

GLENDOWIE SCHOOL

Policy Statements

2023



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Introduction

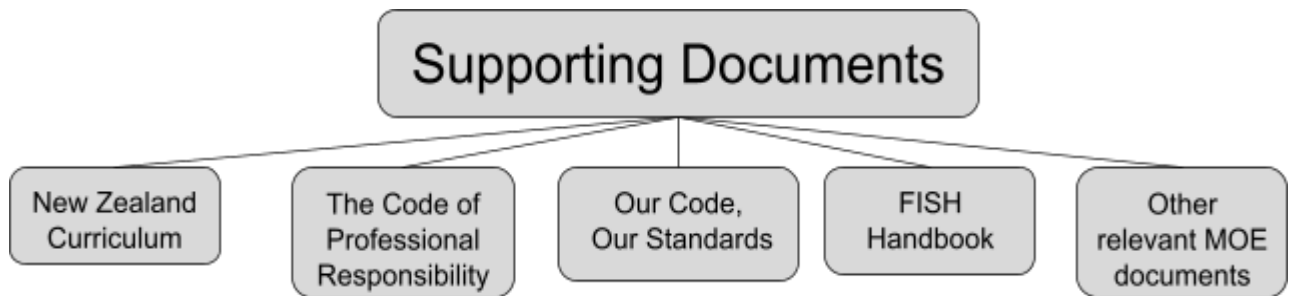
This booklet outlines the policy directives of the Glendowie School Board. These statements are designed to be succinct and provide guidance to the school's leadership team who keep up to date procedures that are inline with these policies.

Key procedural documents that support these policies are:

- Glendowie School Strategic Plan
- Glendowie School Staff Handbook (Procedural Documents)
- Glendowie School Emergency Management Plan

Each year the Glendowie School Board will read, discuss, review and adopt this policy manual at the first board meeting of the year. The school's procedural documents, listed above, are reviewed by the school policy sub-committee and discussed at the same meeting.

GLENDOWIE SCHOOL POLICY FRAMEWORK



1. GOVERNANCE POLICIES

Rational: All schools in New Zealand are governed by a board. Board members play an integral role in the strategic leadership of the school. The actions and conduct of all Board members at Glendowie School should be in line with the Education Act 1989 and serve the betterment of the students.

1.1 Policy Making

Policy statements shall be consistent and formulated with an outcome in mind. All policies will be reviewed annually by the Policy sub-committee of the Glendowie School Board. Review of new policies shall include examination of existing policy.

1.2 Conflict of Interest

The Board defines a conflict of interest as: a situation where an individual has a duty to more than one person or organisation and cannot remain impartial. Board members should be aware of any conflicts of interest that involve them or staff directly and be open with the rest of the board about these.

Where a conflict of interest exists members of the Board and school staff shall declare the conflict of interest and, where appropriate, remove themselves from either a debate or a decision making process.

1.3 Legislative Responsibility

The Board will comply with all relevant legislation pertaining to schools. The Board has a collective responsibility to stay updated with changes to legislative expectations.

1.4 Procedures

The Board will update the Glendowie School Board Code of Conduct annually. This will be approved at the first meeting of the year and adopted as a guiding document for school governance.

1.5 Enrolment Scheme

The school has an enrolment scheme and will implement the scheme as outlined in Appendix A.

1.6 Privacy

The school collects personal information on students, parents and staff. The Principal reports all privacy breaches and near misses to the Board on a regular basis (i.e. as a regular board agenda item). This will allow the Board to monitor the number and type of privacy breaches / near misses to check whether there are any trends that need to be dealt with e.g. through additional training.

1.7 School Records

The school will maintain records including for financial and operational purposes. The Board will comply with all relevant legislation and legal requirements. Financial documents will be retained for a period of seven years. All other records, including student files will be kept until the student has turned 25. Board documents will be retained indefinitely or sent to Archives NZ after 10 years.

Signed:

Principal

Date: _____

Presiding Member

Date: _____

2. TEACHING & LEARNING POLICIES

Rational: Teaching and learning is the key mandate of all schools in New Zealand. Providing a quality learning experience for all students is paramount. Empowering teachers to provide this is a core goal of the school.

2.1 Curriculum

The Board aims to resource the teaching of a relevant curricular and extra-curricular program which stimulates enthusiasm for learning in its students. Learning at Glendowie School will comprehensively cover the New Zealand Curriculum.

Glendowie School is an IB World School and follows the Primary Years Programme (PYP). Learning in all classrooms will be shaped by the PYP Framework and reflect the goal of the PYP to develop global citizens.

2.2 Assessment

The Board requires that information gathered during school-based assessment is used to improve student learning and the quality of the learning programmes. Assessment results will be reported to the Board three times a year – February, May and November.

2.3 Reporting to Parents

Progress will be reported to parents in a way that is constructive and endeavours to promote an understanding of, and confidence in, what is happening in their child's learning and development.

2.4 Treaty of Waitangi

Recognition will be given to New Zealand's bicultural cultural heritage and history. The school will encourage our students to appreciate and understand Māori language and culture.

2.5 Education Outside the Classroom

Students' education will be enhanced by opportunities to learn outside the classroom. Safety will be the paramount consideration when undertaking EOTC activities.

2.6 Home Learning

Glendowie School will provide home learning options for students that enhances the learning that takes place in the classroom.

