



Together We Grow

Board of Trustees

Policy and Procedure Document

## Table of Contents:

<b>POLICY 1 : BOARD OPERATIONS.....</b>	<b>4</b>
PROCEDURE 1.1: BOARD ANNUAL ACTION PLAN.....	13
<b>POLICY 2 : CURRICULUM DELIVERY.....</b>	<b>15</b>
PROCEDURE 2.1: PROGRAMME PLANNING, PREPARATION, IMPLEMENTATION, ASSESSMENT AND EVALUATION.....	16
PROCEDURE 2.2: PROGRAMME IMPLEMENTATION.....	18
PROCEDURE 2.3: EDUCATION OUTSIDE THE CLASSROOM.....	20
<i>Procedure 2.3.1: Camp Form.....</i>	26
<i>Appendix 2.3.2: Swimming Consent.....</i>	29
<i>Procedure 2.3.3: Medication Record.....</i>	30
PROCEDURE 2.4: REPORTS AND REPORTING.....	31
PROCEDURE 2.6: SUPPORT SERVICES FOR STUDENTS WITH SPECIAL NEEDS.....	32
<i>Appendix 2.6.2: RTLB Referral Procedures.....</i>	33
<i>Procedure 2.7.1: Curriculum Statement, The Arts.....</i>	34
<i>Procedure 2.7.2: Curriculum Statement, English.....</i>	35
<i>Procedure 2.7.3: Curriculum Statement, Health &amp; Physical Education.....</i>	36
<i>Procedure 2.7.4: Curriculum Statement, Learning Languages.....</i>	38
<i>Procedure 2.7.5: Curriculum Statement, Mathematics and Statistics.....</i>	39
<i>Procedure 2.7.6: Curriculum Statement, Science.....</i>	40
<i>Procedure 2.7.7: Curriculum Statement, Social Sciences.....</i>	42
<i>Procedure 2.7.8: Curriculum Statement, Technology.....</i>	43
<b>POLICY 3: PERSONNEL .....</b>	<b>45</b>
POLICY 3(A) PRINCIPAL’S PERFORMANCE MANAGEMENT.....	46
POLICY 3(B) CLASSROOM RELEASE TIME.....	48
POLICY 3(C) EQUAL EMPLOYMENT OPPORTUNITIES.....	49
<i>Appendix: Policy 3(c) Appointment Report.....</i>	51
PROCEDURE 3.1: STAFF APPOINTMENTS.....	53
PROCEDURE 3.2: APPOINTMENT OF PRINCIPAL.....	54
PROCEDURE 3.3: POLICE VET CHECKS.....	55
PROCEDURE 3.4: COMPLAINTS.....	56
PROCEDURE 3.5: DISCIPLINE AND COMPETENCY.....	57
POLICY 3.6: STAFF APPRAISAL.....	58
<i>Appendix 3.6.1: Annual Appraisal Process Timeline.....</i>	61
<i>Appendix 3.6.2: Self Appraisal Form.....</i>	62
<i>Appendix 3.6.3: Personal Professional Goals.....</i>	63
<i>Appendix 3.6.4: Classroom Observation.....</i>	64
<i>Appendix 3.6.4: Attestation Summary.....</i>	66
<i>Appendix 3.6.5: Final Self Appraisal.....</i>	67
PROCEDURE 3.7: PROFESSIONAL DEVELOPMENT.....	68
PROCEDURE 3.8: STAFF DISCRETIONARY LEAVE.....	69
POLICY 3(D) : SALARY UNIT ALLOCATION.....	70
<i>Schedule 3(d) Salary Units.....</i>	72
<b>POLICY 4: FINANCE - ASSETS .....</b>	<b>73</b>
POLICY 4(A): THEFT AND FRAUD PREVENTION.....	75
PROCEDURE 4.1: CASH MANAGEMENT.....	78
<i>Appendix 4.1.1: Schedule of Delegations.....</i>	80
PROCEDURE 4.2: OUTSTANDING ACCOUNTS.....	85
PROCEDURE 4.3: ENTERTAINMENT.....	86
PROCEDURE 4.4: TRAVEL.....	87
POLICY 4(B): PROPERTY DEVELOPMENT.....	89
POLICY 4(C): FIXED AND INTANGIBLE ASSETS.....	90
PROCEDURE 4.6: FURNISHING AND EQUIPMENT.....	92
PROCEDURE 4.8: SCHOOL VAN AND BUS.....	93
PROCEDURE 4.9: AFTERSCHOOL CARE.....	94
<i>Appendix 4.9.1: Afterschool Care Terms and Conditions.....</i>	95
PROCEDURE 4.10: MOBILE DEVICES FOR STAFF.....	97
<b>POLICY 5: HEALTH AND SAFETY.....</b>	<b>99</b>
POLICY 5(A) ANIMAL WELFARE.....	101
PROCEDURE 5.1: STRESS MANAGEMENT.....	102
PROCEDURE 5.2: CRITICAL INCIDENTS.....	103
<i>Appendix 5.2.1: Critical Incidents Action Plan.....</i>	105
<i>Appendix 5.2.2: Critical Incident Management Plan.....</i>	108

## Ahuroa School Board of Trustees

Appendix 5.2.3: Emergency Phone Numbers.....	109
Appendix 5.2.4: Emergency Roles and Responsibilities.....	110
Appendix 5.2.5: Media Prompt Sheet.....	111
PROCEDURE 5.3: HAZARD IDENTIFICATION.....	112
Appendix 5.3.1: Hazard Register.....	113
PROCEDURE 5.4: INTERNET USE.....	114
Appendix 5.4.1: Ahuroa School Cybersafety Use Agreement, for students.....	117
Appendix 5.4.2: Ahuroa School Cybersafety Use Agreement for all School Staff.....	121
PROCEDURE 5.5: EMERGENCY.....	126
PROCEDURE 5.6: BEHAVIOUR MANAGEMENT.....	129
PROCEDURE 5.7: ANTI BULLYING.....	130
PROCEDURE 5.8: ADMINISTERING MEDICINES.....	131
PROCEDURE 5.9: VISITORS TO THE SCHOOL AND PARENT HELPERS.....	132
Appendix 5.9.1: Parent Helper Guidelines.....	133
PROCEDURE 5.11: CHILD ABUSE AND NEGLECT.....	134
Appendix 5.11.1: Physical Abuse Flowchart.....	135
PROCEDURE 5.12: SEXUAL ABUSE FLOWCHART.....	136
PROCEDURE 5.13: SEXUAL HARASSMENT.....	137
PROCEDURE 5.14: CIVIL DEFENCE.....	138
PROCEDURE 5.15: DEALING WITH NON-CUSTODIAL PARENTS.....	140
PROCEDURE 5.16: HIV, HEPATITIS AND BLOOD BOURNE VIRUSES.....	141
POLICY 5(B) SMOKE FREE.....	143
PROCEDURE 5.18: HEADLICE.....	144
PROCEDURE 5.19: PANDEMIC PLAN.....	145
Appendix 5.19.1: Pandemic Overview.....	146
Appendix 5.19.2: Code White: Stage 1 – Plan for it.....	147
Appendix 5.19.3: Working with your School Community.....	152
Appendix 5.19.4: Code Yellow: Stage 1 – Stand by.....	153
Appendix 5.19.5: Code Red: Stage 2 – Keep it out (border management).....	154
Appendix 5.19.6: Code Red: Stage 3 – Stamp it out (cluster control) for schools outside cluster area.....	156
Appendix 5.19.7: Code Red: Stage 3 – Stamp it out (cluster control) for schools inside cluster area.....	158
Appendix 5.19.8: Code Red: Stage 4 – Manage it (pandemic management).....	160
Appendix 5.19.8: Code Green: Stage 5 – Recover from it (recovery).....	162
Appendix 5.19.9: Contact Details, BOT and Staff.....	163
Appendix 5.19.9: Stage 1 Letter to go home.....	164
Appendix 5.19.10: Family Contact Details.....	165
Appendix 5.19.11: Hand Washing Notice.....	166
Appendix 5.19.12: Pandemic, Staff Roles and Responsibilities.....	167
Appendix 5.19.12: Stage 2 Letter to go home.....	168
Appendix 5.19.13: The Difference Between Influenza and a Common Cold.....	169
Appendix 5.19.14: Letter re Possible School Closure.....	170
Appendix 5.19.15: Pandemic Screening Flowchart.....	171
Appendix 5.19.16: When/How Children/Staff sent home.....	172
Appendix 5.19.17: Influenza Protection Measures.....	173
Appendix 5.19.18: Suspected Influenza Notification Form.....	174
Appendix 5.19.19: Pandemic Physical Contact List.....	175
PROCEDURE 5.20: SWIMMING POOL.....	176
Appendix 5.20.1: Pool Key Issue Form.....	178
<b>POLICY 6: LEGAL RESPONSIBILITIES.....</b>	<b>181</b>
POLICY 6(A) PROTECTED DISCLOSURES.....	184
PROCEDURE 6.1: COPYRIGHT.....	187
PROCEDURE 6.2: PRIVACY.....	190
Appendix 6.2.1: Request for Personal Information.....	195
PROCEDURE 6.3: CONSULTATION WITH THE COMMUNITY.....	196
<b>POLICY 7: TREATY OF WAITANGI.....</b>	<b>198</b>
PROCEDURE 7.1: ACHIEVEMENT OF MĀORI STUDENTS.....	199
PROCEDURE 7.2: BICULTURALISM/BILINGUALISM.....	200

## Policy 1 : Board Operations

The board is entrusted to work on behalf of the stakeholders being the students, parents and staff. The board emphasises strategic leadership rather than administrative detail, sets the vision for the school and ensures that it complies with legal and policy requirements of the school. Policies are at a governance level and outline clear delegations to the Principal. The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day-to-day running of the school. The board's focus is the constant enhancement of student achievement.

### Board Roles & Responsibilities

The Board of Trustees key areas of contribution are:

- Representation
- Leadership
- Accountability

Board member accountability measure	Standard
1. Set the school's vision, values, strategic directions and long-term plans and monitor the board's progress against them	1.1 The board leads the Charter review process  1.2 The board sets the strategic goals and approves the annual plan and targets in line with Ministry expectations  1.3 The strategic goals are met
2. Monitor and evaluate student achievement	2.1 Quarterly reports from principal on progress against Annual Plan highlight risk/success  2.2 Meet targets in Annual Plan and, implement Curriculum Policy
3. Monitor financial management of the school and approve the budget, and oversee, conserve and enhance the resource base	3.1 Satisfactory performance of school against budget  3.2 Budget approved by the start of each year  3.3 Quarterly reviews of the budget against current spending  3.4 Property / resources meet the needs of the student achievement goals

Ahuroa School Board of Trustees

4. Attend board meetings and take an active role as a trustee	<p>4.1 Attend board meetings having read meeting agenda and related documents and ready to discuss them</p> <p>4.2 Board meetings have a quorum</p> <p>4.3 Attendance at at least 80% of meetings</p> <p>4.4 No absences at board meetings without prior approval (more than 3 such absences result in immediate step down) Refer Education Act 1989, 104 (1) c</p> <p>4.5 Ensure that individual trustees do not act independently of the board's decisions</p> <p>4.6 Avoid any conflicts of interest with respect to their fiduciary responsibility</p>
5. Approve policies and major programme initiatives	5.1 Policies and initiatives are approved and minuted.
6. Effective risk management	<p>6.1 Remain briefed on internal/external risk environments and take action where necessary</p> <p>6.2 Identify 'trouble spots' in statements of audit and take action if necessary</p>
7. Ensure the board is compliant with its legal requirements	<p>7.1 New and continuing members have kept aware of any changes in legal and reporting requirements for the school.</p> <p>7.2 The board has sought legal advice when necessary</p> <p>7.3 New members have read and understood board induction pack and requirements of board members</p>
8. Fulfill the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	8.1 The Treaty of Waitangi is considered in board decisions as appropriate
9. Act as a good employer. Approve and monitor Personnel policy and procedure.	9.1 Become and remain familiar with the employment conditions of the school, staff contracts, and Award arrangements
10. Appoint, assess the performance of and nurture the Principal	10.1 Principal's performance management system in place & implemented

Ahuroa School Board of Trustees

11. Deal with disputes and conflicts referred to the board	11.1 Successful resolution of any disputes and conflicts referred
12. Represent the school in a positive, appropriate manner	12.1 Code of Behaviour adhered to
13. Succession planning and self-review	<p>13.1 New trustees provided with access to board wiki</p> <p>13.2 New trustees fully briefed and able to participate following attendance at an orientation programme</p> <p>13.3 Maintain a cycle of policy &amp; procedure review, where every policy and procedure is reviewed at least once every three years</p> <p>13.4 Promote involvement with the board so that any vacancies are able to be filled</p> <p>13.5 The board's achievement against these standards is reviewed annually</p>

## Trustee's Code of Behaviour

The board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall:

- Maintain and understand the values and goals of the school.
- Ensure the needs of all students and their achievement is paramount.
- Be loyal to the school and its charter.
- Represent the school in a positive manner in public
- Respect the integrity of the principal and staff.
- Observe the confidentiality of non-public information acquired in their roles as trustees.
- Not disclose to any other persons such information that might be harmful to the school.
- Be diligent and attend board meetings prepared for full and appropriate participation in decision making.
- Ensure that individual trustees do not act independently of the board's decisions.
- Actively encourage diversity of opinion and robustness of debate, but speak with one voice once decisions have been made.
- Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board.
- Avoid any conflicts of interest with respect to their fiduciary responsibility.
- Recognise the lack of authority in any individual trustee or subgroup of the board in any interaction with the principal or staff.
- Recognise that only the chairperson, or delegate, can speak for the board.
- Continually self-monitor their individual performance as trustees against policies and against any other current board evaluation tools.
- Be available to undertake appropriate training.
- Observe appropriate decorum during board meetings, including:
  - being careful to relate respectfully to each other,
  - listening in order to understand rather than to disagree,
  - focusing on the interests of the school and its students' achievement, and o being brief and concise during meetings.

## Chairperson's Role

The chairperson is the leader of the board and carries overall responsibility for the integrity of the board's processes and represents the board of trustees to the broader community. The chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board, in order that collective opinion can be developed and a board decision reached. The role involves the following responsibilities:

Chair accountability measure	Standard
1. Oversee general performance of the board	1.1 Board performs against its forms of accountability and strategic goals
2. Ensure information about the financial performance of the organisation flows to the board	2.1 Board remains well-informed about financial performance of organisation

## Ahuroa School Board of Trustees

3. Establish and maintain systems for information flows to the board	<p>3.1 Board receives information on time and has time to comment and have input</p> <p>3.2 Board has adequate opportunities to have input and make decisions</p> <p>3.3 Chair ensures accurate minutes are kept, approved by board and signed by Chair</p>
4. Attend and chair board meetings	<p>4.1 Attendance at all meetings (unless chairing responsibility delegated)</p> <p>4.2 Meeting procedures as outlined in the Local Government Official Information and Meetings Act 1987 and Education Act 1989 are observed except where the board has suspended them. Information on meeting procedures is found in the section on meetings</p>
5. Make recommendations to board about prudent management of board matters	5.1 Recommendations made as necessary
6. Establish and maintain an ongoing working relationship with the Principal	6.1 Regular meetings are held in addition to ongoing liaison
7. Deal with disputes and conflicts referred to the Chair	7.1 As required by the board's Policy and Procedures
8. Act as Protected Disclosure Officer	8.1 Requirement met
9. Ensure the Principal's Performance Agreement and Appraisal are completed on an annual basis	9.1 Report of Principal's Performance Appraisal tabled at a board meeting, according to appraisal process
10. Represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person	10.1 Representation carried out as necessary

### Meeting Process

The board is committed to effective and efficient meetings

- a) Meetings are based on a prepared agenda. The agenda preparation is the responsibility of the chairperson, or delegate. The agenda and related documents should be circulated to board members one week prior to the scheduled meeting.
- b) Meetings are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
- c) The board has the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Standing Orders and the Local Government Official Information and Meetings Act 1987. Decisions by the board are fully recorded but remain confidential. The board has the right by resolution to:
  - i. Make the reasons for excluding the public clear
  - ii. Reserve the right to include any non-board member it chooses



## Meeting Procedures

### General:

- Meetings are held once a month as per the annual agenda, unless otherwise decided by the board.
- At the start of each quarter, the board meeting shall take the form of a “reporting” meeting, where the focus is on reports regarding student achievement, finance, and any other matters the principal and board decide. The other regular board meetings shall take the form of “workshop” meetings, where, other than brief administrative details and urgent business, the focus will be on a specific special topic or project (such as professional development, curriculum design, charter development, or policy review).
- The quorum shall be more than half the members of the board currently holding office.
- The board chair shall be elected at the first meeting every year.
- In an election year, there shall be a new election of the board chair at the first meeting after the election.
- The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.
- Any trustees with pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.
- Only trustees have automatic speaking rights.
  - The board maintains a list delegating authority to the next most experienced teacher in times of the principal’s absence.

### Time of Meetings:

- Regular meetings commence at 7.30 p.m..

### Special meetings:

- A special meeting may be called by delivery of notice to the Chairperson signed by at least half of the trustees currently holding office

### Public Participation:

- Public participation is at the discretion of the Chairperson.
- Public attending the meeting are given a notice about their rights to participation in the meeting.

### Motions/Amendments:

- All motions and amendments moved in debate must be seconded unless moved by the Chairperson.
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.
- No further amendments may be accepted until the first one is disposed of.
- The mover of a motion has a right of reply.
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.

### Termination of debate:

- All decisions are to be taken by open voting by all trustees present.

### Suspension of Meeting Procedures:

- Standing Orders may be suspended by resolution of the meeting.

Distributed Meetings/Motions:

- When necessary, a meeting may be held by audio, audio-visual, or electronic communication, provided that all of the trustees that wish to participate in the meeting have access to the technology needed to participate in the meeting and that a quorum of members can simultaneously communicate with each other throughout the meeting.
- To allow members of the community to be present at the majority of board meetings, meetings will only be held by audio, audio-visual, or electronic communication when a method of observing the public portion meeting is also available to non-board members of the community, where there is no public portion of the meeting, or where urgency is required.
- Minutes of meetings held by audio, audio-visual, or electronic communication will be kept, as with regular meetings.
- A motion may be passed by post or electronic communication (e.g. email), provided that all members assent to the motion. The standard requirements regarding motions otherwise apply (i.e. mover, seconder, chair has deliberative and casting votes).
- In the interests of transparency, motions will only be passed by post or electronic communication where urgency prevents addressing the motion at a regular board meeting.
- To ensure that all motions are appropriately recorded, any motions so passed will be tabled at the next regular meeting, recorded in those minutes. The motions have already passed, so do not need (and may not have) a second vote.

Agenda:

- The order of the Agenda may be varied by resolution at the meeting.

Minutes

- The minutes are distributed within 48 hours of the meeting.

## Meeting Agenda

A typical agenda will be as follows.

Board of Trustees Meeting Agenda – date	
<b>1. Administration Matters (5 mins)</b>	
1.1	Attendance & Apologies
1.2	Confirmation of minutes of the previous meeting
1.3	Matters arising from the previous meeting
1.4	Correspondence
1.5	Declaration of interests
<b>2. Strategic Report: Principal to report (30-60 mins)</b>	
2.1	Principal's report
2.2	Progress against annual action plan/charter
2.3	Report of student achievement
<b>3. Finance Report (20-40mins)</b>	
<b>4. General Business (5-30 mins)</b>	
<b>5. Meeting Closure (5-10 mins)</b>	
6.1	Preparation for next meeting

A typical agenda for workshop meetings will be as follows.

Board of Trustees Meeting Agenda – date	
<b>1. Administration Matters (5 mins)</b>	
1.1	Attendance & Apologies
1.2	Confirmation of minutes of the previous meeting
1.3	Matters arising from the previous meeting
1.4	Correspondence
1.5	Declaration of interests
<b>2. Urgent General Business (5-15 mins)</b>	
<b>3. Workshop (Special Topics, Self-Review, Projects) (60-90 mins)</b>	
<b>4. Meeting Closure (5-10 mins)</b>	
4.1	Preparation for next meeting

## **Board Review of Governance**

### Trustees

Annually each trustee will evaluate their own contribution to the board and their individual effectiveness in discussion with the Chairperson. The basis of this review shall be these Policies [in particular the Roles & Responsibilities standards and the Code of Behaviour].

### Chairperson

The board Chair will evaluate his/her effectiveness and performance in discussion with individual trustees and the Principal [in particular the Role of the Chair standards].

### Board

Annually the Chairperson will co-ordinate a review of the effectiveness of the board of trustees. A report will be provided to the board on the outcomes, including a training plan for the board as a whole. The review will be based on the Strategic Plan and Policy Framework

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 25/03/2013*

<b>Procedure 1.1: Board Annual Action Plan</b>
--

Month	Overview
January	<ul style="list-style-type: none"> <li>• Begin the Audit process</li> <li>• Operations grant 1st installment</li> </ul>
February	<ul style="list-style-type: none"> <li>• BOT meeting</li> <li>• Review Board Operations policy and positions of responsibility</li> <li>• Appoint a board chair</li> <li>• Appoint and minute privacy officer</li> <li>• Pass budget</li> <li>• Review and minute schedule of delegations</li> <li>• Charter finalised - minute approval of charter and annual plan</li> <li>• Send copies of charter to the MOE</li> <li>• BOT PD organised</li> <li>• Discussion re election - who will stand again - succession planning</li> </ul>
March	<ul style="list-style-type: none"> <li>• BOT meeting</li> <li>• Review Principal / Chair working protocol</li> <li>• Draft annual accounts to the Auditor</li> <li>• Baseline testing data presented</li> <li>• First report re staff appraisal and teacher registration</li> <li>• First progress report on charter / Annual Plan</li> </ul>
April	<ul style="list-style-type: none"> <li>• BOT Meeting</li> <li>• Operations grant 2nd instalment</li> <li>• PAT results reported</li> </ul> <p>And flagged policies as identified.</p>
May	Positioning workshop - vision
June	Curriculum and or Assessment
July	<p>Quarterly meeting</p> <ul style="list-style-type: none"> <li>• Progress report against charter - including student achievement data.</li> <li>• Mid year principal appraisal report</li> <li>• 2nd quarter finance report</li> <li>• budget review</li> <li>• Table of annual report</li> <li>• Appraisal interim report</li> <li>• Confirm term dates for following year</li> <li>• Table July Roll Return</li> </ul>
August	Charter development

Ahuroa School Board of Trustees

September	<p>Board process review</p> <ul style="list-style-type: none"> <li>• Workplan for following year</li> <li>• Succession planning – re election</li> <li>• BOT effectiveness review</li> <li>• Staff questionnaire review</li> </ul>
October	<p>Quarterly meeting</p> <ul style="list-style-type: none"> <li>• Asset register reconciliation</li> <li>• 3rd quarter finance report</li> <li>• Set dates for BOT meetings for following year</li> <li>• RAMS file tabled</li> <li>• Analysis of student achievement</li> <li>• Review donation structure</li> <li>• Staff appraisal – annual report</li> </ul>
November	<p>Policy review</p> <ul style="list-style-type: none"> <li>• Every year – Board operations (reviewed in Feb)</li> <li>• Finance &amp; Assets, Curriculum, Legal responsibilities, Treaty of Waitangi</li> <li>• Flagged policies as identified.</li> </ul>
December	<p>BOT Meeting</p> <ul style="list-style-type: none"> <li>• 2nd comparative progress report on student achievement</li> <li>• Final principal appraisal report</li> <li>• Principal's performance agreement for following year signed</li> <li>• Confirmation of principal appraiser for following year</li> <li>• Approval of staff development programme for following year</li> <li>• Draft budget for following year</li> <li>• Financial report Oct/Nov</li> <li>• Board PD programme for next year</li> </ul>

## **Policy 2 : Curriculum Delivery**

Delivery of the curriculum shall foster student achievement, confidence, and learning capacities, while aiming to instill a lifelong joy of learning. Delivery will be student-centered, focused on individual strengths and passions, while encouraging broad and balanced exploration of the curriculum.

Therefore, the Principal shall:

- Ensure opportunities for success in a broad and balanced range of learning areas of the New Zealand curriculum.
- Give priority to the foundational skills of literacy, numeracy, and movement, especially in years 1-4.
- Implement a student-centered ‘discovery learning’ programme aimed at developing high levels of engagement through exploration of areas of the curriculum that match the individual student’s strengths and passions.
- Ensure opportunities for students to improve their learning capabilities, and to discuss their learning experiences with other students, staff, and parents.
- Report on progress and achievement of students:
  - In relation to, but not limited to, National Standards.
  - To parents, as required by National Achievement Guideline 2 (NAG 2).
  - To the Board, quarterly, in the manner required for the Board’s annual report by NAG 2.
- Identify students at risk of not achieving and those identified as ‘gifted & talented’, and implement teaching and learning strategies to address their needs.
- Consult with our school’s Māori community about the policies/plans for improving the achievement of Māori students and the exposure of all students to Te Reo me ona tikanga Māori.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Reviewed: 3/10/2012*

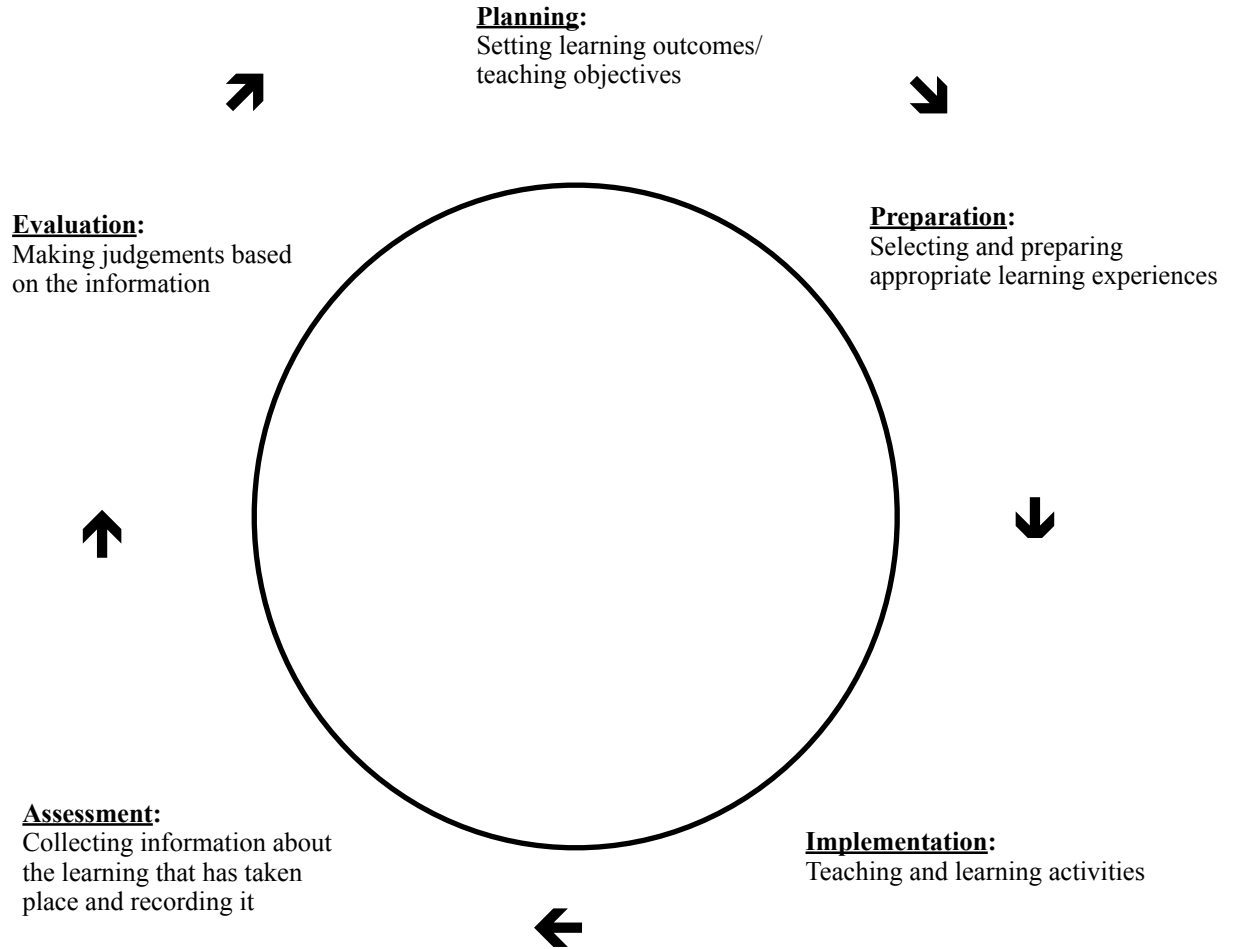
## **Procedure 2.1: Programme Planning, Preparation, Implementation, Assessment and Evaluation**

### **Guidelines**

1. Long Term and Short Term plans will be written.
2. With Long Term Plans the big ideas, learning intentions, success criteria, and learning activities set for the prescribed period are to be based on the Curriculum Framework, the Curriculum Statements and the learning needs of the students.
3. Planning will be completed at the beginning stage of the prescribed period. Generally, assessment criteria and activities should be established before the programme is put into action. Time needs to be given to ongoing assessment using a variety of techniques which are detailed in the implementation programme.
4. Preparation involves organising resources, preparing activities and maintaining the steady flow of learning within the programmes.
5. At the end of a teaching/learning unit the students' achievements should be assessed using a variety of techniques and the overall programme evaluated. This information will contribute to the next planning period, as it will show what has been achieved and the further needs of the students. An overall evaluation of the Topic Unit needs to be done - this is a reflection of the unit that will provide you with information when planning a similar unit or using that one again.
6. Short Term Planning covers the day-to-day activities in the class. It provides the details for the Long Term Plan.
7. Students' records will be kept using:
  - Student cumulative profiles - these will contain each student's test data, running records, Maths results, writing sample, PAT results, CWSN information.
  - Teacher's Records - Google docs, tracking books and anecdotal notes.
  - Student Reports.



Learning is at its best when a planned, systematic approach is adopted, using a cyclical model of planning, implementation, assessment and evaluation.



## Procedure 2.2: Programme Implementation

### **Beginning of the Year**

- Provide an interesting, interactive environment. Set out your room attractively - providing ample space for the children to move around. Establish learning centres for subjects such as Topic, RE, Reading, Maths, Science and other curriculum areas as appropriate.
- Ascertain ability of the students and group them accordingly. Make use of students' individual records.
- Write a description of your class to go in front of the planning folder. Use the Ahuroa class description template for this.
- Establish routines within class, procedures for moving to and from the classroom; for example - assemblies, toilet, lunch routines, methods used to gain children's attention, care of classroom, safety precautions, training to be undertaken - fire, earthquake.
- Establish wet day procedures.

### **Attendance Registers**

Set out neatly - make sure all information is filled in and correct; time since entering school, classification, Y0/1/2/3/4/5/6. Make provision at back of register for admissions, transfers, withdrawals. Monitor absences - notify the Principal of irregularities.

### **Long Term Planning**

- Class Description. This needs to be updated each term (guideline above). To Principal by end of week 1.
- Term Overview. Identifies strands or topics within a curriculum area. Covering English, Mathematics and Statistics, Physical Education and Health. To Principal by end of week 1.
- Unit Plans. For any unit taught in class groups, covering any curriculum areas other than reading and maths. Completed by end of 1<sup>st</sup> week.
- Reading and Maths records – Ongoing.

### **Unit Plans**

The Curriculum Framework and the Curriculum Statements set the objectives on which planning is based.

- All unit plans must be dated, e.g. Term 1, Weeks 2-6, 2006.
- Achievement objectives to be covered are listed.
- The 'Big Ideas' to be covered are identified. (These are then evaluated as part of ongoing assessment).
- An overview of learning activities will be outlined.
- Spelling, Reading and Maths. Classroom organisation of these curriculum areas will be detailed in your planning. Reading, Spelling and Maths groups will be listed, with levels.

### **Clubs**

Planning and record keeping for Clubs will be part of each clubs blog.  
The 'Big Ideas' to be covered will be identified in the blog.

### **Day to Day Planning**

- Learning Intentions for each lesson (could be for a week) clearly indicated. Sometimes it will be necessary to have a focus for each group.
- Planning needs to be detailed – not just a timetable. The Day to Day Plan provides the details of the Long Term Plan and should make clear how the curriculum programmes are being implemented.
- Separate Maths and Reading plans must be prepared each week.

### **Teaching**

- Share the learning intentions frequently with the children. Give them an aim for each lesson – what they need to know or be able to do by the end of the lesson. Like the focus in planning, your aim may be the same for a week, or different for each group.
- Mark all work. Make your comments meaningful, set goals for students. Encourage self evaluation by students.

### **Assessment**

- List the Assessment Activities that will show that the Learning Outcomes have been met and therefore Achievement Objectives achieved.
- Each teacher will be expected to keep an assessment system in their planning folder that will show the specific objectives being set for each teaching unit. It will enable teachers to group and regroup appropriately. The results of assessment are to be recorded in the planning folder and in the students' profiles.
- The following assessment tasks will also occur:
  - All New Entrant students will be administered the Observation Survey and NumPA after one month at school.
  - The observation survey will be carried out on all 6 year old students.
  - Regular running records will be taken and analysed in Year 1 and 2.
  - Running records will be done and analysed at least twice a year for Year 3-8 children with at risk children tested each term.
  - AsTTle reading ( June, November) for Year 4-8.
  - STAR reading (February, June, November) for Year 3-8.
  - Spelling levels will be collected (June, November) for all students.
  - Writing levels 2 times per year, based on writing samples and moderated by Principal for Year 1-8.
  - Numeracy levels 2 times per year for Year 1-8.
  - AsTTle Maths ( November) for Year 4-8.
  - PAT listening (Year 3-8) and Maths (Yr 4-8) will be administered in March.

### **Evaluation of the Unit**

Unit evaluation will be related back to Achievement Objectives and Learning Outcomes – those that were fully covered, how many students achieved the different Learning Outcomes. This will allow for grouping and regrouping/identifying strengths and weaknesses of the plan.

