



# **RERE SCHOOL**

*'Flying High'*

## **OPERATIONS POLICIES**

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## **Operations Statement**

The Principal shall not cause or allow any practise, 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 key contribution is day-to-day management of the School.

Alongside the Board Operational Policies sits the Principal Operational Policies and Procedures. Any changes to be made to the Principal Operational Policies and Procedures are to be brought to the Board of Trustees for approval – before inclusion.

It is Rere School intention to always provide an inclusive environment going into the future.

**Date Reviewed: 26 September 2017**

## **O 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. The responsibilities of the Principal are to:

- Meet the requirements of the current job description and employment contract.
- Meet the requirements of the Principal’s Professional Standards
- Act as the educational leader and day to day manager of the school within the law and in line with Board policies.
- Maintain the internal culture including the special character
- Develop, seek approval and implement the annual plan that is aligned with the Boards’ strategic plan and meets both legislative requirements and any MOE expectations, giving priority to the schools’ annual targets.
- Use resources efficiently and effectively.
- Put good employer policies into effect and ensure that there are effective procedures/guidelines in place.
- Approve staff attestation for salary increments.
- Oversee staff appraisals and staff professional development.
- Organise the hiring, deployment and terminations of relieving, part time, fixed term and auxiliary staff positions. All positions to be reported to the BOT meeting. All permanent staff to undergo due Employment process and ratified by the Board.
- Preserve assets (finance and property).
- Communicate with the community on operational matters where appropriate.
- 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.
- Keep the Board informed of information important to its role.
- Report to the Board on the compliance or lack of with their policies
- Organise operations within the boundaries of prudence and ethics established in Board policies on operations and the Charter.
- 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)
- Appoint, on behalf of the Board, the Privacy Officer and EEO Officer.
- Delegation of responsibility that may exist with the Surrender and Retention of Property searches.

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.

## **Statement of Intent**

### **Relationship between the Chair and the Principal**

- The Chair supports and counsels the Principal and vice versa when required and appropriate
- There is understanding/acceptance of each other's strengths and weaknesses
- Each agree not to undermine each other's authority
- There is agreement to not break confidences when assurances have been given
- There is agreement to be honest with each other
- Each agree and accept the need to follow policy and procedures
- Agree and understand that the Chair has no authority except that granted by the Board
- Understand that the Chair should act as a sounding Board for the Principal both supporting and challenging in order to hold management to account for achieving the goals and targets that have been set.

**Date Reviewed: 9<sup>th</sup> April 2019 (as per G3 in Governance Policies)**

## **O2 – Monitoring Principal Performance Policy**

The Principal's performance is monitored against the strategic plan, professional standards and Board policies on Operations as per the Boards Principal appraisal Procedures.

The Board monitors those parts of the Principal's objectives that have been identified and agreed upon by both parties in advance.

There will be an agreed time established when Board Chairperson (or designated person or committee) and the Principal meet to carry out formal appraisal based on agreed criteria. The format and process for this meeting will be negotiated and agreed upon by the Board Chairperson/delegate and the Principal.

The Board will receive a summary report, formally once a year at a Board meeting that has "excluded the public".

**Date Reviewed: 23 June 2017**

## **O3 - 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) has (have) occurred and the Board judges the degree and seriousness of the concern or violation(s) to warrant initiating a disciplinary process, the Board shall seek advice and follow due process.

**Date Reviewed: 23 June 2017**

## **O 4 - Principal Professional Expenses Policy**

A budget for professional expenses and for professional development will be established annually.

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

**Date Reviewed: 23 June 2017**

## O 5 - Reporting to the Board Policy

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; 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. Therefore, the Principal may not fail to:

- 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.
- submit written reports covering the following management areas at each Board meeting:
  - Principal management report including
    - i. Strategic Aim Report
    - ii. Personnel Report
    - iii. Finance Report
    - iv. Variance Report
    - v. Key Performance Indicators (KPI's)