2.7 English for Speakers of Other Languages (ESOL)

English Language Learners (ELLs) students will be identified during enrolment and the ESOL teacher notified. The ESOL teacher will draw on a variety of assessment tools to determine the needs of the student and which interventions will be appropriate. The school will deploy funding received for ELL students effectively and with consideration of best practice and identified strategic priorities.

2.8 Relationships and Sexuality Education

The school recognises that parents play the primary role in supporting their children to develop healthy attitudes in the area of relationship and sexuality education. Teaching will be carefully planned, age-appropriate and inclusive to take into consideration that this is a sensitive topic. There will be a particular focus on the bodily changes faced by young people in preadolescence and how to deal with these changes in a healthy and positive way and on forming positive healthy relationships with their peers. The school will consult with the community annually on its health curriculum and consider feedback carefully.

Signed:

Principal

Presiding Member

Date: _____

Date: _____

3. STUDENT POLICIES

Rational: The Board and staff of Glendowie School have an obligation to provide guidelines to students and their families to ensure a safe, inclusive and effective learning environment that promotes learning that is of the highest possible standard.

3.1 Child Protection

The school is committed to protecting child well-being in every way possible. The school will take all practical steps to provide students a safe environment in and around the school and during EOTC (Education Outside the Classroom). Under the Vulnerable Children's Act 2014 there is a mandate to provide an environment that is absolutely free from physical, emotional, verbal or sexual abuse. We recognise the rights of family/whānau to participate in the decision-making about their children. The school will take seriously its commitment to ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and are able to take appropriate action in response. We will comply with relevant legislative responsibilities. We are committed to promote a culture where staff feel confident that they can constructively challenge poor professional practice or raise issues of concern without fear of reprisal.

3.2 Inclusion

Glendowie School is an inclusive environment. All members of the school community (staff and students) are entitled to equitably participate in school life.

3.3 Pastoral

Glendowie School will have clear, consistent and well-communicated rules that all members of the school community are expected to abide by.

3.4 Attendance

Attendance is monitored closely and appropriate steps are taken to maximise participation in learning at school.

3.5 Complaints

The school will deal with any complaints quickly, fairly and according to a consistent process. The school will ensure a procedure for complaints is available on the school website so that parents and the wider community know the expectations for raising concerns with the school.

3.6 Uniform

Students are required to wear the uniform in accordance with the school uniform code.

3.7 International Students

Glendowie School is a local school with an international outlook. Where possible the school will foster connections with the global community in order to develop the global citizenship of our students. One way of doing this is through hosting international students.

Glendowie School will be compliant with all aspects of the Education (Pastoral Care of International Students) Code of Practice 2016. International students will be enrolled at Glendowie School under a Contract of Enrolment in accordance with Section 2 of the Education Act 1989. Appropriate staff and resources will be allocated by the school for recruitment, administration and pastoral care requirements of international students. There will be clear procedures in place that relate to this policy.

3.8 Standowns, Suspensions, Exclusions and Expulsions

The school will follow the Stand-down, Suspension, Exclusion and Expulsion Process. Only the Principal (or a person with the delegated authority of the Board to act as Principal) can stand-down or suspend a student.

The Principal has the right to suspend a student in the event of student gross misconduct or continual disobedience, especially when the well-being of students is placed at risk. The Principal may choose to either:

- Stand-down a student from attending school for a specified period, or:
- Suspend a student from attending school, pending a decision by the Board about the student's continued enrolment at that school.

The Principal has to be satisfied that the student's behaviour is very bad and is a harmful or dangerous example to other students at the school, or the student's continual disobedience is a harmful or dangerous example to other students at the school; or because of the student's behaviour, it is likely that the student, staff or other students at the school, will be seriously harmed if the student is not stood-down or suspended.

In exercising the right to suspend a student, Principals and Boards are required to ensure that:

- Provisions are made for the student to receive lessons during the period of suspension.
- Any decision-making about the student's future attendance at the school is made after seeking dialogue with the student's family / whanau.
- The principles of natural justice are applied in the decision to help ensure that all rights and responsibilities are understood in the decision-making process.
- A copy of the Education Act in terms of stand-downs, suspensions, education is kept in the school's Suspension and Expulsion file.
- Copies of MOE Guidelines - *for principals and BOT on stand-downs, suspensions, exclusions and expulsions* from School, are kept in the school's Suspension and Expulsion file.

Parents will be advised of all stand-downs, suspensions and exclusions as per policy guidelines. Parents will also be advised of their rights and the legislative rulings as per a copy of the guidelines and written documentation.

Signed:

Principal

Presiding Member

Date: _____

Date: _____

4. HEALTH AND SAFETY POLICIES

Rational: Ensuring that Glendowie School School is a physically and emotionally safe environment is a key function of the Board and school management. There are a number of specific legislative directives that schools must follow and in order to do this and there needs to be clear health and safety policy guidelines in place.

4.1 Legislation

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

4.2 Students

Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices. Students are also encouraged to:

- follow all instructions, rules and procedures while in the school grounds
- report all injuries, incidents and near misses to their teacher or other staff members
- wear protective clothing and equipment as and when required to minimise exposure to hazards while learning.

4.3 Staff

The Board is committed to providing and maintaining a safe and healthy workplace for all staff through:

- making health and safety a key part of our role
- working with our staff to improve the health and safety system at our school
- doing everything reasonably possible to remove or reduce the risk of injury or illness
- making sure all incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents and near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- training everyone about hazards and risks so everyone can work safely
- providing appropriate induction, training and supervision for all new and existing staff
- helping staff who were injured or ill return to work safely.

