



Te Kura Katorika O Hato Terēhia

OPERATIONS MANUAL

Policies & Procedures



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In order to carry out effective management of the School, the Principal and staff have developed the procedural framework as outlined in this manual consistent with the School's policies.

These procedures should be read in conjunction with the relevant sections of the Handbook for Boards of Trustees, Principals and Staff of NZ Catholic Integrated Schools.



NAG 1

CURRICULUM



1.1

POLICY CURRICULUM DELIVERY

"To live, learn and love with Jesus, being the best we can be"

The Board and Principal of St. Theresa's Catholic School will ensure the delivery of a balanced and holistic curriculum based on the New Zealand Curriculum and the Religious Education Programme for Catholic Primary Schools in Aotearoa.

The curriculum will be implemented in accordance with the National Education Guidelines and tailored to the needs of the children of this school.

Updated March 2019



1.1.1 PROCEDURE - IMPLEMENTATION OF THE CURRICULUM

St Theresa's Catholic School will ensure that the NZ Curriculum is fully implemented and that all children have access to it.

Each Curriculum area will have a written Implementation Plan associated with that specific area of learning. Implementation Plans will be reviewed as part of the school curriculum 3 year self review process. The Religious Education Plan is part of this.

Each Implementation Plan will have the following:

- An **Overview Statement** which outlines the purpose of this area of learning.
- An outline of how the **Key Competencies** will be incorporated into the teaching of that area at all levels with increasing complexity.
- A table which indicates what a child needs to have learnt by the end of each year level in order to achieve at the expected NZ Curriculum level.
- A table of whole school Assessment practices including collecting data as evidence for Overall Teacher Judgment, and the time frames.
- A section which outlines the **Implementation** in our classrooms of the key learning area. This covers some or all of the list below
 - The resources provided and expected to be used
 - The evidence of a balanced, well designed, planned and implemented programme
 - The importance of deliberate, strategic teaching that teachers in this school will use
 - Strategies teachers will be expected to use
 - Implementation in the **JUNIOR** classes – what you would expect to see in an effective Junior classroom in terms of the curriculum area.
 - Implementation in the **SENIOR** classes – what you would expect to see in an effective Senior classroom in terms of each area of the curriculum
 - Learning Support and GATE in this area

Implementation Plans can be located in the Staff Handbook. Copies of this are kept in the Principal's office and in every classroom.

Updated March 2019



1.1.2 PROCEDURE - ASSESSMENT PRACTICES

The yearly plan for Assessment is found in the *Staff Handbook* and outlines aspects of the following:

- Formal Assessment Tools used
- Frequency of use (how often is this tool used?)
- Where is the data collected?
- Who analyses the data?
- What does it tell us?
- How do we use the data?
- The expected NZ Curriculum Level for a child at St Theresa's Catholic School at each year level in Reading, Writing and Mathematics.
- Overall Teacher Judgment – how it is collected, the sources from which it is collected, frequency of collection? Includes templates for collecting OTJs in Junior and Senior areas of the school and moderation time frame.

Updated March 2019



1.1.3 PROCEDURE - LEARNING SUPPORT

Integral to the life of our school is the commitment to providing programmes and opportunities for those children who require specific support, whether it be academic, physical, social or behavioural so that they can “live life to the full” John10:10.

1. Students are, as far as possible catered for within their classroom programme. The curriculum is differentiated to meet the needs of individuals/groups of students. IEPs, Individual Education Plans and are set up to support learning. Room files and individual pupil files are kept on W: Drive and are up dated by the class teacher and SENCO.
2. The SENCO has responsibility for the day to day running of the school's policy and for co-ordinating provisions for students requiring Learning Support.
3. St. Theresa's actively seeks the involvement of parents/caregivers in the education of their children. Support and encouragement of parents/caregivers is a crucial factor in achieving success.

OVERVIEW OF SCHOOL BASED STAGES for LEARNING SUPPORT

Tier 1

A concern is expressed by teacher/s, parent or other professional. Teacher/SENCO work together to set up a classroom programme to meet the needs, this is often a Group Education Plan or an Individual Education Plan for specific behaviours, with termly reviews, more frequent if necessary. Parents are informed of the intervention.

Problem resolution-no further action.

Problem unchanged-review goals

Problem worsened-go to Tier 2

Tier 2

The child is entered on the Learning Support Register by the class teacher/SENCO.

The teacher/SENCO review all available information.

SENCO/ teacher draw up an individual education plan in conjunction with parents.

IEP is implemented.

Review progress.

Student reverts to Tier 1

Student continues at Tier 2 with a revised IEP

Student moves to Tier 3 if no progress is made.

Tier 3

Is assessment at Tier 2 indicates that a student's special needs cannot be met by the school's own resources then a referral is made to the appropriate support service: RT Lit, GSE, ESOL, RTLB by the class teacher/SENCO.

SENCO reviews information with class teacher and others involved and consults support services.

This stage involves specialist assessment and input.

SENCO draws up a new IEP with teachers, parents and outside agencies.

IEP implemented and reviewed as part of the process.

Student reverts to Tier 1 or 2.

Student continues at Tier 3 with new IEP.

Student goes through the verification process to establish their ongoing needs.

Updated March 2019



1.1.4 PROCEDURE - EXTENDING STUDENTS

In keeping with the school's mission statement “*to live, learn and love with Jesus, being the best we can be*” and our philosophy of holistic education, we have a commitment to meeting the learning needs of gifted and talented students, so that when they leave St Theresa's Catholic School, they will have been nurtured in their capacity to grow into the best people they can be, academically, spiritually and socially.

Procedures for Identification - Cycle

1. Parents are invited to share knowledge of their children early in the new year.
2. Teachers record students who are identified by the previous classroom teacher and by the parent in class description and in target. This form includes recommendations for the extension programme focus.
3. Collation and final triangulation of data by the Leadership team. Register of extension students is drawn up.

Programmes

1. Student targets set with student input.
2. Teachers identify extension students in their planning and identify how they will cater to them in the class programme. Discussed at syndicate level.
3. Leadership team discusses particular gifts and talents of the cohort of students on the L S register and identifies appropriate programmes to meet their needs and provide extension.
4. Programmes run over the term.
5. Reports are written by teachers running programmes. Students surveyed. Student progress and achievement discussed at Syndicate level and Leadership level. Evaluation of programme completed end of each term.
6. Options for next term discussed (programme may continue or new programme starts).
7. Students who identify as extension in particular areas will be invited to participate in the following external options: CEM tests, Otago Problem Solving tests and EPro8
8. All data collected and collated. Analysis of variance of targets. New targets set for following year.

Updated August 2018



1.1.5 PROCEDURE - ACHIEVEMENT OF MAORI STUDENTS

To ensure that both Māori and non-Māori children perform equally well, the school will:

- Monitor student performance in Literacy and Numeracy school targets, and compare performance of Māori and non-Māori students. Maori students are highlighted in all data.
- Assess and use data collected to review processes and improve programmes in ways that will help to improve the learning of Māori children if and when required.
- Use interventions that research shows is successful with Māori students, where data collected shows a need. These interventions will have evaluation strategies to monitor how well identified needs and expectations are being met.
- Provide learning opportunities that use a variety of methods that suit different learning styles – cooperative, small groups, reporting orally, through story, etc.
- Work alongside whanau and iwi to build mutually supportive relationships that will benefit the Māori children in the school.
- Ensure that classrooms and general school environment reflect Te Reo Māori, Tikanga Māori and mātauranga Māori and that students experience Maori language and culture expressed through greetings, waiata, powhiri and poropoaki.

*Refer also:
Policy on Treaty of Waitangi 1.3, and associated Procedures.
St. Theresa's Gospel Values – Staff Handbook
Taitiako
Ka Hikitia*

Updated December 2018





1.1.7 PROCEDURE - STUDENT COMPUTER & INTERNET USE AGREEMENT

Teachers must discuss these guidelines with their class at the start of each year. The class, with the guidance of the teacher, formulates a class agreement for computer use which is displayed prominently on a classroom wall.

Teacher will ensure that students understand the following:

- ◆ The only purpose for school computers and other technology resources is to support teaching and classroom learning.
- ◆ I know I am **not permitted** to access material through the internet which is offensive, dangerous, inappropriate at school or illegal.
- ◆ I am **forbidden** to pass on such material by copying, storing or printing it.
- ◆ If I use e-mail at school, I am **not permitted** to send any messages which are offensive, dangerous, inappropriate at school, or illegal.
- ◆ I may use the internet or e-mail at school only if there is a teacher supervising me.
- ◆ All parents will be required to sign a parental contract, which will be held at the school office
- ◆ The parental contract last for the entire stay of the student at the school unless otherwise notified by St Theresas school.

Students will

1. Take care of any information technology resources that I use.

- Respect the equipment and furniture. Carry equipment between classrooms as instructed.
- Respect the copyright on software that prohibit copying.
- Use only school software on school computers.
- All Year 3 – 6 students sign a user contract at the start of each school year.

2. Be considerate of other users.

- Share available equipment.
- Be careful not to waste computer resources, e.g. paper
- Avoid disruption of the running of any computer or network.
- Use the computer in a way that is **respectful of others**. Use words, images and messages that are positive and respectful. There will be disciplinary consequences for any students using technology as a tool for bullying.
- Tell the teacher right away of any material which I accidentally come across that would not be allowed at school. This is to be removed immediately from the screen.

3. Be responsible for privacy and security.

- I will not give anyone on the internet information about myself or anyone else – this includes address, phone number or photograph.
- I will tell the teacher if I come across a virus or security problem.
- Students undertake an online safety course to support the contract before signing.

Updated December 2018





1.1.8 PROCEDURE – HOME LEARNING

PURPOSE

- to reinforce class learning in reading, spelling, basic maths facts and religious education.
- To support a faith link between home and school.

GUIDELINES:

1. Parents will be informed at the start of each year about homework procedures.
2. Essential elements of homework are:
 - Spelling (initially this will be the recognition of sight words), Reading and Religious Education.
 - Basic Facts will be added as children reach appropriate benchmarks in Numeracy.
 - Reading homework can become independent and self-chosen (e.g. library books) as children become more confident and independent readers.

PROCEDURES

- Pods will discuss and decide together the appropriate Home Learning for that year
- Home Learning should encourage a home school partnership
- Home Learning includes Reading Eggs, MAtletics, Passion projects etc

Updated December 2018



1.1.9 PROCEDURE – YEAR 6 STUDENT LEADERSHIP

Rationale:

Leadership at St Theresa's Catholic School is underpinned by the school's Gospel values, and based on the 5 leadership principles described by Kouzes and Posner *The Leadership Challenge* (2012).

- *Student leaders Model the Way* by finding their voice and living what they believe.
- *Student leaders Inspire a Shared Vision* by having a vision and enlisting others in a common vision.
- *Student leaders Challenge the Process* by searching for opportunities and by experimenting, taking risks, and learning from mistakes.
- *Student leaders Enable Others to Act* by working with and strengthening others.
- *Student leaders Encourage the Heart* by showing they care and by celebrating achievements.

This has been simplified for our students into the annagram **SPARK**, that aligns with our school wide values.

- **S - self control**
- **P - positive**
- **R - respect**
- **A – aroha**
- **K - kindness**

St Theresa's believes that children learn what leadership is and about themselves as leaders from primary school age by understanding these principles of leadership, and through their own practice of leading others.

Further details for the activities below can be found in the accompanying document 1.1.9a *Criteria for Leadership Level Awards and within the Bronze Level leadership rubric*.

A simple flow chart (see end of this document) outlines the process.

Aims:

1. To actively promote the contribution of all Year 6 students in leadership and service to the school and Catholic community.
2. To support senior students to grow in confidence and to be connected and involved in their learning environment within a leadership context.
3. To challenge senior students to grow in independence and resilience through taking responsibility for their own decisions and actions in the leadership of others.
4. To provide the younger students in the school with strong student role models of Catholic Character in leadership.

General Procedure:

- There are three levels of leadership, each level progressively more challenging than the last.
- All Year 6 students are expected to meet the expectations required for the generic Bronze Award Level.
- Students work towards Bronze, Silver and Gold Award Levels of leadership and service in their chosen area of focus (see below).
- The appropriate adult coach must sign off each leadership achievement.
- Unless all expectations are met for the next leadership level, the student will remain on their current level of leadership. A core expectation is that the student will meet the criteria **independently of parents**. Evidence to the contrary will mean that the student will remain on their current level.
- Students who attain a particular level of leadership must continue to maintain that level in order to retain their badge. Evaluations can be initiated by either the student or the teacher (class teacher or teacher in charge of SL). Refer flowchart that accompanies this procedure.
- A teacher will be assigned to oversee and manage this system and adult coaches will support students in each focus area.

Updated March 2019



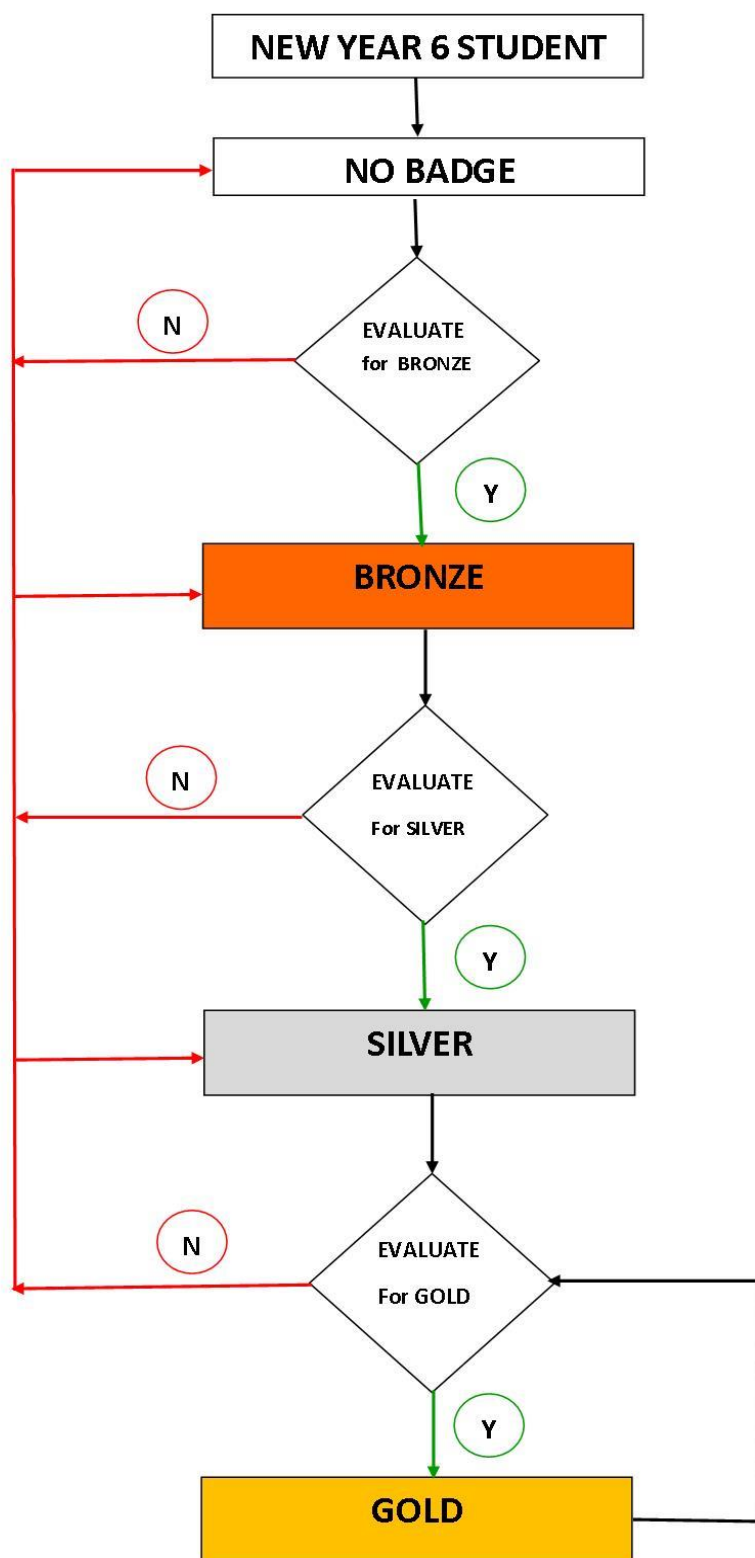
1.1.9/2 PROCEDURE - STUDENT LEADERSHIP

BRONZE LEVEL AWARD	
Self control, Positive, Aroha, Respect, Kindness	
<p>A student who achieves this badge will be a role model of what is expected of a Year 6 student at St Theresa's Catholic School. All Y6 students are expected to achieve this award. As soon as the assessor(s) are confident that the student is consistently achieving at this level, they may be awarded their Bronze badge.</p>	
<p>Fully participate in the Catholic Character actions of the school and lead a Catholic initiative</p> <ul style="list-style-type: none"> Consistently wear the uniform correctly Be consistently on time for school Be polite and considerate to others Be welcoming to visitors in the school Consistently meet Homework expectations Fully participate in Kapa Haka Consistently committed to rubbish duty Carry out classroom buddy expectations Lead prayer in own class Be a responsible class monitor Strive to be the best you can be as a learner <p>AND</p> <p>Achieve Bronze Level expectations within your chosen area of leadership.</p> <p>Bronze Level expects full participation as students learn their roles with the help of an adult coach.</p>	
SILVER LEVEL AWARD	
Self control, Positive, Aroha, Respect, Kindness	
<p>For a student to achieve Silver Level, they must be consistently functioning at Bronze level (reviewed each term) and be actively engaged in leadership and service in key roles in and around the school. To achieve Silver Level, they will focus on one chosen area of leadership (see below). They can begin working on Silver Level from the start of the year.</p> <p>Silver Level expects student initiated leadership with support and guidance from an adult coach.</p>	
<p>Take a school leadership role of ONE of the following roles over the course of the year. Criteria for Silver Level are outlined in the document pertaining to each of the following leadership areas.</p> <ul style="list-style-type: none"> Librarian Sports Admin/Technical Support Arts/Cultural group 	
GOLD LEVEL AWARD	
Self control, Positive, Aroha, Respect, Kindness	
<p>For a student to achieve Gold level, they must be consistently functioning at Silver and Bronze level (reviewed each term) and be actively engaged in initiating leadership and service roles in and around the school. They can begin working on Gold Level from the start of the year.</p> <p>Gold Level expects students to initiate, organise and run a leadership activity of a small group with reference to an adult coach.</p>	
<p>Criteria for Gold Level are outlined in the document pertaining to each of the following leadership areas.</p> <ul style="list-style-type: none"> Librarian Sports Admin/Technical Support Arts/Cultural group 	



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1.1.9 PROCEDURE—STUDENT LEADERSHIP FLOWCHART





1.1.10 PROCEDURE - CRITERIA FOR END OF YEAR AWARDS

St Theresa's Parish Catholic Character Award

This award will be given to the Year 6 student who has displayed the following all year:

- full participation in the spiritual life of the school
- commitment to the growth of their own faith
- a role model of the school's Gospel values
- commitment to and engagement in RE lessons and RE homework

Gillian Gits Award for Academic Achievement

This award will be given to the Year 6 student who has achieved the highest overall aggregate score in

- all appropriate test results throughout the year

This person has also displayed:

- commitment to task
- independent work habits
- completing work to a consistently high standard

Paulin Family Sports Award

This award will be given to the Year 6 student who has, over the year, displayed the following:

- Ability, participation and achievement in sports, *mainly* within the school context
- fair play and positive attitude
- ability to excel as part of a team
- a high level of skill, effort and commitment

Wayne Mills Trophy

This award is given to the Year 6 student who has persevered all year in their work, possibly in the face of challenges and difficulties. This person will have shown a positive and determined attitude, will not have given up, and will have made progress overcoming barriers and hurdles. This person will have shown resilience.

Sr Paula Brett Kelly Cultural Award

This award will be given to the Year 6 student who has, over the year, displayed the following:

- Sensitivity and inclusiveness to the cultures within the school, with a particular understanding and involvement in Tikanga Maori
- Willingness and ability to take direction, and to lead the school in cultural occasions which requires their leadership and role modelling

Spence Family Leadership Award

This award will be given to the Year 6 student who has displayed the following qualities:

- motivated and reliable; enterprising and resilient
- able to relate well to others; accepting and inclusive
- an effective communicator and a positive role model
- participates in a range of school activities and contributes to the wellbeing of the school; respectful and shows service and generosity to others.

Overall Excellence

- This award will be given to the Year 6 student who has worked to the best of their ability in everything they do in their final year at St Theresa's and achieve well in all areas. They set high standards for themselves, in their academic work, their sports, and their relationships with both teachers and other students. They take responsibility for themselves in all they do in both formal and informal situations. They can be relied to be a positive ambassador for the school.



Arts Award

This award will be given to the Year 6 student who has shown creativity in one or more of the Arts in the following ways

- They will have shown originality and flair in their productions
- They will have contributed to the life of the school through the Arts
- They will have produced work of high quality, having built on the teaching they have received by further developing their skills which show in their work

Principals Award

This award will be given to the Year 6 student who has shown continued improvement in a range of areas throughout their time at St Theresa's, and is at the sole discretion of the Principal.

The recipient will have lived the school values and Mission statement in all interactions with staff, students and visitors, and taken every opportunity that school life offers including Sports, The Arts, Culture and Academic.

Trophy Winner Procedures

Winners are chosen according to the above criteria.

1. The Principal makes the final decisions for trophy winners in collaboration with the classroom teacher(s) and the Management Team.
2. If one of the above people has a child in Year 6, they may present information about their child which could be useful to the decision (as they would be expected to do for all the children they teach). **However, they will abstain from discussions to reach a final decision.** If the Principal's child is a Year 6 student, the DP will be the final decision maker.
3. There is no appeal process and no correspondence will be entered into or responded to.

Updated March 2019



1.1.11 PROCEDURE - CLASS PLACEMENT OF CHILDREN

Rationale

The school has the final decision about placement of children in classes. Parents are informed about their child's teacher for the following year in a way that is just to all parents and children.

Guidelines

It is the school's decision about placement of children in classes and about how parents are informed of their child's classroom teacher for the following year. Where a new teacher has been appointed, this should be in writing prior to the start of a new school year.

Exceptions to this may be:

- Parents of children with Special Needs whose parents attend an IEP meeting with the next year's teacher prior to report distribution.
- Parents who are invited to discuss the re classification of their child for the following year prior to report distribution.

Procedures

1. Prior to the end of the year, all pods will work together with support from SENCo and Principal to determine the best fit for each child.
2. In line with our pedagogical thinking and following sound research we will endeavour to keep children with the same teacher for 2 years.
3. No class lists will be made public as a way of informing parents about classes and teachers.
4. The child's teacher for the following year will be on the Stationery list that each child will bring home in the last week of term. Stationery lists will also be able to be downloaded from the school website.
5. All children will spend time with their new class groups and teacher and be given their stationery list at this time.
6. Any communication regarding classes or class teachers after the school report has been issued, will only be entered into with the Principal in exceptional circumstances.

Updated March 2020



1.1.12 PROCEDURE - PERFORMERS IN SCHOOL

PURPOSE:

1. To offer an authentic learning experience to children that integrates, expands and enriches what they are currently learning in the classroom.
2. To allow interaction with the wider community and environment.

GUIDELINES:

1. Teachers will determine the purpose for the visit / performance in line with the aspects of curriculum areas being taught.
2. Teachers will prepare their children prior to the visit / performance, by providing purposes, instructions, guidelines, rules, work expectations etc.
3. Costs for visits/performers will be covered by the 'trips' payment made by parents at the beginning of each year.

PROCEDURES:

1. Notification and details of any class or school visit or performance will be discussed with the Principal prior to the visit and a note sent out to parents prior to the visit.
2. All transport out of the school to be arranged by classroom teacher, whether public transport or parent help.
3. The cost of the trip (or performer in school) must be within the budget of the class and managed by the class teacher.
4. A Risk Analysis Management (RAMs) plan will be prepared by the class teacher responsible for the trip and given to the Principal to sign prior to the school trip. It is the responsibility of this teacher to explain the content of the RAMs to any parent helpers prior to the trip and to ensure there are sufficient copies for each parent helper.
5. Teachers will informally report back to the Principal after the visit / performance. Any issues that arose will be reported in full to the Principal.

Updated March 2019



1.1.13 PROCEDURE - CRITERIA FOR NETBALL TROPHIES

The decision for the allocation of the two school netball cups is to be made by the coach in consultation with the school Sports Coordinator. Under no circumstances is there to be a vote from the parents or the children.

Most Improved Player

This cup is presented to the player that has made the **biggest shift** from the start of the season to the end of the season. It may be presented to any of the players in the team. It is mainly concerning an improvement in the player's skill level.

NB: It is not about the player with the poorest skill level. The focus needs to be on the **shift**.

Most Valuable Player

This cup is presented to the player who has been the most valuable throughout the whole season.

Points of consideration:

The player with strong defence skills

The player with strong attacking skills

The player who listens to the coach and applies what is being taught.

The player who is organised and turns up to practices with appropriate clothing and footwear.

The player who displays determination and never gives up whether winning or losing.

The player who displays a 'fair play' attitude.

The player who plays for the team and not their own glory.

The player who shows consideration for others.

A high skill level is the priority when choosing a recipient but attitude must also be taken into consideration. If there are two players and they both meet the criteria then a joint cup may be awarded.

Updated March 2019



1.1.14 PROCEDURE – GUIDELINES FOR OVERALL TEACHER JUDGMENTS (OTJ)

GENERAL GUIDELINES

A judgment about student progress and achievement is collected on the appropriate Overall Teacher Judgment Template. Judgments are made and collected on the template on a regular basis over the course of each term. Templates are used to make an OTJ for each student in May and November. (Year 2-6) All templates are photocopied and handed to the Leadership Syndicate leader. Year 0 and 1 children OTJ judgments are made after 6 months and 1 year at school.

SPECIFIC GUIDELINES

WRITING

Moderation of Writing: When making judgments about the level of a student's writing against National Standard, teachers will use

Use the following:

- New Zealand Curriculum
- PaCT
- Writing exemplars
- School Entry Assessment
- 6 year observation survey

READING

Moderation of Reading: When making judgments about the level of a student's reading against National Standard, teachers will use the following:

- New Zealand Curriculum
- PaCT
- Literacy Learning progressions

Year 1-3 (year 1-2)

- Running Records
- Group/Individual Observations
- Reading Recovery
- 6 Year Net
- School Entry Assessment
- Shine assessments

Year 4-6: (year 3-6) As above as appropriate and:

- PAT Reading Comprehension/ Reading Vocabulary, STAR
- Reading Strategy assessments as appropriate

1.1.14/2

Other assessment tools as appropriate:

- Probe
- SPELD assessments



MATHEMATICS

Moderation of Mathematics: When making judgments about the level of a student's level against National Standard, teachers will use the following:

- New Zealand Curriculum
- PaCT

Year 1-3

- NUMPA
- JAM
- Group/Individual Observations
- Diagnostic
- School Entry Assessment

Year 4-6: As above as appropriate, and:

- I KAN/GLOSS
- PAT Mathematics
- Basic Facts testing
- Strand Assessments (based on Strand I Can and Figure It Out)
- Assessment using problem Solving techniques.
- Group/Individual Observations
- Student exercise books

Other as appropriate:

- CEM Mathematics
- Otago Problem Solving tests

Updated December 2018



1.1.15 PROCEDURE - END OF YEAR CEREMONIES

St Theresa's Catholic School ends every year with important ceremonies.

Guidelines: Every year this procedure will be published to the school community at the start of Term 4.

LAST ASSEMBLY

Location: Hall. Time: 9am Last Friday of Term 4

PURPOSE

The purpose of this gathering is to thank students who have provided service to the school during the year and to farewell any students other than Year 6 students, who are leaving.

WHAT WE EXPECT

This is always held during the school day and takes the form of a normal assembly. All students, parents and friends are welcome to attend.

WHAT YOU CAN EXPECT

Duration: Approximately an hour.

An acknowledgement of all students in leadership roles including Big Buddies who are leaving, farewell to students other than Year 6 who are leaving.

OUR CELEBRATION OF THE YEAR

Location: Parish Church. Time and date to be determined by staff

PURPOSE

The purpose of this ceremony is to celebrate the year that is coming to an end. As a Catholic community, we look back over the year in thanks and in appreciation for all that has been. We reflect on the achievements of the school as a whole and we celebrate what all our students have learnt this year. As a community, we celebrate the Year 6 students who have achieved at the highest level in the areas of: Catholic Character, academia, sport, the arts, leadership, tikanga Māori and resilience in the face of challenge. We hold these students up as role models for our younger students to aspire to.

WHAT WE EXPECT

This is an important formal school function.

All children are expected to attend with their families in full summer uniform.

A school roll will be taken. If your child cannot attend, please explain this in a written note.

WHAT YOU CAN EXPECT

Duration: Approximately an hour 15 minutes.

Content may vary from year to year, but generally covers the following format:

The year in pictures (each class is represented)

A short address by the Board Chair and principal.

Singing items

Prayer Liturgy

Short speeches by 2-3 Year 6 students.

Prize giving (Year 6 students)



1.1.15/2

FAREWELL SUPPER FOR YEAR 6 STUDENTS & THEIR FAMILIES

Location: Parish Hall. Time: following our Celebration of the Year.

PURPOSE

The purpose of this is to celebrate the Year 6 students with their parents and families. The focus is on Year 6 students.

WHAT WE EXPECT

This is an important function for the Year 6 students and for their families, especially those who are leaving the school for the last time. We hope all students and their families can attend. Staff and Board are invited.

WHAT YOU CAN EXPECT

Duration: Approximately an hour.

Year 6 students have their own table and are the Guests of Honour. For all others, this is a time to mix and mingle over drinks and nibbles. This support is organized and hosted by the parents of Year 5 students.

MASS OF THANKSGIVING

Location: Parish Church. Time: 11am on the last day of the term.

PURPOSE

The purpose of this Mass is to thank God for the school year within the context of our Catholic faith, and to ask God's blessings on the school leavers and their families whose youngest child is leaving the school.

WHAT WE EXPECT

This is an important formal school function. All children will attend as the Mass is always held during the school day. Parents, grandparents and friends are all most welcome to attend.

WHAT YOU CAN EXPECT

Duration: Approximately an hour.

Short speeches by 2-3 parents who are leaving St Theresa's.

Short speeches by 2-3 Year 6 students who are leaving St Theresa's.

A presentation to the school leavers of a leaver's certificate and candle, and the handing over of the school candle from Year 6 to Year 5.

Updated March 2019



1.2

POLICY CATHOLIC CHARACTER

“To live, learn and love with Jesus, being the best we can be.”

Rationale

The Private Schools’ Conditional Integration Act 1975 provides for integrated schools to deliver education with a Special Character. For St Theresa’s Catholic School, this is the **Catholic Character** and will be referred to as such in all documents and statements.

St Theresa’s will provide a faith enriched education within a supportive Roman Catholic Environment.

The school will teach the children to:

- Grow in the knowledge of their faith, including Biblical knowledge, the traditions and rituals of the Church and school, and begin a developing prayer life.
- Have a clear understanding of the school Gospel values which they demonstrate through their social responses and actions.
- Have a sense of connectedness with their families to the school, parish and wider communities.

