



'Seek Wisdom As Gold'
Rapuhia Te Matauranga Hei Taonga

BOT Governance and Operational Policies 2020

Vision: For young people to be confident, connected,
actively involved lifelong learners

Mission Statement: To support students to seek their best in all aspects
of school life

Values: Respect Honesty Personal Excellence Kindness

Policies Index

Preamble

This document contains all the policies pertaining to the governance and operation of Dunstan High School.

Part A: Governance Policies

Our governance policies is the responsibility of the Board. Policies are statements of key expectation. While the Board may choose to delegate the drafting of policies, it is the Board that finally approves and adopts them.

Part B: BOT Controlled Operational Policies

Operational Policies and procedures are the responsibility of the Principal, but the Board of Trustees has overview of these. Operational policies are often a necessary adjunct to Board policies – they set out what will be done to ensure that the Board's governance policy expectations are achieved.

Part C: BOT and Management Controlled Operational Policies

These are used to support the day to day running of the school. They are the responsibility of the Principal, executive team and staff.

Policies are a key reference for school self-review, each BOT controlled operational policy being reviewed within a 3 year cycle which matches the Board's term of office. Management controlled policies and procedures need not be reviewed in such a manner by the Board. Rather, they are evaluated and revised from time to time as considered necessary by Management.

Part C is filed as a separate document.

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Introduction

The Charter – Our Number One Policy

Part A – Governance Policies – the Board's rules for how it intends to govern

1. Board Roles and Responsibilities Policy
2. Responsibilities of the Principal Policy
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4. Principal Professional Expenses Policy
5. Reporting to the Board Policy
6. Trustees' Code of Behaviour Policy
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- 22. Triennial Review Programme/Board Annual Work Plan

Part B – Operational Policies – the Boards expectations in areas it wishes to have some control over

- 1. Responsibilities of the Principal Policy
- 2. Curriculum delivery Policy
- 3. Personnel Policy
- 4. Appointments Policy
- 5. Financial Planning Policy
- 6. Financial Condition Policy
- 7. Asset Protection Policy
- 8. Health and Safety Policy
- 9. Child Protection Policy
- 10. International Students Policy
- 11. Legislative Compliance Policy
- 12. Privacy of Information Policy
- 13. Maori Achievement Policy
- 14. Treaty of Waitangi Policy

**Dunstan High School
Board of Trustees**

SCHOOL CHARTER

2020



'Seek Wisdom As Gold'
Rapuhia Te Matauranga Hei Taonga

Section 1 : Introduction

- **The School's Purpose**
A statement of mission and direction
- **The People**
Board of Trustees School Staff Students
- **Shared Values**
Values that are encouraged, lived and regularly reviewed by everyone in our school
- **Principles**
To underpin the design of our school's curriculum
- **Aims and Objectives**

Section 2 : 3 Year Strategy

- **Strategic Plan 2018 – 2020 overview**
- **Strategic Direction 2019 – 2021 guide**

Section 3 : Annual Plan

- **Annual Plan**
Goals, targets and strategies for 2020

The School's Vision

For our young people to be confident, connected, actively involved life long learners

Mission Statement

To support all students to seek their best in all aspects of life.

The People

Board of Trustees

Patrick KEENAN (Chairman), Justine BAIRD, Laura BOULTON (Staff Representative), Reece GOLDSMITH (Principal), Gavin DANN (Secretary), Tim RIWHI (Maori Representative), George FLANNERY, Sharyn PARK

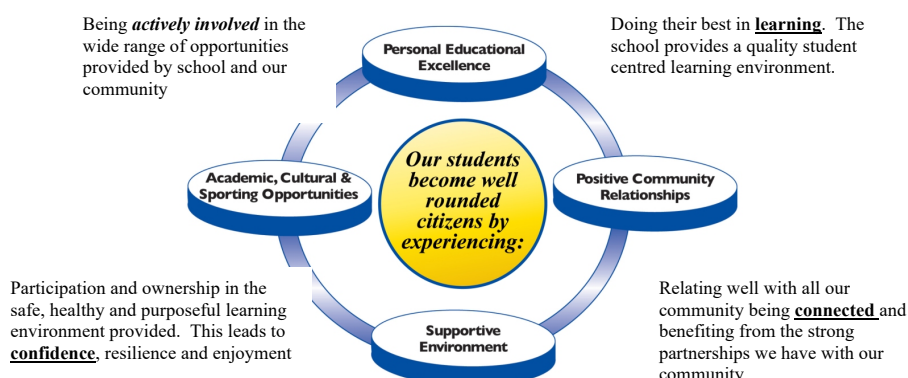
Staff 2020

Helen ADAMS, Todd ADAMS, Maria AFFLECK, Sally ANDREW, Bronwyn BARNES, Keri BARNETT, Amy BARRON, Dan BECK, Laura BOULTON, Frankie BOYTE, Natalie BRAKE, Michelle BROMBY, Rupert BROMBY, Nicola CANNELL, Rachel CHECKETTS, Bryce CLAPHAM, Annerie CONRADIE, Lesley COWIE, Sally DAVIES, Lleneke DAWKINS, Delyn DAY, Amy DELPORT, Graeme DUMPER, Jenny DUNBIER, Stacey ELLIOT, Mark FENTON, Kerry FINCH, Matthew GEORGE, Craig GILCHRIST, Kira GOLDSMITH, Reece GOLDSMITH, Suzanne GREGORY, Janet HAWKINS, Natasha HAYES, Judy HENDERSON, Conrad HERION, Louise HERION, David HILL, Natasha HITCHMAN, Eileen JANSEN, Amy JENKINS, Alex JOHNSTON, Robyn KINNAIRD, Nicola LAURIE, Gareth LOCHADEN, Nathan LOVE, Ali MAGRATH, Sam MALCOLM, John MAWHINNEY, Kelsey McBETH, Jo McKAY, Nick MEISSEL, Jane MITCHELL, Ross MITCHELL, Kerry MOIR, Alastair MONTEATH, Hamish MORTON, Jenny MORTON-CLARK, David MOUNT, Sally MULLALLY, Tim MURPHY, Dale NORBURY, Tracey O'MALLEY, Christine PAGE, Alex PEARSON, Dianne QUIN, Carole RANDALL, Sarah REID, Julie RUFFEL, Shelley SANDERS, Dave SHEPPHARD, Anna SMITH, Heather TAYLOR, Rosemary THOM, Simon THOMAS, Adele WALDRON, Julie WILLIAMSON.

Students

Dunstan High School is a community school of approximately 590 students. Our catchment is defined by our geographic boundaries and the vast majority of local pupils attend Dunstan for their secondary education. We also have a 50-bed hostel that caters for students from our extended catchment and some overseas students. Dunstan High School welcomes all learners in our community. We are committed to their engagement in all school activities and to their achievement. Our students represent the full Central Otago community with a wide range of backgrounds, aspirations and abilities. We offer a full academic programme Year 9 to Year 13, a comprehensive vocational programme and individual student programmes to meet individual needs both extension and assistance. Our students enjoy a wide range of pursuits, which we also try to meet through our co-curricula programme. Both sporting and cultural activities are valued by the school, community and students. We have a predominately European culture with a Maori roll of approximately 15%. We have a small number of overseas students, not exceeding 12 in a year.

Dunstan High School Cornerstones



Values We Share

Values that are encouraged, lived and regularly reviewed by everyone in our school.

Our shared school values are the important qualities and beliefs we try to live by.

We have core guiding values:

- Respect
- Honesty
- Personal Excellence
- Kindness
- We also adhere to the NZC values

Principles to underpin the design of our school's curriculum

High expectations of both students and teachers.

Teacher must be prepared for teaching and students must be prepared for learning.

Students have the right to understand the Treaty and how it works today.

We must be open to others' backgrounds and beliefs.

All people should be included in school activities without discrimination from others.

Teaching should be effective so that all students are able to learn well.

We need to look to the future and learn how to adapt.

It is important to keep the community involved with the school.

Aims & Objectives

Source: Developed School Charter

	Aims	Objectives
Student Performance		
Curriculum Content	<p>To:</p> <ul style="list-style-type: none"> • Present a broad and balanced curriculum; • Extend programmes beyond the essential learning areas by offering a range of experiences that widen our students' knowledge, interests, skills and horizons; • Emphasise high standards of literacy and numeracy; • Develop social, co-operative, work and study skills. 	Principal and staff will regularly develop, revise or confirm the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the content of the curriculum.
Student Progress and Achievement	<p>To:</p> <ul style="list-style-type: none"> • Encourage students to understand their learning processes and set realistic goals; • Identify learning difficulties and take early and effective action; 	The school's curriculum plan will identify the key purposes, principles and practices for assessing, recording and reporting on children's progress and achievement.
Assessment and Reporting	<p>To:</p> <ul style="list-style-type: none"> • Regularly monitor and report student progress clearly, accurately and dependably to parents and students. 	
School Performance		
Curriculum Delivery	<p>To:</p> <ul style="list-style-type: none"> • Promote students' learning and well being by recognising their individual needs and abilities; • Encourage high expectations of achievement and foster positive attitudes, aspirations and self responsibility; • Encourage students to relate well to one another; • Foster mutual respect and fairness within the school community; • Provide an environment in which students and staff feel safe; • Encourage students to use and appreciate the environment inside and outside the classroom. 	Each year the Principal and staff will develop, revise or confirm the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the delivery of the curriculum.
Use of Resources		
Personnel	To have motivated, high calibre staff who are committed to upholding the school's purpose, providing excellent role models for students and keeping up to date professionally. To be a good and fair employer by encouraging and valuing the staff's	The Board will prepare policies and plans to appoint quality staff, so that the school can supply education in accordance with the intentions of this charter. The Board is committed to being a good employer. It will support

<p>Finance</p> <p>Property</p> <p>Community Partnership</p> <p>Strategic Planning and Self-Review</p>	<p>efforts for the school and its students, fostering relationships of loyalty and openness, and supporting ongoing professional development and training.</p> <p>To efficiently manage and use the school's finances for the benefit of teaching and learning and for meeting immediate commitments and longer term goals.</p> <p>To provide a welcoming, attractive and safe school environment. To plan, advocate and implement a programme of maintenance and development that will help ensure the school's buildings and facilities meet the demands of a modern curriculum and the needs of students, staff and the Dunstan community.</p> <ul style="list-style-type: none"> • To promote parent and community support, goodwill and confidence in the school; • To foster a sense of partnership and shared responsibility for the well-being of the school and its students, and to contribute to the life of the community. <p>To have an ongoing programme of self-review which enables the school to acknowledge its successes and identify priorities for development and improvement.</p>	<p>development and operate fair and effective performance management.</p> <p>The Board will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts.</p> <p>The Board will comply with the conditions of any current asset management agreement as a good steward of the State's and community's assets, and prepare and implement a plan of property maintenance and development, including provision for safety and hygiene.</p> <p>The Board will have a policy concerned with promoting parent-community communications and involvement.</p> <p>The Board with the Principal and staff will develop and operate a strategic plan for the management of its operational objectives and development goals. The Board will have a timetable for the ongoing review of its policies and plans.</p>
<p>New Zealand's cultural diversity and the unique position of Maori culture</p>		
<p>Education Act: Our charter is required to meet these aims:</p> <ol style="list-style-type: none"> 1. Developing for the school policies and practices that reflect New Zealand's cultural diversity, and the unique position of Maori culture; and 2. The aim of ensuring all reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and Te Reo Maori (Maori language) for full time students whose parents request it by: <ul style="list-style-type: none"> • Discussing with parents their needs, what we already offer, what support they provide at home and alternative programmes e.g. Correspondence, REAP, Teacher Aide support. 	<p>All school policies and plans will be implemented in ways that are sensitive to the cultural backgrounds, values and needs of individual children and their families. In consultation with the school's Maori whanau / families, the Board will develop and make available its policies, plans and targets for the advancement of the achievement of Maori students, as required by the National Education Guidelines.</p>	

Academic, Cultural and Sporting Opportunities

Strategic Goal:

All-round educational experience
Prepare students for life beyond school

Annual Goal 1: Encourage extra-curricular opportunities for all students as a means to continue to develop character and strong connection with DHS.

Annual Goal 2: Support new and modified courses including digital technologies/STEAM/robotics aimed at engaging students for whom we are currently not engaging effectively.

Annual Goal 3: To ensure BYOD implementation is monitored and challenges overcome.