4.4 External Contractors

All workers will maintain a safe and healthy workplace through:

- being involved in improving health and safety systems at work
- following all instructions, rules, procedures and safe ways of working
- reporting any pain or discomfort as soon as possible
- reporting all injuries, incidents and near misses
- helping new workers, staff members, trainees and visitors to the workplace understand the safety procedures and why they exist
- reporting any health and safety concerns or issues through the reporting system
- keeping the workplace tidy to minimise the risk of any trips and falls
- wearing protective clothing and equipment as and when required to minimise your exposure to workplace hazards.

4.5 Animal Welfare

All living creatures at Glendowie School will be treated with care and respect. The day to day care of all animals under the care of people and / or used in experiments, will be governed by the Animal Welfare Act 1999. Responsibility for the welfare of animals in Glendowie School rests with the teacher involved and, ultimately, with the Principal and the Board.

4.6 Risk Management

The school will consider any risk to student welfare carefully. Trips outside the school will be preceded by completion of a RAMs (Risk Assessment and Management Strategies) form. Hazards will be identified through a number of mechanisms including the Principal's reporting to the Board and the staff Health and Safety Committee. Risk management will be governed by a four step process:

1. identifying hazards: finding out what situations and things could cause death, injury or illness
2. assessing risks: understanding the nature of the risk that could be caused by the hazard, what the consequences could be and the likelihood of it happening
3. controlling risks: implementing the most effective control measures that are reasonably practicable in the circumstances
4. reviewing control measures: ensuring control measures are working as planned.

4.7 Police Vetting

All staff who are not registered teachers will be police vetted upon commencement of their employment. Updated Police checks will be renewed every three years thereafter.

Assurance must be given by any other contractors that any casual staff will be police vetted.

All parents attending overnight camps will be Police vetted.

4.8 Staff Engagement

Staff will be engaged and take responsibility for the health and safety of students and all other individuals at school and in places outside of school utilised for school business. A staff health and safety representative will be elected and made known to the staff. The school will maintain a health and safety committee with representation from the Board and staff.

4.9 Emergencies & Crisis Management

The Board shall provide educational instruction to ensure that all staff and students are aware of, and are properly trained to follow, the emergency procedures outlined in our Emergency Plan.

4.10 Physical Restraint

Physical restraint is defined as using physical force to prevent, restrict, or subdue the movement of a student's body or part of the student's body.

Use of physical restraint is limited to teachers or authorised staff members only where there are reasonable grounds to believe that there is a serious and imminent risk to the safety of a student or of any other person, including harm caused by significant emotional distress. Restraint used must be reasonable and proportionate to the circumstances and there should be a reasonable belief that there is no other option in the circumstances to prevent harm.

Any incident of physical restraint is to be notified to parents or caregivers and reported to the Board and the Ministry of Education. The Principal is to report, in writing, to the Board all incidences when physical restraint is used.

Seclusion of students is prohibited. Seclusion of students is defined as placing a child or student in a room involuntarily, alone and from which they cannot (or believe they cannot) freely exit.

Teachers are automatically authorised to act under the legislation. However, relief staff are to follow all directions of permanent staff. Staff should use physical restraint only for as long as is needed to ensure the safety of everyone involved.

All complaints regarding physical restraint will be dealt with in a confidential and professional manner. Complaints should be directed to the Principal who will document the version of events with the relevant staff members and present the report to the Board.

Signed:

Principal

Date: _____

Presiding Member

Date: _____

5. PERSONNEL POLICIES

Rational: The Board of Glendowie School has a responsibility to provide a quality working environment that enables staff to provide quality teaching and learning experiences.

5.1 Appointments

The Board will endeavour to be a good employer and will appoint the most suitable applicant for each position. The Board will oversee the appointment of the Principal and work with the Principal to appoint senior leaders. All other appointments will be delegated to the Principal.

5.2 Performance and Development

The Board commits to ensuring effective work performance through annual monitoring and evaluation of every employee's performance in his/her job, encouraging further development and recognising achievement.

The Principal will provide an advice and guidance program to assist provisionally registered teachers to obtain full registration.

The Board recognises the value of leadership through the effective allocation of additional funds that reflect levels of responsibility and initiative. Units will be allocated in a fair and open way to recognise additional responsibilities undertaken by teaching staff.

The Board will make sure there is an appraisal system in place that ensures it can confidently attest to the professional capability of all staff.

The Presiding Member may engage, in consultation with the Principal, person(s) with appropriate skills and expertise to complete the appraisal process (see Appendix B).

5.3 Staff Conduct

The Board expects its staff to abide by the Code of Professional Responsibility and will address concerns according to the relevant collective or individual employment agreements. Support staff will sign a Code of Conduct at the time of employment.

5.4 Discretionary Absence

The Board will ensure staff are treated uniformly and legally when applying for leave of absence and that the school as a whole is not disadvantaged. Applications will be approved or declined on a case-by-case basis. Leave of less than 5 school days is at the discretion of the Principal. Any discretionary leave of more than 5 working days must be approved by the Board

5.5 Remuneration

All staff will be remunerated in accordance with the relevant collective agreements. If staff are not union members their pay will still follow the guidelines laid out within those agreements and an IEA (Individual Employment Agreement) will be signed.

