

RONGOTAI COLLEGE



BOARD GOVERNANCE POLICIES

GOVERNANCE POLICIES

The following are the Governance policies of the Rongotai College Board:

Curriculum

- 1.1 Curriculum, Teaching and Learning
- 1.2 Māori Student Achievement

Self Review

- 2.1 Self Review
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Appendix 2: Schedule of Delegations

1.1 Curriculum, Teaching and Learning

Statement of Intent

The focus of Rongotai College is to promote student learning and achievement through the delivery of the New Zealand Curriculum or Te Marautanga o Aotearoa. Teaching and learning are central to this.

Teaching is the process that creates the conditions for learning and for achievement; learning develops knowledge, skills and abilities and provides opportunities for success within and beyond the curriculum. Gathering, monitoring and acting on assessment data about individuals and groups of students is critical to promoting student learning and achievement.

Board's Expectations

- NAG 1 to be fully implemented
- Courses and Programmes will reflect the requirements of the New Zealand Curriculum or Te Marautanga o Aotearoa
- Courses and Programmes will reflect Rongotai College's commitment to inclusive education by providing opportunities for learning, achievement, success and extension to students of a wide range of needs, abilities and backgrounds
- Courses and Programmes will reflect Rongotai College's commitment to Māori
- Appropriate and effective career education and guidance will be provided
- Creating the conditions for effective teaching and learning are key considerations in all decisions
- Teaching practice is underpinned by sound pedagogy and current knowledge of effective teaching and assessment
- Courses and Programmes will be regularly reviewed to ensure they meet the needs of learners
- Information on student learning and achievement, based on the collection and analysis of valid assessment data, is gathered and will be reported to students, families and to the Board

Supporting Documents

The board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- New Zealand Curriculum
- Rongotai College Staff Handbook
 - Guidelines for Reporting
 - Reporting Calendar
 - Guidelines for Teacher Performance Management
- Rongotai College Guidelines for Managing and Administering NZQF Assessment
- Rongotai College National Assessment Handbook
- Management documents in all learning areas
- Annual Teacher Professional Learning Plan
- Rongotai College Management Guidelines and Procedures:
 - Guidelines and Procedures for Curriculum Delivery

- Guidelines and Procedures for Operation of Tamatoa Unit
- Guidelines and Procedures for Performance Management
- Guidelines and Procedures for Health Education
- Guidelines and Procedures for Sex and Sexuality Education
- Guidelines and Procedures for Timetable
- Aggregated student achievement data
- Register of Special Assessment Conditions

Delegations

The Principal is the professional leader of the school, and responsibility for effective teaching and learning is delegated to the Principal.

Policy Adopted: 1 February 2013

Signed by the Presiding Member
on behalf of the
Rongotai College Board

Reviewed: 31 March 2016, 24 February 2022

Policy to be reviewed: Term 1, 2025

1.2 Māori Student Achievement

Statement of Intent

Rongotai College is committed to the Ministry of Education’s vision of “Māori enjoying education success as Māori”. This vision recognises the widespread aspirations of Māori to live and succeed in te ao Māori, in Aotearoa/New Zealand society and in the wider world. This means providing all Māori learners with the opportunity to realise their own unique potential and succeed in their lives as Māori.

It is accepted that a strong relationship with the school’s Māori community / whānau is fundamental to improving Māori students’ achievement

Board Expectations

The Board’s expectations regarding Māori students and their achievement are that:

- The college will promote the value of Te Reo Māori and Tikanga Māori and all students and staff should be encouraged and have opportunities to learn and value Te Reo Māori and Tikanga Māori
- Aotearoa/New Zealand Histories Curriculum will be fully implemented within the mandated timeframe.
- A Māori perspective will be provided in all appropriate aspects of the curriculum
- Teachers are encouraged to learn more about Te Reo Māori and culture, and about effective teaching of Māori students
- Indicators of Māori students’ achievement will be monitored, with results set against initiatives and strategies designed to support that achievement (measuring the achievement of the school as well as of the students). These will be reported annually to the school’s Māori community.

Supporting Documents

The board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- Ka Hikitia Ministry of Education (Māori Achievement Strategy)
- Rongotai College Management Guidelines and Procedures:
 - Guidelines and Procedures for consultation with the school’s community
- Student achievement data analysed by ethnicity
- Rongotai College Māori Student Achievement Plan. (to be developed)

Delegations

The implementation of this policy is delegated to the Principal.

Policy Adopted: 1 February 2013

Signed by the Presiding Member
on behalf of the
Rongotai College Board

Policy Reviewed: 31 March 2016, 24 February 2022

Policy to be reviewed: Term 1, 2025

2.1 Self-Review

Statement of Intent

The Board of Rongotai College regularly reviews and evaluates the school's operations to ensure that the school meets all legislative and other government requirements, the directions set by the school's charter, and as a central part of its process of continuous improvement.