Target	Strategies to reach target	Led By	Progress Term 2: Progress Term 4
Provide a wide range of sporting and cultural opportunities for all students.	Support for staff and community activities that involve our students.	Gr	Really just a continuation of what we do. Choir still going strong, succession plan implemented.
	School choir a focus as we transition to a new choir leader.	Gr	<p>Fortunate to continue to have good support from community for coaching and the like. Our staff involvement is down somewhat and we need to have a look at this although consistent with national trend particularly outside main centres</p> <p>Use some itinerant music funding to resource choir training. Choir numbers are still good</p>
Build on links with local businesses ITO's and tertiary organisations to support student learning and pathways beyond school (same as 2018).			<p>Numbers up on last year with inclusion of primary industries course. Have established a Central Otago Youth Employment Programme (COYEP) which essentially is a work experience with wrap around support for at-risk students with Cromwell College and has seen some success. Will build on this 2020</p>
Ensure BYOD transition smooth for staff and students.	Resource ITO courses that are available for students with particular needs	Gr	<p>I expected more issues but none to date. Plan on reviewing Term 3 - IT committee leading this. Students bringing devices has dropped off as some see using school device as an easy option. This can create time issues for staff as they run around sorting larger numbers of devices than needed. Need to look at this 2020. Still pleased with how it has gone in first year</p>

Support STEAM and Robotics courses new for 2019.	<p>in terms of preparing for life after school. Increase the number of students who are engaged in Trades Academy courses.</p> <p>Oversee programme and review feedback from parents, staff and students.</p> <p>Liaise with HoF Maths and support with resources and PD where needed.</p>	Gr	<p>Implemented as planned</p> <p>Not running Yr 11 STEAM due to small numbers and staffing restraints so will prepare to run in 2021. Purchasing more equipment to support programme</p>
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Positive Community Relationships

Strategic Goals:

Building strong community links

Celebrate student success

Responsive to changes within and outside our community

Annual Goal 1: Review and enhance key parent contact events

Annual Goal 2: For a more seamless progression of learning to be in operation as students progress in their learning from primary through secondary school.

Target	Strategies to reach target	Led by	Progress Mid Year Progress End of Year
Engage fully with our Dunstan Kahui Ako to support enhanced learning opportunities for all students within our community	Fully engage with Dunstan Community of Learning (CoL) Annual Plan. Particularly coordinate PD with AS Teachers Technologies and Cultural Responsiveness.	Gr	Implemented as planned DHS has taken a lead role in Learning Support Coordinators appointment and support across CoL. Across School Teachers have worked alongside our teachers to support literacy, numeracy, culturally responsive pedagogies and Digital Technologies PD. With appointment of new Lead Principal (Adele Gott is leaving) we will need to continue to support CoL in 2020
To provide robust education around digital citizenship		Ba	Have had Netsafe in, digital citizenship programme in place but need to look at more opportunities. This might wait until change of DP's. Certainly continue to engage with a range of organisations to support student welfare. Continuation of the above really, organised cyber education expert to work with staff, students and parents at start of 2020. Most of our issues occur out of school and unfortunately seems an expectation from parents that we then need to fix the problem. This also may need addressing 2020
	Look for external support organisers such as Netsafe to be involved in programme.	Gr	Kapa haka numbers are good, continue to attend Te roopu awhina meetings, Consultation hui ended up as an afternoon BBQ which was not well attended by our parents. Need to relook Community Hui important start of 2020 as our consultation Hui did not happen as well as we would like - BBQ Sunday did not draw enough families
Ensure we engage positively with all community groups including our Maori whanau	Engage with community groups focussed on enhancing student welfare.	Gr/tbc	Director appointed, Europe trip complete - hopefully 2 new Germans for 2020 at this early stage One new German student as a direct result of trip. Two Germans will start school 2020 along with 3 others. We need to get numbers up to 10 to make it financially viable. Some promising interest and certainly strengthened relationships with agents

<p>Increase International student numbers to 8 by start of 2020</p>	<p>Support kapa haka development. Contribute to community meetings. Increase visibility of cultural symbols around the school. Implement Whanau consultation meeting as planned.</p> <p>Appoint Director. Increase marketing. Provide quality service.</p>		
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Supportive Environment

Strategic Goals:

Fostering an inclusive, safe, secure environment

High quality learning environment

Annual Goal 1: Enhance sense of belonging to DHS for staff, students (including hostel) and families

Annual Goal 2: Effectively plan for A and/or B Block modernisation

Target	Strategies to reach target	Led By	Mid Year Progress End Term 3 Progress
Support building of healthy staff professional relationships across and within departments.	Review induction programme for new staff and respond to any issues raised.	Gr/Ha	Feedback received from new staff and induction programme 'beefed up' for new staff already New staff Term 3 received induction and feedback has been positive. Induction more details, better meeting individual needs and over a longer time. Have completed staff welfare survey and will be getting further staff feedback shortly to feed into plan for 2020.
Increase engagement of Maori students.	Continue to increase Tikanga Maori exposure in what we do at Dunstan. This includes specific welcome for Maori families, powhiri opportunities, signage, use of Te Reo at assemblies and enhancing understanding of culturally responsive pedagogies (see previous detail).	Gr/Maori Committee	Continue to make progress but more work to do. Plan for signage in place, created Dunstan Whanau Group, created leadership roles for Maori students and continuing to improve mihi whakatau/powhiri opportunities. Signage has been put up – more to come Significant Reo and culturally responsive PD. This will need to be ongoing
Embed Health and Safety processes.	Regularly meet as Health and Safety Committee, appoint a new officer.	Gr	Appointed new Chair, next meeting early Term 3 Are having termly meetings- latest one having just been held. Going best it has been so far although will need a new health and safety rep for 2020
5YPP to be in place and progress towards implementing A and B block refurbishments.	Appoint quality project manager and respond promptly to any compliance issues. Engage Property Committee in process.	Property Committee	With new BOT need to establish property committee. Everything else completed as planned Frustratingly slow progress although we have ensured all our obligations have been done in a timely manner. With water pipe damage and high ropes course destruction, this has added to the challenges Reviews looking good, replaced chef, numbers at this early stage looking positive for 2020

Continue to improve Hostel experience for all students, staff and whanau.	Meet regularly with Hostel Director, Plan for increasing marketing to raise numbers, plan for building leaders and a strong supportive culture within Hostel.	Lg/Gr	Numbers continue to look positive, just completed a promo video, trying to tap into international market to boost numbers
Review aspects of PB4L and implement changes to enhance Succession Plan for new Senior Leadership Team.	Fortnightly Report review, create new visual overview, behaviour management process review. Review Uniform.	Gr	Fortnightly reports reviewed and updated however the rest of the review put on hold until new DP starts Sown the seed with PTA, need a BOT rep and Staff rep to help drive On agenda next PTA meeting – current challenge is to find someone to run uniform shop 2020, no success yet. Review Committee taking shape



Dunstan High School

SEEK WISDOM AS GOLD
RAPUHIA TE MATAURANGA HEI TAONGA

STRATEGIC PLAN 2018 - 2020

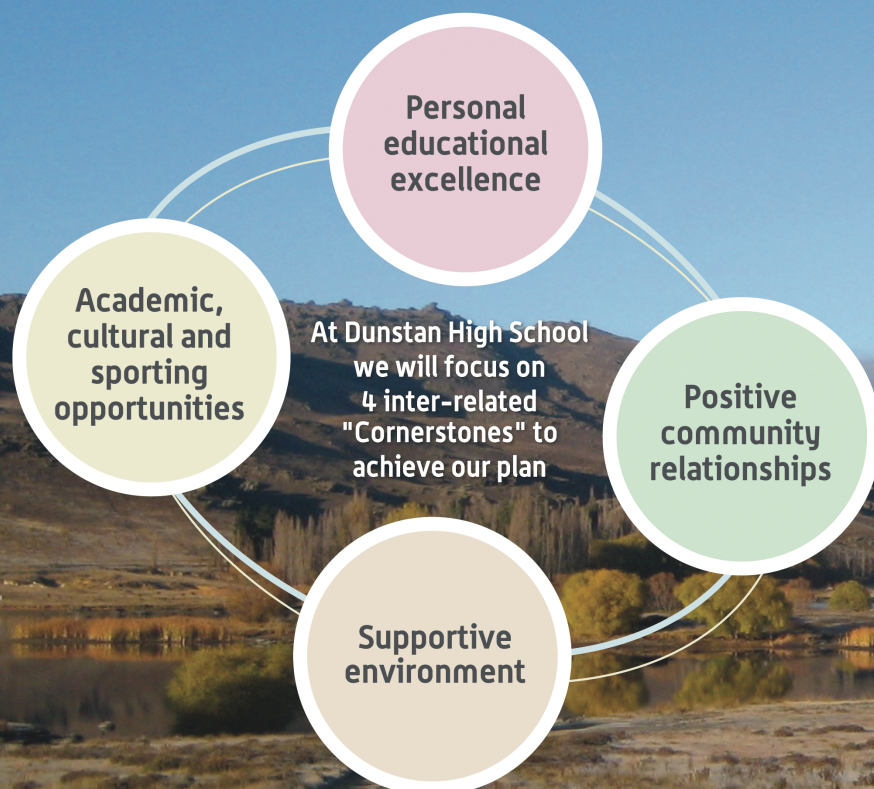
OUR CORE VALUES

RESPECT
WHAKAUTE

HONESTY
NGAKAU PONO

PERSONAL
EXCELLENCE
WHAKAMANA

KINDNESS
MANAAKITANGA



STRATEGIC PLAN GOALS

PERSONAL EDUCATIONAL EXCELLENCE

- Student centred, culturally responsive learning that develops independent, innovative lifelong learners.
- Students are engaged in a wide range of learning opportunities and pathways that reflect the aspirations of the students and their whānau.
- Keeping all whānau engaged in Dunstan High School, ambitious for student success and empowered to support student learning.

POSITIVE COMMUNITY RELATIONSHIPS

- Continuing to build even stronger links with whānau, local community groups, including businesses and our contributing schools, to support student learning and their future pathways.
- Celebrating student success in all its forms
- Ensuring we are aware of and responsive to changes within not only our regional community *but* developments nationally and internationally.

SUPPORTIVE ENVIRONMENT

- Build on our strong pastoral care framework with a focus on fostering an inclusive, safe and secure environment. Students feel a strong sense of belonging.
- Providing a high quality and stimulating learning environment to support high quality teaching and learning.

ACADEMIC, CULTURAL AND SPORTING OPPORTUNITIES

- Providing an all-round educational experience within which all students achieve success.
- Continue to develop a wide range of cultural, sporting and academic opportunities that successfully contribute in preparing students for life beyond school.

The Vision: "For our young people to be confident, connected, actively involved, lifelong learners"

Mission Statement: "To support students to seek their best in all aspects of life"

Strategic Plan 2020 – 2022
Personal Educational Excellence

- Student centred, culturally responsive learning that develops independent, innovative, lifelong learners.
- Students are engaged in a wide range of learning opportunities and pathways that reflect the aspirations of the students and their whanau.
- Keeping all whanau engaged in Dunstan High School, ambitious for student success and empowered to support student learning.

2020	2021	2022
<ul style="list-style-type: none"> • Support staff and students in implementing BYOD programme • Manage SLT transition following retirements of all • Develop PLG's with a focus on rigorous inquiry and responding to at-risk learners • Use school wide achievement monitoring data to support processes for responding to at-risk students • Particular focus on NCEA level 3 endorsement plus respond to learning challenges of Year 12 cohort • Respond to Maori student voice, start with greetings, signage, documentation, whole school haka • Source PLD for Culturally Responsive Pedagogy • Review timetable and curriculum <p>Achievement monitoring system effective in not only measuring student progress but also informing next learning steps.</p>	<p>Curriculum review plan for implementation</p> <p>Continued imbedding of culturally responsive pedagogies</p> <p>Processes imbedded and effective school-wide. Endorsements a key NCEA focus with Scholarship attainment also being looked at.</p> <p>Digital Technology Curriculum key focus – imbedding across school Positive shift in reducing disparity</p>	<p>Review use of Google Suite</p> <p>Achievement monitoring seen as a key tool in improving student achievement at years 9 and 10</p> <p>Scholarship programme to support student attainment</p> <p>Writing across curriculum review</p> <p>Shared responsibility and effectiveness for teaching of writing across school.</p>

Supportive Environment

- Build on our strong pastoral care framework with a focus on fostering an inclusive, safe and secure environment. Students feel a strong sense of belonging.
- Providing a high quality and stimulating learning environment to support high quality teaching and learning.