**Procedure 2.3: Education Outside the Classroom**

- E.O.T.C. procedures will be used to enhance learning.
- Ensure, where possible, that children are not excluded from participating in E.O.T.C. programmes.
- Seek approval of ratios from the Principal.
- Include aims, outline of programme and cost to the Board of Trustees, for camps only.
- Medical supplies (a basic First Aid Kit - one per class) must be taken, including individual medication if required.
- When appropriate, an operational cell phone should be included on E.O.T.C. visits (ensure fully charged).
- Approval of trips must be given by the Principal and/or the Board of Trustees.
- Parents/guardians are to be informed of all visits outside the School environment.
- Provide alternative learning situations for children who are unable to participate.
- Ensure adequate ongoing training is provided for all staff involved in E.O.T.C.
- Teachers should ensure:
  - all students are given the opportunity to participate
  - safe practices are taught and encouraged in all who participate
  - parent expense is considered
  - all visits are relevant to the students' learning needs
  - parent helpers are aware of their responsibilities beforehand.
- Follow the safety and supervision, risk management, leadership, and legal requirements, as listed in "E.O.T.C. Guidelines for Good Practice" (located in the Principal's Office).
- When hiring commercial operators to act as instructors within the approved programme, ensure that the outdoor pursuit is covered by the established guidelines and sound professional practice principles.
- Where appropriate, ensure outside contractors' / instructors' competency.
- When traveling in cars every student must be restrained by their own seatbelt, (the exception being where public transport is used). In addition, children under the age of 7 years must not travel in the front seat of cars.
- The teacher in charge of the trip is responsible for ensuring that all vehicles transporting children have current WOF and registration.
- On buses, at least one teacher/adult must be present on each bus and all children must be seated.

Adults act as important role models for students. Thus actions deemed inappropriate for adults include the use of bad language. Our school camps are "dry" and **NO ALCOHOL** is to be taken on or consumed on school trips and camps.

The safety of our children is a paramount consideration.

## PLANNING AND SAFETY CHECKLIST FOR ALL E.O.T.C. VISITS

### Have You:

1. Sought approval from the Principal or other appropriate person?
2. Identified your specific objectives and noted the outcomes you expect?
3. Arranged for permission to visit the site, or booked the venue if necessary?
4. Pre-visited the site and checked the facilities?
5. Identified the amount of time required for travel?
6. Identified the amount of time required for each individual and group task/s or experience?
7. Identified the likely risks and prepared appropriate management procedures where necessary?
8. Worked out how many staff, parent helpers or student leaders will be needed?
9. Does the above in number (8) meet approved ratios set on approval with the Principal?
10. Found out what prior experience or knowledge children will need before participating?
11. Informed all parents / guardians of trip?
12. Arranged for children to bring appropriate clothing and/or equipment?
13. Arranged for your duty (if any) to be covered?
14. Entered your visit: on the events calendar
15. Notified the teacher aides?

Yes	No

### **Parent Helpers**

#### Make sure parent helpers

1. Are aware of their responsibilities and what is expected of them.
2. Have a list / copy of the children's names that they are directly responsible for.
3. Have a copy of the day/s programme.
4. Are aware of the pick up and drop off points and times.

Yes	No

### **Transport**

1. Are drivers required?
2. Do they require a map of the route to get to the destination?
3. Is public transport being used?
4. Has it been booked and arranged for?
5. Are drivers aware of pick up and drop off points and times?
6. Do you need to allow for transportation problems, e.g. dense traffic times?

Yes	No

### **Safety/First Aid**

#### Remember to take:

1. Medical supplies (a basic First Aid Kit/one per class) including individual medication if required
2. An operational cell phone (ensure fully charged or spare battery)

Yes	No

**Outside Contractors / Instructors**

Checking them out:

1. Are the leaders trained and experienced in the activities they will be involved with?
2. Are they trained and experienced in outdoor first aid?
3. Can they communicate in a manner appropriate to the students?
4. Are they familiar with the terrain and equipment to be used?
5. Has contact been made with another school or source who have used them previously?
6. Were they recommended or not?

Yes	No

**AHUROA SCHOOL**

**FORM A - Application for Approval of E.O.T.C. Visit**

Date: \_\_\_\_\_ Room Nos: \_\_\_\_\_

Topic being studied: \_\_\_\_\_

Place or Camp to be visited:	
Contact phone number at place or Camp where you will be staying:	
Date(s) of visit:	
Class level(s) of students:	
Number of students:	Boys: _____ Girls: _____
Teacher in Charge:	
Position Held:	
Person Responsible for First Aid:	
Do they hold a current First Aid Certificate?	YES / NO
Ratio of Teachers and other adults to children:	1: _____
Estimated cost per head:	\$ _____
Transport arrangements:	
Emergency vehicle?	
Emergency contacts for Police, Doctor, Fire:	YES / NO
List pre-planning meeting dates:	
Time of departure from Ahuroa School:	Time: _____ Departure Point: _____
Time of arrival back to Ahuroa School:	Time: _____ Drop off point: _____
Parent helpers required?	YES / NO
For all camps please submit Forms A, B and C for approval to both the Principal and Board of Trustees.	Recommended / Not Recommended
Last Reviewed:	Signed: _____
Signed:	Date: _____

**FORM B - For Camps**

Main Educational Purpose:			
Programme of activities:	Major Activities:	Ratio	RAMS
Day 1:			
Day 2:			
Day 3:			
Day 4:			
Day 5:			
Has the Teacher in Charge visited the area within the last 3 months?	YES / NO		
Has the Teacher in Charge noted any potential danger in the area and carried out a risk management survey?	YES / NO		
Is help being provided by any advisory, specialist or local services, e.g. Park Rangers, approved Coaches, etc.	Signed: _____ Date: _____		
Principal's approval:  This proposal has been fully discussed with the Teacher in Charge and has my approval.	Signed: _____ Date: _____		

**Activities Requiring Special Precautions:**

For activities requiring special precautions (for example: tramping, kayaking, rafting, skiing, horse riding, rock climbing, abseiling, etc). **Form C** must also be attached.



Ahuroa School Board of Trustees  
**FORM C - Risk Analysis and Management System for all EOTC Visits**

Name: \_\_\_\_\_

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

Activity / Situation: \_\_\_\_\_

**1. Identify the risks (losses or damage) that could result from the activity.**

- \* People -
- \* Equipment -
- \* Environment -

**2. List the factors that could lead to each risk/loss.**

- \* People -
- \* Equipment -
- \* Environment -

**3. Think of strategies that could reduce the chances of each factor leading to the risk/loss.**

- \* People -
- \* Equipment -
- \* Environment -

**List the actions you would take if an emergency was to occur during this E.O.T.C. excursion.**

**Other Comments:**

<b>Procedure 2.3.1: Camp Form</b>
-----------------------------------

Dear Parents

To enable us to care for your child while he/she is at camp, we need accurate information about their health, in particular, we need details about any medical problems and medication prescribed. This form will be confidential to the staff going on camp and the person in charge of First Aid, however parents at camp will be given any information which is necessary for them to assist in your child's care. If your child is ill or injured while at camp, we will endeavour to contact the parent named below for their instruction as to further care. **Please read each section of the form below, then complete, sign and return to school.**

**CAMP FORM: EMERGENCY CONTACT DETAILS**

Child's Name ..... Date of Birth .....

**PLEASE PROVIDE AT LEAST 2 SETS OF CONTACT DETAILS**

Name ..... Relationship .....

Address .....

Day Phone ..... Evening Phone .....

Cellphone .....

Name ..... Relationship .....

Address .....

Day Phone ..... Evening Phone .....

Cellphone .....

**PARENTAL CONSENT**

☐ I agree to my child/myself taking part in the camp activities and have read the information sheet. I agree to their/my participation in the activities described. I acknowledge the need for them/me to behave responsibly.

**ACKNOWLEDGEMENT OF RISK**

☐ I understand that there are risks associated with involvement in school camps and that these risks cannot be completely eliminated. I understand that the school will identify any foreseeable risks or hazards and implement correct management procedures to eliminate, isolate, or minimise those hazards. I understand that safety procedures will be discussed and I will do my best to ensure that my child and I follow these procedures.

☐ I know that I am able to ask any questions of the school about the activities I/my child will be involved in, to gain a better understanding of the risks involved. I recognise that participation in such activities is voluntary and not mandatory. My child and I both understand that I/they may withdraw from the activity if I/they feel at risk. This must be done in consultation with the person in charge.

☐ I understand that the school does not accept responsibility for loss or damage to personal property and that it is my responsibility to check my own insurance policy.

**Print name** ..... **Date** .....

**Signed** .....

**(to be read and signed by adult participant or parent/caregiver of child participant)**

**HEALTH PROFILE**  
(for both adults and children)

Name ..... Medic Alert No. ....

1. Please tick if the person named above has any of the following -

Migraine .....	<input type="checkbox"/>	Epilepsy .....	<input type="checkbox"/>	Asthma .....	<input type="checkbox"/>
Diabetes .....	<input type="checkbox"/>	Travel sickness .....	<input type="checkbox"/>	Fits of any type .....	<input type="checkbox"/>
Chronic nose bleeds .....	<input type="checkbox"/>	Heart condition .....	<input type="checkbox"/>	Dizzy spells .....	<input type="checkbox"/>
Colour blindness .....	<input type="checkbox"/>	Food allergies (please specify) .....	<input type="checkbox"/>	Other (please specify) .....	<input type="checkbox"/>

For overnight events

Sleepwalking .....	<input type="checkbox"/>	Bedwetting .....	<input type="checkbox"/>
--------------------	--------------------------	------------------	--------------------------

2. Are you currently taking medication? YES / NO

If YES, please state: Ailment/s .....

Name of medication/s .....

Dosage and time/s to be taken .....

Other treatment .....

3. Have you had any major injuries (breaks or strains) or illness (glandular fever, etc) in the last 6 months that may limit full participation in any activities? YES / NO

If YES, please state the injury/illness .....

4. Are you allergic to any of the following?

	Yes	No	(Please Specify)
Prescription medication	<input type="checkbox"/>	<input type="checkbox"/>	
Food	<input type="checkbox"/>	<input type="checkbox"/>	
Insect bites/stings	<input type="checkbox"/>	<input type="checkbox"/>	
Other allergies	<input type="checkbox"/>	<input type="checkbox"/>	
What treatment is required?			
.....			
.....			

**NOTE: All medications must be named and (except for inhalers) handed to the class teacher.**

5. When was your/your child's last tetanus injection? .....

6. Outline any dietary requirements .....

.....  
.....

Ahuroa School Board of Trustees

7. What pain/flu medication may your child be given, if necessary? .....
- .....
8. To the best of your knowledge, have you/your child been in contact with any contagious or infectious diseases in the last 4 weeks? **YES / NO**
- If YES, please give brief details .....
- .....
9. Is there any information the staff should know to ensure the physical and emotional safety of you/your child? (For example, cultural practices; disability; anxiety about heights/darkness/small spaces/behaviour or emotional problems). **YES / NO**
- If YES, please state or attach the information .....
- .....
- .....

I also agree that if prescribed medication needs to be administered, a designated adult will be assigned to do this. I will ensure that prescribed medication is clearly labelled, securely fastened and handed to the designated adult with instructions on its administration.

I will inform the school as soon as possible of any changes in the medical or other circumstances between now and the commencement of the event.

I agree to my child/myself receiving any emergency medical, dental, or surgical treatment, including anesthetic or blood transfusion, as considered necessary by the medical authorities present.

Any medical costs not covered by ACC or a community service card, will be paid by me.

In the event of an accident or illness, I authorise the obtaining of such medical assistance as may be necessary, if a parent cannot be contacted.

**Print name** ..... **Date** .....

**Signed** .....

**(to be read and signed by adult participant or parent/caregiver of child participant).**

**A copy of this form must be taken on the event. A copy should be retained by the school contact.**

<b>Appendix 2.3.2: Swimming Consent</b>
---

Swimming ability -	Yes	No	Don't Know
• Is your child able to swim 50 metres?			
• Is your child water confident in a pool?			
• Is your child confident in deep water?			
• Is your child able to tread water?			
• Is your child able to survival float?			
• Is your child confident in the sea or in open inland water?			
• Is your child safety-conscious in and around water?			

STAFF / VOLUNTEER QUALIFICATIONS*This form is to be completed by all adult participants.*

Name .....

Category (circle one)

Teacher

Other school staff

Parent/caregiver

Other volunteer (please specify)

.....

**I have the following skills/experience/qualifications** (please tick one)

Qualification -	Current	Not Current	Notes (recent experience)
Car driver's licence			
Passenger service licence			
First Aid Certificate			
Teacher Registration			
CPR Certificate			
Life Saving Certificate			
Instructor / coaching qualifications relevant to the activity (list below or attach).			
Swimming ability (please describe)			
Other significant skills or experience relevant to the activity (list below)			

***I certify that the above information is correct***

Print name .....

.....Date.....

Signed: .....

**Procedure 2.3.3: Medication Record**

**NAME:**

**Diagnosis:**

**Date of Birth:** **Age:**

	MEDICATION	DOSAGE	DATES to - from	INSTRUCTIONS

	MEDICATION	DATE & TIME GIVEN				

✂ *Cut for index*

**Procedure 2.4: Reports and Reporting**

1. Learning Plan meetings will be held 2 times per year for each student. Meeting frequency will be linked to students' date of birth.
2. A written report will be provided to parents the week before the learning plan meeting.

**Guidelines**

1. Written comments should be constructively stated.
2. Comments will include information about evidence of learning capacities, academic achievement in relation to National Standards, social and emotional development, behaviour and relationships with others and progress other curriculum areas, clubs and discovery learning.
3. Problems should be identified early and the appropriate action taken with strategies in place for future action.
4. Any information likely to cause concern to parents should have been discussed with the parent prior to being written in the report.
5. In the interview situation parents should be put at ease, and information shared about students expressed frankly and honestly.
6. Work samples and test results should be shared and explained.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 3/10/2012*

<b>Procedure 2.6: Support Services for Students with Special Needs</b>
--

**Purposes**

1. To identify and gain professional guidance for students with learning, social, emotional or physical difficulties. Such identification to be made as early as possible.
2. To upskill teachers in applying appropriate problem solving methods.
3. To ensure that staffing is composed of teacher(s) with skills in teaching students with special needs, and develop an on-going training programme.
4. To establish methods of collaborative consultation with parents, teachers and professional resource persons.
5. Ensure the best possible use of additional funding and resources for alternative programmes within the school.

**Guidelines**

Ensure referral procedures are followed (see diagram). Once identified, these students become the shared responsibility of the Teaching Team involved in assessment, management, care and instruction.

SENCO to:

- Assess and identify the specific needs of the student and develop an Individual Education Programme or Individual Behaviour Programme if necessary;
- Work with the classroom teacher, appropriate resource personnel and teacher aides in implementing such a plan. If possible, within normal class and community contexts.
- Monitor and evaluate the programme in relation to identified needs and objectives;
- Delegate or refer cases to the Resource Teacher of Learning and Behaviour.
- Special Needs Register updated.

**How students are identified:**

Children are identified and brought to the SENCO's notice by:

- Analysis of test results
- Parents
- Class teachers
- Other school personnel
- Other agencies.

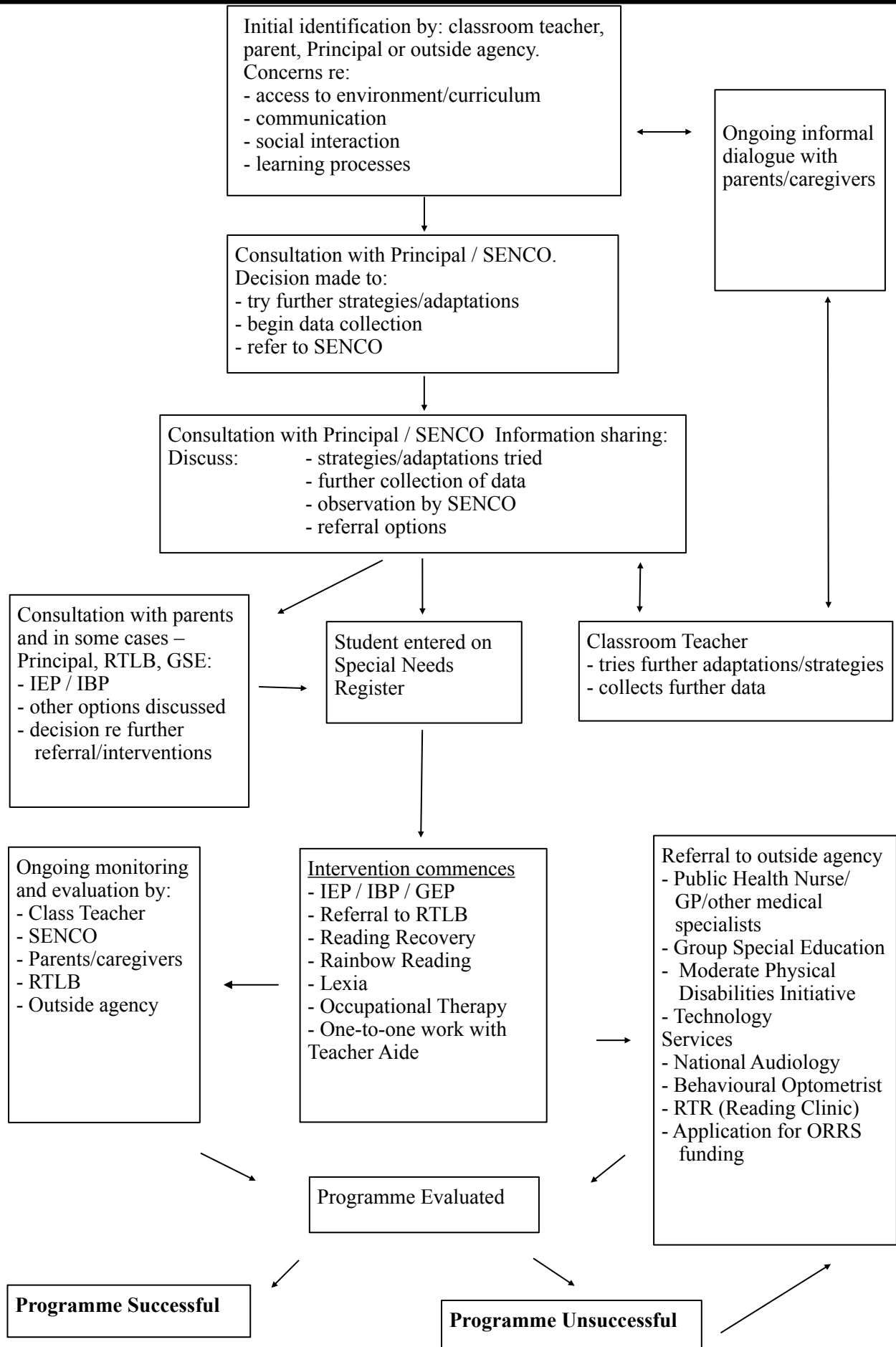
**How programmes will be developed:**

- a. Student is identified
- b. Initial consultation with SENCO and referral made if appropriate
- c. Assessment and/or information gathering by SENCO, Teacher, Parent etc.
- d. Meeting with all relevant personnel to co-operatively plan a course of action to meet the student's needs.
- e. Implementation
- f. Assessment of action, future action decided:
  - i. continue programme
  - ii. reject, try new programme, bring in other personnel

Students involved in the programme are monitored on an ongoing basis.



## Appendix 2.6.2: RTLB Referral Procedures



**Procedure 2.7.1: Curriculum Statement, The Arts**

**What are the Arts about?**

Learning in, through and about the arts stimulates creative action and response by engaging the senses, imagination, thinking and feelings. Arts education explores, challenges, affirms and celebrates artistic and aesthetic expressions of self, community, culture, and our unique environment.

**Structure**

This learning area comprises the four disciplines: Dance, Drama, Sound Arts – Music, and Visual Arts.

Each discipline is structured around four interrelated strands: **Understanding the Arts in Context**, **Developing Practical Knowledge** in the arts, **Developing Ideas** in the arts. The achievement objectives for each discipline reflect that discipline's distinct body of knowledge and practices.

**What this looks like at Ahuroa School:**

**Even years:** During even years specific focus is given to understanding the arts in context and developing practical knowledge in the arts. Children undertake planned units to develop this.

**Odd years:** During odd years children combine all the arts disciplines in the school production. All children participate and contribute to all aspects of the production.

Children will participate in planned units across all 4 disciplines in their classroom groups.  
Children will have an additional opportunity to participate in the arts during 'Clubs'.

At times specialist teachers are used for their particular skills, e.g. dancing teacher, choir, art, waiata, band.

Sound Art resources are stored on the Lundia shelving in the Resource room

Visual Art materials are distributed to individual classrooms, some art materials are also kept in Room 2.

## Procedure 2.7.2: Curriculum Statement, English

### **What is English about?**

English is the study, use and enjoyment of the English language and its literature, communicated orally, visually and in writing. Learning English encompasses learning the language, learning through the language and learning about the language.

By studying English, students learn to engage with and enjoy the English language for different purposes and in a variety of text forms. Understanding and creating oral, written and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging in text-based learning activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, and presenters and viewers.

### **Structure**

English is structured around two strands, each encompassing the oral, written and visual forms of the language. The strands differentiate between the modes in which users are primarily:

- making meaning of ideas or information they receive (**Listening, Reading, Viewing**), and
- creating meaning for themselves or others (**Speaking, Writing, Presenting**).

The achievement objectives within each strand suggest the progression of knowledge, skills and understandings that most students move through as they become more effective oral, written and visual communicators. The objectives focus particularly on:

- processes and strategies;
- language purposes and audiences;
- ideas within language contexts;
- language features that enhance texts;
- the structure and organisation of texts.

Students need to practise the same sets of skills for *making meaning* and *creating meaning* at each level of the curriculum. This is reflected in the way that the achievement objectives are structured. As they progress, the students use their skills to engage with tasks and texts that are increasingly sophisticated and challenging, and they do this in increasing depth.

### **What this looks like at Ahuroa School:**

School wide both the receptive and productive strands are integrated across all curriculum areas. Reading and writing are planned for and taught daily, showing clear differentiation for varying abilities in the class.

**Reading:** Children are tested at the beginning, middle and end of each year. Senior children working below chronological age are tested at least once a term; Junior children are tested when moving a level. Children receive level specific guided reading sessions throughout the week and rotate through independent learning and maintenance tasks.

**Writing:** Unassisted written samples are taken periodically for the purposes of school wide moderation. Writing is taught daily. Children are ability grouped as a result of assessment. Learning Intentions and success criteria are made explicit to the class. Feed back/forward is based on success criteria and focus is on next steps in the child's learning.

### Procedure 2.7.3: Curriculum Statement, Health & Physical Education

#### What is Health & Physical Education about?

In health and physical education, the focus is on the well-being of students, other people and society, through learning in health-related and movement contexts.

Four interdependent concepts are at the heart of this learning area:

- Hauora – a Māori philosophy of well-being that includes the dimensions taha wairua – relates to spiritual well being, taha hinengaro – mental and emotional well being, taha tinana – physical well being and taha whanau – social well being, each one influencing and supporting the others.
- Attitudes and values – a positive, responsible attitude on the part of students to their own well-being; respect; care and concern for other people and the environment; and a sense of social justice.
- Socio-ecological perspective – a way of viewing and understanding interrelationships that exist between individuals, others and society.
- Health promotion – a process for developing and maintaining supportive physical and emotional environments that involves students in personal and collective action.

#### Structure

The learning activities in health and physical education arise from the integration of the above concepts, the following four strands and their achievement objectives and seven key areas of learning.

The four strands are:

- **Personal Health and Physical Development**, in which students develop the knowledge, understandings, skills and attitudes that they need in order to maintain and enhance their personal well-being and physical development.
- **Movement Concepts and Motor Skills**, in which students develop motor skills, knowledge and understandings about movement and positive attitudes towards physical activity.
- **Relationships with Other People**, in which students develop understandings, skills and attitudes that enhance interactions and relationships with others.
- **Healthy Communities and Environments**, in which students contribute to healthy communities and environments by taking responsible and critical action.

The strands are divided into sub-strands, each with its own group of achievement objectives.

The seven key areas of learning, which reflect current learning needs, are:

**Mental health, sexuality education, food and nutrition, body care and physical safety, physical activity, sport studies and outdoor education.**

**What this looks like at Ahuroa School:**

- Children participate in daily physical activity. Each class has 15-20 mins of fitness each day.
- Each class is timetabled to participate in two Physical Education sessions each week.
- Swimming is held in Term 1 and 4 for all classes.
- Over the year middle and senior children participate in a number of inter-school sports events such as athletics, swimming, cross country, summer and winter sports.

The following programmes are taught over a 2 year cycle:

- Stepping Out programme (NZ Police) looking at road, bike and car safety
- Keeping Ourselves Safe.
- Kia Kaha
- Health, hygiene and sexuality (Pubertal Changes programme is taught to Year 6-8 children).

## Procedure 2.7.4: Curriculum Statement, Learning Languages

### **What is Learning Languages about?**

Languages are forms of human communication and are inseparably linked to the social and cultural contexts in which they are used. Language and culture play a key role in shaping our personal, group, national and human identities. Every language has its own distinctive features and its own intrinsic value.

Te reo Māori is unique to New Zealand and is a source of our nation's self-knowledge and identity. New Zealand Sign Language (NZSL) is the language of deaf New Zealanders. Pacific languages are spoken throughout New Zealand as well as in their countries of origin. Classical languages provide access to the origins of thought and civilizations. Other world languages link us globally.

*He taonga ngā reo katoa. All languages are to be treasured.*

### **Structure**

Learning languages is structured around three strands: Language, Culture and Communication. The Communication strand is paramount: the learning that takes place in the Language and Culture strands gives students the knowledge and skills that they need in order to communicate.

In the **Language** strand, students learn to identify, explain, apply and compare language features, conventions and patterns and to understand languages as systems. Students develop their understandings and skills as they progress from one curriculum level to the next, challenged by increasing complexity and more demanding tasks, and as they learn to rely less on structured support.

In the **Culture** strand, students learn to recognise, compare, apply, reflect on and analyse cultural features, conventions and patterns and to understand cultures as systems. As with the Language strand, cultural understandings and skills are developed at each successive curriculum level, the difference being in the degree of complexity, the demands of the task, and the nature of the support provided.

In the **Communication** strand, students learn to recognise and respond to different linguistic and cultural clues by comparing, interpreting and negotiating meaning. Increasingly, they use their knowledge of language and culture to understand and convey meaning effectively, confidently and responsibly in a range of contexts. To do this they use the receptive skills of listening, reading and viewing and the productive skills of speaking, writing and presenting or performing.

### **What this looks like at Ahuroa School:**

Te Reo is planned for, taught and assessed in each classroom based on Achievement Objectives from the Te Aho Arataki Marau mo te Ako i Te reo Māori.

Annually Māori Language Week is celebrated, with a variety of Māori language and culture based activities ranging from Kapahaka lessons and presentations from other schools, Māori bread making, flax weaving, exploration of Pepeha (lineage) amongst others.

Te Reo is integrated through all curriculum areas.

Opportunities to learn other languages are provided through the 'Clubs' programme.

<b>Procedure 2.7.5: Curriculum Statement, Mathematics and Statistics</b>
--

**What is Mathematics and Statistics about?**

Mathematics is the exploration and use of patterns and relationships in quantities, space and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but different ways of thinking and of solving problems. Both disciplines equip students with effective means for investigating, interpreting, explaining and making sense of the world in which they live.

**Structure**

The achievement objectives are presented in three strands. It is important that students can see and make sense of the many connections within and across the strands.

**Number and Algebra:** Number involves calculating and estimating, using appropriate mental, written or machine calculation methods in flexible ways. It also involves knowing how and when to use approximation and discerning whether results are reasonable. Algebra involves generalising and representing the patterns and relationships found in numbers, shapes and measures.

**Geometry and Measurement:** Geometry involves recognising and using the properties and symmetries of shapes and describing position and movement. Measurement involves quantifying the attributes of objects, using appropriate units and instruments. It also involves predicting and calculating rates of change.

**Statistics** involves identifying problems that can be explored by the use of appropriate data, designing investigations, collecting data, exploring and using patterns and relationships in data, solving problems and communicating findings. Statistics also involves interpreting statistical information, evaluating data-based arguments and dealing with uncertainty and variation.

**What this looks like at Ahuroa School:**

Individual, small group and whole class discussions help students communicate their mathematical explorations and thinking. Discussion should be a major part of the maths programme. Listening to the students explain is an important assessment tool.

The teaching and learning of maths is based on the model of teaching as espoused by the MOE NPD, i.e. new concepts are developed through problems and 'real life' experiences using materials. Students then begin to visualise and discuss how they solve the problems with materials and eventually 'see' the mathematical concepts and properties for use in written and abstract forms.

(Numeracy follows the guidelines of MOE NPD with acknowledgement that students are at various stages and there is a need for teachers to have classroom organization to meet these teaching and learning needs.) This will include ability, social groupings as well as whole class and individual approaches.

Regular basic facts are undertaken and results compared to track the improvements. Tracking of students in Numeracy Stages is completed through regular use of MOE NUMPA interviews as well as Teacher Observations.

Children are ability grouped within classes. Teachers teach small groups for knowledge and strategy lessons and children perform independent follow-up and maintenance tasks.

## Procedure 2.7.6: Curriculum Statement, Science

### What is Science about?

Science is a way of investigating, understanding and explaining the natural, physical world. In order to develop scientific knowledge, understanding and explanations, people generate and test ideas, make observations, carry out investigations and construct models. Scientific progress is the result of logical, systematic work and creative insight, guided always by a respect for evidence. Current scientific knowledge has its origins in many different cultures and periods of history.

### Structure

The achievement objectives for science are presented in five strands, the first of which provides the skills, attitudes and values for the learning in strands, the first of which

**1. Nature of Science** is the over-arching, unifying strand. Through this strand, students learn what science is and develop the skills, attitudes and values that provide a foundation for further study. They come to appreciate that scientific knowledge is at the same time durable and tentative, they learn how science workers carry out investigations, and they come to see science as a socially valuable knowledge system. They find out how science ideas are communicated and learn to make links between scientific knowledge and everyday decisions and actions. These outcomes are pursued through the four major contexts in which scientific knowledge has developed and continues to develop: Living World, Planet Earth and Beyond, Physical World and Material World.

**2. Living World.** Biology explores living things and how they interact with each other and the environment. The emphasis is on the biology of New Zealand. Students develop an understanding of the diversity of life and life processes. They learn about where and how life has evolved, about evolution as the link between life processes and ecology and about the impact of humans on all forms of life. As a result they are able to make informed decisions about significant biological issues.

**3. Planet Earth and Beyond.** This strand is about the cyclic processes and systems that occur on Earth and in space, and the interactions between the, particularly in relation to New Zealand. These systems provide the conditions for life. Life forms, especially humans, impact on them both positively and negatively. Students need to know and understand these processes and to appreciate that modifying them affects all living things.

**4. Physical World.** Physics is the study of matter and of the interactions between the basic components of the universe. Physics covers a wide range of phenomena, including light, sound, heat, electricity, magnetism, forces and motion. These phenomena are united by the concept of energy, which is transformed from one form to another without loss. By understanding physics, people are able to design technological solutions in response to a wide range of contemporary issues and challenges.

**5. Material World.** Chemistry is the study of the properties and reactions of materials (substances) in terms of the particles that make up matter. Through their study of chemistry, students develop their understandings of the composition and properties of matter, the changes that matter undergoes, and the energy used or released when matter is changed. They learn that by studying observable changes, they can begin to understand causes that cannot be observed. By using their knowledge of chemistry, people can predict and control changes in matter, leading to technological advances and the possibility of a sustainable future.



**What this looks like at Ahuroa School:**

In planning for balanced curricular delivery the overviews are used to track topics and the strands covered within these.

Unit Plans based on the NZ Curriculum detail Achievement Objectives, Learning Intentions and Learning Experiences that build progressively over the term; with their resource implications.

This is the means through which we ensure that two yearly coverage of all strands occurs.

Resource requirements are stored on the Lundia shelving and are supplemented as required. Annual budgetary provision is made for this on a needs allocated basis.

<b>Procedure 2.7.7: Curriculum Statement, Social Sciences</b>
---

**What are the Social Sciences about?**

The social sciences learning area is about how people participate in society and how society operates. It has significance for people in their everyday interactions as citizens and members of communities in New Zealand and the world.

**Structure**

Four conceptual strands provide the framework and achievement objectives for social studies levels 1-5 and create a foundation for the separate social sciences disciplines offered in the senior secondary school. The achievement objectives at levels 1-5 integrate the four strands to show the interconnections and provide learning progression from the simple to the more complex concepts.

In the **Identity, Culture and Organisation** strand, students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the impact of these on the participation of groups and individuals.

In the **Place and Environment** strand, students learn about how people perceive, represent, interpret and interact with places and environments. They come to understand the relationships that exist between people and the environment.

In the **Continuity and Change** strand, students learn about past events, experiences and actions and the changing ways in which these have been interpreted over time. This helps them to understand the past and the present and to imagine possible futures.

In the **Economic World** strand, students learn about the ways in which people participate in economic activities and about the consumption, production and distribution of goods and services. They use this knowledge to understand their place in the economic world.

**What this looks like at Ahuroa School:**

The Social Sciences strands are covered over a two year cycle. Overviews track topics and strands covered over time.

Unit plans based on the NZ Curriculum detail the Achievement Objectives, Learning Intentions and Learning Experiences that build progressively over the term; with their resource implications.

Resources are stored on the Lundia shelving in the Resource Room. Annual budgetary provision is made on a needs allocated basis.

## Procedure 2.7.8: Curriculum Statement, Technology

### **What is Technology about?**

People use technology to expand their possibilities, intervening in the world through the development of products, systems and environments. To do this they apply available intellectual and practical resources. Technology is continually changing. It is influenced by and in turn impacts upon the cultural, ethical, environmental, political and economic factors of the day, both local and global.

### **Structure**

Students develop their technological literacy by learning in three interrelated strands: Technological Practice, Technological Knowledge and Nature of Technology. A balanced teaching and learning programme for students will integrate all three strands, although specific units of work may focus on one or two at a time.

**Technological Practice.** Students undertake practice and examine the practice of others. Outcomes may consist of conceptual designs, working models, prototypes, final outcomes or multi-unit production. Where appropriate, students develop these in collaboration with other stakeholders. Technological Practice includes:

- identifying and investigating issues, existing knowledge and solutions;
- generating ideas, developing briefs and organising and managing resources and time;
- carrying out informed and critical evaluations;
- developing and communicating outcomes;
- understanding and taking into account ethical considerations, legal requirements, protocols, the needs of and potential impacts on stakeholders, the development site and where the outcome will be used.

**Technological Knowledge.** Students develop an understanding of products, systems and environments, including the way things work individually and together as part of an overall outcome. Technological knowledge includes an understanding of:

- resources, their part in enabling the success of a technological outcome and their current and long-term availability and viability;
- the way things work individually and together as part of an overall outcome;
- appropriate ethics, legal requirements, protocols and the needs of and potential impacts on stakeholders and the site of the development and outcome location.

