person in our school who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

### PROCEDURE V. CHILD PROTECTION

Although ultimate accountability sits with the Rotorua Girls High School Board of Trustees, the board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the principal must:

- V.1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school.
- V.2. Comply with relevant legislative requirements and responsibilities.
- V.3. Make this policy available on the school's internet site or available on request.
- V.4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required.
- V.5. Ensure the interests and protection of the child is paramount in all circumstances.
- V.6. Recognise the rights of family/whanau to participate in the decision-making about their children.
- V.7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response.
- V.8. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented.
- V.9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
- V.10. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person.
- V.11. Seek advice as necessary from NZSTA advisors and/or qualified legal consultants on employment matters and other relevant agencies where child safety issues arise.
- V.12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy.
- V.13. Ensure that this policy forms part of the initial staff induction programme for each staff member.

#### Related documentation and information

- Further information including frequently asked questions (FAQ's) are available on the NZSTA website [www.nzsta.org.nz](http://www.nzsta.org.nz)
- Ministry of Education website [www.education.govt.nz](http://www.education.govt.nz)
- Vulnerable Children Act 2014
- Further information and sample child protection templates are available in the Children's Action Plan guideline Safer Organisations, Safer Children:  
<http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>

POLICY REVIEWED: November 2016

TO BE REVIEWED: April 2020



*"Crafting Future Leaders"*

ROTORUA  
GIRLS  
HIGH SCHOOL

BOARD OF TRUSTEES  
POLICY FRAMEWORK  
21/02/2019 Page - 37

## **POLICY 16 - LEGAL RESPONSIBILITIES**

The Rotorua Girls' High School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

*POLICY REVIEWED: March 2017*

*TO BE REVIEWED: April 2020*



*“Crafting Future Leaders”*

ROTORUA  
GIRLS  
HIGH SCHOOL

BOARD OF TRUSTEES  
POLICY FRAMEWORK

21/02/2019 Page - 38

## 7. TRIENNIAL REVIEW PROGRAMME / BOARD ANNUAL WORK PLAN

Year: 2019 Review	Area for Review	Board Meeting Dates										
		February	March	April	May	June	July	August	September	October	November	December
Strategic Review	Charter	Approve Charter & send to MoE		Health & Safety Tool Kits 2 & 3					Start reviewing Strategic Plan		Approve & review Strategic Plan	Analysis of Variance Annual Plan draft
	Strategic Priorities			Strategic Priority 1	Strategic Priority 2	Strategic Priority 3	Strategic Priority 4 & 5	Strategic Priority 1	Strategic Priority 2	Strategic Priority 3	Strategic Priority 4 & 5	
Regular Review	Policy		Governance Policy 7-11			Curriculum			Personnel			Role of the Chair
	Learner Progress & Achievement	Year 9 & 10 Literacy & Numeracy	Special Education Needs		NCEA confirmed results			Maori & Pasifika Focus	Gifted and talented			
	Human Resources	Performance Agreement Approved	HR Tool Checklist 1		Informal Review			Informal review	HR Tool Checklist 2			Formal review report
	Curriculum					English / Drama, Maths, PE & Science		Humanities, Tech / Arts / Business & Marautanga				
	Budget	Approved	Monitor		Monitor	Mid-year review	Review Budget	Monitor				2020 draft
	ERO - Six Domains		1: Stewardship				2: Leadership					3: Powerful Relationships
Emergent Review	New Governance Initiatives											
Board Process Requirements		Principal Concurrence / Delegations	Appoint Returning Officer Accounts to Auditor		Approve Annual Report & send to MoE AGM	Appoint Chair Roll return 1 July		Appoint Returning Officer	Student Trustee Elections	Health Curriculum Consultation	Succession planning	



Year: 2020 Review	Area for Review	Board Meeting Dates										
		February	March	April	May	June	July	August	September	October	November	December
Strategic Review	Charter	Approve Charter & send to MoE		Health & Safety Tool Kits 2 & 3					Start reviewing Strategic Plan		Approve & review Strategic Plan	Analysis of Variance Annual Plan draft
	Strategic Priorities			Strategic Priority 1	Strategic Priority 2	Strategic Priority 3	Strategic Priority 4 & 5	Strategic Priority 1	Strategic Priority 2	Strategic Priority 3	Strategic Priority 4 & 5	
Regular Review	Policy		Governance Policy 12-16			Curriculum			Personnel			Role of the Chair
	Learner Progress & Achievement	Year 9 & 10 Literacy & Numeracy	Special Education Needs		NCEA confirmed results			Maori & Pasifika Focus	Gifted and talented			
	Human Resources	Performance Agreement Approved	HR Tool Checklist 1		Informal Review			Informal review	HR Tool Checklist 2			Formal review report
	Curriculum					English / Drama, Maths, PE & Science		Humanities, Tech / Arts / Business & Marautanga				
	Budget	Approved	Monitor		Monitor	Mid-year review	Review Budget	Monitor			2021 draft	
	ERO - Six Domains		4: Learning Opportunities				5: Professional Capability				6: Evaluation, Inquiry ...	
Emergent Review	New Governance Initiatives											
Board Process Requirements		Appoint Chair Principal Concurrence / Delegations	Accounts to Auditor		Approve Annual Report & send to MoE AGM	Roll return 1 July		Appoint Returning Officer	Student Trustee Elections	Health Curriculum Consultation	Succession planning	

Year: 2021 Review	Area for Review	Board Meeting Dates										
		February	March	April	May	June	July	August	September	October	November	December
<b>Strategic Review</b>	<b>Charter</b>	Charter approved & sent to MoE		Health & Safety Tool Kits 2 & 3					Start reviewing Strategic Plan		Approve & review Strategic Plan	Analysis of Variance Annual Plan draft
	<b>Strategic Priorities</b>			Strategic Priority 1	Strategic Priority 2	Strategic Priority 3	Strategic Priority 4 & 5	Strategic Priority 1	Strategic Priority 2	Strategic Priority 3	Strategic Priority 4 & 5	
<b>Regular Review</b>	<b>Policy</b>		Governance Policy 1-6			Curriculum			Personnel			Role of the Chair
	<b>Learner Progress &amp; Achievement</b>	Year 9 & 10 Literacy & Numeracy	Special Education Needs		NCEA confirmed results			Maori & Pasifika Focus	Gifted and talented			
	<b>Human Resources</b>	Performance Agreement Approved	HR Tool Checklist 1		Informal Review			Informal review	HR Tool Checklist 2			Formal review report
	<b>Curriculum</b>					English / Drama, Maths, PE & Science		Humanities, Tech / Arts / Business & Marautanga				
	<b>Budget</b>	Approved	Monitor		Monitor	Mid-year review	Review Budget	Monitor				2019 draft
	<b>ERO - Six Indicators</b>		4: Learning Opportunities				5: Professional Capability					6: Evaluation, Inquiry ...
<b>Emergent Review</b>	<b>New Governance Initiatives</b>											
<b>Board Process Requirements</b>		Appoint Chair Principal Concurrence / Delegations	Accounts to Auditor		Approve Annual Report & send to MoE AGM	Roll return 1 July		Appoint Returning Officer	Student Trustee Elections	Health Curriculum Consultation	Succession planning	