



Saint Patrick's College

Board of Trustees

Policy Manual

2016

ST PATRICK'S COLLEGE POLICY MANUAL INDEX

CONTENTS	
1	National Administration Guidelines summary
2	Delegations summary
3	Special character
3.1	Enrolment Policy
3.2	Procedures
1	Special character statement
2	Preference
3	Student entry
4	General criteria
4	NAG 1 – Curriculum
4.1	Curriculum Policy
4.2	Procedures
1	Student assessment appeals procedure
2	Community consultation and communication
3	Parent/caregiver involvement
4	Extra-curricular activities – general guidelines
5	Education outside the classroom
6	Professional development – teaching staff
5	NAG 2 – Strategic planning, self-review and reporting
5.1	Strategic Planning, Self-review and Reporting Policy
5.2	Terms of reference – Self-review committee
5.3	Terms of reference – Charter and Policy committee
5.4	Procedures
1	Strategic planning procedures
2	Self-review procedures

CONTENTS

3 Reporting procedures

6 NAG 3 – Personnel management

6.1 Equal employment opportunities policy - Equity

6.2 Timetable policy

6.3 Written delegations

6.4 Terms of reference – Appointments Committee

6.5 Procedures

1 Rector's annual performance appraisal

2 Teaching staff annual performance appraisal

3 Non-teaching staff appraisal

4 Appraisal review (disputes resolution)

5 Staff appointments

6 Appointments check list

7 Staff discipline

8 Complaints process

9 Staff leave

10 Creative Commons Copyright

7 NAG 4 – Section One – Finance

7.1 Finance policy

7.2 Fundraising policy

7.3 Theft and Fraud Prevention policy

7.4 Travel policy

7.5 Terms of reference – Finance and Works committee

7.6 Terms of reference – Property management consultant

7.7 Delegations

7.8 Procedures

1 Financial management

CONTENTS

2 Fees/donations

3 Attendance Dues

4 Management of scholarship funds

8 NAG 4 – Section Two – Property

8.1 Property policy

8.2 Delegations

8.3 Procedures

1 Long term property maintenance plan

2 Preparation and maintenance of an asset register

3 Replacement of assets

4 Operational criteria

5 Management of physical resources

9 NAG 5 – Section One – Safe Environment

9.1 Safe environment policy

9.2 Delegations

9.3 Work experience policy

9.4 Food and nutrition policy

9.5 Sun safety policy

9.6 Group Students policy – International Students

9.7 Procedures

1 Non violence

2 Student behaviour

3 Anti-bullying

4 Surrender, retention and search

5 General complaints and concerns

6 Sexual harassment

7 HIV/AIDS and other blood-borne viruses

CONTENTS

8 Acute crisis management

9 Inter-agency protocols for dealing with child abuse allegations

10 NAG 5 – Section Two – Student stand-down, Suspension, Exclusion and Expulsion

10.1 Student Stand-down, Suspension, Exclusion and Expulsion Policy

10.2 Delegations

10.3 Terms of reference – discipline committee

11 NAG 6 – Administration and legislative compliance

11.1 Administration and legislative compliance Policy

11.2 Protected disclosures policy (Protected Disclosures Act 2000)

11.3 Child Protection Policy (Vulnerable Children Act 2014)

11.4 Health and Safety Policy (Health and Safety at Work Act 2015)

11.5 Terms of reference – privacy officer (Privacy Act 1993)

Summary of Privacy Principles

11.6 Procedures

1 Attendance

2 Policy-Procedure making

3 Smoke free areas defined

12 Treaty of Waitangi

12.1 Treaty of Waitangi Policy

12.2 Procedures

13 Governance policies

13.1 Memorandum of Understanding with St Catherine's College

13.2 Cyclical Review of Board of Trustee Policies

14 Delegations summary

15 Committee terms of reference

15.1 Charter and Policy committee

15.2 Appointments committee

15.3 Finance committee

CONTENTS

15.4 Property committee

15.5 Discipline committee

15.6 Health and Safety committee

15.7 Technology committee

15.8 Policies and procedures committee

The National Administration Guidelines Summary

NAG 1

The Saint Patrick's College Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each Board, through the Rector and staff, will be required to:

- (a) develop and implement teaching and learning programmes:
 - to provide all students in years 1 –10 with opportunities to achieve for success in all areas of the National Curriculum;
 - giving priority to student achievement in literacy and numeracy, especially in years 1-8;
 - giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- (b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - student achievement in literacy and numeracy, especially in years 1–8; and then to:
 - breadth and depth of learning related to the needs, abilities and interests of students, the nature of the College's curriculum, and the scope of The National Curriculum as expressed in the *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*.
- (c) on the basis of good quality assessment information, identify students and groups of students:
 - who are not achieving;
 - who are at risk of not achieving;
 - who have special needs (including gifted and talented students); and;
 - aspects of the curriculum which require particular attention;
- (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- (e) in consultation with the College's Māori community, develop and make known to the College's community policies, plans and targets for improving the achievement of Māori students; and
- (f) provide appropriate career education and guidance for all students in year 9 and above, with a particular emphasis on specific career guidance for those students who have been identified by the College as being at risk of leaving College unprepared for the transition to the workplace or further education/training.

NAG 2

The Saint Patrick's College Board of Trustees with the Rector and teaching staff is required to:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, Ngā Whanaketanga Rumaki Māori and/or National Standards, aromatawai and/or assessment and staff professional development;
- (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- (c) report to students and their parents on the achievement of individual students, and to the College's community on the achievement of students as a whole and groups

(identified in NAG 1 (c) above), including the achievement of Māori students against the plans and targets referred to in 1 (e) above.

NAG 3

According to the legislation on employment and personnel matters, the Saint Patrick's College Board of Trustees is required in particular to:

- (a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively, and recognise the needs of students; and
- (b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4

According to legislation on financial and property matters, the Saint Patrick's College Board of Trustees is also required in particular to:

- (a) allocate funds to reflect the College's priorities as stated in the charter.
- (b) monitor and control College expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- (c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the College's buildings and facilities provide a safe, healthy, learning environment for students.

NAG 5

The Saint Patrick's College Board of Trustees is also required to:

- (a) provide a safe physical and emotional environment for students.
- (b) promote healthy food and nutrition for all students; and
- (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6

The Saint Patrick's College Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the College day, and the length of the College year.

NAG 7

The Saint Patrick's College Board of Trustees is required to complete an annual update of the College charter for each school it administers, and provide the Secretary for Education with a copy of the updated College charter before 1 March of the relevant year.

NAG 8

The Saint Patrick's College Board of Trustees is required to provide a statement providing an analysis of any variance between the College's performance and the relevant aims, objectives, directions, priorities, or targets set out in the College charter at the same time as the updated College charter provided to the Secretary for Education under NAG 7.

2. **Delegations Summary**

Governance

1. Rector's Powers

NAG 3 Personnel

1. **Rector's Appraisal**
The Board Chair in conjunction with a Deputy Chair (or their nominee) are delegated the responsibility for undertaking the Rector's annual appraisal
2. **Staff Appraisal**
The Rector is delegated the responsibility for undertaking the annual staff appraisals.
3. **Staff Discipline**
The Rector is delegated full Board authority to undertake initial inquiries in matters of staff discipline. Any exercise of this authority must be reported to the next meeting of the Board.
4. **EEO**
The Rector is delegated the responsibility for overseeing the development, implementation and reporting of the annual EEO programme.
5. **Staff Leave**
The Rector is delegated full Board authority to grant staff leave within the parameters set by the relevant employment contracts and Ministry of Education advice.

NAG 4 Finance

1. **Rector's Authority**
The Rector is delegated the power to order goods and services and approve for payment any items included in the College budget, once the budget has been approved by the board. The Rector shall have the authority to order goods and services and approve for payment items not so included to a discretion limit set by the Finance Committee. Any such spending shall be scheduled and recorded in the Board's monthly minutes. The Board may limit this authority at any time.
2. **Rector's Right to Delegate**
 - 2.1 Within the limits set under the Rector's authority the Rector may delegate to staff the power to order goods and services. The Rector may withdraw the delegation to any staff member at any time without question. The Rector must approve all staff expenditure.
 - 2.2 Programme heads and others with approved budgets are delegated the power to order goods and services and approve for payments items within their budget limit.
3. **Signing Authority**
Any two of those listed below have full board authority to sign Board cheques, cheque vouchers and authorise electronic transfer account payments on sighting appropriate invoices.
 - 3.1 The Rector
 - 3.2 Board Chair
 - 3.3 Designated trustees
 - 3.4 Executive Officer
 - 3.5 Deputy Rector

NAG 4 Property

1. **Administration**
The day to day administration of property is the responsibility of the Rector.
2. **Property Management Consultant**
The property management consultant is delegated the responsibility to manage

individually approved projects.

The property management consultant only has authority to spend up to the limits of individually approved projects.

NAG 5 Safe Environment

1. **Emergency Plan Co-ordination**

The Rector will be the Emergency Plan Co-ordinator.

NAG 5 Pupil Stand-down, Suspension, Exclusion and Expulsion

1. **Discipline Committee Powers**

The Board's Discipline committee is delegated the full powers of the Board for student discipline - pupil stand-downs, suspensions, exclusions & expulsions

2. **Deputy Rector's Power to Act for the Rector
(reference delegation of Rector's powers)**

The Deputy Rector has full authority to act for the Rector in the absence of the Rector for all matters of student discipline.

NAG 6 Administration & Legislative Compliance

1. **Privacy Officer**

The Rector is delegated full board authority to act as the Board's Privacy Officer. The Privacy Officer will implement and/or follow the specific criteria as outlined in the Terms of Reference for this position. The Rector may delegate this task to a senior member of staff.

2. **Rector's Power to Investigate Complaints**

The Rector is delegated the full Board authority to investigate any complaint made under the *Smoke-Free Environments Act 1990* and to implement the appropriate action. Any exercise of this authority must be report to next meeting of the Board.

Review

These Delegations will be reviewed annually by the Board.

Approved by resolution of the Board at meeting of 24 February 2016.

Review Date: February 2017.

3. Policy: Special Character

Gospel Objectives

1. **Faith**
To provide opportunities for students and staff to grow in faith.
2. **Community**
To create a Christian community where person respect, support and care for each other.
3. **Hope**
To encourage a sense of personal dignity based on the belief that God has created each of us, a unique person.
4. **Reconciliation**
To be open and ready to forgive students and fellow staff.
5. **Service**
To provide opportunities for students to be actively involved in promoting the welfare of others, and to be of service in the College and wider community.
6. **Prayer**
To encourage a personal relationship with God through prayer, liturgy and the sacramental life.
7. **Justice**
To take seriously the Gospel call to justice; to build College policies and procedures on Gospel values; to foster understanding of and involvement in national and international justice issues.
8. **Compassion**
To support and care for each member of the St Patrick's College community, especially in times of difficulty or grief.
9. **Love**
To show each student and staff member that he/she is worthy of being loved; to rejoice in each others' joy and to share in others' sorrows.

Marist Heritage

The College will emphasise the three characteristics of the Marist educational philosophy:

1. The uniqueness and value of the person;
2. The importance of the Christian community;
3. The involvement of parents in the education of students.

To meet the Gospel Objectives and the College's Marist heritage the Board will:

1. Develop and approve:
 - 1.1 A Special Character Statement
 - 1.2 General Criteria for Special Character Implementation
2. Review:
The Board's Charter and Policy Committee will review this policy every three years.

Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

3.1 Enrolment Policy

Rationale

Since 1885, St Patrick's College Wellington has served the Catholic families of Wellington by providing a high quality Catholic education for boys. The College was founded and is still owned by the Society of Mary so we try to ensure that the Marist ethos comes through in everything we do. This means we work with our families to mould our students into good Christian men who will contribute to the Church and to the societies in which they live, right through their lives.

In order to manage increasing pressure on its roll, St Patrick's College requires fair and transparent criteria to be applied for the enrolment of Preference and Non-preference students.

Purposes

1. To ensure the College can continue to serve the Catholic community of Wellington City by providing high quality Catholic education for boys, with a Marist ethos.
2. To provide guidelines for enrolment when the number of applications would cause the maximum roll to be exceeded.
3. To provide the Rector with clear guidelines for managing the enrolment process.
4. To provide clear criteria for families.

Guidelines

1. The College's roll will be managed having regard to the maximum roll prescribed in the College's Integration Agreement with the Ministry of Education. The maximum number of places potentially available for Non-preference students is governed by this Integration Agreement.
2. The College Board of Trustees has formulated the procedures and priorities which follow for the enrolment of new students. There is no restriction on who may apply for enrolment, provided they fall within the educational cohort served by the College - boys only Years 9-13, with the normal intake of students being at Year 9.
3. Consistent with the Special Catholic Character of the College, preference is given to families with an established connection with the Catholic Church. Evidence of this connection is proven by the family completing the Official **Preference Form** (which was approved by the Catholic Bishops of New Zealand in 2003) and returning it to the College with the Enrolment Application. Boys who are the subject of a validly completed Preference Form are referred to as 'Preference' students in this Enrolment Policy. Anyone else is a 'Non-preference' applicant, irrespective of existing links with the College.
4. Applications for Year 9 enrolment must be completed and returned to the College office on a date to be set by the College Rector. Any applications received after this date will only be considered after all applications received by the deadline have been considered, unless the Rector is satisfied that exceptional circumstances have resulted in the application being received out of time, and that it ought to be treated as having been received prior to the deadline as a consequence.
5. Applications for years other than Year 9 received before the due date will be considered in a group, with the priorities outlined below being applied in the event that applications exceed available spaces. Applications will otherwise be considered on a case by case basis, and are dependent on the extent of available spaces in the Year for which application is made, with waiting lists applied if need be.
6. The College Board of Trustees will set a maximum number of students at Year 9 each year, having regard to its maximum roll. Applicants who are unable to be accommodated will be invited to join a waiting list in case spaces subsequently arise, administered by the College Rector.

Priority of Enrolment for Preference Student Applicants

- | | |
|--------------------------------|---|
| 1st Priority | Preference students who are sons, grandsons, or brothers of Old Boys of the College, or who have a brother currently attending the College. |
| 2nd Priority | Preference students who permanently reside within the wards represented on the Wellington City Council. |
| 3rd Priority | Preference students from outside this area who are sons of current staff members. |
| 4th Priority | Other Preference students from outside this area who are attending a Catholic school. |
| 5th Priority | Other Preference students from outside this area. |

Note: *Evidence of where the applicant permanently resides, to the reasonable satisfaction of the College Rector, will be required as part of the application process.*

If there are more applicants than places available in any priority group, places will be allocated by ballot, and applications for the following priority group will not be considered. Preference applicants who miss out on the ballot process may be eligible to apply for a special character admission scholarship and enrol through that process, administered at the discretion of the College Rector. The scholarships are non-monetary, and the number available each year is strictly limited.

Priority of Enrolment for Non Preference Applicants

- | | |
|---------------------------------|--|
| 6th Priority | Non-preference students with a brother currently attending the College. |
| 7th Priority | Non-preference students with brothers, fathers, or grandfathers who are Old Boys of the College. |
| 8th Priority | Non-preference students who are sons of current staff members. |
| 9th Priority | Non-preference students who are currently attending a Catholic school or who permanently reside within the wards represented in the Wellington City Council. |
| 10th Priority | Other Non-preference students. |

If there are more applicants for places than places available (given that the maximum number of non-preference places is governed by the Integration Act) in any priority group, places will be allocated by ballot, and applications from the following priority group will not be considered. In the event that applications received on time from Preference students in any year exceed the available number of places, no applications from Non-preference students will be considered.

Any doubt or dispute over which priority group an applicant falls within shall be determined by the College Rector in the Rector's discretion, having regard to the Purposes and Guidelines noted.

Approved by resolution of the Board at meeting of 27 May 2015.

3.2 **Special Character Statement Procedure**

1.1 Purpose Criteria:

- 1.1.1 To assist Catholic parents/caregivers in passing on their faith and values.
- 1.1.2 To have Christian principles:
 - 1.1.2.1 Central to policies/procedure decisions;
 - 1.1.2.2 Put into practice in the day-to-day operation of the College.
- 1.1.3 To encourage:
 - 1.1.3.1 Students to live their life by the values of Jesus Christ;
 - 1.1.3.2 Each Board and staff member to see that he/she has a role in promoting the Special Character of the College;
 - 1.1.3.3 Board and staff members to reflect in their own behaviour and appreciation of the fact that they are involved in a College promoting Christian values.
- 1.1.4 To advise Board and staff members that they should not promote beliefs in the College which they know are in contradiction to Catholic beliefs, as this action would be inconsistent with their position in the College in promoting the Special Character of the College.

1.2 The College will ensure:

- 1.2.1 That all students have the opportunity to learn, absorb, and follow the doctrines, spirit and teachings of the Catholic Church to help the students' faith becoming living, conscious, active and ongoing.
- 1.2.2 The continued teaching and maintaining of the Gospel Values.
- 1.2.3 That the College community participates in appropriate Catholic religious observances such as Mass, prayer, liturgies and reconciliation.
- 1.2.4 The spread of the news of the gospel through the wider College community.
- 1.2.5 The provision of opportunities for staff and the College community to further develop personal faith commitment.
- 1.2.6 The fostering in the College's community of respect for the individual person as a unique creation of God, and a care, concern and respect for all people and for their culture.
- 1.2.7 To staff the College with Catholic teachers according to the Integration Agreement, i.e. tagged positions and to ensure that all staff are sympathetic to and supportive of the Special Character.
- 1.2.8 An ongoing commitment to foster and maintain a good relationship with the College's community.

1.3 Review

The Board's Charter and Policy Committee will review this Statement of Special Character every three years.

Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

2. Preference

2.1 General Principles:

2.1.1 The Board of Proprietors determines which applicants for enrolment are recognised as having preference in terms of Section 29(1) of the *Private Schools Conditional Integration Act 1975*.

2.1.2 The Board shall strictly adhere to:

2.1.2.1 The requirements of the Integration Agreement between St Patrick's College Wellington Trust Board (now known as the Board of Proprietors) and the Crown dated 16 July 1981.

2.1.2.2 The directions and guidance issued, from time to time, by the New Zealand Catholic Education Office to regulate the determining of Preference Pupils for Catholic Integrated Schools and the appropriate certification of those pupils.

2.1.3 The maximum roll for students will be 830, or such lesser amount as may be approved from time to time by the Ministry of Education as the maximum permitted roll for the College (not taking into account international students who attend the College on a full cost recovery or greater fee paying basis). The maximum number of non-preference students is 5% of the maximum approved roll, being 40 students at the date of integration. The Board has a right to apply for a variation of up to 10% for non-preference students.

2.2 The Board shall maintain an Enrolment Policy to give effect to the General Principles of this preference procedure, and shall promulgate that policy each year in a timely fashion.

2.3 Enrolments will be processed by the Rector each year in accordance with the Enrolment Policy.

2.4 Review

This procedure will be reviewed every three years by the Board's Charter and Policy Committee. The Enrolment Policy for the College will be reviewed each year by the Board once enrolments for the year have been finalised, with any changes taking effect in relation to enrolment applications for the following year.

Approved by resolution of the Board at meeting of 23 March 2016.

Review Date: March 2019.

3. **Student Entry**

- 3.1 The Board has agreed to the following criteria for student entry:
- 3.1.1 Entry to the College is determined according to the criteria set out in the Board's 'Preference Procedure and Enrolment Policy'.
 - 3.1.2 Girls may study at the College as part of a reciprocal arrangement with St Catherine's College. The Board may approve other reciprocal arrangements.
 - 3.1.3 Students may qualify for entry under the above will not be refused or discouraged from entry on the grounds of disability, special learning needs or ethnic origin.
 - 3.1.4 Overseas, fee-paying students may be admitted at the discretion of the Rector, subject to 3.1.5.
 - 3.1.5 The total maximum number of students enrolled to study at the College shall not exceed 850 at any time. Students attending the College on a part time basis pursuant to reciprocal arrangements approved by the Board under 3.1.2. are not counted for this purpose.
- 3.2 The Rector will:
- 3.2.1 In consultation with the Board, and at his/her discretion admit adult students (i.e. students over the age of 19 years) as long as they satisfy the criteria for preferential entry.
 - 3.2.2 Be responsible for ensuring that the admittance of overseas fee paying students will not detract from the learning opportunities available to other students.
 - 3.2.3 Be responsible for the enrolment process. The Rector may delegate this responsibility.
 - 3.2.4 Be responsible for the decision regarding entry of students to the College. Where appropriate the Rector must consult with the Board.

3.3 **Review**

This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 23 March 2016.

Review Date: March 2019.

