

HENDERSON SOUTH SCHOOL

APPOINTMENTS POLICY

1. The Board of Trustees will appoint sufficient registered teachers and other personnel to maintain at all times the student/teacher ratio within the guidelines specified by the Minister of Education.
2. It is the responsibility of the Board members and any members of the Appointments Committees set up by the Board to be familiar with the Appointment Policy and abide by this policy.
3. In appointing staff, the Board will take account of the appropriate registration, awards and regulations which apply to the particular worker.
4. The Board will be a good employer and comply with the principles of Section 77A of the State Sector Amendment Act 1989; Human Rights Act 1993; Privacy Act 1993; Employment Relations Act 2000; and the current collective agreements covering staff of the school.
5. The Board will ensure the appointments are made taking account of equal opportunities and the principles of the Treaty of Waitangi.
6. The Board will advertise full-time permanent teaching positions nationally and all other positions locally.
7. All applications are confidential to the appointment committee and Board members.
8. All deliberations of appointment are confidential to the persons present.
9. Information irrelevant to the requirements of the position will not be taken into account when making appointments.
10. All referees' statements (and applications) to be destroyed or returned if requested when the appointments process is complete.
11. All appointments will be made according to procedures approved by the Board.
12. Expenses may be advanced for interview attendance in accordance with the Primary Teachers' Collective Agreement.
13. Recommendation of non-appointment to any position remains the right of the appointment committee.
14. The Board will employ only teachers who are registered with the Teachers Council.
15. The Board will employ only support staff who have been police vetted.
16. The appointment panel will consist of the Principal, one Board of Trustees member and an invited staff member when deemed necessary.

Approved
BOT Meeting: 05/08/2020

Chairperson

HENDERSON SOUTH SCHOOL**APPRAISAL POLICY****Rationale**

To identify, evaluate and develop performance of work by employees in the school so that school goals and objectives are effectively achieved.

Guidelines

1.1 All teaching staff at Henderson South will abide by the Code of Ethics for Registered Teachers.

1.2 All staff appointed to Henderson South School will have negotiated performance guide-lines outlining broad goals and specific time referenced objectives. This Job Description will be signed with the Principal in March.

1.3 All members of staff will undergo a yearly performance review/appraisal. The principal will be responsible directly for the appraisals of the Deputy Principals, the administration personnel and the Caretaker. The Deputy Principals will appraise their team members unless otherwise negotiated at the beginning of the year.

1.4 A performance observation of all staff will take place each term. Staff will also complete a self-appraisal form and if they wish they may ask their students to complete a teacher evaluation sheet. Each teaching staff member will be appraised according to the Professional Teaching Criteria agreed to in their current collective agreement. All teacher aides will be appraised according to conditions outlined in their current collective agreement of providing quality support services within the school.

1.5 It is the responsibility of the Board of Trustees to ensure that the Principal undergo an annual Performance Review and appraisal.

1.6 All staff will annually review and, with consultation, develop their annual goals and inquiry.

1.7 All staff will be in possession of this Policy and Procedure Statement. The appraisal report and discussions will remain confidential to the staff concerned and the reports to the Principal and the Trustees will ensure that the sensitive nature of the appraisal process will be treated confidentially.

1.8 A support and guidance programme will be put into place if further professional development needs to be considered.

1.9 Where there is a concern about competency, the staff member will be informed in writing as early as possible and the appropriate steps as outlined in the appropriate collective contract shall be followed.

1.10 Review Process: When a staff member is not satisfied with the performance appraisal, a review may be requested.

Objectives

2.1 To provide feedback to staff about their work performance as detailed in individual Job Descriptions, with reference to their teaching, managerial and school wide responsibilities.

2.2 To create a climate of two-way communication to assist in the efficient management of Henderson South School in an efficient model that allows for future professional development based upon the specific needs identified in the appraisal process.

2.3 To provide a basis for continuing career development.

2.4 To provide a basis for the Board of Trustees to support school management.

2.5 To provide a basis for the senior staff to make organisational decisions.

2.6 To negotiate key objectives for the year to come.

2.7 To provide recognition for performance.

Procedures

3.1 Negotiate performance indicators - Job Description in March of the current year.

3.2 Senior Management to prepare organisation and personnel responsible for negotiated appraisal procedures.

3.3 Each individual to prepare an inquiry and discuss with a designated senior management team member - to be signed with Principal.