Self-review and evaluation will include matters directly related to student achievement and curriculum, as well as other areas of the school's operation which support student achievement.

The Board recognises there are three types of self-review:

- a. **Strategic Self-Review** – long term and focussed on key goals related to the school's vision and strategic plan
- b. **Regular Self-Review and Evaluation** – the focussed and on-going review of aspects of school operations
- c. **Emergent Self-Review** – responding to unplanned events or issues as they arise.

Board Expectations

The Board's expectations regarding self-review are that:

- A cycle review and evaluation of school operations will be established and followed as part of the Regular Self-Review and evaluation process
- Self-review and evaluation of curriculum areas will occur annually in a pre-determined format that will be reported to the Board
- Review and evaluation of curriculum areas and all related matters will be led by the Principal
- Review of other areas of the Board's operation may be led by other board members and will involve consultation with management
- To the greatest extent possible self-review and evaluation will draw on existing review processes and data, including feedback from students, staff, parents and community where appropriate
- Self-review and evaluation will also include non-curriculum areas of school operations
- Self-review of Health and Safety issues will be undertaken regularly
- Self-review and evaluation may involve independent input from outside the school
- Governance Policies of the Board will be reviewed triennially.

Supporting Documents

The Board expects that the following documents outlining management policies, procedures and practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- Rongotai College Governance Policies
- Rongotai College Management Guidelines and Procedures:
 - Guidelines and Procedures for self-review and evaluation at Rongotai College
- Self-Review Cycle
- Department Annual Report Template

Delegations

The implementation of this policy is delegated to the Principal, Senior Management and Leadership Team and the learning area leaders.

Policy Adopted: 1 February 2013

Signed by the Presiding Member
on behalf of the
Rongotai College Board

Policy Reviewed: 26 May 2016, 26 May 2022

Policy to be reviewed: Term 2, 2025

2.2 Community Partnership

Statement of Intent

Rongotai College recognises that student achievement is supported by effective partnerships between families, whānau, school and students.

The school recognises and values that its wider community plays an important role in the life of the school and that the school play an important role in the community.

Board Expectations

The Board's expectations regarding the community partnership are that:

- School processes reflect the importance of the partnership between school and families/whānau to students' learning outcomes
- The school community will be regularly consulted on matters related to student achievement and school operations
- The board itself will consult the whole school community at least once every two years
- School publications issued under the aegis of the Board and intended for an external audience will meet prescribed standards
- Past and future relationships between Rongotai College and the community are recognised and affirmed
- The school will encourage members of its wider community to be involved in school activities
- There is a forum available for student voice to be recognised.

Supporting Documents

The Board expects that the following documents outlining management policies, procedure and practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- Standards for Publications
- Rongotai College Management Guidelines and Procedures:
 - Guidelines and Procedures for consultation with the school's community
- Records of Consultations

Delegations

The implementation of this policy is delegated to the Principal and Senior Management and Leadership Team.

Policy Adopted: 1 February 2013

Signed by the Presiding Member
on behalf of the
Rongotai College Board

Policy Reviewed: 26 May 2016, 26 May 2022

Policy to be reviewed: Term 2, 2025

2.3 Te Tiriti o Waitangi and Māori Partnership

Statement of Intent

Rongotai College accepts its responsibility to fulfil its obligations under the Te Tiriti o Waitangi and recognises that Te Reo and Tikanga Māori are a living part of our society.

Rongotai College acknowledges the unique place of Māori as tangata whenua of Aotearoa/ New Zealand and it has a bi-cultural responsibility. The Board is committed to developing partnership between the school and its Māori community / whānau.

Board Expectations

The Board's expectations for Māori partnership are that:

- Reasonable steps are taken to ensure the teaching of Te Reo Māori and tikanga Māori will be available to all learners wanting to learn the language
- There is consultation with the school's Māori community/whānau
- The views and values of the Māori community/whānau are understood, taken into account and respected
- Consultation on issues relating to Māori such as Te Reo and tikanga Māori will be carried out initially with Māori staff and Māori community/whānau before extending to the non-Māori community
- A Māori Student Achievement Plan will be developed and reviewed so that our Māori learners will be able to achieve their full potential
- Cultural advice is accessed as is appropriate so that the school charter and strategic plan reflects local tikanga Māori, mātauranga Māori, and te ao Māori.
- A school kawa is developed and upheld.

Supporting Documents

The Board expects that the following documents outlining management policies, procedure and practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- Record of Consultations

Delegations

The implementation of this policy is delegated to the Principal and Senior Management and Leadership Team.

Policy Adopted: 1 February 2013

Signed by the Presiding Member
on behalf of the
Rongotai College Board

Reviewed: 26 May 2016, 26 May 2022

Policy to be reviewed: Term 2, 2025

2.4 Reporting to Students, Parents and Community on Achievement

Statement of Intent

Students, parents and the wider community are entitled to regular, valid, meaningful and useful reports on student achievement.