**Nature of Technology.** Students explore the characteristics of technology as a field of human enterprise. This involves an understanding of:

- historical and contemporary technological developments in terms of their intellectual, social, technical and environmental impacts and implications;
- the ways in which individual and group beliefs, values and ethics can constrain or encourage technological development;
- the characteristics of technological knowledge;
- the integration and transformation of knowledge in the course of technological development.

**What this looks like at Ahuroa School:**

Whenever possible, cross curricular links between Technology and other subject areas are made.

Unit plans based on the NZ Curriculum detail the Achievement Objectives, Learning Intentions and Learning Experiences that build progressively over the term; with their resource implications.

Technology equipment is stored in classrooms. Annual budgetary provision is made on a needs allocated basis.

### **Policy 3: Personnel**

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 their employment documents. Therefore, the Principal may not fail to:

- Ensure that employees are not discriminated against on other than clearly job-related criteria, individual performance or qualifications.
- Ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process.
- Ensure that all required staff are registered or have a current Limited Authority to Teach.
- Provide a smoke free environment.
- Provide for all staff a contract, either individual or collective.
- Carry out an annual performance appraisal for all teaching and support staff.
- Ensure all staff have regular opportunities to enhance their individual abilities.
- Meet current employment legislation.
- Take reasonable steps to protect staff from unsafe or unhealthy working conditions.
- Provide Protective Disclosure protection.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 25/3/2013*

## **Policy 3(a) Principal's Performance Management**

### **Purpose**

To provide clear guidelines for principal appraisal that:

1. Recognises the need for the principal and board to work closely in developing the principal's performance agreement and appraisal process.
2. Ensure that expectations and requirements fit within the parameters of the principal's Employment Contract and that all legal obligations are met.
3. Recognise that Professional Standards, as specified, are integral to the appraisal process.

### **Guidelines**

The basis for the annual appraisal is the principal's performance agreement. In which the key components are:

1. Principal and this board of trustees will operate under the conditions of the principal's Employment Contract.
2. The agreement will state the objectives of the principal's position, including the relevant professional standards for that year; and the process and criteria by which the principal's performance is to be assessed for that year.
3. All objectives will be relevant, achievable, and aimed at helping the school. They will be stated in clear, unambiguous language, be measurable or observable, challenging, realistic, and be time-bound or have clear completion dates. The agreement should have between 4 and 8 objectives.
4. The agreement will link to the strategic goals, annual operating plan, and student/staff performance.
5. The performance expectations are summarised and documented in the principal's job description, in the form of key tasks and expected outcomes Appraisal associated with the job description will be conducted annually.
6. The Professional Standards for Principals will form a vital component in the annual appraisal and will measure the important knowledge, skills and attitudes that must characterise the expectations of the principal by this board of trustees.
7. The agreement will include at least one opportunity for professional development. The agreement will outline the assistance or support to be provided to achieve the development objective(s) outlined.
8. The agreement will include observation of teaching duties, and evaluation of teaching performance against the relevant professional standards.

### **Future Development**

This annual appraisal of the principal will, as a natural consequence, allow future performance and development objectives to be identified, negotiated, listed and set for the following 12 months.

### **Procedures**

Mechanisms inherent in the management of the principal's performance will be:

1. The board shall ensure that all legal and contractual requirements relevant to this policy are met, and that the annual budget will set aside appropriate provision to enable the process to be satisfactorily conducted.
2. During the final consideration of the performance agreement, the principal will remove him/herself from the meeting. Before leaving the meeting however, the principal will have the opportunity to comment directly to the board on any aspects of the agreement or the development process.
3. The principal's job description will be reviewed annually, as part of the process of preparing the performance agreement.
4. The board chairperson is directly responsible for developing performance expectations and ensuring the various appraisal requirements for the principal meet legal requirements.
5. Should the board, through the chairperson, determine to use the services of an independent consultant, the principal will be consulted as to the final selection.
6. The board chairperson, or delegate, in consultation with the principal, shall prepare a written appraisal report detailing the conclusions of the appraisal review. This report will be tabled and discussed **in committee** at a board meeting. Any confidential documentation related to the annual Performance Agreement and appraisal shall remain confidential to the principal and the board.
7. In the event of a dispute related to the appraisal process or its results, an independent arbitrator agreed to by all parties would be called upon to mediate. In such an event, the principle of natural justice will apply. Ultimately the board will have responsibility for any final decision.
8. The review process will include at least two interim assessments.
9. The review process will include an opportunity for self-review by the principal.

## **Conclusion**

Clear guidelines regarding appraisal will allow aspects of governance and management to operate positively and with respect to the principal's performance will provide feedback, identify focus areas for attention, affirm success and support professional development.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 25/03/2013*

### **Policy 3(b) Classroom Release Time**

This is an operational policy designed in consultation between the principal and teaching staff of Ahuroa School. The policy is written in conjunction with clause 3.30 of the Primary Teachers Collective Agreement 2004/10-2012.

#### **Intent and purpose**

The intent of classroom release time is to address teacher workload while maximising benefits for student learning.

The use of classroom release time will be professionally useful for the school's teaching and learning programmes, the teacher's professional growth and the learning needs of the students.

#### **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.

At Ahuroa School classroom release time will be used for:

- Planning
- Evaluation
- Reporting
- Personal professional development
- Observing other teachers
- Reading/Research
- Assessment
- Any other use from time to time, agreed between teacher and principal

#### **Allocation of Classroom Release Time**

- The principal release teacher, or a relieving teacher will staff classroom release time.
- Where appropriate, teachers will also be allocated 'full' days of release to enable them to observe at other schools.

#### **Review of this policy**

This policy will be reviewed as part of the regular schedule of policy review, or as required in the following instances:

- Staff turnover
- New education initiatives
- Concern about benefits to student learning
- Any other genuine issue or concern

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 25/3/2013*



**Policy 3(c) Equal Employment Opportunities**

**Purpose**

Equal employment opportunities (EEO) is about creating a workplace that attracts, retains and values diverse staff, and enables all staff to contribute to their full potential. It is about getting the best staff, and making sure they can give of their best, so that schools create an effective learning environment for all students.

**Guidelines**

- 1 EEO will be considered when developing and reviewing all policies
- 2 Each Trustee who is a member of an appointments committee will be responsible for ensuring Equal Employment Opportunity requirements are met in the processes.
- 3 Selection will be based on merit. When appointing and promoting people, the focus will be on the skills required to do the job.
- 4 The recruitment and appointment process will be clear about what the job is, so staff are appropriately selected, valued, and rewarded.
- 5 The board will actively work to recruit from a diverse pool so they are confident of getting the best staff at all levels and in all areas.
- 6 The board will develop environments where diverse staff are welcomed, valued, provided with development opportunities, and supported, so they can contribute to their full potential.
- 7 The board will ensure their decision-making is logical, transparent, and fair.
- 8 The board, through the principal, will treat employees equitably, not necessarily the same.
- 9 The board expects all employees to treat one another with respect and operate professionally.
- 10 The board, through the principal, will work with employees to find solutions that work for the school and the people who work in it.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 25/3/2013*

Ahuroa School Board of Trustees

OBJECTIVES	RESPONSIBILITY	TIMEFRAME	ACTION
Review EEO Policy	BOT	October 2009	
Review all personnel policies with consideration for EEO principles	BOT	As required	
Collect data on any appointments made	The Principal	As required	Table at BOT meeting following appointment
Staff Questionnaire. Ensure that the 2009 questionnaire to staff ascertains whether there are any EEO concerns, particularly with regard to conditions of service	The Principal	September 2009 Board Meeting	Report results to Board of Trustees

**Appendix: Policy 3(c) Appointment Report**

Appointment Report

1. Position \_\_\_\_\_

2. Appointments Committee

Name	Position	Male/ Female	Ethnic Identification

3. Advertisement: attach copy of text

Education Gazette \_\_\_\_\_

Education Weekly \_\_\_\_\_

Other: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. Attach: List of duties  
Criteria for Appointment or  
Person Specification  
Other information supplied to applicant

5. Applicants

Maori	Pakeha/European	Other Ethnic Identification	Male	Female
			Total Applicants:	

6. Declaration of prior knowledge of applicants

Applicants \_\_\_\_\_

Appointments Committee \_\_\_\_\_

Comment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. SHORT-LISTED APPLICANTS

Name	Ethnic Identification	Male	Female

8. RECOMMENDED APPOINTMENT

\_\_\_\_\_

9. Consultation on appointment

BOARD OF TRUSTEES \_\_\_\_\_

PRINCIPAL \_\_\_\_\_

SENIOR STAFF \_\_\_\_\_

OTHER \_\_\_\_\_

### **Procedure 3.1: Staff Appointments**

#### **Purpose**

To ensure that the appointments of staff are correctly and responsibly carried out.

#### **Guidelines**

1. All appointments will be made in accordance with relevant employment contracts and legislative requirements.
2. All appointments will be made taking account of equity and E.E.O. principles.

#### **Procedures**

1. All teaching positions of one year or longer will be nationally advertised.
2. Other teaching positions may be advertised locally or Nationally
3. All appointees will be registered teachers
4. The Principal will consider all applicants and select the most suitable. At least two members of the Board of Trustees will be invited to be on the selection panel for permanent appointments.
5. Appointments will be confirmed by the Board of Trustees
6. Job descriptions and information about the school will be made available to applicants
7. The Conditions of Service will be as set out in the Primary Teachers Collective Agreement

#### **Appointment to Ancillary Positions**

1. Vacancies will be advertised in appropriate media.
2. The Principal in consultation with at least one board member will consider all applicants and offer the position to the applicant deemed most suitable.

NOTE: The Principal's Performance Contract delegates him/her to act on behalf of the employer.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/8/2010*

**Procedure 3.2: Appointment of Principal**

**Guidelines**

1. When a vacancy occurs for the position of Principal the BOT will review policy and agree on selection procedures to be followed.
2. An outside professional adviser may be invited to consult in the appointments process.
3. The BOT will agree on a person description with criteria linked to the Strategic Plan of the school.

**Suggested Procedures**

1. The position will be advertised in New Zealand Education Gazette and in whatever other media considered suitable.
2. An appointments committee will be formed. This committee will comprise of the Chairman and at least two other trustees (may be as many as the BOT as a whole).
3. All trustees will have the opportunity to see applications.
4. Short listed candidates will be interviewed by the agreed appointments committee.
5. Subject to their meeting the Board's criteria and person description, the position will be offered to the candidate deemed the most suitable candidate.
6. If no candidate is considered satisfactory the position will be re-advertised.
7. The remuneration package will be negotiated according to the Principal's remuneration policy.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/8/2010*

**Procedure 3.3: Police Vet Checks**

**Rationale:** Every Board of Trustees is responsible for taking reasonable measures to protect students from harm (NAG 5), and to ensure that all employees maintain proper standards of integrity and conduct (State Sector Act S77A). This includes all new contracts

**Purpose:**

- Police vetting is a screening process – not a selection criteria.
- To ensure that the school is a safe environment for all stakeholders.

Guidelines

**Section A** – Behaviour not acceptable include:

- past history of sexual abuse of children.
- conviction for any crime in which children were involved.
- history of any violence or sexually exploitative behaviour.
- previous convictions relating to fraud.

**Section B**

1. The Board will seek a vetting process using the forms issued by the New Zealand Teacher's Council.
2. On employing a new staff member a position will not be confirmed until the vet is completed and is satisfactory to the Board.
3. All teachers have already been vetted through the registration and provisional registration process.
4. Ahuroa School will examine the totality of the record to determine if it should disqualify an applicant after management have embarked on the recruitment stage if a police vet has raised issues pertaining to the appointment. That should include:
  - How long ago the conduct occurred and the circumstances surrounding the conduct in question.
  - The age of an individual at the time of the offence.
  - Societal conditions that may have contributed to the nature of the conduct.
  - The probability that an individual will continue the type of behaviour in question.
  - The individual's commitment to rehabilitation and to changing the behaviour in question.
5. Applicants have to be treated fairly and have their privacy respected. Any issue should involve the applicant and the appropriate agency from which the information is received.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/8/2010*

### Procedure 3.4: Complaints

**Purpose:**

To ensure that all complaints against the Board, Principal, teachers or other staff members are dealt with expeditiously, fairly and lawfully.

**Guidelines:**

1. The Board of Trustees seeks positive co-operative communication within the school community.

Any person with a concern or complaint will have opportunity to have it addressed.

Unless the complaint is against the Board of Trustees or the Principal, the Board of Trustees will refer the matter to the Principal.

2. Concerns of parents should first be raised with the teacher concerned to try and resolve the matter. If this proves unsatisfactory the parents should contact the Principal.

If the parents feel that they are unable to discuss the situation with staff or the Principal, they may contact the Chairperson of the Board of Trustees for advice as to how to proceed.

3. In the event that the Principal is unable to resolve the complaint to the satisfaction of the complainant, the matter will be referred to the Board of Trustees.
4. Complaints referred to the Board of Trustees must be put in writing by the complainant. A member of the Board is available to assist them in doing so. The complainant must sign any written complaint. Anonymous complaints will not be acted on. Any person who is the subject of a complaint shall be entitled to respond to it either verbally or in writing. At all times the principles of natural justice will be complied with.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/8/2010*



**Procedure 3.5: Discipline and Competency**

**Purpose:**

To ensure that complaints to the Board or Principal against the principal, teacher or other staff members in matters of discipline and competency of staff are dealt with expeditiously, fairly and lawfully.

**Guidelines**

All such matters are to be dealt with in accordance with the relevant Collective Employment Contract for the person concerned.

**References:**

- *Primary Teachers, Deputy Principals, Assistant Principals and other Unit holders Contract Employment Agreement. Part 3.1 to 3.7.*
- *U1 – U10 Principals Collective Employment Agreement. Part 8.1 to 8.12.*
- *Support Staff in Schools Collective Employment Agreement. Part 7.12 & 7.13.*

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/8/2010*

<b>Policy 3.6: Staff Appraisal</b>
------------------------------------

**Rationale**

Performance Appraisal is an ongoing negotiated process, based on job descriptions, in order that staff performance will be enhanced.

**Purpose**

As a part of the performance management system, appraisal:

- provides all staff with a structured opportunity to give and to be given feedback on their performance;
- provides all staff with a structured opportunity to use the appraisal results to set goals for professional development;
- enables the school to use a planned approach to goal setting and links the performance of each individual staff member to school objectives;
- provides information necessary for making decisions about salary progression or enhancement;
- provides the board with assurance that staff performance is appropriately monitored.
- May be used in the Complaints/Discipline/Competency procedures under Part 3 of the Primary Teachers Collective Contract
- Supports effective teaching programmes which enhance student's learning

In order for these purposes to be met the board has approved this appraisal policy which describes the approved appraisal guidelines. This policy also enables the board to meet its statutory responsibilities as described in the following legislation:

The State Sector Act 1988, part VII and Section 77c; and

The Education Act 1989, Sections 60, 61, 65, 120 and 127.

**Guidelines**

- **Review** Every three years the board reviews and approves this policy.
- **Funding** The board shall ensure that all legal and contractual requirements relevant to this policy are met, and that the annual budget will set aside appropriate provision to enable the process to be satisfactorily conducted.
- **Basis for appraisal** All staff will be annually appraised against the responsibilities described in their job description and/or performance agreement (which for teachers covers the key performance areas of teaching, school-wide, and management); and their professional development goals contained on their Professional Development Action Plan. The job description/performance agreement for each teacher and for the Principal incorporates the appropriate professional standards. Both the job description and the Professional Development Action Plan contain performance indicators and these are used to judge performance during the appraisal process.
- **Responsibility for appraisal** The Principal will manage the appraisal process for all staff.
- **Revision of Job Descriptions** All job descriptions will be reviewed annually. The Principal, in consultation with relevant staff members, will manage this review. It may begin before the end of the previous year and will be completed by the end of April of a given year. The revision will be based on:
  - changing patterns of school needs as the student and staff profile changes,
  - changes in the school programme,

- Staff retention and development needs.
- **Confidentiality** All appraisal information is confidential to the appraisee, appraiser, Principal, Chairperson of the Board and the Education Review Office, and is filed in the staff member's personal file.
- **Disputes Procedure** Any disagreements should follow the procedures outlined in the School Grievance Policy. Disputes about salary progression may need to be referred to the local disputes procedure referred to in the Primary Teacher CEA.
- **Appraisal Sequence and Process**  
**Teaching Staff**

The Performance Appraisal of teachers will be carried out in a manner consistent with the guidelines described in the Ministry of Education's 1998 publication *Teacher Performance Management – A resource for boards of trustees, principals & teachers*.

The appraisal sequence and process is detailed in the Performance Management Guide and is reviewed annually.

## Principal

The Performance Appraisal of the Principal will be carried out in a manner consistent with the guidelines described in the Ministry of Education's 1998 publication *Principal Performance Management – A resource for boards of trustees & principals*.

### Term One

Confirm between principal and board chair:

- ⇒ Role and identity of any external Appraiser
- ⇒ Timeline for external appraisers tasks
- ⇒ Performance Agreement with attendant performance expectations
- ⇒ Professional Development Action Plan from previous year
- ⇒ Remuneration agreement

**Note:** Should the board, through the Chairperson, determine to use the services of an external appraiser, the principal will be consulted as to the final selection.

### Term Two

Meeting between Board Chair and Principal to discuss any issues of performance and confirm formal appraisal process

### Term Three and Four

Meeting with external appraiser, if used, to agree, and arrange for, data collection methods  
External Appraiser and/or Chairperson gathers data as previously agreed.

Principal completes Self Appraisal, meets with external appraiser as previously planned to discuss appraisal report. Final appraisal report is sent to Board Chair.

Board Chair and Principal meet to discuss the report, to summarise the year in terms of strengths and areas to focus on.

Professional Goals set for the following year to cover any of the following three areas

- Personal,
- Curriculum,
- Management

Action plans are then written so that the process is clear to both parties in terms of timeline, support to be provided by the school, and performance indicators.

A copy of both the job description appraisal sheets and the Development Action Plan are signed by the Chair and Principal and kept in the Principal's personal file. A note of the resources required to meet the Action Plan is passed to the person in charge of staff development.

The Chairperson summarises the appraisal in a report for the board. The report will be tabled and discussed 'in committee' at the December board meeting.

Requirements in the Primary Teachers Employment Contract that are in addition to the guidelines above (Education Gazette, 5 October 1998):

- The Principal is able to defer progression for teachers who have not met the professional standards at the appropriate level. These teachers have the opportunity to meet the standards within a time frame determined by the principal, in consultation with the teacher. A local review process will be available for teachers who disagree with the deferral of their salary increment.
- Beginning teachers or fully registered teachers who are unable to meet the standards within the specified period will be required to undergo competency procedures as set out in the Collective Employment Contract.
- Experienced teachers unable to meet the professional standards will return to being assessed against the standards for fully registered teachers. If they do not meet the professional standards at this level they will be required to undergo competency procedures.
- The final decision on whether the standards have been met, including how much information is required to reach this decision, is made by the principal or person(s) responsible for the assessment.
- New employees whose salary increment date is within 10 school weeks of their appointment will provide evidence to show they have met all the Professional Standards at the appropriate level.
- Appraisal documentation will be retained in the school for 7 years. Current documentation will be kept with copies retained by the principal.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/8/2010*

### Appendix 3.6.1: Annual Appraisal Process Timeline

#### **Term One**

- Teachers receive Performance Agreement in Clearfile
- Teachers complete IPS's and Self Appraisal form
- Initial Appraisal interview
  - Write school wide and personal development objectives
  - Discuss results of Self-Appraisal
  - Clarify expectations
  - Review appraisal process

#### **Term Two**

- Observation of teaching
  - Pre-observation discussion
  - Observation
  - Feedback from observation
  - Written feedback signed by both parties
- Review progress of development objectives  
(Number of observations is at the discretion of the appraiser)

#### **Term Three**

- Observation of teaching
  - Pre-observation discussion
  - Observation
  - Feedback from observation
  - Written feedback signed by both parties
- Review progress of development objectives  
(Number of observations is at the discretion of the appraiser)

#### **Term Four**

- Appraisee to complete final self- appraisal and give to appraiser before...
- Final appraisal interview
  - In November
  - Review progress on developmental objectives
  - Review IPS's and make statement about achieving relevant standards
  - Identify future development objectives for the next year
  - Ensure relevant follow-up from observations have been discussed

#### **Final Report**

- This follows the final interview
- Comment on meeting the relevant professional standards
- Comment on meeting school-wide objective(s)
- Comment on meeting personal development objective(s)
- Comment on meeting delegated responsibilities
- Focus areas for future development
- Signed and dated by appraiser and appraisee. Copy to Principal

Direction for the following year's school-wide development objectives outlined.  
Delegated responsibilities determined for the following year.

**Appendix 3.6.2: Self Appraisal Form**

Name \_\_\_\_\_

Date \_\_\_\_\_

This self Appraisal Form is to be completed during February (or within 4 weeks of a new teacher starting work at this school), in preparation for the first round of appraisal interviews. You should be familiar with the Interim Professional Standards as they relate to you situation.

This Self-appraisal form is confidential to the appraiser, appraisee and principal.

Which curriculum document am I most confident to implement?

Which curriculum documents am I least confident to implement?

What are my strengths as a classroom teacher? What do I do really well?

What areas do I need to develop? Do I have any weaknesses?

What aspects of my job give me most satisfaction?

How effective am I with classroom management e.g. discipline, control?

It would be useful for someone to visit my classroom, to observe, and to give me feedback on...

I would like to visit another classroom to observe...

**Appendix 3.6.3: Personal Professional Goals**

<b>OBJECTIVE:</b>
<b>My expected outcome:</b>
<b>What will I do to achieve this?</b>
<b>Who will help me?</b>
<b>Professional development I will be involved in:</b>
<b>Costs:</b>
<b>Timeframe – What will happen each term?</b>  Term 1:  Term 2:  Term 3:  Term 4:
<b>How will this be measured?</b>
<b>Who will I report to and when?</b>
<b>How will I monitor progress towards meeting this objective?</b>

Signed: ..... Date: .....

Signed: ..... Date: .....

<b>Appendix 3.6.4: Classroom Observation</b>
--

Appraisee\_\_\_\_\_

Appraiser\_\_\_\_\_

Date\_\_\_\_\_

Prior To Observations Appraiser To See...

Indicator Met

<b>1</b>	<b>Weekly / long term planning</b>	
	Term planning is completed	
	Weekly planning is completed	
	Planning shows progression	
	Planning refers to Curriculum Framework	
	Planning follows school curriculum implementation plans	
	Planning meets needs of individual students	
	Goals are realistic and clearly stated	
	Planning shows grouping requirements	
	Planning makes note of further teaching points	
	Planning shows evaluation of work completed	
<b>2</b>	<b>Class Records / Portfolios / Assessment folders</b>	
	Follows school guidelines	
	Samples are marked, dated and analyzed as appropriate	
	School assessment procedures followed	
	Assessment data is analyzed and updated in student portfolio	
<b>3</b>	<b>Attendance Register</b>	
	Pupil details entered correctly	
	Marked twice daily	
	Weekly / term totals up to date	
	Completed following school guidelines	



## Classroom Observations...

Indicator Met

Shared learning intentions / achievement objectives and / or goals are displayed and shared with the student	
Effective motivation used to enthuse students	
Teaching shows a variety of teaching methods and activities – whole class – groups - independent activities – peer activities – visual teaching – kinesthetic teaching – audio teaching	
Teaching reflects individual needs of students	
Incorporates cultural diversity into programmes – language - experiences - resources	
Clear instructions given	
Able to gain attention effectively	
Effective stopping / starting / instruction routines	
Routines for movement established	
Students constructively employed / on task	
Students completing tasks and know what to do next	
Group organisation established and used	
Inappropriate behaviour discouraged	
Appropriate behaviour encouraged	
Teacher is a role model for treating others with respect and understanding	
Books are marked regularly	
High standards of presentation are expected	
Classroom environment is orderly and organised	
Activity centers established and used	
Display areas effectively used	
A safe learning environment is established	
Fire / earthquake drill routines are displayed	
Timetable displayed	
Class rules established	

<b>Appendix 3.6.4: Attestation Summary</b>
--

ATTESTATION SUMMARY FOR _____		
DATE _____		
Performance Dimension	Met	Not Met
Professional knowledge		
Teaching techniques		
Motivation of students		
Classroom management		
Communication		
Support for, and co-operation with colleagues		
Contribution to wider school activities		

All attestation requirements      Met / Not Met

Signed (Principal) \_\_\_\_\_

**Appendix 3.6.5: Final Self Appraisal**

Name: \_\_\_\_\_

The answers to this self-appraisal sheet should focus on the positive, the things you are doing well, areas of strength and then upon areas to be developed.

1. What are my strengths as a teacher?
2. During this year what parts of my work have given me the greatest satisfaction?
3. What other major achievements have I had over the year relating to my performance agreement?
4. How well have I achieved the requirements in my performance agreement? (Use the performance indicators to help you with this)
5. What problems, if any, have I encountered in achieving the requirements of the performance agreement?
6. What do I see as areas for further development?
7. What suggestions do I have which would lead to this development?
8. What goals and objectives would I like to work towards over the next 12 months?

**Procedure 3.7: Professional Development**

**Purpose**

To ensure that all personnel will be given opportunities to undertake training that will enhance their ability to fulfil their role.

**Guidelines**

- 1 The principal in consultation with the staff will identify, evaluate and prioritise needs for a given year. Needs will be school focused, individual needs focused, academic focus.
- 2 The principal will consider all requests for development and training school-wide development by contracts, academic courses, conference, day courses, seminar and appraisal goals development are all to be included.
- 3 The principal will ensure an on-going staff development programme is in place.
- 4 Each year the Board of Trustees will allocate a budget for Staff Development for which the principal will be responsible.
- 5 The Board will be given a report on the professional development programme.
- 6 The Board of Trustees will follow award regulations regarding special study provisions.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/8/2010*

**Procedure 3.8: Staff Discretionary Leave**

**Purpose**

To ensure equitable and consistent processing of leave applications.

**Guidelines**

The Board of Trustees will grant leave in accordance with requirements of the Workers Awards.

Where the leave is discretionary the Board of Trustees will consider each application, along with the recommendation of the Principal, and in light of needs and impact on the school.

**Jury Service**

The Board of Trustees will support the staff member's decision as whether to do Jury Service or seek exemption. When a staff member chooses to do Jury Service it will be granted as leave without pay.

All leave applications are to be made through the Principal.

Applications for discretionary leave should be made in time for consideration at the Board of Trustees meeting at least the month before the leave is required.

On receiving an application for discretionary leave the Principal shall notify the Chairperson and prepare a recommendation for the Board of Trustees.

The applicant will be advised of the Board of Trustees decision the day after the meeting.

Where urgent need for leave arises the Chairperson and Principal shall make the decision and advise the Board of Trustees at the next meeting.

The granting of short-term discretionary leave of up to two weeks (leave without pay) is delegated to the Principal to grant.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/8/2010*

**Policy 3(d) : Salary Unit Allocation****Rationale**

The allocation of salary units will provide a structure, which rewards staff members for the undertaking of management responsibilities, following an equitable, fair and transparent process within the school.

**Purpose**

The units are to remunerate teachers in leadership positions, positions of additional teaching and learning responsibility and to support career pathways.

**Definitions**

Permanent Management Units (PMU) are allocated for senior and middle management positions and, once allocated, become part of the teacher's remuneration package.

Fixed Term Management Units (FMU) are allocated to individual teachers who are in a genuine fixed term role, i.e. roles that will come to an end at a specified time, or at the end of a specified event such as leading curriculum development or review.

**Guidelines**Permanent Management Units (PMU)

1. 60% of the school's unit entitlement or two units, whichever is greater, will be allocated to teachers permanently (until voluntarily relinquished or lost as a result of a reduction in the School's entitlement), as required by the Primary Teachers' Collective Agreement.
2. Holders of Permanent Units will be appraised against the relevant Management Professional Standards.
3. A job description outlining the responsibilities attached to the Permanent Management Unit will be provided to the unit holder.

Fixed Term Units (FTU)

After receipt of the Provisional Staffing Entitlement, the Senior Management staff will discuss and recommend how the Fixed Term Units will be used in the next school year. All teaching staff will be given the opportunity to comment and make recommendations.

1. The use of Fixed Term Units will reflect the short and long term goals of the School's Strategic Plan.
2. For each Fixed Term Unit, a job description and criteria for appraisal will be distributed to all teaching staff. A closing date for applications will be given.
3. The start and end date of the fixed term will be included as part of the job description.
4. Any extra units allocated on the basis of increased staffing provisions resulting from an increase in the school's roll during the year shall be allocated as fixed term units. Any such units will have the end of the school year as their end date.

5. When the term of a Fixed Term Unit ends prior to the school year, or when a unit becomes available as the result of a teacher leaving the school, the unit will be re-allocated using this same process.

Permanent Management Units (PMU) & Fixed Term Units (FTU)

6. Teaching staff applying for a Unit will be asked to apply to the Principal in writing. The 'letter of application' will outline the Unit the applicant is applying for, relevant expertise, previous experience and the reason for their interest. The application may be strengthened by statements or ideas on how the applicant will undertake the work required for the unit.
7. The Principal will consider all applicants and may consult with senior management staff and the Board of Trustees in making the decision. The successful applicant will be informed by letter. Upon acceptance, unsuccessful applicants will be informed in person and then all staff will be notified of the Unit allocations for the next school year.

**General**

The Management Unit Allocation Policy is an operational policy and is therefore the responsibility of the Principal and subsequently confirmed by the Board of Trustees. In accordance with the Primary Teachers' Collective Agreement, all teachers employed at the School were consulted regarding the development of this policy, and will be consulted regarding any proposed amendments to the policy.

In the case where the number of units allocated to the School decreases, the procedure outlined in Section 9A of the Primary Teachers' Collective Agreement shall be followed.

This Policy will be reviewed on a three year cycle, or earlier if triggered by:

- a period of high staff turnover
- recruitment / retention issues
- new education initiatives
- changes to the school's unit entitlement

A Schedule will be attached to this Policy that outlines the School's current unit entitlement (updated annually), and that includes the job descriptions applicable to each unit.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 29/10/2012*

**Schedule 3(d) Salary Units**

Associate Principal: 2 permanent units

Unit 1:

ICT - Responsibility for management of ICT

PE - School and interschool events, Equipment and budget

Unit 2:

Admin - Health and safety (emergency procedures, injury and hazard reporting & swimming pool testing),

Attendance, Stationery, Assessment and Reporting to parents

Updated 3/11/2012



## **Policy 4: Finance - Assets**

### **Rationale**

To use our financial resources to work towards achievement of the Mission Statement and goals specified within the School Charter and in compliance with section 3 of the National Administrative Guidelines.

The Board has a responsibility to protect the resources of the School, and requires procedures that comply with the accepted standards of sound financial management.

### **Purpose**

To maintain accountability for and control of our financial resources.

### **Guidelines**

1. The Board of Trustees of Ahuroa School will set a budget that reflects the goals of the Charter. This budget will be set annually prior to the commencement of the school year to which it relates, monitored regularly, and, if necessary, modified during the financial year with Board approval. Any variances in budget to actual expenditure are to be minuted where deemed significant, to ensure the Board understands the variances and that the school can meet future financial commitments.
2. The board will, subject to the requirements of other policies, maintain a working capital balance between \$250 and \$500 per student.
  - a. If the balance rises above this (e.g. through an unexpected operating surplus), then the budget for the following year will be amended to increase operational or capital spending to reduce the balance, that year, to within the acceptable range.
  - b. If the balance decreases below this (e.g. through an unexpected operating deficit), then the budget for each year (until the balance is again within the acceptable range) will include an operating surplus between \$50 and \$75 per student and non-operational spending will be limited to ensure that this surplus increases working capital by that amount.”
3. The Principal will implement and review a system of expenditure controls with the intention of maintaining expenditure within the budgetary allowances.
4. The Principal will ensure expenditure is approved via recognised channels of authority.
5. The Principal will table a Financial Report at quarterly Board of Trustees meetings which:
  - a. Includes a statement of financial position
  - b. Includes a statement of financial performance
  - c. Identifies and explains any expenditure outside of budget by 10% or \$500.
6. The Principal will ensure annual accounts are prepared for audit by due date as set out in the Education Act 1989.
7. The Principal will ensure sufficient funds are available in the cheque account to meet the everyday expenses for the running of the school.
8. The Principal will liaise with Education Services to ensure financial records are kept in accordance with current good practice.
9. Signatories to the school accounts shall be appointed by the Board of Trustees at the first Board meeting of each calendar year.
10. Two signatures are required on each cheque.

Ahuroa School Board of Trustees

11. Financial responsibilities may be delegated to a finance sub-committee of the Board where the Board deems it appropriate.
12. The annual financial statements will be prepared in accordance with current legislation, good practice and Audit Office requirements. The Board will be responsive to any recommendations raised by the audit.
13. The financial system must be so organised by the Principal that the Principal and Chairperson can sign the annual Statement of Financial Responsibility as required by Section 42 of the Public Finance Act 1989.
14. The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage appropriate financial procedures, attached to this policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
15. Teaching and educational intellectual property created by School employees is gifted to those employees, in exchange for a perpetual license to use and adapt, for educational purposes within the School, all such property.

The following Finance - Asset procedures must be read in conjunction with this and other Board policies, and the exercising of all authority and responsibilities conferred under those procedures must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/10/2012*

<b>Policy 4(a): Theft and Fraud Prevention</b>
--

**Introduction**

1. 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 by students. 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 Public Finance Act 1989, Section 45C(b) and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
  - c) 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 person 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.
    - 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 and record that no further action is to be taken.

The Principal shall then carry out the following procedures:

- i. Investigate the matter further in terms of procedures as set out in sub-paragraph(d):
- 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 allegations 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 allegations 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 person 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 than 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 or 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 Policy.
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 Policy.

**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.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 3/10/2012*

## **Procedure 4.1: Cash Management**

### **Cheque and Call Deposit Accounts**

1. One cheque account shall be operated for School general receipts and payments.
2. All cheques for operating expenses shall be signed by at least two signatories. All cheques for fixed assets and long-term investments are to be signed by the Board Chairperson or the Principal if exceeding \$5,000.
3. Under no circumstances is a cheque signatory to sign a blank cheque.
4. All cheques, except those for petty cash reimbursement, must be issued as 'Not Transferable Account Payee Only'.
5. At no time shall the cheque account be operated in overdraft without permission from the bank and the Ministry if the overdraft exceeds the borrowing limits.
6. Call interest bearing deposit accounts shall be operated to hold cash resources not currently required for operating purposes. These accounts are only to be operated by the Principal or Board Chairperson, with any transactions reported by the Principal at the next Board meeting.
7. Separate designated accounts shall also be operated for Fixed Asset Replacement and Cyclical Maintenance reserves as specified in the Board's policies for these matters.

