

# Ruapehu College

## BoT Review Schedule last updated 2 October, 2019

		Approved	Review cycle	Review
<u>1.</u>	<u>Personnel</u>			
1.00	BoT Governance, Guidelines and Delegations	25.07.19	3 years	2022
1.00a	BoT Self-Review and Reporting	25.07.19	3 years	2022
1.01	Appointments of Staff	25.07.19	3 years	2022
1.02	Professional Learning and Development &	25.07.19	3 years	2022
1.03	Performance Management	25.07.10	3 years	2022
1.04	Appraisal of Non-Teaching Staff	22.11.18	3 years	2021
1.05	Programme for Beginning Teachers	22.11.18	3 years	2021
1.06	Discretionary Leave	28.03.17	3 years	2020
1.07	Equal Employment Opportunities	28.03.17	3 years	2020
1.08	Farewell Gifts	28.03.17	3 years	2020
1.09	Staff Discipline	30.08.16	3 years	2019
1.10	Management Units	30.08.16	3 years	2019
1.11	Police Vetting	28.03.17	3 years	2020
<u>2.</u>	<u>Curriculum</u>			
2.01	Curriculum, Moderation,	25.07.19	3 years	2022
2.02	Assessment, Achievement and	25.07.19	3 years	2022
2.03	Reporting on Student Progress.	25.07.19	3 years	2022
2.04	Sports	26.05.15	3 years	2018
2.05	E.O.T.C. (see separate document)	28.08.19	3 years	2022
2.06	Digital Citizenship	26.09.17	3 years	2020
2.07	Education Support for Students with Special Needs	22.11.18	3 years	2021
2.08	Timetable Policy	28.03.17	3 years	2020
2.09	Careers Education	22.11.18	3 years	2021
3.	Providing a Safe Physical & Emotional Environment			
3.01	Health, Safety & Wellbeing of all Persons	25.07.19	3 years	2022
3.01(a)	Accident/Incident Reporting and Investigation	29.08.17	3 years	2020
3.02	Behaviour Management	29.08.17	3 years	2020
3.03	Student Attendance	29.08.17	3 years	2020
3.04	Equity Considerations	29.08.17	3 years	2020
3.05	Harassment	29.08.17	3 years	2020
3.06	Reporting on Child Abuse and Neglect	29.08.17	3 years	2020
3.07	Health Referrals	29.08.17	3 years	2020
3.08	Traumatic Incidents	29.08.17	3 years	2020
3.09	Privacy	29.08.17	3 years	2020
3.10	Accommodation for International Students	30.05.17	3 years	2020
3.11	Nutrition	29.08.17	3 years	2020
3.12	International Student Groups	30.05.17	3 years	2020
3.13	Child Protection (see separate policy)	25.07.19	3 years	2022
4.	<u>Financial and Property Management</u>			
4.01	Finance-Monetary Asset Management	25.07.19	3 years	2022
4.02	Family Contributions	30.05.17	3 years	2020
4.03	Foreign Fee Paying Students	30.05.17	3 years	2020
4.04	Property Management	30.05.17	3 years	2020
4.05	Use of the School	30.05.17	3 years	2020
4.06	Fundraising	30.05.17	3 years	2020
4.07	Fees Policy for International Students	30.05.17	3 years	2020
4.08	Credit Card	25.07.19	3 years	2022
4.09	Sensitive expenditure policy	26.09.19	3 Years	2022

5.	Administration			
5.01	Enrolments	29.08.17	3 years	2020
5.02	Board Meetings and Trustee Training	29.08.17	3 years	2020
5.02a	Board of Trustees Code of Conduct	26.09.19	3 Years	2022
5.03	Communications with the Parent Community	29.08.17	3 years	2020
5.04	Copyright	29.08.17	3 years	2020
5.05	Concerns and Complaints	25..07.19	3 years	2022
5.06	Protected Disclosures	26.09.19	3 years	2022
5.07	Creative Commons Copyright	26.09.19	3 years	2022

1.00

## **BoT Governance, Guidelines & Delegations policy**

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### 1.0 RATIONALE

To fulfil the principles of good governance and management the Board of Trustees will establish sound practices for developing and implementing sound policies.

### 2.0 Aims

Policies will:

- 2.1 Establish processes through which the Board of Trustees can fulfil its governance role in the school;
- 2.2 Ensure that frameworks and guidelines for the management of the school are developed and followed;
- 2.3 Ensure that staff, students, parents and the community in general have simple documented statements on the organisation of the school;
- 2.4 Ensure that there are procedures for staff, students, parents and the wider school community in relation to disputes
- 2.5 Be accessible for the wider school community involvement in the review process
- 2.6 Be able to be used effectively alongside the school's Charter and Strategic Plan to ensure that the Board is able to achieve its strategic intent

### 3.0 Delegations

Delegations are as follows:

- 3.1 Board Chairperson as spokesperson for Board related public communications
- 3.2 Board Chairperson to chair and direct meetings as per standard best practice
- 3.3 Board to form Sub-Committees for Board work as the need arises
- 3.4 The Board shall have standing sub-committees or portfolio-holders in the following Board work areas – (i) Health and Safety; (ii) Finance, Risk and Audit;
- 3.5 The Board shall have ad hoc or need arises sub-committees or portfolio-holders in the following Board work areas - (iii) Property & Equipment; (iv) Complaints; (v) Student Discipline (re Serious Misconduct and Repeated Disobedience related matters); (vi) Personnel; (vii) Strategic Planning & Self-Review; and any for other such matters as the Board determines is required from time to time
- 3.6 Principal/CEO for the management and implementation of the Boards policy directions and the management of all of the school's day-to-day administration matters
- 3.7 The Board shall prepare a Delegations List that will indicate the specific jobs and powers and the extent/scope of those powers that the Board delegates to the Principal/CEO and to Board Portfolio-holders and to Board Sub-Committees
- 3.8 At the Board's discretion one or other of the Deputy-Principals', in the absence of the Principal, will be delegated as the acting-principal for a period of time as determined and approved by the Board

#### 4.0 GUIDELINES to Policies/Procedures

- 4.1 The Board of Trustees should ensure it meets all legal and other requirements when developing policy documents and subsequent procedures for those policies
- 4.2 Policy documents are structured around rationale, delegations, procedures, accountabilities and review
- 4.3 Clear, simple language should be used to write policies (and procedures) so that they can be read and understood by all stakeholders of the school
- 4.4 Policies adopted by the Board will be available for response by the stakeholders of the school
- 4.5 School policies must be consistent with statute and other law, government regulations, the School Charter/Strategic Plan and the principles of justice and equity
- 4.6 New policy and/or policy amendment and review may be initiated by the Board sub-committees or portfolio-holders in consultation with the full Board
- 4.7 The Board will establish an agreed Code of Conduct for all Board members
- 4.8 The Board will establish an agreed Code of Conduct for all staff members
- 4.9 The Board and Principal/CEO will establish role descriptions for all sub-committees and portfolio-holders, and for the special roles of student and staff trustees and any co-opted Board members in conjunction with those trustees

#### 5.0 REVIEW

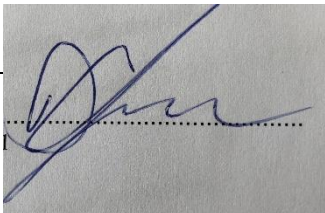
These guidelines will be reviewed in accordance with the Board's regular review process or at any other such time as the Board determines.

These guidelines links to the school's Mission, Values and Strategic Aims 1, 2, 3, 4 and 5 and NAG 1, 2, 3, 4, 5, 6 7 and 8.

#### 6.0 RATIFIED BY BOARD OF TRUSTEES

Chairperson: Dean Francois

Signed: \_\_\_\_\_



\_\_\_\_\_ Date: 25<sup>th</sup> July, 2019

\_\_\_\_\_ Date for Policy review July 2022

1.00a

### **Planning, Self-Review and Reporting**

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#### **1.0 RATIONALE**

To focus on the strategic direction the school will take over both the shorter term (3 -5 years) and the longer term (10+ years) and how that direction is to be achieved. Planning and self-review processes will:

1.1 Research and identify the key strategic factors affecting education – globally nationally, regionally and locally.

1.2 Identify macro and micro environmental opportunities and threats

1.3 Include an annual stake-holders survey, student and staff exit surveys, student voice captured through a range of means, and a comprehensive 3 year community consultation and Charter review.

1.4 Provide a Charter with Vision/Mission and Values, a 3 year Strategic Plan outlining strategic aims/goals and an Annual Plan including specific student achievement and process targets along with actions, timeframes and personnel resources to achieve the aims and targets.

1.5 Organise and allocate the personnel, property and financial resources required to make the strategic vision a successful reality.

1.6 Report to the school and wider community on the vision, on the plan and the progress made to achieve it.

## **2.0 DELEGATION**

2.1 The Board requires the Principal/CEO to **deploy staff** of the school to address school planning and self-review needs.

2.2 The Board requires the Principal/CEO to **develop systems** to address school planning and self-review needs.

2.3 The Board requires that the Principal/CEO undertakes 2.1 and 2.2 above in compliance with all statutory and regulatory requirements and with appropriate consultation within and beyond the school and the Principal/CEO shall comply with NAG 1, 2, (2A), 3, 4, 5, 6, 7 and 8.

2.4 The Board shall set the school's Charter and Strategic Plan as required, and work with the Principal to ensure that the Board's strategic intent is followed and achieved.

2.5 The Board will have in place a Board Work Plan/Calendar and Board Review Schedule that will determine its own review processes and progress monitoring on an annual basis.

2.6 The Board shall form a **Strategic Planning and Self-Review Sub-Committee** as required to lead Board planning and reporting, self-review and strategic planning.

## **3.0 PROCEDURES**

3.1 The Board requires the Principal/CEO, in conjunction with the Board's Strategic Planning and Self-Review Sub-Committee, **to develop planning, self-review and reporting procedures** for this policy and to table these, for Board approval, at the meeting following enactment/review of the policy, or at any other such time as the Board determines.

3.2 The procedures will include provision for reporting to the Board as requested and required and to other agencies as required.

3.3 The following procedures but not limited to, will be developed for this policy:

- Charter review, strategic planning and community consultation
- Annual stake-holders surveys and Exit surveys
- Annual Planning and Target setting
- Charter and Annual Reporting (Finance, Analysis of Variance etc) to MOE and other agencies including for auditing

## **4.0 ACCOUNTABILITY**

4.1 The Principal shall provide the Board with a regular Principal's Report and other such reports as requested by the Board that report self-review processes, progress monitoring, student achievement and the achievement of the Board's strategic aims.

4.2 The Board will operate through a clear Board Work Plan/Calendar and Board Performance Self-Review Schedule summary to guide and report on its self-review processes.

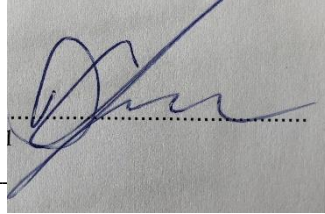
## 5.0 REVIEW

This policy will be reviewed in accordance with the Board's regular policy review process.

This policy links to the school's Mission, Values, Strategic Aims 1, 2, 3, and 4 to NAGs 2, 6, 7 and 8.

## 6.0 RATIFIED BY BOARD OF TRUSTEES

Chairperson: Dean Francois

A photograph of a handwritten signature in blue ink on a document. The signature is written over a horizontal dotted line. The signature appears to be 'Dean Francois'.

Signed: \_\_\_\_\_ Date: 25/07/19

Date for Policy Review: June 2022

1.01

## Appointment of Staff

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### 1.0 RATIONALE

To equitably meet the Board's obligations to staff and to meet its professional, administrative and Material responsibilities and to ensure capability to achieve the Board's Strategic Plan.

### 2.0 DELEGATION

2.1 The Board shall have a delegated **Personnel Appointments Sub-Committee** as the need arises.

2.2 The Board delegates the Principal/CEO the responsibility for the appointment of teaching and support staff to meet the school's curricular, extra-curricular, pastoral care and welfare, administrative, financial and material, and human resource management needs and in line with the Board's strategic intent.

2.3 The whole Board, (or at its discretion and through its Personnel Appointments Sub-Committee), will be involved directly in the appointment of senior management and leadership staff in conjunction with the Principal/CEO, and with other staffing positions as the Principal requests or requires.

2.4 The whole Board, (or at its discretion and through its delegated Personnel Appointments Sub-Committee), will be responsible for the appointment of the Principal/CEO.