3.4 An inquiry will be submitted in written form and time set for discussions as in 1.3 after completion of appraisal form.

3.5 Appraisal discussed with delegated senior management team, discussion noted including actions to be taken by senior management team.

3.6 Summary sheet filled in and signed by appraiser, appraisee and Principal.

3.7 Review Process – Staff Member: If a staff member requests a review the Principal shall examine the review process to ensure it was followed correctly and the review findings to see if they can be substantiated. This may require a separate appraisal by the Principal. If the staff member was appraised by the Principal initially then the Board Chair will appoint a suitable person to investigate the review process and the review findings and make a report back to the Board Chair. The results of the review will be binding.

3.8 Review Process – Principal: If the Principal seeks a review the Board will initially review findings and, if a resolution is not arrived at, the Chair will recommend that the Board appoint an independent person (agreeable to both parties) to review both the proposal and the review process.

Approved
BOT Meeting: 05/08/2020

Chairperson

3.2.2

HENDERSON SOUTH SCHOOL

POLICY ON EQUAL EMPLOYMENT OPPORTUNITY

Rationale

Henderson South School affirms the principle of equal opportunity in all aspects of employment and in the provision of services.

Objectives:

- 1. To commit to policies, practices and programmes which ensure the absence of discrimination in employment, whether direct or indirect, on the grounds of sex, race, colour, ethnic or national origin, marital status, sexual orientation, family responsibility, religious belief, age or physical disability.
- 2. To promote equal opportunity for all staff.

Guidelines:

- 1. The Board will appoint an EEO Officer.
- 2. The School will comply with Ministry of Education requirements to report annually on EEO.
- 3. All practices will comply with the spirit and intention of the Human Rights Act 1993 and all other related legislation to ensure that Henderson South School is a 'good employer'.
- 4. The Principal will implement ongoing staff appraisals in a positive and supportive way, in conjunction with the teacher registration criteria.
- 5. To continue to ensure the professional development programme includes and promotes relevant information on EEO issues.
- 6. The Principal will report annually to the Board of Trustees on Staff Development. Information from these reports will be correlated to provide the basis for annual reports to both the community and to the chief executive of the Education Review Office. These reports will include:
 - (a) a summary of the Equal Employment Opportunity programme for the year;
 - (b) an account of the extent to which the Board of Trustees was successful in its continuing efforts in being an EEO employer.
- 7. The Board of Trustees will annually review all Personnel policies and procedures.

Conclusion:

The Board of Trustees and the school will aim to identify and eliminate any aspects of policies and procedures and other conditions existing within the school that might cause or perpetuate (or tend to cause or perpetuate) inequalities of any person or group of people. The School will work towards a culture of acceptance of diversity and a family-friendly workplace balancing the needs of the individual and the needs of the School to carry out its functions.

Approved
BOT Meeting: 05/08/2020

Chairperson

HENDERSON SOUTH SCHOOL

POLICY ON STAFF DEVELOPMENT

Rationale

Staff development is the key to providing our students with a progressive learning opportunity that is abreast of current research and development.

Responsibility

Professional development will be determined by the needs of the school through our strategic goals and through our strategic planning and what is deemed necessary by the Ministry of Education.

Purposes

1. To provide better learning outcomes for pupils
2. To ensure that staff are exposed to successful and current educational practices
3. To ensure non-teaching staff have opportunities to attend relevant courses to further their development
4. To support staff in achieving personal professional fulfilment.

Guidelines

1. The Board will allocate funds for professional development each year in its budget.
2. As part of the Appraisal Programme staff will identify one goal and an inquiry.
3. Professional development will be made available for the role of SENCO when required.
4. Beginning Teachers will be given additional support where this is appropriate.
5. Should a staff member undertake long term study, the fees initially must be paid for by the staff member. Upon completion and passing the course/s 50% of the course fee/s will be reimbursed by the Board. Reimbursement of long term study will be paid annually on successful completion of the course. All applications for reimbursement must be in by the end of Term One of the following year.
6. Any professional development money not used by the end of Term Three, may be used for extra identified training needs of all staff, at the Principal’s discretion.
7. Professional development budgets for Support Staff and Caretaking staff will be included in the annual budget and course participation will be with the approval of the Principal. This will ensure that non-teaching staff have the opportunities to keep up to date with current practices.

