



*'Seek Wisdom As Gold'*  
**Rapuhia Te Matauranga Hei Taonga**

## BOT Governance and Operational Policies 2023

- 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 are 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.

## **Index:**

### **Introduction**

### **The Charter – Our Number One Policy**

### **Part A – Governance Policies – the Board’s rules for how it intends to govern**

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**Dunstan High School  
Board of Trustees**

# **SCHOOL CHARTER**

**2023**

*'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 Direction 2023 – 2025 guide**

## **Section 3 : Annual Plan**

- **Annual Plan**

Goals, targets and strategies for 2023

# **The School's Vision**

Engage, inspire and empower our students

## **Mission Statement**

We are committed to supporting students to be successful in all aspects of life

## **The People**

### **Board of Trustees**

Justine BAIRD (Presiding Member), Jason BARRON (Staff Representative), Reece GOLDSMITH (Principal), Nicola LAURIE (Secretary), Angela CONNELL, Matt FOWLER (Māori Representative), Alistair BANKS, George FLANNERY, Sharyn PARK, Flinn MOFFITT (Student Rep), Bridget MASON-GALLETLY (Student Rep)

### **Staff 2023**

Helen ADAMS, Todd ADAMS, Maria AFFLECK, Mark ARMSTRONG, Bronwyn BARNES, Keri BARNETT, Amy BARRON, Jason BARRON, Dan BECK, Michelle BLANCHARD, Laura BOULTON, Frankie BOYTE, Natalie BRAKE, Aimee BUNNAGE, Rachel CHECKETTS, Bryce CLAPHAM, Michelle CLAPHAM, James CLARK, Kelsey CONNELL, Kim COOMBS, Amy DELPORT, Robert DOAK, Greer DONOVAN, Jenny DUNBIER, Stacey ELLIOT, Mark FENTON, Luke FRASER, Kerry FINCH, Kira GOLDSMITH, Reece GOLDSMITH, Brittney GOODRICK, Suzanne GREGORY, Jenna GRIFFIN, Natasha HAYES, Judy HENDERSON, Conrad HERION, Louise HERION, Grant JEFFCOAT, Alex JOHNSTON, Nic KELLY, Nicola LAURIE, Gareth LOCHADEN, Nathan LOVE, Ali MAGRATH, Jo McKAY, Nick MEISSEL, Kerry MOIR, Alastair MONTEATH, Jenny MORTON-CLARK, David MOUNT, Sally MULLALLY, Delint NGAUE, Dale NORBURY, Tracey O'MALLEY, Alex PEARSON, Dianne QUIN, Carole RANDALL, Shaun ROBINSON, Julie RUFFEL, Johni RUTENE, Shelley SANDERS, Mike SPEKREIJSE, Paige STRINGER, Heather TAYLOR, Simon THOMAS, Vai TUHOE, Adele WALDRON, Julie WILLIAMSON.

### **Students**

Dunstan High School is a community school of approximately 570 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-curricular programme. Both sporting and cultural activities are valued by the school, community and students. We have an increasingly diverse range of cultures with a Māori roll of approximately 17%. We have a small number of overseas students, not exceeding 12 in a year. Currently, in light of COVID, this group is significantly smaller.

## 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
<b>Student Performance</b>		
<b>Curriculum Content</b>	<p>To:</p> <ul style="list-style-type: none"> <li>• Present a broad and balanced curriculum;</li> <li>• Extend programmes beyond the essential learning areas by offering a range of experiences that widen our students' knowledge, interests, skills and horizons;</li> <li>• Emphasise high standards of literacy and numeracy;</li> <li>• Develop social, co-operative, work and study skills.</li> </ul>	<p>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.</p> <p>The school's curriculum plan will identify the key purposes, principles and practices for assessing, recording and reporting on children's progress and achievement.</p>
<b>Student Progress and Achievement</b>	<p>To:</p> <ul style="list-style-type: none"> <li>• Encourage students to understand their learning processes and set realistic goals;</li> <li>• Identify learning difficulties and take early and effective action;</li> </ul>	
<b>Assessment and Reporting</b>	<p>To:</p> <ul style="list-style-type: none"> <li>• Regularly monitor and report student progress clearly, accurately and dependably to parents and students.</li> </ul>	
<b>School Performance</b>		
<b>Curriculum Delivery</b>	<p>To:</p> <ul style="list-style-type: none"> <li>• Promote students' learning and well being by recognising their individual needs and abilities;</li> <li>• Encourage high expectations of achievement and foster positive attitudes, aspirations and self responsibility;</li> <li>• Encourage students to relate well to one another;</li> <li>• Foster mutual respect and fairness within the school community;</li> <li>• Provide an environment in which students and staff feel safe;</li> <li>• Encourage students to use and appreciate the environment inside and outside the classroom.</li> </ul>	<p>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.</p>

<b>Use of Resources</b>		
<b>Personnel</b>	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 efforts for the school and its students, fostering relationships of loyalty and openness, and supporting ongoing professional development and training.	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 development and operate fair and effective performance management.
<b>Finance</b>	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.	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.
<b>Property</b>	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.	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.
<b>Community Partnership</b>	<ul style="list-style-type: none"> <li>● To promote parent and community support, goodwill and confidence in the school;</li> <li>● 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.</li> </ul>	The Board will have a policy concerned with promoting parent-community communications and involvement.
<b>Strategic Planning and Self-Review</b>	To have an ongoing programme of self-review which enables the school to acknowledge its successes and identify priorities for development and improvement.	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.
<b>New Zealand's cultural diversity and the unique position of Maori culture</b>		

<p><b>Education Act:</b> Our charter is required to meet these aims:</p> <ol style="list-style-type: none"> <li>1. Developing for the school policies and practices that reflect New Zealand's cultural diversity, and the unique position of Maori culture; and</li> <li>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"> <li>• 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.</li> </ul> </li> </ol>	<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>
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## Analysis of Variance 2022

<b>Strategic Focus:</b>	<p style="text-align: center;"><b>Personal Education Excellence/Academic Opportunities</b></p> <p style="text-align: center;"><b>Strategic Goals:</b></p> <p style="text-align: center;">Student centred responsive learning Wide range of learning pathways that reflect aspirations Providing an all round educational experience within which all students achieve success</p>
<b>Annual Goal:</b>	<ol style="list-style-type: none"><li>1.To Increase the number of students achieving Excellence endorsement in the Senior School from an identified group</li><li>2.To reduce the disparity between boys and girls in year 10 (by accelerating a group of boys)</li><li>3. To develop the processes to support all students to have a future focussed pathway</li></ol>
<b>Target:</b>	<p>Year 11: 15% achieve Excellence endorsement Year 12: 12% Excellence endorsement Year 13: 12% Excellence endorsement For a group of identified boys in year 10 to improve by at least two sublevels All students have a future focussed pathway in place before they leave school</p>
<b>Baseline Data:</b>	<p><a href="#">NCEA data</a> and <a href="#">CAT</a> data leading to the following <a href="#">targets</a></p> <p><a href="#">Identified students</a></p>