2.5 The Board requires the Principal/CEO to **allocate duties** to staff to meet the curricular, extra-curricular, pastoral care and welfare, administrative, financial, material and human resource management needs of the school in meeting the Strategic Plan.

2.6 The Board requires that the Principal/CEO **develop systems** to ensure that all personnel matters be undertaken in compliance with the principles of equal employment opportunities, all

statutory, regulatory and contractual requirements and with appropriate consultation within and beyond the school.

2.7 The Board requires that 2.2, 2.5 and 2.6 be undertaken in compliance with all statutory, regulatory and contractual requirements and in accordance with the principals of natural justice and the Principal/CEO shall comply with NAG 3.

### **3.0 PROCEDURES**

3.1 The Board requires the Principal/CEO to **develop Personnel – Staff Appointments and Duties Procedures** (in conjunction with the Personnel Appointments Sub-Committee) for this policy and to table these for approval, at the meeting following enactment/review of the policy or at any such other time as the Board requires.

3.2 The procedures will meet all statutory regulatory and contractual obligations of the Board in respect of these matters. In particular, but not limited to, the following:

- Employment Relations Act
- State Sector Act
- Secondary (Primary/Area) Principals' Collective Agreement
- Secondary (Primary/Area) Teachers' Collective Agreement
- Support Staff in Schools Collective Agreement
- School Caretakers and Grounds persons Collective Agreement
- Assistants to Teachers of Students with Severe Disabilities and Special Education Assistants Collective Agreement
- Any other relevant collective or individual employment agreement

3.3 The procedures will include provision for reporting to the Board as and when requested and/or required, and to other agencies as and when required.

3.4 The following procedures will be developed for this policy:

- Appointment of staff
- Allocation of duties to staff
- Staff Code of Conduct/Ethics
- Equal employment opportunities
- Teacher registration and employee vetting
- Staff Leave of Absence
- Discretionary Leave
- Staff remuneration and expenses
- (Concerns/Complaints Policy linked)
- Privacy of information; Protected disclosures

### **4.0 ACCOUNTABILITY**

4.1 The Principal will keep the Board regularly informed about staffing and personnel matters through the Principal's Report to Board meetings.

4.2 The Board's Personnel Sub-Committee shall report to the Board as and when required.

### **5.0 REVIEW**

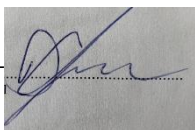
The policy will be reviewed in accordance with the Board's regular review process.

This policy links to the school's Mission, Values, Strategic Aims 1, 2, 3, 5 and NAG 3.

### **6.0 RATIFIED BY BOARD OF TRUSTEES**

Chairperson: Dean Francois

Signed: \_\_\_\_\_



Date: 25.07.19

Date for Policy Review: June 2022

1.02

## **1.02 & 1.03 PERSONNEL- PERFORMANACE MANAGEMENT & PROFESSIONAL LEARNING & DEVELOPMENT**

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### **1.0 RATIONALE**

To meet the Board's obligations with respect to the management and development of staff professional performance to ensure that staff capacity and capability is enhanced in order to meet the Board's Charter/Strategic Plan aims.

### **2.0 DELEGATION**

- 2.1 The Board requires the Principal/CEO to develop systems and allocate duties to ensure that professional performance management, teaching and support staff appraisal, teacher attestation and professional development and learning are carried out in accordance with recognized good practice and that this is linked to the Boards strategic intent.
- 2.2 The Board requires that 2.1 be undertaken in compliance with all statutory, regulatory and contractual requirements and the Principal shall comply with NAG 3.
- 2.3 The Board delegates to the Board Chair the responsibility for ensuring the annual cycle of Principals' performance and appraisal review is properly completed. The Chair shall ensure that the Principal has in place a Performance Agreement, appraisal process and a Professional Development Plan to enhance the Board's Strategic Plan and to meet the requirements of the Principal's Individual or Collective (contract) Agreement.

### **3.0 PROCEDURES**

- 3.1 The Board requires the Principal to develop Personnel - performance management procedures for this policy, and to table these for approval by the Board at the meeting following the enactment and/or review of the policy, or at any such other time as the Board determines.
- 3.2 The Board will develop procedures for the Principal's appraisal and performance review.
- 3.3 The procedures will meet all statutory, regulatory and contractual responsibilities of the Board in respect of these matters. These obligations include, but are not limited to:
  - The Education Act 1989
  - State Sector Act
  - The National Administrative Guidelines for Schools
  - The Collective Employment Agreements (for teaching and non-teaching staff)
  - The relevant Professional Standards for teachers, AP, DP. Principal
- 3.4 Procedures to support Performance Management will be developed in the following areas:
  - Principals Performance and Appraisal Review (by Board)
  - Teaching Staff Appraisal (by Principal)
  - Support Staff Appraisal

- Staff Professional Learning and Development
- Teacher Attestation and Registration

#### **4.0 ACCOUNTABILITY**

4.1 An annual report will be made to the Board in November of each year by the Principal confirming that professional performance management, staff appraisal, teacher attestation and professional development have been carried out in accordance with recognised good practice, the above procedures and aligned with the Strategic Plan.

4.2 The Principal's appraisal will inform the development of the annual Principal's Performance Agreement which will reflect the Principal's personal appraisal goals, Principal's professional development and learning needs and the school's Charter and Strategic aims/goals as well as Annual Plan aims/goals and targets.

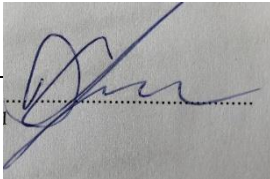
#### **5.0 REVIEW**

This policy will be reviewed in accordance with the Board's regular policy review process. This policy links to the school's Mission, Values and Strategic Aims 1, 2, 3, 4 and NAG 3 and 6.

#### **6.0 RATIFIED BY BOARD OF TRUSTEES**

Chairperson: Dean Francois

Signed: \_\_\_\_\_

A handwritten signature in blue ink, appearing to read 'Dean Francois', written over a horizontal dotted line.

Date: 25.07.19

Date for review of Policy: July 2022





1.04

## PERFORMANCE APPRAISAL POLICY – NON-TEACHING STAFF

### RATIONALE

The school employs a significant number of non-teaching staff and wants to ensure that these staff members are performing to a satisfactory level and are well-supported through suitable training programmes.

### PURPOSES

- (i) To identify key performance areas for non-teaching staff (job description).
- (ii) To identify training needs.
- (iii) To provide suitable training.
- (iv) To affirm good performance.

### GUIDELINES

1. All non-teaching staff have a job description that describes key tasks and expected performance.
2. Non-teaching staff members are aligned to a Senior Leadership Team or Principal that they report to for appraisal purposes.
3. The appraisal process follows an annual cycle and involves:
  - i Self-identification of training needs
  - ii Initial meeting to discuss training needs
  - iii Training as appropriate/required
  - iv Final interview to discuss training and overall performance.
  - v Report written.
4. Agreed final reports will be confidential to the Principal/Senior Leadership team, employee and will be filed with the Principal.
5. The cost of training will be provided by the school, with the requirement that the appropriate form is completed and approval is given by the principal prior to going on the training course. Fees for tertiary courses will not generally be paid by the school.
6. Concerns about the appraisal process may be referred to the Board of Trustees following complaints procedure or designated union NZEI.

Chairperson \_\_\_\_\_

Date approved: 22 Nov, 2018

Renew Nov, 2021



## PROGRAMME FOR BEGINNING TEACHERS' POLICY

### RATIONALE:

The Education Act (1989) and Education Amendment Act (1996) contain clauses on the registration of teachers and the role of Educational Council for Aotearoa. This policy is the guideline from the board of trustees to ensure that this school complies with the act and Education Council of Aotearoa regulations.

### PURPOSES:

1. To ensure that provisionally registered teachers (PRTs) and teachers registered subject to confirmation (STCs) receive suitable advice and guidance in their first years of teaching.
2. To ensure supervisory teachers (HODs) are well informed of their responsibilities in the teacher registration process.
3. To ensure compliance with the regulations set down by Education Council of Aotearoa

### GUIDELINES:

1. Responsibilities of the senior leadership team member in charge of beginning teachers.
  - PRTs and STCs go through an orientation programme so that they become familiar with school procedures/operation.
  - Ongoing support is provided for PRTs in their first two years, particularly with administrative duties.
  - A file is maintained on each PRT and STC.
  - A recommendation on registration status of the teacher is made to the principal and sent to Education Council.
2. Responsibilities of the head of department who acts as the supervisory teacher for PRTs and STCs.
  - Provide ongoing specialist subject support.
  - Provide ongoing classroom management support.
  - Carry out one formal observation per term on PRTs and pass on the signed reports to the SLT member in charge of registration.
  - Oversee the professional development of the PRT.
  - Arrange for the PRT to observe other teachers in action.
  - Offer other support as required to PRTs and STCs.
  - Provide information as requested to the SLT member in charge of registration.
3. Responsibilities of PRTs/STCs.
  - Attend meetings as requested.
  - First year PRTs are to utilise their 0.2 staffing entitlement, and second years their 0.1 staffing entitlement, to best advantage.
  - To pass on relevant forms from Education Council to the SLT member in charge of registration.
  - To make necessary registration payments to Education Council.
  - Maintain a professional learning/development portfolio of the advice and guidance programme they have personally received including copies of all classroom observation reports and other reports as required by Education Council.

Chairperson  
Renew Nov 2021

Dean Francois

Date approved: 22 Nov, 2018



1.06

## Discretionary Leave

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### PURPOSES

- To ensure equitable treatment for all staff.
- To maintain the optimum staffing of the school.

### GUIDELINES

#### For more than five days

- a. No staff member is entitled to leave as of right regardless of length of service.
- b. All applications for leave of more than 5 days must be submitted in good time to the principal in writing, so that the principal can make a recommendation to the monthly board meeting.
- c. All staff members should consult the appropriate collective or individual agreement before submitting an application.
- d. When considering discretionary leave, the board and principal will consider such issues as the provision of a suitable teacher replacement for the period of absence and past leave applications.
- e. In the event of leave in excess of one term, teachers must have served at the school for a period of 5 years before the board considers granting leave, except in exceptional circumstances.
- f. The board will decide whether leave will be with or without pay in terms of any relevant awards, agreements or external advice.
- g. All decisions should be made in a manner that is consistent, and that treats staff fairly and equitably.

#### For five days or fewer

- a. The principal will be delegated by the board the authority to make decisions as to the availability of leave and the matter of pay.
- b. In making a decision the principal will consider in particular the following
  - The reason for the application
  - The frequency of request from the same staff member
  - The effects on the normal running of the school and the teaching of students
  - The time of the year
  - The appropriateness of the length of leave

If discretionary leave is not granted, the principal will provide a reason for the denial.

Chairperson: \_\_\_\_\_

date approved: 28 March 2017



## Equal Employment Opportunities

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### **RATIONALE**

In accordance with the requirements of the State Sector Amendment Act 1989, this school will operate an equal employment opportunities programme. However the school's board wishes to state that its primary objective over all others is to provide the best possible educational opportunities for the students of the school therefore, in teacher appointments, the most suitable person for the job will be appointed. Within this framework the board will endeavour to achieve a total staff reflecting freedom from discrimination and a balance of representation.

### **PURPOSE**

All employees and applicants for employment will be treated according to their skills, qualifications, abilities and aptitudes for the job without regard to irrelevant factors.

### **GUIDELINES**

A database of staff is maintained that contains a summary of details of all employees of the board, identifying gender, ethnicity, age, level of responsibility, length of service and, where appropriate, disability.

Where imbalance is perceived, active steps will be taken in future appointments to redress that imbalance subject to the overall policy of appointing the best person for the job, as stated above.

Job descriptions and staff advertisements will be written so as to avoid any irrelevant conditions which discriminate or work against any gender, ethnic group or person with disability.

The staff representative on the board of trustees will be required to monitor the board's EEO policy.

NB: The board will respect the privacy of individual staff members. Only general statistical information will be revealed to non-board members. Personal or confidential details on individuals as held by the principal will be rigorously restricted to board members.

Chairperson \_\_\_\_\_

date approved: 28 March 2017



## Farewell Gifts Policy

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### PURPOSES:

To acknowledge service of any staff member.

### GUIDELINES:

Any staff member who has served at this school will be entitled to an acknowledgement by the BOT.