2020	2021	2022
<p>Student and staff wellbeing a key focus within annual plan Continue to extend support opportunities for students and staff Establishment of student and staff wellbeing committees with kaupapa developed around these Reflect on how we both respond to bullying and educate about bullying with social media being a key aspect utilise Kamar to not only track attendance but as a tool to then respond to trends view how PB4L contributes to a supportive learning environment and whether it is continuing to be as effective as it has been Planning completed for A and B Block refurbishments Culturally responsive pedagogies clearly understood by staff, prioritised in PD and implemented at all levels Ensure smooth transition for new SLT Team Support International director in increasing number of students – aim for 10</p>	<p>Initiate changes brought about by review Refine changes towards improving pastoral care framework Attendance targets understood and processes effective in minimising particularly unjustified absences Valid data to track attendance and measure effectiveness of attendance initiatives Implement updated plan for PB4L that revitalises the teaching of behaviours Culturally responsive pedagogy beginning to be imbedded across all aspects of school life Refurbishments started in a sequential manner Depending on 2020 progress, look to continue to develop BYOD programme Hostel running smoothly as evidenced by surveys and financial position Hostel 20YPP Yr 2</p>	<p>Implement changes towards improving pastoral care framework Imbedded effective attendance processes including shared understanding PB4L Effective in influencing positive school culture Refurbishment completed Review of Hostel operations Hostel 20YPP Yr 3</p>

Academic, Cultural and Sporting Opportunities

- Providing an all-round educational experience within which all students achieve success.
- Continue to develop a wide range of cultural, sporting and academic opportunities that successfully contribute in preparing students for life beyond school.

2020	2021	2022
<p>Build on Trades Academy engagement from 2019</p> <p>Utilise ITO Block courses</p> <p>Succession Plan in place for Gateway coordinator retirement</p> <p>Investigate opportunities to connect with local businesses for training opportunities</p> <p>Support introduction of COYEP initiative to support our at risk students</p> <p>Investigate alternative block, literacy and numeracy course options to support at-risk learners</p> <p>Investigate timin of Yr 10 camps</p>	<p>Review sports council operation</p> <p>Coding/STEAM as a senior subject option</p> <p>Review of timetable and curriculum completed</p>	<ul style="list-style-type: none"> • Timetable and curriculum findings not only analysed but response finalised and in plce. • DHS has both the range of subject and the relevance within subjects to engage all students through to Year 13.

Positive Community Relationships

- Continue to build even stronger links with whanau, local community groups, including businesses and our contributing schools, to support student learning and their future pathways.
- Celebrating student success in all its forms
- Ensuring we are aware of and responsive to changes within not only our regional community but also developments nationally and internationally

2020	2021	2022
<p>Ensure Kamar Parent Portal use is widespread amongst parents and provide education opportunities for parents on use.</p> <p>Continue to use Facebook and email for specific messages</p> <p>Review website and update</p> <p>Re look at mentoring programme which particularly supports at-risk learners</p> <p>Maori consultation hui well attended and includes student input</p>	<p>Implement changes with a view of increased engagements with these events</p> <p>Investigate student community service opportunities to ensure students are giving back to our community</p> <p>Review reporting system and parent evenings</p> <p>Update website to be a more active and current platform</p> <p>Mentoring programme reviewed and hopefully implemented across at least one year group</p>	<p>Turnout at our community events such as NCEA evening, parent interviews (conferences) and such are significantly higher than currently.</p> <p>Mentoring programme fully implemented</p>

ANNUAL PLAN 2020			
Personal Education Excellence Strategic Goals: Student centred responsive learning Wide range of learning pathways that reflect aspirations Engagement with whanau			
Goal 1: To achieve at or above the decile 8 national average for NCEA Levels 1,2 and 3. Boys and Maori achievement should be similar to Girls and non-Maori respectively. Goal 2: To increase the use and understanding of junior assessment to improve junior assessment results Goal 3: Curriculum most effectively supports student academic progress and also reflects vision and modern world .			
2020Target 2019 84% Baseline data (2019 in blue)	Strategies to reach target	Led by	Strategy Progress Term 2 End of Year Progress
NCEA Achievement 85% of students achieving Level 1 with a focus on reducing Maori disparity. 2019 84%. 80% Year 12 Maori Students achieve NCEA Level 2. 2019 cohort, 67% achieved Level 1. 70% of boys achieving Level 3. 2017-19 average boys pass rate 55% 15% of students achieving excellence endorsement Levels 1,2 and 3. 2019 =12%/16%/9% 60% of Yr 13 to achieve UE. 2019= 55% Across all Faculties, 80% of students to achieve at least 14 credits in each course.	Raise the profile of academic achievement through assemblies, newsletters, social media and certificates for academic progress through the year. Relentless tracking and monitoring of students across all courses and within courses. Set up and implement clear and sustainable processes to do this. Faculties use NCEA analysis to set challenging and realistic targets. Progress reported at least twice a year. HOF ownership of targets and ongoing review of these targets throughout the year. Ensuring students courses are appropriate and they are engaged in their learning. Early intervention and adjustment of courses. Regular reporting through the KAMAR portal of progress and final grades released to students and whanau. Target specific Maori students to support at Level 2 and Boys Level 3. Mentoring for at-risk and look to tap into relevant pathways outside course specific work. To find an easy way for all to analyse NCEA results. Continue to encourage a focus on 85% to achieve 14+ credits in all courses. Work with Polytech to access work-based NZ Cert Foundation Skills qualification enabling level 2 success relevant to possible trades pathway.	Gr/Hn Gr/Hn Gr Gr SLT Hn/Cb SLT Hn/Pa HoF's Gr Cb	

<p>Year 9: For 75% of our students to be achieving at expected level (4p) by end of year except 70% for writing. Actual Overall = 59% Maths = 71% Reading = 70% Writing = 60%</p> <p>Year 10 For 75% of our students to be achieving at expected level (5B) by end of year. Actual Overall = 65% Maths = 79% Reading = 73% Writing = 70%</p>	<p>Work with Dd and others to identify standards that are culturally responsive. Work with the Maori students through the Pou Maori, Dd and Sa to hear their voice and ideas and respond accordingly. Teachers to continue with PLD culturally responsive pedagogy (see 'supportive environment' targets also). Tracking of all year 13 students to include: Identification and sharing the list of boys who are at risk of not achieving. Collaborative approach to responding to specific needs. Block courses and targeting of specific standards; term 3 exams and end of year. Find and use assessments that can be used for catch up credits at various points in the year. Work with HOF's whose results show disparity between boys and girls. PLG focus priority of level 3 boys and Level 2 Maori. Investigate possibility of staggered end of year finish to allow students with external focus more time to prepare for exams; also look at freeing up staff to support these students prior to exams.</p> <p>Clear learning progressions developed across Faculties to help students see how to progress their learning. Ensure all Faculties CAT's are rigorous, relevant and the data is responded to. HOF's to ensure the Faculties Common Assessment Tasks allow for progress to be shown for cohorts of students. Faculties members take ownership of their CAT and PAT data and use it to track progress and to implement strategies in the classroom. To find a system that allows progress and acceleration to be shown clearly twice a year.</p> <p>Support for strong literacy and numeracy alignment between Primary and Secondary learning through the CoL. Working with COL leaders and other schools to have a continuous learning/ assessment profile for numeracy and literacy. Support English Faculty investigation into PACT tool implementation and further development of the tool by Maths.</p> <p>Maths and English Faculties continue to develop strategies to support literacy and numeracy within their Faculties and school wide.</p>	<p>Cb</p> <p>At</p> <p>Hn</p> <p>Gr/Hn</p> <p>SLT</p> <p>At/Cb Hn/ HOF</p> <p>Gr/Hn</p> <p>Gr/Hn/HOF</p> <p>Gr/Ah/Am</p> <p>Am/By</p>	
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<p>Curriculum Review complete, draft of new timetable, courses and overall structure ready to share</p>	<p>Utilise the Learning Support coordinator to support students with low to moderate learning needs. We will start with developing a comprehensive learning support register. Early identification and publication of at risk junior learners. Data used at the classroom level to form the basis of an inquiry.</p> <p>Feedback from staff, students and whanau gathered and partial implementation 2021 with full implementation 2022 A focus of IT committee in regular meetings. Analyze survey data Complete Leaver profile Defining big ideas, values and capabilities Investigate effective pedagogical practices Identify rich learning opportunities Construction of best fit timetable</p> <p>Continue to gather feedback from other schools. Involve staff and students in draft development. By Term Four, have a blueprint to take to the community.</p>	<p>Gr/Rs</p> <p>At</p> <p>At/Gr</p>	
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Supportive Environment

Strategic Goals:

Fostering an inclusive, safe, secure environment

High quality learning environment

Annual Goal 1: Enhance sense of belonging to DHS for staff and students

Annual Goal 2: Students experience a learning environment that is culturally inclusive and responsive with particular acknowledgement of bicultural heritage

Target	Strategies to reach target	Led By	Strategy Progress Term 2 End of Year Progress
Maori students sense of engagement in and connection to DHS similar to non-Maori. NZCER and student voice used to measure	<p>Culturally responsive pedagogy to be prioritised in school PD programme</p> <p>Specific practices we want modelled across the school are formulated and shared with support mechanisms in place (CRP unpacked) Progress of staff implementation monitored and encouraged</p> <p>SLT develop positive walkthrough template to provide feedback/acknowledgement of teaching practice</p> <p>Support staff engaged in completing Te Reo course</p> <p>SLT communication to Maori community to be checked for Maori grammar (macrons)</p> <p>Gather Maori voice on 'Maori succeeding as Maori' - analyse and set targets.</p>	<p>At</p> <p>Gr/At</p> <p>Cb</p> <p>At</p> <p>SLT</p> <p>Cb</p>	
<p>Staff Wellbeing</p> <p>DHS continues to develop a more comprehensive wellbeing programme for all staff to access and engage in</p>	<p>Staff wellbeing committee formalised and structure developed</p> <p>Staff wellbeing committee to attend Wellbeing in Education Conference</p> <p>Wellbeing focus for COTC in May - hosted by DHS</p> <p>SLT focus when implementing change, consistently refer to staff wellbeing points during SLT meetings.</p>	<p>Cb</p> <p>At</p> <p>At/Hn</p> <p>SLT</p>	

<p>Student wellbeing DHS continues to develop a comprehensive student wellbeing programme to support all students</p>	<p>Strengths based focus Mindfulness training explored</p>	<p>Cb Cb/At</p>	
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Introduction

The Board of Trustees of Dunstan High School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.

To ensure effective school performance, the Board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

Governance and Management

The following are the Board's agreed governance and management definitions which form the basis upon which both the working relationships and the Board's policies are developed.

Governance	Management
<p>The ongoing improvement of student progress and achievement is the Board's focus.</p> <p>The Board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the Principal. The Board and Principal form the leadership, with the role of each documented and understood. The Principal reports to the Board as a whole, with committees used sparingly and only when a need is identified in order to contribute to Board work.</p> <p>The Board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school.</p>	<p>The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal who must ensure compliance with both the Board's policy framework and the law of New Zealand. [For detail see Operational and Management Policies]</p>

In developing the above definitions for Dunstan High School, the Board is mindful of the relevant sections of the Education Act 1989 as set out below.

Education Act 1989

The Education Act 1989 was amended on 19th May 2017, clarifying the governance role of the Board of trustees and a focus on student achievement. The powers and functions of Boards are now set out in Schedule 6 of the Act, with the Principal's role as chief executive specified as before in Section 76.

Schedule 6

4 Board is governing body of school

- (1) A Board is the governing body of its school.
- (2) A Board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
- (3) Under section 76, the school's Principal is the Board's chief executive in relation to the school's control and management.

5 Board's objectives in governing school

- (1) A Board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
- (2) To meet the primary objective, the Board must—
 - (a) ensure that the school—
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) is inclusive of and caters for students with differing needs; and
 - (b) have particular regard to any statement of National Education and Learning Priorities issued under section 1A; and
 - (c) comply with its obligations under sections 60A (in relation to curriculum statements and national performance measures), 61 (in relation to teaching and learning programmes), and 62 (in relation to monitoring of student performance); and
 - (d) if the school is a member of a community of learning that has a community of learning agreement under section 72, comply with its obligations under that agreement as a member of that community; and
 - (e) comply with all of its other obligations under this or any other Act.

6 Staff

Subject to Parts 8A and 31, a Board may, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss school staff.

13 Board has complete discretion

A Board has complete discretion to perform its functions and exercise its powers as it thinks fit, subject to this and any other enactment and the general law of New Zealand.