5.6 Protected Disclosures

If staff members believe, on reasonable grounds, that they have information that a serious wrongdoing is occurring (or may occur) within the school and they wish to disclose that information so it can be investigated, they can make a protected disclosure to the Principal. This can be done verbally or in writing. They should identify that the disclosure is being made under the Protected Disclosure Act (2022) and is following the Board procedure, provide detail of the complaint (disclosure), and whom the complaint is against. If they believe that the Principal is involved in the wrongdoing, or has an association with the person committing the wrongdoing that would make it

inappropriate to make disclosure to the Principal, then they can make the disclosure to the Presiding Member of the Board or any other Board member. It is then up to the Board to decide who they disclose to, to decide further action.

5.7 Complaints (Staff)

The school will deal with complaints quickly, fairly and according to a consistent process as outlined in the Glendowie School Complaints Procedure. When dealing with complaints from or about staff, the Principal will carefully consider the relevant employment legislation and where necessary seek advice from outside agencies.

5.8 Classroom Release Time (CRT)

School management will provide CRT to all teachers in line with expectations in the Primary Teachers' Collective Agreement. The Board recognises that from time to time changes in the timetabling of CRT may occur and this should be done in consultation with representatives of the teaching staff.

5.9 Staff Sickness

All matters of staff sickness shall be guided by the terms and conditions of the latest version of the relevant Collective Agreement. All staff are expected to disclose to the Principal any illness or condition that may affect their ability to discharge their normal responsibilities. Any sickness leave of more than five days should be accompanied by a doctor's certificate. If staff are away for an extended period on sick leave (five days or more) they should communicate directly with the Principal about their sickness. The school reserves the right to make reasonable enquiries of the staff member to ensure that both the teacher, other staff, and students are safe in the workplace.

5.10 Professional Learning

Money is allocated to the Professional Development budget in order for staff to implement the school's annual professional development plan. The school's professional development will support:

- The induction of new staff members around our learning culture
- The management team with learning and leadership opportunities.
- The maintenance of programmes which have been embedded in our learning culture of the school.
- Staff undertaking tertiary studies.
- The school PYP Programme.
- Ancillary staff who need to attend a course.

The Board will support the Principal's professional development in the professional appraisal process (Appendix B):

- One International conference biennially (i.e. Australia, Asia, America or Europe).
- A PYP conference at least once within the 5 year review cycle of PYP.
- Local professional development e.g. the Auckland Primary Principals' conference or the NZ Principals' conference.
- If there is an additional conference that is timely, opportune and appropriate, an extraordinary application could be made to the Board for funds.

The Board will set a process for the Principal's professional appraisal (Appendix B).

5.12 Equal Opportunities

All appointments will ensure that there will be no discrimination in the areas of recruiting and selection, or in promotion and career development. All appointments will be made based on the principle of “best person for the job”.

5.13 Unit Allocation

The Board supports the efficient allocation of management and 3R units to recognise the contribution that professional staff members make to the school.

Deputy Principals will be awarded seven permanent units. Additionally the Principal will appoint one 3R Unit to one of the Deputy Principal who will deputise in the Principal’s absence. Deputy Principals cannot be remunerated at a higher level unless approved by the Board.

The Board may from year to year allow the Principal to allocate a certain number of 3R units to complement the management units that appear in the school’s staffing entitlement.

All syndicate leaders permanently appointed to their roles shall receive two permanent units.

All other units will be allocated by the Principal in consultation with the Senior Management Team on either a permanent or fixed term basis, as per the Collective Agreement clause that up to 40% can be allocated on a fixed term basis.

Signed:

Principal

Presiding Member

Date:_____

Date:_____

6. PROPERTY AND FINANCE POLICIES

Rational: New Zealand schools are entrusted with considerable financial resources including buildings, other property related capital items, and government funds. Managing these items with maximum efficacy for all stakeholders is seen as integral to the efficient functioning of Glendowie School.

6.2 Finance

The Board shall ensure that the School follows generally accepted accounting practices in its management of school finances. The school will maintain a healthy deposit of working capital to ensure that there is a contingency for unexpected circumstances.

Three quotes will be obtained, when possible, for all purchases using Board funds that are above \$10,000.

6.3 Fundraising

The Board recognises the value of fundraising and philanthropic activities within the school community. It requires that all fundraising activities be approved by the Principal.

6.4 Property

Our school facilities will be maintained in a safe, functional and attractive state.

6.5 Fraud Protection

The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that through 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.

6.6 Credit Card

The school will have credit cards issued to four staff: The Principal, the two Deputy Principals, and the Executive Officer. The Principal will oversee all expenditure to ensure that expenses are reasonable and effectively documented. The Finance Sub-Committee will check all credit card statements each month. The school will have a credit card procedure that is approved annually by the Board (Appendix G).

6.7 Sensitive Expenditure

The Board acknowledges that at times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals. The Board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised before approval. The school's Sensitive Expenditure Checklist (Appendix A) will be used to evaluate expenditure of a sensitive nature. Leaving gifts to staff will be calculated using the school's Gift Schedule (Appendix B).

6.8 Conflict of Interest

In a school, there is a conflict of interest where: The duties or responsibilities of an employee or trustee to the school could be affected by some other interest or duty that the employee or trustee may have. The other interest might exist because of:

- a. the employee's or Board member's financial affairs
- b. a relationship or role that the employee or trustee has; or
- c. something the employee or Board member has said or done.

The key question to ask when considering when an interest might create a conflict is: Does the interest have the potential to create an incentive for the Board member or employee to act in a way which may not be in the best interest of the school? All Board members and employees need to be able to identify and disclose a conflict of interest (or related party transaction).

The Board will develop and maintain an interests register.