The value of the acknowledgement will be determined by the years of service as per the following:

Number of years:	1	School contribution:	\$ 30
	2		40
	3		50
	4		60
	5		70
	6		80
	7		90
	8		100
	9		110
	10		220
	11		240
	12		260

An additional \$20 per year for each extra year service.

The staff member will be given the option of receiving their acknowledgement as cash or a gift of equivalent value.

The board at its discretion may make an additional acknowledgement in special circumstances.

Chairperson: \_\_\_\_\_ date approved: 28 March 2017



## STAFF DISCIPLINE

**PURPOSE:** To ensure that the board of trustees complies with all regulations and the provisions of relative collective agreements when procedures related to staff discipline, competence and dismissal are necessary.

**GUIDELINES:**

1. Every attempt will be made by the principal and board of trustees to resolve any issues at an early stage before they develop into major issues requiring "discipline".
2. In principle, a verbal warning will precede a written warning which will precede any further action, the facts of each case will guide the appropriate action.
3. The staff member will be advised in writing of the right to request representation at any stage.
4. The discipline committee of the board will meet to decide on the course of action concerning any staff member who is suspended on disciplinary matters.
5. The principal will consult with the board chair before any decision is made to invoke relevant clauses of the various collective agreements regarding discipline/suspension of staff.
6. All procedures as defined in the relevant collective contract are to be adhered to.
7. The principal/board will contact the insurers and lawyers at initiation of any disciplinary matter.

Chairperson: \_\_\_\_\_

Date Approved: 30/08/2016



## MANAGEMENT UNITS POLICY

### PURPOSES

1. To ensure that the school has an effective and efficient management structure.
2. To ensure that management units are allocated in a manner that complies with the Collective Employment Contract for Secondary Teachers, the State Sector Amendment Act 1989 and our existing school policies on Equal Employment Opportunities and Personnel.

### GUIDELINES

1. The board is to approve the management structure for the school including permanent and fixed-term positions.
2. The management structure of the school will recognise different degrees of responsibility by its management staff.
3. Management unit positions will be advertised as follows:
  - Senior leadership, HOD and other permanent management units to be advertised in the Education Gazette.
  - Non permanent, fixed term positions will normally be advertised internally.
4. All management units that the school is entitled to are to be allocated to staff.
5. The performance management system will provide documentation that describes performance expectations for all positions attracting management units.
6. Units not designated as 'management' will be allocated for specified responsibility. Reward, Retention & Recruitment (3R) units may be allocated by the principal as needs arise. Such units would not typically be advertised. These units may be either permanent or fixed term although between 30% and 60% must be fixed term.

Chairperson: \_\_\_\_\_

Date Approved: 30/08/2016



1.11

## Police Vetting Policy

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### **RATIONALE:**

The Education Standards Act (2001) and Vulnerable Children’s Act (2014) require the school to police vet all non-teaching staff, and contractors with unsupervised access to students, who work at the school on a regular basis during school hours. Also a condition of being a signatory to The Code Of Practice For Pastoral Care Of International Students requires the school to conduct a police vet of household members in homestay homes over the age of 18. Privacy issues are a key component of this policy.

### **PURPOSES:**

- To comply with all relevant legislation.
- To ensure strict confidentiality is observed with all police-vetting information.
- To assist the principal to appoint high quality, responsible staff.
- To reduce the chance of students and staff being exposed to unacceptable risk by employees at the school/homestay carers.

### **GUIDELINES:**

1. Non-teaching staff/contractors
  - Non-teaching staff will be appointed subject to a “satisfactory police vet”.
  - Information on the vetting process and a police vet application form will be provided at the time of their “temporary” appointment.
  - On receipt of a satisfactory police vet, those who have been employed on a temporary basis will be confirmed as a permanent employee.
  - Contractors who regularly work at the school during school hours with unsupervised access to students will be required to undergo a police vet.
  - The applications for police vets for non-teaching staff and contractors will be submitted via the nz police electronic vetting services
  - All existing non-teaching staff and eligible contractors will undergo police vetting processes as indicated to be best practice by the Ministry of Education.
2. Homestay carers
  - Any person over the age of 18 who lives in a household that wishes to be considered as a homestay for international students must undergo a police vet.
  - The school’s homestay coordinator will provide the necessary documentation for the police vet prior to any family being accepted as homestay carers.
  - The police vet will be submitted via the NZ police electronic vetting services the principal will inform the homestay coordinator of the status of the vet and whether a family will be accepted as homestay carers.

Privacy and procedural issues (applies for all police vets carried out for the school)

- The principal, as the school’s privacy officer, will receive all completed police vets
- The principal will ensure accurate records are maintained on police vets carried out – including results, dates, any actions taken.
- Negative police vets – those that indicate criminal offending by the applicant – will be considered by the principal and/or board of trustees chairperson who will decide whether to offer a job permanently/agree to allow as a homestay carer or not. The decision will be based on factors such as the nature of the offending, when the offending took place and the likelihood of further offending.

Once a decision has been made, the police vet report will be securely destroyed

Chairperson ..... Date approved: 28 March 2017





2.01

## **CURRICULUM, MODERATION, ASSESSMENT, ACHIEVEMENT AND REPORTING POLICY**

### **2.0 RATIONALE**

2.1 To meet the Board's obligation to ensure student progress and achievement by providing:

- Learning programmes which incorporate the New Zealand Curriculum and local curriculum aspirations, as set out in the school's Charter
- Learning programmes that meet and exceed the achievement of any of the school's strategic aims, as set out in the Strategic Plan and Annual Plan
- Assessment practices which enable students needs, student progress and student achievement to be evaluated, addressed, monitored and reported upon
- Implementation, monitoring and reporting of teaching and learning strategies to successfully address the needs of all students as identified through robust, relevant assessment
- Implementation, monitoring and reporting of teaching strategies and programmes of learning that will develop the individual potential and achievement of all students

1.2 To provide the opportunities, resources and support for students to develop values, knowledge, skills and key competencies, as and when appropriate, throughout each year level.

1.3 To provide the opportunities, resources and support for all students to achieve qualifications which reflect their individual ability, their individual goals and their post secondary school career aspirations.

1.4 To ensure that the school curriculum encompasses the National Education Goals and is responsive to the MOE/Government directed priority areas.

### **2.0 DELEGATION**

2.1 The Board requires the Principal/CEO to **deploy staff** of the school to identify student learning needs, through comprehensive relevant, rigorous and fair assessment practices, and address these needs to provide students with opportunities to develop their full potential.

2.2 The Board requires the Principal/CEO to **deploy staff** of the school to develop and implement assessment for qualifications practice that is relevant, robust and fair, and that assessment practice, recording and reporting is managed in such a way to not disadvantage any student.

2.3 The Board requires that the Principal/CEO undertakes 2.1 and 2.2 above in compliance with all statutory and regulatory requirements and with appropriate consultation within and beyond the school and the Principal/CEO shall comply with NAG 1, 2, 2A and 6 as well as ensuring that the National Education Goals are fully implemented in documentation and in practice.

### **3.0 PROCEDURES**

3.1 The Board requires the Principal/CEO to **develop curriculum, assessment, moderation, achievement and reporting Procedures** for this policy and to table these for approval at the meeting following the enactment/review of the policy, or at any such other time as required by the Board.



3.2 The procedures will meet all statutory, regulatory and contractual obligations of the Board in respect of these matters. Statutory obligations include but are not limited to:

- Education Act 1989
- Education Amendment Act (2) 1998
- Education Standards Act 2001
- New Zealand Qualifications Authority regulations and requirements

3.3 The procedures will include provision for presentation and reporting to the Education Review Office (ERO) and any other agencies as regulation requires.

3.4 Procedures are provided, but not limited to, the following areas:

- Student Progress and Achievement – Reporting to the Board of Trustees, parents and caregivers, community, and the MOE
- NCEA Assessment
- (National Standards in Reading, Writing and Mathematics)
- Curriculum planning, delivery, support and review
- ICT in Teaching & Learning
- Curriculum, Learning Areas reporting to Board of Trustees
- Distance Learning
- Education Outside the Classroom
- Gifted and Talented Students
- Tertiary Education Opportunities
- Internet Safety
- Literacy and Numeracy
- Maori and Pacific Achievement
- Career Education
- Health Education
- Special Needs Education
- Extr-curricular sport, music, cultural activities
- Timetable
- Students at risk of not achieving
- Other priority groups as identified & notified in government policy

#### **4.0 ACCOUNTABILITY**

4.1 The Principal/CEO (and/or their delegates) will:

- Report regularly to the Board of Trustees, as requested and/or required by the Board, on all aspects of the curriculum, assessment processes, progress toward achievement targets and achievement outcomes data and results
- Plus provide a relevant and robust report on individual student progress and achievement to parents, in written format, at least twice per year
- Assist the Board to report on student progress and achievement to relevant government agencies such as the MOE and ERO as required

#### **5.0 REVIEW**

This policy will be reviewed in accordance with the Board's regular policy review process.

This policy links to the school's Mission, Values, Strategic Aims 2, 3, 4 and NAGs 1, 2, (2A) and 6



## 6.0 RATIFIED BY BOARD OF TRUSTEES

Chairperson: Dean Francois

Signed: \_\_\_\_\_

\_\_\_\_\_ Date: 25<sup>th</sup> July, 2019

Date for Policy review: July, 2022



## SPORTS POLICY

### RATIONALE

The board of trustees recognises the positive outcomes of having a high involvement by staff and pupils in a range of sporting activities.

### PURPOSES

1. To provide opportunities for students to enhance their quality of life and achieve through participation in sport.
2. To make best use of the sporting facilities and resources within the school.
3. To encourage, acknowledge and promote our sports people.

### GUIDELINES

1. The school employs sports coordinators and one of the teaching staff has the role of director of sport.
2. The sports coordinators have overall responsibility for the promotion and organisation of sport in the school and reports regularly to the principal.
3. A sports council is formed annually and includes the principal, associate principal, director of sport, sports coordinators and student sports captains. The sports council is responsible for implementing policy, organisation of awards and the development of sport in the school.
4. The sports coordinators, through the sports council, are responsible for the development of a sports strategic plan that details goals, strategies and targets.
5. A sports budget is set annually by the sports coordinators and submitted to the principal as part of the school budget process.
6. Staff are encouraged and supported in their involvement in sport.
7. The principal reports regularly to the school community on sporting matters.
8. Sporting opportunities are available to all students.

Chairperson: \_\_\_\_\_

Date approved: 26 May 2015



2.05

## **EDUCATION OUTSIDE THE CLASSROOM POLICY**

### **RATIONALE**

See separate policy document.



2.06

## Digital Citizenship

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### Rationale

Ruapehu College supports a Digital Citizenship model for the promotion of safe and responsible use of technology.

The board recognises that by fostering a culture of successful digital citizenship in our students, staff and our wider community we are encouraging everyone to take responsibility for themselves and others in their use of ICTs. This allows us to harness the potential that technology brings to the teaching and learning process, while minimising and learning to effectively respond to the challenges we may experience while using them in a learning context.

The board is aware that preparing our students to make effective use of ICTs is an important part of their preparation for participation and contribution in society today and into the future.

It is our belief that we must prepare our students to actively participate in the world in which they live. It is clear that a key skill in this new world will be their ability to participate as effective digital citizens. An important part of learning these skills is being given the chance to experience the opportunities, and the challenges presented by technology in a safe, secure and nurturing environment, where clear, effective guidance can be sought as students and teachers learn.

The board recognises that its obligations under the National Administration Guidelines extend to use of the internet and related technologies.

### Policy

Ruapehu College will develop and maintain procedures around the safe and responsible use of the internet and related technologies (ICTs). These internet safety procedures will recognise the value of the technology and encourage its use in a teaching and learning context while helping to minimise and manage the challenges that may be experienced by students, teachers and the wider school community.

The school will consult with parents and the wider school community, as to how it intends to use ICT and where possible explain how it benefits the teaching and learning process.

These procedures will aim to not only maintain a safer school environment, but also aim to address the need of students and other members of the school community to receive education about the safe and responsible use of information and communication technologies.

Chairperson: \_\_\_\_\_

Date approved: 26.09.2017



## EDUCATION SUPPORT FOR STUDENTS WITH SPECIAL NEEDS

### RATIONALE

Students with special needs have the right to attend their local school and receive equitable educational opportunities which will enable them to reach their full potential as individuals. This school will recognise, respect and respond to the diverse needs of all students within the context of the New Zealand Curriculum Framework. Our school has one main area that cater for students with special education needs; which is the Learning Support Centre for mainstream literacy and numeracy support. Gifted and talented students are also identified and supported.