4. **General Criteria**
- 4.1 Staff Requirements
- 4.1.1 When interviewing for new staff the implications of Special Character will be discussed.
- 4.1.2 All new staff will receive special assistance in understanding the implications of the Special Character.
- 4.1.3 At the major introductory meetings each year for teaching staff (including Board members and support staff) some time will be spent on examining how both individually and as a group staff and the Board can reflect the Special Character.
- 4.1.4 Staff will be encouraged and assisted to attend in-service courses where the implications to teaching the Special Character are examined.
- 4.1.5 An opportunity will be given to non-Catholic staff to have questions on Catholic beliefs answered.
- 4.2 Curriculum Requirements
- 4.2.1 The schemes of work for each subject department are to reflect the Special Character aims of the College.
- 4.2.2 Students will be given the opportunity to experience a 'retreat' time.
- 4.2.3 Each block of the College day will be started with a prayer.
- 4.2.4 Each classroom will have appropriate symbols of the Catholic faith.
- 4.3 Reporting
- 4.3.1 The Rector will report to the Board, at least once a term, details of activities related to Special Character.
- 4.3.2 Parents/caregivers will be given an update on activities related to Special Character via a newsletter once a term.
- 4.4 Events
- 4.4.1 The College will acknowledge special events in the religious life of its staff.
- 4.3.3 The Eucharist will be celebrated on Saint Patrick's Day.
- 4.4.3 The College will ensure that there are opportunities for the students and staff to partake in the Sacraments of the Eucharist and Reconciliation.
- 4.5 Review:
The Board's Charter and Policy Committee will review this procedure every three years.

Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

4 NAG 1 – Curriculum

4.1 Curriculum Policy

National Administration Guideline Focus:

The Saint Patrick's College Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in national Curriculum Statements.

The Board through the Rector and staff is required to:

- i) develop and implement teaching and learning programmes:
 - to provide all students in years 9-13 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand Curriculum;
 - giving priority to student achievement in literacy and numeracy, especially in years 9-10;
- ii) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - student achievement in literacy and numeracy, especially in years 9-10;
 - breadth and depth of learning related to needs, abilities and interests of students, the nature of the College's curriculum, the scope of the new Zealand Curriculum (as expressed in the National Curriculum Statements);
- iii) on the basis of good quality assessment information, identify students and groups of students:
 - who are not achieving;
 - who are at risk of not achieving;
 - who have special needs
 - aspects of the curriculum which require particular attention;
- iv) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in iii above;
- v) in consultation with the College's Māori community, develop and make known to the College's community policies, plans and targets for improving the achievement of Māori Students;
- vi) provide appropriate career information and guidance for all students in year 9 and above, with a particular emphasis on specific career guidance for those students who have been identified by the College as being at risk of leaving College unprepared for the transition to the workplace or further education/training.

To meet the objectives and requirements of *National Administration Guideline 1 - Provision of a balanced Curriculum-*

1. The Rector will

- 1.1 Put in place management policies & procedures to address the NAG 1 requirements.
- 1.2 At each regular meeting of the Board report on the progress of achieving the NAG 1 requirements.

2. The Board will approve the following procedures:

1. Student Assessment Appeals Procedure
2. Community Consultation and Communication
3. Parent/Caregiver Involvement
4. Extra-Curricular Activities – General Guidelines

5. Education Outside the Classroom (EOTC)
 6. Professional Development – Teaching Staff
3. Review:
The Board's Charter and Policy Committee will review this policy every three years.

Approved by resolution of the Board at meeting of 26 November 2014.

Review Date: November 2017.

4.2 Procedures

1. Student Assessment Appeals Procedure
2. Community Consultation and Communication
3. Parent/Caregiver Involvement
4. Extra-curricular activities – general guidelines
5. Education Outside the Classroom
6. Professional Development – Teaching Staff

Curriculum Procedures

1. Student Assessment Appeals Procedure

- 1.1 Principles:
 - 1.1.1 Students have the right to appeal any assessment-related decisions, including decisions relating to authenticity.
 - 1.1.2 Students are informed of this through the 'Student Assessment Information' handout which are given to all senior students at the start of each year.
- 1.2 The student should discuss with the class teacher if the student believes that a mistake has been made in any assessment-related decision, and seek an informal review.
- 1.3 If the student is unhappy with the outcome of any assessment review conducted by the class teacher, or is otherwise unhappy with the final decision of the class teacher relating to an assessment, the student has the right to appeal to the relevant Head of Department. This shall be done by following the process outlined in the 'Student Assessment Information' handout issued at the start of the year in which the assessment took place, with the appeal conducted in the manner outlined in that handout.
- 1.4 Any appeal by a student must be initiated within 1 week of the date of the issue of the grade or mark. Where an informal review has been requested by the student pursuant to this procedure, that timeframe commences when the student is notified of the final decision of the class teacher.
- 1.5 If an appeal is not resolved at a department level, the appeal will be referred to the Principal's Nominee to determine, with the Principal's Nominee notifying the student and his parent (s) of the determination.
- 1.6 If the student is unhappy with a determination issued by the Principal's Nominee, the student has a final right of appeal to the Assistant Rector, who has the final decision in assessment-related issues.
- 1.7 As the Assistant Rector has the final decision-making power in relation to any assessment-related appeal, the Assistant Rector is not to be consulted or involved in any way in discussions or decisions made in the earlier stages of the appeals process. If this is not possible for any reason, or if the process has been compromised, the Assistant Rector will step aside and instead the Rector (or the Rector's delegate, where the Rector has also had an earlier involvement in the issue being appealed) will have the final decision-making power in respect of the appeal.
- 1.8 **Review**
The Rector will evaluate this procedure annually and the outcomes of this presented to the Education Development Committee and other staff.

Approved by resolution of the Board at meeting of 25 May 2016.

Review Date: May 2017.

Curriculum Procedures

2. Community Consultation and Communication

2.1 The College's community consists of:

Board of Trustees	Parent Stakeholder Groups
Board of Proprietors	Staff
Administration	Catholic Community
Students	Old Boys' Association
Prospective Students	

2.2 The Rector will ensure that:

2.2.1 A College newsletter is sent to parents and caregivers eight times a year and a College update via email weekly;

2.2.2 Parents and caregivers are made aware of the dates and times of Board of Trustee meetings, and of the availability of minutes;

2.2.3 A College calendar is produced annually for distribution to parents and students.

2.2.4 The following occasions are held annually:

2.2.4.1 Parent-teacher interviews at the College;

2.2.4.2 An open day for new and prospective parents/caregivers;

2.2.4.3 An introduction day and interviews for new entrants;

2.2.4.4 A year 9 parent "Meet the Teachers" evening early in term 1;

2.2.4.5 Academic evenings as required.

2.3.5 Report comments on student academic progress are placed on the Parent Portal regularly throughout the year.

Note: All communications with parents and caregivers should be composed with an awareness that for a significant number English is their second language.

2.3.6 Information is provided for the Old Boys' Association newsletter. In return the Old Boys' Association will keep the Rector informed of their activities.

2.6 Review:

The Rector will review this procedure every three years.

Curriculum Procedures

3. Parent/Caregiver Involvement

3.1 General Principles:

- 3.1.1 Parents and caregivers are to be invited to all major College events.
- 3.1.2 Parents and caregivers will be asked to take a shared responsibility with the College for sports programmes.
- 3.1.3 Parents and caregivers will be encouraged to share their expertise wherever possible, especially in the extra-curricular area.

3.2 The Board will invite parents/caregivers and representatives of the wider College community to participate in the policy/procedure making process.

3.3 The Rector will consult with the Whanau Support Group and ask them to take a leadership role in the policy/procedure making process relating to Te Reo and Tikanga Māori programmes.

3.4 Staff, after consultation with the Rector, may organise identified resource personnel from the community, who may be suitable for enhancing classroom programmes.

3.4.1 Board approved parents' groups such as Parents' Association, Polynesian Parents' Association, Whanau Group and Women's Group,

3.4.2 May actively seek the involvement of the parent/caregiver community in educational fundraising, social and spiritual events that are planned for each school year.

3.5 Review

This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 26 November 2014.

Review Date: November 2017.

Curriculum Procedures

4. Extra-Curricular Activities – General Guidelines

4.1 Staff:

4.1.1 Involvement with extra-curricular activities is to be discussed with all applicants for positions at the College.

4.1.2 All full-time staff members will be encouraged to be involved with extra-curricular activities on a volunteer basis.

4.1.3 Staff in charge of extra-curricular activities is to be encouraged to ensure that students involved maintain a healthy balance between their participation in the activity and the demands of their school work.

4.1.4 Staff's involvement in extra-curricular activities should be:

4.1.4.1 Considered when allocating duties;

4.1.4.2 Recognised, as appropriate, by the Board and senior leadership team.

4.2 Students when involved with extra-curricular activities must always behave in a manner which meets the College's standards. Failure to do so may result in the imposition of appropriate penalties.

4.3 Community:

4.3.1 Coaches and expertise from the community is welcomed, and encouraged, in extra-curricular activities. All non-staff personnel will be made aware of, and abide by the College's policies & procedures – particularly those relating to relationship with students.

4.3.2 The Rector will ensure that a member of the senior management team is allocated the responsibility of informing community members of their responsibilities.

4.4 Extra-curricular activities can be proposed by students, staff or community groups for approval by the Rector.

4.5 Review

This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 20 August 2008.

Review Date: August 2011.

Curriculum Procedures

5. Education Outside the Classroom

- 5.1 The Rector will ensure that:
- 5.1.1 'Good practice' is followed and the appropriate risk analysis completed.
 - 5.1.2 All trips are fully planned for, costed, and relate to specific learning outcomes within the NZ curriculum.
 - 5.1.3 Parents/caregivers are given full information, and are encouraged to give practical support when required.
- 5.2 Written permission is required for all EOTC activities.
- 5.3 Where it is economically viable a bus will be used.
- 5.4 The following adult to pupil ratios will apply:
- 5.4.1 Water based activities 1 to 4
 - 5.4.2 Near water or in the 'bush' 1 to 6
 - 5.4.3 Overnight camps 1 to 6
- 5.5 All camps must meet the guidelines as formulated from time to time by the Ministry of Education.
- 5.6 General Criteria:
- 5.6.1 Teachers planning a trip must ensure that:
 - 5.6.1.1 An appropriate risk analysis has been completed by the trip leader and signed off by the Rector.
 - 5.6.1.2 All health and safety matters have been addressed.
 - 5.6.1.3 All staff has the appropriate level of training.
 - 5.6.2 Planning for any trip must be submitted to the Rector a minimum of two weeks prior to the students going.
 - 5.6.3 Private Cars:
 - 5.6.3.1 All vehicles used for pupil transportation will have/be:
 - current registration and valid Warrant of Fitness;
 - where possible be driven by a fully licensed driver;
 - All pupils will be required to wear seatbelts.
 - 5.6.3.2 Pupils may be asked to make a petrol donation.
 - 5.6.4 The Board may subsidise some trips.
- 5.7 Review
This procedure will be reviewed every three years by the Rector who will provide the Board with a written report.

Approved by resolution of the Board at meeting of 23 March 2011.

Review Date: March 2014.

Curriculum Procedures

6. Professional Development – Teaching Staff

- 6.1 The Rector is responsible for determining the professional development (PD) needs of the College, in consultation with HODs and SLT, using input from:
- 6.1.1 the annual performance appraisal system;
 - 6.1.2 recommendations from HODs, the SLT, et al;
 - 6.1.3 new curriculum initiatives;
 - 6.1.4 any other sources that may be relevant.
- 6.2 The Rector will ensure that:
- 6.2.1 A draft budget for the PD programme is drawn up and presented to the Finance Committee of the Board;
 - 6.2.2 There is a monitoring regime to check on the PD programme;
 - 6.2.3 The Board is provided with an annual report that:
 - 6.2.3.1 Links the PD programme to the College's Strategic Plan;
 - 6.2.3.2 Demonstrates how the PD programme impacted on students' learning;
 - 6.2.3.3 Demonstrates how the PD programme has met the identified needs of the College;
 - 6.2.4 A database is kept showing staff PD usage and a break down of expenditure.
- 6.3 Professional Development Responsibilities:
- 6.3.1 The Rector has overall responsibility for the PD programme;
 - 6.3.2 HODs and SLT members are responsible for making submissions to the Rector on the needs of their particular curriculum area;
 - 6.3.3 Individuals can make submissions to the Rector as to their own career development.
- 6.4 The Finance Committee of the Board will:
- 6.4.1 review and consider the draft PD budget and agree on an annual sum to be allocated;
 - 6.4.2 budget an amount as a contingency;
 - 6.4.3 ensure that all PD costs are met from the PD budget.
- 6.5 At the end of each year each HOD and staff manager will evaluate their professional development plans with the staff involved. The evaluation will consider:
- 6.5.1 How the programmes objectives were met;
 - 6.5.2 The effectiveness of the strategies used;
 - 6.5.3 Possible improvements and recommendations for the following year.
- 6.6 Review
- This procedure will be reviewed every three years by the Rector who will provide the Board with a written report.

Approved by resolution of the Board at meeting of 20 August 2008.

Review Date: August 2011.

5. **NAG 2 – Strategic Planning, Self-Review and Reporting**

Strategic Planning Procedure

Self-Review – Procedure

1. Self-Review checklist
2. Board Self-Review

Reporting Procedures

1. Reporting on Pupils' Progress

Terms of Reference

1. Charter and Policy Committee

5.1 Strategic Planning, Self-Review and Reporting Policy

National Administration Guideline Focus:

The Saint Patrick's College Board of Trustees with the Rector and Teaching Staff is required to:

- i) develop a strategic plan which documents how the Board is giving effect to the National Education Guidelines through the Board's policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- ii) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- iii) report to students and their parents on the achievement of individual students, and to the College's community on the achievement of students as a whole and groups (identified in NAG 1 iii), including the achievement of Māori students against the plans and targets referred to in NAG 1 v.

To meet the objectives and requirements of *National Administration Guideline 2 – Strategic Planning, Self-Review and Reporting*; the Board will develop and approve appropriate procedures. These will include:

1. Strategic Planning Procedure
2. Self-Review Procedures
 - 2.1 Polices and Procedures
 - 2.2 Policy Review
 - 2.3 Procedure Review
 - 2.4 Board Self-Review
 - 2.5 Trustee Training
3. Reporting

The Board will develop and approve Terms of Reference for:

1. Self-Review Committee

The Board's Charter and Policy Committee will review this policy every three years.

Approved by resolution of the Board at meeting of 27 August 2014.

Review Date: August 2017.

5.2 Terms of Reference – Self-review Committee

Membership: The membership of the Committee will be determined by the Board on a needs basis.

Note: In forming the committee consideration must be given to the type of review to be undertaken.

Committee Chairperson: The Board Chair will/may invite a member of the Board to assume the role of chairperson for a hearing.

Committee Meeting Date: The committee will only meet on a needs basis.

1. The type of review to be undertaken will determine the operational procedures of the Committee.
2. In general the Committee will be expected to implement the self-review criteria as outlined in the College's Self-Review checklist.
3. Review
The Board will review the Terms of Reference for this Committee every three years

Approved by resolution of the Board at meeting of 27 August 2014.

Review Date: August 2017.

5.3 Terms of Reference - Charter and Policy Committee

Membership: The membership of the Committee will be determined by the Board on a needs basis.

Note: In forming the committee consideration must be given to the type of review to be undertaken.

Committee Chairperson: The Board Chair will/may invite a member of the Board to assume the role of chairperson for a hearing.

Committee Meeting Date: The committee will only meet on a needs basis.

1. The type of review to be undertaken will determine the operational procedures of the Committee.
2. In general the Committee will be expected to implement the self-review criteria as outlined in the College's Self-Review checklist.
3. Review
The Board will review the Terms of Reference for this Committee every three years

5.4 Strategic Planning Procedures

1.1 Strategic Planning

1.1.1 The College's Strategic Plan will address the requirements of the National Administration Guideline 2. In particular it will:

1.1.1.1 provide documentation outlining future College developments;

1.1.1.2 set priorities which will reflect the College focus;

1.1.1.3 provide for change in the areas of:-

1.1.1.3.1 curriculum

1.1.1.3.2 assessment

1.1.1.3.3 staff development

1.1.1.3.4 resources

1.1.1.4 enable priorities to be implemented;

1.1.1.5 enable the formation of a budget;

1.1.1.6 ensure there is a focus on providing a climate which fosters improved student learning.

1.1.2 Input for the Plan will come from:

1.1.2.1 the Board Charter and Policy process;

1.1.2.2 aspects of staff appraisal;

1.1.2.3 ongoing items on the current Strategic Plan.

1.1.3 There will be consultation in preparing, implementing and monitoring the Strategic Plan with:

1.1.3.1 the College's Staff;

1.1.3.2 as required by the community.

1.1.4 The Strategic Plan will be in written form. It will be made available to all interested parties and displayed.

1.1.5 There will be set time frames for the each of the items in the Strategic Plan.

1.1.6 The Strategic Plan will be monitored through:

1.1.6.1 reports to staff at staff meetings;

1.1.6.2 report to the Board of Trustees;

1.1.6.3 reports to the College's community.

1.1.7 The Plan will be flexible to allow for possible emerging priorities e.g. courses, staff changes.

1.1.8 This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 27 August 2014.

Review Date: August 2017.

2. **Self-Review - Procedures**

2.1. **Policies and Procedures**

The Board will put in place the appropriate policies and procedures:

- 2.1.1 Under each of the NAGS to achieve the requirements of that NAG.
- 2.1.2 To comply with legislation and regulations.
- 2.1.3 To meet its own identified special requirements.

2.2 **Policy Review**

2.2.1 All policies and draft policies need to be tested or re-tested at regular intervals against the criteria contained in the Board's self-review checklist.

2.3 **Procedure Review**

2.3.1 All procedures and draft procedures need to be tested or re-tested at regular intervals against the criteria contained in the Board's self-review checklist.

2.3.2 The Board will self review the Annual and Strategic Plan.

2.4. **Board Self-Review**

2.4.1 The Board will carry out a self-review periodically to determine the extent to which it has met its key governance functions. This process will encourage the Board to objectively review its performance against a number of selected key indicator points and will allow the Board to improve its performance.

2.4.2 The Charter and Policy Committee will prepare an appraisal report and recommend remedial measures for identified areas of weakness.

2.5 **Board Training**

2.5.1 The Board will identify areas for its own professional development. The Board will allocate funds to cover those identified needs which have the highest priority. Training will be subject to adequate funding being available.

2.5.2 All members will be encouraged to take advantage of Board training.

2.5.3 If the need arises for training in specific areas, especially for new Trustees, the Board will endeavour to arrange their own training.

3. Reporting Procedures

3.1 Reporting

- 3.1.1 All students (and their parents and caregivers) will receive clear feedback on their academic progress.
- 3.1.2 Weekly Notes grades are placed on the Parent Portal every Friday from Week 4 of Term 1 which shows student effort in class.
- 3.1.3 Staff will report on student progress at least once a term in every subject via the Parent Portal of KAMAR.
- 3.1.4 Tracking sheets showing progress towards NCEA are sent home for seniors at the end of Term 2, the end of Term 3 and before external exams in Term 4. These are also updated regularly on the Parent Portal and on the NZQA website.
- 3.1.5 A written report for juniors is sent home at the end of the year.
- 3.1.6 Parent Teacher interviews will be held at least once a year.
- 3.1.7 Parents and caregivers can request a meeting with the teachers at any appropriate time.
- 3.1.8 Centralised records of students' progress will continue to be maintained by the College while the students remain at the College, and after they leave will be retained as per the Public Records Act.

Approved by resolution of the Board at meeting of 25 May 2016.

Next Review Due: May 2019.

6. NAG 3 - Personnel Management

National Administration Guideline Focus:

1. According to the legislation on employment and personnel matters, the Saint Patrick's College Board of Trustees is required in particular to:
 - develop and implement personnel and industrial policies, within policy and procedural frameworks set by the government from time to time, which promote high levels of staff performance, use educational resources effectively, and recognise the needs of students;
 - be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

To meet the objectives and requirements of *National Administration Guidelines 3 - Personnel Matters and the relevant sections of State Sector Act 1988*, the Board will develop and approve the appropriate personnel management procedures.

These procedures may include:

1. Rector Performance Appraisal
2. Teaching Staff Performance Appraisal
3. Non-Teaching Staff Performance Appraisal
4. Appraisal Review (disputes Resolution)
5. EEO Programme
6. Equity
7. Staff Appointments
8. Appointment Check List
9. Staff Discipline
10. Complaints against Teaching Staff
11. Staff Leave

The Board will provide the Board Chair with written delegation to:

1. Rector's Annual Performance Appraisal

The Board will provide the Rector with written delegation to:

2. Staff appraisals
3. Staff Discipline
4. EEO
5. Staff Leave

The Board will approve Terms of Reference for:

1. Appointment's Committee.

This policy will be reviewed every three years by the Board's Charter and Policy committee.

Approved by resolution of the Board at meeting of 22 October 2014.

Next Review Due: October 2017.

6.1 Equal Employment Opportunities Policy

Rationale

The Board of Trustees will fully comply with the requirements of the State Sector Act relating to providing fair opportunities for all employees and potential employees to gain employment at the school.

Policy Statement

All employees and applicants for positions will be given fair and equitable treatment according to their skills, qualifications, abilities and aptitude without regard to peripheral or irrelevant factors. In all appointments to positions at this school the Board reserves the right to appoint the most suitable candidate.

Policy Guidelines

- 6.2.1 an EEO convenor will be appointed by the Rector.
- 6.2.2 an employee database will be developed so that employment patterns with respect to gender, ethnicity, disability and age factors can be monitored.
- 6.2.3 all school policies, practices and procedures will be reviewed having due regard to EEO consideration.
- 6.2.4 all vacancies to positions within the school will be advertised according to Collective Agreement Provisions and appointments made on a fair, equitable and transparent basis.
- 6.2.5 the Board of Trustees will recognise the aims and aspirations of Māori, the employment requirements of Māori and the need for greater involvement of Māori in education.
- 6.2.6 the Board of Trustees will recognise the aims, aspirations and cultural difference of ethnic and minority groups.
- 6.2.7 the Board of Trustees will recognise the employment requirements of women and of the disabled.