And

- the coordination and approval of the following reports:
  - i. Student Achievement
  - ii. Curriculum Report
- \* Inform the Board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration.
- \* seek Board approval for any requests of discretionary staff leave not covered in the Collective Employment contract or that may impinge upon the operational requirements of the school.
- \* submit any monitoring data required in a timely, accurate and understandable fashion.
- \* report and explain financial variance against budget in line with the Board's expectations
- \* Report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis.
- \* report and explain roll variance against year levels and reasons on a per meeting basis
- \* Present information in a suitable form – not too complex or lengthy.
- \* inform the Board when, for any reason, there is a non-compliance of a Board policy
- \* recommend changes in Board policies when the need for them becomes known.
- \* Highlight areas of possible bad publicity or community dis-satisfaction
- \* coordinate management/staff reports to the Board and present to the Board under the Principal's authority
- \* Regularly report on the implementation of the annual plan and progress towards meeting student achievement targets.
- \* Report on any matter requested by the Board and within the specified timeframe.

**Date Reviewed: 26 June 2017**

## **O 6 - Curriculum Delivery Policy**

Delivery of the curriculum shall foster student achievement and progress and meet all legislative requirements and Ministry and Board expectations. Therefore the Principal may not fail to :

- Provide opportunities for success for all students (in years 1- 8), in all essential learning areas and skill areas of The National Curriculum.
- Priority to student achievement in literacy and numeracy (especially in year 1 – 8)
- Give priority to regular quality physical activity that develops movement skills for all students (especially in years 1-6)
- Report on progress and achievement of students including information in relation to New Zealand Curriculum as per the Board’s three year work plan and agreed reporting formats.
- to present student achievement reports to the BOT on all curriculum areas and essential learning areas on a cyclical basis as per the Boards 3 year cycle of review and negotiated annual agenda.
- Identify students at risk of not achieving including those gifted and talented students and implement teaching and learning strategies to address needs.
- Ensure there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting.
- Consult with our school’s Maori community about the policies/plans for improving the achievement of Maori students.
- Provide career information and guidance for Year 7 and 8.
- Seek Board approval before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.
- Ensure achievement of the Charter aims and targets.

**Date Reviewed: 18 December 2018**



# National Administration Guideline 1

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

Each Board, through the Principal and staff, is required to:

(a) develop and implement teaching and learning programmes:

- i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- i. student achievement in literacy and numeracy, especially in years 1-8; and then to
- ii. 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*;

(c) on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving;
- ii. who are at risk of not achieving;
- iii. who have special needs (including gifted and talented students); and
- iv. aspects of the curriculum which require particular attention;

(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

(e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and

(f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

## **O 7 - Review of School Policies and Procedures**

Regular review of policies and implementation plans ensures they are up to date and meeting the needs of the children, staff and parents,

Review ensures:

- That policies are in line with official requirements.
- New Board Members, staff and parents can be informed of school policies and practises.
- That policies meet the needs of children, staff and parents.

Guidelines:

1. A three year timetable will be followed.
2. Each review will be the responsibility of staff or Board members,
3. Consultation will be carried out where appropriate.
4. A draft report will be presented to the Board with the recommended changes.
5. The community will be informed of major changes to policies or procedures.
6. A policy or procedure may be reviewed at any time if required.

**Date Reviewed: 26 September 2017**

### **Addendums to Policy:**

Communication line between whanau and Rere School regarding students with high needs

**Date Reviewed & Passed: 26 September 2017**

## **O 8 - Personnel Policy**

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. that all employment related legislative requirements are applied
2. all employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
3. a smoke free environment is provided
4. that employment records are maintained and that all employees have written employment agreements
5. that employee leave is effectively managed and reported so
  - a. that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered.
  - b. board approval is sought for any requests for discretionary staff leave with pay
  - c. board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days
  - d. board approval is sought for any requests for staff travelling overseas on school business
  - e. the board is advised of any staff absences longer than 4 school days
6. that performance agreements are established for all staff and that reviews are undertaken annually
7. a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
8. the requirements of the Health and Safety @ Work Act are met
9. Advice is sought as necessary from NZSTA advisors where employment issues arise.
10. The Code of Conduct is adhered to.
11. That all personnel are aware of our Inclusive Policies.
12. That our MASAM & Hautū documentation is adhered to.

**Date Reviewed: 26 June 2017**

## **O 9 - Financial Planning Policy**

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 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. This budget will include a professional development budget allocation for the Principal and Staff.