### PURPOSE

This school is committed to providing inclusive programmes to support children with special education needs. This will be achieved through moderation of programmes, by adapting methods of instruction and/or equipment so students can access the curriculum, and developing a positive social and emotional environment throughout the school.

### GUIDELINES

1. A range of approaches, both formal and informal, will be used to identify students with special education needs such as: school entry assessment, psychiatric reports, specialists' reports, enrolment information, appropriate standardised testing, individual literacy assessments, teacher referral, monitoring by staff and specialists and discussion with parents/caregivers.
2. Education support programmes will be developed for individuals through such mechanisms as individual education plans (IEPs), small group planning and consultation with those involved with the student.
3. Individual programmes for students with special education needs will be delivered both within the regular classroom setting and in small groups.
4. Education support programmes will be funded from a variety of sources including the Ongoing and Reviewable Resourcing Scheme (ORRS), the Special Education Grant (SEG), Targeted Funding for English Speakers of Other Languages (TESOL) and supplemented by other monies where appropriate, such as the Operations Grant.
5. External agencies will be utilised to enable students to access the curriculum. Agencies include ORS, RTLB, Arahunga Special School Outreach Service, Alternative education and local initiatives such as the Dream Weavers.
6. A Gateway programme might exist and be run by an appointed staff member.

### OUTCOMES

Students with special education needs and their families will feel welcome at this school. Students with special educational needs will be included and catered for within the regular classroom setting, as well as in special programmes. Available funding for students with special education needs will be effectively managed to the best of our ability and accounted for.

Chairperson:  
Renew Nov 2021

Dean Francois

Date Approved: 19 November, 2018



## Timetable Policy

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### RATIONALE

A school timetable is developed annually to reflect how the school offers the curriculum, the learning needs and academic pathways of students and available staffing resources. The secondary teachers' collective agreement (STCA) sets out particular requirements for non-contact hours and average class sizes that are to be incorporated into the timetabling process.

### PURPOSES

- To ensure the needs of students is the first and key priority in the timetable development.
- To ensure fairness and transparency in the timetabling process.
- To comply with the conditions of the STCA.

### GUIDELINES

1. The principal determines the allocation of staffing for the school annually using the GMFS (guaranteed minimum formula staffing) and any board of trustee staffing contribution as a basis.
2. The principal determines the number of classes that will operate at each level and in each subject using student enrolment data and subject choice information gathered from students.
3. HODs, in consultation with their staff, other HODs and the principal, allocate classes to staff.
4. A timetable team constructs a timetable in readiness for the start of the new year that meets the needs of the school and is based on the allocations made by HODs and the principal.
5. The timetable team consults with HODs and the principal should changes have to be made with allocations originally given.
6. The non-contact requirements are provided as described in the STCA for full-time teachers, part-time teachers and those with permanent MUs.
7. The school will provide extra non-contact time for HODs/mentors responsible for beginning teachers as described in the STCA and will endeavour to provide one additional hour per MU for each permanent MU above the third (for those with more than three MUs)
8. In special circumstances and where a genuine reason exists, teachers may be asked to temporarily forego their minimum entitlement to non-contacts. These would be in times of emergency when no day reliever can be found and teachers holding more than the minimum non-contacts are unavailable. Situations where teachers volunteer to cover for their colleagues whilst on leave for "non-contract" reasons are not included.
9. Where teachers are requested to work hours in excess of those described in the contract, every attempt will be made to redress the situation at another point in the school year.
10. In allocating classes to teachers, the principal will use reasonable endeavour to achieve, for each teacher who has two or more classes, an average class size of 26 students.
11. To allow for a settling down period, to cater for new student enrolments and student option changes, the average class size for teachers will initially be based on 1st March numbers.
12. Where a teacher has an average class size that exceeds the 26 student threshold, then an agreed (between the teacher and principal) compensatory mechanism will be provided that may include provision of extra non-contact time or reduction of other duties.

Chairperson: \_\_\_\_\_

date approved: 28 March 2017





## CAREERS EDUCATION POLICY

### Rationale

The board recognises the importance of each student having a meaningful, coherent pathway through their secondary school years and that they are well informed and well positioned to transition into the workforce or tertiary education on leaving school.

### Purposes

1. To ensure that the school complies with NAG 1.f – provision of appropriate career education and guidance with a particular emphasis on specific career guidance for those students we identify as being at risk of leaving school unprepared for the transition to the workplace or further education/training.
2. To provide clarity around the roles and responsibilities of staff in relation to providing careers and pathways advice and guidance to our students.
3. To ensure every student is provided with high quality advice and guidance on course selections and future pathways.
4. To ensure accurate personalised career pathway information is recorded on our student management system for each student.

### Guidelines

#### Responsibilities of senior leadership

1. To develop a careers education and pathways programme on an annual basis that:-
  - a. Outlines the process and timeline for option/course selections
  - b. Describes the expectations of academic mentors
  - c. Provides an oversight of the role and expectations of Gateway in the school
  - d. Ensures coherence between the careers advisor, Gateway programme and curriculum offerings in the senior school.
2. Carry out the appraisal of the careers advisor and Gateway staff.

#### Responsibilities of the careers advisor

1. To be our liaison person with universities and other tertiary institutes and organise liaison visits.
2. To gather information and record the career aspirations of all year 12 and 13 students.
3. To maintain a library of careers related resources.
4. To liaise with the Gateway programme.
5. To oversee careers education events.
6. To inform students of careers education opportunities and experiences.

#### Responsibilities of academic mentors

1. To work with individual students and their parents/whanau to plan a suitable pathway through school by:
  - a. Being well aware of NCEA requirements, endorsement thresholds and the UE benchmark.
  - b. Giving advice and guidance to each of their mentees on option course selections.
  - c. Maintaining appropriate records of careers pathway courses.



### Responsibilities of Gateway staff

1. To provide students with work placement opportunities/experiences within the scope of the Gateway contract.
2. To assist students with their transition into the workforce.
3. To liaise with HOD's and subject heads on suitable work placements.

Transitioning from school may involve any number of the following depending on the individual's circumstances:- (family/whanau are always invited to be part of related discussions/decisions)

- Careers advisor
- Gateway staff
- Deputy principals
- Learning support staff
- Family liaison officer
- External agencies (eg Arahunga)

Chairperson:

Dean Francois

Date approved 22.11.2018

Renew Nov 2021



3.01

## **RUAPEHU COLLEGE BoT POLICY HEALTH AND SAFETY & WELLBEING OF STUDENTS, STAFF AND OTHER PERSONS**

**1.0**

### **RATIONALE**

To meet the Board's obligation to maintain a learning environment in which students and staff are physically, emotionally, spiritually and culturally safe and that they are receiving the appropriate guidance, support and assistance with respect to interpersonal and social conduct, and their personal health and safety.

### **2.0 DELEGATION**

- 2.1 The Board requires the Principal/CEO to deploy staff of the school to meet the pastoral care, guidance and behaviour management and physical safety and health needs of students while at school.
- 2.2 The Board requires the Principal/CEO to develop systems to meet the welfare and pastoral care, behaviour management and physical safety and health needs of students while at school.
- 2.3 The Board requires the Principal/CEO to develop systems to meet and ensure the health, safety and welfare of its entire teaching staff and all other employees.
- 2.4 The Board requires the Principal/CEO to develop systems to meet the reasonable health and safety requirements of all other persons onsite at the school, as required by relevant health and safety legislation.
- 2.5 The Board requires that 2.1, 2.2, 2.3, 2.4 to be undertaken in compliance with all statutory and regulatory requirements and with appropriate consultation within and beyond the school and the Principal/CEO shall comply with NAG 5.
- 2.6 The Board shall form a standing Health and Safety Sub-Committee/Portfolio-holder to assist with the management of health and safety related risks.

### **3.0 PROCEDURES**

- 3.1 The Board requires the Principal, in conjunction with the Health and Safety sub-committee or portfolio holder, to develop health, safety and wellbeing procedures for this policy and to table these for approval at the meeting following enactment/review of the policy or at any such other time as the Board determines.
- 3.2 The procedures will meet all statutory, regulatory and contractual obligations of the Board in respect of these matters. Statutory obligations include, but are not limited to:
  - Health and Safety in Employment Act 1992
  - Buildings Act 2004
  - Human Rights Act 1993
  - Hazardous Substances and New Organisms Act 1996



- Education Act 1989
- Relevant Collective Employment Agreements or individual contracts for staff

3.3 The procedures will include provision for accountability and reporting to the Board and other agencies in respect to the various areas/aspects of health and safety.

3.4 Procedures will be developed for, but not limited to, the following areas:

- Management of student behaviour
- Guidance, welfare and pastoral care
- Harassment, Bullying prevention
- Primary Health Services, Sunsmart
- Alleged abuse issues
- Pandemic Preparedness
- Hygiene, Healthy eating and drinking
- Emergency Response Procedures
- Property, equipment related safety, Hazard Identification
- Student and staff travel off-site on school related trips
- Cyber-Safety-computers, cell phones and other electronic devices
- Education Outside the Classroom (EOtC) safety management system including RAMs related requirements
- Links to Concerns and Complaints policy
- Links to Staff Code of Conduct/Ethics

#### 4.0 Accountability

4.1 The Principal/CEO shall provide an annual update report to the Board at year end, or any other such time as the Board determines, in regard Health, Safety & Wellbeing matters.

#### 5.0 REVIEW

This policy will be reviewed in accordance with the Board's regular review process.

This policy links to the school's Mission, Values and Strategic Aims 1, 3, 4, 5 and NAGs 3, 5 and 6.

#### 6.0 RATIFIED BY BOARD OF TRUSTEES

Chairperson: Dean Francois

Signed: \_\_\_\_\_

Date: 25.07.19

Due date for Policy review: June 2022





3.01(a)

## Accident/Incident Reporting and Investigation

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### RATIONALE

By law, all work related illnesses and accidents, where an employee has received serious harm must be notified to Worksafe NZ immediately, followed by an accident report on the approved form within seven days.

The scene of an accident resulting in serious harm must not be disturbed, unless authorised by a Worksafe NZ inspector, or to save life, prevent further harm or damage to property, or relieve the suffering of any person.

### GUIDELINES

All work related injuries must be recorded in the approved register (maintained by the school nurse). Serious accidents or incidents resulting in injury are to be reported to the principal immediately

An ACC form is completed and documented in pupil web.

All serious accidents and incidents will be investigated in order to prevent a recurrence of similar accidents. The intention is to find a fix for the problem, not somebody to blame.

Investigations will:

- Describe what happened
- Determine the cause
- Decide the risk of recurrence
- Develop controls to minimise or eliminate
- Define trends involving similar investigations
- Demonstrate concern for employees', students' and visitors' well-being

An investigation team will be established by the principal based on circumstances. The investigation must be commenced as soon as practicable and should be completed within seven days.

The principal will notify Worksafe NZ if this action is required.

Chairperson: \_\_\_\_\_

date approved: 29 August 2017



## Behaviour Management

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### RATIONALE

At Ruapehu College we place importance on showing respect for others, their property, the school's facilities and reputation. We want students to follow the PB4L framework at all times and be responsible, be respectful and be a learner.

### PURPOSE

This policy aims to ensure that the school is compliant with all relevant legislation that relates to behaviour management, eg Human Rights Act, Education Act (sec 13-18), Education (surrender, retention and search) Rules 2013, Harmful Digital Communications Act, Vulnerable Childrens Act, Health & Safety Act. In addition we aim to provide a framework upon which staff and systems can effectively promote positive behaviour and respect, reduce the incidents of bullying and attempt to ensure that students have a safe and secure learning environment. The school has adopted the school wide aspect of the positive behaviour for learning framework where we place an emphasis on teaching and reinforcing correct behaviour.

### GUIDELINES

The ultimate school authority on discipline rests, by law, with the board of trustees.