6.9 Gift

All school funded gifts should be receipted through the School’s normal purchase procedures. All purchases will be reviewed by the Finance Sub-committee of the Board as part of their regular review of monthly finances. The cost of the gift should be reasonable and appropriately reflect the benefit received.

Any staff member who receives a gift greater than \$100 should declare this to the Principal. The gift then becomes the property of the school. If a staff member receives a cash gift then this must be declared to the Principal.

The Board accepts that at certain times parents may combine resources to give a gift to a staff member, and in this instance it is clearly accepted that the gift is reasonable and can be accepted and kept by the intended recipient.

6.10 Schedule of Delegations

The Board agrees that it will regularly review the school’s Schedule of Delegations to ensure that roles of governance and management are appropriately divided. The schedule is outlined in Appendix E.

6.11 Travel

The Board recognises that travel is necessary for some staff, including overseas travel for professional development and international marketing. The Board will maintain a procedure for travel and review this regularly (Appendix F).

Signed:

Principal

Presiding Member

Date:_____

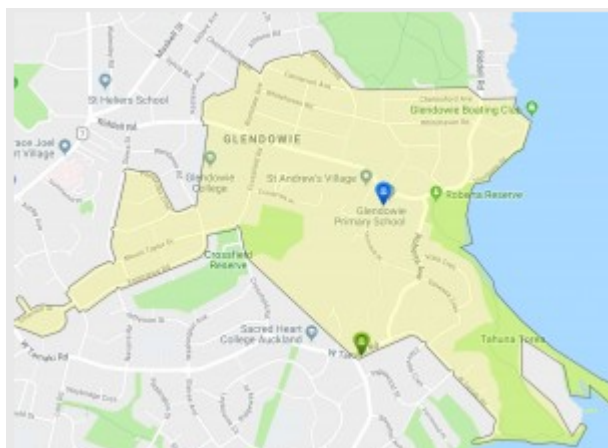
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Appendix A - Enrolment Scheme

Glendowie School currently has an enrolment scheme. The school caters for learners in Years 1-8. Students living within the determined school zone will have the absolute right to enrol at Glendowie School. Enrolment packs are available from the office.

Home Zone Description

All students who live within the home zone described below (and shown on the attached map) shall be entitled to enrol at the school.



Out of Zone Enrolments

Each year the Board will determine the number of places which are likely to be available in the following year for the enrolment of students who live outside the home zone. The Board will publish this information on the school website. The notice will indicate how applications are to be made and will specify a date by which all applications must be received.

Applications for enrolment will be processed in the following order of priority:

1. First Priority must be given to students who have been accepted for enrolment in any special programme(s) run by the school and approved by the Secretary for Education.
2. Second Priority must be given to applicants who are siblings of current students.
3. Third Priority must be given to applicants who are siblings of former students.
4. Fourth Priority must be given to any applicant who is a child of a former student of the school.
5. Fifth Priority must be given to any applicant who is either a child of an employee of the Board of the school or a child of a member of the Board of the school.
6. Sixth priority must be given to all other applicants.

If there are more applicants in the second, third, fourth, or fifth priority groups than there are places available, selection within the priority group will be by a ballot conducted in accordance with instructions issued by the Secretary under Section 11G(1) of the Education Act 1989. Parents will be informed of the date of any ballot in the school newsletter and on the school website.

Appendix B - Procedure for Principal's Appraisal

The Board Presiding Member will be responsible for the Appraisal of the Principal's leadership and management/school wide responsibilities, personal professional development objectives, and interim professional standards. The Board may co-opt another Board member to support this process.

The Board Presiding Member may engage (in consultation with the Principal) persons with appropriate skills and expertise to contribute to the Appraisal process.

The Board Presiding Member and the Principal will consult to determine a process for the Appraisal.

The Principal's performance agreement will reflect the school/Board goals, the Principal's job description, and more specific objectives

- The key objectives will include the identification and development of appropriate indicators.
- Support and assistance will be given to the Principal for organisational and professional development objectives.

THE PROCESS

The performance agreement shall be developed in consultation with the Principal and it shall detail:

- Objectives for that year including relevant professional standards;
- Objectives linked to the New Zealand Teachers Council criteria for registration as a teacher.
- A professional learning and development plan for the Principal to identify strategies and support (including any agreed resourcing) to enable the Principal to carry out his/her responsibilities and to meet the objectives and improve professional knowledge and performance
- The Board Presiding Member will meet with any external appraiser they appoint to appraise the Principal and agree on the criteria for the performance appraisal and the report to be presented to the Board.
- The Principal will self-appraise as part of the preparation for Appraisal and as a form of self-critique. This may be confidential to the Principal.
- The appraiser and appraisee will meet regularly to discuss progress. Progress could be reviewed at mid-point in the Appraisal Cycle
- A final Appraisal report will be completed by the appraiser and appraisee against the objectives set and the data collected. The Principal may take the opportunity to comment on the final report , but this is not mandatory
- The final report will be signed by the appraisee and appraiser.

DISPUTES

- Any dispute related to the Principal's Appraisal Process or its results will be referred to an independent arbitrator agreed upon by the Principal and the Board Presiding Member. (Note that in any dispute, the Board as employer, has responsibility for the final decision). Primary Principals Collective Agreement March 2019-2022

TIME FRAME

The Principal's Appraisal will take place annually.

CONFIDENTIALITY

Documentation related to the Principal's Appraisal interview will remain confidential to the Principal and the Board, unless the Principal agrees otherwise to allow others to view the appraisal report.