Board Expectations

i. *Reporting to students*

Research has identified quality feedback to students on their learning as a critical factor in improving achievement. The Board expects that:

- Quality feedback to individual students on their learning will be given priority by teachers
- Reporting will include feedback to assist students learning and feedback on achievement
- Reporting will include both oral and written feedback.

ii. *Reporting to parents/whānau on their learner's achievement:*

Parents and whānau are key partners with the school in students' education. The Board expects that:

- Parents and whānau will receive a full written report on their student's progress and achievement at least two times a year
- Parents and whānau will be offered the opportunity to meet with their student's teachers at least once a year
- Both written and verbal reports will include comment on a student's effort and behaviour
- Teachers will respond to reasonable requests from parents and whānau for more information on, or discussion about, their student's progress
- Teachers will be encouraged to give informal feedback to parents and whānau

iii. *Reporting to the school community*

The school community is interested in the overall performance of the school. The Board expects that the school community will receive a range of reports on different aspects of the school's performance, including student achievement. Reporting to the community will be:

- Regular – at least two times per term
- Accessible – in a form people can understand and access
- Contextualised, analysed and discussed
- Referenced to benchmarks where appropriate

iv. *Reporting to the Ministry of Education*

The Board will meet all Ministry of Education reporting requirements regarding Charter and Annual Reports.

Supporting Documents

The Board expect that the following procedures and guidelines are in the school and regularly reviewed by school management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- Reporting Calendar
- Principal's Annual Report
- Rongotai College Strategic Plan
- Rongotai college annual Plan
- Rongotai College Annual Report and Statement of Accounts

Delegations

The implementation of this policy is delegated to the Principal and Senior Management and Leadership Team.

Policy Adopted: 1 February 2013

Signed by the Presiding Member
on behalf of the
Rongotai College Board

Reviewed: 26 May 2016, 26 May 2022

Policy to be reviewed: Term 2, 2025

3.1 Personnel Policy

Statement of Intent

Rongotai College will be a good employer.

A 'good employer' is an employer who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment, including provisions requiring:

- Good and safe working conditions; and
- An equal employment opportunities programme; and
- Selection of suitably qualified persons for appointment through a fair and transparent process; and
- Opportunities for the enhancement of the abilities of individual employees

Rongotai College will be an equal opportunity employer recognising:

- The aims, aspirations and employment requirements of Māori
- Recognition of the aims and aspirations, and the cultural differences, of ethnic or minority groups; and
- Recognition of the employment requirements of women; and
- Recognition of the employment requirements of persons with disabilities

Board's Expectations

The Board's expectations in this area are that:

- High quality staff will be appointed to all positions and the Board will assist the Principal in achieving this goal as required
- The school will comply with all current employment legislation, including:
 - State Sector Act 1988
 - Education and Training Act 2020
 - Human Rights Act 1993
 - Privacy Act 2020
 - Employment Relations Act 2000
 - Health and Safety in Employment Act 1992
 - National Administrative Guideline 3
 - Vulnerable Children's Act 2014
- The school will comply with the conditions of collective agreements for teaching and support staff, and of any individual employment agreements that are in place
- Annual appraisals are completed for all staff
- Professional development is undertaken by all staff annually
- Guidelines and procedures for appointments and promotion, leave and staff grievances are fair transparent and documented.
- Appropriate guidance and support is readily available for staff who request it.

Supporting Documents

The Board expect that the following procedures and guidelines are in the school and regularly reviewed by school management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

1. Rongotai College Management Guidelines and Procedures:
 - Guidelines and Procedures for Appointments
 - Guidelines and Procedures for Performance Management
 - Guidelines and Procedures for EEO
 - Guidelines and Procedures for Timetable
 - Guidelines and Procedures for Managing Staff Complaints and Personal Grievances
 - Guidelines and Procedures for Staff Leave
 - Guidelines and Procedures for Privacy
 - Guidelines and Procedures for Dealing with Complaints About Staff
 - Guidelines and Procedures for Staff Induction
 - Guidelines and Procedures for Allocation of Management Units and Middle Management Allowances
 - Guidelines and Procedures for Police Vetting

2. Annual professional development plan

Delegations

- The Board is responsible for the appointment of the Principal and involved in the appointment of Deputy Principals and the Finance and Administration Manager
- The Principal, in consultation with the Board, is responsible for the appointment of all other staff
- Requests for leave of more than ten days are considered and decided by the Board.

Policy Adopted: 1 February 2013

Reviewed: May 2016, August 2020

Policy to be reviewed: Term 3, 2023

Signed by the Presiding Member
on behalf of the
Rongotai College Board

Appendix 1: Protected Disclosures

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. This is in accordance with the Protected Disclosures Act 2000.