Guidelines

- The Catholic Character of the school will be reflected in its programmes, policies and practices.
- The school Gospel values will be reflected in the daily life of the school.
- Prayer will be integral to the life of the school.
- The parish and school partnership will be promoted as essential in sustaining the Catholic Character of the school.
- The national Religious Education programme will form the basic course of religious instruction at the school.
- Assessment is an integral part of the learning process in Religious Education.
- Professional development will support the school’s Catholic Character.
- Through its catholic life and the practice of pastoral care based on the Gospel values, the school will foster in its children, a love of God, of one another and of the world around them.

Updated March 2019



1.2.1 PROCEDURE - CATHOLIC CHARACTER

The **Catholic Character** of a Catholic School permeates all areas of the school environment and it is the responsibility of the whole school community to safeguard and promote it. In particular, each staff member has a vital role to play in living, modeling and supporting the special character in their day to day relationships. The Special Character of our school is based on the relationships we have with ourselves, with God and with one another. We treat each other with dignity and respect at all times whether we are relating to a child, a colleague or a parent.

Normal aspects of our Special Character that Staff is expected to support include:

- Morning Staff Prayer (Monday and Friday 8.10; Wednesday 8am)
- Daily prayer in the classroom (usually first thing in the morning)
- Mass with the whole school (when advised)
- Class Visit from Parish Priest (each class is rostered about once a term)
- Participation in a Sunday school-parish Mass 2/3 times a year
- The celebration of special times and seasons in the Church's year
- Liturgy to begin Assembly each week
- Religious Education lessons 3 x 45 minute lessons a week for senior classes; 3x 35 minute lessons for Junior classes.)

Religious Education in the classroom encompasses

- * Teaching and learning what the Catholic Church believes and teaches.
- * Understanding and appreciating the ways the Catholic Church celebrates, lives and prays.
- * teaching children how to respond freely to God according to their gift of faith.

The expected learning in Religious Education is spread through six **Learning Strands** and four **Learning Modules**. These identify the major content areas to be covered in Religious Education during the eight years of primary school.

The **Learning Strands** are God, Jesus Christ, The Holy Spirit, Church, Sacrament and Community of Saints which are taught each year.

Details of the implementation of the Religious Education curriculum area will be found in the Staff Handbook Implementation Plans.

Updated March 2019



1.2.2 PROCEDURE - OUTREACH GUIDELINES

St Theresa's Catholic School is committed to a regular programme of outreach as part of its Catholic Character. The outreach initiatives need to be in keeping with the mission of the Catholic Church and to involve as many students as possible.

Guidelines for this are as follows: three initiatives per year, with the possibility of responding to current or immediate needs as they arise.

Term 1: A Lenten Outreach (using *Caritas* Guidelines)

Term 2: Mufti Mania (traditionally at the end of Term 2). This is an initiative of the NZ Catholic Primary Principals' Association. Monies raised are directed to a fund agreed to by the NZCPPA.

Term 4:

- Mission Fundraiser as part of Whanau Day (end of November).
- Every second year, our emergency food supplies are donated to a local Catholic support group.

Updated March 2019



1.2.3 PROCEDURE - PASTORAL CARE

Of Staff:

- St Theresa's Catholic School Board of Trustees is committed to being a good employer.
- An Induction process (refer Staff Induction Procedure 3.1.16) will support all staff new to St. Theresa's Catholic School.
- Issues involving staff will be dealt with in a prompt, confidential and responsible manner.
- Time will be set aside each week for staff prayer.
- There will be a school social committee.

Of Children:

- Good systems of playground supervision will be maintained and behaviour issues will be addressed in a way that is respectful of the individual.
- The school will maintain a Buddy system for all new students.
- Children are encouraged to confidentially report through KiVa on such pastoral care matters as bullying as soon as they arise.

Of Families

- The school is often the first agency a family will approach in times of stress. In such circumstances the most effective role for the school may be to direct the family to the appropriate support agency. It may also be appropriate to offer families in crisis some form of financial assistance. (Refer to *Pastoral Care Financial Assistance 1.5.5* and associated forms).
- Parents & Friends Committee may be approached to support families in need as appropriate.

Of the Parish Community

- Regular opportunities will be provided for involvement with the wider Parish community such as combined parish / school Sunday Masses, invitations to school events extended in Parish bulletin, and the school choir entertaining and serving the Parish on an occasional basis.

Updated March 2019



1.2.4 PROCEDURE – BEHAVIOUR BASED ON GOSPEL VALUES

Appropriate student behaviour is that which is modelled on and reflects the School's Gospel values, Josephite values and SPARK values of:

Gospel Values:

- Respect
- Gratitude
- Courage and resilience
- Forgiveness and Reconciliation
- Whanaungatanga
- Manaakitanga

Josephite Values:

- Reverence for all peoples and creation
- A sense of joy and gratitude
- Trust in yourself and God's providence Have courage and perseverance
- Have an attitude of forgiveness and mercy
- A big heart of love
- Hospitable hearts – Reverence the dignity of all

SPARK Values:

- Self-control
- Positive
- Aroha
- Respect
- Kindness

To give effect to this, each term one of the school's Gospel values is highlighted in the following ways:

- Display in main corridor
- Class discussion on what it looks like, sounds like and feels like in practise
- School newsletters
- *Spark of God* certificates based on Gospel values where possible
- Focus for Assembly liturgies

Updated March 2019



1.2.5 PROCEDURE – GUIDELINES FOR CELEBRATING BEHAVIOUR IN KEEPING WITH THE SCHOOL'S GOSPEL VALUES

The real reward for positive behaviour should always emphasise *intrinsic* reward, especially as children mature. Children at St Theresa's Catholic School are learning to do the right thing because it is in keeping with Gospel values and it is the *best* thing to do.

St Theresa's Catholic school has an expectation that each child will live by the school's Gospel values. Strong emphasis is given to focusing on, acknowledging and celebrating this behaviour.

Each classroom has their own Treaty based on the school's SPARK values that teacher and students together establish at the beginning of the new school year. Class celebrations are decided upon by teacher with the students of the class.

School wide acknowledgement and celebration of behaviour in keeping with school Gospel values:

- **Spark of God Award**
 - Children who have been standing out for their positive behaviour (particularly that reflects the current focus) are selected by their teacher to receive a Spark of God Award.
 - Certificates are presented and acknowledged at school Assembly.
 - Each week a group photo of the Sparks is published on the foyer wall and in the newsletter.
 - This award must be earned and is decided by the classroom teacher. No child has a right to the certificate.

- **House Groups** There are four houses: Chanel, Pompallier, Redwood and Marcellin.
 - Children are put in a house when they start school.
 - Children from the same family are in the same house.
 - The number of children in each house across the school is approximately the same.
 - House groupings are used for school-wide events such as Swimming, sports days, immersion days, etc.



1.2.6 PROCEDURE – CONSEQUENCES FOR BEHAVIOUR COUNTER TO SCHOOL GOSPEL VALUES

The principal and teachers will investigate incidents that occur in school by speaking to any students they need to without first consulting parents/caregivers.

General Incidents

1. The teacher is to **find out the truth** as far as possible:
 - What happened prior to the incident
 - The incident itself
 - Talk to those involved and to witnesses
 - When all information is gathered, use a restorative process to reconcile (admitting fault, saying sorry sincerely, making reparation for the hurt, etc.)
 - If the incident is a recurrence of inappropriate behaviours, consequences such as being withdrawn from the playground for a period of time and parent involvement may be part of the reconciliation process. This should be discussed with AP/DP or principal first.

More Serious Incidents

2. If a child deliberately hurts another child physically:
 - They will be withdrawn immediately from interaction with others and given time out.
 - Teacher/principal to interview all those involved to clarify what happened.
 - Student will apologise verbally and also write an apology to the person concerned.
 - A copy will be sent home by the class teacher to their own parents who will sign and return it to the Principal. This copy will be kept on file.
 - The Principal must be informed if a child has been hurt. Depending on the severity of this, a strategy may be put in place for the offending child (e.g. “Time Out”) in a three way interview (Principal/parent/child). There may be other restorative actions that need to be taken to ensure the safety of the child who has been the victim, and for the learning of the offender.
3. If a child continually deliberately disobeys, verbally abuses or physically assaults a teacher or adult helper
 - They will be immediately isolated and placed in “in school suspension”, supervised by a teacher or the principal, until their parents are notified. Parents will be expected to come to school immediately to collect their child.
 - If a formal stand down for the offence is applied, the parents will be informed by letter.
 - Strategies will be in place before the child is re-admitted to normal school activities.
 - Ongoing disrespect or disobedience could result in suspension (refer Policy). See also *Guidelines for Dealing with major Confrontations*.

“Time Out” may be used **in consultation with the Principal**. Parents may need to be informed also. Children who display consistently inappropriate behaviour will have an individual behaviour plan (IBP)



All incidents in 2) and 3) and any other concerning behaviour will be recorded on:

1. eTap
2. General Management – **Guidance**
3. Select group of pupils
4. Tracking Form
5. Fill in the details and Save

Using the Computer Inappropriately:

1. Parents will be notified, depending on the severity of the inappropriate used.
2. If this continues to happen, the Principal will decide on further action after consultation with Senior Leadership and the Parents. This may result in the child being banned from using the computer for a period of time. If the offence is of a sufficiently serious nature this could result in the child being suspended or stood down.

Weapons on School property or on the bus

No weapons of any description are allowed on school property at any time unless by prior approval from the Principal.

1. If a weapon is used to threaten or intimidate another person:
 - the weapon is confiscated.
 - parents of the child/children concerned **must be contacted**.
 - the student will be isolated from other students. The Principal and Chairperson of the Board of Trustees will act in this event.
2. If a child brings a weapon to school and it stays in their school bag:
 - the child's parents **must be contacted**.
 - the weapon will be confiscated.

Updated March 2019



1.2.7 PROCEDURE – INTEGRATING TIKANGA MAORI INTO THE CATHOLIC CHARACTER

The following procedures are to be applied to special community occasions:

- As kuia, Shirley Kelland will be referred to as advisor and mentor in all aspects of protocol for Maori spirituality.
- Powhiri and Poropoaki (*Refer procedures*)
- A haka/powhiri may begin the Mass, including the blowing of the conch (all led by pupils)
- The Body and Blood of Christ is karanga–ed at the Eucharist by a pupil and response is in Maori.
- The response to the prayers of the faithful can be sung in Maori (*E te Ariki, whakarongo mai nga kia matou...*)
- Songs can be in Maori where appropriate.
- All school Assemblies and school masses will begin with a greeting and/or karakia in Te Reo Māori led by students.
- Kapa Haka will be taught on a regular basis and involved all students and all teachers. Parents and community members will be invited to participate.

Updated December 2018



1.2.8 ASSEMBLY FORMAT GUIDELINES

General

- Each class is rostered to run Assembly once a term on Friday morning from 9 – 9.30a.m. All classes need to be seated in their full school uniform *by 9a.m.*
- Children run their class's assembly as far as they are able. They need to be prepared in advance for the tasks they will be asked to do. This includes practising for Assembly with the microphone.
- They need to have set up an altar and be ready to start at 9a.m. sharp.

Guidelines for Format

- Choose a theme – (the Gospel value of the term, something from your RE lesson, a Feast Day)
- Set up an altar on a table at the front of the hall and light a candle.
- Introduction in Te Reo Maori and then explain your theme.

e.g. Tena koutou, tena koutou, tena koutou katoa.

- Opening prayer (In Te Reo Maori and English)
- Opening song
- Something short that expresses your theme – a mime/some children's prayers....

Then.....

STAFF NOTICES

AWARDS

BIRTHDAYS

HOUSE POINTS

CLOSING PRAYER

THANKS (& CLOSING SONG if time)

Updated December 2018



1.3

CONTROLLING CYCLIC EVENTS

"To live, learn and love with Jesus, being the best we can be"

Rationale:

To ensure that all regular cyclic events in the life of the school are calendared.

Guidelines:

At the end of Term 4 of each year, events for the following year will be timetabled. These events are defined in the attached procedures:

1. Annual Events Cycle 1.3.1
2. Learning and Teaching Cycle 1.3.2
3. Appraisal Cycle 1.3.3
4. Board Triennial Plan including Curriculum Self-Review 1.3.4
5. Welcoming New Children & Their Families/Whanau 1.3.5
6. Farewelling School Leavers & Their Families/Whanau 1.3.6
7. St Theresa's & Hongoeka Marae 1.3.7

Determine which year of the three year cycle will be current and programme events on form 1.3a Timetable Of Cyclic Events Template.

Updated March 2019



1.3.1 PROCEDURE - ANNUAL EVENTS CYCLE

The following regular events will be programmed in the school year.

CYCLIC COMMUNITY EVENT	USUALLY OCCURS
Beach Picnic	Friday Week 2, Term 1
Information Evenings	Week 3 T1 and as required
Powhiri/Welcome Mass	Week 4 of every term
School/Parish Mass	Twice a year, Sunday 9.30am Mass
Ash Wednesday	<i>Refer Church season</i>
Caritas fundraiser	During Lent
Junior and Senior Swimming Sports	2nd week March
School Carnival	Saturday mid March
Easter Pageant	Holy Thursday
Catholic Schools Day	May, every third year
Matariki	Mid June
Cross Country	Late May/Early June
Interschool Scripture Reading Competition	Late Term 2
Mufti Mania	Last day Term 2
Assumption	15 August
EPro8 Challenge	Mid Term 3
Artsplash/Dancesplash	2 nd week September
School Production	2 nd last week Term 3, biennially
Y6 Bring & Buy Day	Last Thurs. Term 3
All Saints Day/St Theresa	1 st November
School Speeches	Completed by third week in November
Parumoana Interschool Speeches Y5/6	Last Friday in November
Y6 Camp	3 rd week November
Whanau Day	Last Friday in Term 1
Thank You Morning Tea	First Tuesday in December
Athletic Sports Day	1 st week December
Prizegiving	Tuesday of last full week of school
Mass of Thanksgiving	Last day Term 4

A **self-review** of the Events Cycle is carried out annually in Term 4 at the same time that the following year's events are being calendared.

Updated March 2019



1.3.2 PROCEDURE - LEARNING & TEACHING CYCLE

Identify Target Students

1. Target children for the following year are identified using end of year data.
2. Identify students who are at risk of achieving below expected curriculum level.
3. Plan for differentiation of curriculum to meet student needs and teach to make a difference.
4. Plan for specific support for individual or small groups of students and how they will be supported (withdrawal, IEPs, use of Teacher Aide, specialist teacher).
5. Run programmes.
6. Evaluate programmes and student progress through regular monitoring and collection of evidence to show the difference made. Syndicate meetings, teacher reports, narrative assessment, student surveys, student self-reviews.

Formal Testing, Entering, and Analysing data

- refer Assessment document

Overall Teacher Judgment

- Use Forms to collect evidence – Maths, Reading and Writing
- Moderation of evidence 2x per year
- Use to determine NZ Curriculum levels.
- Documentation and evidential support kept by teacher and available on request when required from leadership.

Reporting to parents, Reporting to Board – refer Procedure 2.3.1

- Year 1 – 6 reports, mid year and end of year
- Reading Recovery report
- 6 year net analysis
- Target students, identified groups as appropriate

Learning and Teaching is on a 3 year self-review cycle as follows:

Year 1	Year 2	Year 3
Learning Support and Gifted & Talented	Assessment	Reporting

Updated Maarch 2019



1.3.3 PROCEDURE - APPRAISAL CYCLE

- **COACHING CONVERSATIONS** – two times per year

People:

- ❖ Syndicate Leader and teacher
- ❖ Principal and Syndicate Leader/DRS

Purpose

- ❖ To set specific personal professional improvement goals and ensure they are being worked towards
- ❖ To ensure alignment between teacher goals and school strategic direction
- ❖ As evidence for appraisal, for Practising Teacher Criteria

Steps

- Initial Goal setting conversation - appraiser and appraisee meet and use the ARA format for the structure of the coaching conversation. Appraisee identifies the actions to meet their professional goal. They agree to an observation/accountability session where the appraisee shows evidence of working towards the goal.
 - Follow up observation and feedback
 - Appraisee is observed (this may include being videoed prior)
 - Students voice is gathered (if appropriate)
 - Observations are noted
 - Appraisee self reflects on their actions
 - Appraiser feeds back observations, student voice, triangulate data together
 - Followup Coaching conversation takes place (this cycle of improvement is repeated for all coaching conversations)
 - Appraisee (coached by appraiser) positions him/herself on the Teacher Capability Matrix with reasons.
 - Appraisee sets a next steps goal.
 - All documentation is filed in the Practising Teacher Criteria folder under appropriate heading(s).
- **CLASSROOM WALK THROUGH** - once a term.

People:

- ❖ Syndicate Leader
- ❖ Principal
- ❖ DRS

- **Purpose**

- ❖ Evidence for teacher appraisal, and for Practising Teacher Criteria
- ❖ Evidence of the teacher's coaching goal in practice as well as the school wide focus

Focus

- **Term 1:** Learning Focussed relationships (class climate, set-up, routines, classroom culture, systems, behaviours, relationships)
 - **Term 2:** Coaching goal observation and school wide focus.
 - **Term 3:** Coaching goal observation and school wide focus.
 - **Term 4:** Coaching goal observation and school wide focus.
- **APPRAISAL DOCUMENTATION:** All registered teachers including the principal must always be able to show hard evidence of
 - How they are achieving the 12 Practising Teacher Criteria
 - All Observation documentation and self-reflections
 - All coaching conversation documents
 - Target student progress and achievement and summary reflection (as part of PTC)
 - Any other documentation (MU Leadership, other goals, PRT documentation)
 - All appraisal reports

A **self-review** of the Appraisal Cycle is carried once every three years under the NAG3 Personnel policy review.

Updated 2015



1.3.4

Refer Board Triennial Work Plan including Self – review



1.3.5 PROCEDURE - WELCOMING NEW CHILDREN , STAFF & THEIR FAMILIES/WHANAU

St Theresa's Catholic School welcomes new families in the following way:

- Each term, a powhiri and Mass followed by morning tea for all is held. All new students and staff who are starting in a particular term and their parents and wider whanau are invited.
- Families receive a formal written letter of invitation.
- To be welcomed, a family member or representative attends with the child, staff member.
- At the Mass of welcome, each new student or staff member is ceremonially wrapped in a korowai.

A pōwhiri is a ritual of welcome and encounter that fits easily and beautifully into our own Catholic school culture for the reasons expressed above. The Mass of course, is integral to our Catholic faith, and the morning tea that follows is a natural way of celebrating the gift of new relationships. The parish presents each new child with a gift.

ST THERESA'S KAWA FOR POWHIRI

1. The pōwhiri is our way of honouring new staff and families in the way that we welcome them, and at the same time expressing to them the core values and vision of the school. It begins with the gathering of the new families (*manuhiri*) at the gate 'outside' the encounter space, the gathering of the local people (*tangata whenua*) on the space itself (in the school grounds)
2. A conch sounds to alert all parties to pay attention – something very important is about to occur.
3. The visitors move onto the grounds. As they do so, the school family greets them with a song (*waiata*) and call (*karanga*) of welcome. A haka is also performed as a challenge and welcome.
4. When all are seated, speakers representing the school and newly arrived children, staff and families rise to express words of welcome and recognition of one another. Each speech is concluded with a *waiata*.
5. Representatives of the school community now stand in a line to welcome visitors by the use of the *hongi* (pressing noses in a greeting). The purpose is the unification of the two groups, which now become one.
6. All proceed into the parish church to celebrate Mass together.
7. Morning tea for everyone concludes the welcome. Its purpose is to celebrate the unity and sense of belonging which has been created in the pōwhiri.
8. ***Aspects that are distinctive to the St. Theresa's pōwhiri process include use of both English and Māori, women and men are able to speak and students are encouraged to contribute.***

Updated March 2019



1.3.6 PROCEDURE - FAREWELLING SCHOOL LEAVERS & THEIR FAMILIES/WHANAU

The following procedures are designed to ensure that the pupils of St Theresa's and their families who are leaving St Theresa's, are given a ceremony in keeping with our Catholic character and the dignity of each person:

- Parents whose children are leaving will be invited to the Mass by letter. A representative from those families leaving the school will be invited to speak at the ceremony (they will contact the Office prior to the Mass if they wish to do so).
- The Leavers' Mass will be held in the church and all members of the school community will be invited to be present.
- The presentation will be contained in a Mass (after communion). The Mass itself will be simple and be held late morning on the last day of the school year.
- The children leaving will be invited to speak first (3/4 representatives who have organized their speech prior to this occasion)
- Parent(s) who have responded to the invitation to speak will be invited to speak (no more than 3/4).
- The Year 6 teacher will invite each pupil by name to come forward. The principal and DRS will present to each, a personalised candle and Leavers' Certificate.
- Candle Ceremony: Two representatives from Year 6 will hand the school candle over to two representatives from Year 5 and invite them to take up the school leadership.
- All school leavers followed by the families who are leaving, process out as the community, remaining behind, sings them a blessing. A haka may be performed by boys led by Year 5 with all school leavers replying with a haka.

Updated December 2018



1.3.7 PROCEDURE - ST THERESA'S & HONGOEKA MARAE

A relationship between Hongoeka Marae and St. Theresa's Catholic School will be maintained, nurtured and strengthened. The role of the principal, supported by the teacher in charge of Maori, is vital in maintaining this ongoing and important relationship.

- The principal and teacher in charge of Maori and Maori Consultation Committee will keep in regular contact with the Hongoeka Marae Committee and through this contact plan, organise annual marae visits and other activities or opportunities that may arise from time to time.
- The pupils of St. Theresa's Catholic School will visit Hongoeka Marae on a regular basis to nurture the relationship between marae and school and so that the children can experience and be enriched and educated in marae culture and Maori cultural activities.
- Every endeavour will be made to invite and include parents of the school in the Hongoeka visit so that they can be included in the experience. Parents will be invited to transport the children and to help run or supervise an activity group during the day. The school's Maori Consultation Committee will be asked to lead this.

Updated March 2019



NAG 2

SELF REVIEW & REPORTING



2.1

POLICY REPORTING TO THE BOARD

"To live, learn and love with Jesus, being the best we can be"

The Principal reports to the Board as a whole and keeps it informed of the true and accurate position of the outcomes of:

- All programmes and services;
- Personnel movement;
- Financial position;
- All matters having real or potential legal considerations for our school,

As per the Operations Manual procedure 2.1.1 Reporting to the Board.

The Principal will adhere to the reporting schedule as outlined in the Board of Trustees Three Year Work Plan/Triennial Review Programme and from time to time, report on any additional matter requested by the Board within the specified timeframe.

Thus the Board is supported in its strategic decision-making and risk management.

Updated April 2019



2.1.1 PROCEDURE - REPORTING TO THE BOARD

It is the responsibility of the principal to:

1. Inform the Board of significant trends, implications of Board decisions, issues arising from policy matters or changes in the basic assumptions upon which the Board's strategic goals are based.
2. Submit a written report covering the following management areas at **each board meeting**:
 - a. Principals' management report including:
 - Strategic Goals and Variance
 - Personnel
 - Finance
 - Key Performance Indicators
 - And
 - b. The coordination and approval of the following reports:
 - Pastoral Care
 - Academic Report against NZC as required in NAG2a.
 - Curriculum Achievement
3. Inform the Board in a timely manner of any significant changes in staffing, programmes, plans or processes.
4. Submit the monitoring data required in a timely, accurate and understandable fashion.
5. Report and explain financial variance against the budget
6. Report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis.
7. Report and explain roll variance against year levels and reasons on a per meeting basis.
8. Present information in a suitable form – not too complex or lengthy.
9. Inform the Board when, for any reason, there is non-compliance of a board policy.
10. Recommend changes in Board policy when the need for them becomes known.
11. Highlight areas of possible bad publicity or community dissatisfaction.
12. Management/Staff reports to the Board are to be co-ordinated by the Principal and presented to the Board under the Principal's authority.
13. Limit public statements about the official position of the Board on controversial social, political and/or educational issues to what the Board has formally adopted as positions of record.
14. Seek approval from the Board each year for the Annual Plan.
15. Regularly report on the implementation of the Annual Plan.
16. Report on any matter requested by the Board and within the specified timeframe.



2.2

POLICY SELF REVIEW

"To live, learn and love with Jesus, being the best we can be"

The Board and Principal of St. Theresa's Catholic School will implement processes of self-review that identify strategies for continuous improvement which ensure that quality learning and teaching take place and that St. Theresa's Catholic School is, in spirit and in practice, a Catholic School.

Two main programmes of self-review will be implemented on 3-year cycles:-

- Operational
- Governance

Details of these cycles will be clearly outlined in the Board of Trustees Three Year Work Plan/Triennial Review Programme.

The Board of Trustees' audit committee provides support to the Board and Principal in implementing the self-review cycles.

Updated April 2019



2.3.1 SELF REVIEW PROCEDURES

Self-review at St. Theresa's Catholic School answers the following questions:

- What is our current practice?
- Where do we want to be?
- What do we need to do to get there?
- How will we know when we've arrived?
- Who needs to know and how will we tell them?

St. Theresa's Catholic School runs three types of self-review within the Operational and Governance Self-review programmes:

1. Strategic Self Reviews

- Big picture view – involving governance, strategic planning for future
- Connected to Catholic character, history, school vision, mission, long term direction of school
- Identification of overarching issues that affect the whole school community

2. Regular Self Reviews

- Part of the 3 year normal review cycle
- Curriculum reviews
- Special Character reviews
- Reviews of processes and systems
- Policy and procedure reviews

3. Emergent Self Reviews

- Response to an issue that arises
- Often unplanned
- Could be minor or more serious

Procedure

Refer *Board of Trustees Three Year Work Plan/Triennial Review Programme* (Governance Manual)



2.3

(PROCEDURES ONLY)

COMMUNITY COMMUNICATION

"To live, learn and love with Jesus, being the best we can be"

GOAL

1. That all interactions between the school and its community are underpinned by the Gospel Values in keeping with the Charter of the School.
2. That the School handles difficult situations with promptness and integrity.
3. That the dignity of individuals is always respected.
4. That the legal privacy of pupils and any adults connected with the School will be respected.
5. That any approaches by the media to the School are handled by the Principal and/or Board Chair.
6. That all parents are as fully informed as possible on what is happening in the school, in accordance with the school Charter.
7. That the School elicits feedback from the parent community on issues that concern them and the school.

COMMUNICATING WITH THE COMMUNITY

The School will communicate with the community in the following ways:

- School charter and mission statement
- Newsletters
 - School newsletters
 - Class newsletters
 - Board of Trustees newsletters
- School website
- Information evenings
- Parent/teacher meetings
- Written student reports

The School will undertake consultation with and feedback from the community in the following ways:

- Surveys
 - Information evenings
 - Interest groups
 - Maori and Pasifika consultation meetings
 - Complaints' Procedure
- Updated April 2019*





2.3.1 PROCEDURE - REPORTING TO PARENTS

The school reports to parents:

- To inform parents/caregivers of their child's progress and achievement against the school and New Zealand Curriculum levels and to provide clear next learning steps. This is to be done in writing, in plain language, twice a year.
- For parents/caregivers to communicate with teachers about the learning needs of their child.
- To provide ways parents can support their child's learning at home.

Reporting will cover areas of spiritual, academic, physical, social and behavioural development and will follow the following annual formal reporting cycle:

Reporting on the achievement of individual students to their parents

All Year 0 and 1 students will have interviews and/or written reports

- After 6 weeks at school
- After 6 months at school
- After 1 year at school
- Some of the oldest Year 1 students who have been at school 16-18 months may also receive a full end of year report in December

From Year 2 onwards, students will fall into the following cycle:

Start of Term

Goal Setting 3- way Interview

All parents/caregivers will be given the opportunity to formally meet the teachers in the first term in a 3-way interview with the child present, to confirm goals for Term 1 and 2. The expectation is that **all** parents and their children will attend these interviews.

End of Term 2

Interim Written Report on achievement/progress and Mid Year 3 - way Interview. At this interview, teachers will report the child's progress and achievement against the school and national standards. Goals set in February will be reviewed. Next steps for learning will be set for the second half of the year based on achievement in the first half with the child, supported by the teacher and the parent/caregiver.

End of Term 4

A full written summative report on achievement/progress against New Zealand Curriculum and other curriculum areas including Key Competencies will go out at the end of each year.

Informal Reporting Times

- Parents/caregivers are encouraged to make informal contact with teachers throughout the year in appropriate ways (*Refer NAG 2: Visitors' procedures*).
- Teachers will make informal contact with parents/caregivers throughout the year as appropriate.
- All reporting will be based on current and accurate recorded assessment data Overall Teacher Judgment.
- Parents will be regularly informed of school events and achievements through the school website and through the weekly school newsletter and termly class newsletters.
- Other meetings for special purposes will be arranged when needed – IEP's for children with special learning needs, behavioral issues etc. Follow-up to discussions on specific points is necessary and the time needed to follow-up should be stated and a report made as appropriate.

Parent Information Evenings

- General Parent information Meeting will be held at least twice a year to:
 - explain curriculum developments
 - consult e.g. Health Curriculum (at the first Information Evening of the year);
 - increase parental understanding of current thinking around learning and ways children can be helped at home.





2.3.2 CONSULTATION WITH & FEEDBACK FROM THE COMMUNITY

The school will undertake consultation and feedback with the community in the following ways:

1. Surveys

- Rationale: to gauge school community opinion on issues that concern them and the school e.g. Pastoral Care, Catholic community, methods of reporting, property issues
- Frequency: as required
- Responsibility: Board and Principal
- How: Through questionnaire on website, as hard copy with school newsletter
- Action: Collated, analysed, report published on findings and resultant action plan to Board and community

2. Information evenings

- Rationale: to educate, inform or update the school community on educational issues that concern them and their children.

Frequency: as required

Responsibility: Principal and teachers

How: Through face to face meetings

Action: feedback from attendees about the usefulness of the meeting

3. Interest groups –These groups maybe called together for consultation e.g. minority cultures, parents of children with special needs, Parents & Friends Committee, etc.

- Rationale: to gauge school community opinion on issues that are of concern to them and to the school.
- Frequency: as required
- Responsibility: Board member and principal who will be represented at meetings
- How: Through discussion
- Actions: Consensus opinion recorded in meeting Minutes, copy to BOT

4. Māori and Pasifika consultation meetings

- Rationale: to actively engage Māori and Pasifika parents in how best the school can continue to support Māori and Pasifika student success within their cultural context.
- Frequency: At least once every two years
- Responsibility: Board and principal to call and be represented at meetings.
- Action: Minutes recorded and published on school website to the community. Strategic aims referred to Board.

5. Making A Complaint – Refer 2.3.3

Updated December 2018



2.3.3 PROCEDURE – CONCERNS & COMPLAINTS

The purpose of the procedure is to ensure that due process occurs, including meeting the rights of fairness and natural justice. Parents and caregivers will be made aware of this procedure at least annually.