Conclusion

All staff will be involved in whole school in-service training to keep them professionally up to date so as to ensure that children have the best possible learning opportunities. PLD opportunities are to be made available to staff as a whole school focus, which will be aligned with the Strategic Plan and provided by the Ministry of Education.

Approved

BOT Meeting: 05/08/2020

Chairperson

HENDERSON SOUTH SCHOOL

PROCEDURE ON SCHOOL INFORMATION BOOKLET

Rationale

- 1. That Henderson South School produces an Information Booklet to be handed to parents (or caregivers) when children are enrolled. The Booklet will also be distributed to preschools And kindergartens in the school area.
- 2. This booklet will give the School’s Mission Statement and outline policy on such matters as ESOL, discipline, attendance and truancy, reporting to parents and such other matters as the Board of Trustees may consider appropriate.
- 3. A new edition of this booklet will be issued each year and given a new number. Parents will be made aware that the information contained in newsletters during the year updates the information in the booklet.
- 4. The Information Booklet will be available on the school’s website.

Approved
BOT Meeting: 05/08/2020

Chairperson

HENDERSON SOUTH SCHOOL

**POLICY ON TEACHER REGISTRATION
FOR PROVISIONALLY REGISTERED CPRT**

Rationale

Henderson South School ensures that Provisionally Registered CPRT are quickly integrated into the school, community and that provision is made for their continuing professional development and completion of their training.

Objectives

- 1) The Principal will be responsible for co-ordinating the guidance and direction of beginning teachers and for the allocation of the .2 for the first year and .1 for the following year of Provisionally Registered CPRT.
- 2) The Tutor Teachers are responsible for continuing the programme of induction which began at Education Provider and as outlined in Guidelines of this policy.
- 3) The Provisionally Registered CPRT will carry out professional responsibilities as outlined in their job description.

Guidelines

- 1) The Principal will
 - 1.1 Delegate each Provisionally Registered CPRT a suitable Tutor Teacher.
 - 1.2 Ensure that the school's Provisionally Registered CPRT programme is administered appropriately.
 - 1.3 Discuss monthly reports with the Tutor Teacher and the Provisionally Registered CPRT.
 - 1.4 Make oral or written reports based on these reports and discussions.
 - 1.5 Ensure that appropriate appraisal procedures are followed.
 - 1.6 Ensure that appropriate professional development is arranged in areas as agreed in Report reviews.
 - 1.7 During final term consider application for full teacher registration applying to the Education Teaching Council of Aotearoa NZ. The teacher to compile a folder of evidence to support the application covering the code of standards.

- 2) The Tutor Teacher for Year One and Two will
 - 2.1 Observe the Provisionally Registered CPRT in action, follow through observations and provide feedback.
 - 2.2 Teach alongside the Provisionally Registered CPRT in a class programme, providing a demonstration model and in-class support.
 - 2.3 Will support Provisionally Registered CPRT to manage children causing concern in the class programme and assist in providing for their needs.
 - 2.4 Ensure that the Provisionally Registered CPRT will be accompanied on educational trips.
 - 2.5 Keep ongoing records of Provisionally Registered CPRT development.
 - 2.6 Ensure that the .2 Provisionally Registered CPRT support component is appropriately timetabled to meet individual teacher's needs and syndicate support required to enable Year 1 placement.
 - 2.7 Be responsible for attending Tutor Teacher in service development as required.
 - 2.8 Write term/regular reports identifying points of strengths, needs and including guidance notes (more regularly if deemed necessary by tutor teacher and principal).

- 2.9 Discuss the written reports with the Provisionally Registered CPRT and Principal.
- 2.10 Provide on-going personal support.
- 2.11 Provide ongoing professional oversight of school guidelines for planning and evaluation.
- 2.12 Provide opportunities for shared planning and evaluation.
- 2.13 Ensure daily informal contact.
- 2.14 Assist with initial planning and classroom organisation and management strategies.
- 2.15 Prepare a summary of the Provisionally Registered CPRT Support Programme summarising written guidelines, progress and appraisal information in preparation for Year 2 application to Teaching Council of Aotearoa NZ. Copy to Year 2 teacher and Principal.
- 2.16 Ensure that the Year 2 teacher be given a .1 release in accordance with the Primary Teachers' Collective Agreement.