Definition of Serious Wrongdoing

Serious wrongdoing for the purposes of this policy includes any of the following:

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

Conditions of Disclosure

Before making a disclosure the employee should be sure the following conditions are met:

- the information is about serious wrongdoing in or by the school; and
- the employee believes on reasonable grounds the information to be true or is likely to be true; and
- the employee wishes the wrongdoing to be investigated; and
- the employee wishes the disclosure to be protected.

Who Can Make a Disclosure?

Any employee of the college can make a disclosure. For the purposes of this policy an employee includes:

- Current employees and Principal
- Former employees and Principals
- Contractors supplying services to the school.

Protection of Employees Making Disclosures

An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:

- May bring a personal grievance in respect of retaliatory action from their employers;
- May access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
- Are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
- Will, subject to Clause 5 of the Procedure, have their disclosure treated with the utmost confidentiality.

The protections in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

Procedure

Any employee of Rongotai College who wishes to make a protected disclosure should do so using the following procedure:

1. How to submit a disclosure

(e.g. the employee should submit the disclosure in writing)

2. Information to be contained

(e.g. The disclosure should contain detailed information including the following:

- The nature of the serious wrong-doing
- The name or names of the people involved
- Surrounding facts including details relating to the time and/or place of the wrong doing if known or relevant.)

3. Where to send disclosures

(e.g. A disclosure must be sent in writing to the Principal who has been nominated by the Board of Rongotai College under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.),

or

(If you believe that the Principal is involved in the wrong-doing or has an association with the person committing the wrong-doing that would make it inappropriate to disclose to them, then you can make the disclosure to the Board.)

4. Decision to investigate

(e.g. On receipt of a disclosure, the Principal must within 20 working days examine seriously the allegations of wrong-doing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the Principal or arranged by him as quickly as practically possible, through an appropriate authority.)

5. Protection of disclosing employees name

(e.g. All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Principal 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
- To prevent serious risk to public health or public safety or the environment
- To have regard to the principles of natural justice.)

6. Report of investigation

(e.g. 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.)

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 (last resort person) in the school responsible for handling the complaint is or may be involved in the wrong-doing; or

- 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 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
- Health and Disability Commissioner
- The head of every 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;
- 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
 - continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

3.2 Principal Performance Management

Statement of Intent

Rongotai College has a transparent process to ensure the Principal is supported and accountable.

Board Expectations

The Board's expectations regarding the performance management of the Principal are that:

- Principal performance management includes support as well as appraisal
- The Principal has clear performance expectations which includes a contract, a job description and an annual performance agreement
- The Professional Standards for Principals is a guiding document in developing performance expectations for the Principal
- Principal performance management is ongoing – while the annual appraisal will provide a formal point of review, any concerns the Board has about the Principal's performance will be raised with the Principal, through the Chairperson, at the time they occur
- An annual appraisal of the Principal's performance is completed in line with the Board's Principal Appraisal Procedure
- The Principal's performance agreement is developed annually on completion of the appraisal and be informed by the appraisal
- All aspects of the Principal's performance management comply with legal and contractual requirements
- The Board encourages and resources the Principal to undertake professional development each year.
- The Principal's Performance Appraisal may be completed either by an internal reviewer or by an externally reviewer.

Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- Professional standards for Principals
- Principal's job description
- Principal's performance management agreement
- Rongotai College Management Guidelines and Procedures:
 - Guidelines and Procedures for Principal's Appraisal

Delegations

The implementation of this policy is delegated to the Board Presiding Member.

Policy Adopted: 1 February 2013

Reviewed: May 2016, August 2020

Policy to be reviewed: Term 3, 2023

Signed by the Presiding Member
on behalf of the
Rongotai College Board

3.3 Complaints

Statement of Intent

Rongotai College has effective, fair and transparent processes for dealing with complaints. Anyone should feel able to express a complaint knowing it will be dealt with fairly and in the strictest confidence.

Board Expectations

- All complaints will be taken seriously and dealt with fairly and in confidence
- Complaints must be made in writing, identifying all parties. All parties involved given the opportunity to respond.
- Complaints will be referred to the Principal. However, complaints about the Principal will be referred to the Board Chairperson
- The Principal will ensure that the school insurers are notified where appropriate.
- The Principal will consult with the Board where appropriate.
- Complaints relating to employment matters will be conducted in accordance with the relevant employment contract provisions and employment law.
- The rights and dignity of all parties will be respected.
- At the discretion of the Principal and / or the Board, a confidentiality agreement between the parties may be required.
- Police or other outside agencies will be involved where deemed necessary by the Principal or Board.
- All parties will be informed of the outcome of any investigation.

Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- Complaints Log
- Rongotai College Management Guidelines and Procedures
 - Guidelines and Procedures for Dealing with Complaints

Delegations

The implementation of this policy is delegated to the Principal.