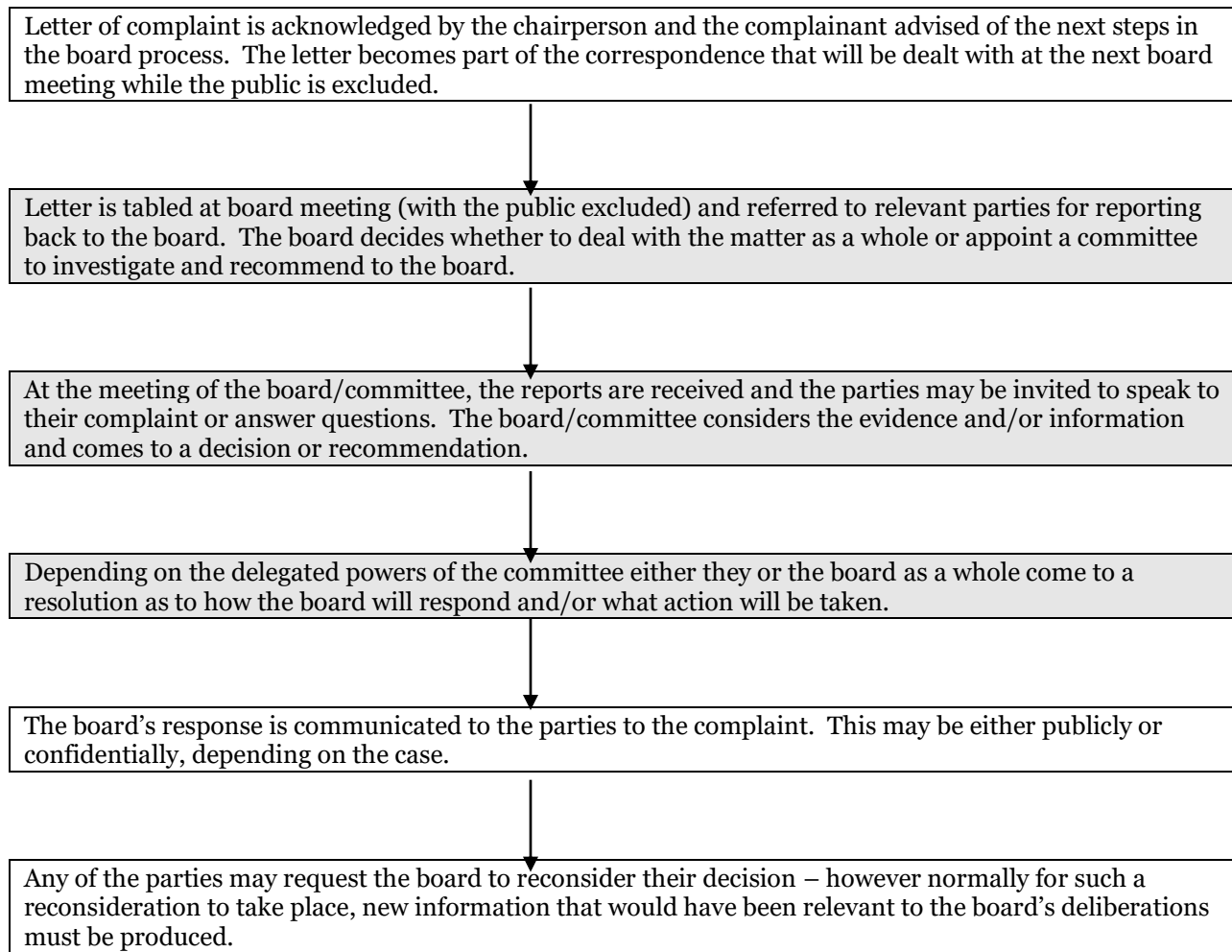
- Concerns (as distinct from formal complaints) will be discussed informally with the teacher concerned wherever possible in the first instance.
- In order for both parties to give the matter full attention, arranging a time to discuss the matter is the preferred option. It is not advisable for a parent/caregiver to approach a teacher with a complaint in class time or in a location lacking privacy. Should this situation occur, the teacher will ask the parent/caregiver to arrange more appropriate location and time.
- Teachers will inform their Syndicate Leader that a concern has been raised and inform them of the actions they intend to take to deal with it.
- When dealing with a concern, a teacher may wish to have their Syndicate Leader or Principal present.
- Where a complaint by a parent/caregiver cannot be resolved or the matter has not been resolved to the parents/caregiver's satisfaction, then they shall be advised that they can refer the complaint to the Principal. Recording details of this will be at the Principal's discretion.
- Where the Principal is unable to resolve the complaint after discussion with both parent/caregiver and staff member concerned, then any parties may refer the matter in writing to the Chairperson of the Board of Trustees.

The Board needs to formally receive a complaint in writing in order to act on it. If you have concerns about expressing the matter clearly in writing, please discuss the matter in confidence with the Board Chair (or another delegated board member) to enable them to assist you with this.

Updated March 2019



St Theresa's School Board of Trustees Complaints Procedure



shaded area denotes “*public excluded meetings*”

Stage Two: Board Process

Guidelines:

1. Issues of a serious matter, **e.g.** allegations of physical abuse, may require a special meeting of the board to be called.
2. All letters addressed to the chairperson of the board are for the **whole board**. The chairperson cannot decide independently as to what action will be taken unless delegated authority to do so by the board.
3. Subject to agreement between the parties, resolution or dismissal of the complaint will not occur before all the information is to hand.
4. Conflict of interest will be determined on a number of issues, including whether the complaint involves the actions of any trustee.



5. The board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and processes to ensure the principles of natural justice are met. It is advisable to contact the regional NZSTA personnel/industrial adviser in such cases. The board will need to consider the relevant staff disciplinary policies, employment contracts and expert advice from the NZSTA adviser.
6. The board recognises that not all complainants will be satisfied with the outcome of a complaint. After **one** reconsideration, if the board is confident of its decision, it will refuse to enter into further discussion/correspondence. In making such a decision the NZSTA helpdesk can assist by giving an objective assessment of a board's processes in dealing with the complaint.
7. A complaint regarding lack of compliance in relation to an agreed complaint resolution, will be treated as a serious matter and actioned with urgency as a new complaint rather than as a reconsideration of the previous issue.
8. Trustees need to be clear in their mind of the difference between a complaint they have as a parent [**ie** regarding their own child] and a complaint they have as a trustee [**eg** obstruction of staff preventing them carrying out board work]. In the first instance, they are required to follow the normal procedures and are excluded from decision making due to conflict of interest. The latter case is dealt with as an agenda item for the whole board [possibly with the public excluded].

Updated March 2018



2.3.4 PROCEDURE - TEACHER GUIDELINES FOR COMMUNICATION WITH THE COMMUNITY

Purpose:

Communication with the community is always professional, respectful, timely and in keeping with the school's Gospel values.

Guidelines – Formal Communications from the School

- All written communication affecting the whole school community or large groups of the school community, must go through the school office for editing before being distributed. It will be emailed to the office for editing at least 24 hours before it is needed. It will be edited and returned to the teacher who will then be responsible for sending out/uploading the communication.
- Examples of these types of communication are: sports notices, Catholic Character notices, syndicate or school trip notices, parent information notices and class newsletters, which are the responsibility of individual teachers but are for wider distribution.
- This process will be reviewed at the end of each term.

Guidelines – Informal Communications from teachers

- Teachers are encouraged to communicate on a regular basis with the parents/caregivers of the children they are teaching, through emails and informal notes, either printed out or handwritten into notebooks/homework books.
- In keeping with our mission statement of 'being the best we can be', these communications must be grammatically correct, with correct spelling and written in a professional manner. This is the responsibility of the person sending the communication.

Guidelines – Communication with a Parent about a concern

From time to time, teachers may need to communicate with the parent/caregiver of a child they are currently teaching, to address a particular concern. Likewise, parents may also communicate with the teacher about a concern they have regarding their child. Communication, whether by phone, email or a face to face appointment must be professional. This means the teacher must

- be respectful and courteous
- listen** to the concern (if it has been initiated by the parent).
- address the issue or concern only
- be prompt and timely (if the teacher is initiating, act as soon as a concern arises).
- be pro-active rather than reactive.

If a teacher is concerned about the communication, they may invite a senior leader to the meeting or role play the possible interaction prior to the meeting.

It may be necessary for the teacher to defer comment on a concern raised by a parent, in order to reflect on what has been said or gather further information or discuss it with a member of the SLT or the Principal.



2.3.4/2

If this is the case, it is important to agree on a date to feedback to the parent your findings and future action.

Always take notes on any interaction with a parent (time, date, issue, outcome).

Guidelines - Parent – Teacher Interviews

Ensure you have planned the interview to fit within the 15 minute slot.

Ensure you have everything you need for each interview ready and in the order of the interviews. Show that you are organised by being organised!

Ensure you have a space set aside for the interview – a clear table with at least two chairs.

Aspects to cover:

- **Student progress and achievement** to date (have your data sheet so you can be accurate)
Feel free to share this with the parents if it contains **their child's data** only.
- If an IEP is required, be clear about its purpose. If it cannot be done at the time of the interview, make another time.
- **Samples** of the child's work in writing, maths and reading (preferably from their exercise book, with your feedback on it)
- **Key Competencies** –
 - managing self - personal responsibility (especially towards **Homework**), carrying and emptying of own bags, being ready to learn
 - relating to others – relationships, attitude
 - participating and contributing – joining in with discussions, listening, taking turns
 - thinking - resilience, independence
- **Lateness/absence** if it is a concern (make sure you have a printout of this to show the parents)
- **Agree on forward steps** to resolve issues if needed. Make a note of any follow-up with parent.
Have your diary ready. *Ensure that you follow up.*

Updated March 2018



2.3.5 PROCEDURE - TEACHER GUIDELINES FOR REPORT WRITING

- ❖ Current Achievement: State whether the child is at expected level for this stage of the year. Remember that the NZ Curriculum level is where they should be at the end of the year.
- ❖ Ensure that Next Steps are exactly that – what the student is working on **next. To.....** Is a good way to start.
- ❖ Helping at home – make sure the suggestions are practical, small and do-able. Use words like ***practise, encourage, remind, check that.....***
- ❖ The wording we use in the ***end of year*** report is
 - Achieving **well above** the standard
 - Achieving **above** the standard
 - Achieving **at** the standard
 - **Approaching** the standard
 - Having difficulty **working towards** the standard

COMMONLY MISSPELT WORDS:

Practice (noun) – She works hard at netball **practice**. Is he at rugby **practice**?

Practise (verb) – **Practise** your basic facts. We are **practising** the play. They **practised** their lines.

Focus (verb) (when you add a suffix, do not double the s. I **focus**. She **focuses**. He needs to be **focused**.

We are **focusing**.

- ❖ Take care to avoid repetition
- ❖ Take special care to avoid cutting and pasting
- ❖ Use Font 11 Calibri
- ❖ Proof read your own reports carefully before passing them in.
- ❖ Justify any comments showing children working below the standard.
- ❖ Key Competencies- comment on RE, Values, general behaviours, attitudes, work habits, friends, ability to settle into class/work, special achievements - choir, buddy, leadership, sports, etc.
- ❖ Templates can be located on W:Reports/Mid YearTemplates and W:Reports/End YearTemplates

Updated October 2018



NAG 3

PERSONNEL



3.1

POLICY PERSONNEL

"To live, learn and love with Jesus, being the best we can be"

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

Therefore, the Principal will:

1. Ensure that employees are not discriminated against on other than clearly job-related criteria, individual performance or qualifications
2. Ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process
3. Ensure that all required staff are registered or have a current Limited Authority to Teach.
4. Provide all staff an employment agreement
5. Provide a suitable professional development programme which takes into consideration the requirements of the strategic and annual plan
6. Carry out annual performance appraisals
7. Meet current employment legislation
8. Meet the current requirements of the Health & Safety in Employment Act 2015
9. Provide a smoke free environment
10. Provide Protective Disclosure protection.

Updated April 2019



3.1.1 PROCEDURE - STAFF DISCRETIONARY LEAVE

Purpose

1. To provide clear guidelines to teaching staff in respect to requests for Leave Without Pay and Paid Leave.
2. To provide clear guidelines to the Principal and BOT within the context of our Special Character when considering applications from the teaching staff for Leave Without Pay or Paid Leave.

Guidelines

1. All leave granted will adhere to the conditions in the Collective and Individual Employment Agreement.
2. All leave applications for Leave Without Pay and Paid Leave outside of the gazetted term dates and up to 5 days in duration are to be made to the Principal. The Principal, at their discretion, can approve Leave Without Pay and Paid Leave for up to and including five days.
3. In Term 4, the Principal will invite any staff who are considering taking leave for more than a week in the following year outside gazetted term time, to complete the Application for Leave Form 3.1.1a. All applications for Paid Leave and Leave Without Pay greater than five days are to be made on this form to the Principal for consideration by the BOT.
4. The Principal and/or BOT will consider each application on its own merit. Factors to be considered:
 - Disruption to the children
 - Purpose of the leave
 - Length of time requested
 - Previous requests of the applicant and their purpose
 - Degree of control over the timing of the event leave is sought for
 - Ability to arrange cover (planning, reliever) unless urgent
 - Length of service at St. Theresa's
5. Paid Leave will generally not be granted as the school needs to fund the relief teacher. Notwithstanding this, the Principal and/or BOT may grant Paid Leave under exceptional circumstances at their discretion.

Updated Dec 2018



3.1.2 PROCEDURE - PROTECTED DISCLOSURES

An employee of St. Theresa's Catholic School who wishes to make a protected disclosure should do so using the following procedures:

1. How to submit a disclosure
The employee can submit a disclosure verbally or in writing.
2. Information to be contained
The disclosure should contain detailed information including the following:
 - It should be identified that this disclosure is being made under the Protected Disclosures Act
 - 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
 - i. A person must disclose to the Principal and/or the Board of Trustees EEO officer (Equal Employment Officer) under the provision of Section 11 of the Protection Disclosures Act 2000 for this purpose.
 - ii. If it is believed that the Principal and/or the EEO officer of St Theresa's Catholic School Board of Trustees are involved in the wrongdoing, then make the disclosure to the Chairperson of the St Theresa's School Board of Trustees.
 - iii. 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 Services Commissioner
- Health and Disability Commissioner
- The head of every public sector organisation



4. Decision to investigate

On receipt of a disclosure, the protected disclosures recipient 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 protected disclosures recipient or arranged by him/her as quickly as practically possible, through an appropriate authority.

5. Protection of disclosing employees name

All disclosures will be treated with utmost confidence. When undertaking an investigation, and when writing the report, the protected disclosures recipient 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

At the conclusion of the investigation the protected disclosures recipient will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to St. Theresa's Board of Trustees.

1. 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.

Updated Dec 2018



3.1.3 RELIEVING TEACHERS & STAFF ABSENCE

1. The Deputy Principal is delegated the responsibility of co-ordinating all relieving teachers.
2. The Deputy Principal must be notified of a situation requiring a relieving teacher at the first opportunity after it becomes known.
3. The Deputy Principal will ensure that relievers new to the school have their Teacher Registration photocopied (to Principal) and have access to the Reliever Guidelines 3.1.3b and the Reliever Claim Form 3.1.3c.
4. The Board will ensure there is an appropriate budget allocation each year to cover the cost of relieving teachers.
5. For budget purposes all relievers will be charged to Teacher Salaries (TS).
6. The Principal will regularly monitor relief teacher expenditure.

Guidelines for Organising Relievers

1. All relief teachers must have a current teacher registration.
2. Priority is given to teachers who are already working in the school as part time or release teachers.
3. As far as possible, relievers are local to avoid Travel Allowance.
4. Endeavours will be made to employ the same relieving teacher for a class on consecutive days to maintain continuity.
5. A teacher reliever list, contact details and Teacher Registration/expiry can be found on the W Drive.
6. All support staff relievers must have already been employed in the school in a similar capacity to what is needed or must be known to the school.

STAFF ABSENCE The following guidelines are for **all** staff members who are absent from school.

When a Staff member knows ahead of time that they will be absent from school they will:

1. Inform the Principal of absence **prior** to the date of absence. Examples: Professional Development, specialist appointments (which cannot be booked out of school hours) and any other leave where the staff member knows beforehand that they will be away.
2. Organise their own reliever. If a staff member is unwell, they will organise their own reliever for the following day. Support staff must also inform their classroom teacher.
3. If unable to find a reliever, discuss with the deputy principal who will be responsible for managing this.
4. Fill out the Staff Absence Form 3.1.3a in the staffroom **prior to the absence**.



When a Staff member does not know ahead of time that they will be absent:

1. Inform the Deputy Principal that they will be away **as soon as they know that they will be absent and before the start of the school day**. Support staff must also inform their classroom teacher.
2. Organise their own reliever. If the staff member is unwell unexpectedly they will use the Seek A Teacher app.
3. The Deputy Principal will fill out the Absence Form on behalf of the absent staff member.

Updated Dec 2018



3.1.4 PROCEDURE - PERSONAL GRIEVANCE

1. A personal grievance is a complaint by an employee (or employees) that they have been unfairly, wrongfully or unjustifiably mistreated by the employer (or anyone acting for the employer).
2. The Principal is the employer's representative, however, grievances are lodged against the Board of Trustees.
3. There are five types of personal grievance in the Labour Relations Act 1987.
 - unjustifiable dismissal
 - unjustifiable action: this is action by the employer that disadvantages one or more employees in their employment and which has not arisen from a dispute of rights.
 - discrimination: this occurs when one or more employees are dismissed or are not given the same employment opportunities as those with similar skills or qualifications because of colour, race, nationality or ethnic origin, marital status, religious or ethical belief, gender or union activities.
 - duress: when an employer threatens an employee or employees with loss of employment.
 - sexual harassment.
4. The employer will in every case endeavour to observe the rights of each employee in terms of the interpretation, application and operation of the respective employment agreements and employment law.
5. A personal grievance of any employee shall be settled in accordance with the standard procedure set out in the Employment Relations Act 2000.

Updated Dec 2018



3.1.5 PROCEDURE - APPRAISAL

- The Principal will be responsible for implementing and overseeing the appraisal process.
- All staff will participate in the performance appraisal process.
- All information accumulated in the performance appraisal process will remain confidential to the appraiser/appraisee and the Principal.
- The Appraisal Cycle dates will be entered on the school wide year planner at the start of the year.
- Teaching staff will be appraised on their teaching and wider school and leadership responsibilities as relevant.
- Any dispute arising from the performance appraisal process shall be referred to the Principal.
- The procedures for the performance appraisal process will be developed in consultation with staff.
- As part of performance/appraisal, review visible leadership and commitment to maintaining safety, a safe environment and practices.

GUIDELINES

Guidelines Relating to Provisionally Certificated Teachers:

1. Each beginning teacher will be allocated a tutor who has overall responsibility for the programme of advice and guidance.
2. Each term the tutor will meet with the Principal to review the progress of the beginning teacher and discuss any issues that may have arisen. The year's programme will be divided into ½ yearly planning cycles.
3. The programme of advice and guidance will include:
 - a) Regular meetings with tutor
 - b) Timetabled opportunities to observe teachers with particular expertise;
 - c) Opportunities to visit other schools of particular interest;
 - d) Participation in any appropriate course set up to help beginning teachers.
4. The process of appraisal will be the school's process with the addition of:
 - a) One formal assessment per term undertaken by the tutor.
 - b) One formal coaching conversation and follow up classroom observation undertaken by the Principal.
 - c) The tutor will keep a written record of meetings and observations that will be signed by both the tutor and beginning teacher and a copy given to the beginning teacher. All written data will be held in the PCT's file.
5. PCT Advice and Guidance programme will be given to the supervising teacher and Provisionally Certified teacher. (See "Towards Registration" folder)

Guidelines Relating to Inducting Newly Appointed Teachers:

1. Each newly appointed teacher will be allocated a buddy teacher by the Deputy Principal.
2. It is the Deputy Principal's responsibility to ensure that they receive the Staff Handbook, relevant rosters and a copy of the Long Term Plan. Full time staff will also receive a Staff Handbook. It is



the buddy teacher's responsibility to ensure that the newly appointed teacher is shown where necessary resources are held.

3.1.5/2

Guidelines Relating to Staff Seeking Salary Progression and/or Renewal of their Practising Certificate:

1. All staff must have job descriptions. Refer Appraisal Folders
2. All teachers (including part time teachers) will be attested to against the Practising Teacher Criteria. Refer Form 3.1.5C for part-time teachers.
3. The Principal will be responsible for the appraisal of all teaching staff. The actual appraisals may be delegated to members of the leadership team who then report to the Principal.
4. The process of Coaching conversations will be the method for all appraisal conversations. They will be timetabled 3 times per year between the appraiser and appraisee.
5. Where a staff member is in disagreement regarding their final appraisal report for the year a local review process is available (see Primary Teacher's contract clause 5.6.4).
6. In order to meet the requirements for salary progression and renewal of Practising Certificate, a teacher must meet the PTC criteria and the school's appraisal process criteria.
7. It is the responsibility of staff to notify the Principal of the timing of their next increment.

Guidelines Relating to Teachers Causing Concern:

1. If the Principal has a concern about No. 7 (see above) this will be discussed with the teacher and an appropriate programme of assistance, guidance and monitoring put in place.
2. If the programme fails to remedy the concern, the provisions in clause 3.6(a-e) of the Primary Teacher's contract will apply.

Guidelines Relating to Appraisal and Professional Development

1. All staff will be part of the performance appraisal process as set out below, at least once every twelve months.
2. Each staff member will have an appraiser.
3. All professional conversations connected with appraisal and performance will take the form of Coaching Conversations and will be timetabled 3 times per year between the appraiser and appraisee using the Aim/Reality/Action (ARA) format. Refer Form 3.1.5b

Teacher requirements for the annual appraisal:

1. Meet the Practising Teacher Criteria

- Keep a folder in which you collect evidence of how you are meeting each of the 12 criteria.
- Divide the folder into 12 sections. Each section indicates clearly the criterion to which it applies. Use pockets to file evidence.
- Over the course of a year, gather evidence that demonstrates how you have met each of the criteria.
- Date each piece of evidence and annotate if required to clarify.
- At the end of each term, review your evidence and self assess your performance by highlighting each criterion according to how well you have met it. Refer Form 3.1.5a
- You will talk this through with your appraiser who will sign it off:
 - **GREEN:** I have sound evidence of this. I can confidently attest to this.
 - **ORANGE:** I have some evidence of this. I am working to develop this.
 - **RED:** I have little/no evidence of this. *(If this is the case, you are not meeting the PTCs and need to take urgent action to rectify this. Your appraiser will be working closely with you).*



2. Work towards a whole school/syndicate goal aligned to the school's strategic aims.

- Keep evidence of your work towards meeting this goal and level of success. This will be discussed regularly in your syndicate or whole school staff meetings. It is your responsibility to keep your own class records of progress towards this goal.

3. Work on a personal professional goal aligned to the school's strategic aims.

- The focus for this can be decided using the Teacher Capability Matrix to self-assess your current practice and from previous classroom observations to identify a key area that you are working on to improve your professional practice.

Appraisal concludes with a timetabled meeting evaluating performance against the Practising Teacher Criteria and whether expectations and objective(s) set have been achieved. If the appraiser is not the Principal, the appraiser will meet with the Principal to discuss their evaluation. A brief written report will then be placed on the teacher's personal file.

Staff will be provided with professional support to assist in achieving their goals as required. This may take the form of training, in-class support, peer support or other, as indicated in discussions with staff. Release time will be negotiated over the above usual classroom release time.

Update November 2014



3.1.6 PROCEDURE - TEACHER'S CODE OF CONDUCT

The professional interactions of teachers are governed by four fundamental principles:

- **Autonomy** to treat people with rights that are to be honoured and defended,
- **Justice** to share power and prevent the abuse of power
- **Responsible care** to do good and minimise harm to others,
- **Truth** to be honest with others and self.

1. Commitment to Learners

The primary professional obligation of registered teachers is to those they teach. Teachers nurture the capacities of all learners to think and act with developing independence and strive to encourage an informed appreciation of the fundamental values of a democratic society.

Teachers will strive to:

- a) develop and maintain professional relationships with learners based upon the best interests of those learners,
- b) base their professional practice on continuous professional learning, the best knowledge available about curriculum content and pedagogy, together with their knowledge about those they teach,
- c) present subject matter from an informed and balanced viewpoint,
- d) encourage learners to think critically about significant social issues,
- e) cater for the varied learning needs of diverse learners,
- f) promote the physical, emotional, social, intellectual and spiritual wellbeing of learners,
- g) protect the confidentiality of information about learners obtained in the course of professional service, consistent with legal requirements.

2. Commitment to Parents/Guardians & Family/Whānau

Teachers recognise that they work in collaboration with the parents/guardians and family/whanau of learners, encouraging their active involvement in the education of their children. They acknowledge the rights of caregivers to consultation on the welfare and progress of their children and respect lawful parental authority, although professional decisions must always be weighted towards what is judged to be the best interests of learners.

In relation to parents/guardians, and the family/whanau of learners, teachers will strive to:

- a) involve them in decision-making about the care and education of their children,
- b) establish open, honest and respectful relationships,
- c) respect their privacy,
- d) respect their rights to information about their children, unless that is judged to be not in the best interests of the children.

3. Commitment to Society

Teachers are vested by the public with trust and responsibility, together with an expectation that they will help prepare students for life in society in the broadest sense.

In fulfilment of their obligations to society, teachers will strive to:

- a) actively support policies and programmes which promote equality of opportunity for all,



- b) work collegially to develop schools and centres which model democratic ideals,
- c) teach and model those positive values which are widely accepted in society and encourage learners to apply them and critically appreciate their significance.

3.1.6/2

4. Commitment to the Profession

In the belief that the quality of the services of the teaching profession influences the nation and its citizens, teachers shall exert every effort to maintain and raise professional standards, to promote a climate that encourages the exercise of professional judgement, and to achieve conditions which attract persons worthy of trust to careers in education.

In fulfillment of their obligations to the teaching profession, teachers will strive to:

- a) advance the interests of the teaching profession through responsible ethical practice,
- b) regard themselves as learners and engage in continuing professional development,
- c) be truthful when making statements about their qualifications and competencies,
- d) contribute to the development and promotion of sound educational policy,
- e) contribute to the development of an open and reflective professional culture,
- f) treat colleagues and associates with respect, working with them co-operatively and collegially to promote students' learning,
- g) assist newcomers to the profession,
- h) respect confidential information on colleagues unless disclosure is required by the law or serves a compelling professional purpose,
- i) speak out if the behaviour of a colleague is seriously in breach of this Code.

5. Commitment to the School's Catholic Character

As teacher in a Catholic School, whether in a tagged or untagged position teachers are committed to:

- a) Actively upholding the Catholic Character in words, attitudes and actions
- b) Showing support for the Catholic activities in the school, whether within the school day or extra curricular (School/Parish Masses, sacramental celebrations)
- c) Living the school's Gospel values
- d) Attending Professional Development in both Special Character and Religious Education as required.

Updated Dec 2014



3.1.8 PROCEDURE - MANAGEMENT UNITS ALLOCATION

Each year the roll of the School generates staffing allocations. Part of these allocations is units which carry a remuneration. There are two types of units:

- Units for permanent positions of seniority
- Fixed term units.

The School is required to consult with teaching staff on the allocation of fixed term units.

OBJECTIVE:

1. To facilitate the School's obligations to consult with staff.
2. To ascertain the best allocation of Units
3. To ensure that due recognition is given to staff for the duties they undertake.

GUIDELINES:

1. The fixed term units are allocated separately each year.
2. The Principal will conduct a process of consultation with staff which allows all teachers an opportunity to make suggestions regarding the use of fixed term units.
3. Fixed term units may be allocated for a whole or part of a year.
4. The Principal is ineligible for allocation of fixed term units.
5. The process of consultation will be outlined to staff and the outcome of that consultation will be presented to staff.
6. The final decision on allocation will rest with the Board, which may delegate this to the Principal.
7. All management units allocated to the School will be used.
8. Management units will be advertised nationally where appropriate, and internally when units are non-permanent.

Updated Dec 2018



3.1.9 PROCEDURE - STAFFING LEVEL

1. St Theresa's Catholic School roll number and the Ministry of Education's Staffing Entitlement and the School's Trustees budget allocation will determine the number of staff employed.
2. Staff will be employed under the provisions outlined in the individual or collective agreements.
3. St Theresa's Catholic School is committed to Reading Recovery and will fund a reading recovery teacher if this is not funded by MOE and children's needs require it.
4. 0.2 Professional development time allocated to Beginning teachers will be used for professional development of the Beginning teacher by the Beginning teacher and the Tutor teacher.
5. When staff are appointed to a position at St Theresa's Catholic School, they will receive a Staff Induction package and a teacher buddy to assist them in settling into the school.

Updated Dec 2014



3.1.10 PROCEDURE - STAFF SAFETY

Staff Working After Hours

When working at school after hours and especially when working alone at school, staff need to be aware of the risks involved and take precautions to protect themselves. The following procedures will be followed by the school.

1. Working alone at school after dark is not recommended at any time.
2. When working after hours or alone, staff should ensure they have access to a telephone – either the school phone or their own cell phone. Staff should not hesitate to call for assistance if they are feeling unsafe or threatened by any person in the school grounds or vicinity.
3. When coming to school to work after hours or alone, staff should inform someone of where they are going and when they are returning and check in with that person at regular intervals.
4. When working after hours or alone, staff should lock themselves inside school buildings and always take their keys with them when moving between buildings.
5. If possible, when working out of hours, staff should work in pairs or groups.
6. Staff will use the “In” and “Out” board system by the alarm pad, to indicate that they are still in the school. The second-to-last staff member to leave must inform the last person that they will be alone and ensure that the main block is secure.

Teachers Meeting with Parents

When meeting with parents outside school hours, teachers need to be aware of the risks involved and take precautions to protect themselves. The following procedures will be followed by the school.

1. Teachers must meet with parents about school matters at the school.
2. Teachers need to establish the purpose of the meeting with the parent prior to the meeting.
3. Teachers must always meet in a professional capacity. If the meeting is outside their jurisdiction or authority, they will call the meeting to a halt and direct the parents through the appropriate channel.
4. Male teachers meeting with a female parent/guardian (outside formal parent interviews) will be held with a tutor teacher, senior teacher or Principal present.
5. Teachers need to document any formal meetings with parents on eTap and inform senior teacher or Principal if you deem it serious or concerning.

Male Teachers Meeting with Students

1. Do not meet with a student on their own.
2. Always have door open.
3. Meet with a student with other students present. If this is not appropriate, another teacher or teacher aide must be present.

All teachers:

1. Document any meetings of concern on eTap under the heading *Guidance*.
2. Never transport students in a vehicle on your own, in or out of school time.
3. Never invite students to your home.

Updated Dec 2014



3.1.11 PROCEDURE - TEACHER RESPONSIBILITIES

SCHOOL HOURS

Teachers' Times of Arrival

All teachers are expected to be available to pupils in their classrooms for a reasonable period of time between 8.20 a.m. and 8.50 a.m. Also, on Mondays and Fridays staff prayer is held from 8.10 – 8.20am and on Wednesdays at 8a.m. (followed by staff admin meeting) and staff is expected to support this. All full time teachers are rostered to lead staff prayer once a term.