### **Investments and Fundraising**

8. Investments of School funds or raising funds with School assets may only be made in accordance with the terms of Section 73 of the Education Act 1989.
9. Notwithstanding the requirements of Section 73, no investments may be made in equity stocks or in synthetic money market products (e.g. Forward Rate Agreements and Interest Rate Swaps).
- 10.

### **Cash Receipts**

11. All cash and cheques received must be paid into the school office and properly receipted. This includes trading income, other local funds receipts and reimbursements for learning materials.
12. No cash received can be used to pay accounts in cash.
13. Only delegated staff may handle cash.
14. All receipts must be banked as soon as possible and preferably within seven working days of receipt.
15. All cash and cheques kept on the premises must be kept secure and under the control of a delegated person, and will be taken to the bank by a delegated person.

### **Accounts for Payment**

16. All accounts for payment, other than expense reimbursements and attendance fees, must be supported by a copy of the invoice, with certification by the orderer that each item has been received, prices and quantities are correct and the payee details are correct.
17. Expense reimbursements must be certified by the Principal. An expense claim should be supported by GST receipts or invoices. Claims for the use of private motor vehicle usage must be certified by the Principal to indicate that approval was given. Scale rates as per the award will be the basis of reimbursement per kilometre.

**Periodic and Annual Financial Statements**

18. For each calendar month the Principal will liaise with Education Services who shall prepare financial reports showing:
  - Statement of Financial Performance, including comparison to budget
  - A summary Statement of Cashflow and
  - A summary Statement of Financial Position.
19. For each quarter the Principal shall present to the Board a written summary report that describes:
  - Key (financial) achievements from the previous quarter
  - Expectations for the remainder of the year
  - Significant matters and/or risks that must be addressed by the School.
20. Any recommendations made to the Board for the purchase of fixed assets, investments and other use of cash resources must refer to the impact on the School's present cash resources and projected cashflows for the next 12 months.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 3/10/2012*

**Appendix 4.1.1: Schedule of Delegations**

**Introduction**

1. This Schedule of Delegations was approved by the Board of Trustees of Ahuroa School at its meeting on 18 June 2007 and became effective at this date. The schedule sets out those responsibilities that can only be exercised by the Board, the responsibilities delegated to the chief executive (the Principal), and those responsibilities that the Principal can delegate to specified staff positions.
2. The purpose of the Schedule is to ensure that the effectiveness of the governance and management of the School is maintained, to provide an agreed basis by which the School's executive management can exercise its responsibilities, and to enable the responsibilities delegated to be monitored. It is the Board's expectation that delegations made will be properly exercised and the persons who hold such delegations will be held accountable. If these principles are observed then the Board can be certain its responsibilities in terms of the Education Act 1989, the Crown Entities Act 2004 and the Financial Reporting Act 1993 will have been properly fulfilled.
3. If persons who exercise responsibilities on behalf of the Board have any doubts or concerns in the execution of a specific action the expectation is that they will check with the person or group who made the delegation in the first place. The intention of this expectation is that should doubt arise in the exercise of a delegated responsibility it is preferable to verify the bona fides on the intended action rather than make an error of judgement and be held accountable for this.
4. This Schedule does not in itself provide the right to executive management and staff to exercise the responsibilities delegated. The right to exercise these responsibilities must be set out in a Memorandum of Delegations which sets out the delegations and is signed by the parties involved. An outline example is set out at the end of this Schedule.
5. The Principal shall ensure that a copy of each memorandum is safely retained and shall be made available to the Board, the school's auditors and officers of any Court hearing a case related to the School's finances.

**Delegations Retained by the Board**

The Board retains for itself and does not delegate to any executive management or staff position the following responsibilities:

- a) Approval of all operating, capital, cashflow and property maintenance budgets and amendments to these budgets;
- b) Commitment of operating expenditure for any invoice in excess of \$5,000;
- c) The commitment or purchase of capital expenditure;
- d) The disposal of fixed assets with a cost price in excess of \$2,500;
- e) The transfer of money between any Board cheque and term deposit account in excess of \$5,000 and for a period longer than 12 months;
- f) The termination of employment of any paid employee;
- g) Signing applications for special grants for additional buildings and agreements to build via the Ministry of Education's local office;
- h) Responses to the Secretary of Education or any other permanent head of Government department which was initiated by a report, written communication, request for information



or required declaration received from such persons and addressed to the Board or Board Chairperson;

- i) Interviews with the media and the distribution of media releases on any matter which involves the School unless the Principal is delegated that duty by the Chairperson;
- j) The initiation of any legal actions and any communications in relation to these actions;
- k) Signature of any formal or legal agreement which is in the name of the School and must involve the Board;
- l) Investment of any money outside of cheque or term deposit bank accounts.

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

### **Board Delegations to the Principal**

The Board delegates to the Principal the responsibilities listed below:

- a) The day-to-day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official educational policy documents;
- b) The implementation of any other requirements specified by Act of Parliament, the Secretary of Education, any other permanent head of a Government department and for individual and collective employment contracts;
- c) Approval of any orders for goods and services up to the value of \$5,000 and provided such an order will not exceed the Board approved budget allocation for the expenditure item involved;
- d) Acceptance of any gifts, prizes, donations, and koha of cash, goods, and services up to the value of \$10,000 provided that acceptance does not introduce any binding obligation to the board.
- e) Transfers to at-call deposits of amounts less than \$2,000 and for periods less than 12 months;
- f) Ordering fixed assets for which the capital expenditure has the prior approval of the Board;
- g) The appointment of relieving and casual staff provided such appointment is within the budget allocation;
- h) Communication with parents, officials, representatives of educational organisations and other firms and organisations with whom the Principal deals as part of their curriculum and resource management responsibilities;
- i) Policy review, teacher consultation and decision making in relation to the allocation of units, both permanent and fixed.
- j) Delegation in writing to specified staff positions of responsibilities according to the format set out below.
- k) Authority to approve events held at the school, providing there is no financial involvement by the school.

Notes:

These responsibilities complement those responsibilities and achievements specified in the Principal's annual performance agreement with the Board.

During any absence of the Principal from the School for more than 5 days these delegations shall be exercised by the Acting Principal with separate and prior approval of the Board Chairperson. In such an absence the Acting Principal shall sign a copy of this Schedule.

I have read and understood this Schedule of Delegations. I accept responsibility for the proper execution of the delegations assigned to me as Principal and I will exercise these in terms of the requirements set out in the Board's Schedule of Delegations.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 22/11/2013*

<b>Supplementary Schedule of Responsibilities</b>
---

*Adopted by the Board of Trustees on 3rd February 2014?*

The list below shows financial tasks alongside the person responsible for carrying out each task. This Schedule is supplementary to the School's Schedule of Delegations, and when carrying out these tasks trustees, staff, contractors and volunteers must not exceed the authority delegated to them via their Memorandum of Delegation.

### **Banking and Cash Handling**

Opening mail and receipting the cash and cheques received	Office Manager
Receipting of all student cash received	Office Manager
Preparation of banking	Office Manager
Signature of bank deposit	Principal
Deposit of banking	Office Manager
Periodic bank reconciliation	Accounting Service Provider
Certification of bank reconciliation	Accounting Service Provider
Custody of cash and cheques	Office Manager

### **Cheques**

Signing cheques	Principal <i>and</i> a Board or Staff Member
-----------------	---

### **Investments**

Transfer to and from general, at-call and term deposit accounts	Principal
Reconciliation of transfers	Accounting Service Provider

### **Purchasing Goods and Services**

Approving purchases (within delegated authority)	Principal
Raising purchase orders	Principal / Budget Holder
Placing phone orders	Office Manager
Placing internet orders	Office Manager
Verifying receipt of goods or services	Office Manager
Approval of invoices for payment	Principal

### **Finance Systems**

Accounting systems daily entries	Office Manager
Monthly history file back-up tape	Accounting Service Provider

### **Payroll**

Check of fortnightly SUE report	Principal
Reconciliation with bank debit with errors followed up	Principal
Verification of SUE reconciliation report and bank debit	Principal

*Continued next page*

**Income**

Preparation of receivables invoices	Office Manager
Certification of invoices	Office Manager

**Fixed Assets**

Fixed asset purchase approval	Board
Fixed asset purchase order approval	Principal
Fixed asset delivery acceptance check	Principal
Fixed asset invoice certification	Principal
Fixed asset register update	Accounting Service Provider

Signed by the Principal

\_\_\_\_\_ (full name)

on the \_\_\_\_\_ day of \_\_\_\_\_

**Procedure 4.2: Outstanding Accounts**

**Rationale**

To ensure that monies owing are managed in a controlled manner and that bad debts are kept to a minimum.

**Purpose**

To maintain accountability for and control of our financial resources.

**Guidelines**

1. Parents will be given reasonable notice of coming expenses.
2. Families will be encouraged to make payment arrangements where immediate payment is not possible.
3. Families who are unable to cover the costs of trips/expenses are able to apply, via the principal or directly, to the Board for confidential financial assistance. This application must be made before the trip or expense is incurred.
4. Families who have not paid or made arrangements for trip/expenses in advance will not be able to participate.
5. Depending on numbers, students who are not participating in a particular event may be supervised at school by a staff member who is not a registered teacher. The student's classroom teacher will provide a programme of learning.
6. In situations where families have outstanding accounts the principal will refer the matter to the Board who will decide on an appropriate course of action.

**After School Care**

1. All parents using the after school care facility are required to sign the terms and conditions before using this service. These will be offered to all families on enrolment.
2. Invoices for after school care will be issued monthly.
3. Payment for after school care will be within 7 days of receiving the invoice.
4. Families who have outstanding accounts will not be able to make use of the after school care service until their account has been settled. A letter will be sent to inform them of this.
5. From time to time unforeseen circumstances arise which result in a parent being late to collect their child / children from school. In this situation the school will ascertain from the parent when they call if they wish their child to be booked into after school care.
6. Children still at school after 3pm will be considered booked into after school care by default.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 3/10/2012*

**Procedure 4.3: Entertainment**

**Purposes of Entertainment**

1. Entertainment expenditure in general will be for the following purposes:
  - Building relationships and goodwill
  - Representation of the school in a social situation
  - Hospitality provided in the course of school business to external parties
  - Internal social functions
2. The purpose of all purchases should be transparent and the amount expended able to be demonstrated as reasonable and appropriate and clearly linked to the business of the school

**School Events and Staff Meetings**

3. This includes conferences, seminars, workshops, training courses and meetings.
4. When deciding upon a venue, teachers should take into account location, accommodation standard and tariff rates. They should give due consideration to the nature of the event, total cost, expectations of participants and their home location.
5. When deciding upon catering, teachers should take into account the nature of the event and the quality of food required. Lunch should only be provided for staff meetings where it is not possible to arrange the meeting for a period that avoids the lunch break.

**Alcohol Purchases**

6. The school should purchase alcohol for entertainment purposes only.
7. Purchases are usually for the consumption by staff and guests at school hosted events. The amount expended needs to be demonstrably reasonable and appropriate for the event and should be sufficient for moderate consumption only.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 3/10/2012*

**Procedure 4.4: Travel**

**Introduction**

1. Travel expenditure incurred by the school must clearly be linked to the business of the school, and result in an acceptable benefit when considered against the cost.
2. Staff that are required to travel on business should not suffer any negative financial effect, and be will be reimbursed on an actual and reasonable basis.

**Process for Making Travel Arrangements**

3. Under no circumstances may any staff member approve their own travel.
4. All booking for international and domestic travel is to be conducted through the School's normal purchase procedures. This includes the booking of accommodation, flights and rental cars.

*Travel within New Zealand*

5. The justification for travel within New Zealand must be documented. It is to be transparent and must relate to a school need.
6. All domestic air travel is to be economy class.

*International Travel*

7. Prior to international travel being undertaken, the traveller must be given a copy of this policy.
8. All international travel should be authorised by the Principal before it is commenced. A proposal must be put to the Principal detailing the purpose of the trip, the expected benefit to the School which will arise from the trip and an estimate of the costs of the trip. The Board will receive a report on any overseas trip with recommendations, if appropriate, for action.
9. All international air travel is to be economy class.
10. If a staff member has a travel time without a stopover in excess of 20 hours, a rest period of 24 hours before commencing work is permitted.

**Accommodation**

11. Staff should opt for good but not superior accommodation, for example Qualmark 2 star accommodation and must be prepared to justify exceptions to this rule to the Board.
12. Staff who stay privately will be reimbursed on production of receipts, for koha or for the cost of a gift given to the people they have stayed with. Prior to travel the staff member should receive authorisation for the value of the intended koha/gift.

**Vehicles**

13. When using rental cars, staff should opt for good but not superior model vehicles.
14. Use of private vehicles is to be approved on a *one-up basis* and reimbursement will be at the rate specified by the Inland Revenue Department.
15. If taxis are used, then staff should pay for the taxis out of their own pocket, obtain a receipt and seek reimbursement through petty cash or as part of an expense claim.

**Reimbursement of Expenses**

16. The reimbursement for business related travel expenses is on the basis of actual and reasonable costs. Actual and reasonable expenditure is defined as "the actual cost incurred in the particular circumstance, provided that it is a reasonable minimum charge".
17. For travel within New Zealand, actual and reasonable expenses are those incurred above the normal day to day costs. For example, a staff member would normally incur personal

expenditure for lunch on a daily basis and the cost of lunch when travelling should not be reimbursed unless the costs are greater than that normally incurred.

18. All personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in house movies, laundry and private phone call charges are to be paid separately by the travelling staff member.
19. All receipts must be retained and attached to the travel claim. The claim is to be authorised on a one-up basis.
20. For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to ensure that GST can be reclaimed by the School.
21. Authorisation can still be given for expenditure less than \$50 where there is no receipt, for example if it is not practical to obtain a receipt or if the receipt is lost. The expenditure can be reimbursed provided there is no doubt about its nature or the reasons for it.

#### **Discretionary Travel Benefits**

22. Travel benefits, including airpoints and loyalty scheme rewards/points (Flybuys, Global etc.) accrued from official travel are only to be used for subsequent travel on behalf of the School. They should not be redeemed for personal use.
23. Staff must travel by the most direct route unless scheduling dictates otherwise.
24. The School will not meet expenses incurred on behalf of a spouse or travelling companion. In the event of a person travelling with an employee, a reconciliation of expenses should clearly demonstrate that the School did in no way incur additional expenditure.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 3/10/2012*



<b>Policy 4(b): Property Development</b>
--

**Purpose**

To provide a safe, attractive, functional, and up to date learning environment.

**Guidelines**

- 1 The Board will aim to continually improve the learning environment.
- 2 The Board will ensure that property development plans are financially viable.
- 3 The Board will consult with the Ministry of Education on major development plans.
- 4 The Board will ensure that any proposed development complies with government and local body regulations.

**Procedures**

- 1 The Principal will advise the Board on needs for property development.
- 2 The Board will annually review the 10-Year Property Plan.
- 3 The Board will review the policy and property development plans every three years.
- 4 Board approval for property development will only be given after appropriate budgets are in place.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 3/10/2012*

**Policy 4(c): Fixed and Intangible Assets****Introduction**

The objective of this policy is to ensure the value of fixed assets recorded in the school's annual financial statements is materially correct and that the annual depreciation change recorded by the school fairly represents the use of the assets over their lives.

Fixed assets are physical assets that are held by the school and have been acquired or constructed with the intention of being used on a continuing basis, have an expected useful life in excess of 12 months, and are generally replaced. Fixed assets may also include items held for the maintenance or repair of other assets.

Intangible assets are identifiable non-monetary asset without physical substance, such as software or intellectual property.

Land and buildings that are owned by the Crown are occupied on the basis of a property occupancy agreement.

Fixed assets that were transferred to the Board of Trustees on 1st October, 1989, are recorded at valuation as at that date and have since been depreciated. All other fixed assets are initially recorded at cost, or in the case of donated assets, initially recorded at their fair value at the date of receipt. Initial cost includes the purchase consideration, or fair value as the case may be, and those costs directly attributable to bringing the asset to the location and condition necessary for its intended use.

**General**

1. The Board shall review the asset management plan annually, and agree a budget for annual asset acquisitions.
2. A review of assets against the intangible & fixed asset and valuable asset registers shall be undertaken at least once a year.
3. The Board shall each year undertake a review of the useful life and method of depreciation for each category of intangible and fixed assets to ensure they are appropriate.
4. The Board shall consider the most cost efficient acquisition method for each new asset's acquisition decision, i.e. whether to buy or lease, and whether to acquire by operating or finance lease.

5. Fixed assets are valued at historical cost and are not revalued. Subsequent expenditure that increases or extends an asset's service potential is capitalized.
6. The Board agrees on the expected useful lives and rates of depreciation of the following types of assets:

Buildings - School	18-40 years	2.5%
Building improvements - Crown	10-20 years	2.5%
Furniture, fittings, and equipment	15 years	6.7%
Playground equipment & ground improvements	10 years	5.6%
Plant and equipment	5 years	20.0%
Information and communication technology	3 years	33.0%
Motor vehicles	5 years	20.0%
Library resources	8 years	12.5%
Leased assets	years of lease	

7. Fixed and intangible assets with an individual value in excess of \$500 are capitalised on purchase.
8. Other items with an individual value below \$500 are expensed with the exception of furniture and fittings that are purchased in quantity where the total value exceeds \$500, such as classroom sets of desks and chairs. This is to reflect their significant total value as a percentage of the total assets held by the school.
9. Minor sports and teaching equipment, even when purchased in quantity, are recorded as a learning resource expense and not capitalised on purchase. This reflects the need for regular replacement of these items and their overall low total value when compared to the total fixed asset holding.
10. An intangible & fixed asset register for all assets with a cost of \$500 or more shall be recorded in the intangible & fixed asset register.
11. Fixed assets that cost less than \$500 shall be recorded in a register of valuable assets.  
Intangible assets that have an expected useful life of over 12 months shall also be recorded in a register of valuable assets.
12. The principal shall have delegated authority to dispose of any asset where the original cost price was less than the limit specified in the schedule of delegations. The principal shall report to the board about reasons for disposal, disposal process and any net disposal proceeds.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 29/7/2013*

## **Procedure 4.6: Furnishing and Equipment**

### **Purpose**

To provide up to date apparatus, furniture and equipment in order that the curriculum can be delivered and site managed under the school's overall property management policy and programme.

### **Guidelines**

- 1 To have in place a maintenance plan for replacement and repair of furniture and equipment items.
- 2 To ensure that all individuals or groups have equal opportunities to access to equipment and teaching apparatus.
- 3 To establish an expenditure pattern adapted to meet the school's projected budget/cash flow.

### **Procedures**

- 1 Every year a budget allocation will be made for furniture and equipment.
- 2 The Principal in consultation with staff will advise the Board of Trustees on needs.
- 3 The Principal will monitor repairs and maintenance of furniture and equipment.
- 4 The Principal will ensure that purchases and repairs are made within budget allocation. If that budget is inadequate the Principal will move an addendum to the budget at a Board meeting.
- 5 An asset register of all equipment items concerned with the delivery of curriculum, administration, learning and teaching programmes, building and grounds upkeep will be maintained for items over \$500.00.
- 6 The need for necessary insurances with regard to covers provided by the Ministry of Education and available from commercial insurers will be reviewed at least annually.
- 7 Systems will be maintained for calculating and depreciating the value of equipment assets.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 3/10/2012*

**Procedure 4.8: School Van and Bus**

The Board of Trustees funds the school van and bus for 2 purposes.

- To maximise learning opportunities for the students at Ahuroa School, by ensuring transport to events and EOTC opportunities.
- To promote the school and assist in roll growth by providing a transport service from Puhoi. This service will operate within the guidelines indicated in the School Transport Toolkit.

The Board recognises that the school van and bus may be used on other occasions at the discretion of the Principal.

Such occasions may include but are not limited to:

- Transport to a staff or Board function
- Other school business – meetings, purchasing supplies, deliveries
- Community events
- Personal use by Board and staff members – providing that such use incurs no cost to the school. Personal use of the school van or bus would be charged according to the current Inland Revenue motor vehicle reimbursing rates. This rate is currently 77 cents per kilometre.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 3/10/2012*

**Procedure 4.9: Afterschool Care**

The board of trustees provides an after school care service for families in order to cater for the needs of the community.

The programme is intended to meet the following needs:

- Working parents who are not available to collect their children at 2.20pm
- Parents who have been delayed from collecting their children at 2.20pm
- Staff members who have professional or personal appointments after 2.20pm

The pricing structure will be reviewed quarterly in order to ensure the service is self funding.

Staff members may utilise the after school care service for their dependent children. The charge for these children will be a nominal daily fee to cover the cost of providing afternoon tea. This charge will be reviewed quarterly and any changes communicated to staff.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 22/10/2012*

### Appendix 4.9.1: Afterschool Care Terms and Conditions

**(Updated July 2013)**

- After school care is available to both regular and casual users.

<b>Regular users</b> are users who make a permanent ongoing booking for set days of the week.	<b>Casual users</b> book in as required and will be charged at a higher rate.
The charge for regular users is: Pick up by 3.30pm - \$7 Pick up by 4.30pm - \$14 Pick up by 5pm - \$18	The charge for casual users is: Pick up by 3.30pm - \$9 Pick up by 4.30pm - \$18 Pick up by 5pm - \$22
Daily maximum per family \$30	Daily maximum per family - \$40
Regular users will be invoiced for all days booked regardless of whether their children attend.	

- Invoices will be issued at the end of each month.

- Children will be expected to abide by the school rules and remain on the school grounds at all times.

- Ahuroa School Rules:

1. Follow instructions first time

2. Treat people kindly

3. Look after our school and the people and property in it.

- Children will be fed afternoon tea at 3.00pm. Afternoon tea will be a selection of fruit, cheese, crackers, bread, and basic spreads.

- Children are usually tired after a full day's learning at school. We believe that it is important for them to have time to relax. For this reason children will not be provided with structured, timetabled activities. Rather staff will follow their lead. The following activities will be available to the children:

- PE equipment

- Swimming Pool

- Books

- Playground

- Board games

During the winter months we may offer some art and sewing activities.

- If your child is a junior and has a reading book each day, staff will be happy to do your child's reading with them. You will need to ask them to do this.
- Children will be signed in by after school care staff. The adult collecting them will need to physically come in to collect them and sign them out. Please inform the office if some one different is going to collect your child. We will not allow children to go home with adults who are unknown to us unless we have been previously informed.
- Pick up time is 5.00pm sharp or before. Parents who arrive after 5.00pm to collect their child will be charged \$5.00 for every additional 15mins.

Ahuroa School Board of Trustees

Child's name		Regular days for care (please delete)	<div style="display: flex; justify-content: space-between;"> <span>Mon</span> <span>Tues</span> <span>Wed</span> </div> <div style="display: flex; justify-content: space-between;"> <span>Thurs</span> <span>Fri</span> </div>
<p>I have read and agree to the above conditions</p> <p>My children will be regular / casual users of after school care</p>       			
Parent's name		Signed	



**Procedure 4.10: Mobile Devices for Staff**

**Rationale:**

To enable staff to be competent and confident users of mobile devices that will further empower them to assist children's learning.

To enable staff to better manage their workload by increased efficiency.

**Purposes:**

1. To clarify the respective responsibilities in relation to the purchase, contract and ownership of Mobile Devices for staff.

**Guidelines and conditions:**

**Mobile Devices**

1. Teachers and support staff appointed to a permanent or 1 year fixed term teaching position of 0.6 FTTE or more will be provided with an iPad or similar mobile device to assist them with their teaching/administration responsibilities.
2. Teachers and support staff who are appointed to a permanent or 1 year fixed term position of less than 0.6 FTTE will be offered an iPad or similar mobile device at a subsidised rate in proportion to their FTTE or hours.
3. On termination of employment, teachers and support staff will return any mobile devices to the school.
4. Teachers and support staff are responsible for the repair or replacement of the iPad, or similar device, if it is lost, stolen or damaged offsite, outside of school hours.

**iPhones**

1. The Principal and Associate Principal(s) will be offered an iPhone.
2. The Ahuroa School Board of Trustees will make a financial contribution to the purchase of the phone. This contribution will be equivalent to the subsidized handset price available when a phone is purchased with a 24 month contract.
3. Any incurred call plan contract will be between the carrier and the staff member.
4. The Board of trustees will reimburse the Principal for the monthly costs associated with a basic phone and data contract as required to cover school related business.
5. The Board of trustees will reimburse the Associate Principal(s) for actual call costs incurred in carrying out school business.
6. The Principal/Associate Principal(s) are responsible for insuring the iPhone.
7. At the end of a 24 month period the ownership of the iPhone will transfer to the Principal/ Associate Principal.
8. If a Principal or Associate Principal's employment at Ahuroa School ends before the completion of the 24 month period the Principal/Associate Principal can either:
  - Return the phone to the school. (Any contract remains the responsibility of the teacher)
  - Purchase the phone from the school according to the following formula:
    - $(\text{Purchase price of phone} / 24) \times (24 - \text{number of whole and part months elapsed since purchase of phone})$

**Mobile Devices for Staff**

Name of teacher being supplied with Mobile Device	
Serial number of Device	
Date of purchase of iPhone (not applicable to iPads)	
Purchase price of iPhone (not applicable to iPads)	
I have read and agree to the guidelines and conditions outlined above.	
Signed:	
Date:	

<b>Policy 5: Health and Safety</b>
------------------------------------

**Purpose**

Ahuroa School will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with the relevant health and safety legislation (Health & Safety in Employment Amended Act 2002), standards (NAG 5) and codes of practice (health and Safety in Employment Act 1992), the Ministry of Education Health and Safety Code of Practice for State and State Integrated Schools 2007).

A 'hazard' is any activity, arrangement, circumstance, event, occurrence, phenomenon, situation or substance 'that is an actual or potential cause or source of harm'. It includes the situation where a person's behaviour might cause harm to someone else. This may be due to tiredness, drugs, alcohol, shock or some other temporary condition that affects a person's behaviour.

**Achieved by**

- All staff will have responsibility for the health and safety of the school
- All staff will be informed of what their responsibility is in regard to the health and safety of the school, which in essence is understood to be the elimination and/or minimisation of the potential for harm to people at their workplace. This includes contractors and visitors who will be informed of any results of our monitoring of their work area.
- All staff will be consulted on, and given the opportunity to participate in, health and safety management.
- The Principal will ensure that hazards are identified. These hazards will be controlled by eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to any person, and/or minimising the effects of hazards if they are unable to be practicably eliminated or isolated. The principal will co-ordinate this programme.
- The Principal will create a safe working environment, providing facilities for staff health and safety at work.
- The Principal together with the Board of Trustees will have in place plans and procedures for all foreseeable emergencies that may arise in the workplace.
- The Principal will provide induction, orientation and supervision for all new and existing staff.
- The Principal will have effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors (e.g. Police Vetting).
- The Principal will record all injuries and will provide a summary report to the Board of Trustees each quarter.
- Where appropriate safety information will be prominently displayed.
- The Board of Trustees will ensure that shaded spaces are provided in the playground for the protection of staff and students from excessive UV radiation exposure over the summer months.

Ahuroa School Board of Trustees

- The Board of Trustees will be committed to the continuous improvement in health and safety in the school including in the self-review programme.
- The Board of Trustees will endeavour to comply with all relevant health and safety legislation.
- Emergency evacuation procedures will be communicated and practised by all persons at least four times a year.
- When taking students off site relevant forms must be completed and approved.
- Where there is a major accident an investigation will be made and the OSH work-safe staff will be notified as required by law.
- A staff health and safety representative will be permitted up to six days paid leave for health and safety training per year.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 25/3/2013*

<b>Policy 5(a) Animal Welfare</b>
-----------------------------------

The school recognises that under the Animal Protection Act 1987 it is required to have a Code of Ethical Conduct relating to the welfare and treatment of any animals under its care. This policy is to provide guidelines and procedures to:

- Encourage through example the proper care of living things within the school situation (see “Science in the New Zealand Curriculum” Living World section, Achievement Aims 3 & 4)
- Provide experiences for students to observe, handle and care for a range of animals in a humane way.
- Ensure that the care and welfare of animals must have the highest priority in any activity involving the keeping of an animal or its study on a field trip.
- Educate students through example and discussion on the importance of animal care, welfare and the responsibilities involved.

### **Guidelines**

- 1) “Animal” is defined as any living creature with a backbone, including land-based and aquatic mammals, birds, fish and reptiles.
- 2) If appropriate care cannot be provided, the animal is not to be kept at school.
- 3) Creatures kept in classrooms for observation must be housed and fed properly, and returned to their natural habitat on completion of the study.
- 4) Creatures captured on field trips must be returned to their habitat prior to leaving the area unless their proper care in the school is guaranteed.
- 5) Responsibility for the welfare of animals rests with the teacher involved, but ultimately with the principal and board.
- 6) No animal is to be kept at the school and used for any teaching that might cause it to be distressed, to suffer or to die.
- 7) All staff must ensure that any animals on the school premises are managed in accordance with guidelines described in the publication ‘Code of Ethical Conduct for the Care and Use of Animals in School Programme’ prepared by the Ministry of Education.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/5/2011*

## Procedure 5.1: Stress Management

Schools are busy frenetic places. Stress can accumulate and cause staff to become sick if it is not managed well. Stress at home can cause stress in the workplace.

### Purposes:

- To reduce stress in the workplace.
- To manage stress in the workplace.
- To recognise stress in the workplace.

### Guidelines

1. Staff will be encouraged to share when they feel stressed.
2. The school will implement systems that reduce teacher stress and workload wherever appropriate and will provide release time where staff are overloaded (when budget allows).
3. Staff are taught to manage stress through staff meetings and discussion with the Principal
4. New staff are assigned a 'mentor' to help the induction process to our staff and systems
5. After discussion with the Principal, staff are able to bring their dependents with them to school, on an occasional basis to reduce stress.
6. If the principal feels undue stress he/she is encouraged to:
  - Access external support networks, including principal counselling service
  - Approach the board chair
  - Approach a principal mentor or colleague.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/5/2011*

**Procedure 5.2: Critical Incidents**

**Purpose**

- To provide appropriate support for those involved in the crisis.
- To have clear guidelines in place for dealing with critical incidents.
- To protect the safety of every one in school community and the reputation of the school.
- To reduce the likelihood of risk to other students or staff.