Review

This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 22 October 2014.

Review Date: October 2017.

6.2 **Timetable Policy**

1. **Rationale**

The Secondary Teachers' Collective Agreement requires all secondary schools or those institutions employing secondary teachers to have a timetable policy outlining details of non-contact times, reference to class sizes, hours of duty and if necessary why it may not be possible to provide the required non-contact time.

1.2 **Policy Statement**

The Board of Trustees in accordance with set regulations will fully implement the staff non-contact time allowance for teaching staff and will endeavour to maintain reasonable class sizes.

1.3 **Policy Guidelines**

- 1.3.1 processes in timetable practices will be developed in consultation with the teaching staff.
- 1.3.2 decisions on timetabling relating to number of classes, options offered, staff allocations, rooming allocations, class sizes will rest in the final instance with the Rector.
- 1.3.3 if necessary the Rector will delegate timetabling processes and management to other members of the school staff.
- 1.3.4 the non-contact time for full time teaching staff will be allocated according to section 5.2 of the Secondary Teachers' Collective Agreement.
- 1.3.5 this is calculated on a weekly basis with the hours of work deemed to amount to 25 hours per week. Those 25 hours will comprise: normal class allocations, professional development, E.O.T.C., assemblies and supervision but will not include duty, extra-curricular activities and staff meetings.
- 1.3.6 each full time teacher will be entitled to at least five non-contact hours within each school week.
- 1.3.7 part-time teachers may teach no more than 20 hours in their normal allocations with non-contact allocations following the collective agreement table set out in section 5.2.6 of the Collective Agreement.
- 1.3.8 beginning teachers, classroom specialist teachers will be given non-contact allowances in addition to their required time allowance applicable to that position.
- 1.3.9 unit holders of permanent units will be allowed: one hour for a teaching holding one management unit; two hours for a teacher holding two management units; three hours for a teacher holding three management units or more.
- 1.3.10 all full and part time teachers will be required to do duty on a pro-rata basis according to the school's duty roster. For a full time teacher this will involve approximately one hour's duty/supervision per week.
- 1.3.11 in compiling the school timetable class sizes will be determined by the school roll and its staffing entitlement. Discretion on class sizes and courses offered will be the Rector's.
- 1.3.12 where necessary it may be required to form composite classes in order to make options available and to maintain manageable class sizes especially in years 9 – 11.
- 1.3.13 class sizes, especially but not exclusively, in workshops and physical education will pay full consideration to staff and student safety.
- 1.3.14 from time to time it may be necessary to call on teachers to carry out tasks.

1.4 **Review**

This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 18 June 2008.

Review Date: June 2011.

6.3 **Written Delegations**

1. **Rector's Appraisal**

The Board Chair in conjunction with a Deputy Chair (or BOT nominee) are delegated the responsibility of overseeing or undertaking the Rector's annual appraisal

2. **Staff Appraisal**

The Rector is delegated the responsibility for undertaking the annual staff appraisals.

3. **Staff Discipline**

The Rector is delegated full Board authority to undertake initial inquiries in matters of staff discipline. Any exercise of this authority must be reported to the next meeting of the Board.

4. **EEO**

The Rector is delegated the responsibility for overseeing the development, implementation and reporting of the annual EEO programme.

5. **Staff Leave**

The Rector is delegated full Board authority to grant staff leave within the parameters set by the relevant employment contracts and Ministry of Education advice.

6. **Review**

These delegations will be reviewed annually.

6.4 Terms of Reference: - Appointments Committee

Membership: Core members include: Chairperson, Rector and Deputy Chairperson
Core members may include at least three Board members including the Chairperson or a nominee of the Chairperson.

Committee Chairperson: The Committee will be chaired by the Chairperson.

Meetings: The Committee will meet on a needs basis.

Committee minutes will be recorded.

Operational Brief: The Committee is responsible for:

- Appointing staff according to the Board's appointment procedure.
- The Board's equal employment opportunity programme.

Note: For the appointment of the Rector a Principal from another College (not the applicant) may be invited to give the committee specialist advice or even help with the interview process.

The Terms of Reference for the Appointments Committee will be reviewed every three years by the Board.

Next Review Due: May 2016

6.5 Procedures

1. Rector's Annual Performance Appraisal

- 1.1 The Board will provide to the Board Chairperson in conjunction with Deputy Chair (or their nominee) or an independent consultant (who specializes in education) or another Principal, written delegation to carry out the Rector's annual performance appraisal.
- 1.2 The Rector's annual appraisal will be carried out in accordance with the Performance Management System Guidelines and the Kiwi Leadership for Principals as issued by the Ministry of Education.
- 1.3 Those delegated the task of carrying out the appraisal must ensure that the appraisal addresses or contains the following elements:
 - 1.3.1 documented performance expectations developed in consultation with the Rector;
 - 1.3.2 identification and written specification of one or more development objectives to be achieved during the period for which the performance expectations apply;
 - 1.3.3 identification and written specification of the assistance or support to be provided to achieve the development objectives agreed;
 - 1.3.4 a signed performance agreement;
 - 1.3.5 observation of teaching (for those with teaching responsibilities);
 - 1.3.6 self-appraisal by Rector;
 - 1.3.7 an opportunity for the Rector to discuss his achievement of the performance expectation and the development objective(s) with his appraiser;
 - 1.3.8 an appraisal report prepared and discussed in consultation with the Rector;
 - 1.3.9 an assessment of the Rector against the Professional Standards.
- 1.4 The appraisal will be based on the performance expectations as set out in the performance agreement. Each of the performance expectations will be supported by objectives which have been drawn from the:
 - 1.4.1 College's Strategic Plan;
 - 1.4.2 Rector's job description;
 - 1.4.3 Professional standards as set by the Ministry of Education;
 - 2.4.1 The result of the Rector's last performance review.
- 1.5 Those delegated the task of carrying out the appraisal:
 - 1.5.1 may seek feedback on the Rector performance from staff. Parents or any other person(s) who are in a position to provide feedback on how the Rector has performed;
 - 1.5.2 will consult with the Rector over the actual appraisal process – deciding on the number of meetings and their dates.
- 1.6 The result of the appraisal will be set out in a written Appraisal Report. The appraisal report will contain:
 - 1.6.1 recommendations for any professional development requirements.

- 1.7 The Appraisal Report will be held in the Rector's personal file as a confidential document.
- 1.8 In general all documentation related to the Rector's appraisal interview will remain confidential to the Board Chair, unless the Rector agrees otherwise. In the event of a personal grievance action the Board will have access to the documentation.
- 1.9 The performance agreement documentation may be made available to the Board as a confidential document.
- 1.10 Dispute Resolution see *Appraisal Review Procedure*
- 1.11 The Board Chair will report annually to the Board on the Rector's appraisal.

Review

This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 22 October 2014.

Next Review Due: October 2017.

2. Teaching Staff Annual Performance Appraisal

- 2.1 The Rector will ensure that all teaching staff will be appraised annually as part of an integrated performance management.
- 2.2 The Rector in carrying out the appraisal must ensure that the appraisal addresses or contains the following elements:
 - 2.2.1 documented performance expectations developed in consultation with the staff member;
 - 2.2.2 identification and written specification of one or more development objectives to be achieved during the period for which the performance expectations apply;
 - 2.2.3 identification and written specification of the assistance or support to be provided to achieve the development objectives agreed;
 - 2.2.4 a signed performance agreement;
 - 2.2.5 observation of teaching;
 - 2.2.6 self-appraisal by the staff member;
 - 2.2.7 an opportunity for the staff member to discuss their achievement of the performance expectation and the development objective(s) with their appraiser;
 - 2.2.8 an appraisal report prepared and discussed in consultation with the staff member;
 - 2.2.9 an assessment of the staff member against the Professional Standards.
- 2.3 Appraisal Process
 - 2.3.1 The HOD will appraise each member of their department in relation to their classroom performance and conduct all the appraiser/appraisee meetings. Where a staff member is in more than one Department, the HOD doing the appraisal will alternate from year to year.
 - 2.3.2 An initial meeting with the appraiser will establish expectations and goals.
 - 2.3.3 The key performance area(s) / development objective(s) to be focused on in this appraisal round and any support required for this.
 - 2.3.4 The date, lesson, time and observer (not necessarily the appraiser) for a lesson observation.
 - 2.3.5 The date and time for the appraisal interview with the appraiser.
 - 2.3.6 Each staff member must bring the following documentation to their appraisal interview with their appraiser:
 - 2.3.6.1 Written comments on lesson observation (from the observer).
 - 2.3.6.2 feedback from at least two classes of students or one class if an HOD.
 - 2.3.6.3 A self-appraisal that covers:
 - 2.3.6.3.1 general teaching performance with reference to performance expectations in the teacher's job description.
 - 2.3.6.3.2 Wider contribution to the College.
 - 2.3.6.3.3 The development objective focused on this year.
 - 2.3.7 At the appraisal interview an appraisal report should be completed and agreed on by the appraiser and appraisee covering the following:
 - 2.3.7.1 Comments on lesson observation.

- 2.3.7.2 Comments on student feedback.
- 2.3.7.3 Comments on self-appraisal.
- 2.3.7.4 General teaching performance.
- 2.3.7.5 Wider contribution to the College including special character.
- 2.3.7.6 Specific development objective(s)
- 2.3.7.7 Aims for the current year.
- 2.3.7.8 Professional development needs identified/requested.
- 2.3.7.8 Other.

2.4 The appraisal report must be:

2.4.1 signed by both the appraiser and the teacher;

2.4.2 held in the College's administration records as a confidential file.

2.5 In general all documentation related to the teacher's appraisal interview will remain confidential to the appraiser and the Rector, unless the teacher agrees otherwise. In the event of a personal grievance action the Board will have access to the documentation.

2.6 Dispute Resolution see *Appraisal Review Procedure*.

2.7 Review

This procedure will be reviewed annually by the Rector.

Approved by resolution of the Board at meeting of 22 October 2014.

Next Review Due: October 2017.

3. **Non-Teaching Staff Appraisal**

- 3.1 All non-teaching staff will be appraised annually.
- 3.2 In general the Rector will act as the appraiser or delegate the task to the person the staff member directly reports to.
- 3.3 The Rector and the staff member will consult to determine the process for the appraisal. The review process will evaluate the performance of the staff against a number of key indicator points. The process will be recorded in a performance agreement and implemented annually.
- 3.4 In considering the process and the key indicator points which will be used, due regard must be given to the staff member's job description.
- 3.5 At the appraisal interview an appraisal report should be completed and agreed on by the appraiser and appraisee covering the following:
 - 3.5.1 Performance as measured against the key indicator points
 - 3.5.2 Other.
- 3.6 The appraisal report must be signed by both the appraiser and appraisee.
- 3.7 The appraisal report will be held in the staff member's personal file.
- 3.8 In general documentation related to the staff member's appraisal interview will remain confidential to the Rector, unless the staff member agrees otherwise. In the event of a personal grievance action the Board will have access to the documentation.
- 3.9 Dispute Resolution see *Appraisal Review Procedure*
- 3.10 The Rector will report annually to the Board on non-teaching staff appraisals.
- 3.11 Review
This procedure will be reviewed every three years by the Rector who will provide the Board with a recommendation.

Approved by resolution of the Board at meeting of 22 October 2014.

Next Review Due: October 2017.

4. **Appraisal Review (Disputes Resolution)**

- 4.1 This procedure can be initiated by either the appraiser or the appraisee where:
- 4.1.1 Either party has not met the requirements of the process;
 - 4.1.2 The relationship between the parties is not conducive to sound performance management;
 - 4.1.3 There is disagreement about the appraiser's evaluation of the appraisee's performance or any other statements made as part of the appraisal.
- 4.2 Any dispute concerning the Rector's appraisal process or its results may be referred to an independent arbitrator agreed upon by the Board Chair and the Rector.
- 4.3 For disputes concerning all other members of staff, the dissatisfied party should ask the Rector for a review of the appraisal process, specifying in writing the reason for their dissatisfaction.
- 4.4 The Rector will interview both the appraiser and the appraisee, keeping a written record of both interviews. He/she will decide whether:
- 4.4.1 An attempt should be made to bring about an agreement between the appraiser and the appraisee;
 - 4.4.2 The appraisal should be carried out again;
 - 4.4.3 A different appraiser should be used;
 - 4.4.4 An independent arbitrator is brought in.
- 4.5 In all matters of dispute on the appraisal process the Board, as the employer, will have responsibility for the final decision.
- 4.6 **Review**
This procedure will be reviewed annually by the Board.

Approved by resolution of the Board at meeting of 22 October 2014.

Next Review Due: October 2017.

5. **Staff Appointments**

- 5.1 All teaching and non-teaching appointments, except for day relief positions, will be approved by the Board.
- 5.2 Appointments will be made by the following:
 - 5.2.1 The Rector – the entire Board.
 - 5.2.2 Deputy Rector and Assistant Rector – the Appointments Committee together with such other Board members as wish to be involved.
 - 5.2.3 Positions of Responsibility – the Appointments Committee.
 - 5.2.4 Executive Officer – The Rector, Board Chair and Convenor of the Finance Committee.
 - 5.2.5 DRS – Rector and a Proprietor’s representative and Appointments Committee.
 - 5.2.6 Assistant Teachers – Rector (and the Board Chair or their nominee).
 - 5.2.7 The Appointments Committee will decide who the appropriate person(s) are to make other appointments.
- 5.3 General Criteria:
 - 5.3.1 The appointment criteria of current collective awards will be strictly followed.
 - 5.3.2 Outside assistance may be sought in making appointments.
 - 5.3.3 The Rector and the Chairperson of the Appointments Committee will report to the Board on appointments.
 - 5.3.4 All position are to be advertised:
 - 5.3.4.1 All full time teaching positions in the *Education Gazette*.
 - 5.3.4.2 Other position are to be advertised in local papers.
 - 5.3.5 Details of duties to be carried out and the criteria being adhered to in making appointments will be made available to all applicants on request. This will include a job description; a copy of the College’s Prospectus, the strategic plan, a description of the College and a statement of the College’s special character.
 - 5.3.6 Information contained in the job application will be kept confidential to the appointing persons/committee, Board and SLT.
 - 5.3.7 Wherever possible there will be a short-listing of applicants.
 - 5.3.8 Consultation Guidelines – the Rector will:
 - 5.3.8.1 For all positions other than SLT, the appropriate HOD or staff manager is to be consulted.
 - 5.3.8.2 For tagged position there is to be consultation with the DRS and a proprietor’s appointee.
 - 5.3.9 All appointed teachers are required to be registered.
 - 5.3.10 In arriving at the preferred applicant consideration will be given to:
 - 5.3.10.1 Qualifications and experience;
 - 5.3.10.2 The College’s EEO programme;

5.3.10.3 The Special Character needs of the College.

5.3.11 The best applicant for the position will be selected.

5.3.12 All applicants, whether internal or external, are to be treated in an equitable manner to ensure no advantage is given to any particular applicant.

5.3.13 The Board is to be informed of an appointment at the meeting after the appointment is made. The Rector is to inform the staff as soon as possible after the appointment is accepted.

5.4 Review

This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 22 October 2014.

Next Review Due: October 2017.

6. **Appointments Check List**

- 6.1 Vacancy identified – Appointments Committee informed.
- 6.2 Needs of the College discussed by the SLT and communicated to the Appointments Committee. The HOD is also involved if an assistant position.
- 6.3 Job description and person specification developed in conjunction with SLT and department concerned.
- 6.4 Position advertised.
- 6.5 Rector prepares time-lines for the process, to include time for referees' reports, short-listing and interviews.
- 6.6 An information pack is to be posted to applicants within one week of receiving the application. Information will include:
 - 6.6.1 Job description;
 - 6.6.2 Criteria for appointment;
 - 6.6.3 College Charter;
 - 6.6.4 Special Character information;
 - 6.6.5 Information about the College available by either visiting our website or by email
- 6.7 An application will be acknowledged in writing the next working day following receipt. Included will be a timeline and if necessary a referee's reporting deadline.
- 6.8 Copies of the application, CV and referees' reports will be made available to all members of the Appointments Committee.
- 6.9 Advice sought from appropriate quarter if specialised position requires additional advice or assessment of applicants. In areas where health & safety is involved (e.g. outdoor education and technical subjects) if specialist advice not available in-house then an outside specialist will be engaged.
- 6.10 Assistant position - the HOD concerned will be consulted.
- 6.11 The Committee decides whether to interview; how many to be short-listed.
- 6.12 Applicants to be interviewed are notified of time and place; name of the interview panel, offered guided tour of appropriate areas of the college.
- 6.13 Interview questions decided.
- 6.14 Interviews conducted by Appointments Committee and appointment decided.

Staff Selection:

- 1. Ability to meet:
 - (i) The curriculum needs of the College;
 - (ii) The Special Character of the College;
 - (iii) Other identified needs;
 - (iv) Extra-curricular activities to be discussed.
- 2. Teachers must comply with the requirements of the *Education Act 1989* with respect to teacher registration.
- 3. Applicant must declare any previous conviction(s) which may relate to their fitness to work with young people.
- 4. Assessment of personal qualities such as enthusiasm, integrity, motivational skills and ability to work as part of a team.
- 5. Permanent appointments are only to be made where those responsible for selection are confident that the person selected is a quality applicant.

6. The Process must comply with the provisions of the *Employment Relations Act 2000 & Human Rights Act*.
- 6.15 Successful applicant offered position by phone by the Convenor of Appointments \ Committee (or designated person) followed by official letter. Unsuccessful applicants on short-list to be notified after acceptance in writing of successful applicant.
- 6.16 All unsuccessful applicants told by letter of decision and thanked for their interest in the position. Internal applicants, if any, are to be advised verbally once the successful applicant has accepted the position offered. Appropriate advice and assistance will be incorporated into the notification and follow-up.
- 6.17 Liaison between the successful applicant and the Rector will determine the public announcement of the position. The Convenor of the Committee will ensure that all Board members are informed.
- 6.18 Official acceptance from the successful applicant completes the process.
- 6.19 Referees for all applicants thanked for their input into the process.
- 6.20 All referees' reports are destroyed.
- 6.21 Appointment confirmed at next Board meeting.
- 6.22 Appointed new staff member contacted with letter of appointment from Rector with details of teaching programme, induction process, and other relevant information.
- 6.23 Review
This check-list will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 22 October 2014.

Next Review Due: October 2017.

7. **Staff Discipline**

- 7.1 For all matters of teaching staff discipline the Board will adhere to the requirements as listed in the appropriate Collective Contract (eg Secondary Teachers' Collective Contract etc).
- 7.2 All teaching staff will be informed that the following matters as listed will constitute serious misconduct for which the penalty may be instant dismissal:
- 7.2.1 Theft of Board property [including deliberate misuse, unauthorised use or private use of Board funds].
 - 7.2.2 Fraud.
 - 7.2.3 Fighting and/or assault or any other criminal offence.
 - 7.2.4 Refusing to obey lawful orders.
 - 7.2.5 Bringing illegal drugs or alcohol to work and/or consuming same at work (except as part of a school function).
 - 7.2.6 Drunkenness at work.
 - 7.2.7 Lying or otherwise providing false information.
 - 7.2.8 Undermining Board policy or otherwise seriously damaging the integrity of the Board.
 - 7.2.9 Conduct of an indecent or sexual nature or a serious breach of trust which renders an employee unsuitable for employment in the College environment.
- 7.3 In all cases the Board must:
- 7.3.1 Specify the complaints.
 - 7.3.2 Not prejudge the matter.
 - 7.3.3 Be aware of the need to follow natural justice.
 - 7.3.4 Give the employee an opportunity to answer or explain.
 - 7.3.5 Listen to, and take account of, the answers.
- 7.4 The Board should seek the appropriate advice - STA etc.
- 7.5 **Review**
This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 22 October 2014.

Next Review Due: May 2016.

8. **Complaints Process**

- 8.1 This procedure has been formulated to ensure that all complaints concerning staff are handled fairly and reasonably.
- 8.2 Action taken under this procedure must have due regard to and abide by the relevant sections of the appropriate Collective Agreement or other Employment Contract. In the event of any inconsistency, the applicable Collective Agreement or Employment Contract prevails over this procedure.
- 8.3 All complaints will be:
 - 8.3.1 Directed to the Rector, in the first instance, other than complaints relating to the Rector;
 - 8.3.2 Directed to the Board if they involve a complaint relating to the Rector;
 - 8.3.3 Directed to the Board Chair if they involve a complaint against the Board or any of its members acting in that capacity;
 - 8.3.4 Acknowledged, in writing, as soon as possible;
- 8.4 When a complaint is received by the Rector, the Rector will:
 - 8.4.1 Decide whether the complaint is best dealt with by him/herself or by other appropriate persons or, after conducting an initial inquiry, is sufficiently serious to be referred to the Board.
 - 8.4.2 If the Rector considers it desirable to do so in order to assist the Rector appropriately address the complaint, engage the assistance of other appropriate persons, having regard to the operational criteria set out below.
 - 8.4.3 Handle the complaint in a manner which, as far as possible, protects the mana and dignity of both the staff member concerned and the complainant.
 - 8.4.4 Notify the staff member concerned of both the complaint and the process the Rector intends to follow in handling the complaint, and invite the staff member to seek such whanau, family, professional and/or other support in relation to the complaint process as the staff member sees fit.
 - 8.4.5 Document the complaint ensuring that the documentation is kept secure in accordance with the provisions of the Privacy Act (in the event of a conflict of interest a nominee may be used).
- 8.5 When a complaint is received by the Board in relation to the conduct of the Rector, the Board Chair (or Deputy Board Chair, if the Chair is unavailable for any reason) will initiate informal discussions with the Rector in an attempt to address the matter in an informal manner, unless the nature of the complaint is such that the Board Chair or Deputy Chair (as applicable) considers that this would be inappropriate. If the matter is unable to be resolved in an informal manner, the Board Chair or Deputy Board Chair (as applicable) will follow the same process the Rector is required to follow in relation to complaints concerning other members of staff, except that any proposed resolution of the complaint can only be finalised once ratified by the Board.