1. The board will establish a disciplinary committee to deal with any matter or suspension referred to the board.
2. In practice, the daily authority will rest with the principal, SLT and the teachers.
3. The principal has the authority to suspend students should it be required. Should the principal for any reason not be at school, the schedule of delegations will be followed. The principal, associate principal and deputy principals have the authority to stand down students.
4. The penalty of suspension or stand-down will be used
  - a. when it is believed that a student has not responded to previous efforts or has exhibited continual disobedience
  - b. as an immediate penalty in cases the principal deems to be gross misconduct.
5. The principal will give priority to student and staff safety when considering options available when this safety may be compromised.
6. The principal and teachers will teach and reinforce to students expected standards of the school and regularly acknowledge students when they comply.
7. Students, parents and staff will adhere to the procedural aspects around behaviour management as detailed in appropriate school communications including, but not limited to, website, student handbook, prospectus, etc.
8. Teaching staff will be informed of a range of suitable strategies to promote positive behaviours by students. Staff will be supported in their efforts to maintain a safe, positive, well-behaved school.
9. The school's pastoral care network and other support people and agencies will be used to support positive student behaviour and to work towards any improvement.
10. In minor behaviour management situations it may be unnecessary to advise parents of a situation, however the school will make every attempt contact a parent<sup>1</sup> if any pattern of unacceptable behaviour develops.
11. The process of surrender and retention of students' property and searches of students will comply with the rules and guidelines produced by the ministry of education.
12. The senior leadership members are the only teachers at the school who have the authority to conduct a search of a student or their belongings.
13. In some instances of serious school misconduct, the police will be notified.
14. The school will follow all rules as detailed by NetSafe with regard to any harmful digital communication.

Chairperson .....

Date approved: 29 August 2017

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<sup>1</sup> Parent in the context of this policy means legal parent, guardian, primary caregiver, social worker, lead agency case worker or a combination thereof



## Student attendance

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### RATIONALE

The school will take all reasonable steps to ensure that enrolled students attend the school as required under the education act (sections 25, 31) and that attendance records are accurate and well-maintained.

### PURPOSES

- To ensure accurate records for student attendance are kept.
- To ensure that students who do not attend are followed up and that the reason for their non-attendance is valid.
- To ensure parents/caregivers are informed of any concerns the school has regarding the attendance of their children.
- To adopt practices that actively discourage truancy.

### GUIDELINES

The principal will appoint staff and delegate duties so as to manage the recording of electronic student attendance registers and follow-up procedures for non-attending students.

Deans are responsible for the monitoring of student attendance for their respective houses and ensuring that parents are informed of attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.

Non-teaching staff who have duties associated with our attendance system will support teachers in their efforts to maintain accurate and up-to-date attendance information.

Form teachers are responsible for maintaining accurate, up-to-date electronic registers and supporting the attendance systems in place. Form teachers will also monitor and follow up on lateness to school and attendance.

Classroom teachers are responsible for recording student attendance/absence to their classes on a period-by-period basis as required through procedures developed by the school.

Parents will receive student attendance data on the school reports or by other electronic means.

There are appropriate procedures established to deal with students who have been truant from school and for those who are persistently late to school.

Outside agencies will be used as appropriate to help support attendance at school.

Chairperson: \_\_\_\_\_

date approved: 29 August 2017





3.04

## Equity Considerations

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### **RATIONALE**

To develop a total school environment in which staff, students and parents feel at ease regardless of gender, religion, disability, ethnicity, culture or social background.

### **PURPOSE**

The board recognises that learning outcomes for students will vary greatly but it will provide equality of opportunity for all. This however does not imply that students will automatically advance to a higher level of study when they have not met the required standards at the lower level.

### **GUIDELINES**

Learning programmes will be accessible to all students.

Resources will be allocated in an open and fair manner.

School practices will seek to avoid highlighting differences in any way that could lead to discomfort or a sense of inequality.

Within school resources, special assistance will be provided for those students showing disadvantage.

While employing those it believes best suit the job, the board will aim to maintain a balance on its total staff reflective of the community.

The board will require the principal, in the daily practices of the school, to see that authority and responsibility are seen to be equitably shared and recognised.

The board will require the principal and staff to give a fair hearing to all parents regardless of their personal background.

The board will monitor annually the equality of opportunity offered at all levels and in all facets of the school.

Chairperson: \_\_\_\_\_

date approved: 29 August 2017



## Harassment Policy

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### DEFINITION

Harassment at Ruapehu College is unwanted, unwelcome and uninvited behaviour that affects the well-being, safety and work performance of others.

Some examples of harassment are:

- Bullying – physical psychological or cyber
- Sexual harassment – verbal, non-verbal or physical contact of a sexual nature
- Racial harassment
- Harassment on the grounds of sexual orientation

Harassment on the grounds of religion.

### RATIONALE

This policy is designed to promote a positive, safe, secure school environment free from harassment.

### PURPOSES

- To fulfil the requirements of the relevant legislation as well as the school's charter.
- To set up procedures for the handling of complaints about staff or students who are being harassed.

### GUIDELINES

If a person considers they are being harassed, they should immediately make it clear to the person verbally or in writing that such behaviour is offensive, unacceptable and unwelcome.

If the person being harassed feels uncomfortable confronting the person, then they should seek contact with another person of their choice for advice and support (eg, dean, form teacher, counsellor, colleague, HOD or SLT).

Where harassment continues after objection, the complaint should be forwarded to the principal.

Steps will be taken to resolve the complaint with the parties concerned. If the person being harassed feels this has not happened, then they can involve other people or organisations for support, eg, PPTA, youth law. This in no way will prejudice their complaint.

The principal may decide that further investigation is required and that the matter be dealt with as part of the school discipline policy or staff discipline policy.

In serious cases or if the complaint is against the principal, the matter will be referred to the board of trustees.

Chairperson: \_\_\_\_\_

date approved: 29 August 2017



## Reporting on Child Abuse & Neglect

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### **RATIONALE**

This policy acknowledges that the Ruapehu College board of trustees has a responsibility to

- provide a safe physical and emotional environment for students and
- comply with any legislation currently in force to ensure the safety of students and employees.

### **PURPOSE**

The purpose of this policy/protocol will be:

- a. To emphasise the importance of the welfare and interests of the child or young person
- b. To provide guidelines and training for teachers and others working with children and young people in the school environment.
- c. To ensure that children and young people are provided with the knowledge to promote their safety and awareness.
- d. To develop procedures for dealing with cases of current or historical abuse.
- e. To identify the external agencies which should be used, what services they provide, what liaison is required along with appropriate referral procedures.

### **GUIDELINES**

1. The Ruapehu College board of trustees will encourage all members of staff to have some training to help them to identify suspected abuse and/or neglect and to be able to respond appropriately.
2. This school will provide preventative education for the students through our delivery of part of the health and physical education curriculum and other programmes run at the school.
3. A staff member may be nominated as a safety advocate for the students as a useful way of managing suspected cases of child abuse and/or neglect (counsellor).
4. The role of any local cultural groups, support agencies or any relevant statutory agency should be considered or recognised by our school/principal during any communication or liaison within the community.
5. Decisions about informing parents or caregivers should be made after consultation between the school and the statutory child protection service called by them.
6. The counsellor and/or nurse and the SLT will be advised immediately if any student is considered to be in an abused or neglected state.

Chairperson: \_\_\_\_\_

date approved 29 August 2017



## Health Policy/Referrals

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### **PURPOSES:**

- To provide a consistent policy for dealing with situations which arise when students present with problems requiring attendance at:
- Family planning clinics
- Out-patient hospital appointments
- STD clinics
- General practitioners
- Without parental consent or knowledge.

Note: the student will be encouraged to speak with their parents/guardians or significant adult for advice, assistance and support..

### **GUIDELINES:**

When a student reports to nurse/counsellor/dean requesting permission to attend one of the above clinics, etc, during school hours, the following procedures should be used.

In the case of requests for non-urgent treatments - appointments should be made outside school hours if possible.

For cases requiring immediate medical treatment permission may be given by the nurse and appointments made as required. If these need to be during school hours every endeavour will be made to encourage students to advise parents.

The student concerned will report back to the nurse after the appointment for a note which may be used if requested/required to explain their absence. The nurse will also discuss the treatment with the student and offer any support required.

All off-site health/medical appointments must be recorded in kamar as per usual procedures.

Chairperson: \_\_\_\_\_

date approved: 29 August 2017



## Traumatic Incidents

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### DEFINITION:

A traumatic incident is a sudden and significant event that affects the usual, day-to-day running of the school.

### PURPOSES:

- To reduce the chances of traumatic incidents for students by making staff aware of at risk behaviour/signals by students.
- To have a management plan in place in case of a traumatic incident occurring within the school community.
- To minimise any contagious or copycat effect of the trauma where applicable.
- To facilitate the 'recovery' process, so the school can return to its day to day running. This 'recovery' applies to staff, students and the school community.

### GUIDELINES:

In the event of a traumatic incident occurring within the school community:

- The principal is informed.
- The senior leadership and pastoral care team, plus other staff members as deemed necessary by the principal, will meet to action a response plan which will include
- Informing the board chairperson, staff and school community of the facts
- Inviting outside support agencies to assist if required
- Identifying other at risk students and staff and providing extra support for them
- Referring to relevant ministry of education guidelines.
- The principal or board chairperson will be the only people who deal with the media.
- A full incident report is submitted to the board of trustees when appropriate considering the nature of the trauma.

All staff must report to the counsellors or senior leadership team any concerns they may have relating to students who display at risk behaviour/emotional distress.

Such referrals to the counsellor are assessed and appropriate assistance/support/referrals are sought (including information to the principal and parents/guardians).

Staff involved in the response or trauma must have opportunities for support and external counselling.

Cultural, religious and ethnic factors will be considered in dealing with the trauma and the 'recovery' process.

Chairperson: \_\_\_\_\_

date approved

29 August 2017



## Privacy

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### **RATIONALE:**

The board of trustees of Ruapehu College is required to comply with the privacy act 1993.

### **PURPOSE:**

To promote and protect individual privacy with regard to:

1. The collection, use and disclosure of information relating to individuals.
2. Access by each individual to information relating to that individual held by the school.

### **GUIDELINES:**

1. The principal is the appointed privacy officer in the school.
2. All information collected will be used only for the purpose intended.
3. Procedures exist for the collection, use and disclosure of personal information in the school.
4. Any personal information the school holds is stored in a secure way.
5. Requests for personal information are dealt with according to the attached procedures.

Chairperson: \_\_\_\_\_

date approved: 29 August 2017



### CHECKLIST FOR PRIVACY OFFICERS (SCHOOL POLICY 3.09)

1. Does the school hold personal information about individuals?
2. Does the school need to collect that information?
  - a. what function or activity of the agency does it relate to?
  - b. what is the purpose for which the information will be used?
  - c. is it necessary for that purpose?
3. Has the personal information the school holds, which was collected after 1 July 1993, been collected directly from the person concerned? If not, which exception to principle 2 applies?
4. Where the school has collected information directly from the person after the 1 July 1993 have we informed them:
  - a. that the school is collecting the personal information;
  - b. why the school is collecting it;
  - c. who will receive it; and
  - d. the name and address of the school collecting it, and who that will hold it

If not, which exception to principle 3 applies?

If not, has the school collected similar information from the same individual recently?
5. Has this information been collected by:
  - a. unlawful means; or
  - b. means that intrude to an unreasonable extent on the person's personal affairs?
6. Is the personal information the school holds stored in a reasonably secure way?
  - a. is it stored so that only authorised people have access
  - b. do authorised people know of their obligations under the Privacy Act?
  - c. is it safe from vandalism and theft?
  - d. are VDU screens, printers or files positioned so that they may not be seen by the public or unauthorised staff?
  - e. are there procedures in place to monitor access to sensitive material?
  - f. are external agencies used to collect, process, hold or dispose of personal information?

If so, what steps are taken to ensure they are complying with the Privacy Principles.
7. Is the personal information the school holds accurate, up-to-date, complete, relevant and not misleading?
  - a. what steps have been taken to ensure that it is?
  - b. when personal information was received from a third party what steps have been taken to make sure it is accurate, up-to-date, complete, relevant, and not misleading?
  - c. at what point is it checked to ensure accuracy; when first recorded during storage, before use, periodically?
8. Does the school still need to keep this information to carry out a function?
9. Does the school using the information for purposes other than the one for which it was collected? If yes, which exception to principle 11 applies? If an exception does not apply does the school have an exemption from the Privacy Commissioner?
10. Does the school disclose personal information it holds about individuals to other agencies? If yes, which exception to principle 10 applies? If no exception applies, does the school have an exemption from the Privacy Act?
11. Does the school assign unique identifiers to individuals? If yes, is it necessary in order to be able to carry out a function of the school?
12. Is the unique identifier assigned by the school the same as the one assigned to that person by another agency? If yes, is the school associated persons within the meaning of s.8 of the Income Tax Act 1976?
13. Does the school take responsible steps to ensure that unique identifiers are only assigned to people whose identity is clearly established?
14. Does the school assign the same unique identifier to a person that is used by another agency? If yes, is this one of the purposes for which that unique identifier was assigned or a directly related purpose?