16 Cultural diversity, Treaty of Waitangi, tikanga Māori, and te reo Māori

- (1) A Board must take all reasonable steps to ensure that the policies and practices for its school reflect New Zealand's cultural diversity and the unique position of the Māori culture.

(2) In performing its functions and exercising its powers, a Board must take all reasonable steps to act in a manner that is consistent with the principles of the Treaty of Waitangi.

(3) Without limiting subclauses (1) and (2), a Board must take all reasonable steps to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time students whose parents ask for it.

17 Delegations

(1) A Board may delegate any of the functions or powers of the Board or the Trustees, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:

(a) a Trustee or Trustees:

(b) the Principal or any other employee or employees, or office holder or holders of the Board:

(c) a committee consisting of at least 2 persons at least 1 of whom is a Trustee:

(d) any other person or persons approved by the Minister:

(e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).

(2) Subclause (1) does not apply to any functions or powers specified in this Act as not being capable of delegation.

(3) The Board must not delegate the general power of delegation.

(4) A delegate to whom any function or power is delegated may,—

(a) unless the delegation provides otherwise, perform the function or exercise the power in the same manner, subject to the same restrictions, and with the same effect as if the delegate were the Board or the Trustees; and

(b) delegate the function or power only—

(i) with the prior written consent of the Board; and

(ii) subject to the same restrictions, and with the same effect, as if the subdelegate were the delegate.

(5) A delegate who purports to perform a function or exercise a power under a delegation—

(a) is, in the absence of proof to the contrary, presumed to do so in accordance with the terms of that delegation; and

(b) must produce evidence of his or her authority to do so if reasonably requested to do so.

(6) No delegation in accordance with this Act—

(a) affects or prevents the performance of any function or the exercise of any power by the Board or the Trustees; or

(b) affects the responsibility of the Board for the actions of any delegate acting under the delegation; or

(c) is affected by any change in the membership of the Board or of any committee or class of persons.

(7) A delegation may be revoked at will by—

(a) resolution of the Board and written notice to the delegate; or

(b) any other method provided for in the delegation.

(8) A delegation under subclause (4)(b) may be revoked at will by written notice of the delegate to the subdelegate.

(9) The Board may, by resolution, appoint committees—

(a) to advise it on any matters relating to the Board's functions and powers that are referred to the committee by the Board; or

(b) to perform or exercise any of the Board's functions and powers that are delegated to the committee.

(10) A person must not be appointed as a member of a committee unless, before appointment, he or she discloses to the Board the details of any financial interest that would disqualify the person from being a trustee under section 103A.

(11) This clause applies to each member of a committee who is not a trustee with any necessary modifications.

18 Bylaws

A Board may make bylaws that the Board thinks necessary or desirable for the control and management of the school.

s.76 Principals –

(1) A school's Principal is the Board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the Principal –

(a) Shall comply with the Board's general policy directions; and

(b) Subject to paragraph (a), has complete discretion to manage as the Principal thinks fit the school's day to day administration.

In order to carry out effective governance of the school the Board has developed the following policy framework:

Part A

Governance Policy

These governance policies outline how the Board will operate and set standards and performance expectations that create the basis for the Board to monitor and evaluate performance as part of its ongoing monitoring and review cycle. *(See 3 year review programme).*

1. Board Roles and Responsibilities Policy

The Board of trustees' key areas of contribution are focused on four outcome areas:

Representation
Leadership
Accountability
Employer Role

The Board	The Standards
1. Sets the strategic direction and long-term plans and monitors the Board's progress against them	1.1 The Board leads the annual charter/strategic plan review process 1.2 The Board sets/reviews the strategic aims by end of February each year 1.3 The Board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education (MoE) by 1 March each year 1.4 Regular Board meetings include a report on progress towards achieving strategic aims 1.5 The charter/strategic plan is the basis for all Board decision making
2. Monitors and evaluates student progress and achievement	2.1 The Board approves an annual review schedule covering curriculum and student progress and achievement reports 2.2 Reports at each regular Board meeting, from Principal, on progress against annual plan, highlight risk/success 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Appoints, assesses the performance of and supports the Principal	3.1 Principal's performance management system in place and implemented

The Board	The Standards
4. Approves the budget and monitors financial management of the school	4.1 Budget approved by the end of March each year 4.2 Satisfactory performance of school against budget
5. Effectively manages risk	5.1 The Board has an effective governance model in place 5.2 The Board remains briefed on internal/external risk environments and takes action where necessary 5.3 The Board identifies 'trouble spots' in statements of audit and takes action if necessary 5.4 The Board ensures the Principal reports on all potential and real risks when appropriate and takes appropriate action
6. Ensures compliance with legal requirements	6.1 New members have read and understood the governance framework including policies, the school charter, Board induction pack and requirements and expectations of Board members 6.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary 6.3 Accurate minutes of all Board meetings, approved by Board and signed by chair 6.4 Individual staff/student matters are always discussed in public excluded session 6.5 Board meetings have a quorum
7. Ensures trustees attend Board meetings and take an active role	7.1 Board meetings are effectively run 7.2 Trustees attend Board meetings having read Board papers and reports and are ready to discuss them 7.3 Attendance at 80% of meetings (min.) 7.4 No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)
8. Approves major policies and programme initiatives	8.1 Approve programme initiatives as per policies 8.2 The Board monitors implementation of programme initiatives

The Board	The Standards
9. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	9.1 The Treaty of Waitangi is obviously considered in Board decisions 9.2 The Board, Principal and staff are culturally responsive and inclusive
10. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	10.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) 10.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct 10.3 Ensures there is ongoing monitoring and review of all personnel policies
11. Deals with disputes and conflicts referred to the Board as per the school's concerns and complaints procedures	11.1 Successful resolution of any disputes and conflicts referred
12. Represents the school in a positive, professional manner	12.1 Code of behaviour adhered to
13. Oversees, conserves and enhances the resource base	13.1 Property/resources meet the needs of the student achievement aims
14. Effectively hands over governance to new Board/trustees at election time	14.1 New trustees provided with governance manual and induction 14.2 New trustees fully briefed and able to participate following attendance at an orientation programme 14.3 Appropriate delegations are in place as per Schedule 6 (17) of the Education Act 14.3 Board and trustees participate in appropriate professional development

Review schedule: Triennially

2. Responsibilities of the Principal Policy

The Principal is the professional leader of the school and the Board's chief executive working in partnership with the Board of trustees. The Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the Board's Charter or expressed values or commonly held professional ethic.

Alongside their professional role, the Principal's key contribution to **day-to-day management** of the school is as per the management definition in the introduction to this governance manual.

The Principal is responsible for overseeing the implementation of Board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "Principal" for responsibility for implementation. From time to time the chair of the Board acting within delegated authority may issue discretions in policies of the school, in minutes of the Board, or by written delegation.

The responsibilities of the Principal are to:

1. Meet the requirements of the current job description
2. Meet the requirements of their employment agreement including the 4 areas of practice from the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with all Board policies
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
5. Develop, seek Board approval of, and implement an annual plan that is aligned with the Board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
6. Use resources efficiently and effectively and preserve assets (financial and property).
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
8. Allocate pay units for appropriate positions.
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development
10. Employ, deploy and terminate relieving and non-teaching staff positions.
11. Employ teaching staff as per the appointments policy.
12. Communicate with the community on operational matters where appropriate.
13. Refrain from unauthorised public statements about the official position of the Board on controversial social, political, and/or educational issues
14. Keep the Board informed of information important to its role.
15. Report to the Board as per the Boards reporting policy requirements.
16. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000

Only decisions made by the Board acting as a Board are binding on the Principal unless specific delegations are in place. Decisions or instructions by individual Board members,

committee chairs, or committees are not binding on the Principal except in rare circumstances when the Board has specifically authorised it.

The relationship is one of trust and support with expectations documented in the relationship policy. All parties work to ensure “no-surprises”.

The Principal is not restricted from using the expert knowledge of individual Board members acting as community experts.

Resolution for delegations of authority to the Principal

The Board of Trustees of Dunstan High School resolves to delegate to the Principal the following powers and responsibilities to be carried out, subject to compliance with Board policies and the law:

1. Employment of:
 - a. Non teaching staff
 - b. Teaching staff up to but excluding departmental heads and other management staff
 - c. Staff required for long term relieving and fixed term positions
2. Engagement of contractors up to a value of \$5000 per annum for non-budgeted items.
3. Performance management, disciplinary action (including dismissal) of non teaching staff.
4. Competency procedures in relation to teaching staff in accordance with the Secondary Teachers’ Collective Employment Agreement (STCEA) through to the completion of the evaluation report as set out in clause 3.3.2(d) of the STCEA. The report and any recommendation will then be provided to the Board for any decision as set out in clause 3.3.2(e) of the STCEA.
5. Undertaking any inquiry into possible breach of discipline. In the event the issues under investigation are not resolved informally by discussion, or the Principal is of the view that the matter should proceed to the Board, then the Principal may initiate formal disciplinary procedures by forwarding relevant documents to the Board for this purpose.
6. Suspending any employee during any inquiry or following receipt of a complaint, if satisfied that the welfare and interests of any student attending the school or of any employee at the school so requires.
7. Grant and/or require the following in relation to leave:
 - a. Medical certificate for an absence on sick leave in excess of three consecutive days
 - b. Discretionary leave not exceeding four days

8. Authorising expenditure/payments up to a value of \$5000 for non-budgeted items.
9. Applying for funds, sponsorship or other monies up to a value of \$10,000 in consultation with the Board.
10. Signing of declarations on behalf of the Board in relation to information required by the Ministry of Education.
11. Mandatory reports to the Teachers' Council.
12. Approve appropriate Education Outside The Classroom activities, subject to the satisfactory completion of risk assessments and associated documentation.

Resolved by the Board at the first meeting of the year: _____

Review schedule: Triennially

3. Disciplinary Process in Relation to the Principal Policy

In the event the Board receives a complaint regarding the Principal or determines that policy violation(s) may have occurred in the first instance the Board will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the Principal). Where the Board considers the degree and seriousness of the concern or violation(s) sufficient to warrant initiating a disciplinary or competency process, the Board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

Review schedule: Triennially

4. Principal Professional Expenses Policy

A budget for professional expenses and for professional development will be established annually in accordance with the Principal's professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the Board. Any overseas trips for professional development must be approved by the Board of trustees at least one term in advance of the event.

Professional development expenses may include but are not confined to: continuing education, books and periodicals, mentoring, and attendance at professional conferences.

Review schedule: Triennially

5. Reporting to the Board Policy Reviewed and updated September 2019

The Principal reports to the Board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position (in association with the finance committee chair); and all matters having real or potential legal considerations and risk for our school. Thus the Board is supported in its strategic decision-making and risk management by also requiring the Principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the Principal must ensure that they:

1. Inform the Board of significant trends, implications of Board decisions, issues arising from policy matters or changes in the basic assumptions upon which the Board's strategic aims are based.
2. submit written reports covering the following management areas for Board meetings as required:
 - Principal's management report including:
 - i. **Strategic decisions and discussions** including policy reviews, new local or national initiatives
 - ii. **Monitoring** progress of annual goals, reviews, data analysis
 - iii. Health and safety
 - iv. General legislative compliance/admin including stand downs and suspensions, roll, personnel issues including appointments
3. inform the Board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
4. submit any monitoring data required in a timely, accurate and understandable fashion
5. report and explain, in association with finance committee chair, financial variance against budget in line with the Board's expectations
6. report and explain roll variance against year levels and reasons on a per meeting basis
7. present information in a suitable form – not too complex or lengthy
8. inform the Board when, for any reason, there is non-compliance of a Board policy
9. recommend changes in Board policies when the need for them becomes known
10. highlight areas of possible bad publicity or community dis-satisfaction
11. coordinate management/staff reports to the Board and present to the Board under the Principal's authority
12. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
13. report on any matter requested by the Board and within the specified timeframe

6. Trustees' Code of Behaviour Policy

The Board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall:

1. Maintain and understand the values and goals of the school
2. Protect the special character of the school
3. Ensure the needs of all students and their achievement is paramount
4. Be loyal to the school and its mission

5. Publicly represent the school in a positive manner
6. Respect the integrity of the Principal and staff
7. Observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school
8. Be diligent and attend Board meetings prepared for full and appropriate participation in decision making
9. Ensure that individual trustees do not act independently of the Board's decisions
10. Speak with one voice through its adopted policies and ensure that any disagreements with the Board's stance are resolved within the Board
11. Avoid any conflicts of interest with respect to their fiduciary responsibility
12. Recognise the lack of authority in any individual trustee or committee/working party of the Board in any interaction with the Principal or staff
13. Recognise that only the chair (working within the Board's agreed chair role description or delegation) or a delegate working under written delegation, can speak for the Board
14. Continually self-monitor their individual performance as trustees against policies and any other current Board evaluation tools
15. Be available to undertake appropriate professional development

I, _____ have read and understood this Code of Behaviour Policy and agree to follow and abide by it to the best of my ability.