Teachers' Times of Departure

Teachers are requested not to leave at the end of the day until the majority of children have left. When there are staff meetings the end time of these is negotiated with staff at the beginning of the year and then it is expected to be adhered to. Usual time for a staff meeting to end is 4.30pm.

Class Times

8.50am	Morning classes begin
10.55am	Morning interval
11.15am	Close of interval
12.40pm	Lunchtime
1.30pm	Afternoon classes begin
2.45pm	End of school

ASSEMBLIES

These are held on every Friday from 9-9.30am. in the Hall. Classes take turns (see Roster in Staff room) running the Assembly. The format for Assembly can be found on the *W Drive: Assemblies*

CLEANING OF SCHOOL

- The Caretaker is responsible for the general cleaning and caretaking duties of the School and any minor maintenance that is required. Inform the Caretaker through his noticeboard in the Staffroom.
- Any dissatisfaction teachers may have with the cleaning of their room are to be discussed with the Principal, not the Caretaker.
- It is important that classes co-operate with the Caretaker in order that the best environment can be available for the following day. Classes should ensure that before dismissal, all chairs are stacked, all rubbish is in the bin, windows are closed and the floor left clear.

CLASS DISPLAYS

It is expected that classes will have regular changes of class displays on the walls.

Please note when displaying work:

- Staples may be used to display work on pinboard walls only (not hardboard).
- Any work displayed on hardboard must use masking tape only.
- Avoid using sellotape on windows or on any paintwork (e.g. painted doors)
-

CLASSROOM TRAYS (For newsletters, notices, etc.)

1. **Name** the notices of any children who are away on the day and miss out on getting a notice.
2. Keep your Notices tray as empty as possible. There should only be named notices and spare copies of the class list.



3. Please make sure your paper attendance register is in alphabetical order. This makes it easier to transfer the data from the paper roll onto the eTap roll which is arranged alphabetically. You can make a list on eTap and cut and paste it into your roll to ensure it is alphabetical.
4. Make sure your tray goes to the office **every morning by 9am.**
5. Trays will be delivered back after lunch and will contain notices, newsletters, etc. for distribution by the class teacher. Only spare class lists are to be left in the trays.
6. It is the classroom teacher's responsibility to inform their release or relief teacher prior to the start of the day about the expectations above.

WEBSITE

The school website address is www.st-theresas.school.nz The website in general is managed by the Principal and office manager. Each classroom has its own folder on the school website. It is expected that the teacher will ensure that their class folder is kept up to date and that photos, artwork, class newsletters and homework sheets are always current.

STAFFROOM

The staffroom is for the use of staff. It is a place of re-energising and recreation for staff. It is not to be used by parents or unsupervised children. Children are expected to keep away from the Staffroom and to knock and wait if the need is urgent. Parents wishing to locate teachers in the staffroom before or after school are asked to knock and wait. Parent helpers may be invited to morning tea.

STAFF MEETINGS

- Staff meetings are expected to be held regularly and the times and days are determined in consultation with the staff at the beginning of the year.
- Generally, meetings are held
 - Staff Meetings: most Tuesdays from 3 – 4.30 p.m. (Refer Google Calendar)
 - Syndicate meetings: As per arrangement by syndicate
 - Administration staff meetings – every Wednesday morning after 8am prayers. Will finish by 8.30am.
 - Leadership Meetings: every Tuesday 7.30-8.30am
 - Coaching Conversations: these will be held once per term, usually on a Monday. If staffing allows, teachers will be released for these conversations.

Teachers are asked to note these days and times and to avoid making arrangements which would interfere with their attendance.

- All staff are expected to attend these meetings promptly. The Principal is to be informed if a staff member is, for some reason, unable to attend.

All meetings are planned in advance and staff is expected to be prepared.

SUPERVISION OF CHILDREN DURING BREAKS

Playground Duty:

All teaching staff are required to do duty. It is expected that while on duty, the teacher will

- remain in the playground for the whole period of duty, moving around so that all areas are supervised. (It is very important that the duty teacher is present and visible at all times –wearing an orange high visibility vest - as we only have one teacher on duty at a time)
- supervise rubbish collection.
- There will be a rostered second duty teacher each day. They will wear an orange high visibility vest and remain in the staffroom. They will attend to ALL medical and illnesses in the Medical



room, fill out the Medical register (located in Staffroom drawer) and inform the classroom teacher about the incident they have dealt with.

Lunch:

Each teacher supervises their class for the first 10 minutes of lunchtime. Children will not be dismissed before 12.30 p.m. when a bell will ring. Children will remain seated until dismissed. Teacher on second half duty supervises Rubbish Duty at the end of lunchtime.

Wet Days:

On wet days pupils may remain in the classrooms. This will be marked by the ringing of 3 bells. This is the responsibility of the teacher on duty. Teachers must establish activities that could be used by pupils in their own classroom on wet days. (Refer *Wet Day Procedures* in the Staff Handbook).

Updated Dec 2014



3.1.12 PROCEDURE - STAFF DRESS CODE

Working in a Catholic school is a privilege and responsibility. It is important that at all times Staff reflect both the special character of the school and the professionalism of their career in the way they conduct themselves when communicating with children, colleagues and parents.

This includes dress. In the normal day to day life of the school, staff are expected to dress as befits their profession, albeit one where teachers are working with children.

Denim jeans are acceptable provided they are **smart** (*not* faded, “distressed”, worn, holed or ripped). Track pants, trainers/running shoes and rubber jandals are not acceptable. Plunging necklines and bare midriffs are inappropriate.

EOTC: Teachers are encouraged to dress appropriately for the occasion – whether more formal (if visiting Parliament for example) or more casual (on Camp, overnights). This also applies to Sports Days and Fun Days.

Updated Dec 2014



3.1.13 PROCEDURE - PROFESSIONAL DEVELOPMENT

Purpose

Providing an environment that supports and encourages on-going professional learning is essential for developing and sustaining a highly effective school culture and ensuring the delivery of a high quality education and well balanced curriculum to all students. Our overall intent is:

- To keep staff well informed and up to date with current knowledge and practices in education.
- To share and develop professional talents, abilities and interests.
- To support all staff in their career path development and to improve their qualifications.
- To demonstrate links to the school's strategic goals and targets
- To enhance the Catholic character of St Theresa's Catholic School.

Guidelines

1. Staff development opportunities will be available to all Board employees.
2. The Principal will be responsible for the management of the Staff Development Programme and Budget.
3. The Annual Plan will outline the priorities for the staff development programme in a particular year.
4. Staff development aims to upskill individuals and groups to improve capability, performance, effectiveness and learning.
5. Staff development programmes are most successful when staff is involved with the planning.
6. Staff Development takes many forms including:
 - paying for staff attendance at courses and seminars
 - staff meetings and seminars;
 - Retreat days
 - Teacher Only Days and school based courses;
 - outside courses/seminars;
 - professional reading
 - in-school supervision and collegial sharing of skills and knowledge.
 - Tertiary study
 - In-school mentoring and collegial sharing of skills and knowledge
 - Visiting other classrooms both within and across schools
 - Participation and contribution to cluster and network groups
 - Working alongside outside agencies such as GSE, RTLb and RTLit services
7. Staff Development expenditure may include:
 - employment of relief teachers
 - course or conference costs
 - reasonable costs of associated travel and accommodation
 - employment of trainers, experts or consultants
 - purchasing resources
 - subscribing to professional bodies and magazines;
 - subsidising up to 50% the cost of approved personal study

Updated Dec 2014



3.1.14 PROCEDURE - ITINERANT TEACHERS IN SCHOOL

In keeping with the school's Vision, there may be opportunity for external providers to offer learning within St Theresa's that will enrich individual or groups of children.

Anyone who wishes to offer their services within the school must first contact the Principal. The Principal, along with the Management Team, makes the final decision on who may provide teaching within the school, in school or after school time.

Conditions are as follows:

1. The teaching cannot be currently provided within the school (due to lack of expertise).
2. The teaching will benefit children in the school.
3. There are sufficient children (and parents) interested for it to be worthwhile.
4. The teacher offering the service is qualified and adheres to the school's Code of Conduct.
5. The sessions do not disrupt or inconvenience school wide practice.
6. The school is able to provide a space that does not compromise the learning of others.
7. Although the school supports the Itinerant Teaching programme, the school programme will always take precedence.
8. In cases of "User Pays" lessons, the teacher will reimburse the school for actual running costs, and an agreed % of the total per person charge out rate, as per the Itinerant Teacher Agreement.
9. The school retains the right to review this % annually.
10. The teacher reads and signs the Itinerant Teacher Agreement.

ITINERANT TEACHER AGREEMENT

I agree to the above conditions pertaining to an Itinerant Teacher at St Theresa's School.

I agree to reimburse the school any actual running costs per term.

I agree to reimburse the school at an agreed % of my per person charge out rate, per term.

I agree that this Agreement can be terminated by the school if the conditions are not adhered to.

Signed _____


Date _____

Itinerant Teacher of _____

Updated Dec 2014



3.1.14a

INVOICE ITINERANT TEACHERS	
<div style="text-align: right;">  <small>Te Kura Katiorika O Hato Terehia</small> </div>	
TEACHER NAME _____	
SUBJECT AREA _____	
DATE	TERM
No. sessions taught per term	
No. children taught per week (please attach student roll)	
Charge out rate per child per session (please note if rates vary from student to student)	@ \$
	@ \$
Total revenue per term	\$
Payment to school @ 5% of total revenue	\$
Other payments e.g photocopying	\$
TOTAL DUE TO SCHOOL	\$



3.1.15 STAFF INDUCTION PROCESS

Staff Induction applies to any new staff at St Theresa's Catholic School. The purpose of this is to help the new staff member to transition smoothly into the life, systems and culture of the school.

It is the responsibility of the Deputy Principal to organise and lead each new staff member through the induction process. Some induction procedures can be delegated (see below). The Deputy Principal ensures that all the induction checklists have been ticked off, dated and signed by both parties. These checklists form part of the appraisal document for both staff members. Copies are handed to the principal on completion.

1. **Prior to taking up their appointment (this could at the end of the previous year)**
Meet with new staff member and complete Checklist No. 1 (Form 3.1.6a)
2. **Immediately prior to taking up their appointment**
Meet with new staff member and complete Checklist No. 2 (Form 3.1.6b)
3. **A week after taking up their appointment**
Meet with new staff member and complete Checklist No. 3 (Form 3.1.6c)
4. **Within a month**
DRS to meet with new staff member and complete Checklist No. 4 (Form 3.1.6d)
5. **Within the first term**
Principal to meet with new staff member and complete Checklist No. 5 (Form 3.1.6e)
6. **Include Health and Safety Induction process for new staff members covering of relevant procedures and policies.**

Updated August 2017



3.1.16 PROCEDURE - USE OF CLASSROOM RELEASE TIME

This policy contains a list of the most common uses for classroom release time in our school. The list may be amended from time to time through consultation with teachers. Principal and individual teachers may also agree to other uses from time to time.

In our school classroom release time will be used for:

Planning	✓
Evaluation	✓
Reporting	✓
Coaching/mentoring conversations	✓
Personal professional development	✓
Observing other teachers	✓
Reading/Research	✓
Syndicate meetings	✓
Assessment	✓
Meeting with other agencies/parents	✓
Any other use agreed to from time to time between teacher and principal	✓

ALLOCATION OF CLASSROOM RELEASE TIME

Each teacher will be allocated the equivalent of 2 days a term. This will usually be done on a roster system of a series of 1.5 hour release times during the term. There is flexibility if individual teachers wish to rearrange their CRT, but this must be requested in the term prior, before the CRT timetable is drawn up. The roster will be generated by the Leadership team, delegated to the deputy principal, taking into account where possible the requests of individual teachers.

ALLOCATION OF OTHER FORMS OF RELEASE TIME (OPTIONAL):

In **addition** to Classroom Release Time, the following positions will be allocated release time as described below. Teachers in these positions will list specific tasks linked to their job description they will be doing during their release time. They will keep a log of how they use their release time as part of their Appraisal documentation.

Position	Time Allocation	Reason
DP	1 day per week	Leadership responsibilities
AP	1 day per fortnight	Leadership responsibilities
DRS	1 day per fortnight	Catholic Character Leadership
1 MU	As required (in consultation with Principal)	Specific Responsibilities

WHEN CRT CANNOT BE PROVIDED FOR GENUINE REASONS:

Where for genuine reasons, during term planning or at short notice, it is not possible to provide CRT to an individual or group of teachers the school will:

- Record the reason for non-delivery
- Endeavour to reallocate the CRT at a later date in that school year
- Review the CRT policy if required

Use the record of non-delivery when reviewing the policy.

Updated September 2014



3.1.17 PROCEDURE - DISCIPLINE & COMPETENCY

1. The Board should refer any concerns about competence or discipline to the Principal.
2. In the case of disciplinary or competency matters the Board of Trustees through the principal will seek the advice and support of the NZEI or PPTA as appropriate and the School Trustees Association.
3. Where there are disciplinary matters which are causing concern in respect of any employee, the Principal must investigate the matter and report the findings to the Chairperson of the Board of Trustees.
4. Where there are disciplinary matters which are causing concern in respect of any employee, the employee must be advised of the right to request representation at any stage.
5. The employee must be advised in writing of the specific matter(s) causing concern and be given a reasonable opportunity to provide an explanation. Before making a decision, the employer may need to make further inquiries in order to be satisfied as to the facts of the specific matter(s) causing concern.
6. The employee must be advised of any corrective action required to amend their conduct and given a reasonable opportunity to do so.
7. The process and any disciplinary action are to be recorded, sighted and signed by the employee, and placed on their personal file.
8. Where there are matters of competency which are causing concern in respect of any employee (e.g. failing to meet the relevant professional standards), the Principal shall put in place appropriate assistance and personal guidance to assist that employee.
9. If the assistance and guidance has not remedied the situation, the following provisions should govern the action to be taken:
 - (a) The employee must be advised in writing of the specific matter(s) causing concern and of the corrective action required, and the timeframe allowed. This timeframe should be determined by the Principal and be relevant to the matters causing concern;
 - (b) The process and results of any evaluation are to be recorded in writing, sighted and signed by the employee;
 - (c) A copy of any report made by the Principal to the employer or to the Teachers Council shall be given to the employee;
 - (d) No action shall be taken on a report until the employee has had a reasonable time to comment (in writing or orally or both);
10. If the steps in (8.) above fail to resolve the matter of concern, the employer may, where justified, dismiss the employee immediately by providing two calendar months salary in lieu of notice without the need to follow the disciplinary provisions itemised above.
11. It is vital that the Principal and Board of Trustees preserve strict confidentiality, carefully document all actions, and be able to demonstrate that they have acted fairly and properly throughout in accordance with Employment Agreement provisions. Note that the Official Information act 1982 allows access to personal information.
12. Complaints about principal competence should be referred in writing to the Chairperson of the Board of Trustees.
13. In the case of disciplinary or competency matters concerning the Principal, the Board of Trustees through the Chairperson will administer the actions as outlined in this procedure.

Updated August 2014



3.2

POLICY

FINANCIAL SUPPORT FOR STAFF STUDY

"To live, learn and love with Jesus, being the best we can be"

Staff who wish to undertake tertiary-level study to further their own professional learning are welcome to apply for financial support to contribute towards their study costs.

Each case will be decided on its own merits with the following being taken into consideration:

1. The length of service of the staff member making the application;
2. The benefit to the school of the course of study the staff member is undertaking;
3. Scholarships or alternative funding support the staff member has applied for or is already receiving;
4. The number of papers the staff member is planning to undertake to complete the course of study;
5. The total spend, which will need to be in accordance with the annual budget.

Release time from teaching will not be part of the support provided.

Should funding be granted for study, the amount provided would be up to a maximum of 50% of the course costs and possibly subject to the following conditions should the Board wish to invoke either or both of these conditions:

- That in return for funding, the recipient would agree to continue at the school for a set amount of time following completion of the course. Should the recipient leave before that time, the Board has the right to request a full or partial reimbursement.
- The request for a full or partial reimbursement might also be applied in the case of failure to pass the course.

Should the Board wish to apply either or both of the conditions above, the recipient will be required to sign an agreement outlining these conditions as appropriate.

Updated April 2019



3.2.1 STAFF STUDY FUNDING PROCEDURES

Staff who wish to undertake tertiary-level study to further their own professional learning are welcome to apply for financial support to contribute towards their study costs. Refer to Policy 3.2 and Bonding Agreement Form 3.2.1a before applying for financial support from the Board.

Guidelines:

- Intention to embark on study is first discussed with and approved by the principal.
- Application for Study: Financial Assistance Form 3.2.1b is filled out and in the hands of the Board in time for their first meeting in Term 4.

Updated Feb 2015



3.3

POLICY

RESPONSIBILITIES OF THE PRINCIPAL

"To live, learn and love with Jesus, being the best we can be"

The Principal is the professional leader of the school and works in partnership with the Board of Trustees. As the Board's chief executive the Principal shall lead from the front in ensuring that any and all practices, activities or decisions are ethical, lawful, prudent and which are consistent with the Board's Charter or expressed values or commonly held professional ethic.

The Principal is responsible for overseeing the implementation of board policy.
(Refer to Governance Policy 8 - The Relationship between the Board and the Principal Policy).

The responsibilities of the Principal will include:

1. Meet the requirements of the current job description
2. Meet the requirements of the Principal's Professional Standards
3. Act as the education leader of the school
4. Manage the school effectively on a day-to-day basis within the law and in line with board policies
5. Develop an Annual Plan in line with the board's Strategic Plan and seek approval from the board by 1 March each year
6. Implement the (annual) operational plans and give priority to the school's annual targets.
7. Use resources efficiently
8. Put good employer policies into effect
9. Approve staff attestation for salary increments
10. Allocate pay units for management positions
11. Oversee teacher appraisals and staff professional development
12. Hire, deploy and terminate relieving and auxiliary staff positions
13. Be a good steward of the assets (financial and property)
14. Communicate with the community on operational matters
15. Keep the Board informed of information important to their role
16. Report to the board on the compliance with their policies
17. Organise operations within the boundaries of prudence and ethics established in board policies on Operations
18. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000." [see STA Link 2001/01]
19. Appoint, on behalf of the Board, the Privacy Officer and EEO Officer.

Updated April 2019



3.4 POLICY APPOINTMENTS

"To live, learn and love with Jesus, being the best we can be"

To assist in the appointment of quality staff to any vacancy which may arise, an appointment committee, with expertise relevant to the vacancy, will be selected to carry out the appropriate appointment procedures.

The Principal will:

1. Meet legal requirements
2. Act as a good employer
3. Appoint the best person for the job
4. Determine the composition of the various appointment committees taking into account the following:-
 - a) Appointment of the Principal is the responsibility of the Board which will determine the process
 - b) Appointment of the Deputy Principal, head of the departments /senior teachers will involve an appointment committee consisting of the Principal , the Board Chairperson and further trustees where deemed necessary (in particular refer notes (d) and(e))
 - c) Unless determined otherwise by the Board, appointment of all other teachers, long term relieving teachers and non-teaching staff will be responsibility of the Principal in consultation with the Board Chairperson or delegate where deemed necessary
 - d) A Proprietor's Appointee needs to be included on all appointment committees
 - e) Being wary of any conflict of interest as per Governance Policy 3

Updated 2019



3.4.1 APPOINTMENTS PROCEDURE

Staffing the school with well-qualified staff will be most likely to ensure the best possible education for the child. In a Catholic School it is vital that *all staff* employed are prepared to support the Catholic Character in attitude and behaviour.

People Eligible for Appointment:

1. The Catholic Education Office must approve applicants for tagged positions before the Appointments Committee considers their application.
2. The most suitable applicant will be appointed as quickly as possible after a vacancy occurs.
3. The minimum requirement for teaching staff is an approved teaching qualification endorsed by the Teaching Council of Aotearoa NZ.
4. Suitability of applicant will be based on their ability to meet the Person Specification and responsibilities outlined in the Job Description.

Appointment and Review Committees:

1. All appointments will be made by a sub-committee of the Board of Trustees and approved by the Board.
2. Appointments Committee will consist of at least three members with a maximum of 5:
 - a) the Principal (except in the case of the position of Principal, when another Principal from a Catholic School could take this place),
 - b) the Chairperson or his/her deputy,
 - c) one other Board or staff member, who must be one of the Proprietor's nominees to the Board.
 - d) a Maori representative when the position involves responsibility for Te Reo me ona Tikanga.
3. The Review Committee will consist of up to three members who have had nothing to do with the appointment and will be made up of: one elected Board member; the teacher representative; and another Board of Trustees member who must be one of the Proprietor's nominees to the Board.
4. Both the Appointments Committee and the Review Committee may take advice from/or co-opt people outside the school as they see fit e.g. Catholic Education Office and other Principals, NZEI Officers.

Appointment Process:

1. All full-time teaching positions for more than one year will be advertised nationally in the Education Gazette. All advertisements, whether for tagged or untagged positions, will state clearly that the successful applicant will uphold the Catholic Character in all their professional actions and relationships.
2. Applications should:
 - a) Be addressed to: The Principal, and marked "Application for Appointment."
 - b) Include a completed S Form for tagged positions which will be presented to the Catholic Education Office for a decision on the suitability of the candidate. Suitable candidates will then be considered.
 - c) Include a curriculum vitae which should include:
 - i. names, addresses and telephone numbers of referees who will support claim made.
 - ii. qualifications, registration details, etc.
 - iii. service record.
 - d) Include a completed application form, handed in before the closing date and time. Late applications will be accepted at the discretion of the Appointments Committee.
3. All appointees interviewed will be invited to bring support people.



4. Confidentiality of information received from applicants will be respected always.
5. In accordance with the Privacy Act 1993, the Board of Trustees or their representatives may make enquiries from the referees listed in the application. The Board of Trustees or their representatives may also make enquiries of past or present employers, colleagues, other education professionals or any other person who may be in a position to assist the Board in determining the applicant's suitability in terms of filling the vacancy.
7. The Appointments Committee will use a rating system to help in the selection process using the templates provided. Refer Interview templates **3.4.1a** and **3.4.1b**.
8. The Appointments Committee will decide on the most suitable applicant and contact that person as soon as the choice is made. The applicant has 24 hours to accept or reject the offer. The applicant will then be subject to the safety checking procedures.
9. When the applicant has accepted the position, the unsuccessful interviewees will be notified.
10. All applicants will be informed in writing as to whether they were successful or not.
11. The Curriculum Vitae will be returned to all applicants who request it, once an appointment is made, a copy being kept of all information given.
12. The letter of appointment outlines the conditions under which the successful applicant will work for the first 30 days and then requests direction re inclusion in any collective agreement.
13. The Teacher Registration number and other employment details are recorded on the Appointment Database.
14. When resigning their position, a permanent employee or long term reliever must give a minimum of two calendar months' notice, unless a shorter period is mutually agreed upon. Refer the appropriate collective agreement for any amendments to this time period.

Updated May 2019



3.4.2 PROCEDURE - POLICE VETTING OF NON-TEACHING EMPLOYEES

1. Police Vetting Requirements

- The Education Act 1989 (Amended by the Education Standards Act 2001) requires that "Before appointing a person who is not a registered teacher or holder of a limited authority to teach to a position at a school, the Board of the school must obtain a police vet of the person from the NZ Teachers Council." (now Teaching Council of Aotearoa NZ) The police vet must be obtained before the new staff member can be appointed.
- The Act also requires that:
 - All casual or temporary employees require a police vet. For these employees the vet must be obtained within two weeks of employing the person.
 - A police vet is required for contractors and employees of the contractors who work regularly at the school during hours of operation.
 - All existing non-teaching employees are required to have a police vet.
 - For existing employees a police vet will be carried out in accordance with procedures established by the Teaching Council of Aotearoa NZ. A further check will be done on or about the third anniversary of the previous police vet.

2. Police Vetting Process

- The personnel/appointments committee ensures that every candidate for a non-teaching position is aware of the requirement for a satisfactory police vet. This is done by placing the statement "Appointment will be subject to a satisfactory police vet" in advertisements for non-teaching positions at St Theresa's Catholic School.
- The requirement that a satisfactory police vet is a condition of employment is explained as part of the interview. The prospective employee may decline a police vet and not continue with the interview if they wish.
- The preferred candidate is expected to complete a Police Vet Application Form. Refer Form 5.1.17c

3. Privacy

- The results of police vets shall be kept strictly confidential to; the Principal where appropriate, the relevant board members or other individuals as necessary.
- Where the police vetting shows a criminal conviction the individual concerned shall; be provided with a copy of the police report and offered the opportunity to have any incorrect entries amended.
- If the Principal or the Board decides that a police vetting report raises no concerns then it is to be destroyed or handed to the individual concerned after a record is made of the vetting having taken place.

4. Delegated Authority

- Where a staff member or contractor has convictions the Principal shall have delegated authority to employ or continue to employ the individual.
- 4.1. In making such a decision the Principal shall contact NZSTA personnel/industrial relations advisor before taking any action and take into account the following:
- the seriousness of the offence
 - whether a sentence has been served or whether the individual is still doing periodic detention or community service
 - the employee's/contractor's role in the school
 - how long ago the conduct occurred and the circumstances surrounding the conduct in question



- the age of the individual at the time of the offence
- societal conditions that may have contributed to the offence
- the probability that the individual will continue the type of behaviour in question
- the individual's commitment to rehabilitation and to changing the behaviour in question.

4.2. The Principal shall immediately inform the Personnel Committee of the Board when anyone is found to have been convicted of any of the following offences and shall not be authorised to appoint or confirm the appointment of such individuals:

- offences involving; sexual or other abuse of children
- offences involving sexual violation or sexually exploitive behaviour
- offences involving extreme violence
- offences for dealing in or supplying prohibitive drugs
- offences for theft and other offences involving property which occurred within the last two years.

4.3. The Principal shall also inform the Chairperson of the Board, in advance, of all cases where he/she recommends that an appointment/engagement not be proceeded with due to the existence of convictions, or where the employment/engagement be terminated or altered due to such convictions. In such cases, the advice of the New Zealand School Trustees Association or other legal advice would normally be sought.

4.4. Individuals concerned shall be informed of the impact, if any, of the conviction on their engagement or continued engagement.

5. **Contractors**

All casual or temporary non-teaching employees and contractors and employees of the contractors who are working at the school during school hours for more than two weeks are expected to complete a Police Vet Application Form. The principal then follows Guidelines as outlined above. If contracting outside agencies that conduct their own Police Vets, assurances need to be given in writing the the principal confirming all requirements have been met.

Updated May 2019



3.5

POLICY

EQUAL EMPLOYMENT OPPORTUNITIES (EEO)

"To live, learn and love with Jesus, being the best we can be"

The St Theresa's Catholic School Board of Trustees will fully comply with the requirements of the State Sector Act 1988 relating to providing fair opportunities for all employees and potential employees to gain employment at the school.

Therefore;-

- An EEO coordinator will be appointed (this may be the Principal)
- An EEO programme will be developed and the implementation monitored by the Board
- All school policies, practices and procedures will be reviewed having due regard to EEO consideration.

Updated April 2019



3.6

POLICY

DISCIPLINARY PROCESS IN RELATION TO THE PRINCIPAL

"To live, learn and love with Jesus, being the best we can be"

In the event the Board determines that a policy violation(s) has(have) occurred and the Board judges the degree and seriousness of the violation(s) to warrant initiating a disciplinary process, the Board shall seek free advice in the first instance from an NZSTA Industrial Advisor and follow due process.

Updated April 2019



NAG 4

**FINANCE
& PROPERTY**



4.1

POLICY

FINANCIAL PLANNING & CONDITIONS

"To live, learn and love with Jesus, being the best we can be"

Financial Planning

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

Budgeting should reflect the annual plan and show a generally acceptable level of foresight. It should not risk financial jeopardy. Thus the budget must:

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

Financial Condition

The financial viability of the school must be protected at all times. The Board understands that the possibility of theft or fraud cannot be entirely eliminated however the Principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event. Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH). Therefore the Principal shall:

1. Not incur unauthorised debt
2. Not violate generally accepted accounting practices or principles
3. Not use tagged funds for purposes other than those approved
4. Not spend more funds than have been allocated in the fiscal year without prior board approval
5. Ensure all money owed to the school is collected in a timely manner
6. Make timely payments to staff and other creditors
7. Not sell or purchase unauthorised property
8. Ensure that all relevant government returns are completed on time
9. Ensure that no one person has complete authority over the school's financial transactions
10. Not make any purchase:
 - a. Of over \$1000 without having obtained comparative prices and quality
 - b. Of over \$1000 without an adequate review of ongoing costs, value and reliability
 - c. Of over \$1000 on a single item without first seeking board approval

Updated April 2019



4.1.1 PROCEDURE - INTERNAL CONTROL OF SCHOOL FUNDS

RATIONALE:

The Board of Trustees ("the Board") is responsible for money paid to St. Theresa's Catholic School ("the School") by the Ministry of Education ("the Ministry"). Standard accounting procedures required by the Ministry and the School's auditors will be adopted.

PURPOSE:

The goal of the Board is to maximise the utility of the funds it receives by preparing effective budgets, ensuring that a proper mixture of current expenditure and funds reserved for future capital expenditure is maintained, investing surplus funds in authorised investments.

GUIDELINES:

The responsibility for approving the annual budget and reviewing monthly expenditure rests with the Board. The day-to-day carrying out of finance policy shall be overseen by the Principal and Accounts manager.

Bank Accounts:

- (a) Main Account:
The Board shall maintain one trading account with a registered bank. All Ministry funds and other receipts shall be deposited to this account. All usual payments will be made from this account.

Signing Authority:

Main Account:

All cheques drawn on the School's main trading account require two signatures. The signatories are the Chairperson, the Principal, the Deputy Chairperson and the Deputy Principal.

Electronic Banking:

1. One Internet-ID account is to be operated on the School accounts as follows:
 - a) Internet-ID account will enable enquiry and transfer of funds between accounts by the Treasurer (both) and Accounts Manager (enquiry only).
2. Any changes to these Internet-ID accounts, including new access to accounts, new automatic payments, etc. are to be authorised by at least two signatories to the bank account.
3. Bank statements are to be monitored for any unauthorised use of electronic banking. The monitoring of this will occur via the monthly bank statement reconciliation process prepared by the Accounts Manager and signed off by the Principal. Therefore, if there were any unauthorised payments e.g. a third party fraudster sets up an Automatic payment on our account then we would be unable to reconcile. The controls in place means that most transactions require 2 authorisations (by BoT members with Admin authority). The Accounts Manager has authority to transfer funds between the current account and savings account only and to import the payments from the accounts package.

Investments:

The Board may invest funds on term deposit with a registered bank. The Board should ensure that investments mature at intervals to meet normal expenditure and maintain favourable rates of interest. The Principal and account manager in consultation with each other, may select the appropriate form for any investment.



4.1.1/2

Accounting System:

The School uses the MUSAC Accounting Package in preparing all accounts, including GST returns. The Accounts Manager will provide a monthly statement of accounts and the Principal reports to the Board at the meeting. The Accounts Manager together with our chosen financial advisor prepare and present the Annual Accounts to the Board and for the annual audit.

The Principal will approve all usual budgeted expenditure items. Any items not budgeted for shall be referred to the Board for approval. Principal has ability to authorise purchase of items up to value of \$1000 without prior Board approval.