Approved
BOT Meeting: 05/08/2020

Chairperson.....

HENDERSON SOUTH SCHOOL**POLICY ON PERFORMANCE MANAGEMENT****Rationale:**

The Board of Trustees has a legal responsibility for ensuring that a suitable Performance Management Policy and Programme is being implemented in the school.

Purpose:

To provide a clearly-defined programme which meets the requirements and which will encourage all staff to maintain a professional orientation, fostering positive improvement, professional growth, and to improve their teaching, thereby improving the quality of children's learning. Self-review will form an important component of the appraisal process.

Guidelines

1. The BOT is responsible for ensuring that the programme is operating, but is involved only in the appraisal of the Principal.
2. The Principal will report to the BOT on the operation of the appraisal system, not on individual performance, unless competency procedures are being instigated.
3. The Principal is responsible for implementing the Performance Management programme and may delegate this responsibility.
4. Each staff member will participate in the appraisal process at least once within a twelve-month period.
5. The Principal shall ensure that staff are fully consulted in the development of the plan to ensure that staff have 'ownership' of the processes and outcomes.
6. All processes must be transparent to ensure that there are no hidden agendas by any party.
7. The BOT will provide an adequate budget figure annually within which to operate the programme.
8. The appraisal report and all associated documents for all staff, except the Principal, are confidential to the appraisee, appraiser and the Principal. The appraisal report on the Principal is confidential to the BOT which will move into committee when discussing it.
9. Notwithstanding Guideline 8 above, ERO, in the course of conducting a review, are entitled to view Performance Management documentation in order to satisfy themselves that the school is meeting its statutory obligations.
10. Should a dispute arise between the appraisee and appraiser and where satisfactory resolution between the two parties is not possible, an independent third person mutually acceptable to both parties would be brought in to resolve the problem. This person could be from within the school or from outside. The aim of this arbitrator is to resolve the dispute thereby allowing the normal Performance Management programme to continue. **NB:** It is likely that problems would be apparent long before a dispute arose in the Performance Management programme. Bodies such as the NZEI Field Officer and Counsellors should be involved early to avoid any unnecessary conflict. Any dispute meeting minutes, including decisions and resolutions, need to be fully documented and signed by both parties.
11. Appraisal will also include assessment against the requirements by the code of standards criteria as determined in the Primary Teachers Collective Employment Contract 2019-2022.
12. The key components of the Performance Management System for Principals and teaching staff shall be:
 - (a) the job description
 - (b) the relevant national professional standards
 - (c) current performance objectives
 - (d) current development objectives
13. PRINCIPAL appraisal: - The Board shall ensure that the Principal is appraised yearly and a written report is provided to the Board that meets the requirements.

Approved

BOT Meeting: 05/05/2020

Chairperson

HENDERSON SOUTH SCHOOL

PROCEDURE ON EQUITY

Rationale

This school has a commitment to removing inequality from the workplace and will make continuing efforts towards becoming an Equal Employment Opportunities (EEO) employer.

Procedures

The Board of Trustees recognises:

1. The need for all school policies and procedures to incorporate EEO requirements and reflect a commitment to the Treaty of Waitangi.
2. The need to identify and address discriminatory practices and policies.
3. The need to provide a non-discriminatory, culturally sensitive and safe working environment for all staff.

Guidelines

1. The Appointment Policy and procedures will ensure that there will be no discrimination in the areas of recruiting and selection, or in promotion and career development.
2. The Board of Trustees as employer will ensure that all employees maintain proper standards of integrity, conduct, and concern for the community’s interest.
3. A sub-committee of the Board Chairperson, one parent rep. from the Board, the Principal and a staff representative will develop guidelines for handling sexual harassment grievances on a needs basis.
4. The Board of Trustees will develop and implement the EEO programme in consultation with staff members (particularly staff in the target groups) with emphasis upon raising awareness, monitoring appointments, staff development, attitudes and improved educational outcomes.
5. The Principal will implement ongoing staff appraisals in a positive and supportive way that leads to the development of the abilities of individual teachers.
6. The Principal or staff representative will act as an Equal Employment Officer.
7. The Board of Trustees will review all policies on a cyclical basis.

Conclusion

The Board of Trustees and the school will aim to identify and eliminate any aspects of policies or procedures and other conditions existing within the school that might cause or perpetuate (or tend to cause or perpetuate) inequalities of any person or group of people.