Signature:

Date:

Review schedule: Triennially

7. Trustee Remuneration and Expenses Policy

The Board has the right to set the amount that the chair and other Board members are reimbursed for attendance at Board meetings in recognition that these fees cover the expense of attending Board meetings. The Principal, as a member of the Board is entitled to the same payment as all other trustees except the chair. Currently at Dunstan High School;

- 1 The chair receives \$75.00 per Board meeting
- 2 Elected Board members receive \$55.00 per Board meetings
- 3 There is no payment for working group/committee meetings
- 4 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- 5 Attendance costs for professional development sessions will be met by the Board of trustees. Prior approval must first be sought
- 6 All other reimbursements are at the discretion of the Board and must be approved prior to any spending occurring

Review schedule: Triennially

8. Conflict of Interest Policy

The standard of behaviour expected at Dunstan High School is that all staff and Board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's ability to protect the integrity and reputations of Board members and meet legislative requirements. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

In the course of Board meetings, Board members will disclose any interests in a transaction or decision where their family, and/or partner, employer, or close associates will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question.

Review schedule: Triennially

9. Chair's Role Description Policy

The chair of Dunstan High School safeguards the integrity of the Board's processes and represents the Board of trustees to the broader community. The chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a Board decision reached. The Board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the chair.

The Chair:

1. Is elected at the first Board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the Board*
2. Welcomes new members, ensures that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new trustee induction
3. Assists Board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
4. Leads the Board members and develops them as a cohesive and effective team
5. Ensures the work of the Board is completed
6. Ensures they act within Board policy and delegations at all times and do not act independently of the Board
7. Sets the Board's agenda and ensures that all Board members have the required information for informed discussion of the agenda items
8. Ensures the meeting agenda content is only about those issues which according to Board policy clearly belong to the Board to decide
9. Effectively organises and presides over Board meetings ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant Board policies*
10. Ensures interactive participation by all Board members

11. Represents the Board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person/s and is the official signatory for the annual accounts*
12. Is responsible for promoting effective communication between the Board and wider community including communicating appropriate Board decisions
13. Establishes and maintains a productive working relationship with the Principal
14. Ensures the Principal's performance agreement and review are completed on an annual basis
15. Ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
16. Ensures any potential or real risk to the school or its name is communicated to the Board. This includes any concern or complaint

** Legislative Requirement*

Review Schedule: Annually in November or prior to meeting when chair is elected

10. Staff/Student Trustee Role Description Policy

The staff/student trustee fulfils legislative requirements relating to Board composition. The role of the staff/student trustee is to bring a staff/student perspective to Board decision making and discussion.

As a trustee the staff/student trustee has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountabilities as all other trustees.

Student Trustee accountability measure		Board	
To work within the Board's charter/strategic plan		1.1	The charter/strategic plan is obviously considered in Board decisions
2.	To abide by the Board's governance and operational policies	2.1	The staff/student trustee has a copy of the Governance Manual and is familiar with all Board policies
3.	The staff/student trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1	The staff/student trustee is not a staff/student advocate
		3.2	The staff/student trustee does not bring staff/student concerns to the Board
4.	The staff/student trustee is bound by the Trustee Code of Behaviour	4.1	The staff/student trustee acts within the code of behaviour
5.	A student report will be received at each meeting	5.1	No regular staff reports received unless a request has been made by the Board on a specific topic.

Review schedule: Triennially

11. The Relationship between the Board and the Principal Policy

The performance of the school depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. The Board and the Principal form the leadership team and as such clear role definitions have been developed. The Responsibilities of the Principal and Responsibilities of the Board policies along with the Board's agreed Code of Behaviour should be read alongside this policy.

1. This relationship is based on mutual respect, trust, integrity and ability.
2. The relationship must be professional.
3. The Principal reports to the Board as a whole rather than to individual trustees.
4. Day to day relationships between the Board and the Principal are delegated to the chair.
5. All reports presented to the Board by the staff (unless specifically requested by the Board) arrive there with the Principal's approval and the Principal is accountable for the contents.
6. There are clear delegations and accountabilities by the Board to the Principal through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The Board must maintain a healthy independence from the Principal in order to fulfil its role. The Board is there to critique and challenge the information that comes to it, acting in the best interests of students at the school.
11. The Principal should be able to share their biggest concerns with the Board.

Review schedule: Annually

12. Principal's Performance Management Policy

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

1. The review process will occur annually, providing a written record of how the Principal has performed as per the terms of the performance agreement and identifying professional development needs.
2. The Principal's performance will be formally reviewed on an annual basis by the Board Chair and optionally, at the Board's choice, an independent consultant who specialises in education.
3. Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
4. There will be one interim mid year review, preceding the annual formal review, between the Principal and chair to discuss progress.
5. The Principal will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, learning and development objectives.

6. If the Principal and the Board disagree on the performance objectives, the Board, after considering the Principal's input, will amend the disputed objectives or confirm the unchanged objectives. The Board's decision will be final.
7. The Board chair and/or consultant may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the Principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
8. The Principal and chair/consultant will meet for a formal interview to discuss whether the performance agreement has been satisfied with the Principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the chair/consultant and sent to the Principal. The Principal can accept the report or dispute the report. If the report is disputed, the chair/consultant will consider the Principal's views before deciding to either amend the report, in accordance with the Principal's views, or let the report stand, with the Principal's comments attached.
9. The chair/consultant will present the final report back to the Board. The Principal will be present at the presentation and will have the opportunity to address the Board. The Principal will then exit and further discussion may continue among the Board.
10. The Principal will be informed personally and in writing of the final outcome following the report discussion.
11. The performance agreement and results of the review are confidential to the Principal, the Board and their agents unless both parties agree to wider distribution.
- 12.
13. * Legal requirement

Signature

I, _____, have been informed of the performance review policy and

procedures of _____ School Board.

Signature _____ Date _____

—

Review schedule: Triennially

13. The Relationship between the Chair and the Principal Policy

The chair is the leader of the Board and works on behalf of the Board on a day to day basis with the Principal.

The relationship principles are to be read in line with the following:

1. The Board's agreed governance and management definitions
2. The Board's Roles and Responsibilities Policy
3. The Responsibilities of the Principal Policy
4. The Chair's Role Description Policy
5. The Trustees' Code of Behaviour Policy

Relationship principles:

1. A positive, productive working relationship between the Principal and the chair is both central and vital to the school.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel the other on performance concerns.
6. The chair supports the Principal and vice versa when required and appropriate.
7. There is understanding/acceptance of each other's strengths and weaknesses.
8. Each agree not to undermine the other's authority.
9. There is agreement to be honest with each other.
10. Each agree and accept the need to follow policy and procedures.
11. Agree not to hold back relevant information.
12. Agree and understand the chair has no authority except that granted by the Board.
13. Understand that the chair and Principal should act as sounding Boards, both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set.

Review schedule: Annually

PROCEDURE FOR MEDIA RELATIONS

1. A good rapport should be established with the media.
2. Media statements are to be made only by the Board Chairperson or the Principal. Authority may be delegated to other Board or staff personnel by either of these two persons.
3. Wherever possible the media statements should be prepared in advance. Where this is not possible the person should request that they may have a few minutes to consider the request before replying.
4. Statements should not be made "in confidence" or "off the record".
5. Honesty should be applied in giving statements. Be prepared to admit things, say that an issue is being dealt with. Don't say "no comment".
6. If a media statement is incorrect write and complain and state the correction.
7. Ask if you can see the story as written that relates to the school if concerned.
8. Where possible make personal contact with media reporters and build up a good relationship. (Remember that a suspicious reporter will keep digging if they think that we are hiding something).
9. Where possible get a picture taken if the media item is positive and beneficial to the school.
10. Never leave matters unresolved - they will keep coming back

14. Meeting Process Policy

The Board is committed to effective and efficient meetings that are focused at a governance level and provide the information the Board needs to be assured that all policies, plans and processes are being implemented and progressing as planned. Meetings:

1. Are based on a prepared annual agenda. The agenda preparation is the responsibility of the chair. Sufficient copies of the agenda of the open (public) session will be available at the meeting place for the public.
2. Are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act. Decisions by the Board are fully recorded but remain confidential. The Board needs to:
 - make the reasons for excluding the public clear
 - reserve the right to include any non-Board member it chooses

Review schedule: Triennially

15. Meeting Procedure Policy

(an * denotes legislative requirement)

Members of the school community are encouraged to take an active interest in the school and its performance and are welcome to attend all Board meetings.

Board meetings;

General:

1. Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
2. Board minutes will be taken by a non trustee paid on a commercial basis on contract.
3. The quorum shall be more than half the members of the Board currently holding office.*
4. Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the Board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the Board at a Board meeting and the Board must make a decision.*
5. The chair shall be elected at the first meeting of the year except in the triennial election year where it will be at the first meeting of the newly elected Board.*
6. The chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
7. Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the Board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee

could have, or could be thought to have, a personal stake in matters to be considered by the Board.

8. Only trustees have automatic speaking rights.
9. The Board delegates [and minutes] powers under Schedule 6, clause 17 of Education Act to the Disciplinary Committee.
10. The Board delegates [and minutes] authority to the Deputy Principal in the times of absence of the Principal. The Board directs that, except where the Board, at its discretion, otherwise determines, the Deputy Principal or the Assistant Principal shall, in the absence of the Principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the Principal. In cases of absences above 2 weeks the BOT will make the decision in consultation with the Exec team.

Time of meetings:

Regular meetings commence at 7.00pm and normally conclude by 10.00pm.

Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings:

A special meeting may be called by delivery of notice to the chair signed by at least one third of trustees currently holding office.

Exclusion of the public:

The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act unless specifically asked to stay. The wording to be used in the motion to exclude the public is found in Schedule 2A of that Act. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.*

Public participation:

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

Public participation is at the discretion of the Board.

Public attending the meeting are given a notice about their rights regarding attendance at the meeting.

Motions/amendments:

A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chair and are then open for discussion. Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting

No further amendments may be accepted until the first one is disposed of

The mover of a motion has right of reply

A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment

Tabling documents

When written information is used in support of a discussion, it should be tabled so that it can be examined by those present. It then forms part of the official record.

Correspondence

The Board should have access to all correspondence. Correspondence can be listed and tabled so that trustees can read it if required.

Termination of debate:

All decisions are to be taken by open voting by all trustees present.

Lying on the table

When a matter cannot be resolved, or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

Points of order

Points of order are questions directed to the chair which require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.

Suspension of meeting procedures:

The Board's normal meeting procedures may be suspended by resolution of the meeting.

Agenda:

1. Agenda items are to be notified to the chair five days prior to the meeting
2. Items of general business will be accepted with the approval of the Board.
3. The order of the agenda may be varied by resolution at the meeting.
4. All matters requiring a decision of the board are to be agended as separate meeting items.
5. Contentious items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the agended documentation.
6. Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
7. Where possible, papers and reports are to be sent to the Principal's PA before the meeting agenda is distributed

Minutes

1. The Principal is to ensure that secretarial services are provided to the Board.
2. The minutes are to clearly show resolutions and action points and who is to complete the action.
3. A draft set of minutes is to be completed and sent to the Board Chair within 5 working days of the meeting and then distributed to the BOT members.

Review schedule: Triennially

15.1 Public Attending Board Meetings Procedure

The Board of trustees welcomes public presence at Board meetings and hopes that members of the public enjoy their time observing Board meetings.

In order that members of the public understand the rules that apply to then attending Board meetings these procedures will be provided and followed unless otherwise authorised by the Board.

1. Board meetings are not public meetings but meetings held in public.
2. If the meeting moves to exclude the public (usually this is to protect the privacy of individuals) then you will be asked to leave the meeting until this aspect of business has been concluded.
3. Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably this request has been made in advance. Public participation is at the discretion of the Board.
4. Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of fifteen minutes per interest group.
5. No more than three speakers on any one topic.
6. Speakers are not to question the Board and must speak to the topic.
7. Board members will not address questions or statements to speakers.
8. Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
9. If the chair believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

Please note: Members of the public include staff, students and parents of the school who are not trustees on the Board.