- Performance Agreement documents will be made available to the Board as confidential documents.
- The Appraisal Report, could be tabled and discussed (in committee) at a Board meeting. The Principal has all documentation returned at the conclusion of each appraisal period with the exception of the final report whereby this copy may remain with the confidential minutes of the Board.

Appendix C - Sensitive Expenditure Checklist

Sensitive expenditure is the spending of school funds that may be considered beneficial to individuals or small groups of individuals. If expenditure has the potential to be 'sensitive' then it should be subjected to the following Sensitive Expenditure Checklist:

- i) Does the expenditure benefit student outcomes?
- ii) Does the expenditure represent the best value for money?
- iii) Is it in the budget?
- iv) Could the Board justify this expenditure to a taxpayer, parent or other interested party? That is, does it pass the '6 O'clock News Test'?
- v) How would the public react if this expenditure was reported by the media?
- vi) Would there be perceived to be any personal gain from this expenditure?
- vii) Does this expenditure occur frequently?
- viii) Does the expenditure relate to the school's annual plan and/or relevant professional development goals?

If answers to one or more of the above questions are negative then the Board and management should minimise expenditure or consider not spending money on the item at all.

Appendix D - Leaving Gift Schedule

The Board will provide \$10 as a leaving gift for every year of service that an employee gives to Glendowie School.

Appendix E - Schedule of Delegations

Introduction

1. The Schedule sets out those responsibilities that can only be exercised by the Board, the responsibilities delegated to the Principal, as the Board's most senior employee, and those responsibilities that the Principal can delegate to specified staff positions.
2. The purpose of the Schedule is to ensure that the effectiveness of the governance and management of the School is maintained, to provide an agreed basis by which the School's executive management can exercise its responsibilities, and to enable the responsibilities delegated to be monitored. It is the Board's expectation that delegations made will be properly exercised and the persons who hold such delegations will be held accountable. If these principles are observed then the Board can be certain its responsibilities in terms of the Education and Training Act 2020, the Crown Entities Act 2004 and the Financial Reporting Act 1993 will have been properly fulfilled.
3. If persons who exercise responsibilities on behalf of the Board have any doubts or concerns in the execution of a specific action the expectation is that they will check with the person or group who made the delegation in the first place. The intention of this expectation is that should doubt arise in the exercise of a delegated responsibility it is preferable to verify the bona fides of the intended action rather than make an error of judgement and be held accountable for this.
4. This Schedule does not in itself provide the right to executive management and staff to exercise the responsibilities delegated. The right to exercise these responsibilities must be set out in a Memorandum of Delegations which sets out the delegations and is signed by the parties involved. This is set out at the end of this Schedule.
5. The Principal shall ensure that a copy of each memorandum is safely retained and shall be made available to the Board, the school's auditors and officers of any Court hearing a case related to the School's finances.

Approval

1. This Schedule was unanimously agreed by the Board and approved as a policy document at its meeting held on 28th March 2023.
2. When the Board approved this Schedule it agreed that no variations of this Schedule or amendments to it can be made except by the majority approval of those trustees present at the Board meeting.
3. As part of its approval the Board requires the Principal to have this Schedule available to all staff through the school website and for a copy to be included in the School Policy Manual (copies of which shall be available to all staff). The Board requests that the Principal, through the induction process arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Delegations Retained by the Board

1. The Board retains for itself and does not delegate to any executive management or staff position the following responsibilities:
 - A. Approval of all operating, capital, cashflow and property maintenance budgets and amendments to these budgets;
 - B. Commitment of operating expenditure for any invoice in excess of \$2,500; unless it has been identified in the budget, except in cases of health and safety whereby these items have to be prioritised immediately.

- C. The commitment or purchase of capital expenditure over \$10,000; unless it has been identified in the budget
- D. The disposal of fixed assets with a book value in excess of \$1,000;
- E. The appointment of any permanent teaching staff and the salary and terms of conditions on which they are employed which are in excess of positions funded by Ministry of Education salaries grants;
- F. Leave on full pay granted to non-teaching staff to attend training sessions or courses outside the school for a period greater than 4 half-days;
- G. The termination of employment of any paid employee;
- H. Signing applications for special grants for additional buildings, agreements to build via the Ministry of Education's local office;
- I. Formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament;
- J. Responses to the Secretary of Education or any other permanent head of a Government department which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Board Chairperson;
- K. Interviews with the media and the distribution of media releases on any matter which involves the School;
- L. The initiation of any legal actions and any communications in relation to these actions;
- M. Signature of any formal or legal agreement which is in the name of the School and must involve the Board.