Approved

BOT Meeting: 05/08/2020

Chairperson:

HENDERSON SOUTH SCHOOL

PROCEDURE ON ROLE MODELS AND APPROPRIATE RESOURCES

Rationale

This school recognises the need of children to see adults completing their professional responsibilities with competence and confidence while acting in a manner that promotes integrity, self-worth, self-appraisal and a sense of commitment and community.

Purposes

- 1. To recognise that society is ever-changing and that all people are entitled to equal status and opportunity in all aspects of society.
- 2. The school will value all positive experience equally in all aspects of learning and will encourage representation from as wide a range of the community as possible.

Guidelines

- 1. All applicants will have equity when applying for positions at Henderson South whilst maintaining the selection of the most suitable applicant for the position.
- 2. The school will use the most appropriate from a range of resources and strategies and culturally appropriate methods which capitalise on the experiences and perspectives of all gender and ethnic groups, as part of the teaching/learning programme.
- 3. The resources in the Resource Room and the Library will be monitored to discard material that promotes inappropriate bias and new material will be purchased with an awareness of promoting a balance in gender role models and life experiences.
- 4. As resources are accessioned a further check will be made by resource room personnel.
- 5. In classroom and programmes, efforts will be made to identify and eliminate sexism, racial bias and inappropriate behaviour to achieve equitable educational outcomes.

Conclusion

The school recognises the need to achieve equitable educational provision for all children. It also recognises that potential effective role models have far enhancing educational outcomes.

Approved

BOT Meeting: 05/08/2020

Chairperson

HENDERSON SOUTH SCHOOL

POLICY ON SEXUAL HARASSMENT

Rationale

Sexual harassment “takes away from the employee equal employment opportunities by creating a working environment in which that employee’s ability to perform is impaired”. (Section 15 of the Human Rights Commission Act)

Sexual harassment is not acceptable in the school and the Principal and the Board of Trustees must consider complaints of sexual harassment sympathetically and seriously and ensure the person making the complaint is not subjected to victimisation.

Procedures

1. In the event of sexual harassment, the complainant may approach:
 - * the BOT staff representative, BOT Chairperson, or Principal;
 - * an NZEI staff liaison officer, counsellor or field officer.
2. The case will be documented by the complainant with the assistance of the supporting person or persons
3. An investigation will be held and if the harassment is founded, then the person responsible for the harassment will be informed that the behaviour is unacceptable and must stop. Assurances should be sought that the behaviour will stop and that an apology will be made.
4. If it is decided that further action should be taken, the harasser should be informed and a decision made to lay a complaint through one of the following avenues:
 - * the Principal and/or the Board of Trustees (Refer Part 11 of the Primary Teachers CA; Part 8 of the Support Staff in Schools CA; Part 7 of the School Caretakers & Cleaners CA).
 - * Personal Grievance through an Industrial Advocate or an NZEI Field Officer;
 - * Human Rights Commission through an NZEI Field Officer.

Guidelines

1. An Equal Employment Opportunities group will be elected. This will consist of 2 staff members and will include 2 Board of Trustees representatives.
2. A school staff member has been sexually harassed in the school if a Board of Trustees member or another staff member:
 - (a) Makes a request of the staff member for sexual intercourse, sexual contact or other form of sexual activity which:
 - * implies or overtly promises preferential treatment in the school; or
 - * implies or overtly threatens detrimental treatment in the school; or
 - * implies or overtly threatens the present or future status of the staff member; or
 - (b) By: - the written or spoken word of a sexual nature;
 - physical behaviour of a sexual nature;
 - physical contact, ‘looks’, stares, etc.

Conclusion

Staff must have support if they are subjected to offensive or unwelcome behaviour of a sexual nature.

Approved

BOT Meeting: 05/08/2020

Chairperson.....

HENDERSON SOUTH SCHOOL

COMPLAINTS, GRIEVANCES, DISCIPLINARY POLICY

Rationale

At times the school or the trustees will receive a complaint about the actions of a staff member, trustee or someone associated with the school. This policy will provide procedures to ensure that such complaints are dealt with fairly, with integrity and with a degree of uniformity, and to allow grievances to be dealt with in an open and fair-minded forum so that the best interests of the children and the school are foremost.