Trustees:

- 8.6 When a complaint is received by the Board Chair in relation to the conduct of the Board or any of its members, the Board Chair (or Deputy Board Chair, if the complaint relates to the conduct of the Chair, or both if the complaint relates to the conduct of the Board as a whole) will handle the complaint in such manner and involve such third parties (if any) as the Board Chair (and/or Deputy Board Chair, if applicable) considers appropriate in the circumstances, having regard to the desirability of following a process that is as consistent as is reasonably practicable with the above process.

8.7 Operational Criteria:

The following protocols will apply in relation to the processing of a complaint.

- 8.7.1 Where the Rector considers that serious concerns have been raised about a teacher's competence or that there may have been a serious breach of discipline then:

8.7.1.1 There must be in strict adherence to the discipline procedures contained in the relevant sections of the appropriate Collective Agreement or other Employment Contract;

8.7.1.2 Advice must be sought from NZSTA, PPTA, SPANZ etc;

8.7.1.3 Before any action is taken the College's insurers must be notified.

- 8.7.2 All participants to a complaint action must observe the confidentiality protocols of this procedure.

- 8.7.3 Where the initial investigation finds no grounds for the complaint no documentation related to the complaint will be held in the employee's file.

- 8.7.4 Should the Rector or the Board uphold a complaint against a teacher, any sanction imposed by the Rector or the Board (as applicable) or other action taken will be appropriate to the level of the offence.

- 8.7.5 Documentation relating to a specific complaint shall not be kept on an employee's file for longer than is required for the purpose for which the information may reasonably be required to address the complaint or otherwise satisfy legal or regulatory reporting requirements or otherwise be lawfully used.

- 8.7.6 Any member of staff may ask to view their personal file. If an employee disagrees with any information held regarding complaints they can request an amendment to be made or attach their own written version of the incident.

- 8.7.7 Complaints shall be conducted in such a way as to respect the legitimate interests of the person complained of, the complainant, and any other person involved in or affected by the complaint, to the extent reasonably practicable.

8.8 Confidentiality protocols:

The following protocols will apply in relation to managing the confidentiality of those involved in a complaints process:

- 8.8.1 All participants to a complaint action must observe confidentiality constraints imposed pursuant to the terms of the relevant Collective Agreement or other Employment Contract, and the Privacy Act 1993.
 - 8.8.2 In addition, all participants to a complaint action must maintain confidentiality of information and documents obtained in the course of the complaint action and information regarding the outcome of a complaint, except that any complainant, or any individual against whom a complaint has been made, is entitled to obtain independent legal advice, assistance and/or representation. The College representative considering the complaint may also wish to seek external legal advice or assistance ('External Advice').
 - 8.8.3 Where External Advice is sought, it is accepted that the party in question may discuss information and documents relating to the complaint with their advisor, subject to the advisor agreeing to observe the requirement to maintain confidentiality.
 - 8.8.4 Except in the case of seeking External Advice as contemplated by this confidentiality protocol or in the course of exercising a statutory right or where required by law, information or documents relating to a complaint must not be discussed with anyone not directly involved in the complaint process without the prior written consent of the Rector or the Board Chair or Deputy Chair.
- 8.9 The Rector will ensure that all staff members are made aware of the following NAG 3 Personnel Procedures:
- 8.9.1 Teaching Staff Annual Performance Appraisal or Non-Teaching Staff Appraisal (as applicable)
 - 8.9.2 Appraisal Review (Dispute Resolution)
 - 8.9.3 Equal Employment Opportunities
 - 8.9.4 Equity
 - 8.9.5 Staff Discipline
 - 8.9.6 Complaints Process
 - 8.9.7 Staff Leave.
- 8.10 Review
This procedure will be reviewed every three years by the Rector.

Approved by resolution of the Board at meeting of 25 May 2016.

Next Review Due: May 2019.

9. **Staff Leave**

- 9.1 The Rector can approve all non-discretionary and discretionary leave up to one fortnight.
- 9.2 The Assistant Rector can grant leave for part of a day.
- 9.3 Non-Discretionary Leave
- 9.3.1 In granting leave the Rector will:
- 9.3.1.1 follow the criteria of the relevant Employment Contracts and other relevant legislation;
- 9.3.1.2 endeavour to adopt a consistent approach in the granting of leave;
- 9.3.1.3 Seek Ministry funding for sporting and cultural leave applications on full pay. Note: that in some cases the Ministry of Education must give the final approval;
- 9.3.1.4 Report to the Board as necessary.
- 9.3.3 The following criteria will apply for non-discretionary leave:
- 9.3.3.1 All leave applications will be made in writing to the Rector;
- 9.3.3.2 Application for leave will not be unreasonably withheld; all decisions made will be fair, equitable and consistent.
- 9.3.3.3 In granting leave consideration will be given to the availability of a suitable reliever and the operational requirements of the College.
- 9.3.3.4 When an employee has been provisionally granted discretionary leave with pay, approval must be sought from the Ministry of Education for the cost of the reliever before leave is ratified or taken.
- 9.4 Discretionary Leave:
- 9.4.1 The Board will consider all discretionary leave for longer than two weeks.
- 9.4.2 All leave applications will be made in writing to the Board through the Rector.
- 9.4.3 The Rector will provide the Board with a recommendation.
- 9.4.4 In granting leave the Board should act fairly and consistently taking into account:
- 9.4.4.1 The criteria of the relevant Employment Contracts;
- 9.4.4.2 The availability of relief staff;
- 9.4.4.3 The cost to the College;
- 9.4.4.4 The benefits to the College and the staff in allowing the leave;
- 9.4.4.5 The disruption to the College's programmes and the students;
- 9.4.4.6 The time of year;
- 9.4.4.7 The number of employees on leave at any one time;
- 9.4.4.8 Whether the need for leave could reasonably be timed to coincide with a College vacation period.

9.5 General Criteria:

9.5.1 The Rector will maintain individual records of all staff leave taken, and the remaining entitlement.

9.5.2 Except in cases of illness or accident, no teacher shall be absent from duty without the authority of Senior Leadership Team. Medical certificates will be required to validate sick leave over 3 days.

9.5.3 The Rector retains the sole right of appointment of the required relievers.

9.6 Review

This procedure will be reviewed every three years by the Rector.

Approved by resolution of the Board at meeting of 22 October 2014.

Next Review Due: October 2017.

10. **Creative Commons Copyright Policy**

1 **Rationale**

By law, school boards of trustees own the copyright of any works produced by teachers and other staff in the course of their employment with the school. The Board of Trustees of St Patrick's College recognises that the open and free exchange of information, knowledge and resources, and the collaborative production of copyright works that are freely available to all, improves student outcomes and is of benefit to the staff and students of the College, as well as teachers and students throughout the New Zealand schooling system. Accordingly, the Board would like to encourage and support staff and students in the free and open access to copyright works, while still respecting the Board's primary ownership of any works created by staff in the course of their employment.

2 **Policy statement and authority**

The Board:

- 2.1 Supports the adoption of Creative Commons practices, whereby its ownership of copyright of works produced by College staff in the course of their employment does not stand in the way of those works being made available to others to help improve student outcomes.
- 2.2 Applies by default a Creative Commons Attribution-ShareAlike Licence to all teaching materials and policies in which the Board owns copyright, on the basis set out at section 3 of this policy.
- 2.3 Authorises the Rector to apply a Creative Commons Attribution or Creative Commons Attribution-ShareAlike Licence to other copyright works on behalf of the Board, aside from those described in 2.2, where agreed by the Rector and the creator of the copyright works.
- 2.4 Authorises the Rector to make exceptions to 2.2, at the discretion of the Rector. Any such exceptions should be limited by a specific time period and/or to particular categories of non-permanent staff (such as student teachers and masters students engaged by the College on a short term basis) and should consider the application of other forms of Creative Commons licences, as opposed to simply reserving all rights in a copyright work, having regard to the rationale of this policy.
- 2.5 Agrees to a non-exclusive perpetual licence being given to the creator of the copyright in works licensed by the Board under a Creative Commons Attribution or Creative Commons Attribution-ShareAlike licence.
- 2.6 Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator, although students are to be encouraged to make their works available under Creative Commons philosophies similar to those set out in this policy.
- 2.7 Confirms that this policy only applies to copyright works, and not to any other forms of intellectual property.
- 2.8 Recognises that the copyright in works produced by a member of staff other than in the course of their employment with the College remains the property of that staff member. Where any work is produced using College resources or is uploaded to the College's systems, the work will be deemed to have been created in the course of employment and subject to a Creative Commons Attribution-ShareAlike Licence unless otherwise agreed by the Rector.
- 2.9 This policy has been developed with assistance from accessing the resources available from Creative Commons, a Massachusetts-chartered 501(c)(3) tax-exempt charitable corporation. See <https://creativecommons.org/licenses/by/4.0/legalcode>,

3 Concepts and procedures

- 3.1 'Creative Commons' enables the sharing and use of creativity and knowledge that would otherwise be restricted through the application of copyright laws.
- 3.2 A "Creative Commons Attribution Licence" is a copyright licence that enables the user to:

Share – copy and distribute the copyright work in any medium or format
Adapt – remix, transform, and build upon the copyright work

for any purpose, even commercially. The licensor of the copyright cannot revoke these freedoms, as long as the user follows the licence terms. The terms require:

- Attribution – The user must give appropriate credit to the creator of the work or licensor (in the case of copyright works made available by the College under this policy, the College), and any other copyright or disclaimer notification the licensor requires. The user must also indicate if any changes have been made when using the works. The user may do so in any reasonable manner, but not in any way that suggests the College endorses the user or the use of the copyright works.
- No restrictions - The user may not apply legal terms or technological measures that legally restrict others from doing anything the licence from the Board permits.

The concept is further outlined at <https://creativecommons.org/licenses/by/4.0/>

- 3.3 A "Creative Commons Attribution-ShareAlike Licence" is the same as a Creative Commons Attribution Licence, except that the terms also require that if the user remixes, transforms, or builds upon the material, the user must distribute the user's contributions under the same licence as granted by the Board.

The concept is further outlined at <https://creativecommons.org/licenses/by-sa/4.0/>

- 3.4 The Rector may, in consultation with staff, develop procedures and protocols for implementing and maintaining this Creative Commons Policy on such basis as the Rector considers appropriate.

4 Disputes

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

- 4.1 In the first instance the dispute should be documented and presented to the Rector.
- 4.2 If the dispute is still not resolved then the documentation should be presented to the chair of the Board of Trustees.
- 4.3 If the dispute is still not resolved, the Board chair must refer the dispute to mediation with an appropriate authority as determined by the chair.

Approved by resolution of the Board at its meeting on 24 August 2016

Next Review Due: August 2019.

7 NAG 4 - Section One - Finance

7.1 Finance Policy

National Administration Guideline Focus:

According to legislation on financial and property matters, the Saint Patrick's College Board of Trustees is also required in particular to:

- allocate funds to reflect the College's priorities as stated in the charter.
- monitor and control College expenditure, and ensure that annual accounts are prepared and audited as required by the *Public Finance Act 1989* and the *Education Act 1989*.
- comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the College's buildings and facilities provide a safe, healthy, learning environment for students.

To meet the objectives and requirements of the *National Administration Guidelines 4 - Finance* The Board will develop, and approve the appropriate procedures.

These may include procedures on:

1. Financial Management
2. Fees/Donations
3. Management of Scholarship Funds

The Board will provide the Rector with written financial delegations:

1. Rector's Authority
2. Rector's Right to Delegate
3. Signing Authority

The Board will develop and approve Terms of Reference for:

1. Finance Committee

This policy will be reviewed every three years by the Board's Self-Review Committee.

Approved by resolution of the Board at meeting of 24 September 2014.

Review Date: September 2017.

7.2 Fundraising Policy

1.1 Rationale

The enhancement of school facilities may from time to time require additional fundraising activities. All such activities must be conducted within the school's financial and management protocols.

1.2 Policy Statement

The school requires that:

- 1.2.1 all fundraising activities are appropriately controlled.
- 1.2.2 all financial activities comply with standard financial management procedures of the school.
- 1.2.3 appropriate procedures are followed to obtain authority to carry out fundraising on the school's behalf and that practices in fundraising met set expectations.

1.3 Policy Guidelines

- 1.3.1 all funds raised on behalf of students, for school approved activities or for the purpose of materials etc become the property of the school and subject to school financial management processes.
- 1.3.2 all fundraising activities must have the Rector's prior approval.
- 1.3.3 the number and type of fundraising activities must be limited according to the Rector's directions.
- 1.3.4 any student involved in fundraising within the community during school time must be in school uniform and carry the appropriate authorisation.
- 1.3.5 sponsorship is considered as fundraising and must have the approval of the Board.
- 1.3.6 sponsorship of sports teams must meet the requirements of local school sports organisation by-laws (if applicable).
- 1.3.7 management of all funds raised must meet general school procedures on financial management and accounting.
- 1.3.8 no separate bank accounts will be permitted to be held by any fundraising committee, group or individual.
- 1.3.9 any applications to funding agencies must have the approval of the Board.

1.4 Review

This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 24 September 2014.

Review Date: September 2017.

7.3 Theft and Fraud Prevention

1. Rationale

The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that through its chief executive, the Principal, the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.

The Board, therefore, requires the Principal to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Board Chairperson as prescribed in the procedures set out below.

1.2 General

As preventative measures against theft and fraud the Board requires the Rector to ensure that:

- 1.1 The School's physical resources are kept secure and accounted for.
- 1.2 The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by the New Zealand Institute of Chartered Accountants.
- 1.3 Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Rector are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
- 1.4 All staff members are aware of their responsibility to immediately inform the Rector should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.
- 1.5 In the event of an allegation of theft or fraud the Rector shall act in accordance with the following procedures:
 - a. Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
 - b. So far as it is possible and within 24 hours:
 - i. Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
 - ii. Request a *written statement* from the person who has informed the Rector, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
 - iii. Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
 - iv. Inform the Board Chairperson of the information received and consult with them as appropriate.
 - c. On the basis of advice received and after consultation with the Board Chairperson, the Rector shall decide whether or not a *prima facie* case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.

- d. The Rector shall then carry out the following procedures:
 - i. Investigate the matter further;
 - ii. If a *prima facie* case is thought to exist to continue with their investigation;
 - iii. Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
 - iv. Lay a complaint with the New Zealand Police;
 - v. If necessary, commission an independent expert investigation;
 - vi. In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
 - vii. Seek legal advice; or
 - viii. Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.
- e. Once all available evidence is obtained the Rector shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
- f. If a case is considered to exist the Rector or a person designated by them shall, unless another course of action is more appropriate:
 - i. Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
 - ii. Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
 - iii. Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
 - iv. Advise the person in writing of the processes to be involved from this point on.

1.6 The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Rector shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Rector considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.

1.7 The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.

1.8 Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Rector and if considered appropriate after taking expert advice.

1.3 **Allegations Concerning the Rector or a Trustee**

1.9 Any allegation concerning the Rector should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 4 of this Policy.

- 1.10 Any allegation concerning a member of the Board of Trustees should be made to the Rector. The Rector will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 4 of this Policy.

1.4 Approval

- 1.11 When the Board approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Board.
- 1.12 As part of its approval the Board requires the Rector to circulate this Policy to all staff, and for a copy to be included in the St Patrick's College Wellington Policy Manual, copies of which shall 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 Rector arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Approved by resolution of the Board at meeting of 20 November 2007.

7.4 **Travel Policy**

1. **Rationale**

The Board agrees that it has a responsibility to ensure that travel expenditure incurred by the School must clearly be linked to the business of the College. The Board has agreed on the fundamental principles of the Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Rector.

The Board requires the Rector, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The Rector may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.

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.

1.2 **Policy Statement**

The Board agrees to ensure that the travel expenditure is on the Board's business, and the College obtains an acceptable benefit from the travel when considered against the cost. Expenses are reimbursed on an actual and reasonable basis; and staff that is required to travel on business do not suffer any negative financial effect.

1.3 **Policy Guidelines**

- 1.3.1 staff members are not able to approve their own travel and are required to seek approval from the relevant authority.
- 1.3.2 all bookings for international and domestic travel is to be conducted through the College's normal purchase procedures. This includes booking of accommodation, flights and rental cars.
- 1.3.3 all domestic air travel is to be economy class.
- 1.3.4 all international travel should be authorised by the Board before it is commenced.
- 1.3.5 under normal circumstances all international air travel is to be economy class.
- 1.3.6 staff should opt for good but not superior accommodation.
- 1.3.7 when using rental cars, staff should opt for good but not superior model vehicles.
- 1.3.8 use of private vehicles is to be approved by the relevant authority and the rate reimbursement will be as set out in the PPTA contract.
- 1.3.9 if taxis are used, then staff should pay for the taxis out of their own pocket, obtain a receipt and seek reimbursement through petty cash or as part of an expense claim.
- 1.3.10 the reimbursement for business related travel expenses is on the basis of actual and reasonable costs. Actual and reasonable expenditure is defined as "the actual cost incurred in the particular circumstances, provided that it is a reasonable minimum charge".
- 1.3.11 for travel within New Zealand, actual and reasonable expenses are those incurred above the normal day to day costs. For example, a staff member would normally incur personal expenditure for lunch on a daily basis and the cost of lunch when travelling should not be reimbursed unless the costs are greater than that normally incurred.
- 1.3.12 all personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in house movies, laundry and private phone call charges are to be paid separately by the travelling staff member.
- 1.3.13 all receipts must be retained and attached to the travel claim. The claim is to be authorised on a relevant authority.
- 1.3.14 for expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to ensure that GST can be reclaimed by the College.
- 1.3.15 Authorisation can still be given for expenditure less than \$50 where there is

no receipt, for example if it is not practical to obtain a receipt or if the receipt is lost. The expenditure can be reimbursed provided there is no doubt about its nature or the reasons for it.

- 1.3.16 travel benefits, including air points and loyalty scheme rewards/points (Fly Buys, Global, etc), accrued from official travel are only to be used for subsequent travel on behalf of the College. They should not be redeemed for personal use.
- 1.3.17 staff must travel by the most direct route unless scheduling dictates otherwise.
- 1.3.18 the school will not meet expenses incurred on behalf of a spouse or travelling companion. In the event of a person travelling with an employee, a reconciliation of expenses should clearly demonstrate that the College did in no way incur additional expense.

Review

This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 24 September 2014.

Review Date: September 2017.

7.5 Terms of Reference – Finance and Works Committee

Membership: The Rector, one or more trustees and the Executive Officer
The Committee has the power to co-opt other members.

Note: The Board Chair is *ex officio* on all Board committees.

Committee Chairperson: The Committee will be chaired by a trustee.

Meetings: The Committee will meet on a monthly basis.

Operational Brief: The Committee is responsible for advising the Board on all property matters.

The Committee is empowered to make property policy/procedure recommendations and to review policy.

Operational Procedure:

1. Develop and review policies/procedures relating to property for the approval of the Board.
2. Preparation (and review) of a ten year maintenance plan for building, facilities and grounds for the approval of the Board.
3. To carry out an annual inspection of the premises by 31 October each year, to check on the current work programme.
4. To undertake an annual evaluation of the property section of the budget to determine whether the goals were met.
5. To liaise with CSBL / Board of Proprietors.

Review

The Terms of Reference for this Committee will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 24 February 2010.

Review Date: February 2013.

7.6 **Terms of Reference - Property Management Consultant**

1. The Board may employ a Property Management Consultant.
2. The Property Management Consultant will be responsible for:
 - responding to the directions of the Finance and Works Committee
3. Undertake the supervision of projects as directed by the Finance and Works Committee.

Approved by resolution of the Board at meeting of 24 February 2010.

Review Date: February 2013.

7.7 **Delegations:**

1. **Rector's Authority**

The Rector is delegated the power to order goods and services and approve for payment any items included in the College budget, once the budget has been approved by the Board. The Rector shall have the authority to order goods and services and approve for payment items not so included to a discretion limit set by the Finance Committee. Any such spending shall be scheduled and recorded in the Board's monthly minutes. The Board may limit this authority at any time.

2. **Rector's Right to Delegate**

2.1 Within the limits set under the Rector's authority the Rector may delegate to staff the power to order goods and services. The Rector may withdraw the delegation to any staff member at anytime without question. The Rector must approve all staff expenditure.

2.2 Programme heads and others with approved budgets are delegated the power to order goods and services and approve payment items within their budget limit.