Annual Budget:

The Principal will prepare a draft budget, to be tabled at the November Board meeting. The Board shall approve the Budget at its February meeting. Because of the fluctuations in the level of Ministry funding and other monies received by the School, the Board may revise the budget later in the year to allow for changed circumstances. Provision for long-term planning and the allocation of capital funds is an important part of the budgetary process. Expenditure over the overall budget limits requires prior Board approval.

Reporting:

A list of monthly receipts and payments along with other monthly reports, is to be circulated to all Board members before each Board meeting for noting.

A summary of year-to-date revenue and expenditure by budget category will be reported to monthly Board meetings.

A - Receipts

	<u>Responsibility</u>
1. Mail opened and distributed by Office Manager or Principal. All cheques received stamped "Account Payee Only"	Office Mgr.
2. All funds received will be clearly recorded in MUSAC, showing their origin, purpose and destination.	A/c Mgr.
3. Cash Register receipts will be issued for all cash received over \$50. All receipts should be accounted for.	A/c Mgr.
4. Any funds kept in the school overnight will be held in the school safe. The only people who have access to this safe are the Accounts Manager, the Principal and the Deputy Principal.	A/c Mgr./ Principal/DP
5. Funds will be banked at least fortnightly and more frequently when appropriate.	A/c Mgr.
6. Cash is coded to the relevant GL accounts and summarized. The deposit is prepared and taken to the bank.	A/c Mgr.
7. Data will be entered onto the computer of all funds received from bank statements e.g. interest, grants, charges, salaries and automatic payments.	A/c Mgr.
8. Bank statements will be reconciled monthly (expenditure and income) to the ledger, and checked by someone other than the Accounts Manager.	A/c Mgr./ Principal
9. Monthly deposit summary for banking showing source of funds and the revenue budget code will be presented for approval to the Board.	A/c Mgr.
10. Principal will deal with all queries regarding difficulty or non-payment of monies owed.	Principal



4.1.1/3

Internal Control of School Funds

B - Payments

Responsibility

- | | | |
|-----|--|-----------------------------|
| 1. | Accounts will be paid within 14 days of receipt of invoice, within reason. | A/c Mgr. |
| 2. | All invoices to be paid by Direct Credit need to be authorized first (Principal, Chairperson or DP) and then loaded into the Accounts package. Thereafter, they are exported to the bank account For payment overnight. For payment to occur, 2 authorised signatories need to authorize the payments. | A/c Mgr.
A/c signatories |
| 3. | The Accounts Manager will not be a signatory to any accounts. | Board |
| 4. | No person will authorise their own request for payment or sign a cheque made out to them. | |
| 5. | Blank cheques will never be signed by a cheque signatory. | A/c signatories |
| 6. | All cheques issued should be stamped "Not Transferable" or "Account Payee Only". No bearer cheques will be issued. | A/c Mgr. |
| 7. | All requests for payment should have appropriate supporting documentation, filed for audit purposes (refer payment of accounts procedures). | A/c Mgr./
Principal |
| 8. | Ledgers will be updated regularly and balanced promptly after the end of the month. | A/c Mgr. |
| 9. | Monthly summary for payments showing payee, description of purchase and expenditure budget code will be presented for noting to the Board. | A/c Mgr. |
| 11. | Budget allocations will be adhered to. Any unusual items or large variances should be explained to the Board and minuted. | Principal |
| 12. | Any expense claim must be accompanied by the relevant proof of purchase documentation. | A/c Mgr. |

C - Journal Adjustments

- | | | |
|----|---|------------------------|
| 1. | Appropriate supporting documentation and calculations should be prepared and filed for each journal entry. | A/c Mgr./
Principal |
| 2. | All journal entries should be checked by the Principal. | Principal |
| 3. | A list of outstanding activity fees will be kept and signed by the Principal at the end of each year. | Principal |
| 4. | Monthly Summary of journal entries showing destination account codes and relevant descriptions will be presented for noting to the Board. | A/c Mgr. |



D - General

- | | | |
|----|--|------------|
| 1. | Stationery inventory will only be valued and recognised in School accounts at year end. | A/C Mgr. |
| 2. | Computer systems should be backed up regularly and recent copies should be kept off-site. | A/c Mgr. |
| 3. | Asset Register should be maintained. Annual independent physical asset verification exercise will be undertaken. | Fin. Cttee |

Updated July 2017



4.1.2 PROCEDURE - PLACEMENT OF ORDERS & PAYMENT OF ACCOUNTS

1. The Office Manager, Principal or Teacher with curriculum responsibility will select and order goods and supply the OM with a copy of the order/email.
2. All goods received are checked against the order by the person who placed the order. Where relevant, the books are given to the Librarian for stamping, processing and adding to the resource database.
3. The goods are given to the person responsible for use/correct storage.
4. The Principal checks invoice, budget and authorises for payment.
5. Accounts Manager prepares the invoice for payment.
6. Invoices are authorized by the Principal, processed and then exported for payment by Direct Credit.
7. The data is entered into the computer.
8. The payment is exported from the accounts package to the Bank for payment by Direct Credit.
9. Invoice is referenced and filed.

Updated July 2017



4.1.3 PROCEDURE - PREPARATION OF ACCOUNTS FOR AUDIT

The School will employ an authorised firm of auditors to carry out the annual audit of its accounts.

The School will liaise with the auditors to ensure the audit is completed within the time-frame required by the Ministry.

Updated July 2017



4.1.4 PROCEDURE - PRINCIPAL PROFESSIONAL EXPENSES

- A budget for professional expenses and for professional development will be established annually.
- Spending within budget occurs at the discretion of the Principal except in the case of overseas professional development.
- All overseas trips for professional development must first be approved by the Board of Trustees.
- Professional development expenses may include but are not confined to: continuing education, books and periodicals, mentoring and attendance at professional conferences.

Updated July 2017



4.1.5 PROCEDURE - GIFTS

Introduction

- 1) The Board agrees that it has a responsibility to ensure that expenditure on gifts incurred by the School must clearly be linked to the business of the School. The Board has agreed on the fundamental principles of this Procedure and has delegated responsibility for the implementation and monitoring of this Procedure to the Principal.
- 2) The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Procedure. The Principal may, from time to time, further delegate some of their responsibilities and all such delegations must be attached as appendices to this procedure.
- 3) This Procedure must be read in conjunction with other Board Policies and the exercising of all authority and responsibilities conferred under this Procedure must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

Giving Gifts

- 4) All gifts should be purchased through the School's normal purchase procedures.
- 5) A full description of each gift will be maintained in the General Ledger.
- 6) The cost of a gift should be reasonable and appropriately reflect the benefit received.
- 7) The table below delegates limits for gifting and each year during the budget round, an appropriate budget will be established.

Receiving Gifts

- 8) Gifts should not be accepted if there is concern that others could see their acceptance as an inducement or a reward that might place the staff member under an obligation.
- 9) If gifts received are small and of little value (under \$50), then the recipient may keep the gift.
- 10) If the gift is larger and more valuable, then the recipients must advise the Board of the gift. The gift will be given to the school to use unless the Board agrees to an exception to this procedure.
- 11) If the gift arises from an employee's role as an employee of the Board, then the gift remains the property of the Board. Receipt of the gift should be declared to the Principal.
- 12) Any gift with a value greater than \$50 must be noted at a Board Meeting and recorded in the minutes.

Approval

- 13) When the Board approved this Procedure it agreed that no variations of this Procedure or amendments to it can be made except with the unanimous approval of the Board.
- 14) As part of its approval, the Board requires the Principal to circulate this procedure to all staff and for a copy to be included in the School Procedure Manual, copies of which shall be available to all staff.

Description	Amount including GST
Full-time staff member leaving after 1 year	\$50
Full-time staff member leaving after x years	$\$50 + 10x$
BOT members resigning	\$40 - \$100 as deemed appropriate by BOT
Gifts for 'free' services i.e. painting, performances	\$40
Other i.e. Staff wedding, baby, bereavement, etc.	\$50 (flowers)
Contribution to staff Christmas luncheon (for food only – alcohol not included)	Up to a maximum of \$1000

Updated July 2017



4.1.6 PROCEDURE – INCIDENTAL FUNDRAISING

From time to time, parents may undertake fundraising on behalf of the school (or a particular class e.g. Year 6 Camp).

If so, this needs to be undertaken in adherence with the school's Finance Policy and the following guidelines for parents.

GUIDELINES

- All funds collected must be accounted for. Whenever possible, they must be handed over to the office manager **on the day collected or**, (in the case of weekend fundraising), **first thing on Monday morning**. At no time may parents use the funds they have collected to purchase a good or service. That money must be handed in full to the Office where it will be processed according to the school procedure (4.1.6a). Under special circumstances where funds need to be held off the premises, then parents who hold these funds on behalf of the school, assume the responsibility for them. In the event of loss or theft, the school will be reimbursed in full by that person.
- Purchases must be paid for by the purchaser, unless the school has an account with the business concerned.
- If the school holds an account with a business, the purchaser must first advise the Office that they will be purchasing goods. At the time of purchase, the goods must be signed for and the docket brought into the Office.
- Any costs incurred by parents must be reimbursed in keeping with school procedures. This means that parents who have incurred personal costs connected with fundraising (e.g. the purchase of sausages, refilling the barbeque gas bottle, etc) **must provide a receipt** as evidence of their expenditure, which will be reimbursed according to school policy. Expenses must be claimed for on an "Expense Claim Form" available from the Office.

Updated July 2017



4.1.7 FUNDRAISING FOR SENIOR CAMP: PROCEDURES

St Theresa's Senior Camp is held biennially. Parents of senior students understand that they are responsible for funding their child's Camp. The following procedures outline the different options for paying for the Camp.

1. The Year 5/6 teachers hold a meeting during Term 1 with all parents of senior students. The cost of the Camp payment options, including fundraising, are outlined.
2. Parents can elect **not** to be involved in fundraising, in which case they will pay the full amount (less a % of any whole class initiatives like Bring & Buy Day). This can be done as a lump sum, or by automatic payment over the course of the year. It must be paid in full no later than one week before Camp.
3. Parents who elect to fundraise need to let the class teacher know. Parents keen to co-ordinate the fundraising need to let the class teacher and the Office know straight away. If no one comes forward to coordinate the fundraising, the assumption will be made that there will be no fundraising.
4. The tasks of the co-ordinator(s) are to:
 - a) Liaise with all parents of senior students who have agreed to fundraise to decide on the fundraising activities.
 - b) Keep a spreadsheet which notes the activity and the parents involved and share with the Office immediately.
 - c) Distribute the fundraising calendar to all parents who have elected to fundraise. Give a copy to the Office
 - d) Oversee the organising and running of the fundraising activities. Liaise with class teacher **prior** to any fundraising going ahead.
 - e) All monies collected must stay on site with the Office.
5. Once parents who elect to fundraise have covered their child's Camp costs, any further proceeds from fundraising they undertake will become the responsibility of the school to allocate based on the following priorities:
 - o Priority 1: families who have come forward (*see No. 7 below*)
 - o Priority 2: families whose need has been recently identified
 - o Priority 3: all other Camp families.

Out of respect for the privacy and dignity of others and in keeping with our Catholic Character, this information will not be made public.

6. To advertise fundraising under the *St Theresa's Senior Camp* banner, all students whose parents are involved in the fundraising need to benefit from it. If parents elect to fundraise on their own (or in small groups) they cannot advertise or publicise it as a St Theresa's Senior Camp fundraiser, as this is misleading.
7. **If for some reason a family is unable to pay for the Camp or to be actively involved in fundraising, they need to raise this with either the classroom teacher, the principal, or the Office as soon as practically possible.**

Updated July 2020



4.1.8 PROCEDURE – ISSUE & USE OF SCHOOL CREDIT CARDS

The Board of Trustees (the Board) of St. Theresa's Catholic School (the School) has adopted the following procedure in relation to the issue and use of School credit cards.

Introduction

1. The Board agrees that it has a responsibility to ensure that credit card expenditure incurred by the School must clearly be linked to the business of the School.
2. The Board has delegated responsibility for the implementation, monitoring and management of this procedure to the Principal. The Principal may not delegate this responsibility without approval from the Board.
3. This procedure must be read in conjunction with other Board Policies, specifically Policy 4.1 Financial Planning & Conditions and the exercising of all authority and responsibilities conferred under this procedure must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

Process for Issue of Credit Cards

1. Credit cards should only be issued to staff members as approved by the Board. A register of approved cardholders should be maintained.
2. The limits set for credit card use should not exceed the limit approved by the Board. Any changes or variations require approval from the Board.
3. Prior to any card being issued, the recipient must be provided with a copy of this procedure and be required to sign it off to signify that they have read and understood it.

Procedures to be followed when Using the Card

1. The credit card is not to be used for any personal expenditure. Cash advances are not permitted.
2. The credit card will only be used for:
 - payment of actual and reasonable travel, accommodation and meal expenses incurred on School business; or
 - purchase of goods or services in accordance with the approved budget or where prior authorisation has been given by the Board.
3. All expenditure charged to the credit card should be supported by:
 - A credit card slip
 - A detailed GST invoice (required for expenditure incurred of value greater than \$50 including GST) or receipt to confirm that the expenses have been properly incurred on School business.
4. The credit card statement should be certified by the cardholder as evidence of the validity of expenditure.
5. Approval for the expenditure should be obtained retrospectively as follows:
 - The Principal will approve any costs incurred by School staff; and
 - The Chairperson or Deputy Chairperson should approve any costs incurred by the Principal.
6. Cardholders are not allowed to approve their own expenditure.



7. Any benefits of the credit card such as a membership awards programme are only to be used for the benefit of the School. They should not be redeemed for personal use.

Cardholder Responsibilities

1. The cardholder should never allow another person to use the card or disclose the pin number of the card to any other person.
1. The cardholder must only purchase within the credit limit applicable to the card.
2. The cardholder must notify the credit card company and the Principal immediately if the card is lost or stolen.
3. The credit card should not be used on the internet without approval of the Principal.
4. The cardholder must return the credit card to the School upon ceasing employment at the School or any time upon request by the Board.

Adopted by the Board April 2016



4.2

POLICY ASSET PROTECTION

"To live, learn and love with Jesus, being the best we can be"

Assets must be protected, adequately maintained and not subject to unnecessary risk. The Board of Trustees is responsible for over viewing the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the principal must:

1. Ensure all assets are insured
2. Only allow authorised personnel or groups to handle funds or school property
3. Ensure plant and equipment is not subject to improper wear and tear or insufficient maintenance or inappropriate use
4. Maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00
5. Ensure the implementation of the 10 year property maintenance plan
6. Engage sufficient property maintenance staff for the school within budget limitations
7. Receive Board approval for maintenance contracts over \$1000 for any one contract
8. Conduct competitive tenders for all contracting
9. Protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication.
10. Receive, process or disburse funds under controls that are sufficient to meet the board-appointed auditor's standards
11. Invest or hold operating capital in secure accounts, or in interest bearing accounts except where necessary to facilitate ease in operational transactions

Updated April 2019



4.2.1 PROCEDURE – PROPERTY MANAGEMENT

The property and buildings of St Theresa's Catholic School are managed to ensure that they are maintained well so that the school is a safe place for students, staff and visitors. This is done in the following ways:

The principal will

- Delegate to the Caretaker the care and day to day maintenance of school grounds and buildings, including management and upkeep of school pool (refer *Caretaker Job Description*).
- Liaise and negotiate with Caretaker on matters beyond the scope of their Job Description.
- Liaise with Caretaker on all emergency repairs that need to be carried out.
- Check that Building Compliance Manual is regularly completed, dated and monthly compliance forms sent to CSBL (by Caretaker.)
- Check that school is up to date with CSBL Warrant of Fitness and that Certificate is on public display.
- Liaise with CSBL when there are emergency repairs in excess of \$5000 needing to be carried out.
- Liaise with CSBL when there are any changes needed to the property or buildings for students with special needs.
- Keep the Board informed of Property & Buildings management and any issues that arise through monthly Principal Report.

Staff will

- Use the white board in the staffroom to alert the Caretaker of any hazards or issues regarding the property or buildings. Caretaker checks this board daily.
- Take care of property and be responsible for resources owned by the school that they have charge of.
- Inform the Principal of anything unsafe that urgently needs repair/replacement.

Written August 2014



4.2.2 PROCEDURE - SCHOOL LIBRARY

Our Learning Hub provides a pleasant environment with access to up-to-date resources, enabling students to become independent learners and develop a life-long pleasure in reading and the discovery of knowledge.

OBJECTIVES

1. To support the culture and special character of the School.
2. To provide a creative, stimulating environment in which students develop an enthusiasm and love for reading.
3. To support the essential skill development required by the New Zealand Curriculum.
4. To support the development of information skills.
1. To be aware of and provide for equity issues and The Treaty of Waitangi.

GUIDELINES:

The Learning Hub is managed by the Librarian with the support and liaison of the Teacher with Library Responsibility.

The Librarian is responsible for the day-to-day management of the resources.

Volunteer parent help is encouraged under the supervision of the Librarian.

Pupil librarians are trained to assist with Library routines.

Board of Trustees provides funding for Librarian hours as appropriate.

Opportunities for professional development of Library team is given as necessary.

The Librarian reports stocktake figures to the Board of Trustees at the end of each year.

The Library management team will present a budget proposal annually to the Board of Trustees.

Library budgeting is the responsibility of the Library team.

The Board of Trustees finances the development and maintenance of Library facilities.

Library supports the teaching programmes throughout the School.

Resources are purchased according to criteria as set out in Library Collection Development policy.

CONCLUSION:

Students will be encouraged to leave our School as independent learners, able to enjoy reading for recreation and information.

LIBRARY PROCEDURES FOR PURCHASE

Our Learning Hub will contain a wide range of quality resources which support the essential skills and learning areas of the N.Z. Curriculum and reflect the culture and special character and interests of our children.



4.2.2/2

PURPOSE OF SELECTION:

1. Support and enrich the School programme.
2. To foster a love of reading and literature.
3. To further develop reading and information skills.
4. To reflect the special character of the School.
5. To promote the School's policies on equity, gender.
6. To meet special interests of the children.

RESPONSIBILITY FOR SELECTION:

The Librarian and Teacher with library responsibility, in consultation with staff and students, has responsibility for purchase of resources.

PROCEDURES FOR SELECTION:

1. Curriculum committees will provide a list of curriculum topics for the following year.
2. Current collection assessed in relation to upcoming topics.
3. Budget allocation noted.
4. Consult reviewing journals.
5. Consult staff and pupils.
6. Request materials to meet identified needs from suppliers.

CRITERIA FOR SELECTION:

- Appropriateness for the collection
Relevance to the curriculum
Relevance to student needs
- Format
Information access - contents page, index, glossary, captions, further reading, useful help screens and search paths
Cover, shape and size, page layout, print size, numbering of pages, binding
Illustrations/graphics, visual appeal, appropriateness, relevance to text
- Content : Non Fiction
Accuracy and "up-to-datedness:
Authority of author/design team, consultation with experts
Scope, coverage of topic, "angle" taken
Language, readability, child-related
Illustrations - complementary to text, accuracy, caption information
- Content Fiction
Language, readability, style
Plot; Characters; Themes; Setting; Illustrations - appeal to children
- Content : Series
Each resource will be judged on its own merits in terms of selection criteria and appropriateness for the collection
- Frequency of use - Will be a consideration
- Value for money - Price versus potential use
- Bias and stereotyping – Consider: Illustrations; Storyline; Attitudes; Characters;
Vocabulary



4.2.2/3

SPECIFIC TYPES OF RESOURCES:

Consideration will be given to the purchasing of:

- Magazines
- Computer programs or online subscriptions or e-books
- Games
- Non-book materials;

What will not be bought:

- Some very popular best-selling series which are well resourced in local Public Libraries.

DONATIONS:

Must meet the selection criteria set down in this Policy.

NZ PUBLICATIONS:

NZ publications, appropriate to the collection, will be ordered promptly.

COLLECTION MAINTENANCE:

- Processing: to extend the life of resources, should be undertaken before they are made available
- Mending: will be undertaken after consideration of the cost of time and material, versus usefulness of resources and replacement cost.
- Weeding: undertaken on a rigorous basis re criteria in weeding handout.
- Cataloguing: key-wording.

At the direction of the Teacher with Library Responsibility/curriculum committees.

Fiction – staff at appropriate levels.

(Refer to job descriptions for above)

CHALLENGED MATERIALS:

From time to time items in the School Library may be challenged as to their suitability. Where a complaint against a specific resource cannot be resolved through informal discussion, the following steps will be taken.

1. The item is temporarily withdrawn for the purpose of review.
2. Key members of staff notified and the item made available to them.
3. Opinions, reviews, advice sought from staff, National Library etc.
4. A form (see attached) is given to the complainant to fill out and return within one week. The complainant should also be given a copy of the Collection Development Policy.
5. Staff and Board of Trustees representatives meet to consider the complaint. The complainant may be invited to meet with staff.
6. The complainant is notified of the decision made.

Note: All complainants must be given a fair hearing and procedures kept informal where possible.

Updated September 2014



4.2.3 PROCEDURE - LOST LIBRARY BOOKS

Families must take some responsibility for lost or damaged library books.

OBJECTIVES:

1. To encourage children to take responsibility for School resources
2. To encourage parents to take an interest in books children bring home from the library.
3. To replace lost or damaged books.

GUIDELINES:

1. Children are given a verbal reminder by the librarian when the books are one week overdue and encouraged to renew the item.
2. If there is no response within one week, an email is sent to parents and students (*See Form 4.2.3a*)
3. If still no response after a second email, a third email (*See Form 4.2.3b*) is sent requesting payment towards replacement cost.
4. If necessary, non-payment is followed up by the Principal.
5. Replacement cost is calculated as the depreciated value of the rate of 12.5% p.a. A minimum charge of \$25 is applied.
6. On issuing the notice for payment of a lost book, the student is suspended from the right of borrowing any books until the book is found or payment received or the end of the year is reached.
7. In the fourth term of the year, any outstanding books receive a fourth letter, (*See Form 4.2.3c*). If still no payment received any outstanding debt on books, at the end of the school year, will be written off after consultation with principal. The child is reinstated as a borrower for the next year.

Updated September 2015



4.2.4 PROCEDURE - COMMUNITY USE OF SCHOOL PROPERTY

USE OF SCHOOL BUILDINGS

School buildings have been provided in order to accommodate children and staff and the aim of St Theresa's Catholic School is to provide a suitable environment for the education of Year 1-6 children.

GUIDELINES:

1. Any use of the school buildings for any purpose other than that for which they were provided is to have the prior approval of the Board of Trustees.
2. Any organisation or individual/s wishing to use the school buildings or grounds must have aims/ideals that do not conflict with those of St. Theresa's Catholic School.
3. There is to be no alcohol consumed on or around the premises without the prior consent of the Board of Trustees.
4. All users will be expected to pay at least actual operating costs.
5. For insurance purposes, the Archdiocese of Wellington will be informed via email of any outside groups using the school.
6. The key is to be collected from the Office Manager and recorded in the Key Register. The keyholder shall be liable for any damage to or loss of property.

USE OF SCHOOL GROUNDS

The school grounds are first and foremost for the use of the children of St Theresa's Catholic School and as such provide a safe and suitable environment for the children. Because we are part of the wider parish community, the school may from time to time allow the use of the school grounds to extended families of the school and to members of the parish.

GUIDELINES:

1. Any use of the school property for any purpose other than that for which they were provided is to have the prior approval of the Board of Trustees (who may delegate this to the Principal). Those requesting use of the school grounds will agree to the terms stated in these guidelines.
2. Any organisation or individual/s wishing to use the school buildings or grounds must have aims/ideals that do not conflict with those of St. Theresa's Catholic School.
3. There is to be no alcohol consumed on or around the premises without the prior consent of the Board of Trustees.
4. All users will be expected to pay at least actual operating costs.
5. For insurance purposes, the Archdiocese of Wellington will be informed via email of any groups using the school.
6. The use of barbeques or any cooking equipment must be specified on request of the use of the property. These must be used at least 3 metres away from any building.
7. The person requesting use of the property is responsible for the use and clean up and must leave the property in a tidy state.



4.2.4/2

USE OF THE SCHOOL SWIMMING POOL

The school swimming pool is first and foremost for the use of the children of St Theresa's Catholic School and as such provide a safe and suitable environment for the children. Because we are part of the wider parish community, the school may from time to time allow the use of the school pool to extended families of the school and to members of the parish.

GUIDELINES:

1. The pool is made available to school families during the summer season who
 - Have children attending St Theresa's Catholic School in Term 1 of the following year
 - Have not been barred from hiring a pool key
 - Adhere to the Swimming Pool Agreement 4.1.4a
2. Any other use of the swimming pool is to have the prior approval of the Board of Trustees (who may delegate this to the Principal). All users will be expected to pay at least actual operating costs.
3. Permanent, full time staff may have a key for no charge. Any staff employed on a part time contract may hire a key for half price and will not be eligible for a deposit refund.

The use of the swimming pool by school families and school staff is covered under the **Swimming Pool Keyholder Agreement 4.2.4a**

Refer also Health & Safety **Swimming Pool Procedure 5.1.10**

SCHOOL BUILDINGS KEY DISTRIBUTION

To ensure the security of the School is not endangered by the unauthorised use of keys.

GUIDELINES:

1. Permanent staff and the Chairperson of the Board of Trustees will hold a key permanently. Other keys are issued and signed for at the discretion of the Principal.
2. The Office Manager is responsible for managing the distribution of keys and keeping the register.
3. All keys will be signed out when they are issued, in a register of key holders.
4. Temporary keyholders will be assigned a password which is entered on the register. When their task is finished and the key returned, it will be checked off the register.

Updated Sept. 2014



4.3 POLICY – THEFT AND FRAUD PREVENTION

"To live, learn and love with Jesus, being the best we can be"

Introduction

1. The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that through its chief executive, the Principal, the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.
2. The Board, therefore, requires the Principal to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Board Chairperson as prescribed in the procedures set out below.

General

3. As preventative measures against theft and fraud the Board requires the Principal to ensure that:
 - a. The School's physical resources are kept secure and accounted for.
 - b. The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
 - c. Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
 - d. All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.
4. In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
 - a. Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
 - b. So far as it is possible and within 24 hours:
 - i Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
 - ii 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 and/or value of the theft.
 - iii Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.



- iv Inform the Board Chairperson of the information received and consult with them as appropriate.
- c. On the basis of advice received and after consultation with the Board Chairperson, 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.
- d. The Principal shall then carry out the following procedures:
 - i Investigate the matter further;
 - ii If a prima facie case is thought to exist to continue with their investigation;
 - iii Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
 - iv Lay a complaint with the New Zealand Police;
 - v If necessary, commission an independent expert investigation;
 - vi In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
 - vii Seek legal advice; or
 - viii Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.
- e. Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
- f. If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
 - i Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
 - ii Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
 - iii Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
 - iv Advise the person in writing of the processes to be involved from this point on.
- 5. The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.
- 6. The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
- 7. Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

Allegations Concerning the Principal or a Trustee

- 8. Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 4 of this Procedure.



9. Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 4 of this Procedure.

Approval:

10. When the Board approved the policy, it was agreed that no variations of this policy or amendments to it can be made except by the unanimous approval of the Board.
11. As part of its approval, the Board requires the Principal to circulate this policy to all staff and for a copy to be included in the St. Theresa's Catholic School manual, copies of which will be available to all staff. The school policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this policy and other policies approved by the Board.

Updated April 2019



NAG 5

**HEALTH
& SAFETY**



5.1

POLICY HEALTH & SAFETY

"To live, learn and love with Jesus, being the best we can be"

St Theresa's Catholic School, operating as a Person Conducting a Business or Undertaking, under the Health & Safety Work Act 2015, will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with relevant Health & Safety legislation, standards and codes of practice.

This is achieved by

- All staff having individual responsibility for health and safety and ensuring staff are consulted on and given the opportunity to participate in, health and safety management.
- All staff
 - Being informed of,
 - Understanding, and
 - Accepting their responsibility for Health & Safety, eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors being informed of any results of our monitoring their work area, as well as being provided with appropriate orientation, training and supervision which will be recorded in the Health & Safety Staff training register.
- Ensuring union and other employee representatives are consulted regarding health and safety management.
- Ensuring the school has an effective method for identifying hazards and recorded in the Hazard Register. Significant hazards will then be controlled by:
 - Eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people
 - Minimising the effects of hazards, if they cannot be practicably eliminated or isolated.
- Creating and maintaining a safe working and learning environment. This includes;
 - Providing facilities for staff health and safety at work
 - Supporting the rehabilitation and safe and early return to work for injured employees
 - Ensuring there is zero tolerance to bullying and effective procedures are in place for dealing with bullying
 - Developing and maintaining procedures around the safe and responsible use of the internet and related communication technologies for staff, students and visitors
 - Having effective procedures for the hiring and monitoring of contractors, ensuring they have comprehensive Health & Safety plans and procedures in place and being accountable for their safety and for that of other visitors.
- Having in place, plans and procedures for all foreseeable emergencies that may arise in the workplace (the Emergency Management Plan).
- Accurate recording, reporting and investigating of injuries.



- Board of Trustees commitment to:
 - As Health & Safety officers, our duties and responsibilities are to ensure compliance with all relevant health and safety legislation from Health & Safety Work Act 2015 and supporting regulations from 2016.
 - Continuous improvement in health and safety
 - Ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy.

Ratified August 2017



5.1.1 SEXUAL, PHYSICAL & EMOTIONAL ABUSE

GUIDING PRINCIPLE:

Jesus said, "I give you a new commandment: Love one another. Just as I have loved you, you also must love one another. By this love that you have for one another, everyone will know that you are my followers."
John 13:34-35

Our school lives by the Gospel values. We respect the dignity of ourselves and others. We protect that dignity by ensuring that the environment we create for the children and adults in this school is safe from all types of abuse.

RIGHTS AND RESPONSIBILITIES

1. Every person has the right to an education suited to his or her needs:

No one may:

- Prevent others learning by disrupting the class.
- Unreasonably distract or annoy another learner.
- Subject another to unreasonable expectations.

2. Every person has the right to be treated with dignity and respect:

No one may:

- Ridicule another's race, gender, physical appearance, religion or beliefs.
- Use insulting or offensive language.
- Subject any person to verbal abuse.

3. Every person has the right to a physically safe environment:

No one may:

- Kick, strike or otherwise attack another with violence.
- Intimidate, threaten or bully another.
- Act in a way that endangers themselves or others.

4. Every person has the right to expect personal property to be respected:

No one may:

- Borrow another's property without permission.
- Steal what belongs to another.
- Wilfully damage, deface or destroy another's property.
- Fail to make good, accidental damage.

5. Every person has the right to a healthy and attractive school environment:

No one may:

- Leave litter around classrooms or grounds.
- Spit, or indulge in other unhealthy practices.
- Wilfully damage School property, furniture or equipment.
- Fail to report/make good accidental damage.