**Guidelines**

- The school will have a critical incident committee comprising of Principal, Board Chairperson and one other board member when a critical incident occurs.
- Media contact will only be with Principal or Chairperson.
- Staff will be given clear guidelines of what is required of them.
- Outside agencies will be contacted to provide counselling or support as required.
- OSH will be sent a report if the incident is on our site.
- The school will support ongoing needs to a reasonable agreed level in any incident.
- The Principal will provide the Board with a report on the incident and will ensure that any follow up is actioned.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/5/2011*

## **Guidelines**

1. All media releases to be handled by the Principal, Chairperson of the Board of Trustees or media spokesperson. NO OTHER STAFF MEMBER SHOULD RESPOND TO MEDIA REQUESTS
2. In the event of any person being unable to fill their role, a replacement will be appointed
3. If a crisis should occur the following team of staff members will meet and evaluate the available information. The Critical Incident Management Team will consist of some or all of:
  - Principal
  - Chairperson of the Board of Trustees
  - Lawyer on standby
  - School Secretary
  - Others as the situation calls
4. The Principal will chair the Critical Incident Management Team who will prepare a statement informing all staff of essential information and what procedures they should follow. The Critical Incident Management Team will organise all necessary liaison with outside agencies.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/5/2011*



**Appendix 5.2.1: Critical Incidents Action Plan**

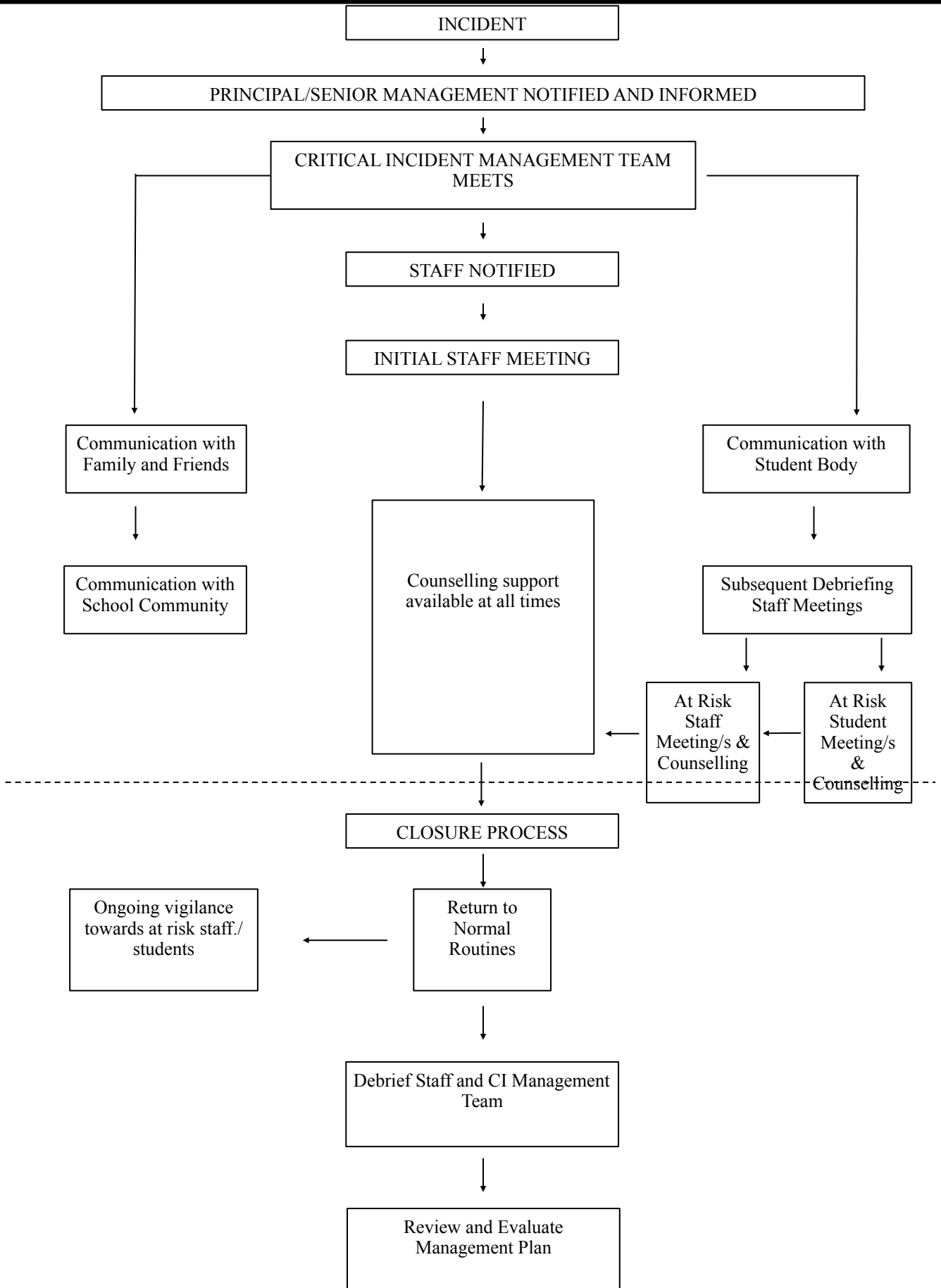
<b>Responsibility</b>	<b>Action</b>	<b>Tasks</b>	<b>Completed</b>
Principal	Information received	<ul style="list-style-type: none"> <li>• Verify information</li> <li>• Contact parents/ Board chair/ Police</li> <li>•</li> </ul>	
Critical Incident Management Team	<p>At earliest opportunity Critical Incident Management Team meet in Principals office.</p> <p>Team comprises some or all of:</p> <ul style="list-style-type: none"> <li>• Principal (Chair)</li> <li>• Board Chair</li> <li>• School Secretary</li> <li>• Lawyer on standby</li> </ul>	<ul style="list-style-type: none"> <li>• School Secretary to take minutes</li> <li>• All members to keep own ongoing written record</li> <li>• Team to determine appropriate method of informing staff and students</li> <li>• Students to be advised of counselling facilities in class groups.</li> <li>•</li> </ul>	
	Initial meeting of CIMT to determine	<ul style="list-style-type: none"> <li>• Collect information: who of the school population is involved in crisis. Identify groups requiring attention; ascertain names of family or close friends at school; siblings in nearby schools.</li> <li>• Collate list of key persons to ensure they can be easily contacted.</li> <li>• Ascertain which staff are able to take classes; how long may any be out of action (plan for more than minimum and avoid placing distressed teachers in class). Consider which rooms may be out of use, relievers, etc.</li> <li>• Rescheduling of events within the school, consider any timetable changes.</li> <li>• Allocation of responsibilities for tasks</li> <li>• Plan to keep routines as normal as possible</li> <li>•</li> </ul>	
	End of Day One CIMT reassemble	<ul style="list-style-type: none"> <li>• Review events</li> <li>• Check all allocated tasks complete</li> <li>• Establish procedures and requirements for Day Two; e.g. if any need for 7.45 am meeting of CIMT</li> <li>• Plan for re-allocation of staff responsibilities and duties</li> <li>• Inform any staff absent</li> <li>•</li> </ul>	

# Ahuroa School Board of Trustees

Responsibility	Action	Tasks	Completed
Administration Team	Catering	<ul style="list-style-type: none"> <li>Administration staff to arrange catering for CIMT, and others, if necessary</li> <li></li> </ul>	
Principal	Communication links – within school	<ul style="list-style-type: none"> <li>All initial liaison with families involved, and police if necessary</li> <li>Inform all staff</li> <li>All media contact only through Principal or Board Chair</li> <li>Written instructions to teachers advising what to say in class. This will include: description of event, availability of counselling, process to follow should children wish to leave school</li> <li>Organise daily 7.45 am full staff meetings, as required (don't forget support and ancillary staff)</li> <li>Update daily statements to staff and students as required</li> <li></li> </ul>	
Principal	Initial full staff meeting (Teaching, Ancillary, Caretaker)	<ul style="list-style-type: none"> <li>Written statement outlining details of incident</li> <li>Accept any grieving as genuine; no assemblies</li> <li>Identify who else needs to know (check with Police): parents of any non-injured students involved; all students; all parents; teachers of siblings in other schools;</li> <li>Emphasise importance of routines</li> <li>Urge staff to remain vigilant for signs of shock / grief for some time after event</li> <li></li> </ul>	
Principal	Communication links – outside school	<ul style="list-style-type: none"> <li>Determine what needs to be said to wider community: what happened, who is affected, how to get help for children (identify indicators of at-risk behaviour)</li> <li>Determine how this should be communicated: Letter home, news release, meeting for parents</li> <li>Ascertain who is to represent the school – consider messages from school and students</li> <li></li> </ul>	

<b>Responsibility</b>	<b>Action</b>	<b>Tasks</b>	<b>Completed</b>
All to note	<p>Procedure for students to leave school</p> <p>Vigilance</p> <p>Communications</p>	<ul style="list-style-type: none"> <li>• If student needs to leave school, authorised only by Principal.</li> <li>• Ongoing vigilance to identify grieving students in school</li> <li>• Use only written authorised information, no elaborations</li> <li>• Extra staff on duty</li> <li>• Students to “buddy up” when leaving class</li> <li>• Do not promise students that information is confidential, as there may be a responsibility to pass information on to outside agencies.</li> <li>•</li> </ul>	
Principal		<ul style="list-style-type: none"> <li>• Daily arrangements to be displayed on whiteboard in staffroom</li> <li>• Inform teachers of students closely affected by trauma</li> <li>• Inform students closely affected, and their parents. Ensure outside agencies are identified and this information is passed on.</li> </ul>	
Teachers		<ul style="list-style-type: none"> <li>• Set up and co-ordinate comforting and reassuring environments where counselling and support are offered.</li> <li>• Inform students, only after receiving written instructions from the Principal</li> <li>•</li> </ul>	
End of Day One	Full staff meeting	<ul style="list-style-type: none"> <li>• Identify warning signs of distress in students</li> <li>• Identify best friends quickly, and offer counselling</li> <li>• Outline counselling availability to all staff</li> <li>•</li> </ul>	
Critical Incident resolved	CIMT debrief	<ul style="list-style-type: none"> <li>• Consider all procedures</li> <li>• Evaluate action plan</li> <li>• Review and adjust policy and procedures, if necessary</li> <li>•</li> </ul>	

**Appendix 5.2.2: Critical Incident Management Plan**



<b>Appendix 5.2.3: Emergency Phone Numbers</b>
--

**POLICE**

Warkworth	09 425 8109
-----------	-------------

**FIRE**

Ahuroa Fire Chief - Alastair Todd	09 422-5556
-----------------------------------	-------------

**ACCIDENT & EMERGENCY**

Kowhai Surgery	09 425 7358
----------------	-------------

Shore Care – Red Beach	09 427 9130
------------------------	-------------

**MEDIA**

NZ Herald	09 302-1300
-----------	-------------

Times FM	09 427 0250
----------	-------------

Radio NZ	09 303-3055
----------	-------------

**MINISTRY OF EDUCATION**

Student Support Manager – Vivian Knowles	09 632 9592
--	-------------

Schools Performance Mngr – Raymond Webb	09 632 9449
---	-------------

Specialist Education Services (GSE) - John Hoult	09 489 9466
--	-------------

**PROPERTY**

Caretaker - Ross Young	09 422-5153
------------------------	-------------

Electrician - Adam Barber	09 422 5145
---------------------------	-------------

Glazier - Warkworth Winstone Glass	09 425 8678
------------------------------------	-------------

24 hr contact	021 952 066
---------------	-------------

Plumber - Owen Fillery	09 422 5765
------------------------	-------------

Power supply - Genesis	0800-600-900
------------------------	--------------

**OTHER**

CYPFS	0508 326 459
-------	--------------

CIVIL DEFENCE - Paul Read	0800 426 5169
---------------------------	---------------

<b>Appendix 5.2.4: Emergency Roles and Responsibilities</b>
---

TEAM MEMBER	RESPONSIBILITIES
Melinda Bennett / Eli DeMeulemeester	<ul style="list-style-type: none"> <li>• Activates Critical Incident Plan</li> <li>• Contacts other Incident Team members</li> <li>• All contact with media</li> <li>• Interviews</li> <li>• Written Statements</li> <li>• Contact Ministry</li> <li>• Contact Lawyer – on stand by</li> <li>• Contact with families involved</li> <li>• Contact with emergency services</li> <li>• Faxed statement to contributing and secondary schools – as required</li> <li>• Activate support counsellors</li> <li>• Contact outside agencies</li> <li>•</li> </ul>
Jessica Hanlon	<ul style="list-style-type: none"> <li>• Continued smooth running of school</li> <li>• Relief staff</li> <li>• Changes to timetable</li> <li>• Duty staff</li> <li>• Activates phone tree</li> <li>• Keep track of information</li> <li>• Set up incident room</li> <li>• Organise and promote drop in counselling room for students, staff</li> <li>• Support students and staff</li> <li>• Organise mobiles as required</li> <li>•</li> </ul>
Christine Lambert	<ul style="list-style-type: none"> <li>• <b>Front Line Communications</b></li> <li>• Organise staffing of phones</li> <li>• Change answerphone message</li> <li>• Log calls</li> <li>• Organise mobiles as required</li> </ul>

<b>Appendix 5.2.5: Media Prompt Sheet</b>
---

This interview is a business decision, if the school does not have something to gain, I won't do it.

<u><b>Media Name</b></u>	<u><b>Date</b></u>	<u><b>Time allowed:</b></u> phone 5 minutes in person, 15 minutes maximum
<u><b>Reporter's Name:</b></u>		
<u><b>Contact Numbers:</b></u>		
<p><u><b>Confront, Control, Credibility:</b></u></p> <p>These are the points that I will repeat over and over again</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p><b>Post Interview</b></p> <p>Issues that arose in the interview</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol> <p><b>Walk Reporter off the School Grounds</b></p> <p>Interview is not over until they have left the school.</p>		

**Procedure 5.3: Hazard Identification**

**Purpose:**

The Worksafe legislation requires us to have a process for identification of hazards, classification and registering each hazard.

**Guidelines:**

1. Identification needs to include a description, stated location, the rate of the risk, the type of control measure and a record of the management or maintenance of the measure.
2. Rating the risk of a hazard should include an assessment of the degree of severity – possible potential:
  - (a) negligible injury - 1
  - (b) minor injury – 2
  - (c) major injury – 3
  - (d) fatality – 4.
3. an assessment of the probable frequency using :
  - (a) remotely possible – 1
  - (b) has happened in the past – 2
  - (c) strong possibility of it happening again – 3
  - (d) happened at this school before – 4
  - (e) happens all the time – 5 .
4. The risk is calculated by multiplying the probable severity rating by the probable frequency rating, A number between 1 and 20 will be the rating and the higher the number the more important the hazard.
5. Each hazard will be entered in the Hazard Register.
6. Any hazard between 12 and 20 will have an ongoing maintenance or management component decided by the Board.
7. Reports of the removal or addition of hazards will be made at Board meetings.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/5/2011*



### Appendix 5.3.1: Hazard Register

General Classroom, Indoors and Outdoors and Administration

<b>Severity Ratings</b> <ol style="list-style-type: none"> <li>1. Negligible injuries/illness</li> <li>2. minor injuries/illness</li> <li>3. major injuries/illness (possible long-term disability effect)</li> <li>4. Fatality</li> </ol>	<b>Frequency Ratings</b> <ol style="list-style-type: none"> <li>1. Remotely possible</li> <li>2. Known to have happened in the past</li> <li>3. Strong possibility of it happening</li> <li>4. Has happened in the school before</li> <li>5. Happens all the time</li> </ol>
<b>Risk Rating:</b> Multiply the severity rating by the frequency rating – number between 1 and 20. Any hazard 12 or above needs constant management and monitoring.	

Date	Description of Hazard	Location	Severity Rating	Frequency Rating	Risk Rating	Management/Maintenance Plan	Date action completed

**Procedure 5.4: Internet Use**

Ahuroa School has a statutory obligation to maintain a safe physical and emotional environment, and a responsibility to consult with the community. In addition Ahuroa School Board of Trustees has a responsibility to be a good employer.

These three responsibilities are increasingly being linked to the use of the Internet and Information Communication Technologies (ICT), and a number of related cybersafety issues. The Internet and ICT devices/equipment bring great benefits to the teaching and learning programmes, and to the effective operation of the school.

The Board of Ahuroa School places a high priority on providing the school with Internet facilities and ICT devices / equipment which will benefit student learning outcomes, and the effective operation of the school.

However, the Board recognises that the presence in the learning environment of these technologies (some provided partly or wholly by the school and some privately owned by staff, students and other members of the school community), can also facilitate anti-social, inappropriate, and even illegal, material and activities. The school has the dual responsibility to maximise the benefits of these technologies, while at the same time to minimise and manage the risks.

The Board thus acknowledges the need to have in place rigorous and effective school cybersafety practices which are directed and guided by this cybersafety policy.

**Procedures**

Ahuroa School will develop and maintain rigorous and effective cybersafety practices which aim to maximise the benefits of the Internet and ICT devices/equipment to student learning and to the effective operation of the school, while minimising and managing any risks.

These cybersafety practices will aim to not only maintain a cybersafe school environment, but also aim to address the need of students and other members of the school community to receive education about the safe and responsible use of present and developing information and communication technologies.

**Guidelines**

Associated issues the school will address include: the need for on-going funding for cybersafety practices through inclusion in the annual budget, the review of the school's annual and strategic plan, the deployment of staff, professional development and training, implications for the design and delivery of the curriculum, the need for relevant education about cybersafety for the school community, disciplinary responses appropriate to breaches of cybersafety, the availability of appropriate pastoral support, and potential employment issues.

To develop a cybersafe school environment, the board will delegate to the principal the responsibility to achieve this goal by developing and implementing the appropriate management procedures, practices, electronic systems, and educational programmes. These will be based on the latest version of the NetSafe® programme for schools, endorsed by the New Zealand Ministry of Education. *The NetSafe® Kit for Schools*, including its templates for policies and use agreements, will play a central role in this process.

A process for reporting back to the board by the principal will be agreed upon and established. Frequency and content of reporting will be included.

In recognition of its guardianship and governance role in the cybersafety of the school, the board will also develop a policy relating to board trustee use of ICT devices / equipment. This will cover all use of school-owned/leased and privately owned/leased ICT devices/equipment containing school data/information on or off the school site.

### **Guidelines for Ahuroa School cybersafety practices**

1. The school's cybersafety practices are to be based on information contained in the latest version of the *NetSafe® Kit for Schools*, which is endorsed by the New Zealand Ministry of Education as best practice for New Zealand schools.
2. No individual may use the school Internet facilities and school-owned/leased ICT devices/equipment in any circumstances unless the appropriate use agreement has been signed and returned to the school. Use agreements also apply to the use of privately-owned/leased ICT devices/equipment on the school site, or at/for any school-related activity, regardless of its location. This includes off-site access to the school network from school or privately-owned/leased equipment.
3. Ahuroa School use agreements will cover all board employees, all students (including adult and community), and any other individuals authorised to make use of the school Internet facilities and ICT devices/equipment, such as teacher trainees, external tutors and providers, contractors, and other special visitors to the school.
4. The use agreements are also an educative tool and should be used as a resource for the professional development of staff.
5. Use of the Internet and the ICT devices/equipment by staff, students and other approved users at Ahuroa School is to be limited to educational, professional development, and personal usage appropriate in the school environment, as defined in individual use agreements.
6. Signed use agreements will be filed in a secure place, and an appropriate system devised which facilitates confirmation that particular individuals are authorised to make use of the Internet and ICT devices/equipment.
7. The school has the right to monitor, access and review all use. This includes personal emails sent and received on the schools computer/s and/or network facilities at all times.
8. The school has the right to audit at anytime any material on equipment that is owned or leased by the school. The school may also request permission to audit privately owned ICT devices/equipment used on the school site or at any school related activity.
9. Issues relating to confidentiality, such as sighting student or staff information, reasons for collecting data and the secure storage of personal details and information (including images) will be subject to the provisions of the Privacy Act 1993.
10. The safety of children is of paramount concern. Any apparent breach of cybersafety will be taken seriously. The response to individual incidents will follow the procedures developed as part of

the school's cybersafety practices. In serious incidents, advice will be sought from an appropriate source, such as NetSafe, the New Zealand School Trustees Association and/or a lawyer with specialist knowledge in this area. There will be special attention paid to the need for specific procedures regarding the gathering of evidence in potentially serious cases. If illegal material or activities are suspected, the matter may need to be reported to the relevant law enforcement agency.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/5/2011*

**Appendix 5.4.1: Ahuroa School Cybersafety Use Agreement, for students**

**This document is comprised of this cover page and three sections:**

**Section A: Introduction**

**Section B: Cybersafety Rules for Primary Students**

**Section C: Cybersafety Use Agreement Form.**

**Instructions for parents\*/caregivers/legal guardians**

1. Please read sections A and B carefully. If there are any points you would like to discuss with the school, let the school office know as soon as possible.
2. Discuss the cybersafety rules with your child.
3. Sign the Use Agreement Form (Section C) and return that page to the school office.
4. Please keep sections A and B for future reference.

**\* The term ‘parent’ used throughout this document also refers to caregivers and legal guardians.**

***Important terms used in this document:***

- (a) The abbreviation ‘**ICT**’ in this document refers to the term ‘Information and Communication Technologies’
- (b) ‘**Cybersafety**’ refers to the safe use of the Internet and ICT equipment/devices, including mobile phones
- (c) ‘**School ICT**’ refers to the school’s computer network, Internet access facilities, computers, and other school ICT equipment/ devices as outlined in (d) below
- (d) The term ‘**ICT equipment/devices**’ used in this document, includes but is not limited to, computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies as they come into use
- (e) ‘**Objectionable**’ in this agreement means material that deals with matters such as sex, cruelty, or violence in such a manner that it is likely to be injurious to the good of students or incompatible with a school environment. This is intended to be inclusive of the definition used in the Films, Videos and Publications Classification Act 1993.

## **Section A - Introduction**

The measures to ensure the cybersafety of Ahuroa School outlined in this document are based on our core values.

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices bring great benefits to the teaching and learning programmes at Ahuroa School, and to the effective operation of the school.

Our school has rigorous cybersafety practices in place, which include cybersafety use agreements for all school staff and students.

The overall goal of the school in this matter is to create and maintain a cybersafety culture which is in keeping with the values of the school, and legislative and professional obligations. This use agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cybersafety breaches which undermine the safety of the school environment.

All students will be issued with a use agreement and once signed consent has been returned to school, students will be able to use the school ICT equipment/devices.

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices are for educational purposes appropriate to the school environment. This applies whether the ICT equipment is owned or leased either partially or wholly by the school, and used on *or* off the school site.

The school may monitor traffic and material sent and received using the school's ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including email.

The school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit.

## Section B - Rules to help keep Ahuroa School Students Cybersafe

### These rules will help us to stay safe when using ICT at school

1. I cannot use school ICT equipment until my parent/s have signed my use agreement form (see Section C) and the completed form has been returned to school.
2. I can only use the computers and other ICT equipment for my schoolwork and only with my teacher's permission.
3. I can only go online or use the Internet at school when a teacher gives permission and an adult is present.
4. If there is something I'm not sure about I will ask my teacher.
5. I will not use the Internet, email, mobile phones or any other ICT equipment to be mean, rude, or unkind about other people.
6. I will not tell anyone my password.
7. If I find anything that upsets me, is mean or rude, or things I know are not acceptable at our school, I will:
  - Not show others
  - Turn off the screen or close the laptop
  - Get a teacher straight away
8. I will ask my teacher's permission before I put any personal information online.  
**Personal information includes:**
  - **Name**
  - **Address**
  - **Email address**
  - **Phone numbers**
  - **Photos.**
10. I will be careful and will look after all our school ICT equipment by:
  - Not being silly and playing around with it
  - Following our school cybersafety rules
  - Telling a teacher about anything wrong or damaged.
11. I understand that if I break these rules the school may need to tell my parent(s). Section C - Ahuroa School Cybersafety Use Agreement Form

### To the parent/caregiver/legal guardian, please:

1. **Read this page carefully**, to check you understand your responsibilities under this agreement
2. **Sign the appropriate section on this form**
3. **Detach and return this form to the school office**
4. **Keep the document for future reference**, as well as the copy of this signed page which the school will provide.

### I understand that Ahuroa School will:

- Do its best to enhance learning through the safe use of ICT. This includes working to restrict access to inappropriate, illegal or harmful material on the Internet or school ICT equipment/devices at school, or at school related activities
- Work progressively with children and their families to encourage and develop an understanding of the importance of cybersafety through education designed to complement and support the use agreement initiative. This includes providing children with strategies to keep themselves safe in cyberspace
- Keep a copy of this signed use agreement on file
- Respond to any breaches in an appropriate manner
- Welcome enquiries from parents or students about cybersafety issues.

### My responsibilities include:

- I will read this cybersafety use agreement document
- I will discuss the information with my child and explain why it is important
- I will return the signed agreement to the school
- I will support the school's cybersafety programme by encouraging my child to follow the cybersafety rules, and to always ask the teacher if they are unsure about any use of ICT
- I will contact the principal to discuss any questions I might have about cybersafety and/or this use agreement and I am welcome to do this at any time.

*Additional information can be found on the NetSafe website [www.netsafe.org.nz/ua](http://www.netsafe.org.nz/ua)*

Please detach and return this section to school.

**I have read this cybersafety use agreement and I am aware of the school's initiatives to maintain a cybersafe learning environment, including my child's responsibilities.**

**Name of student:** .....

**Name of parent/caregiver/legal guardian:** .....

**Parent's signature:** ..... **Date:** .....

**Please note: This agreement for your child will remain in force as long as he/she is enrolled at this school. If it becomes necessary to add/amend any information or rule, parents will be advised in writing.**



## Appendix 5.4.2: Ahuroa School Cybersafety Use Agreement for all School Staff

**This document is comprised of this cover page and three sections:**

**Section A: Important Cybersafety Initiatives and Rules**

**Section B: Some Important Staff Obligations Regarding Student Cybersafety**

**Section C: Staff Cybersafety Use Agreement Form.**

### **Instructions for staff**

5. Please read the entire document carefully.
6. If any clarification is required, it should be discussed with the principal before the document is signed. Additional background information on use agreements can be found on the NetSafe website [www.netsafe.org.nz/ua](http://www.netsafe.org.nz/ua)
7. Detach Section C, sign and return it to the office.
8. It is important to retain the remaining pages for future reference.

#### ***Important terms used in this document:***

- (f) The abbreviation '**ICT**' in this document refers to the term 'Information and Communication Technologies'
- (g) '**Cybersafety**' refers to the safe use of the Internet and ICT equipment/devices, including mobile phones
- (h) '**School ICT**' refers to the school's computer network, Internet access facilities, computers, and other school ICT equipment/devices as outlined in (d) below
- (i) The term '**ICT equipment/devices**' used in this document, includes but is not limited to; computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies as they come into use
- (j) '**Objectionable**' in this agreement means material that deals with matters such as sex, cruelty, or violence in such a manner that it is likely to be injurious to the good of students or incompatible with a school environment. This is intended to be inclusive of the definition used in the Films, Videos and Publications Classification Act 1993.

## Section A - Important Ahuroa School Cybersafety Initiatives and Rules

The measures to ensure the cybersafety of Ahuroa School outlined in this document are based on our core values.

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices bring great benefits to the teaching and learning programmes at Ahuroa School, and to the effective operation of the school.

Our school has rigorous cybersafety practices in place, which include cybersafety use agreements for all school staff and students.

The overall goal of the school in this matter is to create and maintain a cybersafety culture which is in keeping with the values of the school, and legislative and professional obligations. This use agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cybersafety breaches which undermine the safety of the school environment.

### 1. Cybersafety use agreements

- 1.1 All staff, students and volunteers, *whether or not* they make use of the school's computer network, Internet access facilities, computers and other ICT equipment/devices in the school environment, will be issued with a use agreement.
- 1.2 Staff are required to read these pages carefully, and return the signed use agreement form in Section C to the school office for filing.
- 1.3 The school's computer network, Internet access facilities, computers and other school ICT equipment/devices are for educational purposes appropriate to the school environment. Staff may also use school ICT for professional development and personal use which is both reasonable and appropriate to the school environment. This applies whether the ICT equipment is owned or leased either partially or wholly by the school, and used on *or* off the school site.
- 1.4 Any staff member who has a signed use agreement with the school and allows another person who does not have a signed use agreement to use the school ICT, is responsible for that use.

### 2. The use of any privately-owned/leased ICT equipment/devices on the school site, or at any school-related activity must be appropriate to the school environment. This includes any images or material present/stored on privately-owned/leased ICT equipment/devices brought onto the school site, or to any school-related activity. This also includes the use of mobile phones.

### 3. When using school ICT, or privately-owned ICT on the school site or at any school-related activity, users must not:

- Initiate access to inappropriate or illegal material
- Save or distribute such material by copying, storing, printing or showing to other people.

### 4. Users must not use any electronic communication (e.g. email, text) in a way that could cause offence to others or harass or harm them, put anyone at potential risk, or in any other way be inappropriate to the school environment.

### 5. Users must not attempt to download, install or connect any software or hardware onto school ICT equipment, or utilise such software/hardware, unless authorised by the Principal.

### 6. All material submitted for publication on the school website/intranet(s) should be appropriate to the school environment. Such material can be posted only by those given the authority to do so by the Principal.

### 7. All school ICT equipment/devices should be cared for in a responsible manner. Any damage, loss or theft must be reported immediately to the principal or head of ICT.

### 8. All users are expected to practise sensible use to limit wastage of computer resources or bandwidth. This includes avoiding unnecessary printing, unnecessary Internet access, uploads or downloads.

### 9. The users of school ICT equipment and devices must comply with the Copyright Act 1994 and any licensing agreements relating to original work. Users who infringe copyright may be personally liable under the provisions of the Copyright Act 1994.

### 10. Passwords must be strong, kept confidential and not shared with anyone else. A strong password is at least 8 characters in length with a mix of lower case (abd . . .) and upper case (ABC . . .) letters, symbols (#\*@ . . .) and numerals (123 . . .).

### 11. Users should not allow any other person access to any equipment/device logged in under their own user account, unless with special permission from the principal.

### 12. The principles of confidentiality and privacy extend to accessing, inadvertently viewing or disclosing information about staff, or students and their families, stored on the school network or any ICT device. The Ministry of Education guidelines ([www.tki.org.nz/r/governance/curriculum/copyguide\\_e.php](http://www.tki.org.nz/r/governance/curriculum/copyguide_e.php)) should be followed regarding issues of privacy, safety and copyright associated with student material which staff may wish to publish or post on the school website.

### 13. Dealing with incidents

## Ahuroa School Board of Trustees

- 14.1 Staff must follow procedures relating to the school cybersafety incident book.
- 14.2 Any incidents involving the unintentional or deliberate accessing of inappropriate material by staff or students, must be recorded in handwriting in the cybersafety incident book with the date, time and other relevant details.

In the event of access of such material, users should:

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Not show others</li><li>2. Close or minimise the window, and</li><li>3. Report the incident as soon as practicable to the principal.</li></ol> |
|---|

- 14.3 If an incident involves inappropriate material or activities of a serious nature, or is suspected of being illegal, it is necessary for the incident to be reported to principal IMMEDIATELY.
14. Any electronic data or files created or modified on behalf of Ahuroa School on any ICT, regardless of who owns the ICT, are the property of Ahuroa School
15. Monitoring by the school
- 16.1 The school may monitor traffic and material sent and received using the school's ICT infrastructures.
- 16.2 The school reserves the right to deploy filtering and/or monitoring software where appropriate to restrict access to certain sites and data, including email.
- 16.3 Users must not attempt to circumvent filtering or monitoring.
16. Breaches of the agreement
- 17.1 A breach of the use agreement may constitute a breach of discipline and may result in a finding of serious misconduct. A serious breach of discipline would include involvement with objectionable material, antisocial activities such as harassment or misuse of the school ICT in a manner that could be harmful to the safety of the school or call into question the user's suitability to be in a school environment.
- 17.2 If there is a suspected breach of the use agreement involving privately-owned ICT on the school site or at a school-related activity, the matter may be investigated by the school. The school may request permission to audit that equipment/device(s) as part of its investigation into the alleged incident.
- 17.3 Involvement with material which is deemed 'objectionable' under the Films, Videos and Publications Classification Act 1993 is serious, and in addition to any inquiry undertaken by the school, the applicable agency involved with investigating offences under the Act may be notified at the commencement, during or after the school's investigation.
17. The school reserves the right to conduct an internal audit of its computer network, Internet access facilities, computers and other school ICT equipment/devices, or commission an independent audit. If deemed necessary, this audit will include any stored content, and all aspects of its use, including email. An audit may include any laptops provided by or subsidised by/through the school or provided /subsidised by the Ministry of Education.
- Please note that conducting an audit does not give any representative of Ahuroa School the right to enter the home of school personnel, nor the right to seize or search any ICT equipment/devices belonging to that person, except to the extent permitted by law.
18. Queries or concerns
- 19.1 Staff should take any queries or concerns regarding technical matters to the Principal.
- 19.2 Queries or concerns regarding other cybersafety issues should be taken to the principal.
- 19.3 In the event of a serious incident which occurs when the principal is not available, the board chairperson should be informed immediately.

## **Section B - Some Important Staff Requirements Regarding Student Cybersafety**

1. Staff have the professional responsibility to ensure the safety and well-being of children using the school's computer network, Internet access facilities, computers and other school ICT equipment/ devices on the school site or at any school-related activity.
2. If staff are aware that a student has not signed a use agreement, the student will not be permitted to use school ICT unless there are special circumstances approved by the principal.
3. If staff are aware of any students who have not signed a use agreement their names should be reported to the principal, or to the cybersafety manager.
4. Staff should guide students in effective strategies for searching and using the Internet.
5. While students are accessing the Internet in a classroom situation, the supervising staff member should be an active presence. The cybersafety manager will advise about cybersafety protocols regarding Internet access by students in other situations.
6. Staff should support students in following the student use agreement. This includes:
7. Endeavouring to check that all students in their care understand the requirements of the student agreement
8. Regularly reminding students of the contents of the use agreement they have signed, and encouraging them to make positive use of ICT.
9. Staff are expected to follow the instructions of the cybersafety manager regarding their role in maintaining cybersafety if students of the school are permitted email accounts. (Student email accounts may involve remote access, or access to private non-school email from within the school or on the school network).

## Section C - Ahuroa School Staff Cybersafety Use Agreement Form

Please complete, sign, and date this Staff Use Agreement Form which confirms your agreement to follow the obligations and responsibilities outlined in this document. The key obligations and responsibilities are:

- All ICT use must be appropriate to the school environment
- Passwords will be kept confidential
- The principles of confidentiality, privacy and copyright apply.

If you have any queries about the agreement, you are encouraged to discuss them with the cybersafety manager or the principal before you sign. Once signed, this form should be returned to the school office to be passed on to the office manager for filing with staff records.

A copy of the signed form will be supplied to you.

*This year the cybersafety manager at Ahuroa is the principal*

*Additional information can be found on the NetSafe website [www.netsafe.org.nz/ua](http://www.netsafe.org.nz/ua)*

Please tick one -

☐

I believe that I have sufficient knowledge to safely supervise the use made by students in my care of the school's computer network, Internet access facilities, computers and other school ICT equipment/devices.

☐

I require additional training/professional development in order to safely supervise the use made by students in my care of the school's computer network, Internet access facilities, computers and other school ICT equipment/devices.

### Use agreement

**I have read and am aware of the obligations and responsibilities outlined in this Staff Cybersafety Use Agreement document, a copy of which I have been advised to retain for reference. These obligations and responsibilities relate to the cybersafety of students, the school community and the school environment.**

**I also understand that breaches of this Staff Cybersafety Use Agreement will be investigated and could result in disciplinary action, and where required, referral to law enforcement.**

**Name:**

**Role in the**

**school:**

**Signature:**

**Date:**

.....

.....

.....

.....

<b>Procedure 5.5: Emergency</b>
---------------------------------

**Rationale**

Emergency procedures must be in place to ensure the maximum safety of all students and staff in the event of an emergency due to fire, earthquake, storm, hazardous chemical spillage or pandemic outbreak.

**Procedures**

As attached.

**Guidelines**

1. To ensure all staff and students are familiar with the Emergency Procedures, training will be given.
2. Practices to be carried out six monthly in emergency drills and minuted in the Principal's Report to the Board.
3. All access points to buildings (door ways) and egress points (in relocatable rooms) to be clear at all times.
4. All staff to be familiar with the sounding of the alarm and assembly areas.
5. The booklet "Emergency Procedures" published by Civil Defence and the Ministry of Education 1992 will be used as a guideline.
6. The Building Evacuation Manager is the Principal. The Building Evacuation Supervisor's will be classroom teachers.

**Fire Emergency Procedures:**

The teacher's first responsibility is to the students.

**IN THE EVENT OF ANY EMERGENCY NO STUDENTS ARE TO LEAVE THE SCHOOL  
UNLESS COLLECTED BY PARENTS/CAREGIVERS**

An emergency Alarm is signaled by the continuous blowing of a whistle. Whistles are hung beside the main doors to all classrooms, and the office.

**Fire Safety Procedures**

1. The signal for fire will be a continuous blowing of a whistle, or in the event of the above being unusable, a verbal message.
2. Immediately this is heard, teachers will collect the register of attendance and without delay take the children to their assembly area: *The field.*
3. Teachers will call the roll and report to the Principal (who will act as the Building Evacuation Manager), on the roll status of each class.
4. Teachers and children will remain in the determined areas until the all-clear signal is given by the Principal or the Fire Service.
5. Fire drill will take place every six months.

6. Teachers will be given notice that Fire Drill will take place some time prior within the week.
7. Teachers will instruct (or remind) their children of the importance of this practice and the method of evacuating the school should a fire start and to walk quickly and quietly.
8. All fire exits are to be kept clear of furniture.