15.2 In Committee Procedure for BOT Meetings

The following is the procedure to be used when the Board of Trustees moves into committee:

I move that the public be excluded from:

- (a) the whole of the proceedings of this meeting, or
- (b) the following parts of the proceedings of this meeting, namely

(state agenda items)

Disciplinary matter

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48 (a) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows (example):

General subject matter: serious drug matter
Reason for passing this resolution: to protect privacy of an individual

Grounds under section 48(1) for the passing of this resolution: because of legal implications.

A motion must be passed when Board has moved out of In Committee confirming the business carried out In Committee.

Review schedule: Triennially

15.3 Meeting agenda

	Policy Reference	Led by	Time
Karakia			
1 Administration	Meeting Procedure Policy	Russell	5 mins
1.1 Present			
1.2 Apologies			
1.3 Declaration of interests			
2. Curriculum Report	HoF curriculum report template	HoF	20 min
2 Principal Report. 2.1 and 2.2 to be talked to, 2.3 - 2.5 any queries responded to otherwise taken as read	Principal reporting to BoT	Reece	40 - 50 mins
2.1 Strategic decisions and discussion including policy reviews and local or national initiatives 2.2 Monitoring - progress of annual goals, reviews, data analysis 2.3 Health and Safety 2.4 General legislative compliance/admin including stand downs and suspensions, roll, personnel issues including appointments	Strategic Plan Annual Plan Policy framework		
3. Management Committees Reports available to read however while student and finance report to be read, for other reports, only issues that need BoT decisions or issues that BoT			20 mins

should be aware of need to be discussed			
3.1: Student report 3.2: Finance and audit report: 3.3: Hostel Committee Report 3.4: Property Committee Report 3.5: International student report (termly) 3.6: Maori Committee Report 3.7: Staff Welfare report	Finance policies and procedures Property procedures	George Patrick Justine Sharyn Tim Laura	
4. Identify agenda items for next meeting 4.1 Board Work Plan Review 4.2 Agenda Review			5 mins
5. Administration			5 mins
5.1 Confirmation of minutes/in committee		Russell	
5.2 Correspondence		Gavin	
6. Meeting closure Karakia			
6.1 Comments on meeting procedures and outcomes			
6.2 Preparation for next meeting			

16. Board Induction Policy

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

1. New trustees will receive a welcome letter on their joining the Board which includes:
 - Where and when they can pick up their policy framework and folder
 - The date of the next Board meeting
 - Chair and Principal contact details
2. New trustees will be issued with a governance manual containing copies of the school's:
 - Charter – including the strategic and annual/operational plans
 - Policies
 - The last ERO report
 - Any other relevant material
3. The Chair will meet with new Board members to explain Board policy and other material in the governance manual.
4. The Principal will brief all new members on the organisational structure of the school.
5. The Principal will conduct a site visit of the school.
6. New Board members are to be advised of the professional development that is available from NZSTA and other relevant providers.

17. Board Review Policy

The performance of the Board is measured by the outcomes from;

1. the annual report
2. the triennial review programme
3. the Education Review Office (ERO) report
4. any other means deemed appropriate by the Board

Review schedule: Triennially

18. Committee Policy

The Board may set up committees/working parties to assist the Board carry out its responsibilities and due process (e.g., staff appointments, finance, property, disciplinary).

Education Act 1989, Schedule 6 (17)

Schedule 6 (17) gives the Board the authority to delegate any of its powers to a special committee, except the power to borrow money. Refer to Schedule 6 (17) for further information.

Board committees:

1. Are to be used sparingly to preserve the Board functioning as a whole when other methods have been deemed inadequate.
2. Can consist of non-trustees. Committees must have a minimum number of 2 persons, at least one of whom must be a trustee.
3. May not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the Principal or the chair.

4. Help the Board (not the staff) do its work.
5. Other than the Board discipline committee must act through the Board and therefore can only recommend courses of action to the Board and have no authority to act without the delegated authority of the Board.
6. Assist the Board chiefly by preparing policy alternatives and implications for Board deliberation. Board committees are not to be created by the Board to advise staff.

The following committees are currently established:

- Hostel Committee
- Finance Committee
- Maori Committee
- Property Committee

Review schedule: Triennially

Committee Terms of Reference

18.1 Student Disciplinary Committee Terms of Reference

Purpose:

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

Committee members:

All members of the Board excluding the Principal. The chair of the committee is the Board chair or in the chair's absence will be determined by the committee. The quorum for the committee shall be two trustees.

Delegated Authority:

That the powers conferred on the Board under Schedule 6, clause 17 of The Education Act 1989 be delegated to the discipline committee of the Board of trustees. The committee will:

1. act in fairness, without bias or prejudice and with confidentiality
2. act within legislation and the MoE guidelines
3. act only on written and agreed information, not verbal hearsay
4. use processes of natural justice in discipline hearing procedures
5. make recommendations on discipline matters to the Board as necessary.

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

Review schedule: Triennially

18.2 Finance Committee Terms of Reference

Responsibility of the Board

The Board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance and budget to the Principal.

The finance committee as a committee of the Board is responsible for providing guidance to the Principal on financial matters.

Purpose of the Finance Committee

The finance committee is formed to provide guidance to the Principal in the financial management of the school.

Delegated Authority

The finance committee is responsible to the Board for:

1. Recommending, in association with the Principal, an annual operating and capital budget, including professional development budget allocation for the Principal and the staff.
2. Determining the level of budgetary discretion available to the Principal.
3. Monitoring and reporting on the annual budget via the Principal.
4. Reviewing on behalf of the Board accounts passed for payment by the school. Advising on additional funding sources.
5. Assisting the Principal to prepare a financial results report, where appropriate, which is to be provided to the Board by the Principal at every Board meeting.
6. Recommending changes to financial policy.
7. Overseeing the preparation of the annual accounts for Board approval.
8. Assisting the Principal in reporting financial performance to parents and the community.
9. Providing input into the school's strategic plan.
10. Preparing special reports for consideration by the Board.
11. Annually reviewing the school's risk management needs and insurance cover
12. Assessing and making recommendations to the Board on requests for spending on individual items outside of budget.

Review schedule: Triennially

Compliance Reporting

The Principal is responsible for financial reporting and demonstrating budget compliance. Where there is non-compliance, variances are to be reported to the Board, with recommendations on the actions required to meet compliance.

Finance Committee Annual Calendar

Date	Action Required
28 February	Finance committee self review and plan for the year
20 March	Confirmation of Budget for the year
31 March	Annual accounts prepared and forwarded to the auditors.
31 May	Community reporting on financial performance
30 June	Ensure any issues raised by the auditor have been addressed
31 August	Annual review of risk management needs and insurances
30 September	Annual plan available as an input document for preparation of the budget
31 October	Draft annual budget recommendations submitted to the Board
30 November	Draft annual budget (if required) submitted to the Board for approval

Review schedule: Triennially

19. Dunstan High School Delegations List

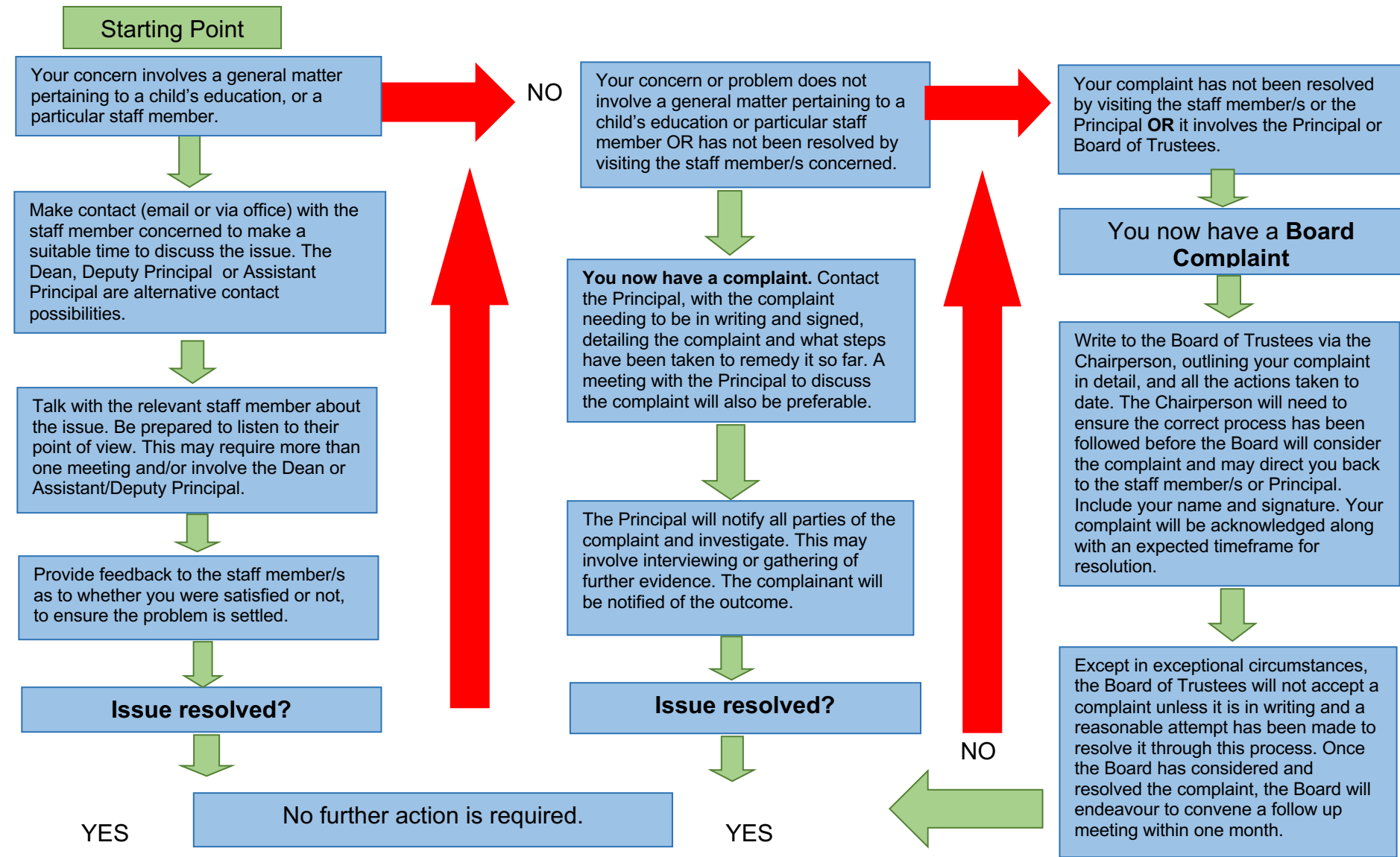
Date of Minuted Delegation	Personnel	Delegated Authority
	Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee.	See individual Committee Terms of Reference in the Board's Governance Manual
28/02/2017	Disciplinary Committee All current trustees bar the Principal	That all current trustees bar the Principal are delegated authority to be members of the Board's Disciplinary Committee acting under the Terms of Reference for this committee.
28/02/2017	Finance Committee Cam Dykes T Wendy Robertson T Reece Goldsmith T Judy Lane	That the Finance Committee members are delegated authority to be members of the Board's Finance Committee acting under the Terms of Reference for this committee.
28/02/2017	Hostel Committee Wendy Robertson T Reece Goldsmith T Garry Marsh T Bridget Scott Nicola Hutton Student Rep	That the Hostel Committee members are delegated authority to be members of the Board's Hostel Committee acting under the Terms of Reference for this committee.
28/02/2017	Property Committee Ross Mitchell Reece Goldsmith T Wendy Roberston T Anthony Scarfe T	That the Property Committee members are delegated authority to be members of the Board's Property Committee acting under the Terms of Reference for this committee.
16/03/2017	DP Bev Anderson AP Alan Hamilton, Mark Willyams	That the Board directs that, except where the Board, at its discretion, otherwise determines, the Deputy Principal or the Assistant Principal shall, in the absence of the Principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the Principal. In cases of absences above 2 weeks the BOT will make the decision in consultation with the Exec team.