<b>Actions</b> <i>What are our strategies?</i>	<b>Outcomes</b> <i>What happened (date)?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<b>Goal 1.To Increase the number of students achieving Excellence endorsement in the Senior School from an <a href="#">identified group</a></b>	Overall Outcome: Ex Endorsement 2022 (2021 in brackets). Level 1: 13.6% (7%) L2: 10.3% (11.4%) L3: 8.6% (0%) Our Targets were: L1: 15%                      L2: 12%                      L3: 15%		
To identify and work with groups of students throughout the year	<p>28/2/22 Asked an invited group of students who should be capable of achieving Excellence some key questions. This fed into our strategies  <a href="#">Student feedback</a></p> <p>7/2/22 Shared <a href="#">lists</a> of students at the HOF meeting to view and edit</p> <p>All year use data to inform students and staff of their progress and areas of focus            15/8/22 Spreadsheet updated tracking <a href="#">Excellence credits</a>            21/10/22 Updated <a href="#">spreadsheet</a> and shared with staff and to acknowledge those who have endorsement going into the exams (46 credits needed 2022)</p>	<p>A big gap between sharing results at the beginning of the year until updating Term 3. Internal grades still are not coming in on a regular basis. Switched on grades released to parents has been positive.            Level 3: 9% excellence minimum. 3 students have excellence going into exams            Level 2:10% excellence minimum. 7 students</p>	<p>Maybe go back to a yearly plan as to when assessments take place. NB New NCEA will help with this.            Whanau ora tracking will highlight subjects not reporting progress or actual grades.            Modification of 100 club...accumulation level 1 100, Level 1 and 2 150 etc as 100 club for our students may be a step too far.</p> <p>Look at external prep, tutorials and who are taking advantage of these opportunities.</p>

	<p>1/3/23 <b>NCEA Results:</b> Lower Ex results than targeted. At Level 1, 5 of the 6 students who achieved above expected level across all subjects at Yr 10 achieved Ex endorsement. A further 8 students achieved Excellence including 1 student whose Yr 10 grades would not have indicated this - a good reminder that grades are not always indicative of potential!</p> <p>L1: Very close to achieving target, reasonably pleased with this</p> <p>L2: Three students who did not get a L1 Ex Endorsement achieved L2 Ex Endorsement. One more was within 2 credits of doing so. These results were OK</p> <p>L3: Of the 9 students who got NCEA L2 with Excellence, 5 achieved the same with a further student missing by 2 credits. Not as pleased with these results.</p>	<p>have excellence going into the exams Level 1: 14% excellence minimum. 10 students have excellence going into the exams Externals let some students down - had been tracking fine based on internal grades. This was especially so at Level 3.</p>	<p>Need to investigate further as these results are not where we would like them to be</p>
<p>Work with HOF's to set Excellence targets and support the setting of goals and strategies</p>	<p>15/3/22 HOF's emailed the link to the updated template to record <a href="#">Faculty goals and targets</a></p> <p>23/5/22 HOF's discussion around academic targets and strategies they are using. Focus on continued <a href="#">discussion</a> and strategies <a href="#">shared</a></p> <p>8/8/22 Mid year update of targets</p>	<p>Faculties have all focussed on Excellence</p> <p><a href="#">English</a> <a href="#">Maths</a> <a href="#">Science</a> Social Studies <a href="#">Arts</a> Technology <a href="#">PE</a> Learning Support</p>	<p>Encourage HOF's to use different platforms to celebrate success and for HOF's to become visible academic leaders around the school. Eg presentations at assembly. DHS Academic achievers of the week</p>

	<p>27/9/22 Discussion at <a href="#">HOF meeting</a> around "Over the line but the race is not yet finished" Equity and excellence</p>	<p>Much better. Mid year was good.</p>	
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<p>Raise the expectations and the perceived value of Merit and Excellence in the Senior School</p>	<p>4/2/22 <a href="#">Academic Assembly</a> to present merit and excellence badges.</p> <p>Working with the Academic Committee (Term1)  <a href="#">Blues/Bars</a> 2/5 HOF approval new <a href="#">Blues and Bars Ideas for the year</a>  7/4/22 and 14/4/22 FNR celebrations again for GPA greater than 9  3/6/22 and 10/6/22 FNR celebration  16/6/22 Morning Tea for those on track for <a href="#">Merit/Excellence</a></p> <p>8/9/22 and 10/11/22 FNR celebration  12/9/22 Top tip in the notices around exam preparation practice exams and 6Ps in correspondence (proper planning and preparation prevents poor performance)  Caples house <a href="#">video</a> to support revision  Term 3 and 4 emails with information and encouragement  17/10/22 Postcard printed and staff encouraged to send them  28/10/22 Inaugural blues and bars <a href="#">presented</a>  20/11/22 Academic Blues, Bars and Service Badges ordered</p>	<p>Students have appreciated acknowledgement (anecdotal and through the academic committee)  Badges are a hit.  Postcards used as planned.  Pretty much all strategies implemented as planned</p>	<p>Keeping up momentum throughout the year. Finding more ways to acknowledge success. Small as well as large group opportunities (eg one on one acknowledgement as well as assembly type opportunities)</p>
<p>Increased communication with students detailing the schools vision, targets and expectations</p>	<p>4/2/22 <a href="#">Challenge</a> set to senior and to be repeated eg correspondence with NCEA information (7/3/22)  28/4/22 Email outlining PAC and assessment information sent to all akonga and whānau  3/6/22 Postcard competition launched to design a postcard that staff can use to send home.</p>	<p>Much better, regular emails to akonga and whānau around NCEA, exam revision, countdown to exam, links to support</p>	<p>Whanau ora focus for goal setting and regular PAC review. Find different ways of communication (not just email, facebook and assembly)  Perhaps an academic focus for the Head students if House leaders focus on values</p>

	12/8/22 Senior Assembly regarding LRC's but also Personal Excellence. Slides emailed to students with good links Regular communication around academic expectations eg exam prep, countdown to exams and 6 P's Proper planning and preparation prevents poor performance		
<b>Goal 2.To reduce the disparity between boys and girls in year 10</b>	<b>Overall Findings:</b> No significant disparity in Maths or Science, Boys performing better in Maths. Continued disparity elsewhere and overall, trend shows there is still disparity. Māori achievement in maths is lower than non-Māori. At Year 9, data indicates boys achieving significantly lower than girls with Māori v non Māori achievement disparity not as significant.		
Work with the HOF's to track these students through the year.	15/3/22 HOF's emailed the link to the updated template to record Faculty goals and targets	I don't think the boys were as high a priority for tracking as Excellence was however:	Perhaps an inquiry focus in PLG groups especially around literacy. Plan in place early 2023 to support literacy essential with the HOF's leading it Acknowledge success of boys, maybe add an element of competition
Classroom teachers to identify these students in their classes and ensure that they are named students as part of their inquiry process	15/8/22 Tracking updated for <a href="#">semester 1</a> 5/12/22 Tracking updated for <a href="#">semester 2</a>	9 Boys in total focus group: 7 improved PAT reading 4 Boys level 4 English 7 boys level 5 Maths 1 boy level 6 Maths 2 boys 2 x E grades internal standards	
Ensure common assessment data is valid and the results effectively responded too.	20/5/22 CAT data will be entered by Maths and English for <a href="#">mid year analysis</a> . Science, SS and PE will wait until the end of the year as classes are split. All HOF's interviewed. 11/5/22 Meeting with MOE regarding literacy and numeracy. Will work with Es and By to think about how we can work eventually in a more across faculty approach to support. PACT or not? 6/7/22 Numeracy trial, mixed results 22/8/22 Mid Year CAT data 7/11/22 <a href="#">Me and My Schools</a> data reviewed and a group of year 9 boys interviewed.	Still a little variable and semesterised approach adds some challenges	