#### **INSTRUCTIONS FOR STAFF AND WARDENS IF YOU DISCOVER A FIRE**

1. Operate the fire alarm by continuously blowing a whistle.
2. Warn others in the immediate area as they evacuate.
3. Teachers to collect their Register of Attendance for their class and take with them.
4. Close all doors on exiting the building.
5. Report the location of the fire to the Building Evacuation Manager and confirm if you have dialed the Fire Service.
6. Proceed to the place of safety quickly and quietly at,  
**the field at Ahuroa School**
7. All teachers to take their roll and report to the Evacuation Manager on the roll status of each class.
8. Follow instructions of the Evacuation Manager/Fire Service
9. Remain outside until the all clear is given by the Fire Service

#### **BUILDING EVACUATION PERSONNEL DUTIES – YOUR PRIME CONCERN IS THE SAVING OF LIFE ON HEARING AN ALARM**

1. Initiate evacuation
2. Ensure your floor/area is evacuated, check toilets on way out.
3. Ensure all smoke stop doors on route of exit are closed.
4. Note location of persons remaining in premises, including disabled persons, fire control personnel, etc
5. Report to Building Evacuation Manager and pass information on
6. Report to assembly area and check each class has taken their roll and all students are accounted for
7. Only if conditions permit, and it is safe to do so, should any attempt be made to extinguish the fire. (Persons remaining in the building to attempt extinguishment of fire to have their location reported to Building Fire Warden).

#### **Earthquake Procedures**

All pupils will be trained in procedures to be followed in case of earthquake:

- Earthquake drill will *take place twice a year*.
- To indicate the beginning of an earthquake or earthquake drill all teachers will use the signal **“Earthquake Drop”**.
- All pupils will take cover under their desks and hold onto its legs.
- If outside, pupils will move clear of buildings, power poles, overhead power lines, high banks and trees.
- If no desks or tables are available, e.g. in Hall, pupils will drop to knees (away from windows) clasp both hands firmly behind their heads, bury their faces in their arms to protect head and close eyes.
- All pupils and teachers will remain in the buildings until the shaking stops and/or the “all clear” is given by the teachers.

## **Evacuation**

The decision to evacuate will be made by the Principal.

1. The signal to evacuate will be continuous blowing of a whistle or same ring on the hand bell, or in the event of the above being unusable, a verbal message.
2. Immediately this is heard, teachers will collect the register of attendance and without delay take the children to their assembly area: ***The field.***

## **Cyclone/Storm**

- Teacher in charge of room decides whether it is safe to stay
- Move or stay inside away from windows
- Make sure students do not go outside
- Register to be checked and staff duties carried out

## **Hazardous Chemical Spillage**

- Move or stay inside, close all windows and doors, register to be checked and staff duties carried out.

## **Pandemic Outbreak**

In the event of an outbreak of Swine Flu in New Zealand, Ahuroa has a detailed Pandemic Plan contained in the Emergency Management folder held in the Principals office. A copy of this plan can also be found in the Pandemic Emergency Supplies Kit located in the Sick Bay. The Pandemic Plan will only be activated if advised by the Ministry of Health and/or the Ministry of Education.

In the event of an outbreak of Swine Flu the:

- Pandemic Manager will be Melinda Bennett (Principal)
- Deputies will be Jessica Hanlon (Assistant Principal) and Eli DeMeulemeester (BOT member)

## **LOCATION OF EMERGENCY RESOURCES**

- Battery powered radio for emergency message broadcasts - Office.
- Fire extinguishers - as per floor plans posted around the school
- First Aid Kits – Sick Bay
- Pandemic Emergency Supplies Kit – Sick Bay

## **CONTINUED FUNCTIONING OF THE SCHOOL**

In an event such as an earthquake, volcanic eruption or major destructive storm that causes a national or civil emergency it may become necessary to keep our students at School. In such an occurrence we would be guided by the Civil Defence authorities and no children would be able to leave the School unless permission is obtained from a designated Civil Defence Officer.

In order for the School to continue functioning the following will need to be observed:

- no-one is to leave the School grounds.
- conserve water - do not flush toilets.
- conserve or eliminate the risk with electricity by turning off all power outlets and appliances.



**Procedure 5.6: Behaviour Management**

**Ahuroa School has 3 ‘rules’ that students and staff are expected to abide by:**

- 1. Treat people kindly**
- 2. Respect our school and the people and things in it.**
- 3. Follow instructions first time.**

Staff at Ahuroa School will be consistent in their expectation that all students will abide by the school rules. The Principal will be consistent in expecting that all staff abide by the school rules.

Disregard for these rules can lead to a breakdown in the relationship between students and staff. As a result the learning of students may be interrupted or compromised.

When addressing relationships and ‘behaviour management’ the staff at Ahuroa School will use a restorative approach. This approach is based on the following understandings:

- Misconduct (Crime) is a fundamental violation of people and interpersonal relationships.
- Violations create obligations and liabilities
- Restorative approaches (Restorative Justice) seeks to heal and put right the wrongs.

This approach focuses on the community defined by the incident and not just the ‘wrongdoer’. It is an approach to harmful behaviour and community conflict that sees wrongdoing as essentially a violation of people and relationships.

This approach will be applied to all violations at all levels from minimal to extreme.

‘Community conferencing’ will be used as the vehicle for addressing all violations. These conferences may be short and immediate and facilitated by the teacher. Support from the principal or a senior staff member may be requested.

Where ever possible, the classroom teacher will facilitate conferences that relate to relationships within their classroom. This may require the classroom teacher to be released by the principal or another staff member.

Incidents in the playground will be addressed by the teacher on duty, if appropriate.

Significant, recurring or serious incidents will be referred to the Principal. In some instances a specific ‘behaviour modification or critical incident plan’ will be implemented in consultation with parents.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 23/2/2013*

**Procedure 5.7: Anti Bullying**

**Purposes:**

- Bullying or unprovoked aggressive behaviour by pupils can cause psychological damage which may have lasting consequences for the child.
- To provide a safe physical and emotional environment for children.

**Definition**

Bullying can be

- Physical - striking, kicking, damaging, taking belongings etc.
- Verbal – name calling, teasing, insulting, racist remarks, ridicule of family members
- Emotional/psychological – spreading rumours, exclusion from social groups, persistent mockery, manipulation of social groups etc.

Bullying is different from outbreaks of aggressive behaviour in that it is **deliberate and persistent**.

**Guidelines**

The school will use the No-Blame Approach to resolve Bullying issues (Appended)

- a) Pupil/s concerns should initially be raised with the class teacher or Principal.
- b) Concerns from outside the school (e.g. primary school parents or staff) will be dealt with by the Principal.
- c) Children who persistently bully others will be placed on the discipline sequence outlined in the behaviour management plan (Appended).

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/5/2011*

## Procedure 5.8: Administering Medicines

### **Purpose**

- To ensure children and staff are safe (physically, legally)
- To give clear directions to parents staff and pupils re administration of drugs.

### **Guidelines**

- Written parental consent is required for the staff to administer medicine.

### **Procedures**

- Where it is necessary for a child to take medicine at school, with the exception of asthma inhalers the drugs will be looked after in the office.
- The child will report to the office to get their medicine and take it under supervision.
- A record will be kept of drugs administered.

### **Parent Notice**

If it is necessary for your child to take medicine at school we need your consent/direction regarding this in writing.

Children are not permitted to keep medicines in their desks. Medicine is to be put in safekeeping at the office.

The school cannot be responsible for a child failing to take medicine.

A photograph will be displayed where it is important that all staff know when life saving action is warranted.

The principal will ensure that parents are aware of any medicines that have been administered during the day.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/5/2011*

**Procedure 5.9: Visitors to the School and Parent Helpers**

**Rationale:**

The Board of Trustees recognises that all staff and children must be safe in their work environment.

**Purposes:**

- 1 To ensure that all visitors to the school feel welcomed and acknowledged.
- 2 To ensure that all staff and children are in a safe environment.
- 3 To ensure that the students academic and social information remains private to them.

**Guidelines**

- a* All visitors will report to the reception office at the school immediately on arrival.
- b* All visitors will be shown bathroom facilities.
- c* Where it is appropriate the Senior Students will take responsibility for making visitors welcome.
- d* Parents helpers are welcomed and valued at Ahuroa School as they provide a valuable contribution to children's learning.
- e* On Enrolment parents will be given the 'parent helper' information sheet.
- f* Regular parent helpers to the classroom will be given a copy of the 'parent helper' information sheet.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/5/2011*

### Appendix 5.9.1: Parent Helper Guidelines

Ahuroa School welcomes parent helpers to our classrooms.

Parent helpers provide additional support to students that is very valuable and has a positive impact on student achievement.

To ensure that parent helpers are clear about their role and get a sense of satisfaction from their time in the classroom we have identified some important points for parent helpers to keep in mind.

- Are you clear about what you are doing? Teachers do their best to clearly explain what they would like you to do and with whom. If you are still not sure - please ask for more guidance. It is important to us that you feel confident about what you are doing.
- The teacher is there to manage behaviour. We do not expect parent helpers to manage or deal with any disrespectful or difficult behaviour. If a child or group of students you are working with are not behaving appropriately please alert the teacher straight away and they will address this.
- Privacy of student information. Please keep in mind that while working in the classroom parent helpers are privy to information about children that can be of a personal and sensitive nature, particularly in regards to children's academic achievement and behaviour. This information is private and should remain within the classroom. It is inappropriate for parent helpers to discuss the achievement of students in the class with other parents or community members.

**Procedure 5.11: Child Abuse and Neglect**

**Purpose**

- To provide a safe physical and emotional environment for students
- To ensure that the school is well prepared and able to detect and render assistance in cases of child abuse and neglect.
- To ensure that students are provided with preventative education to enhance their safety and awareness.

**Guidelines**

- All staff members will receive information to assist them in identifying students who may have been subjected to abuse or neglect and to learn to respond appropriately.
- As part of their Health programme students will be provided with preventative education and support information about child abuse and the appropriate responses to abuse.
- Any classroom teacher suspecting a case of abuse/neglect should report the matter to the Principal.
- Formal interviewing of any student should only be undertaken by the appropriate outside agency. (CYFS or Police).
- Ensure that a responsible adult supports the student and that the support role is clearly defined.
- Any notes or information about suspected abuse/neglect must be contained in a confidential file. Any notes taken may be used as evidence in court.
- At all times the welfare of the child is paramount.

**Procedure**

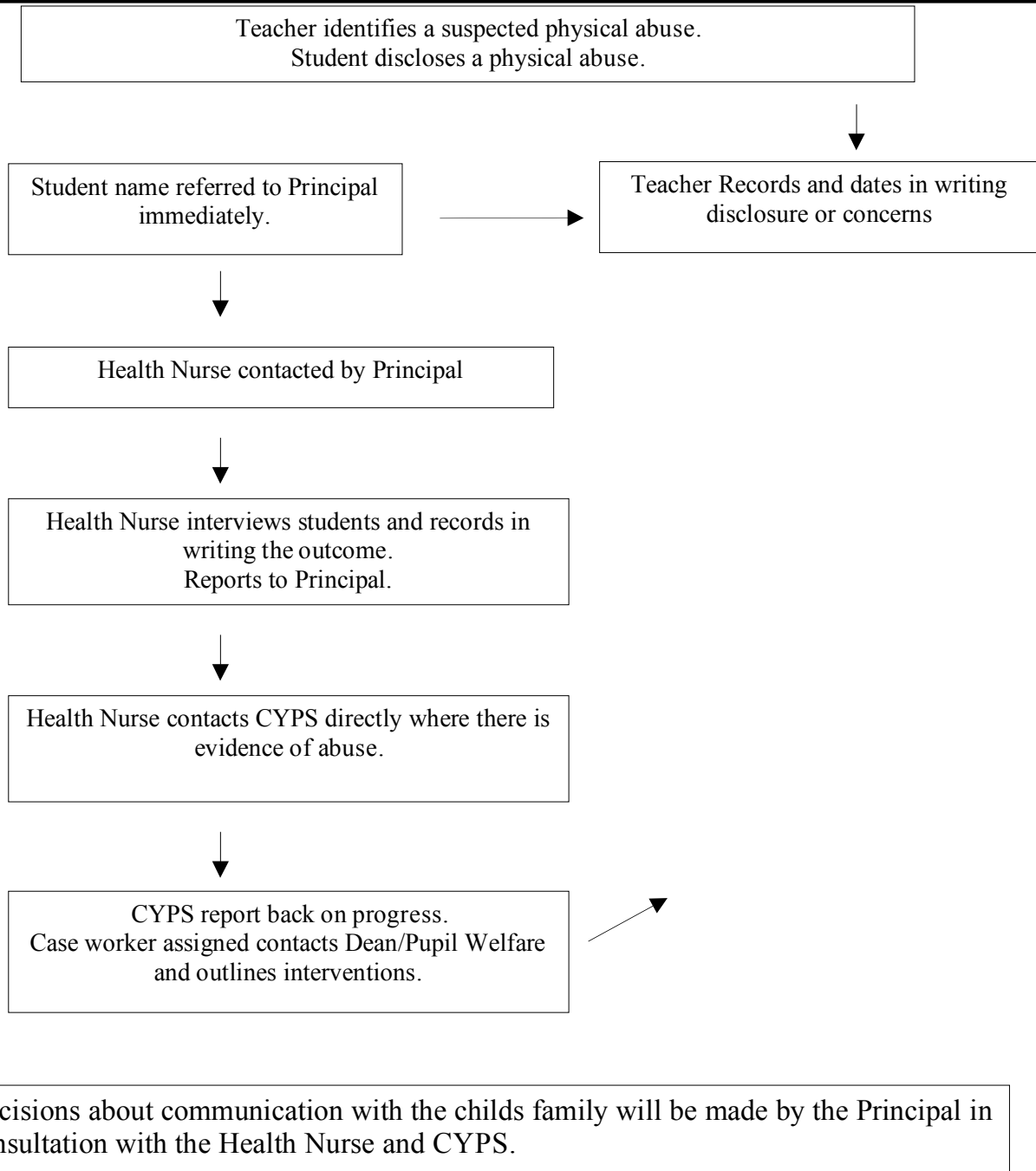
See flowchart overleaf.

*Principal: Melinda Bennett*

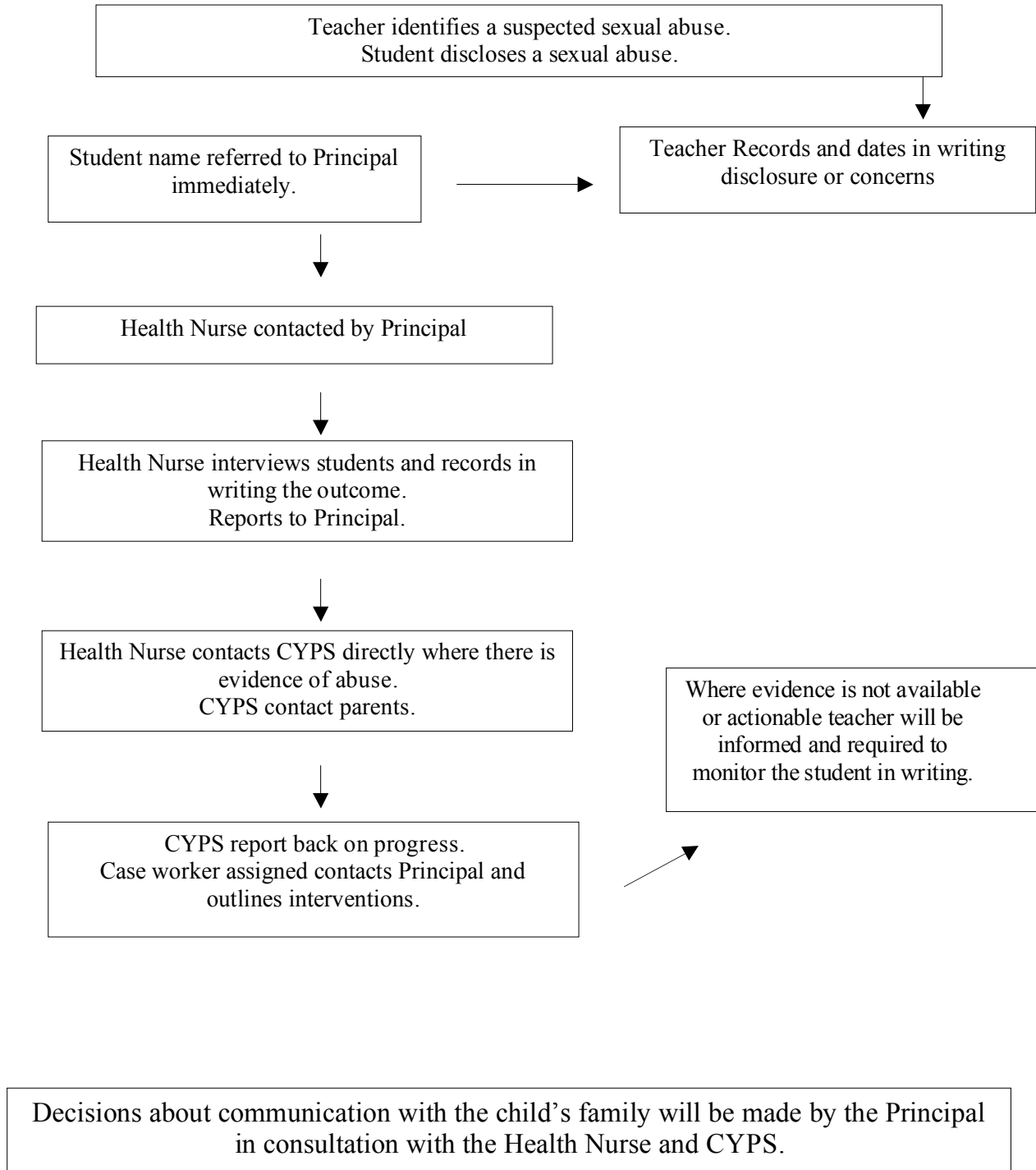
*Chairperson: Eli DeMeulemeester*

*Date: 26/5/2011*

**Appendix 5.11.1: Physical Abuse Flowchart**



**Procedure 5.12: Sexual Abuse Flowchart**





### Procedure 5.13: Sexual Harassment

#### **Purpose**

Everyone at Ahuroa School has a right to work and learn in an environment free from sexual harassment.

To have clear procedures for staff and students to follow should they be sexually harassed.

#### **Guidelines**

1. Sexual harassment is offensive, unasked for behaviour. Sexual harassment generally occurs when a person is subjected to unwelcome verbal or physical conduct of a sexual nature.

It can include:

- sex orientated jokes, cartoons, posters, pin-ups
- offensive questions, comments, abuse, leering
- unwanted, unnecessary, deliberate physical contact, touching and gestures
- questions and comments about private life
- requests for sexual favours implying promises of favourable treatment or threats of unfavourable treatment

Sexual harassment can occur between:

- Individuals
- Individual and Group
- Groups
- Students
- Students and Adults
- Adults

2. Sexual harassment is serious and can be detrimental to one's work performance, to learning, to job opportunities, as well as to self-esteem and reputation. All employees and students must be able to work in, learn in, and be part of, an environment that is free from sexual harassment.
3. The Board will ensure that all members of the school community are informed of the nature and implications of sexual harassment, and will act to reduce the risk of its occurrence.
4. All complaints of sexual harassment will be taken seriously, investigated quickly, privately and fairly, with no victimisation and according to procedures supporting the policy.

#### **Procedures**

##### **Enquiries and Complaints of Sexual Harassment**

Anyone with an inquiry or a complaint about sexual harassment is to follow the procedures as outlined in the school grievance policy.

When an employee makes a claim of sexual harassment the procedures set out in the Primary Teachers Collective Agreement will be followed.

Each year the Principal will report to Board on the steps taken regarding notification of this policy.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/5/2011*

<b>Procedure 5.14: Civil Defence</b>
--------------------------------------

**Rationale**

This Policy has been written with reference to the suggestions set out in “Disaster Preparation and Planning for Schools” produced by the Auckland City Council. The main responsibility of teachers in an Emergency is the safety of their children. Staff will need to ensure that they have their own family plan whereby family members cope until they themselves are able to return home.

**Purpose**

- To ensure that the school is best able to provide for the safety and care of children and staff during a civil emergency.

**Guidelines****Hazards Identification**

- High winds
- Fire
- Earthquake
- Volcanic Eruption
- Flooding
- Chemical Spill
- Civil Emergency or Armed Offenders Alert

**1. Procedures for dealing with each hazard**

- For each hazard there are clear guidelines about what will happen if this emergency occurs and how it is to be dealt with. See this policy and Earthquake procedures, and Hazards Identification policy.

**2. Emergency Measures**

- The school will obey instructions from the nearest Civil Defence post in the event of a major emergency. The principal will manage the predetermined evacuation plan/escape route.

**3. Emergency Phone List**

- This enables all school families to be contacted
- *Arrangements are included in the plan for care of students whose parents/caregivers can not be contacted in an emergency.*

**4. Evacuation Plan and Procedures**

- If the emergency is one of Fire only, follow the steps laid down in the Fire Evacuation Plan.
- In case of earthquake, children are to take cover under desks and tables or under doorways. They must kneel and tuck their heads in with their hands placed over the head and forearms pulled against their ears. Once the quake has stopped the same evacuation drill as for fire is to be followed unless instructed otherwise.
- Should an emergency happen, the Principal will raise the alarm, and students will evacuate the buildings as laid down in the Fire Evacuation Plan and assemble at the designated areas.
- The designated person will assist students with disabilities.
- The toilets, library, office and non-classroom areas are checked by designated people.
- Rolls are used to account for all students as detailed in the plan.
- There are trial evacuation drills *twice per year*.

- Staff are to receive training for the Evacuation Plan.
- Staff are encouraged to hold a current First Aid Certificate.

#### **5. Emergency Closure of the School**

- Due to an emergency such as the school having no water supply the Chairperson of the Board determines the procedure to follow for closing the school.
- Student safety is always the priority.
- All persons associated with the school (especially bus operators) are to be notified as soon as possible.
- The local Ministry of Education office is to be notified.

#### **6. Post Emergency Procedure**

The Principal, in conjunction with the designated Board member will assess the circumstances and decide when the school will re-open for instruction.

#### **7. Safety Equipment**

Safety equipment is checked on a regular basis

Fire reels	-	once a year	Wormald
All fire safety equip		once a year	Wormald
Evacuation Drills		<i>twice a year</i>	Principal

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/5/2011*

**Procedure 5.15: Dealing with non-custodial parents**

**Rationale:**

To ensure that children are safe, while also complying with court orders and court sanctioned agreements.

**Purposes:**

1. That children are kept safe from domestic disputes in the school environment wherever possible.
2. That the rights of parents and guardians are protected in the school environment, where such rights are known to the school.

**Guidelines:**

1. Parents and guardians will be encouraged to provide the school with a copy of court orders and agreements which deal with custodial and guardianship rights.
2. The confidentiality of such information will be respected and it will be made known only to those staff members who need to know.
3. Staff members will use their best endeavours to ensure that such rights are respected within the school environment and that the parents/guardians and children are dealt with in accordance with such rights.
4. Outside agencies may be used to handle situations beyond the competence of the school or where the school believes the safety of the child is of concern.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/5/2011*

**Procedure 5.16: HIV, Hepatitis and Blood borne viruses**

**Purpose**

- To secure the Health, Safety and Welfare of all persons employed at Ahuroa School and of all the students attending the school.
- To ensure that all staff are aware of the danger of HIV/AIDS and other blood-borne viruses.
- To protect the privacy of any pupil or staff member that suffers from HIV/AIDS or other blood-borne virus.

**Guidelines**

- This policy and procedures should be read in conjunction with the following documents:

School Policies

Legislation

Privacy

Education Act 1989 s3

- Discipline

Human Rights Act 1993 s21 & s57

- Grievance Procedures

Health Act 1956

Health and Safety in the Workplace Health (Infectious and Notifiable

- Enrolments Diseases) Regulations 1996

- Privacy Act 1993

- Health and Safety in Employment

- Act 1992

- National Education Guide Lines

- 1993 (NAG 1 iv & NAG 5 i & ii)

- A child's health status should not affect their right to an education.
- In dealing with an injury all children should be treated as if they have a blood-borne virus.
- Children have a right to privacy

**Procedures**

- All policies and procedures contained within NAG 5 (Health and Safety) will be monitored on an annual basis.

**Right to Education**

- Children with HIV/AIDS or other blood borne virus should be able to participate in all activity in schools that their health permits.

**Privacy**

- All procedures should be read in conjunction with the school's Privacy Policy.
- It is important that those staff members who "need to know" are informed.
- The child's infectious status will be notified only to staff members who "need to know". This would include: Principal, class teacher, and designated first aid staff.
- The school should not inform the parent community of a child's HIV/AIDS or other blood borne virus status.

**Enrolling**

- When enrolling new students, if disclosure is made, parents will be made aware of the school's Privacy policy and procedures.
- Parents will be asked to disclose information relating to a child's virus status so that the school can provide the best possible support.

**First Aid**

- All designated "First Aid" staff will receive training to ensure they are proficient at carrying out the school's first aid procedures.
- Wear gloves for all procedures
- Don't delay treatment of a child who is bleeding, under any circumstances, because gloves are not immediately available. Use an absorbent barrier such as a towel, paper towel, handkerchief etc for an actively bleeding child.
- Dispose of used gloves, soiled dressings etc in a place they will not be handled, e.g. in bags which are burnt or buried.

**Safety**

- The Board will ensure that school cleaning staff are trained in the correct disposal of contaminated wastes.

**Curriculum**

- School Health programmes will develop the knowledge, understandings, skills and attitudes necessary for students to deal confidently with matters surrounding HIV/AIDS and other blood borne viruses.

*Principal: Melinda Bennett*

*Chairperson: E DeMeulemeester*

*Date: 26/5/2011*

**Policy 5(b) Smoke Free**

**Purposes**

To ensure the school is as healthy an environment as possible.

To ensure all employees of the school are aware of their rights and responsibilities as regards smoking in the work place.

**Guidelines**

- 1 The Board of Trustees will comply with the Smoke free Environment Act 1990.
- 2 Staff who do not smoke or don't wish to smoke in their workplace, will be protected from tobacco smoke in their workplace.
- 3 Smoking shall not be permitted in any areas of the school, including the school bus and van.
- 4 The Board of Trustees, through the principal, will ensure all staff are aware of the Smoke Free Policy.
- 5 Smoke-free signs shall be prominently displayed at or immediately inside every entrance (other than those used temporarily or only for emergencies) to the school and every outer entrance to every building or enclosed area forming part of the school.
- 6 Copies of the policy will be available on request to any employee, prospective employee or representative of any employee.
- 7 Where an employee wishes to lodge a complaint regarding the policy or any breach thereof, they shall give the Principal the complaint in writing.
- 8 The Principal shall, on behalf of the Board of Trustees, investigate such complaints within twenty working days, and notify the Board of Trustees of the complaint and the outcome of the investigation.
- 9 In the case of a breach of the smoking policy the Principal shall seek reassurance from the employee that the breach of the smoking policy will not be repeated.
- 10 The employees representative is entitled to be present at any meeting called for the purpose of resolving the complaint.
- 11 The School house and surrounding grounds are not included in this policy.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 25/3/2013*

**Procedure 5.18: Headlice**

**Rationale:**

Headlice is a health problem that if left untreated, can impact on people's health and learning.

**Purposes:**

1. To reduce the incidence of headlice amongst the students at Ahuroa School.
2. To increase community awareness of headlice, its effects and treatment.
3. To develop a strategy for dealing with headlice within the school.

**Guidelines**

1. Caregivers of students who are identified as having headlice will be informed by letter.
2. Caregivers of all students within the class (where headlice are detected) will be informed.
3. Caregivers will be asked to keep students at home until headlice have been treated (Education Act 1989: Part 2:19) where this is appropriate.
4. Parents may request in writing that their son/daughter be excluded from the school headlice checking programme.
5. Students will be given promotional material about headlice when appropriate
6. Headlice information will be placed in the school newsletter as required.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/5/2011*



# Procedure 5.19: Pandemic Plan

## New Zealand's Pandemic Planning

### New Zealand's Influenza Pandemic Management Strategy

STAGE	NZ STRATEGY	Ministry of Health (MoH) / District Health Board (DHB) ALERT CODE	OBJECTIVE AND ACTION
1	Plan for it (Planning)	WHITE (Information / advisory)	<ul style="list-style-type: none"> <li>Objective: devise a plan to reduce the health, social and economic impact of a pandemic on New Zealand</li> <li>Full engagement of whole of government</li> <li>Consultation with and input from many agencies</li> </ul>
		YELLOW (Standby)	<ul style="list-style-type: none"> <li>Prepare to implement pandemic response action plans</li> </ul>
2	Keep it out (Border Management)	RED (Activation)	<ul style="list-style-type: none"> <li>Objective: keep pandemic out of New Zealand</li> <li>Wide range of border management options: <ul style="list-style-type: none"> <li>Closure of New Zealand's border to all non-nationals</li> <li>Quarantine of all returning New Zealand citizens</li> </ul> </li> <li>Enhance internal disease surveillance and notification</li> <li>Investigate and follow up any suspect cases</li> </ul>
3	Stamp it out (Cluster Control)		<ul style="list-style-type: none"> <li>Objective: control and/or eliminate any clusters that might be found in New Zealand</li> <li>Isolate and treat patients and households</li> <li>Contact trace and treat all contacts</li> <li>Restrict movement into/out of affected area(s)</li> <li>MoH directs regional closure of education organisations to children and students, closes other places where people congregate, and prohibits mass gatherings</li> <li>Maintain border management</li> </ul>
4	Manage it (Pandemic Management)		<ul style="list-style-type: none"> <li>Objective: to reduce the impact of pandemic influenza on New Zealand's population</li> <li>Health service reconfiguration to support community response in affected areas</li> <li>MoH directs national closure of education organisations to children and students, closes other places where people congregate, and prohibits mass gatherings</li> <li>Social distancing measures</li> <li>Support for people cared for at home, and their families</li> </ul>
5	Recover from it (Recovery)	GREEN (Stand down)	<ul style="list-style-type: none"> <li>Objective: expedite the recovery of population health where impacted by pandemic, pandemic management measures, or disruption to normal services</li> <li>Phase starts when the population is protected by vaccination, or the pandemic abates in New Zealand</li> </ul>

New Zealand has been planning for an influenza pandemic for some time. The Ministry of Health is working with the health sector and other government agencies, including the Ministry of Education, to ensure New Zealand is as prepared as possible for a potential pandemic. The diagram below outlines the whole of government overall influenza pandemic management strategy and associated actions:

**Appendix 5.19.1: Pandemic Overview**

## Pandemic Plan for Ahuroa School

### **Introduction**

This document has been assembled to help Ahuroa School be prepared for a pandemic outbreak in New Zealand.

Further resources required in case of a pandemic will be the Ministry of Health's website [www.moh.govt.nz/pandemicinfluenza](http://www.moh.govt.nz/pandemicinfluenza) and the Ministry of Education's website [www.moe.govt.nz](http://www.moe.govt.nz) then click on the information resource "Pandemic planning".

Updates will be available on both of these websites as and when they are deemed necessary.

### **Contents**

This publication contains the following topics:

Topic	See Page
Stage 1 – Plan for it	4
Stage 1 – Stand by	10
Stage 2 – Keep it out	11
Stage 3 – Stamp it out, for schools outside cluster area	14
Stage 3 – Stamp it out, for school inside cluster area	17
Stage 4 – Manage it	19
Stage 5 – Recover from it	21
Appendices	22

<b>Appendix 5.19.2: Code White: Stage 1 – Plan for it</b>
---

**Getting Started****Introduction**

Trigger: Internationally, no new influenza virus subtypes have been detected in people. Health officials are concerned, however, that a circulating animal influenza virus subtype could pose a substantial risk of human disease.

Goals: The school is prepared as well as it can be for a pandemic. The plan fits within the school's emergency management plan. Staff, students and parents are well informed and understand their roles in a pandemic emergency.

**Pandemic Manager  
& Deputies**

Pandemic Manager  
Deputy  
Deputy

Mrs Melinda Bennett (Principal)  
Mrs Jessica Hanlon (Teacher)  
Mr Eli DeMeulemeester (Board member)

**Emergency supplies kit** The emergency supplies kit is held in the Office and contains the following:

- a copy of the Pandemic Plan
- notification signs of an Influenza Pandemic to erect around the school
- A3 signs that distinguish difference between influenza and common cold
- 1 x box (50) breathing masks
- 2 x pairs of Eye goggles
- 1 x box (100) of latex gloves
- 5 disposable aprons
- 2 x boxes of tissues
- 2 x boxes (20) paracetamol tablets
- 2 x 500ml bottles paracetamol suspension
- 1 x carton of Chux cloths
- 1L liquid soap

Toilet paper, paper towels, disinfectant and other cleaning products are held in storage in the caretaker's cupboard.

*Continued on next page*

**Cleaning policies, practices and supplies**

During a pandemic Ahuroa School will clean more thoroughly to minimise the spread of the virus. This applies particularly to hard surfaces (for example, sinks, handles, railings, objects and counters) as influenza viruses may live up to two days on hard surfaces.

Influenza viruses are inactivated by alcohol and by chlorine. Cleaning of surfaces with a neutral detergent followed by a disinfectant solution is recommended.

Surfaces that are frequently touched with hands should be cleaned often, preferably daily. Information about the appropriate choice and concentration of disinfectants can be found on the Ministry of Health website.

Hygiene practices will be elevated in a pandemic to an even higher level than usual.

Staff and students will be reminded not to share cups, dishes and cutlery; and we will ensure these items are thoroughly washed with soap and hot water after use.

Books, magazines and papers will be removed from common areas and the library will be closed.

Consider ways of cleaning and/or restricting communal use of some play, physical education equipment and office equipment.

When a person with suspected influenza is identified and has left the school, their work area or office and any other known places will be thoroughly cleaned and disinfected.

Planning will identify the basic hygiene practices (including hand hygiene) to be followed by cleaners, protocols for the use of personal protection equipment (if recommended by the Ministry of Health), and methods for waste disposal.

**Protocols for sick staff/students**

The pandemic manager should avoid visiting the person if possible.  
The pandemic manager should check if the sick person has any of the symptoms outlined in the first section of the flowchart.

**What are the symptoms of influenza?**

Influenza is a highly contagious viral disease of the respiratory tract, characterised by rapid onset of respiratory and generalised signs and symptoms including: a high fever, headache, muscle aches and pains, fatigue, cough, sore throat, or a runny nose.

If the sick person does **not** have symptoms like those listed they are very unlikely to have influenza and should be reassured. An adult “suspect” should be advised to call the pandemic manager again later or to see their GP if they are still concerned. In the case of “suspect” students, parents or whānau should be advised to take these actions. If the sick person **does** have symptoms that match some of those listed on page 4 they should be treated as a “suspect case.” It may be helpful to have an influenza notification form completed, including details of any staff, students and/or visitors they have been in contact with. This information will permit the pandemic manager to identify recent movements and monitor well-being during the pandemic.