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

Board Delegations to the Principal

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

- I. The Principal shall make decisions in regard to discretionary leave applications from staff as per the leave policy.
- J. Appointment of staff. The Principal will have the authority to appoint non-permanent and ancillary staff. Under special circumstances see the Recruitment Policy.
- K. Appraisal and Attestation of Staff: The Principal is authorised by the Board to ensure the annual appraisal of all employees of the Board as per the Ministry requirements and individual and collective agreements. In order for staff to progress through salary or wage increments the Principal has the authority to undertake this requirement or to delegate as the Principal thinks fit.
- L. Remuneration increases: The Principal is authorised to implement negotiated increases for non-teaching staff. In the instance of non-teaching staff who are paid over and above the identified grade, the Principal is to make decisions relating to increases only within a percentage as identified in recent relevant collective agreements or CPI figures. After discussion with the Board Presiding Member, such cases may be referred to the Finance Sub-committee.
- M. Staff Conduct: The Principal is authorised to conduct initial inquiries into matters of misconduct. In the instance of any member of staff who may have a legal case against the Board, the Board will decide how the initial inquiry is to be undertaken. Any such inquiry will be subject to the Principal having sought advice from an appropriate source such as NZSTA Industrial Advisers, legal or other approved advice.
- N. Staff Suspension: In the case of extreme emergency the Principal is authorised to undertake suspension of an employee in instances of allegations of serious misconduct subject to previous discussion with the Board Presiding Member and having sought advice and guidance from an NZSTA Industrial Adviser, legal or other approved advice. The insurer must always be advised prior to any action undertaken. In normal circumstances the Board would undertake a suspension process for an employee.
- O. The Principal shall have delegated authority to purchase assets within the annual asset acquisition budget, following good procurement processes, provided that the value of any individual asset is no more than \$10,000.
- P. The Principal is delegated the day to day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. The principal must:
 - Ensure all Board assets are insured
 - not allow unauthorised personnel or groups to handle funds or school property
 - not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
 - maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$1,000
 - ensure the implementation of the 10 year property maintenance plan
 - engage sufficient property maintenance staff for the school within budget limitations
 - receive board approval for maintenance contracts over \$5,000 for any one contract
 - conduct competitive tenders for all contracting
 - protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
 - not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards

- not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

Notes:

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

When there are health and safety issues that may require the school to close at short notice, the Principal will consult with the Presiding Member on behalf of the Board, and together they will reach a decision on whether the school should close.

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

Appendix F - Travel

Guidelines

- A. The Board agrees to ensure that:
 - a. the travel expenditure is on the Board's business, and the School obtains an acceptable benefit from the travel when considered against the cost
 - b. expenses are reimbursed on an actual and reasonable basis, and
 - c. staff that are required to travel on business do not suffer any negative financial effect.
- B. Staff members may not approve their own travel.
- C. All bookings for international and domestic travel are to be conducted through the School's normal purchase procedures. This includes the booking of accommodation, flights and rental cars.
- D. The justification for travel within New Zealand must be documented. It is to be transparent and must relate to a school need. Travel within New Zealand is to be authorised on a one-up basis (for example, the Principal should authorise any travel by the Deputy Principal, and the Board should authorise any travel by the Principal).
- E. All domestic air travel is to be economy class.
- F. Any International or domestic travel on school business should have the appropriate insurance for that trip paid for by the School
- G. Prior to international travel being undertaken, the Board must have received detailed information about the travel in accordance with the Board's Sensitive Expenditure Policy and the overseas travel checklist
- H. All international travel should be authorised by the Board before it is commenced. A proposal must be put to the Board detailing the purpose of the trip, the expected benefit to the School which will arise from the trip and an estimate of the costs of the trip. The Board will approve the travel in writing.
- I. At the end of the trip overseas, the traveller must prepare a trip report, which details the costs incurred during the trip, activities which took place during the trip and the benefits to the Board and the School of the trip.
- J. Except where the flight time exceeds 10 hours, all international air travel is to be economy class.
- K. Business class travel may be approved, where the Board considers it appropriate, for travel more than 10 continuous hours in duration.
- L. If a staff member has a travel time without a stopover in excess of 20 hours, a rest period of 24 hours before commencing work is permitted and encouraged.
- M. The Board recognise that they may grant the Principal a recovery time after travelling overseas before returning to school. This would be expected to be a minimum of 2 days and the Principal should be urged to take this time.
- N. The Board recognise that when marketing the school overseas for International students that the staff member may need to work during a NZ holiday or weekends. Time in lieu would be given in this case.
- O. Staff should opt for good but not superior accommodation, and must be prepared to justify exceptions to this rule to the board e.g. conference facilities available, internet access, availability of smoke free rooms, proximity to where business will be transacted, staying in the same facilities as the travel marketing group. (The Board recognises that the accommodation should meet the staff members needs regarding health and safety, especially in accommodation in some overseas countries).
- P. Staff who stay privately will be reimbursed on production of receipts, for koha or for the cost of a gift given to the people they have stayed with. Prior to travel the staff member should receive authorisation for the value of the intended koha/gift.

- Q. When using rental cars, staff should opt for good but not superior model vehicles and should be prepared to justify any exceptions to this rule to the Board.
- R. Use of private vehicles is to be approved on a one-up basis and reimbursement will be at the rate specified by the Inland Revenue Department and paid through Edpay.
- S. 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.
- T. 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 circumstance, provided that it is a reasonable minimum charge”.
- U. For travel within New Zealand, actual and reasonable expenses are those incurred above the normal day-to-day costs.
- V. All personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in-house movies, and private phone call charges. These are to be paid separately by the travelling staff member.
- W. All receipts must be retained and attached to the travel claim. The claim is to be authorised on a one-up basis.
- X. 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 School.
- Y. 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.
- Z. Airpoints are gained by the traveller, and as such are accrued by the traveller. In most cases these expire after a year. Airpoints accrued from official travel are to be used for subsequent travel on behalf of the school (or personal travel when they are about to expire). However there may be no certainty of being able to use the airpoints to upgrade so this and the costs of cancellation must also be taken into consideration.
- AA. Staff must travel by the most direct route unless scheduling dictates otherwise.
- BB. 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 School did in no way incur additional expenditure.
- CC. The Board will meet any conditions on travel and reimbursements as cited in the Collective contracts.
- DD. When the Board approved this Policy, it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.
- EE. This policy will be placed on the school web site where it will be available for staff and the community to access.
- FF. An average per diem rate of \$80NZD is allowed when staff are on school business.
- GG. When staff are travelling on school business they should keep a record of days worked that fall on New Zealand public holidays or during the weekends. These days can then be considered days in lieu and can be taken as leave at appropriate times.