<b>Goal 3. To develop the processes to support all students to have a future focussed pathway</b>	Processes generally implemented as planned (below). Summary data of 35 senior students who left through the year: 13 left for Apprenticeships, 8 for further training courses including TeKura, 6 overseas (family), 6 for jobs which may or may not have training pathways, 2 no plan. Of the 89 Year 13 students from the start of 2022, 45 are at tertiary institutions, 14 have apprenticeships, 9 are working locally, 7 unsure, 5 are overseas or plan to head overseas, 1 has transferred schools (yr 14) and 4 are returning to Dunstan (special needs students)		
To work with the Pathways committee to develop processes	<p>20/2/22 Work with reception to ensure student leavers data entered into KAMAR</p> <p>23/3/22 <a href="#">Pathway committee started to list</a> some strategies to meet the target</p> <p>20/6/22 COYEP all places taken and two year 10's trialling work placements. <a href="#">BOT report</a></p> <p>20/6/22 Mid year targets updated by Pathways committee</p> <p>27/7/22 Pathways committee developed <a href="#">processes for SIPS lines</a></p>	<p>Leavers data in KMAR for majority of students and on <a href="#">doc</a></p> <p>COYEP tracking has improved with grades into KAMAR as moderated</p> <p>Learning support process updated (Bx)</p> <p><a href="#">Pathways update</a></p>	<p>Bx and new DP (was Hn) to take SIPS lines 2023 to better support and track progress. Ensure that students on IEP's have good quality standards and not overlapping eg ENC and GAT/INL</p> <p>Use Pathway Admin person for SAC admin instead of current?</p>
To ensure that students have the opportunity to be exposed to and explore different career pathways	<p>23/3/22 Pathway committee discussed that now is the perfect time as tutor groups are horizontal to use Careers central. Target key staff who have used it last year or eg year 13. Tash to discuss with At to implement in week 11</p> <p>29/3/22 BI to use tutor time at the beginning of Term 2 to promote career central to seniors after discussion with Pathways committee.</p> <p>13/4/22 10P to use TIMMS survey time to investigate Careers central lead by Kn and Bx</p> <p>7/6/22 With Kn investigate new initiative to support those moving onto apprenticeships to complete some part at school</p>	<p>And <a href="#">Minutes</a></p> <p>Great progress this year. All students tracked and we know where they are intending to go.</p> <p>Transition team are working well together</p>	

	21/6/22 NCEA Course Choice/Careers Evening 2/8/22 Carers information at Senior Parent Interviews 10/8/22 Speed Interviews Queenstown 15/8/22 Adulting 101 3/8/22 Part of two pilots to support the transition of students into work or apprenticeships		
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**Planning for next year:**

Continue to develop support for students who leave with no plan. Develop systems for analysing all leavers, not just those who leave during the year. Continue to develop career education programme which Whānau Ora time a possible vehicle for this

<b>Strategic Focus:</b>	<p style="text-align: center;"><b>Personal Education Excellence Part/Supportive Environment</b></p> <p style="text-align: center;"><b>Strategic Goals:</b></p> <p style="text-align: center;">Student centred responsive learning Provide a high quality and stimulating learning environment to support high quality teaching and learning</p>
<b>Annual Goal:</b>	<ol style="list-style-type: none"> <li>1. To improve the level of engagement in the junior school</li> <li>2. To complete planning for Whānau Ora time, ready for implementation in 2023.</li> </ol>
<b>Target:</b>	<ol style="list-style-type: none"> <li>1. To positively improve the Me and My School data around the following questions Item 5: School often feels like a waste of time to me Item 23: I am interested in what I am learning at school Item 34: I am bored in Class</li> <li>2. Planning / resourcing for Whānau Ora time completed by end of 2022</li> </ol>
<b>Baseline Data:</b>	<p>Item 5: School often feels like a waste of time to me. <i>Yr 9 33% Agree, Yr 10 36% Agree</i></p> <p>Item 23: I am interested in what I am learning at school. <i>Yr 9 57% Agree, Yr 10 48% Agree</i></p> <p>Item 34: I am bored in class. <i>Yr 9 64% Agree, Yr 10 64% Agree</i></p>

<b>Actions</b> <i>What are our strategies?</i>	<b>Outcomes</b> <i>What happened (date)?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<b>Goal 1</b> Improve engagement in the Junior School	Targets compared to actual: School often feels like a waste of time to me. <i>Yr 9 33% Agree, Yr 10 36% Agree</i>  Item 23: I am interested in what I am learning at school. <i>Yr 9 57% Agree, Yr 10 48% Agree</i> Item 34: I often feel bored in class. <i>Yr 9 64% Agree, Yr 10 64% Agree</i>		
Semesterisation / Student Choice	2022 timetable constructed and implemented. Unable to get 7 lines in junior school. Had to move to 6 lines and so loss of 2 choice semesters.	Could not fit 7 lines with semesters and keep Year 9 in some 'core classes'	
	Feedback around semesters indicating issues with overs and unders (staff impact) and also uneven distribution - students having all compulsories in 1 semester or 2 arts in 1 semester and none in second half does not help motivation or help them to excel. Term 3. Target group of Year 10s identified to survey face to face later in Term 3, early term 4 to get engagement feedback on semester courses.	Couldn't spread as well as we wanted as limited time and classes locked with seniors and junior core	Look to 'line up' junior semesters with senior lines before students make selections so that we can spread options and reduce overs and unders.
Timetable change to 90 min lesson	Included in the 2022 Timetable. PLD at end of 2021 for HOFS and staff.	Feedback that 100 min lesson not going so well. Too long and	20/8 Planning almost complete for Timetable 2023 with 90 min lessons to start the day.

	<p>Hui ata in Term 1 to focus on what is going well and how faculties are using time.</p> <p>Term 1 and 2 PLD offered to HOF and Faculties to visit schools that have been doing 90 min lessons for some time to learn from their successes</p> <p>Survey of staff and students to get feedback on how 90mins are going</p>	the bell in the middle not helping.	
Focus on the 6Cs	<p>Term 2 mini project in faculties to dig down and look at explicit teaching of a C was abandoned after consultation with HOFs who felt overwhelmed. Some faculties have planned in their semester courses a focus.</p> <p>Term 3. Planning almost completed on collective lesson on 6Cs for Wānanga in 2023 and then also explicit lessons on each of these in Year 9 and 10 Wānanga</p>		Plan to start 2023 TOD with some Deep Learning (6Cs) Pld
Summary Against Goals	<p><b>Target</b> Item 5: School often feels like a waste of time to me. <i>Yr 9 33% Agree, Yr 10 36% Agree</i> <b>Actual Yr 9 36%, Yr 10 36%</b></p> <p><b>Target</b> Item 23: I am interested in what I am learning at school. <i>Yr 9 57% Agree, Yr 10 48% Agree</i> <b>Actual: Yr 9 60%, Yr 10 60%</b></p> <p><b>Target</b> Item 34: I often feel bored in class. <i>Yr 9 64% Agree, Yr 10 64% Agree</i> <b>Actual Yr 9: 70%, Yr 10 70%</b></p> <p>The positives here are around Item 23 - I am interested in What I am learning at school as this has increased from 57% and 48% to 60% for both Year 9 and 10.</p>		