The sick person should be informed where they can obtain a surgical mask and be instructed to wear it immediately. This is to help protect others from respiratory droplets.

The sick person should be sent home and they or their family should immediately contact a health professional in the manner advised by Ministry of Health on its website at that time. This may involve phoning the person’s normal doctor or nurse, parent/s, or a specially designated Community Based Assessment Centre (CBAC) to seek further advice. The board of trustees and staff should be informed of the situation. If sending the person home or having them collected is not possible, the sick person should be isolated from others in a designated space (such as the library or art studio) until suitable arrangements can be made for them to leave the premises.

The sick person should, if possible, avoid public transport when going home.

It is helpful for boards/principals to:

- identify contacts (after a staff member or child is suspected to be infected)
- advise contacts that they have been in contact with a person suspected of having influenza
- ask contacts to go home, and stay at home until advised otherwise.

Whenever practicable the staff member’s or student’s work area should be cleaned and disinfected.

Establish a system to manage the absence and return of the staff member or child and their contacts including issues such as:

Advice to the staff member or the child’s family/whānau about how long to stay away – the Ministry of Health ([www.moh.govt.nz](http://www.moh.govt.nz)), website will have advice on this once the characteristics of a pandemic are known.

Decisions on the leave and cover arrangements for staff.

Checking on the staff member or student during his or her absence. This will facilitate treatment and contact tracing if they become ill.

Establishing a process in your plan for ensuring that the staff member or student is healthy before allowing them to return, and that they are encouraged to return once they are well.

**School emergency management plan** As part of Ahuroa's Emergency Management Plan a detailed reference to the Pandemic Plan is made, including where to find it and who the Pandemic Manager and deputies are.

<b>Appendix 5.19.3: Working with your School Community</b>
--

<b>Introduction</b>	<p>The school will take a calm, planned approach to working with the school community. The school will communicate with the relevant groups listed below to inform them that:</p> <p>The school is currently in Stage 1 (Plan for it) of the Pandemic planning</p> <p>The school is updating contact details, teaching children at school good hand and hygiene practices</p> <p>A letter has gone home on 4<sup>th</sup> May, to all parents about Pandemic planning and what parents and students can do at home to prepare e.g. good hand washing procedures (See Appendix 2 &amp; 3)</p> <p>The next stage will be Stage 1, Stand by, where the school is preparing to implement their ‘Pandemic Plan’.</p>		
<b>Relevant Groups</b>	Board of Trustees	see Appendix 1	
	Staff	see Appendix 1	
	Students	see Appendix 1	
	Parents	see Appendix 1	
<b>Medical Advisor</b>	Waitemata Health 422 2700		
<b>Relevant agencies and community support networks</b>	Ministry of Education	09 632 9400	
	Public Health Nurse - Ella Evans-Guy	021 823620	
	CYF local office	09 902 2280	

*Continued on next page*



**Appendix 5.19.4: Code Yellow: Stage 1 – Stand by**

**Preparing to Implement the Pandemic Plan**

<b>Introduction</b>	<p><u>Trigger:</u> The Ministry of Health announces it is preparing to implement Stage 2 of the national pandemic plan.</p> <p><u>Goals:</u>                      The school is prepared to implement its pandemic plan                      Contact lists are updated, and roles and responsibilities are clarified</p>
<b>Review pandemic plan</b>	<ol style="list-style-type: none"> <li>1. Ensure contact details are up to date (see Appendix 1)</li> <li>2. Brief Staff on their roles and responsibilities (see Appendix 4)</li> <li>3. Setup the library as an isolation room and move all emergency supplies into it</li> </ol>
<b>Maintain contact with local DHB</b>	Maintain contact with local DHB contact: 422 2700
<b>Inform relevant groups</b>	<p>Inform, via school website and newsletters, the Board of Trustees, staff, parents and students of the following points:</p> <p>Local status – The school is currently in Stage 1 (Stand by) of the Pandemic planning                      The school is confirming contact details, preparing to implement the Pandemic plan, clarifying roles and responsibilities                      Remind parents and students what they can do to prepare at home, e.g. hand washing practices that were sent home in May 2009 (see Appendix 3)                      What happens next – Stage 2 (Keep it out) will be put into action. Staff and students will be carefully monitored and further educated on symptoms of bird flu and travel plans will be carefully monitored.</p>

**Appendix 5.19.5: Code Red: Stage 2 – Keep it out (border management)**

**Preparing to implement the Pandemic Plan**

<b>Introduction</b>	<p><u>Trigger:</u> The ministry of Health announces human-to-human transmission overseas, or Australia or Singapore close their borders</p> <p><u>Stage 2 Goals:</u></p> <p>The Pandemic Plan is activated and the school is ready for the subsequent phases should the pandemic enter New Zealand.</p> <p>All staff, board of trustees, students and parents are informed, understand their roles and responsibilities and have confidence in the school preparedness.</p>
<b>Maintain links with agencies</b>	<p><u>Ensure all contact lists are up to date</u></p> <p>Copy the contact details (see Appendix 1) for the Principal, Melinda Bennett and the board chair, Eli DeMeulemeester to the:</p> <p>Ministry of Education local office: 09 632 9400</p>
<b>Review Pandemic Plan</b>	<ol style="list-style-type: none"><li>1. Update and check all contact details are correct in Appendix 1</li><li>2. Brief staff on their roles and responsibilities, discuss: pay during a pandemic, notify the school of illness possible health and safety issues leave arrangements if they are ill or need to look after dependents identify core people and core skills amongst staff is there sufficient backup for people Who are the people required to manage the pandemic contingency plan? crucial tasks needed to be done to run school, what could be done remotely See Appendix 4 for further details.</li></ol>

*Continued on next page*

<b>Consult relevant groups</b>	<p>Inform the Board of Trustees, staff, parents and students of the following points:</p> <p>Local status – the school is now in Stage 2 (Keep it out, Border management) of the pandemic plan</p> <p>The school is preparing for a possible school closure and instigating rigorous cleaning practices</p> <p>A letter will be sent home (see Appendix 5 &amp; 6) that identifies the difference between influenza and the common cold and what Ahuroa is doing in preparation</p> <p>The next step in the pandemic process will be Stage 3, where the school could possibly be closed</p> <p>Send a copy of the Pandemic Plan to: Local DHB 422 2700</p>
<b>Educate staff, students and parents</b>	<p>Upload to the school website and distribute leaflet that describes the difference between the symptoms of the common cold and influenza (see Appendix 6)</p>
<b>Monitor international students</b>	<p>Currently Ahuroa School have no international students on their roll.</p>
<b>Monitor planned/recent travel of staff, students &amp; parents</b>	<p>Once a pandemic is recognised, our border may immediately be closed to all incoming passengers possibly for several days. It is possible that all incoming people will have to pass through a quarantine period.</p> <p>On the declaration of a pandemic, if any staff or students have recently (within the last 5 days) visited countries known to be affected, the school should:</p> <p>Advise the person (or caregiver) not to attend school for the duration specified by Ministry of Health for the disease (8 days @ May 2006) ask them to follow instructions on the Ministry of Health website (<a href="http://www.moh.govt.nz">www.moh.govt.nz</a>) for self-checking for influenza symptoms</p> <p>Check on the staff member/student during their absence</p> <p>See Screening Flowchart (Appendix 8) to ascertain if person has suspected influenza and steps needing to be taken</p>

*Continued on next page*

**Appendix 5.19.6: Code Red: Stage 3 – Stamp it out (cluster control) for schools outside cluster area**

**Preparing for Possible School Closure**

<b>Introduction</b>	<p><u>Trigger:</u> Ministry of Health announces human pandemic influenza strain case(s) found in separate locations in New Zealand.</p> <p><u>Goals:</u></p> <p>Schools inside the cluster area are closed. School outside the cluster area are on heightened alert.</p> <p>Students, staff and parents are informed, understand their roles and responsibilities, and have confidence in the school's preparedness</p>
<b>Maintain contact with local DHB</b>	<p><b>The school will not close without taking advice from:</b></p> <p>Our local DHB 422 2700</p> <p>School will start making preparation for possible school closure by sending out a letter re the status of school (see Appendix 7) and uploading it to the website</p> <p>School will start making preparations for securing the premises by locking down the school.</p>
<b>Inform relevant groups</b>	<p>Inform via newsletters and school website, the Board of Trustees, cluster group, staff, parents and students of the following points:</p> <p>Local status – the school is now at Stage 3, Stamp it out (cluster control) for schools <i>outside</i> the cluster area. The school is preparing for possible closure</p> <p>The school is preparing lessons to be conducted via the website, obtaining contact details for teachers to contact students, liaising closely with health officials</p> <p>Ensuring parents and students know the difference between influenza and the common cold (see Appendix 6)</p> <p>Notify the school community that the next stage will be the closure of the school (see Appendix 7)</p>
<b>Prepare staff &amp; student contact list</b>	<p>Ensure that each student at the school has two local emergency contact numbers (see Appendix 1).</p> <p>Ensure the contact details for all staff and BOT members are up to date (see Appendix 1).</p>

<b>Cancel all work related travel</b>	<p>All teachers will have both domestic and international travel plans cancelled</p> <p>The school will inform all parents on the risk of travel during this stage of a pandemic plan via newsletters and the school website (see Appendix 7).</p> <p>Review travel of RTLB teachers that may come from inside an infected cluster group school (and any other teaching aide personnel)</p> <p>Follow Ministry of Health travel advice from <a href="http://www.moh.govt.nz">www.moh.govt.nz</a></p>
<b>Take care of staff &amp; students</b>	<p>Setup an isolation room in the library</p> <p>Use table in Appendix 6 to outline the difference between influenza and the common cold. Two A3 laminated charts are in the Pandemic Box to hang in relevant areas.</p> <p>Be guided by the DHB Emergency Coordinator and the designated Medical Officer of Health together with the Principal and Board of Trustees on how/when children and staff will be sent home (see Appendix 9)</p>
<b>Instigate rigorous cleaning policies</b>	<p>During a pandemic Ahuroa School will clean more thoroughly to minimise the spread of the virus. This applies particularly to hard surfaces (for example, sinks, handles, railings, objects and counters) as influenza viruses may live up to two days on hard surfaces.</p> <p>Influenza viruses are inactivated by alcohol and by chlorine.</p> <p>Cleaning of surfaces with a neutral detergent followed by a disinfectant solution is recommended. Surfaces that are frequently touched with hands should be cleaned often, preferably daily.</p> <p>Information about the appropriate choice and concentration of disinfectants can be found on the Ministry of Health website.</p> <p>Hygiene practices will be elevated in a pandemic to an even higher level than usual.</p> <p>Staff and students will be reminded not to share cups, dishes and cutlery; and we will ensure these items are thoroughly washed with soap and hot water after use.</p> <p>Books, magazines and papers will be removed from common areas, the library will be closed</p> <p>Consider ways of cleaning and/or restricting communal use of some play, physical education equipment and office equipment.</p> <p>When a person with suspected influenza is identified and has left the school, their work area or office and any other known places will be thoroughly cleaned and disinfected.</p> <p>Planning will identify the basic hygiene practices (including hand hygiene) to be followed by cleaners, protocols for the use of personal protection equipment (if recommended by the Ministry of Health), and methods for waste disposal.</p>

**Appendix 5.19.7: Code Red: Stage 3 – Stamp it out (cluster control) for schools inside cluster area**

**Closing your school to students**

<b>Introduction</b>	<p><u>Trigger:</u> Ministry of Health announces human pandemic influenza strain case(s) found in separate locations in New Zealand</p> <p><u>Goals:</u></p> <p>Schools in affected areas (clusters) activate closure procedures in consultation with Medical Officers of Health</p> <p>Students, staff and parents are informed, understand their roles and responsibilities, and have confidence in their school's preparedness</p>
<b>Communicate directly with local DHB</b>	<p>The school will communicate directly with our local DHB emergency planner through the agreed cluster 'point of contact' to inform them of the plan to close the school.</p>
<b>Close school to students</b>	<p>The school will be closed to all students, children will be sent home with instructions on how lessons will be delivered, how they will be communicated to, and how they will be informed when school will reopen. The most immediate form of communication to families when the school shuts will be via the school website</p> <p><a href="http://www.ahuroa.co.nz/school">www.ahuroa.co.nz/school</a></p> <p>Arrangements will be in place for:</p> <ul style="list-style-type: none"> <li>• Staff pay</li> <li>• Power, gas, phone (bills to be picked up and paid by the Principal)</li> <li>• Voluntary deployment of staff</li> </ul>
<b>Prepare to secure premises</b>	<p>The Principal will lock up the school.</p>
<b>Post notices of closure</b>	<p>Post notices of closure (contained in the Pandemic Emergency Kit) at all entrances to the school, on the front door of the school, the local grapevine and upload to the website.</p>

*Continued on next page*

<b>Keep relevant groups informed</b>	<p>Inform via the school website and emails, the Board of Trustees, cluster group, staff, parents and students of the following points:</p> <ul style="list-style-type: none"><li>• Local status – the school is now at Stage 3, Stamp it out (cluster control) for schools <i>inside</i> the cluster area. The school is being closed to all students</li><li>• The school will be delivering lessons via the website, and liaising closely with health officials</li><li>• Ensure parents and students know the difference between influenza and the common cold (see Appendix 6)</li><li>• Notify the school community that the next stage will be Stage 4, managing the Pandemic.</li></ul>
<b>Finalise staff &amp; student contact lists</b>	<p>See Appendix 1</p> <ul style="list-style-type: none"><li>• All students will have 2 emergency contacts</li><li>• Staff home contact details, indication if they are willing to carry out alternative duties</li></ul>
<b>Cancel all staff travel plans</b>	<p>All staff travel plans both domestic and international will be cancelled. Be aware of travel between regions of RTLb's and advise they do not travel outside their home region.</p>
<b>Collaborate with local agencies</b>	<p>Liaise with local DHB, local government, CDEM (see contacts on page 8) and offer school facilities if practical and if needed.</p>
<b>Activate plans for staff in school</b>	<p>Activate rigorous personal hygiene, social distancing and cleaning regimes for those staff still working at school. Ensure all staff are aware of influenza protection measures (see Appendix 10).</p>

**Appendix 5.19.8: Code Red: Stage 4 – Manage it (pandemic management)**

**School closes to students amid nationwide outbreaks**

<b>Introduction</b>	<p><u>Trigger:</u> Ministry of Health announces significant number of pandemic influenza outbreaks at separate locations, or outbreaks spreading out of control.</p> <p><u>Goals:</u> School successfully activates closure procedures in response to multiple-cluster or nationwide outbreaks</p>
<b>Communicate directly with local DHB</b>	<p>The school will communicate directly with our local DHB emergency planner through the agreed cluster ‘point of contact’ to inform them of the plan to close the school.</p>
<b>Close school to students</b>	<p>The school will be closed to all students, children will be sent home with instructions on how lessons will be delivered, how they will be communicated to, and how they will be informed when school will reopen. The most immediate form of communication to families when the school shuts will be via the school website <a href="http://www.ahuroa.co.nz/school">www.ahuroa.co.nz/school</a></p> <p>Arrangements will be in place for:</p> <ul style="list-style-type: none"> <li>• Staff pay</li> <li>• Power, gas, phone (bills to be picked up and paid by the Principal)</li> <li>• Voluntary deployment of staff</li> </ul>
<b>Prepare to secure premises</b>	<p>The Principal will lock up the school.</p>
<b>Post notices of closure</b>	<p>Post notices of closure (contained in the Pandemic Emergency Kit) all entrances to the school, on the front door of the school, the community grapevine and the website.</p>

*Continued on next page*



<b>Keep relevant groups informed</b>	<p>Inform via the school website and emails, the Board of Trustees, cluster group, staff, parents and students of the following points:</p> <ul style="list-style-type: none"><li>• Local status – the school is now at Stage 4, Manage it (pandemic management). The school has closed until further notice.</li><li>• The school will be delivering lessons via the website, and liaising closely with health officials</li><li>• Ensuring parents and students know the difference between influenza and the common cold (see Appendix 6)</li></ul>
<b>Finalise staff &amp; student contact lists</b>	<p>See Appendix 1</p> <ul style="list-style-type: none"><li>• All students will have 2 emergency contacts</li><li>• Staff home contact details, indication if they are willing to carry out alternative duties</li></ul>
<b>Cancel all staff travel plans</b>	<p>All staff travel plans both domestic and international will be cancelled. Be aware of travel between regions of RTLB's and advise they do not travel outside their home region.</p>
<b>Collaborate with local agencies</b>	<p>Liaise with local DHB, local government, CDEM (see contacts on page 8) and offer school facilities if practical and if needed.</p>
<b>Activate plans for staff in school</b>	<p>Activate rigorous personal hygiene, social distancing and cleaning regimes for those staff still working at school. Ensure all staff are aware of influenza protection measures (see Appendix 10).</p>

**Appendix 5.19.8: Code Green: Stage 5 – Recover from it (recovery)**

**Getting back to business as usual**

<b>Introduction</b>	<p><u>Trigger:</u> Population protected by vaccination and/or pandemic abated in New Zealand.</p> <p><u>Goals:</u> School ensures continuing wellbeing of staff and students, and education services are fully restored.</p>
<b>Activate recovery plan</b>	<p>Be guided by the Ministry of Education for advice re recovery of students and staff</p> <ul style="list-style-type: none"> <li>• Arrange debrief of the pandemic event for staff and students as appropriate</li> <li>• Arrange trauma and/or grief counselling as necessary</li> </ul>
<b>Assess capacity of staff</b>	<p>Assess if staff are capable to return to work, and what numbers will return. Employ if necessary relievers or new permanent staff.</p>
<b>Clean &amp; disinfect affected areas</b>	<p>The school will need to be thoroughly cleaned and disinfected before students and staff return.</p>
<b>Keep relevant groups informed</b>	<p>Inform via newsletters and school website, the Board of Trustees, cluster group, staff, parents and students of the following points:</p> <ul style="list-style-type: none"> <li>• Local status – the school is now at Stage 5, Recover from it. The school is preparing to reopen.</li> <li>• The school is being thoroughly cleaned and staff levels are being assessed prior to the school reopening</li> <li>• The next step will be to assess the number of students that are able to return to school and when. This information will be disseminated and sent to the Principal, BOT and relevant class teacher.</li> </ul>
<b>Support &amp; monitor wellbeing of staff &amp; students</b>	<p>All staff and students will be monitored by the Principal and BOT to ensure their ongoing well being, counselling will be offered if necessary.</p>
<b>Evaluate success of pandemic plan</b>	<p>The Pandemic Plan will be evaluated by the Pandemic Manager and deputies to ascertain the success level of the plan, and modifications will be made as and where necessary.</p>

<b>Appendix 5.19.9: Contact Details, BOT and Staff</b>
--

**Details**                      The following are the contact details for all BOT members and staff of Ahuroa School.

<b>Name</b>	<b>Address</b>	<b>Phone</b>	<b>Mobile</b>
<b>Principal</b> Melinda Bennett	1349 Ahuroa Road, Ahuroa	422 5103	02102530031
<b>Board of Trustees</b>			
<b>Chairperson</b> Eli DeMeulemeester	1227 Ahuroa Road, Ahuroa	422-5845	-
Gerald Brewer	Kaipara Flats	09 425 0124	-
Tony Meyer	24 Wickens Place, Warkworth	09 425 9624	021 143 0994
Paul Driver	1349 Ahuroa Road, Ahuroa	422 5056	212032371
Angela Hunt	637 Ahuroa Road, Ahuroa	422 0105	0212108820
<b>Teachers</b>			
Maria Morris	Kaipara Coast Highway, Kaukapakapa	09 420 4801	021 101 0197
Elaine Driver	Ahuroa Puhoi Road, Puhoi	09 422 0002	027 333 4139
Nik Massey	Leigh	09 422 6773	021 214 4235
Becky Hancock-Sims	J Tolhopf Road, Ahuroa	09 422 0744	021 103 6174
Jessica Hanlon	440 Krippner Road, Puhoi	422 0440	021617747
<b>Ancillary Staff</b>			
Christine Lambert	11 Southgate Road, Warkworth	425 7839	0277102246
Theressa Butler	1112 West Coast Road, Ahuroa	422 5201	0211195343
Angela Phillips	Ahuroa Road, Ahuroa	09 422 5727	
Mike Sigley	Komokoriki Hill Road, Ahuroa	09 422 4039	
Marget Gibbens	Ahuroa Road, Ahuroa	422 5748	
Ross Young	Poyner Road, Ahuroa	422 5153	

**Appendix 5.19.9: Stage 1 Letter to go home**



29th April 2008

Dear Parents/Caregivers

Most of you will be aware that a group of students who recently returned from a trip to Mexico have been confirmed as having contracted ‘**Swine Flu**’ (A H1N1). Swine influenza A H1N1 is a respiratory infection that regularly causes outbreaks of influenza in pigs. Sporadic human infections with swine flu have occurred, however these are usually caused by direct exposure to pigs. Human to human transmission of swine influenza has been documented. Symptoms so far have varied from mild to severe flu-like symptoms, but deaths are rare.

The government already has prepared plans to protect the country from a possible influenza pandemic. As part of this nation-wide planning, schools are required to prepare their own pandemic plans.

Our school has an **emergency management plan** that covers most emergencies, such as fire and earthquake. Using resources provided by the Ministry of Education, we are now updating our emergency management plan to include plans for coping with a pandemic. One of the first steps in this plan is to teach the children at school **good hand washing and general hygiene practices** which is currently underway.

We will keep you informed as our **pandemic plan** develops. Meanwhile, you can reduce the risk of your child catching influenza:

- Teach your children the importance of hand washing – especially before meals and after toileting (see attached information).
- Teach your children to use a disposable tissue when coughing or sneezing
- Keep your children at home if they have the flu.

An important part of emergency planning is ensuring we have **up to date contact details** for all students and staff and to check if you have internet access at home. Please ensure that you **complete and return the attached form**. Your personal details will not be used for any other purpose other than in the context of emergency management.

If you have any queries or concerns at this stage find out more about pandemic planning and ‘swine flu’ on these websites:

[www.moh.govt.nz/pandemicinfluenza](http://www.moh.govt.nz/pandemicinfluenza) and [www.minedu.govt.nz/goto/pandemicplanning](http://www.minedu.govt.nz/goto/pandemicplanning)

Yours sincerely

Melinda Bennett  
Principal

**Appendix 5.19.10: Family Contact Details**

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

Family Name: \_\_\_\_\_

Name(s) of child(ren): \_\_\_\_\_

**Contact 1:**

Parent/Caregiver: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Mobile Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Contact 2:**

Parent/Caregiver: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Mobile Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Contact 3: First emergency local contact (e.g. friend or family member)**

Name: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Mobile Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Contact 4: Second emergency local contact (e.g. friend or family member)**

Name: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Mobile Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Internet Access:** In the event of a school closure lessons may be delivered via the Ahuroa School website. Do you have access to the internet at home to receive lessons if necessary?

☐

Yes

☐

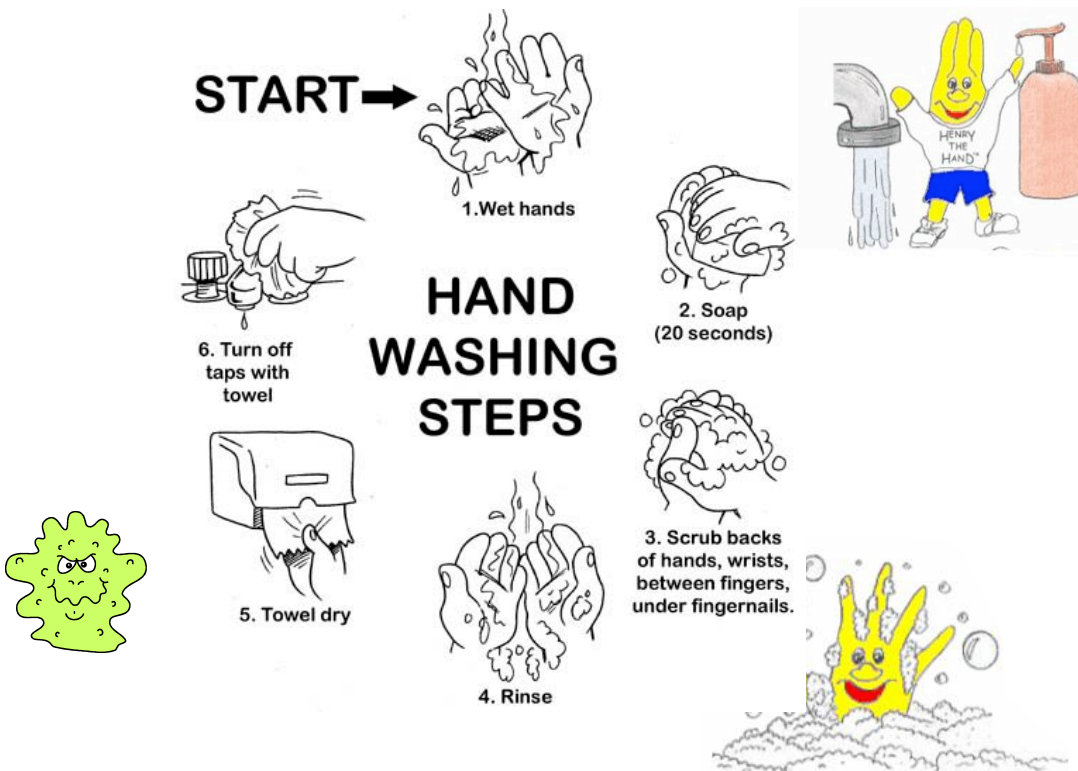
No

**Appendix 5.19.11: Hand Washing Notice**

**Protecting Yourself and Others Against Respiratory Illness:**

**HANDWASHING IS THE MOST IMPORTANT THING YOU CAN DO TO PROTECT YOURSELF**

- Cover your nose and mouth when coughing or sneezing
- Use a tissue and dispose of this once used
- Always wash hands after coughing and sneezing or disposing of tissues
- Keep your hands away from your mouth, nose and eyes
- Avoid contact with individuals at risk (e.g. people with underlying or chronic illnesses such as immune suppression or lung disease) until the influenza like symptoms have resolved
- Avoid contact with people who have influenza like symptoms
- Ask students to use a tissue and cover their nose and mouth when coughing or sneezing and to wash and dry their hands afterwards.



<b>Appendix 5.19.12: Pandemic, Staff Roles and Responsibilities</b>
---

Staff Member	Role	Responsibilities	Will carry out alternate duties?
Melinda Bennett	Principal		Yes/No
Christine Lambert	Office Secretary		Yes/No
Jessica Hanlon	Teacher Pandemic deputy		Yes/No
Maria Morris	Teacher		Yes/No
Elaine Driver	Teacher		Yes/No
Nik Massey	Teacher		Yes/No
Mike Sigley	Teacher Aide		Yes/No
Theressa Butler	Teacher Aide		Yes/No
Margaret Gibbens	Cleaner		Yes/No

- pay during a pandemic,
- notify the school of illness  
Via phone, cellphone or email
- possible health and safety issues
- leave arrangements if they are ill or need to look after dependents
- identify core people and core skills amongst staff  
Melinda Bennett (Principal, Pandemic manager)  
Eli DeMeulemeester (Board Chair/Pandemic Deputy)  
Jessica Hanlon(Pandemic deputy)  
Christine Lambert (Secretary)  
Margaret Gibbens (Cleaner)
- Is there sufficient backup for people?  
Yes/no
- Who are the people required to manage the pandemic contingency plan?  
Melinda Bennett (Pandemic manager)  
Jessica Hanlon(Pandemic deputy)  
Eli DeMeulemeester (Pandemic deputy)
- Crucial tasks needed to be done to run school, what could be done remotely?

Appendix 5.19.12: Stage 2 Letter to go home

<date>



Dear Parents/Caregivers

The government has announced that New Zealand is stepping up its pandemic influenza response plans. This means that the situation overseas has changed and New Zealand's borders have been tightened in an attempt to stop the virus getting here.

Ahuroa School is talking with health and devil defence officials and we have been advised that there is no reason for alarm. Our school will remain open until further notice. Our own pandemic plans mean that we have systems in place to help us cope if anything changes. We will keep you informed as our **pandemic plan** develops.

The most important thing you can do as parents and caregivers is reinforce healthy messages

- Teach your children the importance of hand washing – especially before meals and after toileting (see attached information)
- Teach your children to use a disposable tissue when coughing or sneezing

We ask that all children showing flu like symptoms be kept home until checked and cleared by a doctor or nurse before returning to school. **The symptoms of influenza and how they differ from common cold symptoms are included with this letter.**

Ahuroa School needs to have updated **emergency contact details** for all students and staff and to check if you have internet access at home. If your details have changed since we last sent the attached form to you please ensure that you **complete and return the attached form as soon as possible**. Your personal details will not be used for any other purpose other than in the context of emergency management.

Yours sincerely

Melinda Bennett  
Principal



<b>Appendix 5.19.13: The Difference Between Influenza and a Common Cold</b>
---

SYMPTOM	INFLUENZA	COMMON COLD
Fever	Usual, sudden onset 38° -40° and lasts 3-4 days	Rare
Headache	Usual and can be severe	Rare
Aches and pains	Usual and can be severe	Rare
Fatigue and weakness	Usual and can last 2-3 weeks or more after the acute illness	Sometimes, but mild
Debilitating fatigue	Usual, early onset can be severe	Rare
Nausea, vomiting, diarrhoea	In children over 5 years	Rare
Watering of the eyes	Rare	Usual
Runny, stuffy nose	Rare	Usual
Sneezing	Rare in early stages	Usual
Sore throat	Usual	Usual
Chest discomfort	Usual and can be severe	Sometimes, but mild to moderate
Complications	Respiratory failure; can worsen a current chronic condition; can be life threatening	Congestion or ear-ache
Fatalities	Well recognised	Not reported
Prevention	Influenza vaccine; frequent hand-washing; cover your cough	Frequent hand-washing, cover your cough

<b>Appendix 5.19.14: Letter re Possible School Closure</b>
--

<date>



Dear Parents/Caregivers

Ahuroa School has activated our Pandemic Plan. We are now on high alert for an outbreak of the 'bird flu'. All necessary precautions and communications are being put in place. As part of these precautions all staff travel has been cancelled and we highly recommend all student, parents and caregivers cancel any travel plans you may have. We are restricting people entering the school grounds that have recently travelled outside the Auckland region.

An isolation room has been setup in the library and we are closely monitoring all students and staff for possible signs of influenza. **The symptoms of influenza and how they differ from common cold symptoms are included with this letter.** If you suspect your child may have symptoms of influenza please **DO NOT SEND YOUR CHILD TO SCHOOL**, but it is important that you phone or email the school to inform us. The school is required to keep a record of any person with suspected influenza and who they have come into contact with.

We will be taking guidance from both the Ministry of Health and the Ministry of Education as to when our school may need to be closed. Be assured we as a school are doing everything we can to keep our students and staff safe and healthy. We will inform you as soon as we have further information regarding the school closure. The school website [www.ahuroa.co.nz/school](http://www.ahuroa.co.nz/school) will be updated daily with further pandemic and school closure information.

The most important thing you can do as parents and caregivers is reinforce healthy messages

- Teach your children the importance of hand washing – especially before meals and after toileting (see attached information)
- Teach your children to use a disposable tissue when coughing or sneezing

Ahuroa School needs to have updated **emergency contact details** for all students and staff and to check if you have internet access at home. If your contact information has changed since we last sent your details to you, please send us your updated contact details immediately. Your personal details will not be used for any other purpose other than in the context of emergency management.

Yours sincerely

Melinda Bennett  
Principal

## Appendix 5.19.15: Pandemic Screening Flowchart

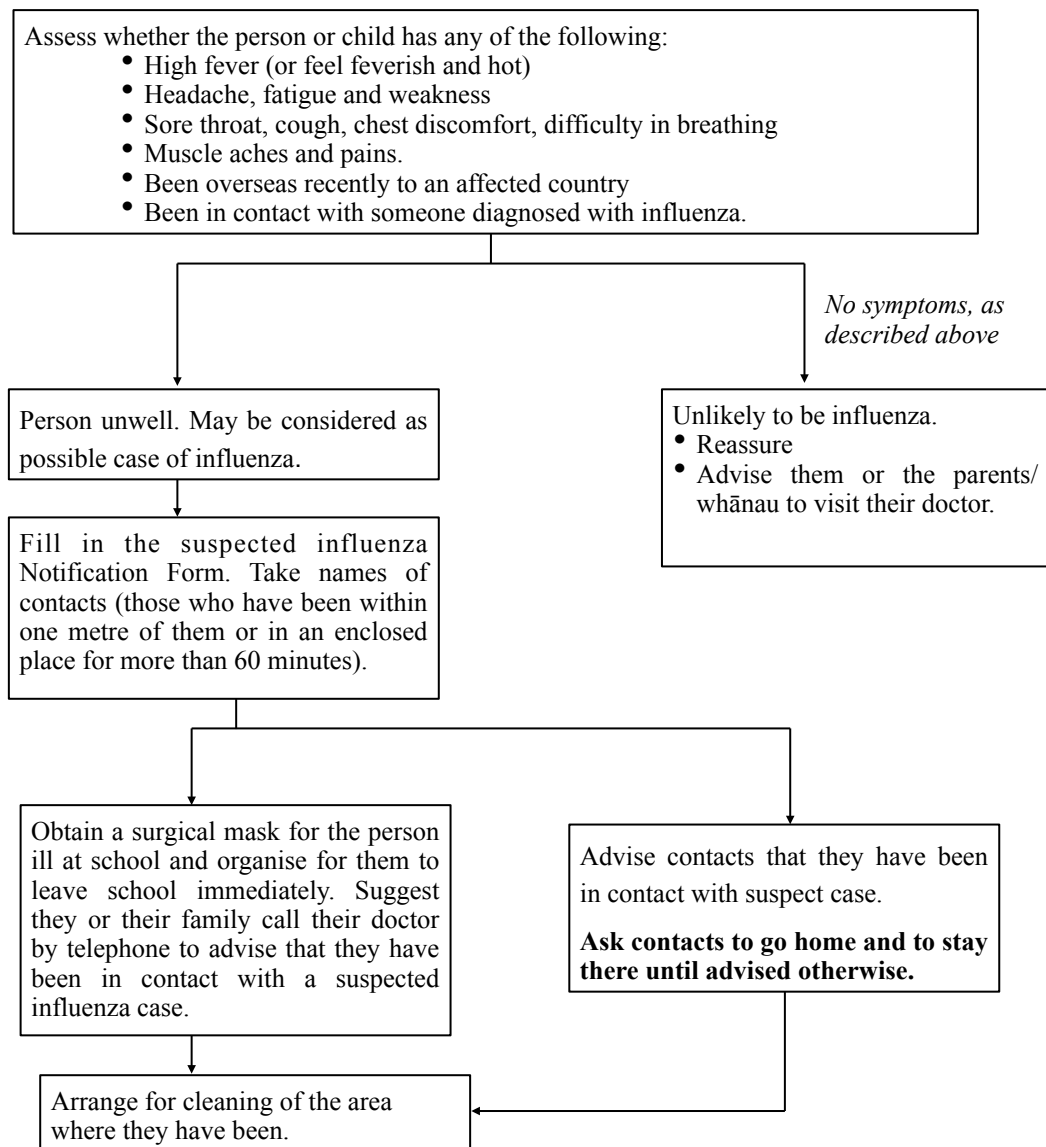
### Introduction

For detection and management of suspected pandemic influenza cases

### Process:

#### Step Action

- 1 Your school's influenza manager receives a call from a person suspecting they may have influenza, or from a staff member who has noticed a child who may be ill
- 2 Avoid contact with the sick person if possible and manage the process over the telephone
- 3 For someone at the school who is ill, follow flowchart below



*Yes, has two or more symptoms described above, and been overseas OR in contact with some diagnosed with influenza*

**Appendix 5.19.16: When/How Children/Staff sent home**

Sick child/staff identified with influenza symptoms



Inform MOE and DHB and Medical Officer of Health contacts. Take guidance from both as to when to close the school



Inform:  
➤ BOT  
➤ Staff  
➤ Parents  
(see Appendix 1) that the



Post closure notices around the school. Update website



Secure school.