Notes:

[T] = trustee

Review schedule: Annually

Dunstan High School Concerns & Complaints Process



Complaints Process Reviewed and updated March 2017

Guidelines:

1. The Complaints procedures of the school are applied irrespective of the source of the complaint that is complaints from students, parents, guardians, colleagues or other staff.
2. Any party to the Complaints procedure may have a representative present during the procedure.
3. Parents are encouraged to discuss concerns regarding their son or daughter's education directly with the teacher concerned. If the problem cannot be resolved by such discussion, or should a complainant wish, or should the complaint be anything but of a minor nature, the complaint must be referred to the Principal. It is appropriate for students to make complaints through any member of the school staff.
4. Complaints that are referred to the Principal should be in writing and signed by the complainant and be acknowledged immediately in writing by the Principal. The Principal will advise all parties of the confidentiality of all issues related to this matter.
5. Complaints received by the Principal will be investigated by him/her and the complainant advised accordingly.
6. Any complaints received by the Board of Trustees will be directed to the Principal for action unless the complaint is about the Principal or the complaint has not been resolved.
7. If the complaint is about the Principal then it will be referred to the Board of Trustees to carry out any necessary investigation and action.
8. If the matter could result in disciplinary action, appropriate disciplinary procedures should be invoked. In such cases, the procedures laid down in the employee's employment contract are to be strictly adhered to.
9. A report on the complaint and its investigation shall be compiled by the Principal and a copy given to the employee. Where this report contains allegations of misconduct or teacher incompetence, the employee shall be required to respond in writing to the report within a timeframe determined by the Principal.
10. Except in exceptional circumstances the name(s) of the complainant(s) must be made available to the employee subject of the complaint.
11. Where the complaint relates to an issue of teacher competency, the Principal shall establish an appropriate advice and guidance programme in accordance with the provisions of the employee's employment contract.
12. The Board should only become actively involved when the issue continues as a problem and is unresolved between the Principal and the employee. In such cases a properly constituted subcommittee of the Board as the employer should undertake further investigation of the complaint and take any disciplinary action it deems appropriate. **The Principal should not be a member of the subcommittee responsible for disciplinary action.** This fact and a record of the Board's subcommittee discussion are to be accurately minuted.
13. Confidential aspects of any action taken will not be divulged to the person making the complaint or to any other inappropriate person(s) but complainants will be advised that the Board is taking appropriate steps to address the matter.
14. Where appropriate, on-going training, professional development and / or mentoring of the employee should be undertaken.
15. Any person who believes that any complaint has not been adequately addressed by the internal complaint procedure may, if appropriate ask the Board to reconsider the complaint.
16. The Principal shall report on all formal complaints received by him/her to the Board. A record of the complaint, if upheld, and the action resulting shall be kept on the employee's personal file.

Updated and Ratified March 2017 Signed: Wendy Robertson BoT Chair

21. Trustee Register – this register will be updated when any trustee joins or leaves the Board or the Board opts into or out of mid-term election cycle.

Approved Number of Elected Parent Representatives = xx

Mid-term election cycle

Yes/No

Date of Board meeting where change was made:

Name	Phone/email	Position on Board [Chair CH, Trustee T, Commissioner CMR, Member ME]	Type of member [Note 1]	Start date	Left the Board date	Current Term expires
Justine Baird	justine@cmlaw.co.nz	T	EL			Election 2022
Russell Bond	Water.mgmt.design@gmail.com	T	EL			Election 2022
Gavin Dann	mcdann@paradise.net.nz	Secretary				Appointed
Reece Goldsmith	Principal@dunstan.school.nz	T	P			
George Flannery	George@mftca.co.nz	T	EL			Election 2022
Patrick Keenan	patrickjameskeen2014@gmail.com	T	EL			Election 2022
Sharyn Park	parksharyn@gmail.com	T	EL			Election 2022
Tim Riwhi	Tim.tumeke@gmail.com	T	CO			DEC 2019
Laura Boulton	lboulton@dunstan.school.nz	SR	EL			Election 2022
Sienna Casbolt	casboltsie@dunstan.school.nz	T	Elected Student Rep	Sep 2019		Oct 2020
Maddy Waldron	waldronmad@dunstan.school.nz	T	Co-opted Student Rep	Feb 2019		Dec 2019

Note 1: Elected, selected, co-opted, staff trustee, student trustee, proprietor's appointee, Principal

Note 2: If the Board opts into or out of mid-term election cycle please ensure it is noted here and the MoE are advised

Note 3: Complete form (Appendix F) for informing MoE and NZSTA

22. TRIENNIAL EFFECTIVENESS REVIEW PROGRAMME - DUNSTAN HIGH SCHOOL

					Year One 2019				Year Two 2020				Year Three 2021			
Area	Title	Review Leader	Consult	Req	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
NAG 2	Strategic Plan	Chair	B-S	Annual			Review									
NAG 2	Charter	Chair	B-S-P	Annual	Review done				Review	Review				Review		
NAG1 NAG2	Curriculum Delivery	Princ/Chair	S-(P)	Triennial			Review									
	Faculty Reports	Princ/Chair	(B)-S-(P)	18 Months		PE Health English Technology	Outdoor Ed Learning Support	Maths								
NAG 1	Assessment	Princ/Chair	S-(P)	Annual	Review done				Review				Review			
	Curriculum Reporting	Princ/Chair	S-P	Triennial			Review									
	International	Principal	S-P	Triennial						Review						
NAG 1	Maori Achievement	Principal	S C	Triennial	Report	Review	Report		Report		Report		Report		Report	
NAG 5	EOTC	Principal	B-S-P	Triennial							Review					
NAG 3	Staff Appraisals PMS	Principal	B-S	Annual				Review				Review				Review
Personnel	Good Employer	Chair	B-S	Triennial						Review						
	EEO Policy and Plan	EEO Co-or	B-S	Annual							Review					
	Sexual Harassment	Chair	B-S	Triennial										Review		
	Staff Appointments	Principal	B	Triennial		Review										
NAG1	Treaty of Waitangi					Review										
NAG 4	Financial Policies	Treasurer	B	Triennial					Review							
NAG3 NAG5	Health / Relationships	Sub Comt	B-P	Biannual			Review and Consultation						Review			
NAG 5	Health and Safety	Prop Ctte	B-S	Triennial							Review					
NAG 2	Community Consultation	Sub Comt	B-S-P	Triennial		Maori Consult		Curricul Consult								
NAG 5	Concerns and Complaints	Sub Comt	B-S-P	Triennial						Review						
	Child Abuse	Principal	B-S	Triennial					Review			Review				
NAG 6	Privacy Information	Principal	B-S	Triennial	Review										Review	
	Uniform	Sub Comt	B-S-P	Triennial			Review						Review			
	Legislation Compliance	Sub Comt	B	Triennial				Review								

Part B

Operational Policies

The Principal is the professional leader of the school and works in partnership with the Board of trustees. As the Board's chief executive the Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the Board's Charter or expressed values or commonly held professional ethic.

The Principal's key contribution is **day-to-day management** of the school as per the management definition in the introduction to this governance manual.

1 Responsibilities of the Principal Policy

The Principal is responsible for overseeing the implementation of Board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "Principal" for responsibility for implementation. From time to time the chairperson of the Board acting within delegated authority may issue discretions in policies of the school, in minutes of the Board, or by written delegation. The responsibilities of the Principal are to:

1. Meet the requirements of the current job description
2. Meet the requirements of the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with Board policies.
4. Develop an annual plan that is aligned with the Board's strategic plan and meets both legislative requirements and any MOE expectations.
5. Seek approval from the Board each year for the annual plan so that MOE expected dates can be met.
6. Implement the annual plan and give priority to the school's annual targets.
7. Use resources efficiently and effectively.
8. Put good employer policies into effect and ensure that there are effective procedures/guidelines in place.
9. Approve staff attestation for salary increments.
10. Allocate pay units for management positions.
11. Oversee staff appraisals and staff professional development.
12. Hire, deploy and terminate relieving and auxiliary staff positions.
13. Hire teaching staff as per the appointments policy.
14. Preserve assets (financial and property).
15. Communicate with the community on operational matters where appropriate.
16. Limit public statements about the official position of the Board on controversial social, political, and/or educational issues to what the Board has formally adopted as positions of record.
17. Keep the Board informed of information important to its role.
18. Report to the Board on the compliance or lack of with their policies.
19. Organise operations within the boundaries of prudence and ethics established in Board policies on operations and the Charter
20. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000." [see STA Link 2001/01]
21. Appoint, on behalf of the Board, the Privacy Officer and EEO Officer.

Only decisions made by the Board acting as a Board are binding on the Principal. Decisions or instructions by individual Board members, committee chairs, or committees are not binding on the Principal except in rare circumstances when the Board has specifically authorised it.

The relationship is one of trust and support with expectations documented in the relationship policy. Both parties work to ensure “no-surprises”.

The Principal is not restricted from using the expert knowledge of individual Board members acting as volunteers.

Chairperson:_____

Principal:_____

Date:_____

Review schedule: Triennially

2. Curriculum Delivery Policy Reviewed October 2017

Delivery of the curriculum shall foster student progress and achievement and meet all Board expectations and legislative requirements. Therefore the Principal must ensure DHS does not fail to:

1. deliver a balanced curriculum by implementing the learning philosophies, principles, aims, attitudes and achievement objectives defined in the National Curriculum Statements together with the Essential Learning Skills. (NZCF p4) NAG 1 (1)
2. evaluate student progress and achievement against National Achievement Objectives and Unit Standards using a comprehensive variety of planned assessment procedures, which are integrated into the learning/teaching programmes. NAG 1 (ii) (See Curriculum Assessment Procedure).
3. uses assessment information to identify students who are not achieving, at risk of not achieving or have special needs; as well as aspects of the curriculum requiring particular attention. NAG 1 (iii) (See Curriculum Assessment Procedures
4. develops a variety of learning/teaching programmes that are appropriate to the needs of students. NAG 1 (iv)
5. Consults with the Maori Community in developing and promoting plans and targets for improving the achievement of Maori students. NAG I (v)
6. ensure there is a focus on the national priority groups for Maori, Pasifika and students with special learning needs in school planning and reporting
7. provides career education and guidance for all student, with particular emphasis on supporting those students at risk of leaving school unprepared for the transition to the workplace or further education/training. NAG 1
8. uses the unique environment of this area and the special skills and resources of the local community to enhance the curriculum and develop the special character of the School.
9. provides on-going teacher professional development to enhance successful curriculum deliver
10. ensure achievement of the Charter aims and targets

Chairperson: _____

Principal: _____

Date: _____

Review schedule: Triennially

3. Personnel Policy – Reviewed May 2017

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

1. Advice is sought as necessary from NZSTA advisors where employment issues arise
2. all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process
3. ensure that all required staff are registered or have a current Limited Authority to Teach.
4. The requirements of the Health and Safety at Work Act 2015 are met
5. a suitable professional development programme which takes into consideration the requirements of the strategic and annual plans
6. That all employment related legislative requirements are applied
7. That employment records are maintained and that all employees have written employment agreements
8. That employee leave is effectively managed so
 - That the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered
 - Board approval is sought for any discretionary leave requests with or without pay for periods longer than 4 days or for any Principal discretionary leave
 - Board is regularly informed of discretionary leave with or without pay
 - Board approval is sought for any staff requests for overseas travel on school business
 - The Board is advised of any staff absences longer than 10 days
9. That performance agreements are established for all staff and that reviews are undertaken annually

Relevant Procedures:

- Professional Development
- Performance Management
- Discretionary Leave
- Staff Vetting

Chairperson:_____

Principal:_____

Date:_____

Review schedule: Triennially

4. Appointments Policy Reviewed July 2017

To assist in the appointment of quality staff to any vacancy which may arise, appointment committees with expertise relevant to the vacancy, will be selected to carry out the appropriate appointment procedures. In accordance with the regulatory requirements for safety checking under the Vulnerable Children Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with Dunstan High School procedures on safety checking, police vetting and screening.

Therefore, the Principal must ensure that they:

1. determine the composition of the various appointment committees according to the schedule outlined below:
 - a. Appointment of the deputy-Principal, head of departments/senior teachers will involve an appointment committee consisting of the Principal, the Board chair and a further trustee (should the Board feel the need to include one).
 - b. Unless determined otherwise by the Board, appointment of all other teachers, part time teachers, long term relieving teachers, and non teaching staff will be the responsibility of the Principal in consultation with the Board chair or delegate where deemed necessary.
2. Have school procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff

Guidelines to follow:

- All staff are police vetted
- Application forms completed by all applicants (including screening questions)
- Preferably two referees are contacted by phone with work numbers used for initial contact. When contacting referees, consistency of questions important, preferably one person contacts all referees and takes notes to share with panel. Principal contacted for teaching staff even if not listed as referee unless good reason not to.
- If permission given by applicant in application form, contact non stipulated referee if possible
- Letter of offer and job description signed plus 2 forms of ID checked, copied and filed (as per teacher registration requirements) prior to start of position

Appointment of the Principal is the responsibility of the Board which will determine the process

Chairperson:_____

Principal:_____

Date:_____

Review schedule: Triennially

5. Financial Planning Policy – Reviewed February 2018

The Board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance's and budget to the Principal. The Principal, in association with the Finance Committee, is responsible for recommending an annual operating and capital budget to the Board within the timelines specified in the Finance Committee terms of reference.