5.1.1/2

HARASSMENT

Harassment is any form of discrimination or intimidation that affects the working environment and well-being of students or staff. Harassment is illegal under Section 33 of the Human Rights Commission Act 1977. It impairs learning and can cause an unhappy work environment and impair performance. Students and staff should therefore be free from any form of harassment at School, or in the School-related environment (such as on School trips or camps, or in circumstances of work experience.) The Board of Trustees of St. Theresa's Catholic School will not tolerate such actions and will manage complaints effectively, efficiently and in keeping with our Catholic Character.

1. Harassment includes abusive or threatening language or behaviour, physical and sexual abuse.
2. Expectations for the standard of behaviour at St Theresa's is encapsulated in the Gospel values we are called to live. These will be articulated clearly and modelled throughout the year by the principal, and discussed at staff meetings so that there is clarity about what is expected of staff at all times in terms of the respect shown to others, whether child, parents or colleague.
3. If a Staff Member is being harassed by another adult, they must inform the offender that their language or behaviour is unacceptable. If the behaviour does not stop immediately, assistance is to be sought from another adult and the Principal, BOT chairperson or N.Z.E.I. is to be promptly informed.
4. On receipt of a formal written complaint, a committee, consisting of Board of Trustees Chairperson, the Staff Representative, a BOT member and the Principal shall investigate and report to the Boardin Committee. No person directly involved shall serve on the committee and said committee should be gender balanced.
5. All matters pertaining to any complaint must be kept confidential until the Board has made a decision.
6. Allegations of harassment will be taken seriously and thoroughly investigated. Throughout the process, the integrity and reputation of all parties will be honoured.

SEXUAL HARASSMENT

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.)

1. Sexual harassment is not acceptable in the School and the Principal and/or 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.
2. A School staff member has been sexually harassed in the School if another adult:
 - 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, electronic, visual or spoken message of a sexual nature; or
 - physical behaviour of a sexual nature.
3. In the event of sexual harassment, the complainant may approach:
 - the staff elected, School E.E.O. support group;
 - a NZEI Staff Liaison Officer, Counsellor, or Field Officer; or any person with whom they feel comfortable who will ensure help and support are provided.
4. The case should be documented by the complainant with the assistance of the supporting person or persons.



5.1.1/3

5. The complaint will be fully investigated to ensure its authenticity. Any person responsible for harassment will be held accountable for their actions. Assurances should be sought that the behaviour will stop and that an apology will be made.
6. 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 Board of Trustees (Award 2.2.3)
 - Personal Grievance through an Industrial Advocate or an NZEI
 - Field Officer (Award 9.1, 9.3)
 - Human Rights Commission through an NZEI Field Officer.

REPORTING CHILD ABUSE AND NEGLECT

To ensure that all children are treated with dignity and respect and have the right to have their needs met in a safe manner the procedures for dealing with cases of current or historical abuse are below under the heading "Recommended Reporting Procedures and Flowcharts". The external agencies used, what services they provide, what liaison is required, along with appropriate referral procedures are identified below.

This policy has been written in accordance with the Vulnerable Childrens Act 2014 and the Health & Safety Act 2015.

Training and Support

1. Teachers and others working with children in the school environment will receive guidelines and training in identifying and reporting child abuse and neglect from New Zealand Police or Oranga Tamariki.
2. Children will be provided with a preventative education programme through the school.
3. Further support can be provided by:
 - education psychologists attached to Special Education Services
 - personnel who can provide further assistance to students
 - Public Health Nurse
4. Training of staff in relation to identifying and reporting possible child abuse is an ongoing and evolving process.
5. As part of their induction all new staff will receive training and be made aware of the signs of child abuse and the reporting process.
6. Any decision about informing parents or caregivers should be made after consultation between the school and the statutory child protection service called in by them, maintaining confidentiality at all times.

Recommended Reporting Procedures and Flowchart

- If a child is in danger or unsafe, act immediately to secure their safety.
- Listen to the child and reassure them but do not make promises or commitments you cannot keep.
- Ensure that any information or disclosures by the child are written down and check that comments and events surrounding the concern have also been recorded.
- Staff are not to undertake their own investigation into these matters or attempt to deal with the concerns alone, under any circumstances.
- Ensure that the child has a responsible adult supporting them through this process and that the support role is clearly defined.

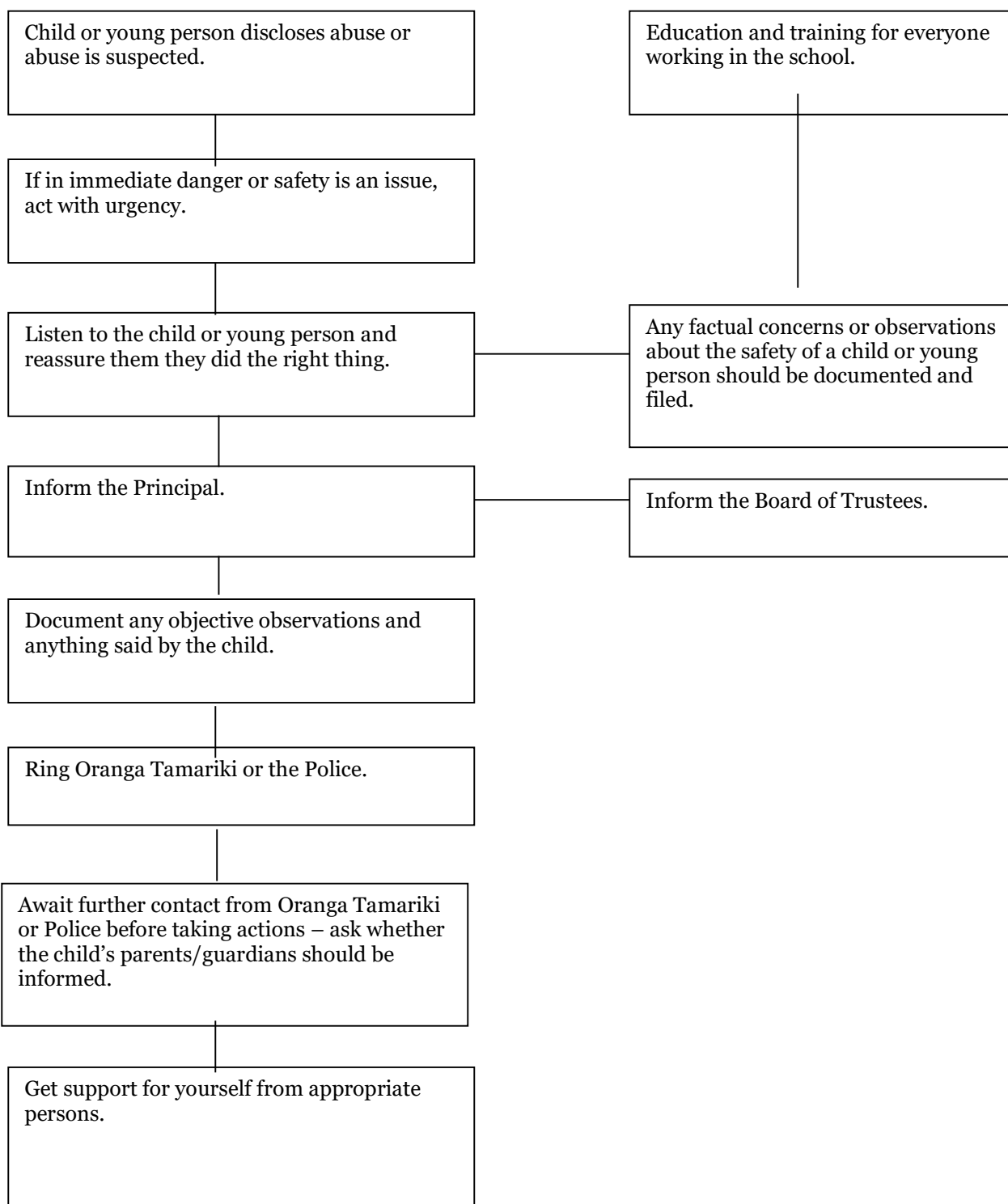


- Do not formally interview or extensively question the child. Obtain only necessary relevant facts if and when clarification is needed.
- Inform the principal as soon as possible.
- Agree on appropriate course of action to adequately protect the child.
- Any decision about informing parents or caregivers should be made after consultation between the school and Oranga Tamariki and/or Police if they have been called in by the, maintaining confidentiality at all times.
- Providing information to protect a child better is not a breach of confidentiality. Where possible, the family/whanau should be kept informed of what information has been shared with which agencies, following consultation with Oranga Tamariki and/or Police.
- Information can be shared with appropriate agencies under Principle 11 of the Privacy Act, 1993 which states “disclosure of the information is necessary to prevent or lessen a serious threat”.



5.1.1/4

Reporting child abuse and neglect flowchart





5.1.1/5

DEALING WITH CHILD ABUSE ALLEGATIONS AGAINST EMPLOYEES IN SCHOOL

All staff are expected to behave in a manner that maintains appropriate professional boundaries and avoid behaviour which might be misinterpreted by others.

1. When allegations are made which threaten a child's safety, school management will act on those allegations, while taking care to treat the employee fairly.
2. In the event of suspicion or disclosure of abuse against an employee, the child must be adequately protected. Refer to Reporting Child Abuse and Neglect Procedures.

These steps are to be followed when dealing with an allegation made against a school employee:

- 1) The Principal should ensure implementation of policy regarding reporting.
- 2) The Chairperson of the School Board of Trustees should be informed as soon as possible.
- 3) The Principal should ensure records are kept of any comments by the student, complaints and/or allegations, and follow-up action taken.
- 4) The decision to follow-up on an allegation of suspected abuse or neglect against an employee of the school should be made in consultation with the following:
 - Oranga Tamariki
 - New Zealand Police
 - Chairperson of the Board of Trustees
- 5) The Ministry of Education should be notified of any allegations made against staff members.
- 6) Family/whanau of the child reporting the abuse should be informed of the allegations their child has made.
- 7) The Principal and/or the Chairperson of the Board of Trustees will have a dual responsibility in respect of both the child and the employee. As mentioned above, it is strongly recommended that an immediate consultation is sought with the agencies involved. The purpose of this consultation is to enable the Principal and the Board Chair to discuss the concern or allegation and to:
 - Determine the extent of the assistance they can give to the investigation.
 - Consider the timeframe to be followed with regard to the possible conflict between what steps the Board may take as an employer and possible police intervention.
 - Consider the employer role of the Board in conjunction with any procedures outlined in relevant employee contracts.
 - Ensure that a consultation is held to ensure that appropriate support is put in place and who is going to do that, for the child and their family/whanau as well as the employee.
- 8) When it has been determined the Board should pursue the matter as an employer, the Board should advise the person accused of the allegation and seek a response. It is vital that the employer should refer to the relevant employee contract in every case when proceeding with disciplinary action.
- 9) The employee complained against should be advised of their right to seek support/advice from:
 - NZEI counsellor or field officer, or other appropriate union/representative.
 - Other relevant teacher's organisation if applicable.
- 10) Under no circumstances should the child raising the concern or making the allegation be exposed to unnecessary risk. Sufficient safeguards and support must be put in place immediately to protect the child from the risk of further abuse. This may require the Board to contemplate removal of the employee from the School environment, subject to the requirements of the applicable employment contract.
- 11) All actions of the Board must be consistent and applicable with the Collective Employment Contract or Individual Employment Contract.
- 12) Boards should take care to ensure actions taken by the School do not undermine or frustrate any investigations being conducted by an external agency. It is strongly recommended that the Board maintain a close liaison with NZCYF and the Police to achieve this.
- 13) It is not the responsibility of the staff to investigate allegations of child abuse.



14) If an allegation of child abuse is made against the School Principal then the Deputy Principal should take the lead in this matter and the Chairperson of the Board of Trustees should be notified as soon as possible.

VETTING OF ALL STAFF AND CONTRACTORS

All appointments whether permanent, fixed term or casual, where a person has frequent contact with children, will be conditional on a Police safety check. These checks will be conducted on a regular basis throughout a staff member's employment at the School.

All contractors employed by the School will also be required to undergo Police safety checks before they can work at the School.

Updated July 2017

5.1.1/6

INTERVIEWING OF CHILDREN BY OUTSIDE AGENCIES AT SCHOOL

1. Parents or caregivers must be informed prior to an interview, and given the option of attending, unless the student's welfare is likely to be threatened.
2. To support the student, the Principal or an appropriate staff member may be present at the interview, if it is not appropriate for parents/caregivers to be present.
3. The school should ensure that interviews are not prolonged unnecessarily and are conducted in a manner appropriate to the school setting and to the age of the student.
4. If the parents/caregivers are not present at the interview, the Principal must come to a clear understanding with the interviewer of the means by which the parents/caregivers will be informed.
5. If parents/caregivers arrange for their child to be interviewed at school by an outside agency, the Principal is to be given at least three days notice and may choose to be present at the interview.

BULLYING

Definition: Bullying is defined as any form of intimidation, physical, sexual, verbal, or psychological. Some of the ways children bully each other include calling them names, text or email bullying, leaving them out of activities or not talking to them, threatening them, making them feel uncomfortable or scared, stealing or damaging their things, hitting or kicking them, or making them do things they don't want to do.

The following steps will be applied to properly investigate any allegation of bullying:

2. The Principal will discuss the matter individually with each of the children involved and with child and/or adult witnesses and make an accurate record of what was said.
3. When the facts have been established a full account will be drawn up and shared with the parents of the children directly concerned. Parents will be asked to sign that they have received this information, and the Principal will endeavour to resolve any disputes as to accuracy before it goes any further.
4. Where it is established that a weapon or sexual abuse has been used by a student, the parents will be contacted, suspension will be immediate, and the police and appropriate authorities will be notified.
5. When less blatant instances of bullying are identified:
 - a. The principal will contact parents of all parties involved outlining the incident and school action. The principal or parents may request a face to face meeting.



- b. If further incidents occur the Principal request a face to face meeting with the parents to discuss the issue, any agreed action taken to address the behaviour, and a clear warning given that any repeated offences will be dealt with under the separate suspension and stand-down procedures. Minutes of the meeting will be given to all parties present.
6. Copy of the minutes and all documentation relating to the incident are attached to the child's file in Etap.

5.1.2 DEALING WITH MAJOR CONFRONTATIONS

Major confrontations are such that the child puts him/herself in a position where their own safety and/or that of other persons could be at risk. They could be one or more of the following:

- physical abuse of another student or of a teacher (kicking, punching, hitting, spitting)
- verbal abuse (swearing, screaming, threatening, intimidating)
- physical abuse of property (kicking/ punching walls, doors, throwing/ breaking things)
- refusal to comply with instructions (running away)

One of the following strategies may be tried:

- The removal of the other students and the teacher so that the student has no audience
- The physical removal of the child from the room/playground by a designated teacher-aide to a 'time out' place, followed by a calming down process which could include, timed time-out; an explanation of what was not acceptable; how the behaviour needs to change. If all this fails, the parents will be contacted and asked to collect the child from the school. The child may be stood down.
- If a child's behaviour is completely out of control and violent and they cannot be subdued, the Police will be called first, then the parents/caregivers.
- If a child runs away from school, the Police will be called first, then parents/caregivers.
- The behaviour may be temporarily ignored and dealt with later at a more appropriate place. This is only if the behaviour is not putting people or property at risk.

It is very important that the following are kept in mind:

- Teachers should avoid backing themselves in to a corner by making threats that they will be unable to carry out.
- Teachers should avoid backing the student in to a corner – always give a choice. Keeping a path of retreat open for the teacher and child are important.
- Teachers should avoid physically restraining a student or attempting to remove them from a situation unless there is another teacher or Teacher Aide present, and they are in a position where their own safety or that of other persons and property could be at risk. Working out beforehand what strategies might be appropriate in what situations saves time when confronted.

Useful Strategies

- Students should be treated with respect, even under duress.
- Clear guidelines should be established at the start of the school year and referred to regularly, on such matters as to how to enter and leave a room, how to address adults, how to move around a room, etc., They should be repeated and referred to with all new students as to "how we behave at St Theresa's".
- Desirable behaviour should be positively reinforced regularly.
- Teachers should always be punctual when returning to the classroom as this avoids time for difficulties to arise.
- Teachers should give students regular feedback about their behaviour and opportunities for self-reflection.



Clear guidelines to be followed

1. Corporal punishment is not used as threat or fact.
 2. Staff are asked to always remain polite and keep the inappropriate behaviour separate from the essence of the child. "You are good, but your behaviour is unacceptable".
 3. All major incidents and difficult cases are to be referred to the Principal who will take action either with direct intervention, or to support the classroom teacher.
- Repeat offenders need to be documented in the form of anecdotal notes detailing date, time and nature of the offence by the classroom teacher. *Updated May 2018*

5.1.3 CIVIL DEFENCE

PURPOSE:

1. The School must be prepared at all times to cope as well as possible in the event of an earthquake or similar emergency.
2. An effective plan, agreed to by the appropriate authorities, must be in place and known by the children, teaching staff and parents.
3. The principal is to ensure that clear lines of responsibility are in place for the staff at St Theresa's to enable them to react quickly and effectively in an emergency.
4. Children and staff should be capable of surviving for up to 3 days without outside assistance.

GUIDELINES:

1. Three days supplies of food, water and toilet equipment should be on hand at all times.
2. Sufficient and reasonable first aid supplies should be readily available at St Theresa's School in the event of an emergency and stored in various places around the school.
3. Regular drills are to be held and monitored by the appropriate authorities.
4. Up to date advice is to be received by the staff of St Theresa's on current practices and procedures in relation to Civil Defence procedures.
5. Appropriate Civil Defence equipment is readily available for use in an emergency.
6. A register is to be maintained which provides details of the relevant medical conditions of the children that may cause concern following a Civil Defence emergency.
7. A list of all children in the school will be kept with Civil Defence supplies and as children are collected from school after an emergency, the name of the person taking them, and their destination will be recorded, along with any other details.
8. In the event of a Civil Defence emergency, it may not be possible for all or some staff members to return home, or to attend to their own children's needs. Refer Form 5.1.3a

CIVIL DEFENCE PREPAREDNESS

Each classroom will have in a bag:

- A current class list, and pen
- List of all parents and their contact details including emergency contact details

The classroom teacher is responsible for ensuring that any relief or part time teacher has access to this information.

The school will always have in storage:

- The medical register - staffroom.
- Additional copies of class lists and pens – staffroom
- tins of food (usually 3 types with a ratio of 1 can per 3 children)
- Emergency box – 1 per class (see below)
- Water – 25 000l tank on field
- Hand wind radio – Office



- Cell phone for emergency contact – Office
- First Aid Kits

Guidelines

1. Parents will be invoiced at \$10 per child for emergency supplies once every two years.
2. At the end of every second year, food will be donated – notice in newsletter informing parents.
3. Supplies stored in an agreed place that **ALL staff are informed of and shown** each year.
4. Teacher in charge of Civil Defence to review and update supplies and to keep staff informed.

5.1.3/2

Emergency Box contains (at sufficient ratio for class lot)

- Plastic bucket
- Toilet paper
- Plastic bags for toileting waste
- Gloves
- Hand Sanitizer
- Light sticks
- Emergency blanket (silver)
- Disposable cups, plates, utensils
- Can opener

EVACUATION OF BUILDINGS & EVACUATION OF SCHOOL PROPERTY

ALARM: Continuous ringing of the bell.

ACTION:

1. Children exit, under teacher supervision, in an orderly fashion through the nearest **outside** door. Teachers to take their emergency rolls and bags.
2. Room 1 Teacher will check the girls' toilet. Room 2 teacher will check Library and staff toilet. Room 3 teacher will check boys' toilets, sick bay and disabled toilet. The Office Manager will check the Reading Recovery Room. The principal will check the Staffroom.
3. The Office Manager will take the cordless phone or cell phone outside with them, so that monitoring services can be contacted. Any teachers with iphones will take them.
4. Sites to be accessed for further information regarding a CD emergency are:
 - Metlink (To check whether trains are running)
5. Assemble in lines, two for each room (one for boys, one for girls) at the far end of the field facing the hill.
6. Teachers check their registers and report to the Principal.
7. Children stay outdoors with teachers until given further instruction.
8. To evacuate the school property, classes will exit the property out of the far gate into James St, across James St and up the hill track until they reach a grassed patch at the top on Mo St, Plimmerton Heights. In case of a tsunami, we will remain there until the all clear is given by Civil Defence.

FIRE

Follow instructions 1-6



9. Room 1 teacher designates two children to open the gate (for Fire Engines) and then join their class.
10. Signature Security will contact the Fire Brigade, as soon as their computer shows our Smoke Alarm has been activated, and inform the Fire Brigade where in the building the alarm has been activated.
11. Once all staff, children are safely evacuated, Principal (wearing orange vest) returns to site to liaise with the Brigade re evacuation, location of fire.
12. Teacher in charge of Health and Safety (wearing orange vest) manages evacuated children at end of field (supported by other staff).
13. The Fire Alarm bells are to remain on until the Fire Brigade turns them off, so that people don't re-enter the building until the problem has been dealt with.

FLOODING - STAGE 1

Principal will inform teachers that there is a concern. Students from Rooms 5, 6 and 7 and 8 will go to their buddy classrooms in the main block.

1. Students exit, under teacher supervision, in an orderly fashion, through the nearest outside door. Teachers to take their registers, emergency rolls, emergency kits, food supplies and toileting supplies if located in their area.
2. Students from Rooms 1, 2, 3 and 4 to stay in their classrooms unless directed otherwise.

FLOODING - STAGE 2

1. Contact the Porirua City Council (Civil Defence Office) Phone number - **473-4444 ext 5982**. They will advise us of weather predictions and tides for our area. They will also send us the appropriate assistance and advise if we are to evacuate or contain the children. Without this advice we do not evacuate, we contain the children.
2. If children are to be sent home we will refer to our list of adults who have been identified that children may leave with, if their own parents/caregivers are unavailable. Adults who take any child are required to sign against the names of the children they have under their care. Their destination will be recorded, along with any other necessary details.

NEAR SOURCE TSUNAMI

The indicators for a near source tsunami are any one of the following, for which the school will be evacuated off the property (see Evacuation Procedures)

- An earthquake that is so strong it knocks a person off their feet
- An earthquake that is long and strong
- The sea can be heard making strange and unusual noises (could be snapping, sucking sound).

TSUNAMI

1. Possibly receive up to 14 hours warning – in reality 2 hours.
2. The Porirua City Council will contact school as soon as they had received word of a Tsunami.
3. School would evacuate up the hill track at the end of James St. and assemble at top on Mo St.
4. Student medical supplies, class lists and emergency contact list are the only things taken.
5. The P.C.C. would contact us when it was safe to return to school or safe for children to go home.



EARTHQUAKE

1. Children regularly practise **DROP COVER HOLD**.
2. Teacher to maintain a steady voice to avoid panic.
3. Each child kneels under their desk, with head on the floor and hands clasped on the back of the neck or around a table leg.
4. Children should face away from the windows.
5. Children to stay still.
6. If we start to see daylight along the edges of the ceiling, keep these areas clear. These buildings should be structurally sound.
7. When appropriate teacher to ask the children to move 1 by 1 to a safe place in the classroom.
8. Remain in classroom unless indicated otherwise by evacuation bell (continuous ringing) when evacuation procedure will be followed.
9. Earthquake will happen twice yearly. One we will evacuate to the field and one will be a full tsunami drill.

REUNIFICATION OF FAMILIES IN A CIVIL EMERGENCY

In the event of a civil emergency, the school will put a message out via email, on the school Facebook page and on the school website **if this is possible**.

If there is no communication possible via the internet, parents are asked to follow these instructions for collecting their children from school:

1. Children will be released only to people whose names are authorised (Refer *5.1.3b Civil Emergency Authority to Release Form*). If names are not supplied or if emergency contacts do not uplift children, the children will remain at school until their own parents arrive to collect them. Children who have been given permission to leave with a trusted adult signed out.
2. In the event of reunification, children will be released from the vicinity of Mo Street, Plimmerton Heights. NB. It is very important that those uplifting students are calm. The person who uplifts children will sign the children out using their name and contact number.
3. All children are to remain under the control of the Principal and teaching staff until parents or an authorized authority relieve them of this role. The teaching staff will remain on duty until released by the Principal.
4. The Principal will report to the BOT, ADW and the MOE as soon as practicable.

STAFF PROCEDURES FOR REUNIFICATION OF FAMILIES

1. The full time teaching staff of St Theresa's are required to arrange that family members or neighbours will take responsibility for their own children until they can be released or it is safe for them to return home. At the start of each year they fill out *Form 5.1.3a*
2. Where the health, safety and welfare of children and staff are seriously endangered, the Principal, after consultation with the BOT Chairperson if possible, must take whatever steps necessary to close the school.



3. In the event of an emergency (except fire), the school buildings will be used as shelter.
4. Once the decision has been made to reunify families, students and staff relocate to await reunification. Staff and students of Chanel and Marcellin in Room 10, staff and students Pompallier and Redwood in Room 9. Callers/teachers refer to House name AND colour to ensure little children know where they are going.
5. Office Manager (or delegated person) holds the school roll with contact list. The person who uplifts children will sign the children out using their name and contact number.
6. Principal and Librarian (or delegated persons) collect the child(ren) from the classroom and reunite with parent/caregiver. They each have a copy of a register of oldest student and their House. Register is kept in Medical File, Staffroom. Soft copy kept on O:\Children\CIVILDEFENCEHOUSE LIST.docx. Updated by Office Manager as new families start school.
7. In the event of a civil emergency, children can be released only to people whose names are authorised (Refer *5.1.3b Civil Emergency Authority to Release* Form). If names are not supplied or if emergency contacts do not uplift children, the children will remain at school until their own parents arrive to collect them. However, if verbal permission is given by a caregiver (text or phone), a student may be uplifted by another parent known to the school.
8. No staff will be permitted to leave until children are safe.
9. The Principal will report to the BOT and the MOE as soon as practicable.
10. All children are to remain under the control of the Principal and teaching staff until parents or an authorized authority relieve them of this role. The teaching staff will remain on duty until released by the Principal

Updated March 2018



5.1.4 TRAUMA INCIDENT & CRISIS STRATEGIES

A major crisis within the school will have an impact upon school and students. The way a school responds to a crisis situation will have a significant influence on individual responses. Our school's response will be underpinned by our Gospel values, ensuring the dignity of all people involved is respected at all times.

PURPOSE:

1. To ensure the school's response is as sensitive and considerate as possible to the feelings of all and that action is taken to address the extensive issues that arise.
2. To provide appropriate opportunity for individuals and the school as a whole to grieve and provide time for recovery.
3. To ensure the school is sensitive to the cultural and religious perspective of the immediate family and all others involved and affected.
4. To make arrangements for educational and / or guidance interventions to help all those affected.
5. To bring normality back to school life when appropriate, as soon as possible.
6. To develop a strategy for coping with unfounded or exaggerated feelings of guilt.
7. To enable school members to express appropriate feelings of helplessness or anger.

GUIDELINES:

A Crises Strategy Plan shall be set up, made known to all staff and be ready to run in advance of a possible crisis.

The Crisis Strategy Plan shall:

- Identify the range of situations which would be recognised as crises and which would activate management procedures.
- Develop a specific crisis management strategy which has the flexibility to respond to a wide variety of crisis situations.
- Establish a crisis management team, with a clear chain of command and designated roles, which can be functional, immediately a recognised crisis occurs. The administration responsibilities of the management team shall be:
 - Co-ordination and communication.
 - Action plan for teachers.
 - Working with students.
 - Ensure that all school staff is fully aware of the school's crisis management strategies and how these will involve and affect them.
 - Identify helping professionals from outside the school and / or other specific community figures who could be called in to help as required.



5.1.4/2

The Crises identified are:

1) Emergency Situations

- Fire
- Earthquake
- Flooding
- Intruder/ Threat of Violence
- Tsunami
- Bomb Threat
- Pandemic

2) Specific Crisis in or outside the school which are identified in the St. Theresa's School Crises Strategy Plans (Refer attached document)

- Lost Child/ Search
- Kidnapping
- Fatality
- Rescue
- The SRABC Plan
- Catholic Character Support Plan

CRISIS MANAGEMENT TEAM

Crisis Management Team will be called with as many of the following personnel as necessary.

- Principal
- BOT Chairperson/ deputy chairperson/BOT Reps
- Parish Priest
- Deputy Principal
- DRS
- Staff Representative
- Office Manager
- GSE (Group Special Education)
- Victim Support
- Family Representatives

Other support people who could be called upon if necessary.

- Parish Liturgy Committee Representatives
- Community Representatives

The following responsibilities will be arranged and confirmed at the meeting.

- Media spokesperson will be confirmed by an emergency Board meeting, if called.
- Management of crisis: Principal or person in charge of school.
- Management of school- Deputy Principal and DRS.
- Support of staff: Staff Representative.
- Minutes and records: Office Manager.
- Telephone: Office Manager.
- Media Spokesperson: As agreed by Crisis Management team.
- Professional Support: Fire Service, Police, GSE (Group Special Education) Victims Support, Civil Defence, Legal services, NZSTA, NZEI, Grief and Counselling services, Parish Priest and Parish Counselling services.



5.1.4/3

CRISIS MANAGEMENT

PHASE 1:

Inform the Principal who will convene an initial meeting of staff members who are or who will be closely involved.

Action:

- a) Ascertain immediate reaction and arrangement
- b) Inform the Emergency services
- c) Verify facts of circumstance
- d) Check individuals' responsibilities
- e) If necessary, establish a group to co-ordinate support and arrangements. This group will be known as the Crisis Management Team
- f) Principal contacts family (if applicable)

PHASE 2:

Communicate with all people involved. Inform:

- The Parish Priest
- Other schools that may be affected
- Staff
- Talk with class(es) in small groups- not assemblies
- Involve GSE (Group Special Education), Victim Support, counselling and grief support
- Daily/twice daily meetings of Crisis Management Team
- Regular updates to staff
- Newsletters to the community, if appropriate

PHASE 3: (Post Crisis Management)

Arrangements:

Principal contacts family, if appropriate and emergency services.

Staff ensure:

- A place is available at school for students.
- Relief teachers are available if necessary.
- Identify close friends, siblings and staff who may have close associations either in or out of school.
- Establish a suitable contact person within the school to liaise with the family.

PHASE 4:

Allow time for staff and friends to adjust to the situation. Normal procedures and schooling should continue for all who are marginally affected. Students and staff should be given the opportunity to participate in any bereavement arrangements.

PHASE 5: Debriefing.

Principal acknowledge the events to the school at an appropriate time and formally convey to the family a message of on-going support.