	<p>This is somewhat contradicted by an increase in item 34: I often feel bored in class as these have risen to 70% for Year 9 and 10 and somewhat unchanged is item 5: School often feels like a waste of time to me as this is virtually unchanged.</p> <p>An increase in being interested in what I am learning at school but also an increase in feeling bored in class - Is this a result of the longer 90 min lessons? More of the same or panning out the time? This may be an area to continue to focus on in 2023.</p>		
<b>Goal 2 Completion of the Whānau Ora programme</b>			
HOF information gathering and consultation - week 6	7/3 Completed. No new information to add to the Whanau ora programme	Important to gather HOF Voice	
Dean information gathering and consultation - week 7	16/3 Completed. No feedback given. Feedback sought from Deans in T2W6 (8/6) on Deans sharing and possibility of Dean organising Whanaungatanga programme. No feedback.	Important to have Deans involved in the decision making that impact pastoral.	Likely to have Deans share a Whanau ora class.
Feedback to staff End of Term 1 - including deciding on the absolutes	Completed week 3 Term 2 (16/5) Adaption of Wananga and Whanaungatanga to be overseen by 1 teacher (horizontal). Feedback from Deans not so positive and has been explained again that there is still a vertical component. 5/8 Whanaungatanga Lead teacher JD created and advertised. Appointment pending	Need to resource position to ensure that the vertical component is structured and planned but also with Flexibility.	Make offer and start resourcing
Term by Term Overview development for WoT - Term 2	Developed overview and some term 1 year level programmes completed. Careers plan across all years started. Conversation with HPE faculty about wellbeing and positive relationships.		All in policy adopted. Need 36 Whanau ora Teachers. Need to have SLT and Deans Sharing. Still to develop Whanau ora teacher job description with expectations and clarify the absolutes. - Staff meeting on 22/8

Horizontal Programme created - Term 3	25/7 - Term 1 programme for Whanau ora developed for Year 9/ 10/ 11 and most of 13. Year 12 has not yet started. 15/8 Large chunk of Term 2 programme involving careers has been written. Staff identified to help with writing - Ah, Ba and Gb - time to be created to enable this to happen		1 member of the WoT team stepped down and not completed task. AT to pick this up
PLD for staff and Trial run with Year 9 and 10 - Term 4			
<b>Planning for next year:</b>			
Often feeling bored in class - More support for staff on the planning and use of the 90 min lesson time to support engagement.			

<b>Strategic Focus:</b>	<b>Supportive Environment</b> <b>Strategic Goals:</b>  Focus on fostering an inclusive, safe and secure environment. Students feel a sense of belonging.
<b>Annual Goal:</b>	<ol style="list-style-type: none"> <li>1. To increase attendance of students in Year 13</li> <li>2. To increase visibility of and engagement with the Dunstan High School values</li> </ol>
<b>Target:</b>	<ol style="list-style-type: none"> <li>1. To have Year 13s at 85% for their attendance in Term 3</li> <li>2. To positively shift the targeted responses for the Well-being at School survey and the Me and My School survey by 10%             <ol style="list-style-type: none"> <li>a. Our school values are important to everyone (W@S)</li> <li>b. People care about each other in this school (Me and My School)</li> </ol> </li> <li>3. Staff to progress knowledge in Te Ao Māori. For staff to know 2 karakia (one food), Uruuruwhenua haka plus Otakou e waiata words and actions by the end of the year</li> </ol>
<b>Baseline Data:</b>	<ol style="list-style-type: none"> <li>1. 2021 Year 13 attendance data             <ol style="list-style-type: none"> <li>a. Term 1 - 80%</li> <li>b. Term 2 - 84%</li> <li>c. Term 3 - 79%</li> <li>d. Term 4 - 72% (01/11/21)</li> </ol> </li> <li>2. In the 2021 surveys             <ol style="list-style-type: none"> <li>a. 73% of respondents answered as Disagree/Strongly Disagree</li> <li>b. 45% of Year 9s and 56% of Year 10s responded as Disagree/Strongly Disagree</li> </ol> </li> </ol>

<b>Actions</b> <i>What are our strategies?</i>	<b>Outcomes</b> <i>What happened (date)?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<b>Goal 1 Attendance</b>	<p>Target was to have Year 13 attendance at 85% in Term 3</p> <p>Yr 13 2022: T1 84% T2 84% <b>T3 86%</b> T4 86% (Average 85%)</p> <p>This was pleasing as our Yr 13 attendance has improved</p>		
<b>Review of attendance system to include Tutor teachers and Deans</b>	<p>Completed and attendance policy has been changed and shared with staff in Term 1.</p> <p>Ongoing review throughout the year with the system and process going into the Staff Bulletin and being mentioned at staff meetings.</p> <p>Overall data for 2022 showed an increase in Year 13 attendance but a drop in Year 9 and 10 attendance. Term 1 and 2 percentages were down for the Whole School as a result of this while Term 3 was the same and Term 4 was up 10%.</p>	<p>Continued implementation and work with the Deans. Tutor teachers are reminded in meetings and during House meetings. However there are still a number of tutor teachers who are not following up student absences.</p>	<p>This has not yet had an impact on the attendance rates and staff uptake has been slow. While Covid and other significant health issues have hindered attendance the processes implemented needs to have more support.</p> <p>Completion of Rolls is an ongoing issue which has an impact on data and records. Moving forward, Cb to continue work with Di to ensure staff are completing rolls on a daily basis. Also Cb to go over the expectation of the attendance process for Kaiārahi and have Deans more involved in following up with staff who are not completing this aspect.</p>
<b>Tracking of printouts at SLT level and when SLT and Deans meet</b>	<p>This is ongoing with House Deans and SLT meeting each F/N during these meetings students of concern regarding attendance and academic progress are discussed.</p> <p>Deans and SLT cycles for meetings have been changed.</p>	<p>In review of the year there is evidence that as a result of these meetings being changed they did not occur as often.</p>	<p>Moving forward Cb to continue tracking attendance data for whole school and also consider this becoming a part of planned Deans meetings to discuss as a collective</p>

<b>Cb and Qd to continue working with external agencies via Rock on</b>	This is ongoing with Rock on meetings occurring as part of the regular cycle.		
<b>Goal 2 School Values</b>	<p>2) To positively shift the targeted responses for the Well-being at School survey and the Me and My School survey by 10%</p> <p>a. Our school values are important to everyone (W@S) (73% of respondents answered as Disagree/Strongly Disagree)</p> <p>b. People care about each other in this school (Me and My School) (45% of Year 9s and 56% of Year 10s responded as Disagree/Strongly Disagree)</p> <p>2022 data:</p> <p>a. 68% of respondents answered as Disagree/Strongly Disagree</p> <p>b. 42% Y9 and 47% of Year 10s responded as Disagree/Strongly Disagree (Year 9 shift of 3% and Year 10 shift of 9%)</p>		
<b>Review and implementation of School Values into Curriculum.</b>	This has not yet occurred.	With other significant curriculum changes occurring this has not been a priority.	Moving forward as part of curriculum planning for 2023 will be a good time for HOFs to look at how we implement DHS values into the curriculum framework. This will be possible with Whānau Ora time but will need support to get in to
<b>Connect with Student leaders to make Values a part of assemblies.</b>	<p>This has been going well with the senior leaders including values as a part of their videos and also their “Journey”.</p> <p>Senior leaders continued to include this in their planning and was a part of school assemblies.</p>		Next step is to continue working with Student leaders to have this as a priority and focus for assemblies and to see how we can align with the schoolwide approach including House and Faculty learning.
<b>Work with Student Council to make Values more physically visible</b>	This has not happened.	<p>The process of making values more physically visible has not included the student council but has been an ongoing process still.</p> <p>Values have been going into the School Notices starting at the end of T2 and there is a</p>	<p>Next step is to finish organising hanging panels to go into the hall. Need to confirm with Hard materials and Art.</p> <p>Posters for the canteen notice board and halls are complete.</p>

		weekly value with a whakataukī	
<b>Classroom expectations used to increase awareness and support FNRs regarding Respect and Personal excellence.</b>	New expectations were introduced and have had a session with staff about framing conversations around behaviour and values.		Need to have more staff time to talk through using the values to frame restorative conversations.  And have visuals around the school.
<b>Goal 3 Te ao Māori Hui ata time once in orange to support progress</b>	Staff PD - waiata and haka has progressed as planned. Pou Māori students have created classroom phrases. These are shared with staff. Planning underway for haka competition this term. PD 'Colouring the white spaces' continuing.		
<b>Planning for next year:</b>			

# Strategic Section

## Vision

**To engage, inspire, and empower our students**

Mā te kimi ka kite, Mā te kite ka mōhio, Mā te mōhio ka mārama.  
Seek and discover. Discover and know. Know and become enlightened.