Purposes

- To ensure minor concerns are dealt with without undue stress.
- To ensure the concern is directed to the appropriate person.
- To ensure the person making the complaint is given a fair hearing and that the concern is treated fairly with due consideration.
- To ensure individual staff and trustees are not harassed or unreasonably impeded from carrying out their allotted tasks.
- To avoid staff and trustees getting into a confrontational situation.
- To ensure that all Collective or Individual Contract provisions are abided by.
- To ensure that appropriate follow-up procedures are carried out and that, if required, a change in school management and procedures is implemented.
- To ensure that appropriate on-going monitoring takes place.

Guidelines

- Parents are encouraged to discuss any minor concerns they may have regarding their children's education, therapy or specific incidents directly with the staff member concerned. If the staff member or parent feels unable to discuss the matter fully they are encouraged to make an appointment outside of normal class hours to allow the staff member to fully focus on the concern.
- Staff members are strongly encouraged to follow up all minor concerns/complaints with their manager to discuss possible action. Should the staff member or the complainant so wish, the complaint can be referred on to the Deputy Principal/Team Leader and on to the Principal.
- Staff members will ensure they always are receptive and supportive of parents' concerns and continue to interact with parents expressing concern with regular checks and reassurances. These contacts may need to continue for some time and the Deputy Principal/Team Leader will guide the staff member or initiate further appropriate intervention
- If the concern is not resolved to all parties' satisfaction the complaint should be referred to the Principal.
- Any serious complaints will be referred to the Principal.
- Anyone making a serious signed complaint or having a serious concern is requested to give it in writing to the Principal and staff member concerned.
- If a written complaint is received by a trustee or by the Board of Trustees, the complaint will be referred to the Principal in the first instance.
- Where the complainant refuses to put his/her complaint in writing the senior staff member hearing the complaint will record the salient points in writing.
- A copy of the complaint is given to the employee identifying the alleged misconduct and an explanation and resolution sought. The employee is advised they may bring someone for personal support to these investigations.
- Such complaints/concerns will be investigated by the Principal and a report of the investigations/resolutions will be tabled in the Principal's Report at the following trustees' meeting.
- A copy of this Report will also go to the concerned parties.

N.B. This informal discussion/investigation does not constitute or imply any disciplinary action, although the code of standard will be revisited by the senior management.

Where the complaint is found to have some basis the staff member will receive support to effect change and the Principal will refer the matter to the Board of Trustees temporary personnel sub-committee. The temporary personnel sub-committee will review the investigation to date and report possible options for resolution to the Board. These resolutions will be based upon the appropriate collective or individual contract the staff member is employed under and with recourse to the appropriate sections of the NZSTA Handbook:

It is expected that the Principal will initiate an appropriate level of supervision after discussion with the employee following this general procedure:

Verbal Warning

Where the complaint is found to have some basis, the staff member will receive support, to effect change and be given a verbal warning that failure to effect the stated changes by a due date will result in a written warning. Again at this stage the staff member will be advised of their right to bring a representative/witness including NZEI member or field officer with them to the disciplinary meeting.

Written Warning

Where insufficient improvement occurs a further interview is to be held and if the staff member has no satisfactory explanation for the failure to meet the standard, the Principal will notify the employee in writing that s/he will recommend to the Board of Trustees that they review the staff member's employment if the standard is not achieved by a newly given date.

Where the behaviour/performance continues to give concern, a further interview is to be held and if the staff member has no satisfactory explanation for the continued failure to improve, the Principal will notify the employee in writing that s/he will recommend to the Board of Trustees that they terminate the staff member's employment.

Final Action

- The Principal is to make a recommendation to the Board.
- The Principal is to remove him/herself from the final decision. This fact and a record of the Board's decisions are to be accurately minuted. Nothing in the above prevents summary dismissal in the case of serious misconduct. However, even in such cases, an unprejudiced investigation will be carried out and the employee given the opportunity to answer any allegations against them or results of any investigation. Confidential aspects of any action taken will not be divulged to the person making the complaint or to any other inappropriate person(s) but the complainant will be advised that the Board of Trustees is taking appropriate steps to address the matter.

Approved

BOT Meeting: 05/08/2020

Chairperson.....