Policy Adopted: 1 February 2013

Reviewed: May 2016, August 2020

Policy to be reviewed: Term 3, 2023

Signed by the Presiding Member
on behalf of the
Rongotai College Board

4.1 Financial Management

Statement of Intent

Rongotai College allocates and controls financial resources for the benefit of the school in an efficient, transparent and accountable way.

Board Expectations

The Board's expectations regarding the allocation and control of financial resources are that:

- The school complies with all current accounting legislation, accounting standards and gazetted notices and the Public Finance Act 1989
- A committee of the Board will oversee the financial management of the school
- An annual budget is prepared and adopted, based on the goals set out in the school charter, strategic plan and annual plan within agreed timeframes
- Financial monitoring and reporting is timely, accurate and complete
- Delegated authority to incur expenditure is documented and confirmed each year
- Audit trails are clear and records are accessible.
- A private risk management insurance scheme is used for the protection of Board owned buildings, contents, cyber and liability insurance.

Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- Financial Management Policies
- Budget process
- Theft and fraud protection procedures
- Schedule of Delegated Authorities
- Annual Report and financial statements

Delegations

The implementation of this policy is delegated to the Principal and Business Manager.

Policy Adopted: 1 February 2013

Policy Reviewed: 26 January 2017, 24 February 2022

Signed by the Presiding Member
on behalf of the
Rongotai College Board

Policy to be reviewed: Term 1, 2023

Theft and Fraud Protection Procedure

To protect the physical and financial resources of the school and to ensure any investigation into theft and fraud will be conducted in a manner that conforms to principles of natural justice.

Guidelines

1.
 - (a) Physical resources must be kept secure and accounted for.
 - (b) All financial systems must meet the requirements and standards as set out in the Public Finance Act 1989, Section 45C(b) and of generally accepted accounting practices for schools.
 - (c) Staff members with responsibility for security of physical and financial resources must be competent and accountable in carrying out their duties.
 - (d) Bank signatories will be any two of the Principal, Deputy Principal, Business Manager and Board Chairperson.

2.
 - (a) All staff have a responsibility to immediately inform the Principal should they suspect or become aware of any theft or fraudulent actions by any person including employees, suppliers, contractors, students or other persons associated with the school community.
 - (b) In the event of an allegation of theft or fraud the Principal shall:
 - i) Immediately report the matter to the NZ Police or
 - ii) As far as possible within 24 hours
 - record the details of the allegation, the person or persons allegedly involved, and the quantity / value of the theft or fraud
 - request a written statement from the person who has informed the Principal with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity / value of the theft
 - decide on the initial actions to be taken including with the person who provided the information inform and consult with the BOT Chairperson of the information received.
 - iii) On the basis of the advice received, the Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
 - iv) If a prima facie case is thought to exist:
 - invoke any disciplinary procedures contained in the contract of employment should the person be a staff member
 - lay a complaint with the NZ Police if necessary, commission an independent expert investigation, seek legal advice
 - inform the Ministry of Education local office and/ or the school's auditors
 - v) Once all available evidence and advice is obtained the Principal shall consult with the Board Chairperson who may, if they consider necessary, seek legal advice and to what further action should be taken.
 - vi) If a case is considered to exist, the Principal (or person a designated shall:
 - inform the person in writing of the allegation that has been received and request a meeting with them at which their representative(s) is invited to attend
 - meet with the person who is the subject of the allegation of theft or fraud and their representative(s) to explain the complaint against them

- obtain a verbal or preferably a written response. Verbal responses must be recorded as minutes of the meeting, and the accuracy of those minutes recorded as minutes of the meeting, and the accuracy of those minutes should be attested by all persons present
 - advise the person in writing of the processes from this point on
 - vii) Any allegation concerning the Principal should be made to the BOT Chairperson who will then follow the procedures laid out above.
 - viii) Any allegation concerning a member of the BOT should be made to the Principal who will then follow the procedures laid out in this policy.
3. (a) All matters relating to the case shall remain strictly confidential with all written information kept secure
- (b) Any allegation of theft or fraud must be subject to due process, equity and fairness.
- (c) Should a case be deemed to be answerable then the due process of the law shall apply to the person(s) implicated.
- (d) Any written statement made on behalf of the school relating to any instance or supposed or actual theft or fraud shall be made by the BOT Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

4.2 Asset Management

Statement of Intent

Rongotai College plans for and provides assets to meet learning priorities and support the optimal operation of the school.

Board Expectations

The Board's expectations regarding the allocation and management of assets are that:

- a fixed asset purchase and replacement plan is developed, regularly reviewed and followed
- fixed asset purchases are budgeted for and allocated annually, in accordance with Board and management priorities
- records are timely, accurate and complete
- funding is allocated for the allocation and management of assets
- assets are appropriately maintained and protected against threats such as theft and abuse
- A private risk management insurance scheme is used for the protection of Board owned buildings, contents and liability insurance.

Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- Asset purchase and replacement plan
- IT purchase and replacement plan
- Asset register
- Library Catalogue

Delegations

The implementation of this policy is delegated to the Principal, Business Manager, Senior Management Team and other staff.

Policy Adopted: 1 February 2013

Policy Reviewed: 26 January 2017, 24 February 2022

Signed by the Presiding Member
on behalf of the
Rongotai College Board

Policy to be reviewed: Term 1, 2025

4.3 Property Management

Statement of Intent

Rongotai College provides a safe, healthy and attractive learning environment for students, staff and the community. Property is developed and maintained to meet learning priorities.

Board Expectations

The Board's expectations regarding the allocation and management of property are:

- The school will provide a safe working and learning environment
- The school complies with all statutory requirements, regulations and Ministry of Education expectations and priorities with respect to property management
- A committee of the Board will oversee the property management of the school
- A property plan is developed, regularly and reviewed and followed, covering planned maintenance, modernisation and development of new facilities
- Funding is allocated for the development and management of property
- The physical environment is aesthetically pleasing, environmentally sustainable and conducive to teaching and learning

Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- 10 year property plan (10YPP) and 5 year property agreement (5YA)
- Rongotai College Management Guidelines and Procedures:
 - Guidelines and Procedures for Hazard identification
 - Guidelines and Procedures for use of school facilities including but not limited to:
 - AstroTurf
 - Gymnasium
 - Renner Hall
 - Wharenui
 - Guidelines and Procedures for use of school facilities for funerals and tangi
- Annual Budget

Delegations

The implementation of this policy is delegated to the Principal and Senior Management Team.

Policy Adopted: 1 February 2013

Policy Last Reviewed: 26 January 2017, 24 February 2022

Signed by the Presiding Member
on behalf of the
Rongotai College Board

Policy to be reviewed: Term 1, 2025

5.1 Health and Safety

Statement of Intent

Rongotai College will maintain appropriate health and safety practices to ensure a safe physical and emotional working environment for staff, students and visitors as is reasonably practicable.

Board Expectations

- The school will comply with relevant acts and regulations, particularly the Health and Safety at Work Act 2015 and the Ministry of Education Health and Safety Code of Practice.
- The school will identify hazards with a view to eliminating or mitigating them.
- An up-to-date record of hazards will be maintained.
- The school will provide information and / or signage where appropriate for staff, students and visitors.
- A record of injuries and incidents will be kept, and Worksafe will be notified of all serious injuries.
- A Health and Safety Committee will be appointed and meeting minutes made available.
- First aid training will be available for all staff.
- There will be at least one staff member on-site during school hours who has current first aid training.
- Appropriate first aid and emergency equipment is available at all times and is maintained appropriately.
- Specialist areas where students may be exposed to danger will be required to have a safety code in place and training provided for staff in those areas.
- Appropriate clothing and protective gear will be used by staff and students where required to protect against hazards.
- All medical substances are to be held and administered from the office.
- The Board has the right to close the school in the event of a health and safety incident. The Ministry of Education will be notified.
- Before any contractor commences work in the school, the contractor's health and safety procedures will be provided to the Finance and Administration Manager and the school will outline its expectations of the contractor.
- Students and staff should be familiar with school Emergency Procedures.
- The school will hold at least two trial emergency and evacuation drills each year and report those trials to the Board.
- The Principal and Finance and Administration Manager will provide Health and Safety updates as part of the regular reporting process.

Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- Rongotai College Management Guidelines and Procedures:
 - Health and Safety
 - Infectious Diseases
 - School Closure
 - Traumatic Incidents
- Management of Students' Medication log
- Staff Handbook
- Hazards Register

- Injury and First Aid register
- School Exempt Laboratory Code of Practice
- Minutes of Health and Safety Committee meetings
- Ministry of Education 'Health and Safety in Schools' Guidelines
- The Health and Safety Code of Practice for State Secondary Schools.
- Pastoral Care and Guidance Policies and Procedures
- Smokefree Legislation
- Traumatic Incident Response Plan.

Delegations

The implementation of this policy is delegated to the Principal and the Senior Management and Leadership Team.

Policy Adopted: 1 February 2013

Policy Last Reviewed: 28 March 2019, 30 March 2022

Policy to be reviewed: Term 1, 2025

Signed by the Presiding Member
on behalf of the
Rongotai College Board

5.2 Pastoral Care and Guidance

Statement of Intent

Rongotai College is a place where students feel welcome, affirmed and supported.

Board Expectations

The Board's expectations regarding pastoral care and guidance are that:

- A culture of respect is fostered across the school
- Pastoral care of students is a feature of all staff/student relationships
- Additional support and guidance is readily available to students who request it
- Students' emotional safety and well-being is a priority
- Threats to students' physical and emotional safety are identified and addressed
- Community consultation relating to the Health Education Curriculum (including Sex and Sexuality Education) will occur every TWO years.

Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- Job descriptions for guidance staff, deans and mentors
- Rongotai College Management Guidelines and Procedures:
 - Harassment (including sexual harassment)
 - Abuse
 - Management of traumatic incidents
 - The confidentiality and communication of guidance and pastoral care matters
 - Guidelines for practice following disclosure of abuse
 - Health Education.
 - Sex and Sexuality Education.

Delegations

The implementation of this policy is delegated to the Principal and student pastoral care team (Director of Pastoral Care, Deans, Guidance Counsellor).

Policy Adopted: 1 February 2013

Policy Last Reviewed: 28 March 2019, 30 March 2022

Policy to be reviewed: Term 1, 2025

Signed by the Presiding Member
on behalf of the
Rongotai College Board

5.3 Student Discipline

Statement of Intent

Rongotai College has effective, fair and transparent processes for dealing with student behaviour that is considered unacceptable.

Board Expectations

The Board's expectations regarding student discipline are that:

- Students have a clear understanding about the school's expectations of behaviour and what is unacceptable
- Unacceptable behaviours include but are not limited to bullying and all illegal practices such as assault, sexual harassment, racism, property damage and harmful digital communications
- The school responds to unacceptable behaviour in a timely manner
- Disciplinary processes reflect the principles of natural justice and are transparent
- The philosophy of restorative practice underpins disciplinary processes and actions
- Disciplinary sanctions will be appropriate to the severity of the misconduct
- Additional support is offered to those students who have difficulty meeting the school's behavioural expectations
- In the case of stand-downs and suspensions, Ministry of Education guidelines will be followed.

Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- Rongotai College Management Guidelines and Procedures:
 - Behaviour Management
 - Bullying and Online Bullying
 - Physical Restraint
 - Student Discipline
 - Searches, Surrender and Retention of Property
 - Suspension and Stand Downs
- [Ministry of Education Guidelines for the surrender and retention of property and searches](#)
- Ministry of Education: [Student Behaviour – Help and Guidance](#)
- Ministry of Education: [Stand-downs, suspensions, exclusions and expulsions guidelines](#)
- NZSTA: [Effective student behaviour management - the board's role](#)
- Board disciplinary committee hearing guidelines
- Board disciplinary committee minutes
- International students code of practice
- Netsafe: [Harmful Digital Communications Act 2015](#)

Delegations

The implementation of this policy is delegated to the Principal and Senior Leadership Team.

Policy Adopted: 1 February 2013
Policy Last Reviewed: 28 March 2019, 30 March 2022
Policy to be reviewed: Term 1, 2025

Signed by the Presiding Member
on behalf of the
Rongotai College Board

5.4 Non-Violence Policy

Statement of Intent

Rongotai College is a community which promotes the safety and rights of all its members – students, staff, Board and parents/caregivers.

The school defines violence in the widest sense to include all aggressive acts against persons and property, and verbal abuse of other students, staff or members of the public. This includes all forms of bullying including physical, verbal, cyber, psychological or sexual behaviours and victimisation.

Board Expectations

The Board's expectations regarding the Non-Violence Policy are that:

- A positive, respectful and supportive school climate is actively fostered by all members of the school community, and differences of opinion are valued and discussion and negotiation encouraged
- Staff and students maintain awareness of violence towards others in all its various forms and of the effects on those who are bullied
- Reporting violence is encouraged and those who do so will have their complaints investigated and appropriate parties will be notified that there is a complaint
- Violence towards others is dealt with by an appropriate combination of discipline and guidance.
- The Non-Violence Policy will be regularly promoted and reinforced.
- The school will comply with all Ministry of Education requirements
- All issues will be dealt with confidentially.

Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request or where appropriate, via GOOGLE docs:

- Health Curriculum
- Staff handbook sections on procedures relating to bullying, reporting abuse and neglect
- Complaints policy
- Rongotai College Management Guidelines and Procedures:
 - Abuse Recognition and Reporting
 - Harassment (including Sexual Abuse and Harassment).

Delegations

The implementation of this policy is delegated to the Principal.

Policy Adopted: 1 February 2013

Policy Last Reviewed: 28 March 2019, 30 March 2022

Policy to be reviewed: Term 1, 2025

Signed by the Presiding Member
on behalf of the
Rongotai College Board

5.5 Tobacco and Drug-Free School

Statement of Intent

Rongotai College campus is free of tobacco, illegal substances and of inappropriate use of legal substances (together referred to here as “illegal drugs”). This includes alcohol, tobacco, vaping, any class of drugs or equipment used in the consumption of such substances.