## Our Focus



## Strategic Goals

### Personal Excellence

- Students are actively and successfully engaged in learning that is relevant to their interests and aspirations.
- Students have the competencies required to access and succeed in learning and life.

### Supportive Environment

- Dunstan has systems in place that promotes engagement and resilience, enhancing the wellbeing of all.
- A strong culture of kindness exists. Diversity in all its forms is accepted and supported.

### Connection with Culture and Community

- Culturally sustaining practices, with a particular emphasis on te reo and tikanga Māori, are strongly evident across all aspects of school life.
- Strong links with whānau and our wider community to support student wellbeing, learning, engagement and their future pathways.

## Core Values

**RESPECT**  
**WHAKAUTE**

**PERSONAL EXCELLENCE**  
**WHAKAMANA**

**KINDNESS**  
**MANAAKITANGA**

## Mission Statement

**We are committed to supporting students to be successful in all aspects of life**

Whāia te iti kahurangi ki te tūohu koe, me he maunga teitei.  
Pursue excellence – should you stumble, let it be to a lofty mountain.



**Dunstan High School**

SENIOR SCHOOL  
HANGA KAI WHAKAMANA

**STRATEGIC PLAN 2023 - 2025**

**Strategic Plan 2023 – 2025**

**Personal Excellence**

- Students are actively and successfully engaged in learning that is relevant to their interests and aspirations
  - Students have the competencies required to access and succeed in learning and in life

**2024**

- Start of NCEA Implementation
- Global Competencies developed - 6C's
- Curriculum Refresh - audit
- Year 10 Boys - review engagement
- Common Assessment Tasks across all faculties are an effective tool in supporting continuous improvement
- Endorsement focus continues

**2025**

- Continue NCEA Update
- Curriculum review plan implemented fully
- Achievement monitoring seen as a key tool in improving student achievement at years 9 and 10
- Reviewed Scholarship programme to support student attainment in place
- Writing across curriculum review
- Shared responsibility and effectiveness for teaching of writing across school.

## Supportive Environment

### Goals:

- Dunstan has a cohesive pastoral system that promotes resilience and enhances the wellbeing of all
  - A strong culture of kindness exists. Diversity in all its forms is accepted and supported

2024	2023
<ul style="list-style-type: none"><li>• Attendance targets understood and processes effective in minimising particularly unjustified absences</li><li>• Valid data to track attendance and measure effectiveness of attendance initiatives</li><li>• Implement updated plan for PB4L that revitalises the teaching of behaviours</li><li>• Culturally responsive pedagogy beginning to be imbedded across all aspects of school life including day to day classroom practice</li><li>• B block refurb completed (this will be a downscaled project)</li><li>• Depending on 2021 progress, look to continue to develop BYOD programme after review</li><li>• Hostel running smoothly as evidenced by surveys and financial position</li></ul>	<ul style="list-style-type: none"><li>• Implement changes towards improving pastoral care framework</li><li>• Imbedded effective attendance processes including shared understanding</li><li>• PB4L Effective in influencing positive school culture</li><li>• Refurbishment completed but start next 5YA planning</li><li>• Review of Hostel operations</li><li>• Hostel 20YPP Yr 3</li></ul>

### Connection with Culture and Community

- Culturally sustaining practices, with a particular emphasis on te reo and tikanga Māori, are strongly evident across all aspects of school life
- Strong links with whānau and our wider community to support student wellbeing, learning, engagement and their future pathways

#### 2024

- Staff PD focus shifts from Waiata, Karakia and Haka to reo
- Review of Māori committee operations
- Build business and community leader links
- Review our community mentor opportunities to ascertain effectiveness

#### 2025

To strengthen our community mentor connections based on review  
To further develop our leavers data for all students 16 and over.

# Annual Targets 2023

<b>Strategic Focus:</b>	<p style="text-align: center;"><b>Personal Education Excellence</b></p> <p style="text-align: center;"><b>Strategic Goals:</b></p> <p style="text-align: center;"><b>Students are actively and successfully engaged in learning that is relevant to their interests and aspirations.</b>  <b>Students have the competencies required to access and succeed in learning and life.</b></p>
<b>Annual Goal:</b>	<p>1.To Increase the number of students achieving Excellence Endorsement in the Senior School                  2.To increase the achievement and engagement of our Year 10 students with a particular focus on boys</p>
<b>Target:</b>	<p>1. Year 11: 15% of students to achieve Excellence endorsement L1                  Year 12: 14% of students to achieve Excellence endorsement L2                  Year 13: 10% of students to achieved Excellence Endorsement L3</p> <p>2. a) To shift a group of Year 10 boys identified as one sublevel 'below' expected levels, to 'at' expected levels by end of Year 10. (based on CAT data)                  b) To make a positive shift in students' engagement across and within subjects using survey data as an indicator.</p>
<b>Baseline Data:</b>	<p><b>Ex Endorsement 2022</b> (2021 in brackets). Level 1: 13.6% (7%) L2: 10.3% (11.4%) L3: 8.6% (0%)</p> <p><b>Selected 'Me and My School Yr 10 Survey data 2022:</b></p> <p>School often feels like a waste of time to me. <i>Yr 9 33% Agree, Yr 10 36% Agree</i></p> <p>I am interested in what I am learning at school. <i>Yr 9 57% Agree, Yr 10 48% Agree</i></p> <p>I often feel bored in class. <i>Yr 9 64% Agree, Yr 10 64% Agree</i></p> <p><i>CAT Data Year 9's 2022: 36% Boys at or Above compared with 76% girls at or above overall. This trend is consistent across most learning areas</i></p>

<b>Actions</b> <i>What are our strategies?</i>	
<b>Goal 1.To increase the number of students achieving Excellence endorsement in the Senior School</b>	<b>Oversite</b>
To identify and work with groups of students throughout the year.	Bn/Gr
Work with HOF's to set Excellence targets and support the setting of goals and strategies	Bn/Gr
Raise the expectations and the perceived value of Merit and Excellence in the Senior School	Bn/Gr
Increased communication with students detailing the schools vision, targets and expectations	Gr
<b>Goal 2.To increase engagement of students in the junior school with a focus on boys at Year 10 as our lens through which we measure improvement</b>	
Work with the HOF's to track these students through the year. HoFs and faculties to identify specific students based on Year 9 data who are not necessarily focussed strongly in in terms of strategies, but are the lens through which improvement is measured	Bn/Gr
Semester courses constructed to meet the needs of students. Greater choice to allow students to more easily engage in areas of interest and passion	At
To continue to provide PD opportunities supporting student engagement, 90 minute lessons and learning dispositions (the 6C's)	At
To develop a cross curricular survey tool to measure interest and engagement in the junior semester courses.	At