3.11.2

HENDERSON SOUTH SCHOOL

POLICY ON STUDENT DISCIPLINE

Rationale

We believe in providing a safe learning, caring and sharing environment for our children. This school believes in a positive approach to discipline by ensuring that rules and expectations are clear, and staff are positive, yet firm and consistent. This will ensure that behaviour problems are kept to a minimum.

Purposes

- 1. To provide clear rules and guidelines for children.
- 2. To ensure all children, staff and caregivers know the rules and expected standards of behaviour.
- 3. To encourage a positive, problem solving approach to discipline.
- 4. To encourage children to accept, practise and internalise acceptable standards of behaviour.
- 5. To have a clear set of disciplinary steps to deal with problem behaviour.
- 6. To involve parents and caregivers in ensuring acceptable standards of behaviour.

Guidelines

- 1. The Henderson South School Way is regularly followed as part of the expectations for behaviour and is clearly visible throughout the school.
- 2. Parents/caregivers will be consulted if their child’s behaviour at school is causing concern and their support enlisted.
- 3. Consequences should be fair and reasonable - appropriate for the nature of the misdemeanour.
- 4. If the child has behaved inappropriately, and their name has been entered into the Behaviour Book three times, all privileges are to be withdrawn until the end of that term.

Approved
BOT Meeting: 05/08/2020

Chairperson

HENDERSON SOUTH SCHOOL

PROCEDURE FOR THE INDUCTION OF NEW STAFF

The Board, Principal, Parents and Staff agree that:

1. All new staff should be effectively inducted into the Henderson South School community.
2. All new staff should feel welcomed and supported.
3. Staff induction will be the responsibility of the Principal.
4. All new staff whether permanent or relieving will have access to the following school documentation-
 - Charter
 - School plan
 - Policies
 - Job descriptions
 - Personal records
 - Pupil information
5. Provisional Registered Teachers will have support and guidance including the use of the 0.2 (5hrs weekly) for provisionally registered teachers for the first year and 0.1 for the second year.
6. All new staff will have access to MOE circulars and/ or personnel for advice.
7. All new staff will have access to school advisors and/ or other negotiated access for support, e.g. NZEI.
8. All new staff will be given a copy of the current school handbook.
9. All new staff will be expected to read and discuss all relevant documentation with the Principal.
10. All non-employees (eg. student teachers, voluntary workers) will be expected to maintain confidentiality within their time at the school.

Procedures:

1. On the commencement of duties, the Principal will provide the new appointee with all relevant documentation including the Code of Ethics. The documentation must be read, discussed and signed by the appointee to show that they are in agreement and will abide by the Code in their employment at Henderson South School.
2. Whenever possible the new teacher will be supported by a tutor teacher or other staff member for the first week of duties so that they have the opportunity to settle in and become used to the routines, students and support workers in their charge.
3. Novopay will be advised of the appointment by the Executive Officer and all necessary documentation will be sent in so that pay/ salary can commence without delay.
4. Provisionally Registered Teachers will commence a period of advice and guidance as specified by the Ministry and Education Council in order to obtain full certification.
5. Teachers and managers with curriculum or programme responsibilities will ensure that they make the time available to visit to provide support and information about school resources and where they can be obtained.
6. New staff, who are not under provisional registration, will have the opportunity to make requests for staff development opportunities if they have commenced duties after the school review cycle.

Approved

BOT meeting: 05/08/2020

Chairperson

HENDERSON SOUTH SCHOOL

POLICY ON LEAVE

A. Policy On Leave Without Pay

Rationale

Staff may need to take Leave of Absence Without Pay for a variety of reasons. The Board of Trustees must set clear parameters for the granting of Leave so that a consistent approach is maintained.

Purposes

- To ensure that children’s rights to a stable teaching situation are safeguarded.
- To ensure a fair, consistent approach towards staff.

Guidelines

- The Board will consider applications for Leave Without Pay.
- Leave Without Pay may be granted only once in a school year unless there are extenuating circumstances.
- Sufficient notice, citing the reasons for the application, is required when applying for Leave Without Pay, i.e. at least a month.
- Applications for Leave Without Pay shall be given in writing to the Board, after consultation with the Principal.
- The reason for applying for Leave Without Pay may remain confidential between the applicant and the Principal if necessary (for leave up to 3 days).
- The Board reserves the right to decline Leave if it is felt that the successful operation of school programmes may be jeopardised.