5.1.4/4

St. Theresa's Catholic School Crises Strategy Plans - When a group is out of the School			
Lost/Search	Kidnap	Fatality	Rescue
<p>To get a quick find:</p> <p>1, 2, 3, and 4 are sequential</p> <p>1) Question witnesses to establish the circumstances of loss, point last seen. 2) Activate own search plan. 3) Alert the Principal and Police. 4) Compile clues.</p> <p>5, 6, 7, 8 and 9 can be concurrent depending on resources.</p> <p>5) Check areas of high probability. 6) Continue to search or evacuate when found. 7) Call in and wait for SAR team if person not found. 8) Follow Police procedures. 9) Subject found.... give them TLC 10) Subject still missing.... call up the Principal and update the situation. 11) Notify parents/caregivers.</p>	<p>To get a quick find:</p> <p>1, 2, 3, and 4 are sequential</p> <p>1) Question witnesses to establish the circumstances of kidnap, point last seen. 2) Activate own search plan. 3) Alert the Principal and Police. 4) Compile clues.</p> <p>5, 6, 7, 8 and 9 can be concurrent depending on resources.</p> <p>5) Check areas of high probability. 6) Continue to search or evacuate when found. 7) Call in and wait for Police if person not found. 8) Follow Police procedures. 9) Subject found.... give them TLC 10) Subject still missing.... update the Principal.</p>	<p>The order may vary</p> <p>1) Look after the group: shelter, fluids and food. 2) Cover the body and create a no- go zone. 3) Contact the Teacher-in-charge, (if not present), Police and Principal. 4) Abandon the activity. 5) Principal talks to Board, GSE (Group Special Education), Parish Priest, DRS, parents, staff, other students and media. 6) Activate trauma plan with help of Crisis Management Team. 7) Allow for grieving (the language of death is sometimes an issue. It is accurate and no less caring to use the term "died.")</p>	<p><i>To rescue from further harm</i></p> <p>All of the following occur simultaneously.</p> <p>1. Take charge and look after yourself and the group. 2. Assess the victim and your options. 3. Set up the reception site, if appropriate. 4. Stabilise the victim if necessary. 5. Move the victim to the reception site. Now you will need to apply the SRABC Plan and the Evacuation Plan if necessary.</p>



5.1.4/5

The SRABC (First Aid) Plan Safety, Responsiveness, Airways, Breathing, Circulation	Catholic Character Support Plan	Special Notes
1) Call for emergency services on 111 2) Ensure scene safety. Secure the area and decide who requires help first. 3) Approach the victim safely. (S) 4) Take charge of the situation. 5) Check responsiveness. (R) 6) Perform initial survey by checking: A- Airways B- Breathing C- Circulation 7) If necessary act to stabilise the victim by performing the urgently needed first aid. Open airway, perform either CPR or resuscitation, stop /control bleeding. 8) Treat for shock. 9) Check for other injuries by carrying out a thorough body search. 10) Act on what you find to make victim comfortable. 11) Monitor victim recording vital signs. 12) Look after self and group – treat both for shock. 13) Hand over to medical people. 14) Fill out accident/ Incident form. In the case of serious harm OSH will need to be informed.	1) Principal to keep the Parish Priest/ Iwi representatives informed of trauma incidents involving the school children, their parents/ caregivers or teachers. 2) Principal, Parish Priest, DRS and BOT Special Character Committee, Parish Liturgy Group and /or community representative to arrange appropriate support for those involved in a traumatic incidence in the form of Mass(class/ school), Liturgy, Prayers, Rosary, Prayer vigil, preparing meals or visiting families or victims themselves. 3) Ensure that the class/ family, teacher involved are given the necessary support in the way of counselling, grieving and are given the opportunity to attend a funeral, Liturgy/ Mass, Rosary, prayer session etc	Recording... All incidents/ accidents including near misses relating to students, staff, parents, contractors and volunteers that take place outside the school must be recorded. The teacher in charge of the group is responsible for recording the incident details and passing to Principal who will keep them on file. Flow chart required. Step by step All staff medical and personal detail on next of kin etc will be kept in the vertical file in Principal's office. Communication... As is good practice, send out a written message with at least two runners if radio/ phone are not appropriate. The principal is the only St. Theresa's staff member authorised to talk to the media. The BOT spokesperson is the chairperson.



5.1.4/6

St. Theresa's Catholic School Trauma Team Plan		Follow Up
A) The St. Theresa's Trauma team meets to: 1. Establish the facts. 2. Establish/ confirm the support systems already in place. 3. Undertake a needs analysis. 4. Decide on action to be taken (refer B alongside.) 5. Allocate roles.	B) The St. Theresa's Trauma team actions as appropriate the following: 1. Look after those involved. 2. Oversee the involvement of the media, police, GSE (Group Special Education) and other services. 3. Maintain a clear paper trail. 4. Staff the phones. 5. Organise Liturgy, prayer roster, Mass, support of the Parish Priest / Iwi for those involved and the school/ wider community, parents, siblings as appropriate. 6. Contact SES/ NZEI 7. Control information. 8. Convene progress meetings. 9. Prepare communiqués. 10. Make available an appropriate / separate space. 11. Monitoring of the Trauma team. 12. Debrief/ evaluate actions. 13. Identify areas of ongoing support. 14. Acknowledge the contribution of those involved. 15. Identify any further Professional Development needs	1. All cases of serious harm must be reported to Work Safe NZ (as per HSE Act 2015) immediately and the site left as is, awaiting their investigation. 2. Contact with parent(s)/ caregivers) Must be immediate. 3. Develop a support plan for the group, the staff and your relationship with the victim and family, and implement that plan (the MOE, GSE (Group Special Education) and Victim Support will help.) 4. Keep in contact with all parties including the media through the principal. 5. Look after your own welfare. 6. Investigate the incident and report to the BOT.



5.1.4/7

VIOLENT INTRUDER PROCEDURES

Readiness Plan

The following is kept in the school Office:

- Up-to-date accurate school plans.
- Keys to all rooms.
- List of students, teachers, including room numbers.
- Details to power and water mains.
- Location of First aid kits.
- Air horn.
- Cell phone.

VIOLENT INTRUDER EMERGENCY MANAGEMENT PLAN: EVACUATION ON SITE –“LOCKDOWN”

- Principal/Office Manager activates the ***air horn*** to alert staff/students. Do not confront the offender.
- Everyone out of hallways, toilets, outside areas and into rooms. Children in toilets go to closest classroom – Girls to R1, boys to R 3. Anyone in staff room go through back entrance to principal's office. Office Manager to Principal's Office.
- Lock and/or barricade, or cover, if possible, doors/windows.
- Teachers make sure they have their cell phones with them; switch to *Silent*.
- Students and teacher crouch together under furniture away from sight of windows and doors.
- Keep the students calm and quiet.
- If possible communicate with the school office on the situation through text messages.
- Do not leave the classroom unless it is safe to do so. Police will give the *all clear*.
- If students are out in playing fields, ***air horn*** sounds – Children and staff go their classroom and take up 'lock down' position (see above).

PANDEMIC PLANNING PROCEDURES: FOLLOW MOE GUIDELINES

Go to: www.minedu.govt.nz/.../Preparedness/Pandemic/PandemicPlanningGuid

Updated May 2018



5.1.5 PROTECTION FROM COMMUNICABLE DISEASES & PARASITES

It is the responsibility of the Board to provide a healthy and safe working and learning environment. This includes protection from those carrying communicable diseases and parasites.

OVERVIEW

- Parents, on enrolment, complete an immunisation certificate. This data is transferred to a school-wide database.
- The school will take opportunities to keep itself informed about communicable diseases and parasites.
- All staff will be made familiar with the procedures on handling infections, diseases and parasites.
- If a child's health is causing concern, staff will notify the principal and, where a communicable disease or parasite is suspected, the Health Nurse will be notified.
- Known health information relating to individual students is documented and is subject to Privacy Act requirements.
- Protective clothing, including disposable gloves, is made available to staff when handling any accident.
- The school reserves the right to exclude students who are known to be carrying a communicable disease and/or parasite.

PROCEDURES

In case of an outbreak of a communicable disease or an infestation of parasites (e.g. HEADLICE):

1. Parents are asked to let the school know when their child has a communicable disease or parasite so that measures can be taken to prevent communication to others.
2. When there is an outbreak of a communicable disease we refer to the Immunisation Database to determine the children who have not been immunised and parents are contacted so they can take appropriate measures.
3. Where there is a situation of chronic infestation of head lice, scabies or other form of parasite, action will be taken to ensure that the child is treated and does not infect other students.
4. Parents will be informed and asked to check their children for the appropriate signs and to treat.
5. If a child exhibits signs that could be a communicable disease or parasite, parents are requested to keep their child at home until their child has been treated.
6. **Head lice:** Parents whose children have head lice or eggs identified on their hair during the school day will be contacted by the school and required to collect their child and to treat their hair according to Ministry of Health guidelines (provided by the school) before the child is permitted to return to school.
7. The school may request permission to inspect children's hair for lice. This can only be carried out if permission is granted. (*Form 5.1.5a*)



5.1.5/2

STANDARD SAFETY AND HYGIENE PROCEDURES

Because of the probability of unknown infections, these procedures need to be applied universally.

Always wash hands:

- before preparing food
- before eating
- after using the toilet
- before (if possible) and after giving first-aid

Dealing with blood:

- Students (and staff) should wear adequate footwear to prevent puncture wounds to feet.
- Always cover cuts and grazes.
- On the sports field, any bleeding wounds must be covered immediately, before the player is permitted back onto the field.
- If possible wear disposable gloves when giving first aid or dealing with faeces or blood. Gloves should be disposed of after one use. If gloves are not available, a towel or cloth will provide a barrier to blood.
- Blood spills should be mopped up with paper towels, then the area soaked for 20 minutes with solution of 1 part bleach (i.e. Janola) to 10 parts cold water, before being wiped dry. Soiled instruments should have excess blood or faeces rinsed off in water, before soaking for 20 minutes in bleach solution.
- Used gloves, soiled dressings, etc. should be wrapped in plastic bags, and disposed of by incineration, or properly out of reach of children. Bloodied or soiled clothing and linen should be rinsed in cold water before going through the hot cycle of the washing machine.
- Written procedures for first aid and cleaning blood spills will be displayed on the first aid cabinet.

HANDLING FOOD

Staffroom

- Food is always covered on benches or in refrigerator.
- Hands are washed prior to serving food.
- Student helpers are taught safe food handling before being allowed to assist with food preparation and distribution .
- Dishes are washed in the dishwasher and staff put them away.

Classroom

- If food preparation or handling is part of a lesson then all students must learn safe food procedure before starting the lesson.
- When preparing or sharing food, all students and staff must wash hands before touching food.
- All food and all ingredients are to be stored correctly in a suitable place and covered.
- When preparing food preparation areas should be hygienic.

Sausage Sizzles

- Hands must be washed prior to working with food.
- All food must be covered.
- Tongs must be used to select food
- Food handlers must wear disposable gloves.



5.1.6 MEDICAL

MANAGING CHILDREN WITH MEDICAL CONDITIONS

To ensure that St Theresa's Catholic School provides a safe and healthy environment for children with medical conditions the following will occur:

1. Parents identify any medical conditions that a child may have on the school enrolment form 6.1.1a. The Office Manager is responsible for transferring this information to eTap.
2. Parents with children who have medical conditions which may require the administration of medication at school fill out form 5.1.6a (Form 6 in Enrolment Pack)
3. A Medical Register of all forms is kept in the staffroom medical cupboard. Copies of each form are given to the child's classroom teacher.
4. Medications are kept in the cupboard in staffroom. Epipens/Anapens are NOT locked away.
5. Each time medication is administered by a staff member, they fill out Form 5.1.6b (front of Medical Register). It is their responsibility to inform the parent of the child who has received medication.
6. A wall board in the staffroom contains named photos of each child with serious medical conditions, their Room number, a brief outline of their condition and their personal action plan. Use Form 5.1.6c. This will be checked and updated at the start of each term.
7. Staff are provided with training opportunities to keep themselves skilled in first aid.
8. Children requiring use of inhaler are encouraged to be responsible for their use. Children will not be permitted to administer prescription medicines. These will be administered by an adult.
9. No child will be given Disprin, Aspirin, Paracetamol or any other drugs at school unless a parent/caregiver has given permission.
10. Staff members may administer prescription drugs to children on the written authority of the parents/caregiver. Refer No. 5 above.
11. Alcohol may be consumed in the staffroom or library by staff, BOT members or visitors, only after students have been dismissed
12. Illegal drugs are not permitted.
13. For the handling of specific situations that can be created as a result of a medical condition, such as diabetes, epilepsy, asthma and allergies, a nurse will outline the required action for staff to take and train staff in this action.
14. Copies of Medical Action Plans formulated in consultation with parents and nurses are kept in the child's personal file in the classroom and in the medical register.
15. A basic outline of procedures for managing people with Allergies, Asthma and Diabetes is provided below.
16. The teacher in charge of Medical is responsible for Nos. 3, 4, 6, and for organising 7.



5.1.6/2

ALLERGIES

Mild Allergic Reactions

- Children who suffer a mild allergic reaction, such as a rash, are:
 - identified at the time of the reaction,
 - given first aid and
 - effort is made to determine the trigger / cause of the reaction.
- A note is sent home to parents to inform them of the reaction and when possible the trigger of the reaction so action can be taken to avoid the reaction happening again.

Major Allergic Reactions

- The most common triggers of a major allergic reaction are:
 - Bee stings
 - Peanuts (and other nuts)
 - Milk
 - Eggs
 - Fish
- A severe allergic reaction may result in:
 - Difficulty in breathing
 - Swelling of face and neck
 - Rash
 - Nausea and vomiting

If Children / Staff Have Allergies:

- The Procedures above are adhered to.
- They can keep their medication on their person or it can be labelled and stored in the medical cupboard in the staff room. This will be decided in consultation with their parents.
- All reasonable efforts will be made to remove triggers of allergic reactions from the school environment. These will include:
 - Ensuring outdoor bins will have lids to reduce the presence of wasps and bees.
 - Encouraging children to bring and use their own sun block and only providing the Sun Society Sun block for children alternative.
 - Children do not swap food and are supervised during lunch breaks to ensure this does not occur.
 - Banning foods and / or substances that can create a serious allergic reaction without being consumed.
- All reasonable efforts will be made to remove triggers of allergic reactions when children go on school trips.
 - Teachers must create a Risk Analysis Management Plan prior to the trip occurring and risk to exposure of triggers of serious allergy must be considered and management of these risks outlined.
 - If food is provided as part of a school trip, teachers need to identify what is in the food before children can eat it and if ingredients are unknown alternative food needs to be provided.

If A Person Has A Major Allergic Reaction The Following Will Happen:

- Medication, if at school, will be administered.
- Ice will be applied to swelling.
- An ambulance is called. Parents are contacted by phone and informed of the situation and asked to accompany child to hospital or meet child and teachers there.



5.1.6/3

ASTHMA

- If people suffer from asthma the procedures 1 – 8 above are adhered to.
- People who suffer from asthma and require medication are:
 - Expected to bring their asthma medication to school.
 - Their medication can be kept on their person or can be well labelled and stored in the locked medical cupboard in the medical room.
- When children are about to begin strenuous exercise children who suffer from asthma are:
 - Expected to carry their medication on them.
 - Made identifiable to all supervising adults (including the teacher) so that if they experience difficulty in breathing the adults allow them to stop or reduce activity and monitor them.

If A Child Is Suffering From Asthma And Requires Their Medication:

- Their medication will be administered.
- If their medication is not at school or it is not sufficient to reduce their breathing difficulty:
 - We do not give them someone else's medication.
 - An ambulance is called.
 - Parents are contacted by phone and informed of the situation and asked to accompany child to hospital or meet child and teachers there.

DIABETES

There are two types of reactions a diabetic can have if their sugar level gets too high (hyperglycaemia) or too low (hypoglycaemia).

Hyperglycaemia

Hyperglycaemia develops slowly and is unlikely to be a first aid emergency.

Hypoglycaemia

A person suffering from Hypoglycaemia will display the following symptoms:

- Pale, cold, sweaty skin
- The 'shakes'
- Behave confused or aggressive.

To rectify this condition sweet drink or food should be given to the person.

Improvement should be apparent within 5 minutes.

If people suffer from diabetes the procedures 1 – 8 above are adhered to.

If a person suffers from Hypoglycaemia:

- While at school they will be:
 - Provided with a sugary drink; packets of cordial are kept in the kitchen cupboards in the staffroom
 - Or provided with jellybeans; jellybeans are kept in the medical room in the locked medical cupboard.
- While on a school trip the person will be provided with jellybeans kept in portable first aid kits.
- Parents are informed by phone of the incident and first aid provided.
- If improvement is not apparent:
 - An ambulance is called.
 - Parents are contacted by phone and informed of the situation and asked to accompany child to hospital or meet child and teachers there.



5.1.6/4

MANAGING SICKNESS & INJURY

To ensure adequate first-aid treatment will be provided for those injured in or at St Theresa's Catholic School, and an accurate register (Form 5.1.6e) of first-aid treatment is maintained, the steps below will be followed:

DEALING WITH SICKNESS

- Classroom teacher decides if a child is sick enough to go home.
- Teacher sends message with brief outline of symptoms to Office Manager, who contacts Parent/caregiver.
- Office Manager informs teacher of time child will be collected.
- Child remains in classroom unless unable to (e.g. vomiting) when they will be cared for in the Sick Bay.

DEALING WITH INJURY

A child injury:

- An injury which occurs in the playground will be dealt with by Orange jacket teacher.
- It is the responsibility of the adult who administers first-aid to complete the details required in the Accident Register, located in the medical drawer in the staffroom.
- All head injuries will be recorded in the Accident Register and parents to be phoned or message recorded at time of the injury. Children may stay at school if the injury is not severe but they are to be closely monitored by the classroom teacher for the rest of the day.
- An injury which occurs within the classroom will be dealt with by the class teacher. If necessary, the class teacher will accompany the injured person to the Medical Room and ensure the necessary first-aid treatment is administered and the incident recorded.
- When an injury is serious or unable to be dealt with by an appropriately trained person within the school, then an ambulance will be called and parents/caregivers notified immediately.
- When a child needs to be accompanied to a medical centre or hospital their parent accompanies them and / or a teacher or the office administrator. Any petrol money required for staff members to be brought back to school will be funded through the Pastoral Care budget.
- A regularly updated list, indicating children who may develop severe medical problems, their treatment and next of kin contact numbers, will be kept in the office on Etap and in a folder in the staffroom.
- Any incident requiring an ambulance is communicated to the Board Chair by the principal or office manager.

An adult injury:

When an adult is injured in or at school, another adult will be called to assist and administer first-aid. The injury is recorded on the Accident Register in the Staff room.



5.1.6/5

MAINTENANCE OF MEDICAL ROOM & SUPPLIES

First-aid supplies will be provided as specified in the Health & Safety Code of Practice for State, Integrated, Primary, Secondary and Composite Schools pursuant to sections 70(1) and (1A) of the Education Act 1989.

- First-aid supplies will be kept clean and tidy in the first-aid cabinet and replenished at regular intervals.
- Portable first-aid kits will also be held in the cabinet for carrying, as required, on class or school outings.
- The Principal is responsible for ensuring there is a minimum of two staff members with a current First-Aid Certificate. These staff members are to be available during the normal school hours. A register of those with a First Aid qualification and currency updates is kept in the office.

Updated March 2019



5.1.7 SAFE SCHOOL ENVIRONMENT

SWIMMING POOL

During school hours the Board of Trustees shall ensure the Health and Safety of students, staff and all others using the school swimming pool.

SWIMMING POOL USE IN SCHOOL HOURS

- Children are expected to participate in swimming lessons as part of the curriculum.
- Children are always to be accompanied by a teacher to the pool.
- No child is allowed into the pool until the teacher gives the signal.
- The gate is to be locked after each lesson and the key returned to the keyboard in the Staffroom.
- The pool cover is to be put on by the last class using the pool **before playtime and before lunch** and by the last class **before home time**.

SCHOOL SWIMMING POOL SAFETY PROCEDURES

- 1 No person is to swim alone.
- 2 All children under 16 years of age require supervision of a person 16 years or older.
- 3 During any session when the pool is in use there should be at least one person who is designated as the swimming pool supervisor who supervises the pool at all times.
- 4 The number of additional supervisors will be determined by the number of swimmers.
- 5 The pool should be securely closed at all times.
- 6 Behaviour that could be considered dangerous such as:
 - running
 - pushing
 - holding under
 - screamingis prohibited at all times.
- 7 Swimming pool rules should be displayed prominently at the pool.
- 8 A list with emergency telephone numbers is available at the office.
- 9 First aid kit is available in the medical room.
- 10 The quality of the pool water shall meet the requirements of NZS5826:1985(or any update of that standard).
- 11 All pool chemicals should be stored in a securely locked and clearly labelled locked room. Children should not have access to any chemical store key or be involved in the handling of any pool chemicals. The room holding the pool chemicals and its contents should always be locked away when children are in the pool area. The person (caretaker or trained adult) handling pool chemicals should always follow safety procedures and specific procedures associated with the manufacturer's instructions. (refer Storage of Dangerous Chemicals)
- 12 A record checklist of clean pool operating instructions shall be displayed in a prominent position in the pool equipment shed.
- 13 Children are expected to go to the toilet and wash their hands with soap prior to swimming.
- 14 An information sheet that address hygiene procedures that begins "Before you take to the water .." is displayed in the changing rooms and is sent home prior to the children commencing swimming.
- 15 Faecal Accident Procedures are displayed in the pool complex.

MANAGING HAZARDS

1. The St Theresa's Board of Trustees periodically check the school grounds and buildings for any actual or potential hazards.
2. Staff record hazards they identify in the school in the Hazard Register (kept in the Staffroom).



3. Form for Hazard Register: 5.1.7a Hazard Identification Template has been added.
4. Hazards that can be fixed as part of the caretakers' duties are to be fixed without delay.
5. Any hazard considered serious will be eliminated or isolated immediately. This will also be referred to ADW.
6. Safe practices will be employed to prevent potential hazards occurring.

STORAGE OF DANGEROUS SUBSTANCES

St Theresa's Board of Trustees shall ensure that every container holding any material or substance that is capable of endangering the health of any person who may come into contact with it or be in its vicinity is:

- a) safely and securely stored.
- b) clearly labelled.
- c) used in accordance with manufacturer's instructions and recommendations.
- d) Children should not have access to or be involved in the handling of any hazardous chemicals.

ADVENTURE PLAYGROUNDS

To ensure that the adventure playgrounds are safe for children to play on the following guidelines will apply:

- 1 A close check will be kept on the safety of the construction of the playground by the Property committee.
- 2 A monthly safety check is conducted by the caretaker and reports the status of the equipment to the Principal.
- 3 The children are taught any specific rules which apply to the Adventure Playgrounds.

SHADY SCHOOL/UV PROTECTION

To encourage students and staff to protect themselves from skin damage caused by harmful ultraviolet rays the following will happen:

1. Syndicates will incorporate programmes on melanoma prevention into their Health programmes.
2. Children will be expected, when weather conditions so require, to:
 - Wear appropriate hats and clothing for all outdoor activities in Terms 1 and 4.
 - Use a SPF15+ broad spectrum sunscreen for skin protection
 - Seek shade whenever possible.
3. Staff will act as role models by wearing hats in Terms 1 and 4.
4. When children participate in outside activities consideration is given to the time of day to minimize exposure to the sun.

WHEELS AT SCHOOL

1. Wheels that students have at school may be ridden before and after school only in the designated areas of the school grounds.
2. Students who break the school rules may have their wheels confiscated for the day and may lose the privilege of using their wheels in the school grounds.

SCHOOL BUS

- Appropriate, safe behaviour is expected on the bus and is reinforced in accordance with the school's expectations for behaviour..
- Getting on the bus safely at the end of the day is monitored by a duty teacher.
- Parents are responsible for ensuring their children safely catch the bus in the morning and alight safely from it in the afternoon.



GUIDELINES:

1. At the end of the school day, children line up along the edge of the Junior Adventure Playground, facing James St. (On very wet days they assemble on the porch leading into Room 1). They are accompanied by a supervising teacher along the footpath where they wait in a single line to board the bus.
2. Children sit where they are told to by the teacher, and adhere to all the bus rules.
3. The supervising teacher checks off the names of all bus children every day on a spreadsheet. Clipboard kept in the office.
4. Sensible Y6 children will be appointed as Bus Monitors. They will report to the principal any concerns they have or issues they see on the bus.
5. Continued behaviour opposed to the school's values will result in a student being stood down from being on the bus for a designated period of time. The principal will communicate this to the student's parent/caregiver.

SCHOOL VISITORS

Staff and children will show manaakitanga (hospitality and respect) towards all visitors. Visitors will respect the educational environment of the school and the professional workspace of teachers, so that learning and teaching is not compromised.

GUIDELINES:

1. Visitors will be welcomed at all times by the Office Manager or staff member.
2. All visitors to the school must sign in and out using the Visitors Book (located in the school foyer). This applies also to school parents who are taking out or bringing back children for appointments during school time.
3. If a parent wishes to speak to a teacher about an issue, they need to first make an appointment. If a parent wishes to be involved in their child's class as a helper, they need to approach the teacher prior to the visit(s) so that the teacher can organize set tasks for the parent to do.
Refer also Teacher Aide/Parent Helper Code of Conduct Form 5.1.

NUTRITION

Children are encouraged to eat lunches which meet the nutritional guidelines of the National Heart Foundation.

- Fizzy drinks are not to be consumed as part of a child's lunch. Drinking of water will be encouraged.
- Lollies should not be used as regular class rewards, and parents will be discouraged from putting these in their child's lunch.
- Healthy eating habits will be encouraged and taught through the Health programme.

SMOKING, DRUG, ALCOHOL

St Theresa's is a smokefree school and will not tolerate smoking onsite. Children are



PLAYGROUNDS

- Children may not leave the School grounds without permission.
- **To close the field** display the red flag outside Room 5.
- For a child **to retrieve balls from outside the fence** the teacher on playground duty must always give permission for children to go out a gate and either accompany the child or observe them retrieving the ball to ensure safety at all times. This applies only to Y5 and 6 pupils.
- **The caretaker will retrieve balls from school roof or swimming pool area.** At no time is a child allowed to retrieve a ball from the roof.

St Theresa's has two Adventure Playgrounds:

The senior playground is for children aged 7 years and over and the junior playground may be used by 5 and 6 year olds.

Updated May 2018



5.1.8 - SCHOOL EXCURSIONS & EDUCATION OUTSIDE THE CLASSROOM (EOTC)

To ensure full consideration is given to pupil safety and the requirements of the Health and Safety Act during EOTC activities the following will be adhered to:

1. All pupils require parent/guardian permission to leave the school grounds during school hours.
2. The venue will be researched in advance if necessary for suitability and safety.
3. Applications for excursions outside the school grounds must be made to the principal in advance, using the School Trip Risk Analysis and Management (RAM) form 5.1.8a.
4. Evidence of a process of Risk Analysis and Management (RAM), appropriate to the activity, must accompany the trip application, along with procedures outlining how identified hazards will be managed. Teachers will specify minimum Adult: Pupil ratios based on number of adults required to safely manage identified hazards, when completing the School Trip form. If the approved minimum ratio is not met, the trip cannot proceed.
5. Careful consideration is to be given to moderating costs to parents and ensuring value for money for pupils.
6. Notices to parents regarding EOTC visits will request written permission and advise the aims and relevant details of the outing. Notices must have the prior approval of the Principal.
7. When private vehicles are used for transport, the school will take the following measures to ensure the safety of the students being transported and to ensure that drivers and vehicles are compliant with all relevant Ministry of Transport regulations.
 - Parents will fill out Form 5.1.8b which will request the driver's licence number and expiry date, and the Warrant of Fitness and expiry date of the vehicle, as well as an agreement that each child will be secured in an approved seat belt.
8. When buses are used for transport, loading shall be governed by bus licensing regulations.
9. A copy of the itinerary and a list of pupils and adults involved in a school visit is to be deposited at the Office before departure, and another copy is to be taken on the visit by the class teacher.
10. First aid equipment and a cell phone will accompany all excursions so the school can be contacted in the case of an emergency. A list of cell phone numbers is distributed to each group.
11. Special arrangements and consideration will only be made for children with special needs, if necessary. Early notice to school is required and an IP with home and school will be arranged early in the year of cam
12. A roll will be taken of all pupils on the trip immediately prior to departure which will be checked again at appropriate times. This must be checked before leaving a venue or changing venues during the trip.
13. Skilled instructors will be used for specific high-risk activities to set up, teach and manage the activity e.g. rock wall and/or white water rafting. These skilled instructors will also provide the appropriate RAMs.

Updated March 2018





5.1.9 OVERNIGHT STAYS OR CAMPS

To ensure full consideration is given to pupil safety and the requirements of the Health and Safety Act during overnight stays and school camps, the following will be adhered to:

1. The Camp venue will be researched in advance if necessary for suitability and safety and agreed to by the principal in the year prior to the Camp. Careful consideration is to be given to moderating costs to parents and ensuring value for money for pupils.
2. An EOTC Event Proposal (Form 5.1.9f) will be completed and presented to the BOT at their March Meeting. The BOT (or delegate) will respond with Approval in Principle and sign off the Final Approval (Form 5.1.19g).
3. A Risk Analysis and Management form (RAM, refer Form 5.1.8a), appropriate to the week-long Camp, must accompany the trip application, along with procedures outlining how identified hazards will be managed.
4. All parents of students going on Camp must complete a consent form, and a medical form which includes dietary information. Refer Forms 5.1.9a, and 5.1.9d
5. All students complete a Student Contract for Camp Form 5.1.9e
6. The teacher in charge and principal will agree of the minimum adult:pupil ratios based on number of adults required to safety manage identified hazards (refer MOE recommendations). If the approved minimum ratio is not met, the trip cannot proceed.
7. Any parent offering to help with supervision of overnight stays or school camp must first complete Form 5.1.9b and the Police Vet Form 5.1.9c. Having passed a Police Vet check is a pre requisite to being selected to help with any overnight stay.
8. A copy of the itinerary and a list of pupils and adults attached to the RAMs is to be deposited at the Office before departure, and another copy is to be taken by the class teacher.
9. First aid equipment and a cell phone will accompany all excursions so the school can be contacted in the case of an emergency. A list of cell phone numbers is distributed to each group.
10. Special arrangements will be made with children with special needs if necessary.
11. A roll will be taken of all pupils on the trip immediately prior to departure which will be checked again at appropriate times. This must be checked before leaving a venue or changing venues during the trip.
12. Skilled instructors will be used for specific high-risk activities to set up, teach and manage the activity e.g. rock wall and/or white water rafting. These skilled instructors will also provide the appropriate RAMS.
13. The teacher in charge will communicate with the principal during the week, and immediately there is an issue of Health & Safety or discipline.
14. In the case of serious behaviour which endangers safety, the principal can approve the sending home of the student involved. The costs incurred will be met by the student's parents. (Refer Form 5.1.9d)

Updated March 2018



5.1.10 PARENT HELPER/TEACHER AIDE CODE OF CONDUCT

Anyone working in or on behalf of St Theresa's Catholic School will reflect the Gospel Values in their words and actions, whether in the school or in the community.

Examples of helpers: Teacher Aides, parent helpers who work regularly in the school, sports coaches and managers who work with students in the school and in the community.

GUIDELINES

1. **Prior to helping with students**

Adults attend a meeting for the following purpose

- to have outlined to them expectations for behaviour from them and from the students they are working with
- to understand and to sign the Code of Conduct 5.1.10a
- this meeting is the responsibility of the teacher in charge of the area in which the adult is helping

2. **Adult Behaviour:**

- Obey the rules of the school and/or the association to which your sport is affiliated.
- Be respectful and professional.
- Communicate using appropriate, respectful language
- Be a positive role model - display exemplary behaviour (towards students, referees, officials)
- Be confidential – respect a student's right to privacy. The only person you may discuss a child's behaviour with is the teacher in charge.
- Just - ensure every student or team member is treated fairly, and for sports teams, that rotations for time on the field/court are transparent and in keeping with official expectation.
- Communicate immediately with the teacher in charge should issues or concerns arise.