Budgeting shall not fail to reflect the Board's strategic plans, risk financial jeopardy nor fail to show a generally acceptable level of foresight. Thus the budget should not neglect to:

- Reflect the results sought by the Board.
- Reflect the priorities as established by the Board.
- Comply with the Board's requirement of a balanced budget.
- Ensure adequate working capital.
- Demonstrate an appropriate degree of conservatism in all estimates.

### **Addendums to Policy:**

Rere School Principal Operational Procedures – Financial Management KOHA POLICY adopted by the Board of Trustees 13<sup>th</sup> August 2013

Rere School Theft and Fraud Prevention Policy adopted by the Board of Trustees 16<sup>th</sup> December 2013

Rere School Sensitive Expenditure Policy adopted by the Board of Trustees 18<sup>th</sup> February 2014

Rere School Entertainment Policy adopted by the Board of Trustees 18<sup>th</sup> February 2014

**Date Reviewed & Passed: 26 September 2017**

## **O 10 - Financial Condition Policy**

The financial viability of the organisation 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. Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH). Therefore, the Principal shall not:

- Incur unauthorised debt.
- Violate generally accepted accounting practices or principles.
- Use tagged funds for purposes other than those approved.
- Spend more funds than have been allocated in the fiscal year without prior Board approval\*
- Spend more funds than have been allocated in the fiscal year on sub headings in the budget.\*
- Fail to ensure all money owed to the school is collected in a timely manner.
- Fail to make timely payment to Staff and other creditors.
- Sell or purchase unauthorised property.
- Fail to ensure that all relevant government returns are completed on time.
- Fail to ensure that no one person has complete authority over the school's financial transactions.
- Make any purchase:
  - Of over \$500.00 without having obtained comparative prices and quotes.
  - Of over \$500.00 without an adequate review on ongoing costs, value and reliability
  - Of over \$500.00 on a single unbudgeted item without first seeking Board approval.

Projects still require 3 quotes where possible above normal Repairs & Maintenance – when the Board deems appropriate.

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**Date Reviewed: 26 September 2017**

## **O 11 - Asset Protection Policy**

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The Board of Trustees is responsible for the over viewing the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for student and staff. Accordingly, the Principal may not:

- Fail to insure assets.
- Allow unauthorised personnel to handle funds or school property.
- Subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use.
- Fail to ensure the implementation of the 10 year property maintenance plan
- Fail to maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00.
- Fail to engage sufficient property maintenance staff for the school within budget limitations.
- Fail to receive Board approval for maintenance contracts over \$5000 for any one contract
- Fail to conduct competitive tenders for all contracting
- Fail to protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication.
- Receive, process or disburse funds under controls that are insufficient to meet the Board-appointed auditor's standards.
- Invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions.

**“It is Rere School’s Board of Trustees intention to have the Subsidisation account funds to employ a second teacher for one year at Rere School if the need arises. Capped at \$60,000 or adjusted to an experienced teacher’s salary.”**

**Reviewed: 26 September 2017**

## **O 12 - Health & Safety Policy**

- take reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions.
- ensure there is a zero tolerance and effective processes in place for dealing with bullying
- comply with the provisions of the Health & Safety in Employment Act 1992
- provide a smoke free environment
- ensure a risk analysis management system (RAMS) is carried out where and when appropriate.
- seek approval for all overnight stays/camps attesting first to their compliance with (3) above.
- consult with the community every 2 years regarding the health programme being delivered to students.
- provide privacy of personal documentation held at school.
- advise the Board Chair of any emergency situations as soon as possible.
- tri-annually review the behaviour management system in conjunction with the Board of Trustees.
- advise the Board where a new entrant requiring special consideration seeks enrolment.

**Date Reviewed: 18<sup>th</sup> December 2018**

## **O 13 - Legal Responsibilities Policy**

School Procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

**Date Reviewed: 26 September 2017**

## O14 - Property Procurement Policy

10YPP and 5YA Expenditure

The Ministry's Education Infrastructure Service (EIS) wishes to provide notice of the introduction of the Board of Trustees Property Procurement policy.

The policy updates the rules and processes for Boards of Trustees procuring property related goods, services and works. The policy is intended to take effect on 1 July 2015 (once guidance on our new website has been updated).