3. **Signing Authority**

Any two of those listed below have full Board authority to sign Board cheques, cheque vouchers and authorise electronic transfer account payments on sighting appropriate invoices.

- 3.1 The Rector
- 3.2 Board Chair
- 3.3 Designated trustees
- 3.4 Executive Officer
- 3.5 Deputy Rector and Assistant Rector

4. These Delegations will be reviewed annually.

Approved by resolution of the Board at meeting of 24 February 2016.

Review Date: February 2017.

7.8 Financial Procedures

1. Financial Management

1.1 Management

1.1.1 The Rector is responsible for the daily management of the financial resources of the College.

1.1.2 The Rector can delegate his responsibilities to selected staff members.

1.1.3 The Board will employ a professional person – an Executive Officer to oversee the College's finances. This officer is responsible to the Rector.

1.2 Annual Budgeting:

1.2.1 The Rector is responsible for:

1.2.1.1 The annual budget process (see attached flow chart). Before this process begins he/she will ensure that, within the Charter framework, there is a determination of major goals in: quality management; curriculum; staff training and property.

1.2.1.2 Ensuring that all staff responsible for budgets does not exceed them.

1.2.2 Locally raised funds are to be included in the annual budget. The budget is only to include net fund-raising income for fund-raising activities that have already been planned, where success can be guaranteed.

1.3 Monthly Report

The Executive Officer will prepare the following reports for presentation to the Finance Committee:

1.3.1 Income & Expenditure;

1.3.2 Variance from budget;

1.3.3 Current account balances;

1.3.4 Capital expenditure;

1.3.5 Current investments

1.3.6 Cheques, electronic transfer schedules and accounts for payment.

1.4 General Criteria

1.4.1 No new programmes/course will be introduced unless there are adequate financial/administrative/physical resources to support them.

1.4.2 No additional expenditure can be incurred unless approved by the Board, except within the discretionary limits approved for the Rector by the Board.

1.4.3 All expenditure must be approved within recognised delegations.

1.4.4 All available money is to be invested with a registered bank unless authorisation to do otherwise has been approved by **75%** of the full Board.

1.4.5 The Rector will determine whether internal fund-raising may take place, having regard for any other funding programmes occurring in the wider College community.

1.5 Review

This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 24 September 2014.

Review Date: September 2017.

2. **Fees / Donations**

2.1 The Board may:

2.1.1 charge for goods and services that are not part of the delivery of the curriculum.

2.1.2 request donations.

2.2 The Board will approve the amount of the annual donation or donations to be requested.

2.3 Permitted charges for goods and services shall be determined by the Rector, who shall be responsible for ensuring that parents are given adequate information before they agree to receive any goods or services for which they are charged. No charge may be made unless this has occurred.

2.4 Donations:

2.4.1 will be shown in the annual budget.

2.4.2 are to be strongly encouraged but no action taken in relation to the non-payment of any donation that would embarrass or otherwise adversely affect the student or family concerned.

2.5 The school office will be responsible for the collection of all donations / charges.

2.6 A range of payment options will be made available to parents and caregivers. The Rector may take any action lawfully available to enforce payment of charges owing including restricting or excluding participation in extra-curricular activities, provided any such consequence has been clearly communicated to the family concerned in advance.

2.7 **Review**

This procedure will be reviewed every three years by the Rector, or in the event of any legal development relevant or its subject matter, with a written report to be provided by the Board.

Approved by resolution of the Board at meeting of 26 November 2014.

Review Date: November 2017.

3. **Attendance Dues**

3.1 The Board may:

3.1.1 on behalf of the Board of Proprietors, levy Attendance Dues.

3.2 If so requested by the Board of Proprietors the school office will be responsible for the collection of all Attendance Dues.

3.3 A range of payment options will be made available to parents and caregivers. The Rector may take any action lawfully available to enforce payment of Attendance Dues owing including restricting or excluding participation in extra-curricular activities, provided any such consequence has been clearly communicated to the family concerned in advance.

3.5 **Review**

This procedure will be reviewed every three years by the Rector, or in the event of any legal development relevant or its subject matter, with a written report to be provided by the Board.

Approved by resolution of the Board at meeting of 26 November 2014.

Review Date: November 2017.

4. **Management of Scholarship Funds**

4.1 The Board will:

4.1.1 Maintain a separate reserve fund to identify and conserve funds received from bequests from the Society of Mary and/or estates or any other party for specified purposes that entails earning funds or earnings thereon being set aside for expenditure in other than the year of receipt.

4.1.2 Declare all such funds in its published accounts as reserve funds.

4.1.3 Refrain from using or committing such reserve funds, except for College prizegiving awards or for the purpose laid down by the donors of the funds for College students.

4.1.4 Add the annual income earned to those funds.

4.1.5 Apply the same principles for investing reserve funds as other moneys of the Board.

4.1.6 Have the discretion, should funds become insufficient to carry out the intentions of the donor(s), but not the obligation, to cease disbursements or to supplement its earnings to enable disbursements to proceed.

4.2 Review

This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Review Date: November 2017.

8 NAG 4 - Section Two - Property

8.1 Property Policy

National Administration Guideline Focus:

According to legislation on financial and property matters, the Saint Patrick's College Board of Trustees is also required in particular to:

- allocate funds to reflect the College's priorities as stated in the charter.
- monitor and control College expenditure, and ensure that annual accounts are prepared and audited as required by the *Public Finance Act 1989* and the *Education Act 1989*.
- comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the College's buildings and facilities provide a safe, healthy, learning environment for students.

To meet the objectives and requirements of *National Administration Guideline 4 - Property Matters* the Board will develop, and approve the appropriate procedures.

These procedures may include:

1. Long Term Property Maintenance Programme
2. Maintenance of an Asset Register
3. Establish a System for the Renewal of Assets
4. Operational Criteria
5. Management of Physical Resources

The Board will provide written delegations for:

1. Property Administration
2. Property Management Consultant

The Board will develop and approve Terms of Reference for:

1. Finance and Works Committee
2. Property Management Consultant

This policy will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 24 February 2010.

Review Date: February 2013.

8.2 **Delegations:**

1. **Administration**

The day to day administration of property is the responsibility of the Rector.

2. **Board of Trustees – Finance and Works Subcommittee**

Will annually review 10 year Maintenance Plan and Development Plan.

3. A property management consultant may from time to time be delegated the responsibility to manage individually approved projects.

The property management consultant has authority to spend only up to the limits of individually approved projects.

3. **Review**

These delegations will be reviewed annually.

Approved by resolution of the Board at meeting of 24 February 2010.

Review Date: February 2011.

8.3 **Property Procedures**

1. **Long Term Property Maintenance Plan**

1.1 The Long Term Property Maintenance Plan will:

1.1.1 Identify and describe the assets for which the Board has long term maintenance obligations including identifier numbers, location, description etc.

1.1.2 Identify which particular maintenance projects will fall within the 10 year cycle for which the Board has long term property maintenance obligations. Include financial information, that is, rolling 10 year forecasts based on known and provable unit costs, compiled logically clearly and recorded in present day costs;

1.1.3 State assumptions used in the preparation of the plan

1.1.4 Be prepared or reviewed by a suitably qualified person

1.1.5 Be a firm commitment of the Board

1.2 In preparing the plan the following matters may be addressed:

1.2.1 The general maintenance of:

- the buildings
- plant and equipment
- furnishings
- grounds and surrounds

1.2.3 Health and safety requirements

1.2.4 The replacement of:

- buildings
- plant and equipment
- furnishings

1.2.5 Need for capital works

1.3 The plan will establish maintenance priorities and clearly indicate timelines.

1.4 The annual budget

1.5 The 10 year maintenance plan

1.6 Review

This procedure will be reviewed every three years by the Board's Finance and Works Committee who will provide the Board with a recommendation.

Approved by resolution of the Board at meeting of 24 February 2010.

Review Date: February 2013.

2. Preparation and Maintenance of an Asset Register

- 2.1 The Executive Officer will be responsible for maintaining an asset register.
- 2.2 In preparing the asset register the following guidelines will be observed:
- 2.2.1 Assets to be recorded at cost or fair value if donated;
 - 2.2.2 Acquisition date to be recorded;
 - 2.2.3 Disposal and/or write-off to be recorded;
 - 2.2.4 Assets to be recorded under the following headings:
 - 2.2.4.1 Plant and Machinery
 - 2.2.4.2 Furniture
 - 2.2.4.3 Electrical Equipment
 - 2.2.4.4 Sports Equipment (major)
 - 2.2.4.5 Minor Equipment
 - 2.2.4.6 Buildings
 - 2.2.4.7 Library Books
- 2.3 Library Resources will be treated according to the procedures outlined by Ministry of Education College Accounting and Reporting Requirements November 1995.
- 2.4 The following rates of depreciation will apply based on their estimated useful life on an equal instalment basis ("straight-line"):
- | | <i>Years</i> |
|---------------------------------|--------------|
| 2.4.1 Plant and Machinery | 10 |
| 2.4.2 Motor Vehicle | 5 |
| 2.4.3 Furniture | 20 |
| 2.4.4 Electrical Equipment | 5 |
| 2.4.5 Sports Equipment | 5 |
| 2.4.6 Minor Equipment | Nil |
| 2.4.7 Buildings | 50 |
| 2.4.8 Library Books – per annum | 12.5% |
- 2.5 Review
This procedure will be reviewed every three years by the Executive Officer who will provide the Board with a recommendation.

Approved by resolution of the Board at meeting of 24 February 2010.

Review Date: February 2013.

3. Replacement of Assets

- 3.1 The Rector in conjunction with the Executive Officer will be responsible for establishing guidelines for the replacement of assets
- 3.2 In preparing the guidelines the following matters may be addressed:
 - 3.2.1 The indicated useful life of the asset (see procedure 3)
 - 3.2.2 Curriculum priorities
 - 3.2.3 Budget constraints
- 3.3 Each year as part of the preparation of the annual budget the Chairperson of Board of Trustees subcommittee for Finance and Works will prepare a statement outlining the next 12 months' replacements and their estimated costs.
- 3.4 **Review**
This procedure will be reviewed every three years by the Rector.

Approved by resolution of the Board at meeting of 24 February 2010.

Review Date: February 2013.

4. **Operational Criteria**

- 4.1 The Rector is responsible for the management of College property. He/she can/will:
- 4.1.1 Delegate responsibility to the person who has authority for the budget covering buildings and grounds expenditure.
 - 4.1.2 Ensure that rectification of damage, removal of graffiti will be effected as soon as practicable. In doing so the Rector will take into account the:
 - 4.1.2.1 limitations imposed by funding;
 - 4.1.2.2 paramount importance of health and safety factors.
 - 4.1.3 Notify police of any damage or theft of property which is of a serious nature.
- 4.2 Yearly inspections on the state of buildings and grounds should be carried out by members of the Finance and Works Committee and reports tabled at the yearly meeting of the Board.
- 4.3 **Review**
This procedure will be reviewed every three years by the Rector who will provide the Board with a recommendation.

Approved by resolution of the Board at meeting of 24 February 2010.

Review Date: February 2013.

5. **Management of Physical Resources**

- 5.1 The Rector is responsible for the management of the physical resources within the College. He/she can/will:
- 5.1.1 Delegate responsibility to the person who has budget responsibility for the budget covering buildings and ground expenditure.
 - 5.1.2 Ensure each year as part of the financial planning cycle that staff in charge of budget areas:
 - 5.1.2.1 prioritise their needs for new physical resources and the replacement of existing resources.
 - 5.1.2.2 Ascertain the needs for the maintenance of existing physical resources.
 - 5.1.2.3 Provide an outline plan for physical resource development in their area for the following three year period and for longer periods where this is appropriate.
 - 5.1.3 Ensure that high priority in the provision of physical resources is given to those who need to maintain a safe environment, deliver quality learning programmes and provide administrative support for these programmes.
 - 5.1.4 That as appropriate, and within the budget framework, physical resources are readily accessible to those who need to use them as part of their work.
 - 5.1.5 Ensure that an evaluation of physical resource planning and management is carried out annually, in the month before the next planning cycle begins. The Rector will involve all staff with delegated responsibility for physical resources in the college.
- 5.2 **Review**
This procedure will be reviewed every three years by the Rector who will provide the Board with a recommendation.

Approved by resolution of the Board at meeting of 24 February 2010.

Review Date: February 2013.

9 NAG 5 - Section One - Safe Environment

9.1 Safe Environment Policy

National Administration Guideline Focus:

Saint Patrick's College Board of Trustees is also required to:

- provide a safe physical and emotional environment for students;
- promote healthy food and nutrition for all students;
- where food and beverages are sold on school premises, make only healthy options available; and
- comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees;
- students who bully will be dealt with as per the school procedures;
- students should support each other by reporting all instances of bullying.

To meet the objectives and requirements of:

- *National Administration Guideline 5 - Safe Physical and Emotional Environment;*
- *The Health and Safety Code of Practice 1998;*

the Board will:

- (i) have an approved *Emergency and Action Guide;*
- (ii) have an approved *Health & Safety Management Plan*
- (iii) put in place the appropriate procedures. These procedures may include:
 1. Non-violence
 2. Student Behaviour
 3. General Complaints and Concerns
 4. Sexual Harassment
 5. *HIV/AIDS and Other Blood-Borne Viruses*
 6. *Acute Crisis Management*
 7. Inter-agency Protocols for Dealing with Child Abuse Allegations
 8. Crisis Management procedure

The Board will put in place the appropriate written delegations:

1. Emergency and Action Guide Co-ordinator

This policy will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

9.2 **Delegations:**

1. **Emergency Plan Co-ordination**

The Rector will be the Emergency Action Guide Co-ordinator.

2. **Review**

These delegations will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

9.3 **Work Experience**

1. **Rationale**

From time to time students at St Patrick's College are offered 'work experience'. Work Experience is time in the workforce to explore, participate and take on the role of an employee. The benefit of this unpaid work is that the student can make career decisions based on his experience, which can also enhance his learning in the classroom.

Work experience is usually for students in vocational courses e.g. Gateway and/or Transition, but may be offered to other students with the approval of the Rector of the College.

This policy is designed to ensure we comply with all legislation around work experience and that our students are kept safe in the workplace. The St Patrick's College Work Experience Policy acknowledges and complies with Ministerial Notification as of 7 March 2005 'Education Gazette'. This policy is required pursuant to section 71(2) of the Education Act 1989.

1.2 **Policy statement**

The school wishes to encourage participation by students in appropriate work experience opportunities. The school will facilitate participation in suitable opportunities, provided the well-being and safety of the student is not compromised as a consequence.

1.3 **Policy scope and conditions**

- 1.3.1 The provisions of this policy apply to all student attendance in the workplace, but do not apply to 'one-off' visits to workplace sites. 'One-off' is being interpreted as for one day or less duration at that work site.
- 1.3.2 No Principal, teacher, or occupier of a workplace shall allow a student to go into, or remain in, a workplace to undertake work-based learning or work experience, unless the following conditions have been complied with.
- 1.3.3 Written Parental permission is required for all students who participate in this programme.
- 1.3.4 Cost: All work experience is unpaid and there is no cost to the students/family apart from normal travel to and from the workplace. In some circumstances where distances travelled are larger than the student's normal travel to and from the College, the Transition Department will reimburse the student's costs.
- 1.3.5 The student is not required to join or belong to a union while on work experience, as he is officially still a student at school.
- 1.3.6 The student concerned must not be required to undertake work that is arduous or dangerous in relation to the student's age and stage of development. All Health and Safety precautions must be undertaken by the employer as though the student was an employee – OSH recommendation.

1.4 **Policy guidelines**

- 1.4.1 Before commencing any Work Experience:
 - The Student's work needs must be identified. Contact is then made with an employer. The employer identifies specific needs he or she requires of an employee on the work site and agrees to take on a student for work experience.

- A written confirmation is sent to the employer confirming expectations so the employer understands the abilities of the students and what he or she can expect with our students as their 'employee'.
- 1.4.2 The student must be informed of the expectations and attributes required to himself and the employer. Student agreement to meet these expectations, and agreement that he is suitable based on the required attributes, needs to be obtained prior to attending Work Experience.
 - 1.4.3 The student must be assessed in consultation with staff, based on his performance as an employee and matching the attributes displayed in the work place to the Work Exploration Reference Form.
 - 1.4.4 The student must be supervised in work that he can manageably undertake. This needs to be active learning, not merely observation, and for this to occur initial supervision is required for safety and ability to master instructions or skill practice. Employers are required to recognise supervision is vital to a safe workplace.
 - 1.4.5 A staff member will visit the students where possible to discuss progress with the supervisor and talk with the student on his Work Experience. Debrief will occur with the student on their return to College.
 - 1.4.6 The student's attendance and hours must be agreed with the employer/student and Transition prior to commencement of the Work Experience. These details are noted for both the employer and students on the Work Experience Job Placement Details form. Attendance and punctuality will also be commented upon in the reference.
 - 1.4.7 The rules and regulations of St Patrick's College apply to students who are attending work experience. For Health and Safety reasons all workforce rules must be adhered to by students attending work experience.
 - 1.4.8 Students who experience any physical or emotional harm during any Work Experience, or who have any concerns they might be exposed to harm, are required to notify the school immediately and the student is to be removed from the workplace until all legitimate concerns have been addressed. The Rector shall ensure an appropriate staff member is available to manage and receive any such notifications.
 - 1.4.9 Student Attendance must be monitored while on Work Experience, with monitoring reports processed through the College.

1.5 **Review**

This procedure will be reviewed every three years by the Board's Charter and Policy Committee, or upon any change in Ministry of Education requirements.

Approved by resolution of the Board at meeting of 26 November 2014.

Review Date: November 2017.

9.4 **Food and Nutrition Policy**

1. **Rationale**

The board supports and encourages a healthy eating environment and culture in our college. We consider that healthy food and beverage choices can enhance educational outcomes.

1.2. **Policy Statement**

The school requires that through determined curricula areas students will be enabled to make informed decisions about food and the choices that will contribute to their well being.

The school wishes to provide an environment that encourages and supports healthy eating. It will ensure that food and beverages that enhance young people's health are sold or served at St Patrick's College.

1.3 **Policy Guidelines**

1.3.1 social events will encourage young people to enjoy sharing and eating healthy food and beverages.

1.3.2 all food service personnel, teachers, coaches and other school administrative staff will support healthy eating practices.

1.3.3 water will be the preferred beverage.

1.4 **Review**

This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

9.5 **Sun Safety Policy**

1. **Rationale**

New Zealand has one of the highest rates of skin cancer in the world. Research has shown that prolonged exposure to the sun can cause melanomas and that children are particularly vulnerable to harmful rays.

1.2 **Policy Statement**

The Senior Leadership team will:

1.2.1 inform the school community of the dangers in harmful ultra-violet rays.

1.2.2 provide a safe environment for staff and students.

1.2.3 encourage sun safe practices.

1.3 **Policy Guidelines**

1.3.1 reminders may be put into school newsletters to bring named hats and sunscreen for wearing at school, at outdoor events and on school trips.

1.3.2 during terms one and four the College will make available sunscreen to students who require it.

1.3.3 the Board will maintain a range of areas where students can shelter from the sun.

1.3.4 staff will provide positive reinforcement to students who take appropriate sun safety measures.

1.3.5 while on outdoor trips or participating in outdoor sport activities, including spectators, the school will encourage students to use suitable protective measures.

1.4 **Review**

This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

9.6 **Group Students Policy – International Students**

1. **Rationale**

St Patrick's 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 St Patrick's College
 - To ensure compliance with the Ministry of Education's Code of Practice for the Pastoral Care of International Students (2003) (The Code of Practice).
1. St Patrick's College policies and procedures relating to the Code of Practice will apply to Group Students.
 2. Information given to group students will be adjusted to meet the requirements of the particular group and the period of study.
 3. An application/enrolment form will be completed for each student giving full contact details and any special health, learning or other needs.
 - For students under 18 years, individual forms must be signed by the parent and form the contract between the school and the parent.
 4. All group student arrangements and conditions shall be set out in an agreement to be signed by the education provider and the group organiser.
 5. St Patrick's College shall designate an appropriate person from the education provider to oversee the tour operations.

1.2 **Code of Practice:**

Group students means:

- a) International students holding a group visa issued by Immigration New Zealand;
or
- b) 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.

1.3 **Group Supervision:**

Supervision is to be provided to all group students in accordance with section 3 of the *Guidelines to Support the Code of Practice for Pastoral Care of International Students*.

The education provider will ensure that the group supervisor has the required skills and knowledge, as outlined in the Guidelines.

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 laid down in St Patrick's College EOTC policy.

- The designated person will, in conjunction with the group leader, notify the school and the student's parents.
- All emergencies will be documented by the designated person. If this is not possible then by the most senior person present.

1.4 **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 Code of Practice.
- 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.

1.5 **Verification of Policies**

St Patrick's 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, St Patrick's 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 Poor's, 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 St Patrick's 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.

1.6 **Recording of Policy Details:**

For each group **St Patrick's College** shall record the:

- a. Name of the Insurer
- b. Policy number
- c. Policy start and end dates.

Approved by resolution of the Board at meeting of 24 September 2014.

Review Date: September 2017.

9.7 **Procedures**

1. **Non Violence**

1.1 The Rector will ensure that:

1.1.1 All students are to be regularly reminded of the importance of:

1.1.1.1 their own self-esteem;

1.1.1.2 concern for others

1.1.1.3 a desire for learning.