3. **Dealing with Children's Behaviour**

- Be positive and specific with feedback to children
- Address inappropriate behaviour **immediately**. Use language that is appropriate, respectful and clear, explaining the desired behaviour. Do not accept inappropriate behaviour.
- If the behaviour continues, the child may be sent back to class or stood down from the practice/game.
- Report any incidents immediately to the school teacher in charge.
- **At no times are children to be shouted at, pushed, pulled, smacked or physically hurt in any way.**

Updated March 2018



5.2

POLICY: CHILD PROTECTION

“To live, learn and love with Jesus, being the best we can be”

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

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

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

In line with the Vulnerable Children Act (2014), any person in our school/kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

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

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school
2. Comply with relevant legislative requirements and responsibilities
3. Make this policy available on the school’s internet site or available on request
4. Ensure that every contract or funding arrangement, that the school enters into includes child protection in reference to the Vulnerable Children Act 2014 in Contractor Management documentation where required.
1. Ensure the interests and protection of the child are paramount in all circumstances
2. Recognise the rights of family/whanau to participate in the decision-making about their children
3. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
4. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented
5. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
6. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person
7. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
8. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
9. Ensure that this policy forms part of the initial staff induction programme for each staff member

This policy will be reviewed within 3 years.

Updated November 2018



5.2.1

Dealing with parents who are subject to court orders affecting day to day care of, or contact with, a child at school.

Procedures:

- All copies of Court orders will be kept locked in a file in the principals office
- The school will strictly adhere to the orders as laid out in the official document
- All parties as per the orders will be dealt with in exactly the same manner as outlined by the court documents
- No other parties will be subject to information without the written instructions from all parties concerned
- The Board will be informed of any potential risk factors to the school
- Where appropriate staff (as needed) will be informed of court orders held on the school premises

Updated April 2019

5.2.2

Retention of property and searches of students

Guidelines:

Principle 1: All schools are required to provide a safe physical and emotional environment for students and staff. A safe environment for students and staff is of paramount importance and therefore must be given primacy when applying the guidelines. National Administration Guideline 5 and other legislation clearly establish this.

Principle 2: Parents, students and the public will have a legitimate expectation that the school environment will be free from drugs, weapons, alcohol and cyber bullying. They will expect schools to develop a written policy and procedure on surrender and retention and to advise them accordingly. Schools must be mindful of these expectations.

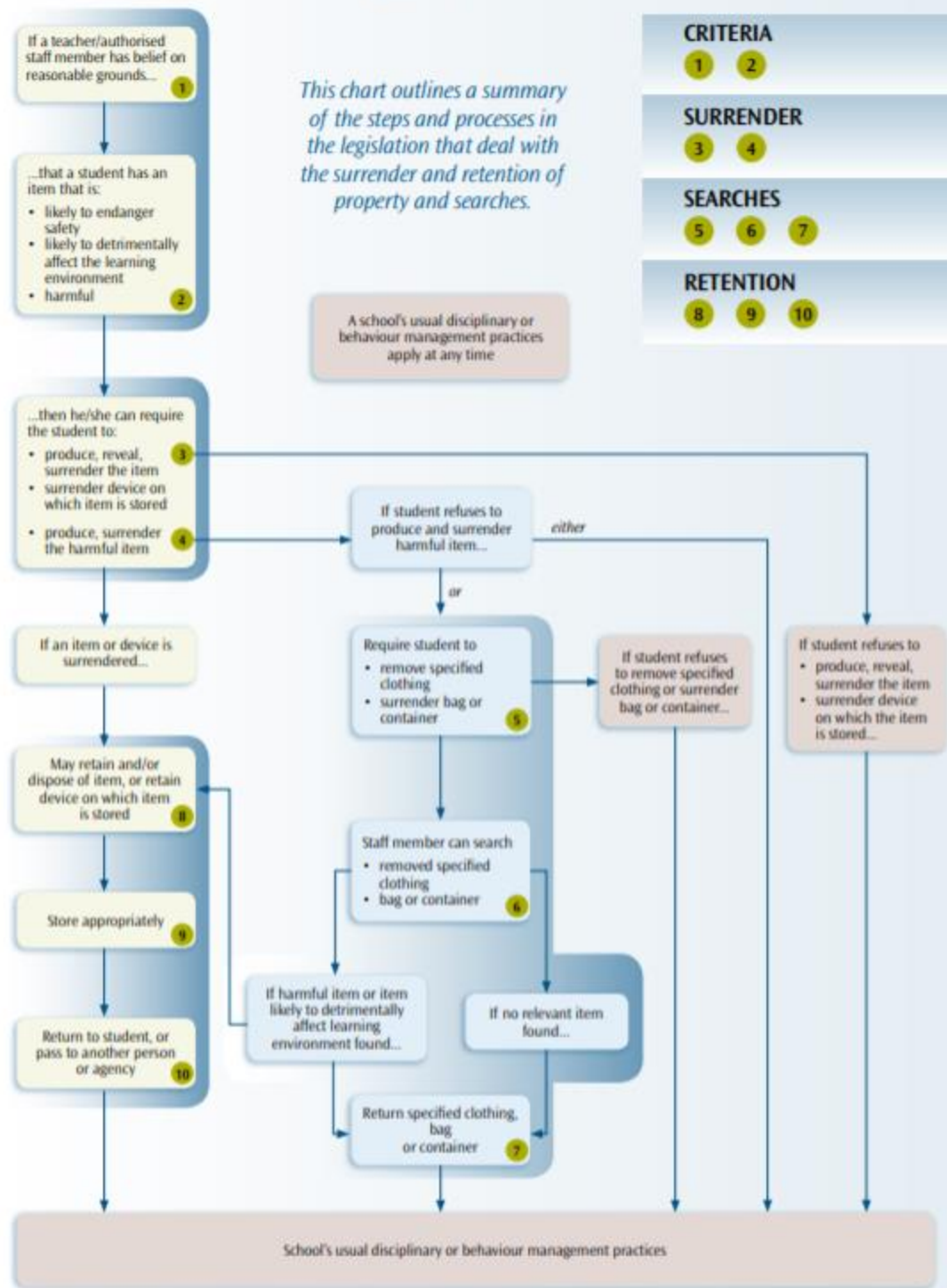
Principle 3: Parliament has given new powers and clarified the law in relation to searches and retaining student property. In exercising these powers, schools must act reasonably, in good faith and in the least intrusive manner to achieve a safe environment.

Principle 4: Students are protected under Section 21 of the New Zealand Bill of Rights Act 1990, which states “Everyone has the right to be secure against unreasonable search or seizure, whether of the person, property or correspondence or otherwise”. This section does not prohibit searches or seizure of student property but schools must be able to justify their actions as reasonable and necessary to maintain a safe environment.

Updated April 2019



Surrender & retention of property and searches



- A search is an examination of a person or property for something that is hidden. A search may include situations where a person is required to remove items of clothing or to empty out his or her pockets. It can also involve a student's 'correspondence' including written and electronic material (for example, in a diary, on a mobile phone or on a laptop).



- Searches may be conducted only for an item that is considered to be harmful. Searches cannot be conducted for an item that is likely to endanger safety only, or for an item that is likely to detrimentally affect the learning environment only.
- It is unlawful to search a student's person.
- A school can search its own property at any time, for any reason and in any way. A school's property includes buildings, grounds and vehicles – as well as any locker, desk or other receptacle provided to students for storage purposes.

Updated April 2019



NAG 6

LEGAL RESPONSIBILITIES



6.1

POLICY

LEGISLATIVE REQUIREMENTS

"To live, learn and love with Jesus, being the best we can be"

The Board and Principal of St Theresa's Catholic School will ensure that school procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

GUIDELINES:

The School will have written management procedures that are actively practiced and regularly reviewed for compliance.

These will include:

- Length of the school year
- Structure of the school year
- Attendance
- Admission to and withdrawal from school (including Preference eligibility)
- Truancy
- Suspensions and Stand downs
- Privacy
- Consultation on Health Curriculum
- Child, Youth and Family (OT) in the school

Updated November 2018



6.1.1 PROCEDURE - DELEGATION OF AUTHORITY TO PRINCIPAL

Before the Principal can undertake their duties, they must hold the appropriate delegation from the Board of Trustees as stipulated in Form 6.1.1a



6.1.1a DELEGATION OF AUTHORITY TO THE PRINCIPAL

The Board of Trustees of St Theresa's Catholic School resolves to delegate to the Principal the following powers and responsibilities:

- a. Employment of:
Non teaching staff (excluding Executive Officer)
Teaching staff required for long term relieving or Fixed Term positions
Day to day relievers
- b. Performance Management and disciplinary action (excluding dismissal) of staff.
- c. Competency procedures in relation to teaching staff in accordance with the Primary Teachers' Collective Employment Agreement 9th June, 2016 – 8th June, 2018 Section 10.7.
- d. Undertaking any inquiry into a possible breach of discipline. In the event the issues under investigation are not resolved informally by discussion or the Principal is of the view that the matter should proceed to the Board, then the Principal may initiate formal disciplinary procedures by forwarding relevant documents to the Board for this purpose.
- e. Suspending any employee during any inquiry or following receipt of a complaint if satisfied that the welfare and interests of any student attending the school or of any employee at the school so requires. The Board Chair would need to be informed as soon as is practicable.
- f. Granting and/or requiring the following in relation to staff leave:

Sick, Parental or Bereavement Leave.
Discretionary leave not exceeding 5 working days of which up to 5 may be with pay.
Medical certificate for an absence on sick leave in excess of 5 days.
- g. Approving expenditure up to \$1,000.
- h. Applying for funds, sponsorship or other monies to any value with Board approval.
- i. Signing of declarations on behalf of the Board in relation to information required by the Ministry of Education or any other government body or commercial enterprise.

Mandatory reports to the Teachers' Council.

Discretion to close the school in the event of a natural disaster/emergency situation.

Responding to inquiries from the Press in relation to school matters. (Only the Board Chair or Principal is able to do this).

In the absence of the Principal, the Deputy Principal and then the Assistant Principal(s) shall act in place of the Principal.

BOT Chair _____ Principal _____

Date _____ Date _____

Updated March 2018



6.1.2 PROCEDURE - ORGANISATION OF THE SCHOOL YEAR

LENGTH OF THE SCHOOL YEAR

1. The school shall be open for the minimum number of days required by the Ministry of Education (as published yearly in the Education Gazette or on Ministry Website).

“Where a Board of Trustees is satisfied that it is in the best interests of students for the school it administers to be open for instruction on a Saturday or Sunday, other than a public holiday observed on Saturday or Sunday, the school may open on that day.”

<http://www.minedu.govt.nz> 27/5/04

2. As a state-integrated special character Catholic school, there are times outside of normal school hours that St Theresa's Catholic School is open for instruction and full attendance and participation by all children and teachers is expected. A whole school Mass (usually held on a Sunday) is an example of this and is counted in the school's total number of half days as the school is open for instruction. The roll is taken and recorded via eTap and counted as a half day.

STRUCTURE OF THE SCHOOL YEAR

The school will adhere to the guidelines as set out by the Ministry of Education as regards the term and holiday dates. Current policy is that all schools observe the same dates. There is an allowance for flexibility of **three days** where schools can open on other days outside the approved term dates. St Theresa's may use this flexibility when required.

The length of the school day will be within the requirements as set down in 129C of the Education Act 1964.

Updated March 2018



6.1.3 PROCEDURE - ATTENDANCE AT SCHOOL

Children are expected to attend school every day that it is open for instruction. If a child is absent:

- Parents are requested to send a note to the class teacher explaining their child's absence or to contact the School Office by phone. Where an absence is planned in advance, parents must inform the Principal in writing.
- At the beginning of each day, teachers take the roll on our SMS eTap and unexplained absences are then followed up by the Office Manager. A paper roll is available in all classes and is used by relievers. The electronic roll is taken again at the end of lunchtime.
- Teachers record in their register
 - ? for unexplained absence which is then followed up by the Office Manager
 - P is present
 - M for a child away sick
 - E for explained absence
 - L if a child arrives late
 - G is unjustified
 - D for medical appointment
 - Q for school trips
- If a child is to be absent for more than 3 days, parents are expected to inform the Principal, Office Manager and classroom teacher, in writing, stating the reason.

ADMISSION TO AND WITHDRAWAL FROM SCHOOL

ENROLMENT – Refer p32-35 Part 8: *Handbook for Boards of Trustees of NZ Catholic Integrated Schools (2004)*

- a. Parents wishing to enrol their child will approach the Principal who will ensure that the parents understand the nature of the Catholic School and who will also explain the difference between preference and non-preference enrolment.

At the time of enrolment, the Principal will urge all parents whether Catholic or not (and whether preference or not) to visit the Parish priest who will grant preference (by signing the preference certificate), using the criteria set down by the Catholic Bishops Conference (*ref: Criteria for Preference of Enrolment in Integrated Catholic Schools*)

- b. All legal procedures and school procedures will be followed when enrolling a child
- c. Children with preference can start school on their fifth birthday.
- d. Children without preference may have to go on a waiting list. The Principal will advise the parents on the approximate length of the wait until their child is able to start.

WITHDRAWAL

- Parents wishing to withdraw their child from school are urged to put this in writing with leaving date.
- The withdrawal process is completed online via Enrol.

Updated March 2018



6.1.4 PROCEDURE - TRUANCY

The following procedures are to be followed by the School.

1. Unexplained regular absences will be followed up by the School contacting parents and caregivers to seek an explanation for the absence.
2. If satisfactory explanations cannot be found then the School will contact the local truancy service for assistance. The School will work with the truancy service to locate the student and get him/her back to School.
3. Where the School believes that the student is a truant with parental consent, letters will be sent to the parent pointing out their obligations and stating that the School will put the matter in the hands of the truancy service.
4. If a student leaves the School but no request for records comes from another School, we will endeavour to ascertain where the student has enrolled.
5. If a student has not been at School for 20 consecutive days and where there is no explanation for that absence, the student will be removed from the School roll and the details will be provided to the National Truancy Service (NETS) through the Ministry of Education.



6.1.5 PROCEDURE - MINISTRY OF VULNERABLE CHILDREN ORANGA TAMARIKI IN THE SCHOOL

The following procedures are to be followed by St Theresa's Catholic School.

1.
 - (a) Information about students and their families may be given to OT personnel by the Principal or Acting Principal, at their discretion.
 - (b) The Principal or Acting Principal may direct teachers or other staff members to pass on information about students and their families to OT.
 - (c) Before the school passes information about a family on to OT, the Principal must be assured that the family is aware that OT is collecting this information. This is not necessary in cases of suspected abuse or when the health and safety of a child is causing concern as the Care and Protection Act overrides the Privacy Act.
2. If OT wish to interview a student the school may inform the Parent/caregiver before it proceeds.
3. If OT wish a staff member to attend a Family Group Conference then the School must be given time to arrange appropriate cover for their work.



6.1.6 PROCEDURE - CONSULTATION ON THE HEALTH CURRICULUM

The following procedures are to be followed by St Theresa's Catholic School.

1. Once a year, the community will be consulted about any Health issues they see as priorities to be taught. These issues will then be considered for input into the Annual Plan.
2. Some specific Health Curriculum initiative programmes require community consultation. This will be decided by the Principal and Leadership team. Two such programmes are *Keeping Ourselves Safe* and *My Journey to Wholeness (Changes at Puberty programme for Y5/6)* and there may be others that arise. The parents/caregivers of children being taught these programmes will be invited to at least one Parent session, where an outline of the content will be explained and any issues discussed. This will take place prior to the programme starting.
3. A copy of the overview of the *My Journey to Wholeness* programme will be sent to the ADW each time it is updated (at least once every 3 years). The Principal will have responsibility for this.

Updated March 2018



6.1.7 PROCEDURE - SUSPENSIONS & STANDDOWNS

RATIONALE:

From time to time it may be necessary to suspend a student from school if that student's behaviour is deemed to present a danger to himself/herself or to other students or staff, if that behaviour constitutes gross misconduct or repeatedly unacceptable behaviour.

PURPOSES:

1. To ensure that the learning environment is orderly and safe.
2. To ensure that all regulatory requirements are met.
3. To ensure that the rights of *all* students are upheld.

GUIDELINES:

1. The School will take all reasonable steps to modify a student's behaviour before resorting to suspension.
2. A database, through eTap, of student behaviour patterns will be kept; this will include actions taken.
3. Full advice and guidance is available to students.
4. The best interests of all students are considered in final decision making.
5. The Principal has the power to suspend students without referral to the Board however, the Principal needs to advise the Board Chair as soon as practically possible.
6. For potential indefinite suspension a Board disciplinary sub-committee will be convened.
7. Clear procedures are established for handling suspension. These procedures will:
 - Meet legal requirements.
 - Specify records to be made and arrangements for storage of records.
 - Indicate the people/agencies to be notified.
8. If a student is suspended, the Board meets to consider their suspension. The student, their parents and their representative are entitled to attend the meeting in person. However, parents are entitled to request to attend the Board meeting via a telephone conference or a video link. Information reported from the Principal to the family of the suspended student must include how to request attendance at the suspension meeting. This information should specify that the request must be made in writing within a reasonable timeframe and that Boards are not obligated to agree to the request if they have a good reason to refuse it.
9. Procedures will follow the appropriate Ministry of Education guidelines and requirements.
10. Families will be notified as soon as possible of the suspension and of its implications.
11. Guidance and advice is available throughout the whole process.

Updated March 2018



6.1.8 PROCEDURE – PRIVACY OF INFORMATION

RATIONALE:

All persons have the right to have private information remain confidential. It is important that the school is seen to conform with the Privacy Act (1993) in relation to the information it gathers or holds on staff, children and their families, and other parties who may have an interest in that information.

PRIVACY PROCEDURES STATEMENT

The following procedures are to be followed by the School.

1. No personal details of any student, parent or caregivers will be given to a third party without parent/caregiver consent unless that person has a legal right to that information. People with a legal right to access information are OT and the Police.
2. A file containing student and parent/caregiver contact details is kept in the Staffroom to be used as an alternative emergency contact.
3. No personal details of any staff member will be given to a third party without prior approval of the staff member concerned. Staff members' personal files will be kept securely in the Principals' office. Staff members will be able to request access to any information in their own file.
4. The School shall appoint a privacy officer who shall deal with any complaints regarding breaches of privacy.

GUIDELINES:

1. Any information requested regarding a school family or individual must be directed to the Principal.
2. The Principal may pass on relevant information pertaining to the enquiry to a support agency with the approval of the parents. In no circumstances should information be passed on without the parents' prior knowledge and consent, unless otherwise legally obliged.
3. Information requested by subsequent schools will be passed on where relevant to the child's development.
4. The private address/phone number of any staff member will remain confidential unless consent to provide the information has been given by the staff member in question.
5. Should a parent or other person request such information, the staff member concerned should be asked to contact the person making the request.
6. The chairperson of the Board of Trustees or the Principal may authorise a school committee member to receive a contact details list to contact school families for matters relating to school business. Such lists are to be marked as CONFIDENTIAL and treated confidentially, being used only for the specific purpose for which they were issued. No copies should be made or distributed to other parties.
7. On enrolment, permission will be sought from parents to share their contact details with schools staff and related committees.
8. At the beginning of each year, parents will be asked for approval for photographs of school activities which may include their child to be used in school publications and on the web site. Where there are specific publications involved, all photographs and other publicity material will be approved by legal parents/guardians before use.
9. Personal information relating to staff members will remain confidential to the Principal and the Board of Trustees unless authorised by the individual to pass that information on to a third party.

Updated March 2018



6.1.9 SECLUSION AND PHYSICAL RESTRAINT

Seclusion of a child or young person is no longer an acceptable tool in behaviour management and physical restraint is a serious intervention that should only be used in circumstance where it is absolutely necessary.

Seclusion can cause physical and psychological harm and has been banned in the school environment. The Act clarifies how and when teachers and authorised staff members can use physical restraint. The restrainer must have reasonable grounds to believe that there is an imminent and serious risk to the safety of a child or student or any other person and physical restraint must be reasonable and proportionate in the circumstances.

What is physical restraint?

The Act defines physical restraint as using physical force to prevent, restrict or subdue the movement of a student's body or part of a student's body.

GUIDELINES:

1. Physical restraint can only be used by teachers or authorised staff members. *Education Act 1989*
2. Staff are permitted to use physical restraint in situations when the teacher or staff member reasonably believes that the safety of the student or any other person is at serious and imminent risk and the restraint used is reasonable and proportionate in the circumstances.
3. The physical restraint response must use the minimum force necessary to respond to the serious and imminent risk to safety and also be for as long as is needed to ensure the safety of everyone involved.
4. Staff should always use preventative and de-escalation techniques as a first response.
5. If teachers or other authorised staff members do not have the skills or confidence to safely restrain a student, they must call for help. This may involve call the Police when a student cannot be managed safely. All staff should be aware that physical restraint is a serious intervention when no other options are available.
6. After an incident involving physical restraint, the staff member and student need to be checked regularly and supported as necessary. Parents or caregivers need to be contacted and informed. A debrief may be required, involving the Principal and other staff members. This needs to be held within 2 days of the incident.
7. Training will be provided to all staff and offered to parents and caregivers of students on an individual behaviour plan. This training package *Understanding Behaviour – Responding Safely* (UBRS) is offered through the Ministry of Education and focuses on preventative and de-escalation techniques.
8. Reporting – Staff must complete a *Staff Physical Restraint Incident Report* within 2 days of the incident. A copy needs to be placed in the student's file on eTap and copies need to be available for the student's teachers, parents or caregivers. All incidences of physical restraint need to be reported to the Ministry of Education and the Board of Trustees.

Updated March 2019



6.1.10 CONFLICT OF INTEREST

The standard of behaviour expected at St Theresa's Catholic School is that all staff and board members effectively manage conflicts of interest between the interests of the school on one hand and personal, professional, and business interests on the other.

This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest. The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's ability to protect the integrity and reputations of board members and meet legislative requirements.

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

All conflicts of interest will be recorded on a Conflict of Interest – Declaration Form (6.5) and kept in the Register of Members' Interest file in the school office.

September, 2019



6.2

POLICY ENROLMENT

"To live, learn and love with Jesus, being the best we can be"

RATIONALE:

Enrolments at St Theresa's Catholic School will comply with the Private Schools Conditional Integration Act 1975 and the Criteria for Preference of Enrolment in Integrated Schools as per the NZ Catholic Education Office Ltd Handbook.

PURPOSE:

To establish criteria for enrolment at St Theresa's Catholic School that maintains the Catholic Character of the school and that meets the requirement of relevant legislation.

The BOT has set the following enrolment criteria with processes delegated to the Principal.

1. Preference Certificates are issued by the Parish Priest or his designated nominee. A preference certificate defines eligibility, not enrolment.
2. The number of non preference students must not exceed 5% of the maximum role of the school. Siblings of current non preference students need to be planned for as they cannot legally take priority. If this situation was to arise, the Principal will contact the Vicar for Education.
3. The determination of priority of enrolment when the school is approaching its maximum roll will use the following guidelines;-
 - a) siblings of current preference students
 - b) five year old preference students whose families have an active* association with St Theresa's Parish
 - c) preference students who are children of staff members
 - d) preference students transferring from another Catholic school (out of the Porirua area)
 - e) all other preference students
 - f) siblings of current non-preference students
 - g) new non preference students
4. Waiting list criteria when maximum roll is exceeded. Priority will be given:
 - a) according to 3. above
 - b) according to the date of their enrolment



Non-Preference Students

State integrated schools have places for non-preference students.

This school has a maximum of up to 11 non-preference places.

There are currently up to 0 non-preference places likely to be available in this year or next year.

When the school roll reaches 85% of its maximum, non-preference enrolment will be suspended, and this will continue as long as the school roll stays at or above this level.

The applicants accept that they will be attending a school of special character and that their place in the school is conditional on their participation in the programme.

The applicants accept that they will be required to pay attendance dues as set by the Proprietor and which are compulsory.

Non-Preference criteria that apply to this school.

The siblings of non-preference students already in the school.

Siblings of former non-preference students.

The children of staff or Board members who seek to enrol their children.

Non-preference students coming from another integrated school with the same special character.

The selection processes described above will be the basis for students applying to enrol either at the beginning of or during the school year.

Waiting List Procedure

All unsuccessful applicants may choose to have their names placed on a waiting list. The waiting list will be kept within relevant priority categories, ranked in order. Students on the waiting list may be offered places at a later date if they become available. The waiting list will remain current until the beginning of the next enrolment intake. Applicants on the waiting list will have first offer of places as they become available. (Please see the attached letter on Guidelines for Managing Maximum Rolls, from NZCEO)

Pre-enrolment Procedure

Each year applications will be sought by a date determined by the Board of Trustees and advertised in daily or community papers, school newsletters circulating in the areas served by the school. All applicants will be advised of the outcome of their application as soon as possible after the closing date.

Notes

Applicants seeking priority status on the basis of enrolment at a particular primary school may be required to provide proof of enrolment at that school.

Applicants seeking priority status on the basis of a sibling relationship may be required to produce proof of that relationship.

** Where required, what constitutes 'active association' will be determined by the Board of Trustees and could include criteria such as Parish enrolment, regular Mass attendance and community participation in Parish life through Church ministry.*

Updated Feb 2021



6.2.1 PROCEDURE - PREFERENCE FOR ENROLMENT IN INTEGRATED CATHOLIC SCHOOLS

In accordance with Private Schools Conditional Integration Act, Section 29(1) and Catholic School Integration Agreements, through a general or particular religious connection stated in the Preference Criteria Numbers 5.1, 5.2, 5.3, 5.4, 5.5.

New Zealand Catholic Bishops' Conference

Criteria for Preference of Enrolment in Integrated Catholic Schools

- 5.1 The child has been baptized or is being prepared for baptism in the Catholic Church.
- 5.2 The child's parents/guardians have already allowed one or more of its siblings to be baptized in the Catholic faith.
- 5.3 At least one parent/guardian is a Catholic, and although their child has not yet been baptized, the child's participation in the life of the school could lead to the parents having the child baptized.
- 5.4 With the agreement of the child's parent/guardian, a significant familial adult in the child's life, such as a grandparent, aunt or uncle who is actively involved in the child's upbringing undertakes to support the child's formation in the faith and practices of the Catholic Church.
- 5.5 One or both of a child's non-Catholic parents/guardians is preparing to become a Catholic.

Agents of the Bishop, who may sign the Certificate on his behalf

- 6.1.1 Parish Priest of their Parish of Residence
- 6.1.2 Assistant Priest of their Parish of Residence
- 6.1.3 Priests appointed under c. 517/1
- 6.1.4 Deacons and lay persons appointed to pastoral care under c.517/2
- 6.1.5 Ethnic chaplains who liaise with Parish Priests or their delegate
- 6.1.6 Local committees appointed by the Bishop or by any of the above agents of the Bishop.

Process of Appeal

Handbook for Boards of Trustees of New Zealand Catholic Integrated Schools

- 8.3.1 If a preference certificate has been refused and the parents, either directly or through the Principal, wish to appeal the matter, the application can be referred to the proprietors' Office (Diocesan Education Office). The Director of the Office, or whoever is the appointed appeal authority in the diocese, after making whatever investigation is necessary, including consulting the Parish Priest if appropriate, will make a ruling, or seek a ruling from the Bishop. The Parish Priest or delegated person who refused the certificate in the first instance is normally informed whenever a preference certificate is issued in virtue of the paragraph.

Please note that in the Archdiocese of Wellington, the appointed appeal authority is the Vicar for Education.



6.2.2 PROCEDURE - ENROLMENT

Purpose:

To establish a fair and transparent enrolment of process at St. Theresa's Catholic School following a criteria that ranks applicants according to the priorities stated in the enrolment policy.

Guidelines:

1. Applicants will be placed into the priority group appropriate to their preference status.
2. Notification of acceptance will be made as soon as practically possible once all paperwork has been processed by the School Office.
3. All applicants not accepted for enrolment will be placed on a waiting list in their order of priority.
4. Parents of those students on the waiting list will be notified when and if places become available for their child.
5. Preference applications will always take precedence over non-preference applications.
6. At the time of pre-enrolment, the BOT will not be able to accept applicants for enrolment up to the limit of the maximum roll. This is because a situation may subsequently occur where a preference student, who is a new arrival to the area or who simply seeks to transfer from a nearby State school, seeks enrolment.

Updated March 2018



6.2.3 PROCEDURE – SCHOOL UNIFORM

All students are expected to wear the correct school uniform to and from school, as listed below. Students are able to wear either girls' or boys' uniform items as long as the uniform is worn in its entirety.

<u>Girls</u>	<u>Boys</u>
School Pinafore Navy wool v-neck jersey with school logo Plain long-sleeved white blouse Knee length navy socks with maroon stripe or navy tights. Plain white blouse - open-neck, short sleeves Regulation plain dark blue bucket sunhat Summer dress	Navy lined shorts Navy wool v-neck jersey with school logo Long-sleeved blue pin-striped shirt Knee length navy socks with maroon stripe. Short-sleeved blue pin-striped shirt Regulation plain dark blue bucket sunhat.
Footwear (same for boys and girls) Plain, all black, covered in, leather or leather-look – <i>see photos</i> NB: Soft trainer-like black shoes, boots and ballet flats are NOT acceptable.	
Footwear (same for boys and girls) Black sandals solely of that colour, with ankle strap and back strap– <i>see photos</i>	
Sports uniform Regulation top and shorts Hoodie – optional Years 3 – 6 Sports shoes as appropriate	
NOTES: <ul style="list-style-type: none"> • All articles of clothing are to be clearly named • Anything worn under the uniform must not be visible (e.g. thermals must not be seen at neckline) • Jewellery is restricted to small plain gold or silver ear studs and a plain watch. • Finger and toe nails are to be short and free of nail polish. • Hair ribbons and clips should match the uniform (navy, black, burgundy). • Hair, if longer than shoulder-length, must be tied back and clipped off face. • Dyed hair, dreadlocks and beaded hair are not permitted. • Makeup No makeup is to be worn (this includes hair mascara, etc.) 	



It is the responsibility of all teachers to ensure that each child in their class wear the correct uniform at all times. A note from the caregiver is required if for any reason a child is not wearing the full school uniform. If no note is received or if the non-uniform continues for more than two days, the caregiver will be sent a letter (Form 1.2.5a) which may be followed up by contact from the Principal.

Currently, children are permitted to wear running shoes during PE, at playtimes and at lunchtimes to preserve their school shoes. **They are expected to change back into their regulation footwear at the end of the day.**

All formal occasions required full and correct school uniform – weekly assembly, Mass/liturgies, powhiri, class/school visits out of the school, when other schools visit, whenever our school is represented.

A St Theresa's Catholic School **Sports Uniform** is worn by both girls and boys for physical education and sport, in addition to suitable sports shoes. It is not compulsory for Year 1 students.

If girls choose to wear their PE shorts under their uniform they must not be seen below their tunic.

Uniform items are available for purchase through Chapman Uniforms.

Updated April 2019