Identify a group of disengaged Year 10 students (including poor attendance) to gather feedback on our engagement strategies and monitor for positive shifts	At/Cb
<b>Planning for next year:</b>	

<b>Strategic Focus:</b>	<p style="text-align: center;"><b>Supportive Environment</b></p> <p style="text-align: center;"><b>Strategic Goals:</b></p> <p style="text-align: center;"><b>Dunstan has systems in place that promote engagement and resilience, enhancing the wellbeing of all. A strong culture of kindness exists. Diversity in all its forms is accepted and supported.</b></p>
<b>Annual Goal:</b>	<ol style="list-style-type: none"> <li>1. To monitor the effectiveness of whanau ora time and new initiatives in contributing to student wellbeing</li> <li>2. To continue to develop our staff wellbeing support opportunities</li> <li>3. To raise attendance rates</li> </ol>
<b>Target:</b>	<ol style="list-style-type: none"> <li>1. To positively improve school survey data around the following questions  I feel safe at school (37% Yr 9 girls disagreed)  I am comfortable talking to teachers about my problems (66% Yr 9 girls disagreed)  I understand what our school values mean and they are important at Dunstan.</li> <li>2. To work with DP Pastoral and Within School Teacher Wellbeing to implement a more coordinated staff wellbeing programme</li> <li>3. To meet attendance target of 70% of our students attending school 90% of the time</li> </ol>
<b>Baseline Data:</b>	<p><i>See survey data above.</i></p> <p><i>For 2022, less than 50% of our students attended school regularly (90% is the Ministry figure for 'regular' attendance).</i></p>

<b>Actions</b> <i>What are our strategies?</i>	
<b>Goal 1</b> To monitor the effectiveness of whanau ora time and new initiatives in contributing to student wellbeing (see also below)	<b>Oversite</b>
Develop effective teaching resources to support whanau ora staff	At
Regularly (once per term) receive feedback from staff and students around key aspects of whanau ora implementation and use this to help inform planning	At
To ensure values are more visible around the school and focussed on during whanau ora time, assemblies and through the work of our student leaders and committees	Cb
To regularly meet with a Yr 10 girls focus group looking at student safety and connection. Respond to results - Twice per term	Cb
<b>Goal 2:</b> To continue to develop our staff wellbeing support opportunities	
For WST Wellbeing to monitor feedback from staff on wellbeing	Gr
To communicate what wellbeing opportunities are currently on offer	Cb/At
To prioritise wellbeing PD	At
To ensure decision making processes are clear for staff from the time feedback is sought until decision is made	SLT

<b>Goal 3:</b> To increase attendance rates	
Attendance monitoring and response processes are robust and followed by all	Cb
For students identified as having chronic attendance issues, our response is individualised to the student and whanau ensuring connections with community agencies to create a holistic supportive approach.	
Identify a group of disengaged y\Year 10 students (including poor attendance) to gather feedback on our engagement strategies and monitor for positive shifts	Cb At
<b>Planning for next year:</b>	

<b>Strategic Focus:</b>	<p style="text-align: center;"><b>Connection with Culture and Community</b></p> <p style="text-align: center;"><b>Strategic Goals:</b></p> <p style="text-align: center;"><b>Culturally Sustaining Practices, with a particular emphasis on te reo and tikanga Māori, are strongly evident in all aspects of school life</b></p> <p style="text-align: center;"><b>Strong links with whānau and our wider community to support student wellbeing, learning, engagement and their future pathways</b></p>
<b>Annual Goal:</b>	<ol style="list-style-type: none"> <li>1. To continue to develop staff understanding and competence in aspects of te ao Māori</li> <li>2. To extend and build relationships with community groups with a focus on enhancing students as they transition through and beyond school (Bn?)</li> </ol>
<b>Target:</b>	<ol style="list-style-type: none"> <li>1. For all staff to extend knowledge so know words and actions to at least 2 waiata, 2 karakia. To further support understanding of haka</li> <li>2. Whanau Ora seen as a key vehicle to increase connections with whanau</li> <li>3. Work with transition to further develop opportunities to link with community expertise Plan for implementation of Whanau ora teachers being central contact points for parent evenings 2024</li> </ol>
<b>Baseline Data:</b>	<p>Staff competence/understanding of waiata and karakia has shifted positively (Otakou E and Whakataka Te Hau). Positive progress also with school haka.</p> <p>Whanau Ora implementation underway, resources developed, imbedding practice and refining next step</p>

<b>Actions</b> <i>What are our strategies?</i>	
<b>Goal 1</b> <b>Te ao Māori</b>	<b>Oversite</b>
Provide time to practice as a staff - Huiata	At
Work with Māori Liaison and Within School Lead teachers to support further progress	Gr
<b>Goal 2</b> <b>Whanau Ora</b>	
Develop Review tools to measure Whanau Ora effectiveness	At
Continue to provide opportunities for staff to develop knowledge in teaching the ‘non curriculum’ areas of learning taught in Whanau Ora Time	At
<b>Goal 3: Links with community expertise</b>	
Work with transition team to develop next steps in connecting students with relevant community expertise supporting their transition to life beyond school	Bn
<b>Planning for next year:</b>	

## 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.

<b>Governance</b>	<b>Management</b>
<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 19<sup>th</sup> 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
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

	<p>5.2 The Board remains briefed on internal/external risk environments and takes action where necessary</p> <p>5.3 The Board identifies 'trouble spots' in statements of audit and takes action if necessary</p> <p>5.4 The Board ensures the Principal reports on all potential and real risks when appropriate and takes appropriate action</p>
6. Ensures compliance with legal requirements	<p>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</p> <p>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</p> <p>6.3 Accurate minutes of all Board meetings, approved by Board and signed by chair</p> <p>6.4 Individual staff/student matters are always discussed in public excluded session</p> <p>6.5 Board meetings have a quorum</p>
7. Ensures trustees attend Board meetings and take an active role	<p>7.1 Board meetings are effectively run</p> <p>7.2 Trustees attend Board meetings having read Board papers and reports and are ready to discuss them</p> <p>7.3 Attendance at 80% of meetings (min.)</p> <p>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)</p>
8. Approves major policies and programme initiatives	<p>8.1 Approve programme initiatives as per policies</p> <p>8.2 The Board monitors implementation of programme initiatives</p>
9. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	<p>9.1 The Treaty of Waitangi is obviously considered in Board decisions</p> <p>9.2 The Board, Principal and staff are culturally responsive and inclusive</p>
10. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	<p>10.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements)</p> <p>10.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct</p> <p>10.3 Ensures there is ongoing monitoring and review of all personnel policies</p>
11. Deals with disputes and conflicts referred to the Board as per the school's concerns and complaints procedures	<p>11.1 Successful resolution of any disputes and conflicts referred</p>

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.