## Accommodation For International Fee Paying Students

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### **RATIONALE:**

International fee paying students are only accepted into the school if appropriate accommodation is available to them. The categories of accommodation that will be accepted by Ruapehu College are:

- Living with a parent.
- Living with an approved designated caregiver.
- Living in a homestay provided and approved by the school.

### **PURPOSES:**

- To ensure that our international students have suitable living arrangements, compliant with the Education (Pastoral Care of International Students) Code of Practice 2016, that promote safety, a caring, supportive environment and good study conditions.
- To have sound procedures in place for the selection and ongoing monitoring of homestay accommodation.

### **GUIDELINES:**

1. All international students studying at the school must either live with their parents or be in a homestay that is either provided by the school or arranged by the student's parents (designated caregiver).
2. International students studying at the school are not permitted to own or rent a flat/room/house/apartment or live on their own.
3. All people over the age of 18 (except international students) who reside in the homestay must be police vetted prior to being accepted into our homestay programme.
4. The school will appoint a homestay coordinator who shall:
  - Source suitable homestay accommodation
  - Arrange for the placement of students
  - Keep homestay carers and students well informed of their responsibilities.
  - Liaise regularly with the students and their homestays.
  - Maintain an accurate database of students and their homestays.
  - Ensure that the school and homestay families meet the requirements of the Education Code of Practice and of NZQA guidelines.
5. Homestay parents sign a comprehensive contract outlining their responsibilities.
6. Complaints about a homestay situation by either the student or the homestay family must be directed to the homestay coordinator or director of international students.
7. There is a \$200 fee payable where the school is required to locate the homestay.
8. The student's family pays the total homestay costs, stipulated on the offer of place, to the school and the school will then transfer the costs to the homestay family on a fortnightly basis.

Chairperson: \_\_\_\_\_

date approved: 30 May 2017





3.11

## Nutrition Policy

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### RATIONALE

The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, physical and mental growth, and lifelong health and well-being. Ruapehu College has a responsibility to help students and staff establish and maintain lifelong, healthy eating patterns. Well-planned and well-implemented school nutrition programmes have been shown to positively influence students' eating habits.

### PURPOSE

- To develop a school environment that follow the food and beverage classification system for years 1-13 developed by the ministry of health (2007).
- To promote healthy eating choices to our students and staff.
- To provide opportunity for those in the school community to have an input into nutrition issues.

### GUIDELINES

The canteen contractor provides food that meets the food and beverage classification system for years 1-13 developed by the ministry of health (2007).

1. The principal will delegate responsibility to a number of staff to liaise with the canteen contractor.
2. Any food sold for school fundraising on school grounds is to be approved by a member of the senior leadership team and is to meet the food and beverage classification system for years 1-13.
3. Regular consultation occurs with staff and students to ensure the canteens are providing healthy, affordable and enjoyable food.
4. Nutrition education is offered to all students as part of the compulsory health programme and in the year 9 food technology course.
5. Relevant HODs will ensure that the nutrition education programme is relevant, up to date and supported by the necessary professional development.

Chairperson: \_\_\_\_\_ date approved: 19.03.13



## International Student Groups

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### CODE OF PRACTICE:

Group students means:

International students holding a group visa issued by the New Zealand immigration service; or  
Two or more international students studying together in New Zealand for no more than three calendar months on a group visit organised by a provider.

### RATIONALE:

Ruapehu College has developed a group student policy –

- To ensure the safety, well-being of the students and the quality of academic and social education of all groups of international students studying at Ruapehu College  
To ensure compliance with NZQA's Education (Pastoral Care of International Students) Code of Practice 2016.

### GUIDELINES:

1. Ruapehu College policies and procedures relating to the education code will apply to group students – see Ruapehu College policies and procedures, including those for accommodation application and information sheet, international students' handbooks.
2. Information given to group students will be adjusted to meet the requirements of the particular group and the period of study. Such information will be provided in writing and separately.
3. An application/enrolment form will be completed for each student giving full contact details and any special health, learning or other needs.
4. For students under 18 years, individual forms must be signed by the parent and form the contract between the school and the parent.
5. All group student arrangements and conditions shall be set out in an agreement to be signed by the education provider and the group organiser.
6. Ruapehu College shall designate an appropriate person from the education provider to oversee the tour operations.

Group supervision:

Should an emergency situation arise the New Zealand based staff member will be responsible for all actions taken in an emergency situation and will follow the procedures of the Ruapehu College EOTC policy.

- (i) The designated person will, in conjunction with the group leader, notify the school
- (ii) All emergencies will be documented by the designated person. If this is not possible then by the most senior person present.



**Medical and travel insurance policy for group students**  
**Policy requirement advice**

- All group students are required to have appropriate and current medical and travel insurance for the duration of their planned period of study in New Zealand, as specified in the education code.
- The education provider shall advise all prospective groups of the medical and travel insurance requirements as per the standard wording in the code of practice.
- Group students should have combined medical and travel insurance.
- Group students purchasing insurance through a New Zealand insurer should have insurance cover before they leave their home country.
- Where insurance is provided from a New Zealand company, policy details should be provided in the group's first language where possible.
- Where overseas policies are used, the group organiser should ensure a copy in English is forwarded to the education provider to ensure the policy is appropriate.

**Verification of policies**

Ruapehu College must verify groups are in receipt of an acceptable medical and travel insurance policy.

Verification of policies will be undertaken prior to enrolment.

As part of the verification process, Ruapehu College shall ensure that:

- The insurer/re-insurer is a reputable and established company with substantial experience in the travel insurance business, and has a credit rating no lower than A from standard and poors, or B+ from A M best.
- The insurer is able to provide emergency 24-hour, 7 day per week cover.
- Students have a "certificate of currency" and policy wording from the insurance company stating that the student has purchased the cover for the duration of the planned period of study. The education provider must ensure that the insurance cover is appropriate.

Where a group is not in possession of an appropriate and current medical and travel insurance policy Ruapehu College undertakes to:

- Advise the group of the medical and travel insurance requirements
- Provide the group with a default policy which meets the requirements of the code of practice guidelines.

**Recording of policy details:**

For each group Ruapehu College shall record the:

- Name of the insurer.
- Policy number.
- Policy start and end dates.

Chairperson: \_\_\_\_\_

date approved: 30 May 2017



## Child Protection Policy

### RATIONALE

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.

### PURPOSE

In line with section 15 of the Children, Young Person and Their Families Act, any person in our school/kura 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.

### GUIDELINES

Although ultimate accountability sits with the board, 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:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school
2. Comply with relevant legislative requirements and responsibilities
3. Make this policy available on the school's internet site or available on request
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required
5. Ensure the interests and protection of the child are paramount in all circumstances
6. Recognise the rights of family/whanau to participate in the decision-making about their children
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
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
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
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
11. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
13. Ensure that this policy forms part of the initial staff induction programme for each staff member

**Review schedule:** Within 3 years

Chairperson: \_\_\_\_\_  
separate policy. Date for renewal 2022

Date approved July, 2019 see



4.01

## Finance- Monetary Asset Management Policy

### 1.0 RATIONALE

1.1 To meet the Board's obligations with respect to the management, control and development of the school's monetary assets.

1.2 To avoid, manage and mitigate risks with monetary assets.

### 2.0 DELEGATION

2.1 The Board shall form and operate a standing **Finance, Risk and Audit Sub-Committee/Portfolio**.

2.2 The Board requires the Principal (in conjunction with the FRA committee) to **develop procedures and systems** and to **allocate duties**, to ensure risk averse and beneficial management of the school's monetary assets, to enable the development and maintenance of school property, assets and school Personnel.

2.3 The Board requires the Principal to ensure that the Annual Budget is prepared to reflect expenditure required to implement the Annual Plan, is aligned with the Strategic Plan.

2.4 The Board of Trustees requires that 2.2 be undertaken with appropriate consultation within and Beyond the school and in compliance with all statutory, regulatory and contractual requirements.

2.5 The Principal and delegations, shall not make any purchase:

Over \$5000.00 without having obtained three comparable price quotations and having approval by the Board within the Annual Budget or by the Board within a separate formal process.

Over \$2000.00 without an adequate financial and strategic review of value, benefit, reliability and on-going cost.

2.6 The Principal shall not fail to meet the Boards strategic aims, shall not risk the finances, and should not fail to show a generally acceptable level of foresight in regards to any monetary or financial matters.

2.7 The Principal shall ensure that the requirements of NAG 4 are met.

### 3.0 PROCEDURES

3.1 The Board requires the Principal in conjunction with the FRA Committee to develop **monetary asset management procedures** for this policy and to present these to the Board of Trustees for Board Approval, at the meeting following Board ratification or review of this policy.

3.2 The **Monetary Asset Management Procedures** will reflect the Board of Trustees Rationale and Delegations of the Policy.



3.3 The **Monetary Asset Management Procedures** will meet all statutory, regulatory and contractual responsibilities of the Board in respect of these financial matters. These obligations include but are not limited to:

- The Education Act 1989
- The Education Amendment Act 2000
- The National Administrative Guidelines for Schools
- The Employment Agreement for Staff
- The Public Finance Act 1989
- The Health and Safety in Employment Act 1992
- The Crown Entities Act 2004
- The Financial Reporting Act 1993
- The International Financial Reporting Standards

3.4 The **Monetary Asset Management Procedures** will include provision for regular reporting to the Board of Trustees as requested.

3.5 The **Monetary Asset Management Procedures** will include provision for meeting the statutory requirements for reporting to the Ministry of Education.

3.6 The **Monetary Asset Management Procedures** will include but not be limited to the following areas:

- The management of delegations for budgeted and other expenditure
- Preparation of the schools Annual Budget
- Budget preparation, monitoring and reporting for other non-budgeted expenditure
- Budget preparation, monitoring and reporting for development projects
- Monthly financial reporting and forecasting of the Annual Budget
- Preparation of the Annual Report, including the Annual Financial Report
- Audit of the Annual Report and the schools financial accounts
- Implementation of management recommendations in the annual audit
- Applications for charitable donations and sponsorship and the deployment and management of assets purchased with such funds
- Financial contributions from students and their caregivers and the deployment and management of assets purchased with such funds
- The management of and delegations for cash assets including cash handling and banking
- Theft and fraud prevention
- Use of the school credit card

#### 4.0 ACCOUNTABILITY

4.1 The Principal will provide a Finance Report to the Board of Trustees prior to the regular Board meetings, to report on monthly and year to date financials for all budget areas, including notes to explain significant variances and current 'state of play'. This report will include any items of extraordinary expenditure and any matters of concern due to perceived or real financial risk.

4.2 The Principal is responsible to ensure the timely and complete organisation and preparation of all documentation and information for the annual audit of school annual report and financial accounts.



4.3 The Draft Annual Plan and Draft Annual Budget, which is aligned to the schools Strategic Plan will be presented to the Board of Trustees in November of each year, for consideration by the Board. The finalised Annual Plan and Annual Budget will be approved by the Board no later than the following February.

## 5.0 REVIEW

This policy will be reviewed in accordance with the Board's regular review process.

This policy links to the school's Mission, Values, Strategic Aims 1, 2, 3, 5 and NAGs 4, 5 and 6.

## 6.0 RATIFIED BY BOARD OF TRUSTEES

Chairperson:

Signed: \_\_\_\_\_

\_\_\_\_\_ Date: 25.07.19

Due for Policy Review: July 2022



## Family Contributions

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### **RATIONALE**

Family contributions are an important source of income and are used to provide enhanced or improved facilities and resources for the school and its students.

### **GUIDELINES**

1. The suggested family contribution will be set and reviewed annually by the board of trustees in term two prior to the prospectus being finalised.
2. This suggested amount will be published in appropriate school publications and media.
3. Whilst the family contribution is not compulsory all parents will be encouraged to support the school and its students in this manner.
4. The school community will be given an indication annually of how the family contribution may be used.
5. A 20% discount is offered to those families who pay the contribution in the first term.

Chairperson: \_\_\_\_\_

date approved: 30 May 2017





## International Fee Paying Students Policy

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### RATIONALE

The school will provide a New Zealand educational experience for a limited number of international students each year and in doing so will promote further opportunities at our school for people from diverse cultures to work alongside each other and enhance their understanding of each other's culture. Full compliance with the Education (Pastoral Care of International Students) Code of Practice 2016 is a key aspect of our international students programme.