Board’s Expectations

The Board’s expectations regarding a drug free school are that:

- The school campus is Smokefree at all times. This includes cigarettes, tobacco and vaping.
- There are no illegal drugs on the school campus
- All school activities which take place off campus are free of illegal drugs
- Students representing the school on trips/visits outside the school, and any staff or adults supervising them, do not use illegal drugs
- Alcohol must not be consumed by any adults while supervising students
- The Police are informed of any dealing in or supplying illegal drugs in or around the school or to school students
- The parent or caregivers of students known to be in possession of illegal drugs on the school campus are informed as soon as practicable and no longer than 7 days of the school making a determination of the student’s involvement.
- The Board is consulted before the implementation of any potentially contentious methods of drug detection (e.g. drug testing or drug dogs) are introduced in the school
- The Tobacco and Drug-Free School Policy will be regularly promoted and reinforced.

Supporting Documents

The Board expects that the following documents outlining management policies, procedures or practices are in the school. Where they have been developed by the school they will be regularly reviewed by management. These documents are available to the Board on request:

- Rongotai College Management Guidelines and Procedures:
 - Alcohol, Cigarettes and Drugs
 - Searches, Surrender and Retention of Property
- a record of the incidence and management of drug-related incidents in the school

Delegations

The implementation of this policy is delegated to the Principal.

Policy Adopted: 1 February 2013

Policy Last Reviewed: 28 March 2019, 30 March 2022

Policy to be reviewed: Term 1, 2025

Signed by the Presiding Member
on behalf of the
Rongotai College Board

Appendix 2: Schedule of Delegations

Statement of Intent

This Schedule of Delegations is to ensure that the effectiveness of the governance and management of the School is maintained, to provide an agreed basis by which the school's executive management can exercise its responsibilities, and to enable the responsibilities delegated to be monitored.

Board Expectations

The Board's expectation that delegations made will be properly exercised and the persons who hold such delegations will be held accountable. If these principles are observed then the Board can be certain its responsibilities in terms of the Education and Training Act 2020, the Public Finance Amendment Act 2005, Crown entities Act 2004 and the Financial Reporting Act 2013 will have been properly fulfilled.

The schedule sets out those responsibilities that can be exercised only by the Board, the responsibilities delegated to the Principal and those responsibilities that the Principal can delegate to specified staff positions. It is reviewed annually.

Delegations

The schedule sets out those responsibilities that can be exercised only by the Board, the responsibilities delegated to the Principal and those responsibilities that the Principal can delegate to specified staff positions.

The Board will not delegate:

- a) Approval of all operating, capital, cash-flow and property maintenance budgets, and amendments to these budgets;
- b) The appointment of any permanent staff above Head of Department level and the employment of any teaching staff in excess of positions funded by the Ministry of Education salaries grant;
- c) The termination of employment of any paid employee;
- d) Signing applications for special grants for additional buildings, agreements to build additional via the Ministry of Education's local offices;
- e) Formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament;
- f) Responses to the Secretary of Education or any other permanent head of a Government department which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Board Chairperson;
- g) The initiation of any legal actions and any communications in relation to these actions;
- h) Signature of any formal or legal agreement which is in the name of the School and must involve the Board;

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

The Board resolves to delegate to the Principal the following powers and responsibilities:

- a) The day-to-day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official educational policy documents;
- b) The employment of teaching staff up to and including the level of Head of Department, staff required for long-term relieving, fixed term and casual teaching positions, and the employment of non-teaching staff provided such appointment is within the budget allocation for the particular position;

- c) Performance management, disciplinary action including final warning of non-teaching staff;
- d) Competency procedures in relation to teaching staff in accordance with the relevant Secondary Teachers' Collective Agreement (STCA) through to the completion of the evaluation report as set out in the appropriate clauses in the STCA. This report and any recommendation will then be provided to the Board for any final decision;
- e) Mandatory reports to the Teachers' Council;
- f) Grant and/or require the following in relation to leave:
 - Medical certificate for an absence on sick leave in excess of three days
 - Discretionary leave not exceeding 9 days;
- g) Authorising unbudgeted expenditure/payments up to the value of \$5,000;
- h) Authorising all budgeted expenditure;
- i) Applying for funds and sponsorship;
- j) Engagement of contractors to a value of \$35,000 per annum;
- k) Signing of declarations on behalf of the Board in relation to information required by the Ministry of Education and any other government department;
- l) Interviews with the media and the distribution of media releases on any matter which involves the School;
- m) The implementation of any other requirements specified by Act of Parliament, the Secretary of Education, any other permanent head of a Government department and for individual and collective employment contracts;
- n) Communication with parents, officials, representatives of educational organisations and other firms and organisations with whom the Principal deals as part of his curriculum and resource management responsibilities; and
- o) Delegation of positions of responsibilities to specified staff.
- p) Undertaking any inquiry into a possible breach of discipline. In the event the issues under investigation are not resolved informally but 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.
- q) 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 as the school so requires.

During any absence of the Principal from the School for more than 5 days these delegations shall be exercised by the Acting Principal with the separate and prior approval of the Board Chairperson.

Last Reviewed: February 2023

Next Review Date: February 202