1.1.2 Students are to be taught the skills necessary to protect and develop their own self-esteem, to resolve conflicts with others, and to facilitate their own learning process.

1.2.3 Anger management is made available to students who have trouble with the non-violence rule.

1.2.4 Courtesy, consideration and co-operation are stressed in fostering appropriate behaviour among students.

1.2 The non-violence rule of the College is:

1.2.1 no physical violence;

1.2.2 no verbal violence;

1.2.3 no intimidation;

1.2.4 no violence to property (includes theft)

1.2.5 no violence to self.

This rule applies in all College activities.

1.3 The safety and rights of other students are always to be considerations when a student is not conforming to the non-violence rule.

1.4 Review

This procedure will be reviewed every three years by the Guidance Counsellor who will provide the Rector with a written report

Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

2. **Student Behaviour**

- 2.1 All students are required to behave in such a manner as to bring credit on themselves, their family and their College.
- 2.2 Rights that will be promoted:
 - 2.2.1 All students have the right to learn without being disrupted by others.
 - 2.2.2 All students and staff have the right to be treated with courtesy and respect.
 - 2.2.3 All students and staff have the right to work in a clean and attractive environment.
 - 2.2.4 All students have the right to an education in an environment free from tobacco, alcohol and/or illicit drugs.
- 2.3 Students who wilfully cause damage to property and equipment will/may be required to make good or pay for repairs.
- 2.4 Students will be required to take responsibility for their own actions.
- 2.5 Students will be informed of the rules of the College and the type of behaviour which is unacceptable. The Deputy Rector will have the responsibility of ensuring that the College's Diary fully outlines the students' code of conduct.
- 2.6 Where student behaviour is unacceptable the College will take appropriate measures to deal with the situation. In each situation:
 - 2.6.1 account will be taken of the student's cultural and social background;
 - 2.6.2 where appropriate involvement may be sought from:
 - 2.6.2.1 the guidance counsellor;
 - 2.6.2.2 parent or care-givers;
 - 2.6.2.3 whanau support;
 - 2.6.2.4 the Board;
 - 2.6.2.5 Catholic support services;
 - 2.6.2.6 Social Welfare;
 - 2.6.2.7 The police.
- 2.7 Violence in any form will not be tolerated.
- 2.8 **Review**

This procedure will be reviewed every three years by the Deputy Rector who will provide the Rector with a written report

Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

3. **Anti-Bullying**

3.1 Rationale

In accordance with National Administration Guidelines it is incumbent on St Patrick's College to ensure a physically and emotionally safe learning environment. St Patrick's College defines bullying as the use of aggressive behaviour towards others with the intention of causing harm to them. Bullying can be physical, verbal, emotional, sexual, racial, homophobic and cyber misuse. Students who are victims of bullying may face physical harm and emotional stress that may result in reduced learning opportunities, long term damage, or withdrawal or worse. Bullies themselves may also suffer long term harm. The College seeks to foster a climate of trust where students feel able to inform others of bullying in the knowledge that it will be dealt with promptly and effectively.

3.2 Policy Statement

The aim of St Patrick's College is to ensure a physically and emotionally safe learning environment through:

- all members of the College community – board, teachers, non-teaching staff, students and parents – having an understanding of what bullying is.
- all members of the College community knowing what the school policy is on bullying and following it when bullying is reported.
- all students and parents being assured that they will be supported when bullying is reported.
- implementing a zero tolerance approach to bullying.

3.3 Procedures to be followed relating to incidents of bullying are as follows:

- 3.3.1 a victim of bullying may report the incident to any member of staff, a peer support student or a friend.
- 3.3.2 anyone receiving a report of alleged bullying or observing bullying taking place must promptly report the incident to the member of staff responsible, as nominated by the Rector, but otherwise shall respect the privacy of the students involved.
- 3.3.3 all cases of alleged bullying will be recorded by staff responsible for handling the issue and periodically reported to the [Board].
- 3.3.4 where alleged bullying is identified by the staff member concerned as giving rise to a serious risk to the students concerned, parents will be informed and asked to attend a meeting to discuss the problem.
- 3.3.5 if necessary, at the discretion of senior staff, external agencies may be involved as appropriate.
- 3.3.6 all bullying behaviour or threats of bullying will be promptly investigated and immediate steps taken to prevent further occurrences.
- 3.3.7 reasonable attempts will be made to assist identified bullies to change their behaviour.
- 3.3.8 in cases of serious violence or extreme emotional harm or repeated instances of bullying behaviour the College has authority, and may exercise this authority, to stand-down, suspend or exclude in accordance with its behaviour management policy and Ministry regulations.
- 3.3.9 the College will investigate alleged bullying that occurs within the school and outside College when practical and will include cases of alleged cyber-bullying.

3.4 In implementing this policy College management will:

- ensure that the policy is widely and regularly communicated to the College community
- always act in a consistent, professional and fair manner in dealing promptly with complaints of bullying
- take all necessary and reasonable steps to investigate cases of bullying and, where proven to have taken place, ensure that they cease

- provide appropriate training for staff in identifying and reporting on bullying
- use a range of best practice techniques in enhancing the physical and emotional safety of the College; such techniques may include discussions on bullying, education of peer support students, counselling, use of curriculum content, etc.
- provide support for students and awareness material for parents to assist them in recognising cases of suspected bullying
- survey students and parents periodically to evaluate the effectiveness of the anti-bullying programme
- monitor and review the policy within the board policy review cycle
- conduct an annual survey on bullying with Year 9 students. The results of this are to be used to work with the victims and also to work with the bullies who are identified in the survey to change their behaviour
- ensure that the peer leaders who work closely with our year 9 students are talked to about bullying and the role that they can play in supporting students who have a problem with being bullied at the college
- facilitate a counsellor session early in the year for Year 9's which involves the peer support leaders. (This may be at Year 9 camp).
- survey a cross section of the rest of the College on bullying every few years, or more frequently if concerns are identified.

3.5 Signs of Bullying

This section is added to the policy in order to assist with implementation. Students may indicate by a series of signs that they are being bullied. The College should investigate when any staff member becomes aware that a student:

- is afraid when walking to or from College
- is reluctant to go to College
- does not want to go on the school bus, begs to be taken to College
- appears to change from usual routine
- starts to truant
- seems to be withdrawn, anxious or lacking confidence
- starts to stammer
- runs away, threatens or attempts suicide
- has nightmares or cries in bed
- begins to underachieve at College
- complains of illness before College
- comes home with clothes torn or possessions damaged, graffiti on books etc.
- asks for or starts stealing money
- frequently 'loses' money
- has unexplained injuries
- comes home hungry
- shows signs of aggression or disruption out of character
- is bullying siblings
- is afraid or reluctant to admit what is wrong
- gives unlikely excuses for any of the above
- is afraid to use internet or mobile phone
- appears nervous or anxious when a cyber-message is received

3.6 Review

This procedure will be reviewed every three years by the Rector who will provide the Board with a written report.

Approved by resolution of the Board at meeting of 24 September 2014.

Review Date: August 2017.

4. **Surrender, Retention, and Search**

4.1 **Principles**

- 4.1.1 The College is required to provide a safe physical and emotional environment for students and staff.
- 4.1.2 Parents, students and the public expect the College to be free from drugs, weapons, alcohol and cyber-bullying.
- 4.1.3 The College must act reasonably in good faith and in the least intrusive manner to achieve a safe environment.
- 4.1.4 All students have the right to be protected against unreasonable search and seizure. Any search or retention of property that is undertaken must be justifiable as reasonable and necessary to maintain a safe environment.

4.2 If a teacher reasonably believes that a student has something which is:

- 4.2.1 likely to endanger the safety of any person
- 4.2.2. likely to detrimentally affect the learning environment
- 4.2.3. otherwise harmful to others

then (and only then) the teacher may require the Student to produce and surrender the item, or, if the item is stored on a laptop, tablet or other electronic device, reveal the item and surrender the electronic device on which it is stored. If a staff member reasonably suspects that a serious criminal offence could be committed or that drugs or weapons are present, the Police should be informed.

4.3 If a Student refuses to produce and surrender a harmful item that a teacher reasonably believes is in the student's possession or in a bag or other container under the Student's control, the teacher may require the Student to remove any outer clothing, head covering, gloves, footwear, or socks, or surrender any bag or other container, and search those items on the following basis:

- 4.3.1 The teacher must carry out any search with decency and sensitivity and in a manner that properly respects the privacy and dignity of the student concerned.
- 4.3.2. In no circumstances may a teacher search clothing that a student is still wearing or search the Student's person/body.
- 4.3.3. Any search must be conducted in the presence of the student concerned and in the presence of another teacher or authorised staff member, with all staff involved being of the same gender as the student being searched.
- 4.3.4 The parents of any student involved in a search shall be promptly informed of the search having taken place.
- 4.3.5 Blanket searches may not be undertaken.
- 4.3.6 Members of staff other than teachers may not carry out searches of Student clothing or other items

4.4 Any student who fails or refuses to produce or surrender an item requested under these procedures, or who refuses to co-operate with a search attempted in accordance with those procedures, may be subjected to the College's disciplinary processes.

4.5 The Rector will ensure that:

- 4.5.1 All staff are informed of the surrender, retention, and search principles and the limits on their powers to conduct searches and retain property.
- 4.5.2 Appropriate protocols are developed, maintained and observed to reflect the

surrender, retention and search principles and the above procedures and the relevant requirements of the Education Act 1989.

4.6 **Review**

This procedure will be reviewed every three years by the Rector, or in the event of any legal development relevant to its subject matter, with a written report to be provided to the Board.

Approved by resolution of the Board at meeting of 27 August 2014.

Review Date: August 2017.

5 **General Complaints and Concerns**

- 5.1 Procedure to be followed if the concern is to do with:
- 5.1.1 the teaching methods/standards;
 - 5.1.2 management/discipline of students;
 - 5.1.3 any incident at College or elsewhere involving students;
 - 5.1.4 the curriculum, timetable, College programme;
 - 5.1.5 buildings, books, grounds;
 - 5.1.6 collection of fees, budgets, accounts;
 - 5.1.7 the running of the College.
- 5.2 In the first instance refer the matter to the class teacher if it relates to that classroom, or to the Rector. Note the Rector is to be informed of all complaints.
- 5.3 If the concern is not addressed, then the complaint must be firstly addressed to the Rector. If the hearing and subsequent action is not to the satisfaction of the Complainant then the matter should be presented to the Board of Trustees in writing (see attached flow diagram).
- 5.4 All concerns must be addressed to the Board of Trustees in writing. The Board of Trustees will acknowledge in writing the receipt of the written concern.
- 5.5 If the concern is one of Sexual or Physical Abuse by a Teacher then once a helping agency is involved the following procedures will be followed and will be in line with those set out in the Teachers' Collective Contract re Complaints Against Teachers.
- 5.5.1 The Rector will inform the Chair of the Board of Trustees.
 - 5.5.2 Both will then:
 - 5.5.2.1 advise the College's insurers;
 - 5.5.2.2 inform the staff member and advise them to seek legal and/or union representation;
 - 5.5.2.3 immediately seek the appropriate advice from NZSTA etc.
 - 5.5.2.4 inform the union.
 - 5.5.3 If the conditions warrant, the staff member will be suspended on full pay once an investigation has begun. At this stage the rest of the staff will be informed. Counsellors can be made available to any staff.
- 5.6 All matter of competency will be addressed through the complaints procedure under NAG 3 Personnel.
- 5.7 Review
This procedure will be reviewed every three years by the Rector who will provide the Board with a written report

Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

6 Sexual Harassment

- 6.1 The administration of this procedure will be the responsibility of the sexual harassment co-ordinators – the Rector and Guidance Counsellor
- 6.2 Sexual harassment¹ means verbal, visual or physical conduct (including written or visual material) of a sexual nature by a person or group and which is:
- 6.2.1 unacceptable and unwelcome;
 - 6.2.2 continued after being complained of.
- 6.3 Cultural differences are not to be used to justify or excuse sexual harassment.
- 6.4 Teachers have a pastoral care role as part of their vocation. This role calls for teachers to:
- 6.4.1 always complement and respect the student's relationship with his/her family members;
 - 6.4.2 maintain professional boundaries, not fostering emotional attachments to individual students.
- 6.5 All staff (including support staff) will be provided with sexual harassment education at full staff meeting at least once a year.
- 6.6 Sexual Harassment co-ordinators will
- 6.6.1 Ensure the student body is provided with sexual harassment education in a manner which they will determine at least once in each College year.
 - 6.6.2 Appoint and train contact persons. Contact person will have an advice and information role only. All complaints must be referred to the co-ordinators.
 - 6.6.3 Ensure the dissemination and implementation of this procedure.
- 6.7 This procedure can only be initiated by a complainant. Third party complaints will be dealt with under the general complaints procedure.
- 6.8 For all complaints confidentiality will strictly apply. Only those who need to know will be informed. All complaints will seek resolution at a level of least involvement.
- 6.9 Recognition is to be given to the fact that sexual harassment may involve elements of abuse of power. This can make it difficult for the victim to prevent it, or even complain of it.
- 6.10 If a claim is found to be dishonest an accused staff member has recourse to the provisions of the law and the relevant employment contract. An accused student has recourse to the BOT who will decide on an appropriate action.

¹ Examples of behaviour which could constitute sexual harassment include:

- Personally offensive verbal comments with sexual overtones made in the hearing of another person.
- Sexual or smutty jokes.
- Teasing or comments about a person's alleged sexual activities or private life.
- Unwelcome social attentions or telephone calls at work or home.
- Being followed home from college.
- Offensive hand or body gestures.
- Unwanted or deliberate physical contact.
- Displaying offensive pictures, posters or graffiti.
- Requests for sexual favours or intercourse.
- Physical assault.
- Offering benefits in return for sex.
- Threatening a person's career, salary or progress if sexual favours are refused.
- Leering (suggestive staring) at a person.
- Harassment of staff or student because of sexual orientation (or perceived sexual orientation).
- Unwelcome invasion of another's personal space.

6.11 Sexual Harassment Complaint

6.11.1 The complainant may seek advice from a contact person. They will be required to document their case in writing. This may be done with the assistance of the contact person.

Note: 1. The role of contact people is an informal link between the complainant and this procedure. The Contact person(s) will:

- a) respond to any complaint promptly and sensitively
- b) provide support and general advice
- c) give information on the courses of action which might be taken.

2. Options include:

- a) self help – informal discussion with one or both of the co-ordinators;
- b) mediation by co-ordinator;
- c) formal complaint to Rector;
- d) formal complaint to the Board and PPTA Ethics Committee;
- e) formal complaint to Human Rights Commission;
- f) formal complaint to police.

6.11.2 Mediation:

A co-ordinator will attempt to resolve the matter informally by discussion with the complainant and the respondent. Mediation may include:

- a) “Shuttle diplomacy” where the mediator acts as a go-between, and the two interested parties do not meet;
- b) A meeting of the two parties in the presence of the mediator.

Note: Refer procedures Human Rights Commission Handbook - “Sexual Harassment in the Workplace” p20ff.

6.11.3 Formal Investigation

When a formal investigation by the Board is requested to deal with a complaint by a student or staff member, one of the co-ordinators will conduct a formal initial investigation on behalf of the Board recording dates, times, places and possible witnesses of the alleged offence(s). If a staff member is involved this will constitute the first step of the Award – “Teacher Conduct and Discipline procedure”.

The chairperson of the Board will appoint a panel from the Board of no more than four persons to hear the complaint as soon as is reasonably practicable, and inform all interested parties of the time and place of the hearing. Where possible there will be a balance of both female and male persons on the panel.

At all stages of the investigation:

- a) both complaint and respondent may be accompanied by a supporter or advisor or representative.
- b) If either party intends to bring legal representation with them they must tell the co-ordinator so that the other party can be informed.
- c) Confidentiality must be respected and confined to those within the hearing.
- d) At the end of the process all records must be destroyed.

6.12 Review

This procedure will be reviewed every three years by the Rector who will provide the Board with a written report.

Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

7. HIV/AIDS and Other Blood-Borne Viruses

7.1 Principles

7.1.1 Students with HIV/AIDS and other blood-borne viruses (such as Hepatitis B) infections should be able to participate in all activities in the College to the extent that their health permits. Should their health deteriorate special programmes or inter-agency support may be necessary so that the students can remain in College.

7.1.2 The College will keep parents of HIV positive children students informed if and when there are outbreaks of other infectious diseases in the College.

7.1.3 The children have a right to privacy.

7.1.4 In general the College will not disclose the infectious status of a student unless it is an emergency situation.

7.2 In developing and modifying the College's NAG 5 procedures to manage the risk associated with blood-borne viruses the Rector will give consideration to the following matters:

7.2.1 Matters of privacy and the disclosure of personal information.

7.2.2 The health education programme of the College.

7.2.3 The professional development needs of staff.

7.2.4 The disposal of contaminated wastes.

7.2.5 The College's communication strategy.

7.3 Parents/caregivers will be requested to disclose to the Rector a student's infectious status. This disclosure is requested for the following reasons:

7.3.1 So that the College can provide the best possible support;

7.3.2 so that those who "NEED TO KNOW" are informed;

7.3.3 so that the appropriate actions can be taken in the event of an accident or other emergency situations.

7.4 The Rector will:

7.4.1 Determine those who need to know the status of a student. In general only the Rector, the Deputy Rector and the Tutor teacher will be informed of the status of a student. The Rector retains Board approval to alter these criteria (i.e. for trip leaders etc). The rest of staff will be informed that there are students at the College that have blood-borne viruses.

7.4.2 Ensure that the College has detailed procedures to adequately fulfil its NAG 5 requirements.

7.4.3 Ensure that the College's NAG 5 procedures are effectively implemented and regularly monitored.

7.4.4 Ensure that a communication strategy is in place to deal with publicity which should arise if becomes known that a student is attending the College with a particular blood-borne virus.

7.4.5 Ensure that no disclosure of personal information on the status of a student is made other than to those people who "need to know".

7.4.6 Ensure that the College's community is aware of the College's procedures to manage the risk associated with blood-borne viruses.

7.4.7 Ensure that first aid kits are sited strategically around the College.

- 7.5 The Rector will ensure that the staff's Professional Development programme addresses:
- 7.5.1 The health and safety area.
 - 7.5.2 How to implement the College's first aid procedures.
 - 7.5.3 That those staff who work with special equipment or machinery are knowledgeable about the risks and safety practices involved.
 - 7.5.4 That cleaning staff know the correct procedure for the disposal of contaminated wastes.
- 7.6 Review
This procedure will be reviewed every three years by the Rector who will provide the Board with a written report.

Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

8. Acute Crisis Management

- 8.1 College administration should respond rapidly and with sensitivity to a crisis situation affecting any individual or group within the college.
- 8.2 The response should be driven by a Christian concern for the group or individual in crisis.
- 8.3 Adequate provision of time and other resources should be made available to meet the special needs of the crisis situation.
- 8.4 The Rector will ensure that staff receive instruction to enable them to identify students at risk and the procedures to be followed.
- 8.5 Care should be taken to protect and respect those directly affected by the crisis and to give generous consideration to their requests e.g. for leave, etc.
- 8.6 Following the implementation of this procedure, its effectiveness should be assessed and evaluated by a suitably constituted review.
- 8.7 **Review**
This procedure will be reviewed every three years by the Rector who will provide the Board with a written report.

Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

9. Inter-agency Protocols for Dealing with Child Abuse Allegations

Note: Refer to: - the appropriate employment contract or Award

9.1 These protocols incorporate two procedures;

9.1.1 A reporting procedure in respect of a student;

9.1.2 Procedure for dealing with an employee.

9.2 In all cases no one person will have responsibility for dealing with both the reporting issues and the employment issues.

9.3 The following steps will be followed when dealing with an employee:

9.3.1 The Rector should:

9.3.1.1 consult with a child advocate of the guidance counsellor to ensure the implementation of the reporting procedure;

9.3.1.2 inform the Chairperson of the Board as soon as possible;

9.3.1.3 ensure that records are kept of any comments by the students, complaints and/or allegations, and follow up action taken.

9.4 The Rector's decision to follow up on an allegation of suspected abuse or neglect against an employee should be made with:

9.4.1 Chairperson of the Board;

9.4.2 Child, Youth and Family

9.4.3 New Zealand Police.

9.5 The Rector and/or the Chairperson will have dual responsibility in respect of both the student and the employee and they should seek immediate consultation with the appropriate agency. The aim of the consultation is to:

9.5.1 Determine the extent of the assistance they can give to the investigation;

9.5.2 Consider the timeframe to be followed with regard to possible conflict between what steps the Board may take as an employer and possible police intervention;

9.5.3 Consider the employer role of the Board in conjunction with any procedures outlined in relevant employee contracts or awards.

9.6 When it has been determined that the Board should pursue the matter as an employer, the Board should advise the person accused of the allegation and seek a response.

Note: 1. It is vital that the employer should refer to the relevant employee contract in every case when proceeding with disciplinary action

2. The Board should/may seek advice from NZSTA

9.7 The employee complained against should be advised of their rights to seek advice/support from:

9.7.1 NZEI, PPTA counsellors or field officers, or other appropriate union/representative;

9.7.2 Other relevant teacher organisations if applicable.

9.8 All actions of the Board *must* be consistent and applicable with the employment contract or individual employment contract.