### PURPOSES

- To ensure that the enrolment of foreign fee paying students is well controlled.
- To ensure that the Education (Pastoral Care of International Students) Code of Practice 2016 is complied with.
- To ensure that foreign fee paying students gain the same educational opportunities as local domestic New Zealand students.
- To ensure that the administration related to foreign fee paying students is efficient.

### GUIDELINES

An international students director is appointed and they will have overall responsibility for:

- Enrolment of international students (includes selection, offer of place, collection of fees).
- Orientation of international students.
- Pastoral care/course of study of international students (in consultation with the appropriate deans and form teacher).
- Keeping accurate records on all international students.
- Liaison with recruitment agents and parents.
- Handling complaints from international students.
- Preparing an annual report to the board of trustees.
- Ensuring all students hold a valid student visa and comply with immigration requirements.
- Ensuring all students hold a valid and approved health and travel insurance on enrolment.
- Conduct a self-review and attestation which will be signed by the principal and chairperson of the board of trustees.

A homestay coordinator is appointed and they will have responsibility for ensuring that the school complies with the relevant sections of the Education (Pastoral Care of International Students) Code of Practice 2016.

The board of trustees will annually set the fees payable by international students. Fees and refund policy statements are to be included in the prospectus issued to international students.

The board of trustees will annually determine the budget for the international students programme as part of the overall school budget. This will include promotions/recruitment initiatives.

The principal will lead an annual review of procedures/practices associated with our international students programme to ensure that the school is fully compliant with all legal requirements for such programmes. This process will also monitor and review our performance against the education code to ensure ongoing code compliance.

### Selection procedures for international students

The board of trustees will annually set a desired maximum number of students for its international students programme.



## School Policy Manual

The following will also be considered when decisions are made by the international students director as to whether or not an application is successful:

Country of origin	the school will attempt to provide places for students from a diverse range of countries.
Age	preference will be given to students in the 14-17 age bracket.
English ability	as a general rule, applicants should have a minimum level of English competency equivalent to IELTS 4-4.5.
Academic ability	} preference will be given to students who are likely to make a positive contribution to our school.
Interests	

Chairperson: \_\_\_\_\_

date approved: 30 May 2017



## Property Management

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### RATIONALE

In complying with National Administration Guideline 3, the board of trustees will endeavour to maintain the school grounds, buildings and facilities in a clean, safe, tidy and hygienic condition so that a suitable learning environment is provided for students, and a good working environment exists for staff. The board is required to develop and maintain a 10 year property plan and to manage large property projects in accordance with the requirements outlined in the Ministry of Education publication, *State Schools Property Management Handbook*.

### PURPOSES

- To ensure that property management is in keeping with health and safety requirements and procedures.
- To ensure furniture, furnishings and equipment are replaced in a systematic and planned way.
- To develop a long-term maintenance programme (the school's 10YPP).
- To establish a regular maintenance programme.
- To prepare a statement of financial requirements for implementing the property programme as part of the annual budget.
- To comply with the conditions of the property occupancy document.

### GUIDELINES

The board has responsibility for establishing a strategic approach for long term property development at the school and for the development of a 10 year property plan.

The board will establish an annual budget to meet property needs excluding major capital projects.

The property manager applies expenditure to the appropriate budget codes and this is monitored by the business manager.

Maintenance projects that have an estimated cost exceeding \$1000 require principal's approval. Projects greater than \$5000 require board approval.

Expenditure on property will be monitored by the board at monthly finance committee meetings.

Five year agreement (5YA) projects are managed by an agreed property consultant, the board being well informed via the principal of all projects that fall within this area of funding.

The principal is responsible for developing a plan to ensure that furniture, furnishings and equipment are renewed and upgraded as requested.

The ministry requirements of the property management handbook are followed for new property developments with the board, via the principal, being updated on any property development programmes.

Chairperson: \_\_\_\_\_

date approved: 30 May 2017



4.05

## Use of the school

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### PURPOSES

- To make, where possible, school facilities available for community usage at the same time generating income to assist the general financing of school activities.
- To ensure that the school facilities are being used for approved purposes by approved personnel.

### GUIDELINES

1. All applications for use of the school facilities or grounds for any purpose whatsoever must be made well in advance on the official application form held by the property manager.
2. The principal has the delegated authority to decide whether to approve usage and the fees to be charged. In special circumstances the request may be referred to the board.
3. At all times the principal and board will consider the impact of usage on general school needs which will always be uppermost and will consider likely disturbance to neighbours and respect for the school's facilities. In general, private functions involving the consumption of alcohol will not be approved.
4. The consumption of alcohol in the staffroom by staff and guests is approved on the last day of a school week or on other special occasions so deemed by the principal or board.

Chairperson: \_\_\_\_\_

date approved: 30 May 2017

4.06

## Fundraising

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### RATIONALE

To allow groups within the school to fundraise to supplement the cost of trips and other school activities and to ensure these fundraising activities are appropriate.

### GUIDELINES

1. Any fund-raising activity must first have approval from the associate principal.
2. The number of fund-raising activities will be monitored to ensure that an excessive number of activities are not occurring.
3. A staff member is to be specifically responsible for any/each fundraising activity and they are to oversee any student involvement. This staff member is to report to the associate principal any problems or issues that arise.
4. All money raised by activities is to be deposited immediately through the school accounts.
5. Any fundraising activity must meet the values of our school.
6. Any fundraising involving food or beverages should meet healthy food guidelines.
7. Applications to gaming/charitable trusts are to have prior approval from the board of trustees.
8. Sponsorship is considered to be fundraising and must have the approval of the board.
9. Sponsorship of sports teams must meet the requirements of ASSHA by-laws.

Chairperson: \_\_\_\_\_

date approved: 30 May 2017

4.07

## Fees Policy For International Students

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### RATIONALE

It is a requirement of the Education (Pastoral Care of International Students) Code of Practice 2016 for signatories to have a policy covering fees protection and refund conditions.

### PURPOSES

- To ensure that funds from international students are secure should the school cease to become a signatory or if the student is required to transfer to another institution.
- To have a fair and transparent system for refunding fees should a student withdraw from their course before its completion.
- To protect students' funds in the case of insolvency the board of trustees guarantees to hold sufficient funds in reserve to enable refunds of students' fees in the unlikely event that their course of study has to be cancelled.

### GUIDELINES

#### Refund of tuition fees

Students must apply in writing to the board of trustees if they have withdrawn from their course and wish to receive a refund.

Details of how refunds are calculated are found in the international students pages included with the prospectus. (The administration fee will not be refunded.)

#### Refund of homestay fees (for those that get the school to hold their total homestay fees)

Students who move out of their homestay before the end of their contract will have the portion of their homestay fee not already used, returned to them.

The homestay placement fee will not be refunded.

Students must request in writing to have their homestay fees refunded, giving two weeks' notice or pay two weeks' fees in lieu of notice.

Chairperson: \_\_\_\_\_

date approved: 30 May 2017

## CREDIT CARD POLICY

### INTRODUCTION

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

### PROCESS FOR ISSUE OF CREDIT CARDS

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

### PROCEDURES TO BE FOLLOWED WHEN USING THE CARD

- 8 The credit card is not to be used for any personal expenditure.
- 9 The credit card will only be used for:
  - Payment of actual and reasonable travel, accommodation and meal expenses incurred on school business: or
  - Purchase of goods where prior authorisation from the Board is given.
- 10 All expenditure charged to the credit card should be supported by:
  - A credit card slip
  - A detailed invoice or receipt to confirm that the expenses are properly incurred on school business
  - For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the GST input credit.
- 11 The credit card statement should be certified by the cardholder as evidence of the validity of expenditure.
- 12 Authorisation for the expenditure should be obtained on a one-up basis (for example the Principal should authorise any travel by the Deputy Principal and the Board should authorise any travel by the Principal). Cardholders are not allowed to approve their own expenditure.



- 13 All purchases should be accounted for within 5 working days of receiving a credit card statement.

**CASH ADVANCES**

- 14 Cash advances are not permitted except in an emergency.
- 15 Where cash advances are taken, the cardholder must provide a full reconciliation, with receipts wherever possible of how the cash was used. Any unspent monies must be returned to the school.

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**DESCRETIONARY BENEFITS**

- 16 Any bebenefits of the credit card such as a membership awards programme are only to be used for the bebenefit of the school. They should not be redeemed for personal use.

**CARDHOLDER RESPONSIBILITIES**

- 17 The cardholder should never allow another person to use the card.
- 18 The cardholder must protect the pin number of the card.
- 19 The cardholder must only purchase within the credit limit applicable to the card.
- 20 The cardholder must notify the credit card company and the school immediately if the card is lost or stolen.
- 21 The credit card should not be used on the internet without prior board approval.
- 22 The cardholder must return the credit card to the school upon ceasing employment there of at any time upon request.

**APPROVAL**

- 23 When the Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the board.
- 24 As part of its approval the Board requires the Principal to circulate this policy to all staff, and for a copy to be included in the School Policy Manual, copies of which sgall be available to all staff. The school policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this policy and other policies approved by the Board.

**REVIEW**

This policy will be reviewed in accordance with the Board’s regular review process.

**6.0 RATIFIED BY BOARD OF TRUSTEES**

Chairperson: Dean Francois

Signed: \_\_\_\_\_  \_\_\_\_\_ Date: 27.07.19

Due for Policy Review: June 2022



4.09

## Sensitive Expenditure Policy

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The Board of Trustees of Ruapehu College had implemented this policy based on recommendations by Silks Audit.

### Introduction

1. The board agrees that it has a responsibility to ensure that all expenditure of board funds is clearly linked to the business of the school and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students).
2. The board acknowledges that at times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.
3. The board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the principal (as the chief executive and the board's most senior employee).

### Principles

4. The board requires the principal, where expenditure may be beneficial to an individual or group of individuals, to take account of the following prior to authorising this expenditure:
  - i) Does the expenditure benefit student outcomes?
  - ii) Does the expenditure represent the best value for money?
  - iii) Is it in the budget?
  - iv) Could the board justify this expenditure to a taxpayer, parent or other interested party?
  - v) How would the public react if this expenditure was reported by the media?
  - vi) Would there be perceived to be any personal gain from this expenditure?
  - vii) Does this expenditure occur frequently?
5. Any proposed expenditure which may benefit individuals or groups of individuals will be backed by funds which have been raised or budgeted, for the purpose. Where funds are raised it will be with a full understanding of their purpose known to those contributing the funds – such as parents or other funding sources (eg. charities). The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

### Accounting for expenditure

6. All expenditure which is incurred on behalf of individuals or groups of individuals will be fully accounted for and a separate income statement for management reporting purposes showing all funds raised and expenditure incurred will be provided to the board.

### Approval

7. When the board approved the policy, it was agreed that no variations of this Policy or amendments to it can be made except with the approval of the board.
8. As part of its approval the board requested the principal to circulate this policy to all staff, and for a copy to be included in the School Policy Manual.

Signed; Board Chairperson

with the authority of the board on 16 September, 2019

Policy renewal: September, 2022



5.01

## Enrolments

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### RATIONALE

The school has an approved enrolment scheme. A school zone has been maintained since the enrolment scheme legislation was introduced and students living in zone have an automatic preferential right to entry.

### PURPOSE

- To avoid overcrowding in the school.
- To recognise the significance of our historical school zone.
- To ensure compliance with section ii of the education act 1989.

### GUIDELINES

- 1) An enrolment scheme that complies with relevant legislation and consultation requirements is approved on an annual basis.
- 2) The enrolment scheme is published for student and parent information.
- 3) The principal is responsible for establishing a set of procedures to effectively manage the enrolment scheme within the guidelines produced by the ministry of education.
- 4) The principal is responsible for the enrolment process, but may delegate this responsibility to an SLT member, including
  - i) Review and development of enrolment forms.
  - ii) Information dissemination and/or meetings for students and their parents.
  - iii) Organisation of enrolment times.
  - iv) Procedures for checking authenticity of addresses and living arrangements of applicants.
- 5) The board will determine, on an annual basis, the number of out of zone places (if any) are available for the following year.
- 6) Out of zone enrolment procedures will comply with Ministry of Education requirements.