Appendix G - Credit Card Procedure

GUIDELINES

- A. Credit cards should only be issued to staff members after being authorised unanimously by the Finance Committee and the Board.
- B. A register of cardholders should be maintained.
- C. Credit cards holders and their limits are as follows:
 - Principal (\$10,000 limit)
 - Deputy Principals (\$2500 limit x 2 cards)
 - Executive Officer (\$5000 limit)
- D. The credit card expenditure should not exceed the overall financial delegation of the cardholder, as set out in the schedule of delegations, or as identified in the budget. Prior to the card being issued, the recipient must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.
- E. The credit card statement will be reviewed at the finance meetings by the finance sub-committee, the statement signed and noted in the finance minutes.
- F. The school owned credit card or the subsidiary cards on the personal card are not to be used for any personal expenditure.
- G. The credit card expenses redeemable from the school will only be used for:
 - Payment of actual and reasonable travel, accommodation and meal expenses incurred on School business; or Purchase of goods where prior authorization from the Board is given through the budget. All expenditure charged to the credit card and as an expense to the school should be supported by:
 - a. A credit card slip
 - b. A detailed invoice or receipt to confirm that the expenses are properly incurred on School business
 - c. For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the GST input credit
- H. The credit card statement should be certified by the cardholder as evidence of the validity of expenditure.
- I. Authorisation for the expenditure should be obtained on a one-up basis (for example the Principal should authorise any expenditure by the Deputy Principal and the Board should authorise any expenditure by the Principal). Cardholders are not allowed to approve their own expenditure charged to the school.
- J. All purchases should be paid within the time frame stipulated by the Credit Card company as due date before interest is incurred.
- K. The school credit card will be kept in the School safe.
- L. Cash advances are not permitted except in an emergency. In such instances the credit card should be reimbursed in the same amount as soon as practicable so as to limit interest charges.
- M. Where cash advances are taken, the cardholder must provide a full reconciliation, with receipts wherever possible, of how the cash was used. Any unspent monies must be returned to the School.
- N. The cardholder should never allow another person to use the card unless they are approved supplementary card holders or the Executive Officer acting with prior approval.
- O. The cardholder must protect the pin number of the card.
- P. The credit card expenditure should not exceed the overall financial delegation of the cardholder, as set out in the Policy of Financial Management in accordance with the budget.
- Q. The cardholder must notify the credit card company and the school immediately if the card is lost or stolen.
- R. The credit card should only be used on the internet if the item is within the set budget.

- S. The cardholder must return the school credit card to the school upon ceasing employment there or at any time upon request by the Board. In the case of the personal credit card, this will no longer be used for school business and as such the subsidiary credit cards will also be cancelled

Approval

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

Appendix H - Complaints Procedure

At Glendowie School, we value open communication and strive to address any concerns or complaints promptly and effectively. We understand the importance of resolving issues in a fair and respectful manner. All community members can follow these steps to lodge a complaint:

Step 1: Informal Resolution

Talk to the Staff Member: Discuss your concern with the relevant staff member involved, such as the teacher, principal, or administrative staff.

Informal Meeting: If the issue remains unresolved or if you feel uncomfortable speaking directly to the staff member, request an informal meeting with either of the schools Deputy Principals. This meeting aims to understand the concern and explore potential solutions. If the complaint remains unresolved then a meeting can be scheduled with the Principal.

Step 2: Formal Complaint

Formal Complaint Submission: If the issue remains unresolved after the informal meeting, or if you are not satisfied with the outcome, or it is a complaint regarding the misconduct of a staff member, you may submit a formal complaint in writing.

Submission Details: Address the written complaint to the Principal (or if the complaint is against the Principal, the Presiding Member of the Board). Include specific details such as the nature of the complaint, dates, names of individuals involved, and any previous attempts to resolve the issue informally.

Submit the Complaint: Deliver the written complaint to the school office or send it via email to the Principal (paulc@glendowie.school.nz) or the Board Presiding Member (dr.garbett@gmail.com)

Step 3: Review and Response

Acknowledgment: Upon receiving the formal complaint, the school will acknowledge receipt within 5 working days.

Assessment: The school will determine through preliminary inquiries what is the best way to resolve the issue. If it is deemed that the matter is serious then the decision may be made that a formal investigation is required.

Investigation: The school will conduct a thorough investigation into the matter, involving relevant parties and gathering necessary information. The school may use a third party in this process.

Response: A written response outlining the findings and proposed actions to resolve the issue will be provided within a reasonable timeframe after the acknowledgment of the complaint.

Step 4: Further Steps

Appeal Process: If the complainant remains unsatisfied with the school's response, they may request a review by an external party (if this has not already taken place) or appeal to the Board.

Board Appeal: Submit a written appeal to the Board, outlining the reasons for your dissatisfaction and requesting a review of the decision. The Board will then investigate further and provide a final decision in writing.

Notes:

- All complaints will be handled confidentially and with sensitivity.
- It is essential to provide accurate and detailed information to facilitate the resolution process.
- The school is committed to resolving complaints in a timely and fair manner.