- 9.9 The Board should ensure that the College's actions do not undermine or frustrate any investigations being conducted by any external agency. The Board should maintain a close liaison with NZCYPS and the Police to achieve this.
- 9.10 Under no circumstances should the child or young person raising the concern or making the allegation be exposed to unnecessary risk. This may require the Board to contemplate the removal of the employee from the College environment subject to the requirements of the applicable employee contract.
- 9.11 Review
This procedure will be reviewed every three years by the Rector who will provide the Board with a written report

Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

10 **NAG 5 - Section Two – Student stand-down, Suspension, Exclusion and Expulsion**

National Administration Guideline Focus:

The Saint Patrick's College Board of Trustees is also required to:

- provide a safe physical and emotional environment for students
- promote healthy good and nutrition for all students; and
- comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

10.1 Student Stand-down, Suspension, Exclusion and Expulsion Policy

To meet the objectives and requirements of *National Administration Guidelines 5* and the *Education (Stand-down, Suspension, Exclusion, and Expulsion) Rules 1999* the Board will:

- follow procedures as defined by the criteria and flow charts provided by the Ministry of Education in Guidelines for principals and boards of trustees on stand-downs, suspensions, exclusions and expulsions December 2009.

The Board will develop and approve terms of reference for:

1. Discipline Committee

The Board has written delegations for:

1. Board Discipline Committee

Review

The Board's Charter and Policy Committee will review this policy every three years.

Approved by resolution of the Board at meeting of Approved by resolution of the Board at meeting of 23 July 2014.

Review Date: July 2017.

10.2 **Delegations:**

1. **Discipline Committee Powers**

The Board's Discipline Committee is delegated the full powers of the Board for student discipline - student stand-downs, suspensions, exclusions & expulsions

2. **Deputy Rector's Power to Act for the Rector
(reference delegation of Rector's powers)**

The Deputy Rector has full authority to act for the Rector in the absence of the Rector for all matters of student discipline.

This delegation will be reviewed annually.

Review Date: February 2016.

10.3 Terms of Reference - Discipline Committee

Membership: 2 or 3 members of the Board (on needs basis)

Note: In forming the committee consideration must be given to ensure:

- a gender balance
- cultural sensitivity.

Committee Chairperson: The Board Chair will/may invite a member of the Board to assume the role of chairperson for a hearing.

Committee Meeting Date: The committee will meet on a “needs basis”

Procedure to be followed:

The Board will decide on the process by which the committee arrives at its decision.

The criteria as specified in the Education (Stand-down, Suspension, Exclusion, and Expulsion) Rules 1999 will be followed.

The principles of natural justice will apply.

Each matter will be heard on its merits.

To meet the principle of natural justice that the person “bringing the charge” shall not also be the final arbiter, the Board shall make its decision without the recommendation or vote of the Rector

Before the start of any meeting trustees should determine if there are any potential conflicts of interest.

All meetings of the Discipline Committee are held “in committee”

1. All reports and written material to be considered by the committee will be made available to the student and his/her caregivers at least 48 hours prior to the hearing.
2. The chairperson shall introduce all those present, explain the format and procedures to followed at the meeting.
3. The Rector and or his/her delegate shall report as to the alleged circumstances of the incident.
4. An opportunity shall be given to the student and those accompanying him/her to be heard as to the alleged circumstances of the incident, any background circumstances concerning the matter. If new material is tabled the committee may need to adjourn so that it can be considered.
5. The committee shall then adjourn for a decision. Before reaching that decision the committee must consider each of the four option available to it. The decision shall be communicated to the parents and caregivers of the students as soon as possible. The decision shall be confirmed in writing.
7. The committee will table at the next Board meeting a full written report of its meeting including all decision which were made.
8. Review
The Board’s Self-Review Committee will review the Terms of Reference for this Committee, every three years.

Student’s Rights Defined

If a student’s actions come within the criteria of Section 14(1) of the *Education Act 1989*, natural justice means that the student has the right to:

1. have the stand-down/suspension procedures consistently applied;
2. be given notice of possible outcomes (as this could help determine the nature of presentation);
3. know the reason for the stand-down/suspension (know the case or charge);
4. know the information (evidence) on which the decision is based:
5. be able to comment on/challenge that information (be heard);
6. be able to correct adverse or biased material and challenge irrelevant material (defend oneself);
7. have time to prepare a response to the information – therefore the information and Rector's report is to be in the hands of the student/parent/caregiver 48 hours before the Board meeting;
8. be represented at any meeting about the stand-down or suspension.

Natural Justice

Section 13(c) of the *Education Act 1989* Act states that the purpose of the provisions is in part to ensure that individual cases of the stand-down, suspension, exclusion or expulsion of a student from a state College are dealt with *in accordance with the principles of natural justice*.

These principles are recognised in many statutes to which Boards of trustees and Rectors are subject. The most important of these is the New Zealand Bill of Rights Act 1990. Section 27, which applies to Boards of trustees, states:

(i) Every person has the right to the observance of the principles of natural justice by any tribunal or other public authority which has the power to make a determination in respect of that person's rights, obligations and interests protected or recognised by law.

(ii) Every person whose rights, obligations or interests protected or recognised by law have been affected by a determination of any tribunal or other public authority has the right to apply, in accordance with law, for judicial review of that determination.

Acting fairly and reasonably

Natural justice can be defined as the obligation to act fairly and reasonably in the circumstances. What is required will vary according to the situation. The principles of natural justice must guide the making of any decision that will affect a person's rights, obligations or interests.

The Rector's decision

From the time the Rector begins considering if a student should be stood-down or suspended, the principles of natural justice apply. In other words, the Rector must act fairly and reasonably in the circumstances.

Acting fairly and reasonably applies before the Rector decides that an individual's education is to be interrupted through either stand-down or suspension. The Rector has to consider the circumstances of each situation and be satisfied that it warrants standing-down or suspending the student.

This means that the Rector cannot stand-down or suspend a student automatically just because that student has broken a College rule. The Rector must carefully consider the evidence and all the circumstances prevailing at the time.

11 **NAG 6 - Administration and Legislative Compliance**

11.1 **Administration & Legislative Compliance Policy**

The Saint Patrick's College Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the College day, and the length of the College year.

11.2 **Protected Disclosures Policy (Protected Disclosures Act 2000)**

1. **Rationale**

The Protected Disclosures Act came into force on 1 January 2001 and applied to every public sector organisation. It is the Board's responsibility to have in operation procedures for receiving and dealing with information about serious wrongdoing in or by their school.

1.2 **Policy Statement**

The purpose of this policy is to comply with the requirements of the Act to ensure that the school's procedures in this regard follow principles of natural justice, to identify those within the school organisation to whom a disclosure may be made and to outline where disclosures may be made to other persons or organisations.

By following the policy all employees will be protected by the following:

- personal grievance provisions of the Employment Relations Act
- the victimisation provisions of the Human Rights Act
- maintenance of confidentiality requirements

1.3 **Policy Guidelines**

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

1.3.2 in the first instance the disclosure should be made to the Rector who will take the appropriate action. If the disclosure concerns the Rector then it can be made to the Chairperson of the Board of Trustees.

1.3.3 serious wrongdoing for the purposes of this policy includes any of the following:

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

1.3.4 those making the disclosure should ensure that:

- the information is about serious wrongdoing in or by the school
- the staff member believes on reasonable grounds the information to be true or is likely to be true
- the staff member wishes the wrongdoing to be investigated
- the staff member wishes the disclosure to be protected

1.3.5 those who make a disclosure are:

- any current employee including the principal
- any former employee and principals
- any contractor supplying services to the school

1.3.6 staff members who make a disclosure and who have acted in accordance with school procedures related to disclosures:

- may bring a personal grievance in respect of any retaliatory action from their employers or supervisors
- may access anti-discrimination provisions of the Human Rights Act in respect of any retaliatory action
- are not liable to criminal or civil proceedings or to a disciplinary hearing for having made a disclosure or referred to a disclosure
- will have their disclosure treated with the utmost confidentiality

1.3.7 the protections provided in clause 5 of this policy will not be available to employees making allegations they know to be false or where they have acted in bad faith.

1.4 **Review**

This procedure will be reviewed every three years by the Board's Charter and Policy Committee.

Approved by resolution of the Board at meeting of 22 September 2010.

Review Date: September 2013.

11.3 **Child Protection Policy (Vulnerable Children Act 2014)**

1. **Rationale**

Pursuant to the Vulnerable Children Act 2014, the Board is required to:

- adopt a child protection policy
- ensure that a copy of the policy is available on the Internet site (if any) maintained by or on behalf of the Board or is available on school premises if requested
- ensure that every contract, or funding arrangement, that the Board enters into with an independent person requires the person as soon as is practicable to adopt (and to review in accordance with the following point) a child protection policy if, in the opinion of the Board,—
 - the person is or becomes a provider of children’s services; and
 - some or all of the contract or arrangement is about providing children’s services
- review the policy within 3 years of the date of its first adoption, or of its most recent review, under this section.

Amongst other things, the policy must contain provisions on the identification and reporting of child abuse and neglect in accordance with section 15 of the Children, Young Persons, and Their Families Act 1989.

The Board has an obligation to promote the wellbeing of our students so they thrive, belong, and achieve. The safety and wellbeing of our students is the Board’s top priority. This policy is intended to assist the Board fulfil that obligation, as well as address its statutory obligations in relation to child protection and vulnerable children (the ‘Policy Intent’).

This policy does not create legal rules, or any legal right enforceable in a court of law, affect or limit the way in which the Rector or any other person is required to exercise a statutory power, or affect the interpretation of any enactment or the operation of a rule of law.

2. **Policy statement and authority**

The Board:

- 2.1 Is committed to child protection and the prevention of child abuse, and in particular to the protection of those identified as vulnerable in the setting of Government priorities under the Vulnerable Children Act 2014.
- 2.2 Recognises the important role and responsibility of all our staff in the protection of children.
- 2.3 Is committed to ensuring that whenever members of College staff believe that any student or their whanau have been, or are likely to be, harmed (whether physically, emotionally, or sexually), ill-treated, abused, neglected, or deprived (together referred to in this policy as ‘child abuse’), that child abuse is reported appropriately.
- 2.4 Requires all members of staff (including contractors and volunteers) to be familiar with this policy, its associated procedures and protocols, and to abide by them.
- 2.5 Requires and authorises the Rector to develop such procedures and protocols as he thinks fit to give effect to the Policy Intent described in section 1, and the policy statements outlined above, and to ensure those procedures and protocols are implemented and made available to all staff, contractors, volunteers, and parents.

3. **Procedures and Protocols**

Without limiting the procedures and protocols the Rector is required to develop and implement under section 2, the Rector must:

- 3.1 Develop appropriate procedures and protocols to meet child safety requirements as required and appropriate for the College.
- 3.2 Ensure the College complies with all relevant legislative requirements and responsibilities in relation to child protection and vulnerable children.
- 3.3 Ensure this Policy and any associated procedures and protocols adopted are made available on the College website and available to parents and other College stakeholders on request, advised to all staff and formally appointed volunteers, and included as part of staff induction.
- 3.4 Ensure that every contract or funding arrangement the College enters into involving the provision of children's services requires the adoption of child protection policies, where legally required or where the Rector otherwise considers that a desirable requirement.
- 3.5 Ensure that the wellbeing, interests, and protection of our students and other children the College has responsibility for from time to time are the paramount consideration at all times.
- 3.6 Recognise the rights of parents and guardians (and other whanau members, where appropriate) to participate in decision-making about their children.
- 3.7 Ensure that all staff receive adequate training to be able to identify the signs and symptoms of potential child abuse and identify vulnerable children, deal with disclosures by children and allegations about staff members and volunteers with sensitivity, and are able to take appropriate action in response. This may involve making available professional development and other resources and/or advice to ensure staff are able to discharge their responsibilities under this Policy.
- 3.8 Support all staff and volunteers to work in accordance with this Policy, including through the provision of adequate resources and support mechanisms, and to work with partner agencies and organisations to ensure child protection policies are understood and implemented.
- 3.9 Promote a culture where staff feel confident they can constructively challenge poor practice in relation to child protection or raise issues of concern without fear of reprisal.
- 3.10 Consult, discuss, and share relevant information with the Board or its nominee, in line with the College's commitment to confidentiality and information sharing protocols, in a timely way whenever there are concerns regarding a child, and ensure there is a framework in place for staff and volunteers to do likewise.
- 3.11 May seek advice as necessary from NZSTA advisers and consult with other agencies where appropriate on employment-related issues that arise in relation to child protection, whether in the course of implementing this Policy or otherwise.

Approved by resolution of the Board at meeting of 22 June 2016.

Review Date: No later than May 2019.

11.4 **Health and Safety Policy (Health and Safety at Work Act 2015)**

1 Background

This policy should be read in conjunction with the Health and Safety at Work Act 2015, and the College's Safe Environment Policies.

2 Rationale

The Board of Trustees is committed to ensuring the health and safety of all workers, students, volunteers, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.

3 Policy statement

The Board of Trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. We will achieve this through:

- 3.1 making health and safety everyone's responsibility
- 3.2 working with our staff to improve the health and safety system at our school
- 3.3 doing everything reasonably possible to remove or reduce the risk of injury or illness
- 3.4 making sure all incidents, injuries and near misses are recorded in the appropriate place
- 3.5 investigating incidents, near misses and reducing the likelihood of them happening again
- 3.6 having emergency plans and procedures in place
- 3.7 training everyone about hazards and risks so everyone can work safely
- 3.8 providing appropriate induction, training and supervision for all new and existing staff
- 3.9 helping staff who were injured or ill return to work safely
- 3.10 making sure contractors and sub-contractors working at the school operate in a safe manner
- 3.11 fostering a supportive culture that recognises the importance of not placing undue pressure on our students and staff
- 3.12 ensuring appropriate support mechanisms are in place for those feeling stressed or in need of mental health support for any reason

4 Policy support - staff

All staff are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

- 4.1 providing staff with basic health and safety rules, information, training and encouragement to engage in positive health and safety practices.
- 4.2 being involved in improving health and safety systems at work
- 4.3 following all instructions, rules, procedures and safe ways of working
- 4.4 reporting any pain or discomfort as soon as possible
- 4.5 reporting all injuries, incidents and near misses
- 4.6 help new staff members, trainees and visitors to the workplace understand the safety procedures and why they exist
- 4.7 reporting any health and safety concerns or issues through the reporting system
- 4.8 keeping the work place tidy to minimise the risk of any trips and falls
- 4.9 wearing protective clothing and equipment as and when required to minimise your exposure to workplace hazards
- 4.10 encouraging a culture of openness of communication about Health & Safety issues to facilitate early interventions
- 4.11 watching out for their colleagues and our students and responding appropriately to warning signs of mental health issues
- 4.12 collaborating on strategies for protecting and enhancing the mental and

physical wellbeing of our students and staff.

5 Policy support - Others in the workplace

All others in the workplace including students and visitors are encouraged to:

- 4.1 follow all instructions, rules and procedures while in the school grounds
- 4.2 report all injuries, incidents and near misses to their teacher or other staff members
- 4.3 wear appropriate protective clothing and equipment (if any) as and when required to minimise exposure to hazards while learning or on school premises or involved in school activities

6. Policy responsibility

- 6.1 The Rector shall have primary responsibility for ensuring the requirements of this Policy are observed, staff are adequately trained on our Health and Safety strategies, and reporting to the Board on Health and Safety matters on a regular basis.
- 6.2 The Rector shall maintain a Health & Safety Committee comprising staff members charged with monitoring the implementation of this policy and assessing its operational effectiveness. A representative of the Board (other than the Rector) shall be nominated as the primary point of contact for that committee in liaising with the Board in relation to the Policy, without interfering with the Rector's primary responsibility for the practical application of the Policy and addressing any Health and Safety issues as they arise.

Approved by resolution of the Board at its meeting on 24 August 2016

Review Date: 24 August 2019

11.5 Terms of Reference – Privacy Officer (Privacy Act 1993)

The Privacy Officer's prime role is to ensure that the requirements of the Privacy Act 1993 are met in full (in particular Section 23).

Matters to be addressed:

The Privacy Officer will:

1. encourage compliance by the Board with the *Information Privacy Principles* by:
 - 1.1 noting of all breaches of the principles to the Board;
 - 1.2 suggesting ways to avoid future or possible breaches of the principles;
2. work with the Privacy Commissioner in relation to investigations conducted regarding complaints made under Part VII of the Act in relation to the Board;
3. ensuring compliance by the Board with the provisions of the Act by:
 - 3.1 dealing with employees' requests for information pursuant to the Act in a timely manner;
 - 3.2 ensuring that employee's requests for the correction of information held on themselves is handled in a timely manner;
 - 3.3 ensuring that all personal information and student records held by the Board are:
 - 3.3.1 correct;
 - 3.3.2 up to date;
 - 3.3.3 relevant;
 - 3.3.4 not misleading;
 - 3.4 ensuring that the Board only keeps information as long as it is necessary for which it may lawfully be used;
 - 3.5 ensuring that the Board clearly establishes the basis on which information is being provided at the time the information is being collected
 - 3.6 ensuring that the Board uses of information collected only for the purpose for which it was collected.
Note: the Act specifies some specific exceptions.
 - 3.7 as required seek the appropriate advice and support (0800 STA HELP).

Summary of Privacy Principles

Source: STA LINK 1993/25

Principle 1 Purpose of Collection of Personal Information

- Personal information may only be collected for a purpose connected with a function of the College.
- Collection must be necessary for that purpose.

Principle 2 Source of Personal Information

- Personal information may only be collected directly from the person concerned; not from a third party.
- It is not necessary for the Board to comply with this principle if the Board believes on reasonable grounds that:
 - information is publicly available; or
 - the individual concerned authorises collection of the information from someone else; or
 - the non-compliance would not prejudice the interests of the individual concerned; or
 - non-compliance is necessary to avoid prejudice to the maintenance of the law by any public sector agency, or for enforcement of a law imposing a pecuniary penalty or for the protection of the public revenue or for the conduct of proceedings before any court or Tribunal [being proceedings that have been commenced or reasonably in contemplation]; or
 - compliance would prejudice the purposes of the collection; or
 - compliance is not reasonably practicable in the circumstances of the particular case; or
 - the information will not be used in a form in which the individual is identified or will be used for statistical or research purposes and will not be published in a form that could reasonably be expected to identify the individual concerned or the collection of the information is in accordance with an authority granted.
 - the collection of the information is authorised by the Privacy Commissioner.
- Any Board wishing to rely on an exception bears the burden of proving it applies, should they be challenged on the matter.

Principle 3 Collection of Information from Subject

- Personal information may only be collected directly from the person.
- The Board must take all reasonable steps after the information is collected to ensure that the person knows:
 1. that the information is being collected;
 2. the purpose for which the information is being collected;
 3. who will receive the information;
 4. the name and address of the agency collecting the information and the agency holding the information; and
 5. the consequence for the individual if they do not provide all or part of that information.
- The Board must take all reasonable steps to make the person aware of their right to find out what personal information is held and to request that it be corrected.
- When the Board is required by law to collect information, reasonable steps must be taken to tell the person:
 1. the particular law that gives the Board the authority to collect the information; and
 2. whether the person *must* provide the information or is able to *choose* to provide it.

- Note: there are exceptions to this principle which are detailed in the Act.

Principle 4 Manner of Collection of Personal Information

- Personal information cannot be collected using unlawful means or means which are unfair or unreasonably intrusive.

Principle 5 Storage and Security of Personal Information

- The Board has an obligation to ensure that reasonable safeguards are put in place to ensure that personal information held is:
 1. protected from loss;
 2. unauthorised access and use;
 3. unauthorised modification or disclosure.
- “Reasonable” will be dependent on a variety of factors including the circumstances, nature and sensitivity of the personal information. The Board should consider the following factors:
 1. who needs to have access to the information;
 2. how to ensure that unauthorised people cannot have access to the information;
 3. how information will be disposed of.

Principle 6 Access to Personal Information

- Individuals about whom information is held can have access to that information and may request the correction of that information.

Principle 7 Correction of Personal Information

- Individuals may request correction of information held.
- If a correction is not made the individual may require that there be attached to the information a statement of the correction sought.

Principle 8 Accuracy, etc., of Personal Information to be checked before Use

- The Board must take reasonable steps to ensure that before use personal information is:
 1. correct;
 2. up to date;
 3. relevant and not misleading.

Principle 9 Board not to Keep Personal Information for Longer than Necessary

- The Board has an obligation to keep information only for as long as it is necessary for the purposes for which it may be lawfully used.

Principle 10 Limits on use of Personal Information

- Information may not be used for a purpose other than it was collected for, except under conditions contained in the Act.

Principle 11 Limits on Disclosure of Personal Information

- The Board may not pass on or disclose personal information to other people or agencies except under the conditions contained in the Act.

Principle 12 Unique Identifiers

- Unique identifiers may not be used unless it is necessary for the Board to be able to carry out its functions.
- The same unique identifier may not be used by more than one agency.

- Where a unique identifier is used, the Board must take all reasonable steps to make sure that they are only given to people whose identity is clearly established.
- A unique identifier may be:
 1. IRD number;
 2. bank number;
 3. customer number
 4. etc.
- The Board cannot ask people to disclose any unique identifier given to them by another agency unless that was one of reasons the unique identifier was given or is directly related to the purpose for the which the unique identifier was given [e.g. IRD number].