Chairperson: \_\_\_\_\_ date approved: 29 August 2017

5.02

## Board Meetings And Trustee Training

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### **RATIONALE:**

This policy forms the guidelines as to how the board will comply with relevant statutory regulations for its governance role.

### **PURPOSE**

- To ensure the board will adopt procedures which ensure it carries out, to the best of its members' ability, the role of governance of the school.

### **GUIDELINES**

- 1) The board will be constituted and organised under the relevant, current legislation.
- 2) Meetings will generally be held at monthly intervals on the school site unless circumstances necessitate otherwise.
- 3) Special sub-committees of the board will meet when and if necessary and all board members will share responsibility for finance, property and discipline matters.
- 4) The chairperson will be appointed at the board's first meeting in any year, except in election year when the appointment will be made at the first meeting after the election.
- 5) When new trustees are appointed they will be offered an induction programme.
- 6) The board's secretary will provide to all members ( in the week before a regular meeting) copies of all information relevant to the meeting's agenda.
- 7) The principal will similarly provide a monthly report to the board.
- 8) Accurate minutes of board meetings will be kept and made available as requested to staff or public. Minutes are also made available to the staff.
- 9) The board will create or make available for its members the training opportunities deemed necessary to make the members more informed and effective in their governance role. Funds will be set aside in the annual budget to provide for any such needs.
- 10) There is a set agenda for each normal board meeting.
- 11) The following guidelines will apply to any non-trustees who attend board meetings as spectators or who request the opportunity to address the board.
  - i) No non-trustee may speak without approval of the chairperson.
  - ii) Unless approval to address the board has been received prior to a board meeting, no non-trustee has the right to expect to participate in a board discussion.
  - iii) Agenda items only can be addressed by non-trustee speakers.
  - iv) There will be a time limit on individual speakers set by the chairperson. A time limit will also be set on a topic where there is more than one speaker. Three minutes per speaker and fifteen minutes per topic will be the normal allocations.
  - v) Speakers are entitled to express their views but not entitled to immediate board response, to be disrespectful, offensive or malicious.
  - vi) Trustees may question or respond to non-trustees only with the chairperson's approval
  - vii) The chairperson has the right to ask any non-trustee at any time to stop speaking.
  - viii) If the board decides to go into committee, all non-trustees must leave the meeting room.

Chairperson:

date of approval: 29 August 2017

5.02a

**Board of Trustees Code of Conduct**

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The Board is committed to a culture of honesty, integrity, transparency and excellence in performance.

**The Board of Trustees shall:**

- 2.1 Always publicly represent and support the school in a positive manner
  - 2.2 Know, support and champion the School Charter and Strategic Plan with a strong focus on student achievement
  - 2.3 Respect the integrity of the Principal and all staff and work to ensure positive relationships
  - 2.4 Observe the confidentiality of non-public information acquired in their roles as trustees and not disclose this information to others
  - 2.5 Be diligent, well read and prepared to attend Board meetings for full and proper participation in Board work and decision making
  - 2.6 Contribute to the Board's work through fulfilling the duties as a portfolio holder, sub-committee member and Board member as appropriate
- g. Keep a sense of the 'big picture' of the best interests of all children/students
- h. Ensure that they do not act independently of the Board's decisions
- i. Speak with one voice through its adopted policies and ensure that any disagreements with the Board's position are resolved within the Board
- j. Recognise that only the Chairperson can speak publicly for the Board
- k. Be available to undertake appropriate professional learning and development as is required
- l. Ensure that all statutory and regulatory requirements and responsibilities of the Board of Trustees are understood and met
- m. Disclose to the Board any and all impending conflicts of interest at the beginning of a Board meeting as per the Agenda

**RATIFIED BY BOARD OF TRUSTEES**

Chairperson: Signed

Date: 26 September, 2019



Date for Review: September 2022

5.03

## Communications With The Parent Community

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### RATIONALE

A well-informed school community is a key factor in establishing and maintaining an effective, harmonious learning environment.

### PURPOSE

To ensure that parents and caregivers are kept well-informed on matters relating to the school and education in general while ensuring opportunities for them to contribute to any developments.

### GUIDELINES

1. The time of enrolment may be used to establish, in personal interview between parent, student and school representative, a relationship which can be the basis for future communication.
2. Newsletters will be used as a regular method of conveying information to parents and will usually be sent by email. The school website provides up to date information to the community, including the school prospectus, curriculum guides and newsletters.
3. Special meetings on specific matters may be arranged annually and as the need arises. The regular meetings will cover year 9 orientation, senior school qualifications, careers, subject selection and student progress.
4. At all other times, opportunities will be provided for parents to communicate with a sense of comfort with the principal or other staff on general or personal family matters
5. All board members will be reminded of their representative status and the need for availability of contact, formal or informal.
6. The principal will prepare an annual report which details progress against the annual plan targets and other relevant data.
- 7.
8. Social media will be used as appropriate to communicate relevant information. Only accounts permitted by the principal are permitted.

Chairperson: \_\_\_\_\_ date approved: 29 August 2017



## Copyright Policy

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### **RATIONALE**

The school is to comply with the copyright act with respect to the use of musical scores, videos, books, films and other copyright materials.

### **PURPOSES**

1. To ensure the school complies with the copyright act 1994

### **GUIDELINES**

1. All staff including the relevant support staff are to make themselves aware of the relevant sections of the copyright act as they apply to educational institutions and of the conditions of any copyright licence that the school subscribes to.
2. The school will take out such licences as it sees fit and will comply with the conditions described in these licences.
3. Individual staff members will be personally liable for any breaches of the copyright act.

Chairperson: \_\_\_\_\_ date approved: 29 August 2017



5.05

## Concerns and Complaints Policy

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### 1.0 RATIONALE

To meet the Board's obligation to respond fairly to concerns and complaints with respect to all complaints and respondents.

A concern is defined as an informal verbal complaint. A complaint is defined as a formal written complaint.

### 2.0 DELEGATION

2.1 The Board requires the Principal/CEO to **develop systems** for concerns/complaints and ensure these are available to all associated with the school with respect to all operations, activities and personnel and stakeholders of the school including students, parents and staff.

2.2 The Board requires the Principal/CEO to **allocate duties** to support the systems in 2.1.

2.3 Concerns and/or complaints should be directed to either the Principal/CEO and/or the Board Chairperson and they shall liaise and work with each other as appropriate subject to there being no conflict of interest involved.

2.4 The Board will develop procedures with respect to complaints against it and the Principal/CEO.

2.5 The Board requires that 2.1, 2.2 and 2.4 be undertaken in compliance with all statutory, regulatory and contractual requirements and in accordance with the principles of natural justice and the Principal/CEO shall comply with NAG 3.

2.6 The Board will only act formally on complaints, not concerns. The Board shall form a **Complaints Sub-Committee** as the need arises.

### 3.0 PROCEDURES

3.1 The Board requires the Principal/CEO, in conjunction with the sub-committee, to **develop concerns/complaints procedures** for this policy and to table these, for Board approval, at the meeting following enactment/review of the policy, or at any such other time as the Board determines.

3.2 The procedures will meet all statutory, regulatory and contractual obligations of the Board in respect of these matters. These include, but are not limited to:

- Human Rights Act 1993
- State Sector Act
- Privacy Act
- Protected Disclosures Act
- National Administrative Guidelines for Schools
- The relevant Collective Employment Agreements applicable to staff concerned
- Any individual staff contracts
- Health and Safety at Work Act 2015
- Vulnerable Childrens' Act 2014
- Buildings Act 2004
- Education Act 1989
- Relevant Collective Employment Agreements or individual contracts for staff





3.3 The procedures will include provision for reporting to the Board and other agencies.

3.4 Procedures will be developed in the following areas:

- Concerns/Complaints against staff
- Concerns/Complaints against Board and Principal/CEO (Board to do)
- Disciplinary procedures related to alleged staff misconduct, competency
- Protected disclosures
- Staff Code of Conduct/Ethics
- Concerns/Complaints by/against students, parent/caregivers, other persons

#### **4.0 ACCOUNTABILITY**

4.1 The Principal and/or Board Chairperson (as per 2.3 and 2.6 above) shall keep a written record of concerns and complaints received detailing circumstances, actions taken and outcomes achieved. These shall be reported to the Board, at its next meeting or any other such time as requested by the Board, on an In-Committee basis by the Principal, Board Chairperson or the Boards Complaints Sub-Committee as is appropriate.

#### **5.0 REVIEW**

This policy will be reviewed in accordance with the Board's regular policy review process.

This policy links to the school's Mission, Values, Strategic Aims 1, 3, 5 and NAG 3.

#### **6.0 RATIFIED BY BOARD OF TRUSTEES**

Chairperson: Dean Francois

Signed: \_\_\_\_\_

\_\_\_\_\_ Date: 25.07.19

Date for Policy Review: July, 2022

## PROTECTED DISCLOSURES

### RATIONALE

Under the Protected Disclosures Act 2000 schools are required to "have in operation appropriate internal procedures for receiving and dealing with information about serious wrongdoing in or by that organisation" (s11 and also see s7). "*Serious wrongdoing*" is defined in section 3, page 4. Also refer to the Ruapehu College Concerns and Complaints policy.

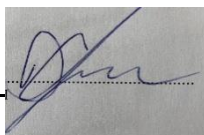
### PURPOSES

The act is to protect "whistleblowers" - employees who believe on reasonable grounds that they have evidence of wrongdoing and who wish in good faith to disclose the information they have believing it to be true or likely to be true.

### GUIDELINES

1. Employees who wish further information about disclosures are entitled, without prejudice, to have a copy of the act and be directed to sections 15-19 which provide guidance in making disclosures and describe the nature of the protections available (including: personal grievance, immunity from civil and criminal proceedings, confidentiality).
2. Employees who discover wrong-doing should disclose it to the principal as a matter of public interest.
3. If the wrong-doing is being done by the principal the employee should make the disclosure to the chairperson of the board of trustees.
4. If the employee believes the principal and the chairperson are inappropriate people to disclose to because of their friendships or if it is believed that both are involved in the wrong-doing, the employee may meet with the associate/deputy principal or the deputy chairperson (if appointed).
5. The protected disclosures recipient (as determined by 2, 3 or 4 above) will investigate the claim, which may include reporting to the police or to the minister of education. They must keep the employee informed.
6. If the employee finds that these people have taken no action or recommended action within 20 working dates after disclosure s/he may make a disclosure to either the minister of education or to the ombudsman.
7. Any investigation must be carried out with regard to the principles of natural justice and in a procedurally fair manner.

Chairperson \_\_\_\_\_  
Policy Renewal: September 2022



Date Approved: 26<sup>th</sup> September, 2019

## Creative Commons Copyright

# Creative Commons Copyright Policy

### Rationale

Ruapehu College wishes to encourage the open and free exchange of information, knowledge and resources, and support the collaborative production of copyright works that are freely available to all. Ruapehu College encourages both staff and students to support free and open access to copyright works.

### Policy

The Board of Trustees of Ruapehu College:

- Recognises that the Board of Trustees holds first ownership of copyright of works produced by the Board's employees in the course of their employment.
- 1. Applies by default a Creative Commons Attribution Licence to all teaching materials and policies in which the Board of Trustees of the school owns copyright.
- 2. May apply a Creative Commons Attribution licence to other copyright works, aside from those described in (2), with the express agreement of the Principal.
- 3. May make exceptions to 2) at the discretion of the Principal. Any such exceptions should be limited by a specific time period and should consider the application of other, more restrictive Creative Commons licences, as opposed to simply reserving all rights in a copyright work.
- 4. Will transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
- 5. Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
- 6. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
- 7. Recognises that the copyright in works produced by an employee other than in the course of their employment by the Board of Trustees of the school remains the property of that employee. Where this is unclear, the process for dispute resolution, outlined below, shall apply.



## Definitions

**Creative Commons:** An international non-profit that provides free open licences that copyright holders can use to share their work.

**Teaching Materials:** Copyright works produced by employees of the school for the purposes of teaching.

**Policies and Procedures:** Copyright works that determine, and provide guidance around, a course of action adopted by the school.

## DISPUTES

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

- In the first instance the dispute should be documented and presented to the school Principal.
  
- 1. If the dispute is still not resolved then the documentation should be presented to the chairman of the Board of Trustees.
  
- 2. If the dispute is still not resolved following 1) and 2), mediation with an appropriate authority will be undertaken.

Approved: Dean Francois

Date: 26<sup>th</sup> September, 2019

Chairman of the Board of Trustees

Policy Review date: September 2022