Staff /Student Trustee Responsibility	Standard
1. 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. \* 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 agendaed 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 agendaed 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			
<b>1 Administration</b>	Meeting Procedure Policy	Patrick	5 mins
1.1 Present			
1.2 Apologies			
1.3 Declaration of interests			
<b>2. Curriculum Report</b>	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 should be aware of need to be discussed			20 mins
<b>3.1: Student report</b> 3.2: Finance and audit report: 3.3: Hostel Committee Report 3.4: Property Committee Report 3.5: International student report (termly)	Finance policies and procedures Property procedures	George Patrick Justine Sharyn Tim	

3.6: Maori Committee Report 3.7: Staff Welfare report		Laura	
<b>4. Identify agenda items for next meeting</b> 4.1 Board Work Plan Review 4.2 Agenda Review			5 mins
<b>5. Administration</b>			5 mins
5.1 Confirmation of minutes/in committee		Patrick	
5.2 Correspondence		Nicola	
<b>6. Meeting closure Karakia</b>			
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

<b>Date of Minuted Delegation</b>	<b>Personnel</b> 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.	<b>Delegated Authority</b> See individual Committee Terms of Reference in the Board's Governance Manual
28/02/2021	<b>Disciplinary Committee</b> 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.
28/02/2021	<b>Finance Committee</b> George Flannery Alex Johnston Reece Goldsmith	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.
28/02/2021	<b>Hostel Committee</b> Victoria Wearing Gareth Lochaden Reece Goldsmith	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.
28/02/2021	<b>Property Committee</b> Ross Mitchell Reece Goldsmith T Justine Baird	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.
16/03/2021	DP Natasha Hitchman DP Todd Adams DP Bryce Clapham	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

### Starting Point

Your concern or problem involves a general matter pertaining to a child's education, or a particular staff member.

NO

NO

Make contact (email or via office) with the staff member concerned to make a suitable time to discuss the issue. Indicate before the discussion, what the concern is about. The Dean, Head of Faculty Deputy Principal are alternative contact possibilities, should you not feel comfortable contacting the staff member directly

YES

YES

Talk with the relevant staff member about the issue. Be prepared to listen to their point of view. This may require more than one meeting and/or involve the Dean, Head of Faculty or Deputy Principal.

NO

NO

YES

# Dunstan High School Board of Trustees

## Concerns and Complaints Policy

### ***Outcome statement***

All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.

### ***Scoping***

In order to maintain a safe and comfortable environment for all students, staff and visitors, an accessible procedure for handling complaints and grievances will be implemented and maintained to provide an open and fair way of resolving issues and will comply with all relevant legislation.

### ***Delegations***

The board delegates to the principal full responsibility of ensuring processes are in place and operating effectively and adequately. In the event of a complaint or grievance concerning the principal, responsibility lies with the board.

### ***Expectations and limitations***

In complying with the policy, the principal shall not fail to:

- implement and maintain robust procedures to meet the policy requirements
- ensure that the process for complaints or grievances is clearly communicated through the school newsletter and on the school website.
- report to the board as follows:
  - o When receiving a complaint, the board must ensure that the complainant has previously followed the school's concerns and complaints procedure and that the complaint has been escalated to board level correctly.
  - o Should the board receive a complaint regarding the principal or determine that any policy violation may have occurred, the board in the first instance will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal).
  - o Where the board considers the degree and seriousness of the concern or any violation 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 or an employment lawyer (preferable with educational law expertise also) to ensure due process is followed.

### ***Procedures/supporting documentation***

Parent/whānau, staff or member of the wider community concerns and complaints process

### ***Monitoring***

The principal shall maintain a register of complaints and resolutions and report to the board at least half yearly outlining numbers of complaints, resolution success figures and any

areas of concern for board deliberation.

Reviewed:	Next review:
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## Concerns and Complaints Process Dunstan High School

At Dunstan High School we work hard to provide a positive and supportive environment for all our staff and students. We understand that from time to time, issues may arise. When these issues do arise, all complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.

The following guidelines support the flow diagram which outlines the steps to take when you have a concern or complaint.

The flow diagram outlines the steps to follow regardless of whether you are a student, member of staff, whanau or member of the community.

### Advice to Students:

- Issues are best dealt with quickly and directly – talk to the person, explain your concerns and try to resolve it. Remember you may need to listen to their side as well!
- If you do not feel safe talking to the person concerned, you should talk to your tutor teacher or Dean about general concerns or your Dean or the Head of Faculty about classroom concerns. You could also speak with the Guidance Counsellor, or a Deputy Principal about personal, family, educational, careers or other concerns.
- You may wish to bring a support person to any meeting and you should let this person you are meeting with know about this in advance.
- If your concern relates to sexual harassment, you should go to the Guidance Counsellor or any other member of staff that you feel comfortable talking to.
- If you are not happy with the resolution offered to your complaint, you may contact the Principal. For a formal response, you will need to put your complaint in writing and sign it. You can still discuss the issue with the Principal even if you do not wish to make a formal written complaint.
- A serious complaint about the management of the school can be addressed to the Board of Trustees who will investigate it in consultation with the school's management team, after which the Board will provide you with a written response.

### Advice to Parents:

- If you have a concern about a member of staff the you must contact the member of staff involved directly.
- Your concerns must be raised in a timely fashion.

- You should set out your specific concerns to ensure that the member of staff can understand your concerns and have the opportunity to respond to them.
- You should expect an acknowledgement of your concerns in a timely manner.
- The member of staff involved may advise their manager/supervisor (for example Head of Faculty, Dean or Deputy Principal of the issue you have raised and this person will assist them in responding to your concerns.
- In some circumstances, for example where safety is involved or illegal behaviour is suspected, where you feel unable to raise the matter directly with the person concerned; or if your concern does not relate to any particular member of staff, you should contact: the Tutor Teacher for personal concerns of a minor nature; the House Dean for concerns about progress, personal or behavioural concerns; the Head of Faculty for a specific subject concern; the Guidance Counsellor for concerns relating to personal or family issues, or Deputy Principal for serious matters relating to any of the above. A Deputy Principal can also help with financial or careers concerns.
- If the staff member does not resolve your concern to your satisfaction, you should contact the Principal to discuss the matter. You may make a formal written complaint to the Principal.
- If the Principal does not resolve your concern to your satisfaction, you may make a formal written complaint to the Board of Trustees.
- The school office will help you contact these people if required.

**Advice to Staff:**

- Before escalating your concern through a formal complaint, you should try to address your concern directly with the person involved and resolve the matter between you.
- If you feel uncomfortable or unsafe doing this, you may address your concern to the relevant Head of Faculty, Dean, Deputy Principal or – where the Principal is concerned – to the Board of Trustees via the Chairperson.
- If you are not happy with the resolution offered to your concern, you may make a formal written complain to the Principal who will discuss it with you and anyone else concerned before investigating and resolving the matter.
- A serious complaint about the management of the school can be addressed in writing to the Board of Trustees via the Chairperson.