11.6 **Procedures**

1 **Attendance**

- 1.1 This procedure has been put in place to ensure that:
 - 1.1.1 parents are aware of the legal requirements of the Education Act on student attendance;
 - 1.1.2 Students with poor attendance records are identified and that steps are taken to remedy the matter;
 - 1.2.3 regular attendance patterns are monitored throughout the College.
- 1.2 College reports will note the student's attendance - commenting on how many College days are missed.
- 1.3 Notes explaining absence required on all occasions must be from parents/caregivers and not older siblings.
- 1.4 If a pattern of irregular student attendance is noted, the Rector or nominee will:
 - 1.4.1 Contact parents/caregivers and:
 - 1.4.1.1 Express concern;
 - 1.4.1.2 Find out cause(s) of absence.
 - 1.4.2 If no progress is made the matter will be taken to the Board of Trustees.
 - 1.4.3 The Board of Trustees will discuss the situation and take the appropriate action.
 - 1.4.4 If the situation remains unresolved the Board of Trustees will seek the services of an outside support organisation.
- 1.5 Good attendance will be acknowledged.
- 1.6 **Review**
This Procedure will be reviewed every three years by the Rector.

2 **Policy- Procedure Making**

- 2.1 The need for a policy and/or a procedure will be determined by the Board.
- 2.2 All policies must be approved at a full Board meeting.
- 2.3 All policies will have a focus, which reflects:
 - 2.3.1 The College's Charter;
 - 2.3.2 The special character of the college
 - 2.3.3 The NEGs & NAGs
- 2.4 All policies will be supported by the appropriate procedures.
- 2.5 Recommendation for draft policies and/or procedures can come to the Board for consideration by:
 - 2.5.1 A recommendation of the Rector;
 - 2.5.2 The Policy & Procedures Committee;
 - 2.5.3 Any member of the College's community.
- 2.6 The Policies & Procedures Committee will:
 - 2.6.1 review draft policies and/or procedures.
 - 2.6.2 write draft policies and/or procedures as directed by the Board of Trustees;
 - 2.6.3 undertake the required consultation with staff, parents and the community on draft policies and/or procedures;
 - 2.6.4 recommend to the Board of Trustees that they adopt a draft policy and/or procedure as presented to them.
- 2.7 All policies and procedures will be subjected to a structured review programme.
- 2.8 **Review**
This procedure will be reviewed every three years by the Board's Self-Review Committee

3 **Smoke Free Areas defined**

- 3.1 All College buildings and grounds will be smoke-free zones.
- 3.2 All those using the College buildings and grounds will be expected to abide by the requirements of the College's smoke-free requirements.
- 3.3 Appropriate signs indicating non-smoking areas will be clearly visible throughout the College.
- 3.4 A copy of this procedure will be displayed in the College and the Rector will ensure that the staff and visitors to the College are made aware of the College stand on smoking.
- 3.5 **Complaints**
 - 3.5.1 All complaints should be put in writing to the Rector.
 - 3.5.2 The Rector will deal with any complaint within 20 days.
 - 3.5.3 The Rector can take the action, which he/she thinks appropriate to uphold the College's smoke-free stand.
- 3.7 **Review**

This procedure will be reviewed every three years by the Board's Self-Review Committee

12 Treaty of Waitangi

12.1 Treaty of Waitangi Policy

Education Act 1989 Focus:

Section 63

- (a) the aim of developing policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.
- (b) the aim of taking all reasonable steps to ensure that instruction in tikanga Māori and te reo Māori are provided for full time pupils whose parents ask for it

National Education Goal Focus:

- 10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

To help meet the objectives and requirements of the College's obligations under the *Treaty of Waitangi*, (as outlined in *National Education Goal (10)*) and to fulfil the requirements of *Section 63 of the Education Act 1989* the Board will develop and approve the appropriate procedures.

1. Operational Guidelines

In doing so the Board will:

- clearly recognise the dual cultural heritage of New Zealand;
- acknowledge the importance of Māori language;
- recognise the need for positive Māori role models;
- recognise the special need to foster Māori pupil achievement:
- recognise the important place of Māori in the culture of the College

This policy will be reviewed every three years by the Board's Charter and Policy Committee.

12.2 **Procedures**

1. **Operational Guidelines**

1.1 This procedure has been put in place to ensure that the Treaty is reflected in all aspects of the College's administration and curriculum by:

- 1.1.1 Ensuring that the curriculum reflects a Māori perspective;
- 1.1.2 Making provision for those students who wish to learn the Māori language and culture;
- 1.1.3 Ensuring Māori values are taken into account in the provision of resources and facilities, and in the operation of the College.
- 1.1.4 Providing an annual evaluation of the College's activities in respect to Treaty issues.

1.2 The Rector will ensure that:

- 1.2.1 A Māori perspective is appropriately introduced into all areas of the curriculum and that department documents clearly show the incorporation of a Māori perspective.
- 1.2.2 Goals are set in relation to Treaty issues within the College and there is an evaluation of these goals on an annual basis.
- 1.2.3 There consultation with local Māori and educational authorities to determine how the College can best meet the needs of its Māori students (NAG 1 requirement).
- 1.2.4 That recent Church teachings on New Zealand bicultural heritage are incorporated into the curriculum.
- 1.2.5 Staff (and Board) training is provided on Treaty issues, and how to incorporate Māori perspectives into the curriculum.
- 1.2.6 All students are able to study the history, and points of view, of both parties to the Treaty of Waitangi at an appropriate point in their education.

1.3 The Board will ensure that:

- 1.3.1 Māori values are considered in the provision or resources and facilities, and in the operation of the College.
- 1.3.2 There is equitable allocation of staffing resources, and facilities to implement this procedure.
- 1.3.3 Provision is made for students who wish to learn Māori language and culture;

1.4 **Review**

These Procedures will be reviewed every three years by the Rector in consultation with Māori parents/caregivers.

13 Governance Policies

13.1 Memorandum of Understanding with St Catherine's College

1. Purpose of this Agreement

To outline specifications for exchange of curriculum and students between St Catherine's College and St Patrick's College including the roles and responsibilities of each school.

Note:

The **Enrolling School** for female students is St Catherine's College and for male students is St Patrick's College.

The **Host School** for a female student is St Patrick's College and for a male student is St Catherine's College.

2. Terms of Agreement

This MOU commences on the date signed by both parties and will continue until the first day of the following school year. The MOU will be reviewed in November of each year.

3. The Nature and Purpose of the exchange of curriculum and students

By combining curricular both Colleges are able to offer a wider range of curriculum and learning opportunities to their students.

To provide education opportunities for up to an equitable number of students per school to access curriculum that is either not available at their current school or not able to be accessed through the current timetable of that school. An equitable number to be worked out by the two Principals.

To provide an opportunity for an individual college to access the skills, resources and/or facilities of an individual teacher (e.g. Food Technology) where by the Enrolling College may pay for a full class to be taught.

4. Role of the Host School

The Host School will ensure that learning programmes reflect the National Educational Goals (NEGs) and National Administration Guidelines (NAGs). In particular, the Host School will be responsible for the following:

- a) Appropriate teaching programmes are put in place that affirm the identity, language and culture of Maori students.
- b) Effective engagement exists between Pasifika parents, families and teachers and Enrolling schools that is focused on learning.
- c) Self-review systems are in place to ensure that there is quality of both curriculum and pedagogy.
- d) A safe physical and emotional environment is provided, as required in NAG 5.
- e) All legislative requirements are met.
- f) Access to NCEA information is regularly shared with the Enrolling School so that both schools can meet their responsibilities to track student achievement. Relevant data is sent to NZQA by the Enrolling School using the Host School's *Provider Number*.
- g) Host School staff report to parents and whanau according to their school's reporting systems. Copies of these reports are made available to the Enrolling School.

5. Role of the Enrolling School

- A. The Enrolling School retains overall responsibility for the student who is attending the Host School.
- B. The responsibility of the Enrolling School is to:
 - i. Ensure that all relevant enrolment, academic and relevant pastoral information is forwarded to the Host School at time of enrolment and at appropriate times during the year.
 - ii. Provide the Host School access to a student's academic records to determine their suitability for the course in which they have enrolled. Students may be withdrawn from the course if found to be unsuitable within 14 days.

iii. We endeavour to maintain a 1-1 student exchange (except in the case of Food Technology, Samoan and French). If this is not possible the Principals will consult with each other.

C. Serious breaches of discipline may lead the Principal of the Host school to refer the student back to the Enrolling School so that the matter can be dealt with by the school's disciplinary procedures. This may include stand-down or suspension, which can only be initiated by the Principal of the Enrolling school.

D. Financial ramifications

Where there is an inequity of numbers or special requirements, the Enrolling School will be required to help fund resources up to \$100 per student. This amount can be renegotiated between the two Principals.

St Catherine's College Board of Trustees

Date

St Patrick's College Board of Trustees

Date

13.2 Cyclical Review of Board of Trustee Policies

2016		
Monthly Meeting	Policy	Comment
June	Refresh Charter & Policy Committee Review policy manual structure and confirm workplan ahead	Cyclical review strategy tabled
July	Charter and Special Character and Board strategy	Discussion of Board strategy and objectives in light of charter and special character
August	NAG 2 - Board Self Review - Terms of Reference and Procedures - Special character review preparation - Strategic Planning	Completed Board Assurance Statement and self-audit checklist tabled for ratification Review of Committee compositions External review and report scheduled for September Formal approval of strategic plan direction
	NAG 6 - Health and Safety Policy	Approve new policy, cross-reference to related policies in NAG 5
September	NAG 4 - Review of selected Finance policies	TBC at August meeting
October	NAG 3 - Review of selected Personnel Management policies	TBC at September meeting
	Governance - Review of MoU with St Catherine's	Rector to report to Board and recommended changes for 2017 (if any)
	NAG 2 - Adoption of Strategic Plan	Assumes work and stakeholder engagement is sufficiently progressed over September, otherwise defer formal adoption to November meeting
November	NAG 1 - Review of annual plan achievements for 2016 (draft), confirm methodology for developing 2017 annual plan in light of Board Strategic Plan - Review of selected curriculum policies	This review is intended to inform the development of the 2017 annual plan ahead of its adoption at the next meeting TBC at October meeting

2017		
Monthly Meeting	Policy	Comment
February	NAG 7 and NAG 8 <ul style="list-style-type: none"> - Charter review and performance analysis - 2016 Annual Plan achievements reviewed - 2017 Annual Plan reviewed and confirmed 	Updated charter and NAG 8 statement to be submitted to MoE by 1 March 2017 Annual Plan to be submitted to MoE by 1 March
	Governance <ul style="list-style-type: none"> - Election of Board chair and Deputy Chair 	As required by Education Act
	Delegations summary <ul style="list-style-type: none"> - Review of delegations authority for 2017 	Existing delegations to be refreshed/revised
March	NAG 5 <ul style="list-style-type: none"> - Review of selected Safe Environment policies 	TBC at February meeting
	NAG 3 <ul style="list-style-type: none"> - Rector Performance Review 	To be overseen by Board chair
May	NAG 6 <ul style="list-style-type: none"> - Verify Legislative Compliance policies 	
	NAG 1 <ul style="list-style-type: none"> - Department report summary of student achievements in 2016 for discussion 	
June	NAG 3 <ul style="list-style-type: none"> - Review of selected Personnel Management policies, including EEO (as required) 	TBC at May meeting
	NAG 2 <ul style="list-style-type: none"> - Progress review of 2017 Annual Plan / Report from Fletcher 	
July	NAG 4 <ul style="list-style-type: none"> - Review of selected Finance policies (as required) 	TBC at June meeting
August	NAG 2 <ul style="list-style-type: none"> - Board self-review / overall 	

2017		
Monthly Meeting	Policy	Comment
	policy review	
September	NAG 2 <ul style="list-style-type: none"> - Charter Review - Review progress against Strategic Plan 	
October	NAG 1 <ul style="list-style-type: none"> - Curriculum (review of selected policies as required) Governance <ul style="list-style-type: none"> - Review of MoU with St Catherine's 	
November	NAG 1 <ul style="list-style-type: none"> - Review of annual plan achievements for 2017 (draft), confirm methodology for developing 2018 annual plan in light of progress against Board Strategic Plan 	

14 Delegations Summary

Governance

1. Rector's Powers

NAG 3 Personnel

1. **Rector's Appraisal**
The Board Chair in conjunction with a Deputy Chair (or their nominee) are delegated the responsibility for undertaking the Rector's annual appraisal.
2. **Staff Appraisal**
The Rector is delegated the responsibility for undertaking the annual staff appraisals.
3. **Staff Discipline**
The Rector is delegated full Board authority to undertake initial inquiries in matters of staff discipline. Any exercise of this authority must be reported to the next meeting of the Board.
4. **EEO**
The Rector is delegated the responsibility for overseeing the development, implementation and reporting of the annual EEO programme.
5. **Staff Leave**
The Rector is delegated full Board authority to grant staff leave within the parameters set by the relevant employment contracts and Ministry of Education advice.

NAG 4 Finance

1. **Rector's Authority**
The Rector is delegated the power to order goods and services and approve for payment any items included in the College budget, once the budget has been approved by the Board. The Rector shall have the authority to order goods and services and approve for payment items not so included to a discretion limit set by the Finance Committee. Any such spending shall be scheduled and recorded in the Board's monthly minutes. The Board may limit this authority at any time.
2. **Rector's Right to Delegate**
 - 2.1 Within the limits set under the Rector's authority the Rector may delegate to staff the power to order goods and services. The Rector may withdraw the delegation to any staff member at anytime without question. The Rector must approve all staff expenditure.
 - 2.2 Programme heads and others with approved budgets are delegated the power to order goods and services and approve for payments items within their budget limit.
3. **Signing Authority**
Any two of those listed below have full Board authority to sign Board cheques, cheque vouchers and authorise electronic transfer account payments on sighting appropriate invoices.
 - 3.6 The Rector
 - 3.7 Board Chair
 - 3.8 Designated trustees
 - 3.9 Executive Officer
 - 3.10 Deputy Rector

NAG 4 Property

1. **Administration**
The day to day administration of property is the responsibility of the Rector.
2. **Property Management Consultant**
The property management consultant is delegated the responsibility to manage

individually approved projects.

The property management consultant only has authority to spend up to the limits of individually approved projects.

NAG 5 Safe Environment

1. **Emergency Plan Co-ordination**

The Rector will be the Emergency Plan Co-ordinator.

NAG 5 Pupil Stand-down, Suspension, Exclusion and Expulsion

1. **Discipline Committee Powers**

The Board's Discipline committee is delegated the full powers of the Board for student discipline - pupil stand-downs, suspensions, exclusions & expulsions.

2. **Deputy Rector's Power to Act for the Rector
(reference delegation of Rector's powers)**

The Deputy Rector has full authority to act for the Rector in the absence of the Rector for all matters of student discipline.

NAG 6 Administration & Legislative Compliance

1. **Privacy Officer**

The Rector is delegated full Board authority to act as the Board's Privacy Officer. The Privacy Officer will implement and/or follow the specific criteria as outlined in the Terms of Reference for this position. The Rector may delegate this task to a senior member of staff.

2. **Rector's Power to Investigate Complaints**

The Rector is delegated the full Board authority to investigate any complaint made under the *Smoke-Free Environments Act 1990* and to implement the appropriate action. Any exercise of this authority must be report to next meeting of the Board.

Review

These Delegations will be reviewed annually by the Board.

15 Committee Terms of Reference

15.1 Charter and Policy Committee

Membership: The membership of the Committee will be determined by the Board on a needs basis.

Note: In forming the committee consideration must be given to the type of review to be undertaken.

Committee Chairperson: The Board Chair will/may invite a member of the Board to assume the role of chairperson for a hearing.

Committee Meeting Date: The committee will only meet on a needs basis.

1. The type of review to be undertaken will determine the operational procedures of the Committee.
2. In general the Committee will be expected to implement the self-review criteria as outlined in the College's Self-Review Manual.
3. Review
The Board will review the Terms of Reference for this Committee every three years.

15.2 Appointments Committee

Membership: Core members include: Chairperson, and the Rector. Other members of the committee will be selected on a needs basis.

Committee Chairperson: The Committee will be chaired by the Chairperson.

Meetings: The Committee will meet on a needs basis.

Committee minutes will be recorded.

Operational Brief: The Committee is responsible for:

- Appointing staff according to the Board's appointment procedure.
- The Board's equal employment opportunity programme.

Note: For the appointment of the Rector a Principal from another College (not the applicant) may be invited to give the committee specialist advice or even help with the interview process.

The Terms of Reference for the Appointments Committee will be reviewed every three years by the Board's Charter and Policy Committee.

15.3 Finance Committee

Membership: The Rector, one or more trustees and the Executive Officer.

The Committee has the power to co-opt other members.

Note: The Board Chair is *ex officio* on all Board committees.

Committee Chairperson: The Committee will be chaired by a trustee.

Meetings: The Committee will meet monthly.

Operational Brief: The Committee is responsible for advising the Board on all matters of finance.

The Committee is empowered to make finance policy/procedure recommendations and to review policy.

Operational Procedure:

1. Develop and review policies/procedures relating to finance for the approval of the Board.
2. Preparation of a draft budget (by the end of each year) for the approval of the Board.
3. Provide the Board with a monthly summary which reports on:
 - 3.1 Income & Expenditure;
 - 3.2 Variance from budget;
 - 3.3 Current account balances;
 - 3.4 Capital expenditure;
 - 3.5 Current investments
 - 3.6 Cheques, electronic transfer schedules and accounts for payment.
4. Develop and review accounting and purchasing procedures.
5. Ensure that:
 - 5.1 All expenditure is via recognised channels or authorities;
 - 5.2 An assets register is maintained;
 - 5.3 Records of all financial transactions are in good order;
 - 5.4 Financial reports comply with Public Sector Accounting Standards;
 - 5.5 Copy of Financial reports are available for parent inspection.

Review

The Terms of Reference for this Committee will be reviewed every three years by the Board's Charter and Policy Committee.

15.4 Property Committee

Membership: The Rector, one or more trustees and the Executive Officer.

The Committee has the power to co-opt other members.

Note: The Board Chair is *ex officio* on all Board committees.

Committee Chairperson: The Committee will be chaired by a trustee.

Meetings: The Committee will meet on a needs basis.

Operational Brief: The Committee is responsible for advising the Board on all property matters.

The Committee is empowered to make property policy/procedure recommendations and to review policy.

Operational Procedure:

1. Develop and review policies/procedures relating to property for the approval of the Board.
2. Preparation (and review) of a ten year maintenance plan for building, facilities and grounds for the approval of the Board.
3. To carry out an annual inspection of the premises by 31 October each year, to check on the current work programme.
4. To prepare an annual property budget.
5. To undertake an annual evaluation of the property section of the budget to determine whether the goals were met.
6. Undertake a monthly inspection of property and report to the Board.
7. To liaise with Archdiocese of Wellington and Board of Proprietors

Review

The Terms of Reference for this Committee will be reviewed every three years by the Board's Charter and Policy Committee.

15.5 Discipline Committee

Membership: 2 or 3 members of the Board on a needs basis.

Note: In forming the committee consideration must be given to ensure:

- a gender balance
- cultural sensitivity.

Committee Chairperson: The Board Chair will/may invite a member of the Board to assume the role of chairperson for a hearing.

Committee Meeting Date: The committee will meet on a needs basis.

Procedure to be followed:

The Board will decide on the process by which the committee arrives at its decision.

The criteria as specified in the Education (Stand-down, Suspension, Exclusion, and Expulsion) Rules 1999 will be followed.

The principles of natural justice will apply.

Each matter will be heard on its merits.

To meet the principle of natural justice that the person “bringing the charge” shall not also be the final arbiter, the Board shall make its decision without the recommendation or vote of the Rector.

Before the start of any meeting trustees should determine if there are any potential conflicts of interest.

All meetings of the Discipline Committee are held “in committee”.

1. All reports and written material to be considered by the committee will be made available to the pupil and his/her caregivers at least 48 hours prior to the hearing.
2. The chairperson shall introduce all those present explain the format and procedures to follow at the meeting.
3. The Rector and or his/her delegate shall report as to the alleged circumstances of the incident.
4. An opportunity shall be given to the pupil and those accompanying him/her to be heard as to the alleged circumstances of the incident any background circumstances concerning the matter. If new material is tabled the committee may need to adjourn so that it can be considered.
5. The committee shall then adjourn for a decision. Before reaching that decision the committee must consider each of the four options available to it. The decision shall be communicated to the parents and caregivers of the pupils as soon as possible. The decision shall be confirmed in writing.
7. The committee will table at the next Board meeting, full written report of its meeting including all decision which were made.
8. Review
The Board’s Charter and Policy Committee will review the Terms of Reference for this Committee, every three years.

15.6 Health and Safety Committee

15.7 Technology Committee

15.8 Policies & Procedures Committee

Objective:	Development and writing of Policies and Procedures.
Membership:	The membership of the Committee will be determined on a needs basis.
Committee Chairperson:	The Board Chair will/may invite a member of the Board to assume the role of chairperson for a hearing.
Committee Meeting Date:	The committee will meet on needs basis.
Matters to be addressed:	The Committee will implement the Policies and Procedures making procedure.

The Terms of Reference for the Committee will be reviewed every three years by the Board's Charter and Policy Committee.