B. Policy on Leave with Pay

Leave with Pay is at the discretion of the Board and will usually only apply to exceptional circumstances other than C.E.C. entitlement. The reason for applying for Leave with Pay may remain confidential between the applicant and the Principal if necessary (for leave up to 2 days).

Conclusion

The Board will be a fair employer. The teaching and learning of children will not be interrupted by unnecessary disruption.

Approved:
BOT Meeting: 05/08/2020

Chairperson

HENDERSON SOUTH SCHOOL

POLICY ON CLASSROOM RELEASE TIME

Introduction

The use of classroom release time will be professionally useful for Henderson South School’s professional growth and the learning needs of our students.

Purpose

The intent of Classroom Release Time (CRT) is to address teacher workload and support professional development while maximising benefits for student learning.

Guidelines

1. There are many acceptable ways to use CRT. Some ways the time will be used in Henderson South School include; planning, evaluation, reporting, professional development, observing other teachers, reading and research, syndicate/professional meetings, assessment and other diagnostic tasks.
2. Allocation of CRT will be organised at Henderson South School in the following way: each teacher will be allocated two days per term.
3. CRT rosters will be generated by the school management taking into account the requests of individual teachers and the availability and organisation of relievers.
4. When CRT cannot be provided for genuine reasons the school will record the reason for non-delivery, try to re-allocate the time at a later date and review the CRT policy if required.
5. Review of this policy will also occur in the following instances; staff turnover, recruitment/retention issues, new education initiative, concerns about student learning.
6. The Principal may negotiate with staff on a needs basis to change the timetabling and usage of the CRT days.
7. Staff are encouraged to visit other schools to observe great teaching practice.
8. CRT days should not follow after a teacher has been absent for any reason.

Conclusion

Classroom Release Time is intended to provide benefits to both teachers and students. It is important to ensure that it is organised in an efficient and effective manner.

Approved

BOT Meeting: 05/08/2020

Chairperson:

HENDERSON SOUTH SCHOOL
POLICY ON UNIT ALLOCATION

Rationale:

Units are allocated to provide recognition and reward for leadership and management of teaching and learning. They are allocated on the basis of responsibility, the needs of Henderson South School and with consideration of a career path within the school.

Purpose:

- To establish criteria for issuing permanent and fixed-term units.
- To set down the number of permanent and fixed-term units to be awarded.
- To ensure a process is followed when allocating units to a nominated individual.

Guidelines

Henderson South School will receive a specific amount of units each year as part of their staffing entitlement. A minimum of 60% of the units allocated to a school will be permanent. Therefore, 40% will be fixed-term units. The amount of permanent and fixed units may need to be reviewed if there is a change in the number of units allocated. This will be done in accordance with the PTCA and as outlined in section 9 for permanent units. The staff will be consulted annually in relation to allocating fixed units. The board is presented with job descriptions on an annual basis to ratify the units and how they will be allocated.

Permanent Units

- Permanent units are usually allocated to senior and middle management positions and, once allocated, become part of a teacher’s remuneration.
- Permanent units currently held by individuals can be added to but not taken away as part of the process of distributing new units.

Fixed-term Units

- Fixed-term units should be allocated to individuals who are in genuine fixed-term roles – i.e. roles that will come to an end at a specified time or at the end of a specified event, such as leading a curriculum review.
- Permanent units cannot be split. Fixed-term units can be shared or awarded on a term by term basis.
- Job descriptions for fixed-term unit holders will be developed by staff and managed by the senior management team and the board.
- COL units will be allocated to 2 staff members by the Principal.

The following is the process for appointing people to unit positions:

- Job descriptions will be made available to staff to peruse in term 4 of each year.
- Applications for positions will be available from the beginning of term 4 each year or when fixed-term units become available.
- If more than 1 staff member has shown interest, staff names are put forward, and a vote is taken by the teaching staff.
- A motion is then passed that the individual nominated will receive that unit for a specific time period. This should be minuted.
- The job description will then be discussed and signed by the nominated person and the principal or senior manager.
- This will happen on an annual basis and the nominated person will begin their role at the beginning of the following school year, or when specified, if the unit has been allocated for a shorter period of time.

Conclusion

Fixed-term units will be distributed on an annual basis and will be used to enhance the teaching and learning happening in the school.

Approved

BOT Meeting: 05/08/2020

Chairperson.....