**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	<a href="mailto:justine@cmlaw.co.nz">justine@cmlaw.co.nz</a>	T	EL			Election 2022
Russell Bond	<a href="mailto:Water.mgmt.design@gmail.com">Water.mgmt.design@gmail.com</a>	T	EL		Dec 2019	Election 2022
Gavin Dann	<a href="mailto:mcdann@paradise.net.nz">mcdann@paradise.net.nz</a>	Secretary				Appointed
Reece Goldsmith	<a href="mailto:principal@dunstan.school.nz">principal@dunstan.school.nz</a>	T	P			
George Flannery	<a href="mailto:George@mftca.co.nz">George@mftca.co.nz</a>	T	EL			Election 2022
Patrick Keenan	<a href="mailto:patrickjameskeenan2014@gmail.com">patrickjameskeenan2014@gmail.com</a>	CH (2020)	EL			Election 2022
Sharyn Park	<a href="mailto:parksharyn@gmail.com">parksharyn@gmail.com</a>	T	EL			Election 2022
Tim Riwhi	<a href="mailto:Tim.tumeke@gmail.com">Tim.tumeke@gmail.com</a>	T	CO			DEC 2019
Laura Boulton	<a href="mailto:lboulton@dunstan.school.nz">lboulton@dunstan.school.nz</a>	SR	EL			Election 2022
Mils Moffitt	<a href="mailto:moffittmil@dunstan.school.nz">moffittmil@dunstan.school.nz</a>	T	Elected Student Rep	Oct 2021		Oct 2022
Bridget Mullally	<a href="mailto:mullallybri@dunstan.school.nz">mullallybri@dunstan.school.nz</a>	T	Co-opted Student Rep	Feb 2022		Dec 2022

**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



## **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 and Student Achievement Policy Reviewed June 2021

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. develop and implement teaching and learning programmes that:
  - contribute to the inclusive culture of the school
  - provide all students in years up to year 10 with opportunities to achieve success in all areas of the national curriculum, including the revised technology curriculum
  - give priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau
  - balance curriculum opportunities for students with the teaching and other resources available
2. evaluate the [progress and achievement of students](#), through the analysis of good quality assessment information, giving priority to:
  - student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau
  - the breadth and depth of learning related to the needs, abilities, and interests of students; the nature of the school's curriculum; and the scope of the national curriculum (as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa)
  - analysing barriers to learning and achievement
3. identify students, and groups of students, through the analysis of good quality assessment information, who:
  - are not progressing and/or achieving, or are at risk of this
  - need learning support
4. develop and implement teaching and learning strategies to address the needs of students identified above, and any aspects of the curriculum that require particular attention
5. develop plans and targets for improving the progress and achievement of Maori students – these are made in consultation with the school's Māori community and are made known to the school community
6. provide appropriate career education and guidance for all students, including specific guidance for students at risk of leaving school unprepared for work or further education.
7. use 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.
8. provide on-going teacher professional development to enhance successful curriculum delivery
9. ensure achievement of the Charter aims and targets

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

Principal: \_\_\_\_\_

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

Review schedule: Triennially

### 3. Personnel Policy – Reviewed May October 2022

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 October 2022**

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 July 2022

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 finances 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 July 2022

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 Section 2 (Understanding your obligations) and Appendix B (Model financial policies) of the Financial Information for Schools Handbook (FISH) (April 2022 Edition). 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 July 2022**

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 June 2021

The Board of Trustees is committed to ensuring the health and safety of all our School community consisting of staff, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards and approved codes of practice. The Health and Safety at Work Act 2015 provides the guiding legislation.

The Board of Trustees is committed to providing and maintaining a safe and healthy workplace for our school community in the workplace. We will achieve this through:

- Making health and safety a key part of our role
- Taking all reasonable steps to protect our school community from unsafe or unhealthy conditions
- Ensuring there is zero tolerance to bullying
- Ensuring there are effective processes in place for dealing with bullying and suspected child abuse
- Working with our school community to improve health and safety at our school on a regular basis
- Doing everything reasonably possible to remove or reduce the risk of injury or illness
- Making sure all incidents, injuries and near misses are recorded in the appropriate place
- Investigating incidents, near misses and reducing the likelihood of them happening again
- Having emergency plans and procedures in place
- Training everyone about hazards and risks so everyone can work safely
- Providing appropriate induction for all new and existing workers
- Making sure contractors/subcontractors working at the school operate in a safe manner
- Police vetting procedures in place for all employees plus those adults in situations where they have unsupervised contact with our students.
- Providing a smoke, vape, drug and alcohol free environment
- Ensuring a risk analysis management system (RAMS) is carried out where and when appropriate
- Seeking approval for all overnight stays/camps attesting first to their compliance with above
- Consulting with the community every two years regarding the health programme being delivered to students
- Providing privacy of personal documentation held at the school
- Implementing clear search and seizure procedures
- Advising the board chair of any emergency situations as soon as possible
- Health and Safety representatives are supported through having clear role description, training opportunities and election processes.
- Health and Safety Committee operates within clear guidelines and procedures that ensure it is effectively contributing to a safe workplace for all

All of our school community 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.

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

Principal: \_\_\_\_\_

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

Reviewed Triennially

## **9. Child Protection Policy Reviewed March 2021**

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 Oranga Tamariki Act 1989 and the Children's and Young People's Well-being Act 1989, 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. Reference guide to sharing information flow diagram with processes.
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 - Adopted February 2023**

The board of trustees (the Board) of Dunstan High School has consulted with staff and parents in the formulation of this policy. The Policy will be approved and adopted by the Board after consultation and adopted at the appropriate meeting following this

### **Introduction**

- The Board accepts that it has a responsibility to have in operation internal procedures for receiving and dealing with information about serious wrongdoing in or by the School. The Board also accepts that it must regularly educate and train its employees on the internal disclosure system.
- The Board agrees that this Policy must be published widely in the School, will be provided to all new employees and will be republished at regular intervals (at least annually).
- The purpose of this Policy is to provide information and guidance to employees of the School who wish to report serious wrongdoing within the school. The policy is issued in compliance with the Protected Disclosures (Protection of Whistleblowers) Act 2022 and the Education and Training Act 2020.

### **What is a protected disclosure?**

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

### **Links to important information**

Click [here](#) for the Protected Disclosures Act 2022

Click [here](#) for The Ombudsman's guide to protected disclosure

Click [here](#) for The Ombudsman's guide to making a protected disclosure

### **Procedure**

Any employee of the School who wishes to make a protected disclosure should do so using the following procedure.

#### **1. How to submit a disclosure**

The employee should submit the disclosure in writing.

## **2. Information to be contained**

The disclosure should contain detailed information including:

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

## **3. Where to send disclosures**

A disclosure must be sent in writing to the principal who has been nominated by the Board in accordance with section 11 of the Protected Disclosures (Protection of Whistleblowers) Act 2022 for this purpose.

OR

If you believe that the principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the Board chairperson.

## **4. Decision to investigate**

On receipt of a disclosure, the principal or Board chairperson must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted, a full investigation will be undertaken by the principal or Board chairperson or arranged by him/her as quickly as practically possible, through an appropriate authority.

## **5. Protection of disclosing employee's name**

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the principal or Board chairperson will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:

- to ensure an effective investigation, or
- to prevent serious risk to public health or public safety or the environment.

## **6. Report of investigation**

At the conclusion of the investigation, the principal will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board chairperson.

## 7. Disclosure to an appropriate authority in certain circumstances

A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:

- the Board chairperson is or may be involved in the wrongdoing
- immediate reference to another authority is justified by urgency or exceptional circumstances, or
- there has been no action or recommended action within 20 working days of the date of the disclosure.

Appropriate authorities include (but are not limited to):

- commissioner of Police
- controller and Auditor-General
- director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- the head of any public sector organisation.

## 8. Disclosure to ministers and ombudsman

A disclosure may be made to a minister or an ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this Policy and reasonably believes that the person or authority to whom the disclosure was made:

- has decided not to investigate, or
- has decided to investigate but not made progress with the investigation within reasonable time, or
- has investigated but has not taken or recommended any action, and
- the employee continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

## Approval

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

- As part of its approval, the Board requires the principal to circulate this Policy to all staff, and for a copy to be included in the School policy manual, copies of which shall be available to all staff. The School policy manual shall also be made available to students and parents at their request. The Board requires that the principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

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

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*Chairperson*

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*Principal*

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*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: \_\_\_\_\_