### The main changes are:

- Amended **Minimum** approach to market thresholds:
  - Up to \$5,000 three written quotes or one from a preferred supplier required for capital (5YA) funded purchases
  - \$10,000 to under \$50,000 obtain one written quote
  - \$50,000 to under \$100,000 seek three written quotes
  - \$100,000 or more open tender advertised on the Government Electronic Tender Service (GETS)
- Replacement of Form 12 (Procurement Report) by:
  - Procurement plan (must be approved by the Procurement Sponsor prior to approaching the market)
  - Recommendation report (must be approved by the Procurement Sponsor following evaluation and prior to awarding a contract)
  - Introduction of a standardised tender evaluation process
- Creation of formal roles for each procurement:
  - Procurement Officer : conducts the procurement (e.g. the Project Manager)
  - Procurement Owner: represents the school (e.g. the school principal)
  - Procurement Sponsor: overall responsibility for the procurement (the Board member with delegated financial Authority).
- Streamlining of the emergency/urgent situation procurement process.

The policy change involves:

- Updating property procurement material on our new website (intended to be completed by 1 July 2015)
- Introducing an updated suite of procurement templates and guides
- Communicating the changes to School principal association representatives through Property Sector Forums
- Communicating the changes to Board of Trustees project managers
- Training Ministry property advisors.



The objectives of policy change are to:

- ensure alignment with currently recognised good practice
- achieve the best outcome possible (fit for purpose and value for money)
- ensure consistency with Ministry procurement processes and the Government Rules of Sourcing

The policy applies to Boards and their project managers procuring:

- property planning and project management services
- design, engineering and quantity surveying services
- construction works
- building maintenance and services (e.g. plumbing repairs)

The policy may also be used as a good practice guide for non-property procurement.

**Accepted Date: 23 September 2017**

## **O 15 Child Protection Policy**

This policy outlines our commitment to child protection. The board is committed to the prevention of abuse and to the well-being of children and young people under our care.

In line with section 15 of the Children, Young Person and Their Families Act, any person at Rere School 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 may report the matter to a social worker or a constable.

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 giving consideration to the guidelines, further information and sample child protection templates that are available in the Children's Action Plan guideline Safer Organisations, Safer Children: <http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>
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 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 a timely way regarding any concerns about an individual child with the board or designated person
11. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
13. Ensure that this policy forms part of the initial staff induction programme for each staff member
14. Ensure that a report is provided for the school's annual report re progress on implementation and compliance with any funding/contracting requirements

**Reviewed: 26 September 2017**

## **O 16 Police Vetting Policy**

Parents, community members and wider community visiting the school on a casual basis and are not in a 1-1 contact situation with the children other than their own child do not need to be police vetted.

All registered teachers are police vetted as part of their teacher registrations every three years. This is done through the teachers' council. At the moment all those teachers who are registered till 2017 etc. have a comment on the register stating they have not undergone new vetting procedures yet. Have been under the old system though. Schools should only employ registered teachers. If schools employ someone who is not registered they would have to be vetted.

All personnel working at Rere School are to be police vetted every 3 years. This includes administration staff, cleaning staff and teacher aides or anyone who is in the school on a regular basis while children are present.

All parents or adults attending any school based activities such as overnight stays or school camps where they have responsibility for the care and welfare of children other than their own will need to be police vetted, unless they are the emergency contact person for the student. A register to be kept at school and will be available to view by the BOT when requested. (this actually includes things like parents taking other children in their cars, athletics, cross country all that...)

Where activities are organised by parents for their children, independent of the school – but within the school grounds, it is the responsibility of the parents as to whether they will police vetted, as they are under parental supervision..

All visitors to the school must see the principal first.

Tradesmen need to be police checked, this is the responsibility of the company who employ them. The police vet is only necessary if they are working during term time and could possibly come into unsupervised contact with children, if they are not police checked they will always be supervised.

All Bus Drivers and any adults travelling on school buses are to be Police Vetted by the School, and written on a register kept, and will be available to be viewed by the Bus Group when requested.

All Board of Trustee Members to be Police Vetted.

**Passed: 15th February 2016**