Budgeting shall not fail to reflect the annual plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight.

Thus the budget should:

1. reflect the results sought by the Board
2. reflect the priorities as established by the Board
3. comply where the Board's requirement is for a balanced budget
4. demonstrate an appropriate degree of conservatism in all estimates

Relevant Procedures:

Operating procedure for budget setting

Office financial procedures

Chairperson:_____

Principal:_____

Date:_____

Review schedule: Triennially

6. Financial Condition Policy – Reviewed February 2018

The financial viability of the school must be protected at all times. The Board understands that the possibility of theft or fraud cannot be entirely eliminated however the Principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event.

Resource: Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH). Therefore, the Principal must ensure that:

1. unauthorised debt or liability is not incurred
2. generally accepted accounting practices or principles are not violated
3. tagged/committed funds are not used for purposes other than those approved
4. more funds than have been allocated in the fiscal year are not spent without prior Board approval
5. all money owed to the school is collected in a timely manner
6. timely payment to staff and other creditors is made
7. unauthorised property is not sold or purchased
8. all relevant government returns are completed on time
9. no one person has complete authority over the school's financial transactions
10. when making any purchase:
 - of over \$2000, comparative prices are sought
 - of over \$5000 on a single non budgeted item Board approval is first sought
11. effective systems are in place to meet the requirements of the payroll system

Relevant Procedures:

Theft or fraud allegation procedure

Credit card use procedure

Spending using school accounts procedure

Hostel financial procedure

Chairperson: _____

Principal: _____

Date: _____

Review schedule: Triennially

7. Asset Protection Policy – Reviewed December 2017

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The Principal is delegated 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. Accordingly, the Principal must ensure:

1. all Board assets are adequately insured
2. not allow unauthorised personnel or groups to handle funds or school property
3. not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
4. maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$1000.00
5. ensure the implementation of the 10 year property maintenance plan
6. engage sufficient property maintenance staff for the school within budget limitations
7. receive Board approval for maintenance contracts over \$5000 for any one contract
8. conduct competitive tenders for all contracting above \$5000
9. protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
10. not receive, process or disburse funds under controls that are insufficient to meet the Board-appointed auditor's standards
11. not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions
12. Procedures for Van and Car use are in place

Chairperson:_____

Principal:_____

Date:_____

Review schedule: Triennially

8. Health & Safety Policy Reviewed May 2017

The Board of trustees 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.

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:

1. Making health and safety a key part of our role
2. Taking all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions
3. Ensuring there is zero tolerance to bullying
4. Ensuring there are effective processes in place for dealing with bullying and suspected child abuse
5. Working with staff to improve health and safety at our school
6. Doing everything reasonably possible to remove or reduce the risk of injury or illness
7. Making sure all incidents, injuries and near misses are recorded in the appropriate place
8. Investigating incidents, near misses and reducing the likelihood of them happening again
9. Having emergency plans and procedures in place
10. Training everyone about hazards and risks so everyone can work safely
11. Providing appropriate induction for all new and existing workers
12. Making sure contractors/sub contractors working at the school operate in a safe manner
13. Providing a smoke, drug and alcohol free environment
14. Ensuring a risk analysis management system (RAMS) is carried out where and when appropriate
15. Seeking approval for all overnight stays/camps attesting first to their compliance with (14) above
16. Consulting with the community every two years regarding the health programme being delivered to students
17. Providing privacy of personal documentation held at the school
18. Implementing clear search and seizure procedures
19. Advising the Board chair of any emergency situations as soon as possible

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

Being involved in improving health and safety systems at work

Following all instructions, 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

Keep the workplace tidy to minimise the risk of any trips and falls

The Employer will provide and the employee shall wear protective clothing and equipment as and when required to minimise exposure to workplace hazards.

Relevant procedures
EOTC
Health consultation
Traumatic Incidents
Evacuation – fire, earthquake, lockdown, fire
Pandemic
Accidents and incident reporting
Health and safety committee
Search and seizure procedures

Chairperson:_____

Principal:_____

Date:_____

Reviewed Triennially

9. Child Protection Policy Reviewed October 2017

This policy outlines the Board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the Board's expectations when child abuse is reported or suspected by us.

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

The Board of trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with section 15 of the Children, Young Person and Their Families Act, any person in our school/kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

Although ultimate accountability sits with the Board, the Board delegates responsibility to the Principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the Principal must:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school
2. Comply with relevant legislative requirements and responsibilities
3. Make this policy available on the school's internet site or available on request
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required
5. Ensure the interests and protection of the child are paramount in all circumstances
6. Recognise the rights of family/whanau to participate in the decision-making about their children
7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
8. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal

10. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the Board or designated person
11. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
13. Ensure that this policy forms part of the initial staff induction programme for each staff member

Chairperson: _____

Principal: _____

Date: _____

10.International Policy – Reviewed October 2017

This policy outlines the Board's commitment to providing high quality educational and pastoral experiences for all international students attending Dunstan High School. It should be read in conjunction with the detailed procedures in place for dealing with international students.

The Principal overseeing the work of the International Director, shall ensure that Dunstan High School does not fail to

- meet requirements of the 2016 Code of Practice for International Students
- have in place clear procedures for tuition including ESOL, enrolment, student welfare and accommodation, to support the implementation of a high quality experience for all international students.

Chairperson:_____

Principal:_____

Date:_____

11. Legislative Compliance Policy – Reviewed May 2017

Purpose:

To ensure that Dunstan High School complies with general and appropriate specific legislation in the governance and management of the school

Guidelines:

1 Enrolment

- (a) The school has in place an enrolment system which complies with the Education Act, as well as procedures for students who are leaving school or moving to another school.
- (b) Enrolment at school commits the student to compliance with the school rules, as set out in the prospectus

2 Attendance

The school records attendance/non-attendance as set out in the *Attendance Procedures* and takes appropriate action to deal with truancy

3 Term Dates

The school complies with legislative requirements within the discretionary guidelines provided by the Ministry of Education and term dates are published as appropriate.

Opening Hours

The School complies with legislative requirements for hours of instruction

4 Interruptions to Schooling

- A. Suspensions, exclusions and expulsions are dealt with in accordance with relevant legislation and the schools *Disciplinary Procedures*.
- B. Release on religious/cultural grounds is at the discretion of the Principal provided legislative requirements are met.
- C. Other tuition is conducted at the discretion of Principal, provided legislative requirements are met.
- D. Emergency closure and subsequent re-opening of the school is conducted in accordance with the school *Emergency Procedures* (NAG 5).

5 Board Functions

The Board of Trustees governs the school in accordance with the National Education Goals, the National Administration Guidelines, relevant legislation and school policies and procedures.

6 Privacy

Privacy of information is provided for through the schools *Privacy Procedures*. The Board nominates a Privacy Officer (the Executive Officer).

7 Protected Disclosures

Provision is made for protected disclosures through the Protected Disclosures Procedure. Staff are informed about the procedure and how to use it.

8 Uniform

See Uniform Procedure.

9 Outside Agencies in the School

The school has procedures which protect the rights of students while promoting lawful and appropriate practices when outside agencies need to have dealings with students at school: (Refer NAG 5).

10 Custodial Access

The school has procedures for student protection and to ensure appropriate actions in cases of shared custody.

This policy will be reviewed in accordance with the Board's triennial programme of self-review.

12. Privacy of Information Policy – Reviewed 2017

This policy is in place to promote and protect the privacy of individual children, staff, parents and all others in the collection, use and disclosure of information about them, and to ensure that all persons have access to information relating to themselves that is held by the school.

NOTE that this policy follows the key principles [referred to by number] of a complex piece of law called the Privacy Act (1993). For most purposes the best guide is to use good sense and to be constantly alert to the necessity for treating information about people with great respect.

Objectives

1. The Board appoints a Privacy Officer in compliance with the Privacy Act.
2. The Privacy Officer develops procedures in consultation with the Principal and staff for the proper management of information about people. Those procedures are consistent with the following objectives of this policy.
3. Personal information is collected only for purposes connected with the function of the school, and only when it is necessary to have this information. The purpose for collecting information is made known. [1,3]
4. In general, information is collected directly from the person concerned unless it is publicly available from elsewhere or the person's interests are not prejudiced when collected from elsewhere. [2]
5. The manner of collecting information is not unnecessarily intrusive. [4]
6. Reasonable safeguards are in place to protect information from loss, unauthorized access, use or disclosure. As a general rule, information about any person is not given to a 3rd party without the person's knowledge. [5]
7. The school takes reasonable steps to make sure personal information is correct, up to date, relevant and not misleading. [8]
8. Individuals have access to information held about themselves, and may request correction of information held or, when not corrected, to require that there be attached to the information a statement of the correction requested. [6,7]
9. Information is only used for the purposes for which it was obtained except in certain circumstances (e.g. for statistical purposes where the person's identity is not disclosed). [10]
10. Information is kept only for as long as it is needed for the purposes for which it was obtained. [9]
11. Information is passed to others without the person's consent only when it is already publicly available or when it is being passed on in connection with a purpose for which it was obtained. [11]
12. The school obtains consent from students/their parents before publishing any student's work online.

Self-Review

This policy will be reviewed in accordance with the Board's triennial programme of self-review.

13. Maori Achievement Policy – reviewed May 2019

NAG Reference:1.v

Purpose

- To involve Maori community/whanau in identifying the needs of their students.
- To monitor and improve the achievement of Maori students.

All schools are required to meet these purposes [Ref. National Administration Guidelines]

Objectives

1. The school takes responsibility for initiating and maintaining a process of consultation with members of the school's Maori community/parents of Maori children to help identify important learning needs of our Maori students.
2. The purpose and intended outcome of the consultation are effectively communicated by the school through provision of clear background information. *The purpose is to involve the Maori community whanau in identifying important learning needs of their children, and to encourage their interest and support for their children's educational progress and achievement. The intended outcome is the setting of targets for improved achievement that are supported by the Maori community/whanau.*
3. Consultation arrangements make appropriate decisions on place, pace and protocols. Consultation is face to face.
4. During the consultation process, the Maori community/whanau are asked to come up with issues and suggestions concerning the achievement of Maori students.
5. The school keeps a written record of consultations. The record includes information on dates of meetings, and issues/suggestions raised by the Maori community/whanau of Maori students.
6. As a consequence of consultations, plans are developed which set out targets for improving the achievement of Maori students. Targets are realistic and achievable in terms of the school's resources and the support of the Maori community/whanau.
7. The school reports and reviews the achievement of its Maori students **in** relation to targets, as scheduled in its strategic plan.
8. Should Maori Community/parents not respond to consultative opportunities, the principal and staff develop targets and request feedback from Maori parents.

Effectiveness Self-Review

- This policy will be reviewed in accordance with the Board's triennial programme of self-review

Chairperson

Principal

Date

14. Treaty of Waitangi Policy – reviewed May 2019

Rationale

Students should have a clear understanding and appreciation of New Zealand's dual heritage which will help them understand the society in which they live.

Goal

To fulfil the intent of the Treaty of Waitangi by ensuring that New Zealand's dual cultural heritage is part of school life and the curriculum.

Purposes

1. To address the Treaty of Waitangi objectives of the charter.
2. To foster the development of Maori language and protocol in the school.
3. To encourage cultural understanding and sensitivity.
4. To acknowledge cultural difference where appropriate.

Guidelines

1. To facilitate professional development opportunities for staff in Maori culture and language.
2. Use Maori kawa (protocol) within the school for relevant occasions.
3. Departments will develop Maori perspectives in their curriculum areas.
4. Teaching resources and library resources will reflect a Maori perspective.
5. Provide a room for things Maori.
6. Consult when necessary with Maori parents.
7. Liaise with local Primary Schools regarding Maori Language.

Appoint a resource/staff person/s whose responsibility is to:

1. Teach Maori language/culture and provide support to correspondence students studying Maori.
2. Liaise with Maori parents and involve them with their children's education.
3. Liaise with Maori students and monitor progress and provide support when necessary.
4. Be a part of the guidance/support network.
5. Help with the professional development of staff.
6. Foster a Kapa Haka group within the school.

Chairperson:_____

Principal:_____

Date:_____