<b>Appendix 5.19.17: Influenza Protection Measures</b>
--

<b>Protection Measure</b>	<b>Where Applicable</b>
Hand hygiene, cough etiquette, ventilation	Everyone, all the time
Health and safety policies	School, all the time
Social distancing	Everyone, whenever practical stay at least one metre away from other people
Protective barriers	In situations where regular work practice requires unavoidable, relatively close contact with the public, e.g. reception areas
Disposable surgical mask	Sick people coughing and sneezing  Staff having close contact with suspected infected people, e.g. in sick bay caring for the sick (this includes first aiders)  Also as a possible adjunct to protective barriers
Disposable particulate respirator masks, eye protection, gloves, gowns, aprons	Health care workers participating directly in close contact patient care when there is a high risk of contact with respiratory secretions, particularly via aerosols (mostly inpatient settings). Unlikely to be unnecessary in schools.

<b>Appendix 5.19.18: Suspected Influenza Notification Form</b>
--

**Details of Affected Staff/Students**

Name:	Site:	Location of isolation:
Job title:	Nationality if visitor to site:	Date of birth: (optional)
Address:		
Telephone no: _____ (W) _____ (H) _____ (M)		
<b><i>Symptoms noticed:</i></b>  <div style="display: flex; justify-content: space-between;"> <div> Fever Headache Dry cough Cold </div> <div> Body aches Fatigue Others </div> <div> Details: _____ </div> </div>		
Time of fever on-set: _____		
Time _____ of _____ isolation:		
Travel history over the past eight days:		
Countries visited _____		
Flights taken: _____		
Where referred:		
Contact List (See separate page)		

Where referred:
Contact List (See separate page)

**Details of Reporter**

Name:
Job title:
Telephone no: _____ (W) _____ (H) _____ (M)

### Appendix 5.19.19: Pandemic Physical Contact List

The Ministry of Health currently defines pandemic influenza contacts as people who have had close physical (less than one metre), or confined airspace contact with an infected person, within four days of that person developing symptoms. These are likely to include family members and/or other living companions, workmates, other students in the class/school (if in close contact situations or confined airspace environments), and some recreational companions.

Note that the definition of a contact is likely to change once the nature of the pandemic strain is known. Schools should refer to the [Ministry of Health](#) website during a pandemic for up-to-date guidance.

Retain this list and provide to the Medical Officer of Health or his/her designated officer on request.

People the affected person has interacted with since displaying symptoms			
Name	Email	Telephone number	Address

**Procedure 5.20: Swimming Pool**

**Purpose:**

To ensure the safe and smooth operation of the Ahuroa School Swimming Pool during and outside of school hours.

**Guidelines:**

**1. Fencing**

At all times the fencing surrounding the school pool will meet the particular requirements governing pool fencing. The pool fencing must comply with the Fencing of Swimming Pools Act 1987.

**2. Gates**

The pool gate will be kept securely closed at all times, using a suitable latch with a self-closing mechanism - specifically designed to totally prevent access by young (under school age) children. The gate and latch must comply with the Fencing of Swimming Pools Act 1987. When not in the use, the pool gate will be locked.

**3. Pool Chemicals**

All on-site pool chemicals must be stored in a securely locked and approved facility, away from swimming pool and change rooms. All chemicals will be stored and disposed of according to manufacturers instructions. All chemicals will be used only by persons qualified in Unit Standard 20046. All practical steps necessary will be taken so that no child, student or unauthorised person can gain access to any chemical store key, or be involved in the handling of pool chemicals.

**4. Water Quality**

The quality of the water must fulfill the requirements of the New Zealand standard NZS5826:2000. Results of pool testing and pool treatments will be logged daily during the time the pool is open for use, and a water sample will be sent on a monthly basis for lab testing. If the pool does not meet the hygiene standards it must be closed immediately until this is rectified.\*

**5. Water Quality Management - Pool "Caretaker"**

The person in charge of the pools water quality management must be qualified in Unit Standard 20046, or greater.

**6. Staff Training**

Staff charged with responsibility of 'swim teaching' need to have had professional training. (Eg Completed 'SwimStart' For School Teachers' course)

**7. Supervision During School Hours**

A non-swimming adult is required to supervise at all times. During any session when the pool is in use there shall be one person designated as the swimming pool supervisor who will supervise the pool at all times. The number of additional supervisors required will be determined by the number of swimmers.

**8. Supervision Out Of School Hours**

Access out of school hours will be restricted to key holders only, who are required to comply to the supervision conditions stated in the Pool User's Code, at all times.

**9. Swimming Pool Users Code**



## Ahuroa School Board of Trustees

Ahuroa School Board of Trustees expect all persons using the pool, to adhere to the school's Pool Users Code. Anyone willfully not adhering to the Pool User's Code, will be asked to leave the swimming pool enclosure immediately.

### 10. Pool Equipment

Only approved equipment will be introduced into the pool or used as a teaching aid. To avoid hazards, any pool equipment needs to be kept in a secure, but easily accessible place. Any swimming aids must be stored separately from pool water treatment chemicals. Non approved aquatic toys (such as boogie boards or inflatables) are not to be used in the school pool or allowed in pool enclosure.

### 11. Changing Rooms

A high standard of hygiene will be maintained in the changing rooms within pool enclosure.

### 12. Public Notification of School's Pool Policy and User's Code

A copy of Ahuroa School's Swimming Pool Policy and the Swimming Pool User's Code is displayed in an obvious place so all using pool facilities are aware of them. (Eg on gate, a noticeboard or in change rooms).

### 13. Key Holders

All persons wishing to obtain a key to the pool, must have read and signed the Ahuroa School's Pool Key Issue Form, and made payment, before receiving a key.

### 14. First Aid and Emergency Contacts

A first aid kit should be easily accessible to all pool users, its location clearly advertised. Emergency contact details and telephone numbers should also be clearly visible to all pool users.

### 15. Warnings to Pool Users

Adequate warning to pool users must be given regarding any out of the ordinary, work related hazards that are known, such as construction work within the pool.

\* In any circumstance where the pool or pool facilities are hazardous to health or safety the pool will be closed immediately and remain closed until safe again.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 3/10/2012*

**Appendix 5.20.1: Pool Key Issue Form**

We, the undersigned, agree to the following rules and conditions regarding the use of the Ahuroa School Swimming Pool

---

**Ahuroa School Board of Trustees Pool User's Code**

Swimming is fun and enjoyable, but pools can be dangerous. Water presents a risk of drowning and injury can be sustained from the hard pool surfaces or the misuse of equipment. To ensure your safety, and the safety and enjoyment of other pool users, the Ahuroa School Board of Trustees have established the following code of behaviour for all pool users.

- Never swim alone - it's safer and more fun with family and friends
- Children under the age of 15 must be accompanied by a person 18 years of age or older
- Children under the age of 8 must be actively supervised by a person 18 years of age or older
- Never swim while under the influence of alcohol or drugs
- Pool is under 1m in depth. No diving or bombing. No pushing in or holding under
- No running in pool enclosure
- No sharp objects in pool, or anything that may cause damage to pool liner
- Correct swimming attire must be worn while swimming (no jeans, street clothes, no nappies etc), babies need to wear correct 'swimmer' nappy at all times while swimming in pool
- Under no circumstances should anyone go swimming with infected cuts or a throat/nose/ear or eye infection, or who has had diarrhea in the last two weeks
- Take additional care if you have a medical condition such as epilepsy, asthma, diabetes or a heart condition
- No bikes, skates or skateboards in pool enclosure
- Smoking is prohibited in the pool enclosure, and anywhere on school grounds
- No food or drink in the pool enclosure
- Any damage or hazards need to be reported immediately
- There are toilets available on the school grounds – please use them
- Ensure the pool gate is securely closed at all times and securely locked when you leave

The swimming pool and facilities are for the enjoyment of all the community. You are welcome to bring refreshments, but we ask that you do so in a responsible manner. Please dispose of all rubbish. Any inappropriate behaviour may result in you being asked to leave the premises.

The Board of Trustees will not be liable or responsible for loss or damage to any property or in respect of any accident or injury incurred while using the pool area.

---

1. We agree to comply with the Ahuroa School Pool User's Code at all times, and understand that any non compliance to the user's code will result in immediate forfeit of key, without refund.
2. Keys are not transferable, so we shall not lend them to any other person or keys will be forfeited immediately, without refund.

3. Keys remain the property of the School Board of Trustees and must be shown at the request of a board member, staff member, caretaker or pool attendant.
4. We agree to return our key to the school office at the completion of the swimming season.
5. We understand a deposit of \$10 per key will be charged, in addition to the annual season fee, and that this deposit will be reimbursed to us on return of our key.
6. We understand that The Board of Trustees reserves the right to withhold issue of keys for future seasons to any person not returning a pool key.
7. We understand that replacement keys will cost \$50.00.
8. Swimming hours: 2.30pm - 8.00pm on school days  
8.00am - 8.00pm on weekends and during holidays
9. The first aid kit is located in the girls' changing rooms. This is for emergency use only. A list of emergency contact numbers is displayed on the front of the first aid kit.

PLEASE NOTE:

The pool will be closed on the following days:

25 December - Christmas Day  
26 December - Boxing Day  
1 January - New Year's Day  
2 January - Day after New Year's Day

The Board of Trustees reserves the right to close the pool for private functions or for any other reason without prior notice.

In any circumstance where the pool or pool facilities are hazardous to health or safety the pool will be closed immediately and remain closed until safe

**To be completed, signed and returned to the school office, with payment, before pool key  
can be allocated:**

Name: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Email: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

**We agree to the details as stated in the Ahuroa School Board of Trustees Swimming Pool Key  
Issue Form**

Signed: \_\_\_\_\_

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

Office Use Only:

Payment Received: \_\_\_\_\_

## **Policy 6: Legal Responsibilities**

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

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 3/10/2012*

## List of Laws and Regulations for Schools

### Laws and regulations that determine the form, content and preparation of the financial report

- Education Act 1989 (Part VIII), especially section 87(3)
- Public Finance Act 1989

### Laws and Regulations where Non-Compliance could have a fundamental effect on operations

- Crown Entities Act 2004 (selected provisions only: see Schedule 3)
- Education Act 1989 (Parts I to III, VII, VIIIA, IX, XII and sixth schedule)
- Education (School Attendance) Regulations 1951
- Education (Salaries and Staffing) Regulations 1957
- Education (School Trustee Elections) Regulations 2000
- Education Act 1964 (Part III)
- Private Schools Conditional Integration Act 1975
- Health and Safety in Employment Act 1992

#### Conflicts of Interest

Education Act 1989, section 103A

Education Act 1989 (Clause 8, Sixth Schedule)

### Other Laws and Regulations

#### Employment

- Holidays Act 2003
- Parental Leave and Employment Protection Act 1987
- Parental Leave and Employment Protection (Paid Parental Leave) 2002
- State Sector Act 1988 (Part VIIa)
- Employment Relations Act 2000
- Human Rights Act 1993

#### Information

- Official Information Act 1982
- Local Government Official Information and Meetings Act 1987 (Part VII)
- Privacy Act 1993
- Copyright Act 1994
- Protected Disclosures Act 2000

#### Property

- Educational Lands Act 1949
- Residential Tenancies Act 1986
- Fencing of Swimming Pools Act 1987
- School Trustees Act 1989
- Building Act 2004
- Resource Management Act 1991
- 

#### Safety

- Smoke-Free Environments Act 1990

#### Ahuroa School Board of Trustees

- Fencing of Swimming Pools Act 1987
- Hazardous Substances and New Organisms Act 1996
- Hazardous Substances and New Organisms Amendment Act 2002
- Civil Defence Act 1983

#### Tax

- Education Act 1989 (Sixth Schedule, Clause 2)
- Goods and Services Tax Act 1985
- Income Tax Act 1994

#### Trading and Fund Raising Activities

- Fair Trading Act 1986
- Commerce Act 1986
- Consumer Guarantees Act 1993

#### Welfare and Rights of Pupils

- Children, Young Persons and Their Families Act 1989
- New Zealand Bill of Rights Act 1990
- Human Rights Act 1993

#### Other

- Sport and Recreation NZ Act 2002

This list is only intended as a guide to assist the Board of Trustees to ensure they meet their obligations of compliance with current legislation.

## **Policy 6(a) Protected Disclosures**

### **What is a Protected Disclosure?**

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

### **Definition of a Serious Wrongdoing**

Serious wrongdoing includes any serious wrongdoing of any of the following type:

- An unlawful, corrupt or irregular use of funds or resources of a public sector organisation; or
- An act, omission or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
- An act, omission or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation and detection of offences and the right to fair trial; or
- An act, omission or course of conduct that constitutes an offence; or
- An act, omission or course of conduct by a public official that is oppressive, improperly discriminatory or grossly negligent, or that constitutes gross mismanagement;
- Whether the wrongdoing occurs before or after the commencement of this policy.

### **Conditions for Disclosure**

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

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

### **Who Can Make a Disclosure?**

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

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

### **Protection of Employees Making Disclosures**

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

- May bring a personal grievance in respect of retaliatory action from their employers;
- May access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;



- Are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
- Will, subject to Clause 5 of the Procedure, have their disclosure treated with the utmost confidentiality.

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

## **Procedure**

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

1. **How to submit a disclosure**

*The employee should submit the disclosure in writing (as a hard copy).*

2. **Information to be contained**

*The disclosure should contain detailed information including the following:*

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

3. **Where to send disclosures**

*A disclosure must be sent in writing to the Principal who has been nominated by the Board of Ahuroa School under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.*

*OR*

*If it is believed that the Principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then the disclosure can be made to the last resort person - at Ahuroa School this is the Chairperson of the Board of Trustees.*

4. **Decision to investigate**

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

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

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

- *To ensure an effective investigation; or*
- *To prevent serious risk to public health or public safety or the environment; or*
- *To have regard to the principles of natural justice.*

6. **Report of investigation**

*At the conclusion of the investigation the Principal or last resort person will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to one of the appropriate authorities listed below.*

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

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

- The last resort person in the school, responsible for handling the complaint is or may be involved in the wrongdoing; 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 Commission for the Environment
- Policy Complaints Authority
- Solicitor General
- State Service Commissioner
- Health and Disability Commissioner
- The head of every public sector organisation.

8. **Disclosure to Ministers and Ombudsman**

A disclosure may be made to a Minister or 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.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeulemeester*

*Date: 26/7/2012*

<b>Procedure 6.1: Copyright</b>
---------------------------------

Ahuroa School will maintain an annual subscription to the NZSTA Copyright Licensing Scheme, which consolidates a number of separate licenses with various rights holders, extending the rights available to the school for works owned by those rights holders. The following guidelines outline the rights available under these licenses, or under the Act if the licenses do not provide any additional rights.

### Guidelines

1. Assume every work is covered by copyright; this includes, but is not limited to: written work, photographs and other images, software, film and other video, dramatic works, music and other sound recordings and sheet music.
  - a. Before making use of a work, check whether a license for using that work is available. A lot of content (especially online) is available for free use, or the work may have a license that permits educational or other non-commercial use. Alternatively, if a type of work rather than a specific work is required, search within material available under suitable licenses (e.g. Creative Commons, Public Domain, open-source software).
  - b. In New Zealand, copyright in literary, dramatic, musical, artistic, and software works last for the life of the author plus fifty years, copyright of communication works (such as television and radio), film, and sound recordings lasts for fifty years from the time of first distribution. New Zealand works that are older than this may be freely used for any purpose at the school.

“Fair dealing” with a work for the purposes of research or private study does not infringe copyright. In determining what constitutes fair dealing a court would consider:

- the purpose of the copying; and
- the nature of the work copied; and
- whether the work could have been obtained in a reasonable time at an ordinary commercial price; and
- the effect of the copying on the potential market of the work; and
- the amount copied and its significance to the whole work.

2. Making a single copy of a work is permitted when the copy is made by a teacher and used in preparation or delivery of a lesson.

4. Multiple copies of a work for educational purposes is permitted when:

- no more than 10% or one chapter (whichever is greater) is copied), unless this would result in the whole work being copied, in which case up to 50% may be copied, or where the work is all or part of an article from a periodical publication, or more than one article from the same periodical publication where the articles relate to the same subject matter; and
- no charge for the copying is made to any student; and
- the same or any other part of the work is not copied by the same teacher for the same class within 14 days; and
- no more than 15 pages of the whole or part of a single work contained in a collection of works is copied.

5. Making one or more copies of the whole or part of a work is permitted if the copying:

- a. is done by a teacher or student; and
- b. is done in association with a lesson; and
- c. is **not** done using an appliance for making multiple copies (e.g. a photocopier or printer).

6. Copying a short passage from a collection that is intended for use in educational establishments (e.g. School Journals) is permitted if the copier acknowledges the source, as long as no more than 2 passages of works by the same author published by the same publisher are copied within any 5 year period.
6. The school has the right to publicly perform most works (including concerts and performances at school and in public, performances at fundraising events, socials, and performances in a dramatic context), other than “grand right” musicals.
  - a. The school may make audio and/or visual recordings of these musical works for the educational purposes of the school, and to supply to the students’ families for their private domestic use.
  - b. The recordings may be sold to students or their families, for their private domestic use.
7. The school is permitted to make up to 30 copies of a print musical work for every original owned, other than choral works, where up to 5 copies per original owned is permitted.
8. The school may copy from television (free to air and pay) and radio and legally available online audiovisual content. There is no limit on the amount of a programme that can be copied, no limit on the number of programmes that can be copied, no limit on the number of copies that can be made, and no limit on the type of programme that can be copied. Copies may be in digital format and may be made available to staff and students on a local network or other digital systems.
9. Copying of any work in order to set questions, communicate questions, or answer questions for assessment is permitted.
10. While the school cannot control all actions of its students, the school will endeavour to educate students on copyright use, including referencing, approved copying, and proper use of electronic material and downloadable music and video. Staff will ensure that they are appropriate role models in this area.
11. Computer software (“applications” or “apps”) is considered a literary work under the Act, and so covered under the same regulations as other literary works (such as a book). This means copies (other than temporary copies and copies for backup) cannot be made unless the school has a license that permits the copies.
  - a. Software purchased from the Apple Mac App Store and iOS App Store may be installed on any number of devices for **personal use** (i.e. by one person only). A separate license must be purchased for each user of the software.
  - b. Updates for OS X, iWork (Pages, Numbers, Keynote), and iLife (iPhoto, iMovie, GarageBand) on school-owned computers are freely available under the Ministry of Education’s Apple Maintenance Program Software Agreement.
  - c. Symantec anti-virus software is freely available for use on school computers (and personal computers used for school purposes, in some circumstances) under the Ministry of Education’s Symantec Antivirus School Agreement.
  - d. Google SketchUp Pro is freely available for use on school-owned computers under the Ministry of Education’s Google SketchUp Pro License.
  - e. Websense Web Security and Websense Email Security is freely available to schools under the Ministry of Education’s Websense School Agreement..Should the Act be breached it will be the responsibility of the individual/s concerned.

#### **Works created by staff**

1. Staff are responsible for ensuring that they own the copyright or a license to use any teaching material they bring into the school. As outlined in Policy (4), staff are gifted copyright of all teaching and educational material created while employed at the school. In exchange, the staff member grants the school a license to use all teaching and educational material created by them while employed at the school, within the school for educational purposes and to adapt the material

(while identifying the staff member as author for two revisions where the staff member is not the author of the revision).

**Works created by students**

1. Students retain copyright for all works produced during their time at school.
2. Copying, performing, or exhibiting student work (including in school publications, and online publication) requires permission from the student.

*Principal: Melinda Bennett*

*Chairperson: Eli DeMeuleemester*

*Date: 12/9/2012*

## Procedure 6.2: Privacy

### Principles

There are **12 Principles** contained in the Privacy Act 1993. Note that the privacy principles are subject to all other legislation; if another statute requires handling personal information in a certain way, then that statute must be complied with even if it would normally breach the privacy principles.

If a person asks the school for information about him or herself, this is governed by principle 6 of the Privacy Act. If a person asks the school for information about someone else (or about other things that do not involve information about a human being) then the Official Information Act applies. The most common example is *a parent asking for information about a child* - the parent is asking for information about someone other than him or herself, and the school must therefore consider the request under the Official Information Act, **not** the Privacy Act.

“Personal information” is any information about an individual (a living natural person) as long as that individual can be identified. This is not limited to written information (e.g. photographs and sound and video recordings are also included).

The following is a précis of the Privacy Act principles.

#### 1. Purpose - “only collect information that you need to have”

A school may not collect personal information unless there is a lawful and specified legitimate purpose for collecting that information relating to the functioning of the school, and the collection of the information is necessary for that purpose.

#### 2. Source - “get the information from the individual concerned”

The school must generally collect data directly from the individual concerned (or the parent).

However, it is not necessary to comply with this principle if the school believes on reasonable grounds that:

- the information is publicly available; or
- the individual concerned authorises collection of the information from someone else; or
- compliance would prejudice the purpose of the collection; or
- the information will not be used in a form in which the individual concerned is identified or will be used for statistical or research purposes and will not be published in a form that could reasonably be expected to identify the individual concerned.

#### 3. Collection - “tell the individual what you are doing”

Where personal information is collected from an individual, the school must ensure the individual is aware of the purpose for which it is collected, the intended recipients, and the rights of access to and correction of that information.

#### 4. Manner of Collection

The school must not collect personal information by unlawful, unfair, or unreasonably intrusive means.

#### 5. Security

The school must ensure that personal information is secure against loss, modification or misuse to a degree that is reasonable in the circumstances.

## **6. Access - “give people access to their information”**

The school must allow an individual to confirm that he/she has a file, access it, check it, and if the individual thinks fit, request correction. Individuals may not be charged for providing this information.

## **7. Correction - “dealing with incorrect personal information”**

Where the school holds personal information, the individual concerned is entitled to request correction. Where such correction is not made, the individual is entitled to have a statement of the correction sought attached to the information. If there is inaccurate material, the school does not have to wait for a request for correction; if the school is aware that a record is incorrect then the school must amend it.

## **8. Accuracy**

The school must take steps to ensure that, before use, information is accurate, up to date, complete, relevant, and not misleading.

## **9. Information Retention**

The school must not keep personal information longer than is required for the purposes for which the information was collected. Remember that other legislation trumps the Privacy Act; for example some records must be kept for specific periods of time to meet the requirements of tax legislation and the Public Records Act specifies responsibilities for destroying, disposing, or archiving of school records.

## **10. Limits on Use - “use personal information for its purposes”**

Personal information collected by the school for one purpose may not be used for any other purpose unless the school believes on reasonable grounds that:

- the information is publicly available; or
- the use of the information for that other purpose is authorised by the individual concerned; or
- the use of the information for another purpose is necessary to prevent an imminent threat to health or safety; or
- the use of the information is in a form in which the individual is not identifiable or is used for statistical or research purposes and will not be published in a form that could reasonably be expected to identify the individual concerned.

## **11. Limits on Disclosure**

The school may not disclose personal information to third parties unless the school believes on reasonable grounds that:

- disclosure is one of the purposes for which the information was obtained (e.g. pupil assessments disclosed to parents, ERO); or
- the source of the information is a publicly available publication; or
- disclosure is to the individual concerned; or
- disclosure is authorised by the individual concerned; or
- disclosure of information is necessary to prevent an imminent threat to health and safety; or
- the information disclosed is used in such a way that the individual concerned is not identified or is to be used for statistical or research purposes and will not be published in a form that could reasonably be expected to identify the individual concerned.

As with the other principles, this is subject to other legislation. For example, the Education Act requires the school to collect essential information on enrolment and pass this information on to any school to which the student transfers; the Children, Young Persons and their Families Act

requires the school release information relating to care and protection to care and protection coordinators; and the Summary Proceedings Act requires that the school comply with documents issued by Judges, Court Registrars, and Justices of the Peace.

Even if release of information to third parties is permitted by the Act, the school should consider whether it is appropriate to do so. For example, telephone numbers and addresses are often publicly available, but this does not mean that if a request for a student's address is made that the school must provide it (and generally this should not be done).

## **12. Unique Identifiers**

The school may not allocate a unique identifier (code number for example) to an individual unless the assignment of that unique identifier is necessary to enable us to carry out the school's function efficiently. If the school does allocate an identifier, it must not be the same as another agency's unique identifier for that person (such as a public library card number or IRD number).

The Education Act permits the Ministry of Education to create a unique National Student Number for every student, which may only be used for the following purposes:

- monitoring and ensuring student enrolment and their attendance; and
- ensuring education providers and students receive appropriate resourcing; and
- statistical purposes; and
- research purposes; and
- ensuring that students' educational records are accurately maintained.

## **Official Information Act**

The starting point under the Official Information Act is that the school should presume it has to make the information available. However, there are good reasons **not** to provide information in some circumstances; protecting privacy is one of these.

Usually there are very few privacy difficulties in sharing information about students with their parents; however, occasionally disclosing information to a parent may have a serious impact on that student, or would otherwise breach their privacy. For example, if a student has shared information in confidence, there are strong privacy interests in that information.

Sometimes requesters ask for copies of documents that contain information about them, but also contain information about other people. In this situation, the Privacy Act applies to some of the information, and the Official Information Act applies to the rest.

## **Reporting to Parents and Guardians**

The Education Act requires that the school report to parents/guardians if there is anything affecting the student's progress or harming the student's relationships. The National Achievement Guidelines further require that the school report on the progress and achievement of students to their parents. This does not mean that parents are automatically entitled to all information relating to their child.

A parent's role as custodial or non-custodial parent does not change the school's duty to report to parents/guardians.

## **Guidelines**



1. The Board will appoint a Privacy Officer to monitor the collection, storage, use and disclosure of personal information held by the school.
  - a. If there is any doubt about whether information should be collected, stored, used, or disclosed, the first step should be consulting with the Privacy Officer.
  - b. Where the Privacy Officer has doubts or concerns about the collection, storage, use, or disclosure of information, the school's legal advisers or the Office of the Privacy Commissioner should be consulted.
  - c. The Privacy Officer will ensure that there is a periodic review of the fairness of the collection, storage, use, and disclosure of personal information, and that there is regular opportunity for students and parents to comment on the school procedures.
2. Requests for information will be dealt with according to the flowchart attached to this policy.
3. Volunteer helpers must comply with the school's privacy policy, just as they must comply with health and safety policies.
4. The school will regularly verify that records are up-to-date, and, where appropriate, the date that the verification was last carried out will be attached to the record.
5. Physical copies of personal information will be stored in a location that may only be accessed by school staff (such as a locked room or cabinet).
6. Electronic copies of personal information will be stored and transmitted securely. Unencrypted email is not a secure transmission method.
7. Access to personal information shall be limited to those staff that require the information (as judged by the school Privacy Officer). For example, teaching staff are likely to require access to all academic information, the bus driver may require access to many students' addresses, and all on-site staff may require access to health information in an emergency.
8. Where copies of personal information are removed from the school premises (e.g. when a staff member takes work home or accesses electronic information off-site), the person in possession of the information shall ensure that the same standard of care is taken with the information as when it is located at school.
9. Personal information will be kept for the period specified by the School Records Retention/Disposal Schedule, and then disposed or archived, as specified by the schedule.
10. A person about whom an allegation of breaching school rules has been made should be notified of any investigation as soon as practicable. Information collected as part of the investigation should be collected in a fair way, recognising the significant power imbalance between people in authority and students.
11. If the school wishes to search a person or their property (e.g. bag or electronic device), consent is generally required (refer to the New Zealand Bill of Rights Act).
12. Many classroom activities are centred around students revealing personal information; these are founded on well-established educational principles and are generally not an issue. However, if a student is reluctant to share information (e.g. about their background) in the classroom, the student's desire for privacy must be respected.
13. Any photographs, sound, or video records of people (including but not limited to students) on school grounds are personal information, and therefore subject to the requirements of the Act.
14. A notice shall be provided to new students and their parents/guardians and to visitors to the school (especially at events such as swimming sports or cross country) that photographs or other recordings may be made and used in school publications (including online) and/or archives.
15. Photographs, sound, and video recordings may be used in school publications (including online publication, such as the school website or Facebook account), however the decision to publish should be made after considering that:

- a. there is no guarantee of privacy online, even when a site provides measure to assist with privacy (such as access controls); and
- b. whether the material being available online will be appropriate when the student is older, given that material essentially lasts forever; once online it will always be available, even if not at the original location; and
- c. only positive depictions of students, staff, and visitors, or recordings made in such a way that identification of individuals is not possible, should be used; and
- d. material should be removed on request from individuals or their parents / guardians, even if permission was previously granted.

*Reviewed: 13/9/2012*

**Appendix 6.2.1: Request for Personal Information**

Is the request for personal information?	NO	Consider the request under the Official Information Act
YES		
Is this request from an individual?	NO	No right under the Privacy Act to request information.
YES		
Is the person: - a New Zealand citizen; - a permanent resident; or - in New Zealand?	NO	No right under the Privacy Act to request information.
YES		
Do we hold personal information about this person?	NO	Do we believe another agency holds this information?
YES		YES
Have I given reasons for not releasing the information in the form requested?	NO	Can I release the information in the form the person requesting it wants?
		YES
Am I sure that the requester is the authorised agent of the person to whom the information relates?	NO	Am I sure that the person making the request is the person to whom the information relates?
NO	YES	YES
Has the person to whom the information relates authorised me to disclose the information to a third party?	YES	Information released.
NO		
Information not released.		

### Procedure 6.3: Consultation with the Community

#### Rationale

The School is an integral part of the local community.

As a member of this rural community, the school has a commitment to:

- Maintain a harmonious relationship with the community.
- Identify community opinions, goals and needs.
- Inform the community of current school practices.
- Inform the community of any issues which will affect the community.
- Act as local focal point for the community generally and specifically in times of Civil Defence emergency

#### Purpose

1. To draw benefit to the school from being part of the community.
2. To enhance learning potential for students by using community resources and relationships effectively.
3. Establish relationships within the community that are sustainable and complimentary
4. Establish relationships with the wider schools community in the area to promote our school and members of our community.
5. Establish relationships with local iwi.
6. To encourage involvement of the community in school activities and events.

#### Guidelines

1. Promote the schools welcoming, warm, and secure atmosphere.
2. Celebrate the value of parents' support and community partnerships.
3. Develop opportunities within the school to encourage parents to visit and interact with the school.
4. Encourage all forms of communication between the school, teaching staff and parents within the community.
5. Encourage communication between the school and businesses within the community.
6. Community communications should be an on-going part of school life,
  - Board meetings open to all
  - Invite opinions / responses from parents / caregivers on issues relating to school, e.g. health
7. Community participation will be sought in a variety of ways, e.g. questionnaires and telephones networks, marae and home meetings.
8. For effective consultation, the school should :
  - Ensure all parties involved fully understand the consultation process
  - Be selective in determining meaningful issues to work on.
  - Be cognisant of people's strengths, limitations, and interests.
  - Give prompt feedback.
  - Be consistent – e.g. review the Charter every year
9. Efficient processes for gathering, collating, analysing, and reporting information and opinions are a pre-requisite of efficient consultation.
10. Consideration should be given to using culturally appropriate styles and venues in the local community to meet with parents.
11. The school should be responsive to and draw advantage from changing methods of communication.

#### Conclusion

Consultation is a continuous long term process which should aim to establish a genuine level of communication between the school and the community, and a mutual sharing of viewpoints on a two way basis.

*Reviewed: 13/9/2012*

## **Policy 7: Treaty of Waitangi**

This school has a commitment to Te Tiriti o Waitangi and will, through community partnership and resourcing, work proactively towards equal opportunities in education, language and employment for all. This policy will be carried out through procedures (appropriate to the community) developed by the Principal, staff and trustees.

The Board will endeavour to have a member of the Māori community as a member.

*Chairperson:*

*Reviewed: 3/10/2012*

**Procedure 7.1: Achievement of Māori Students**

**Rationale**

Nationally Māori students perform less well at school than non-Māori, and Ahuroa School recognises the need to address this issue with our own Māori students.

The Board of Trustees has an obligation under NAG 1(v) to consult with the local Māori community, and to develop and make known to the whole community policies, plans, and targets for improving the achievement of Māori students.

**Purpose**

1. To comply with Ahuroa School's Treaty of Waitangi Policy.
2. To implement procedures for improving achievement of Māori students, so that their achievements are at least equal to those of non-Māori students.
3. To seek the support of the school community in these plans.
4. To assist staff to meet the NAG 1(e) obligations.

**Guidelines**

1. Families of Māori students will be consulted annually, regarding raising levels of achievement of Māori students.
2. Māori students who are underachieving will be considered for special programmes.
3. If appropriate, an amount will be set aside in the annual budget for the purchase of suitable resources for underachieving Māori students.
4. Attendance of Māori students will be monitored, and followed up where necessary.
5. Whenever school-wide surveys are conducted, results of Māori students will be compared with non-Māori.
6. Mori students, whose behaviour is adversely affecting learning, will be referred to Resource Teachers: Learning and Behaviour (RTLb) and programmes put in place.
7. The EEO programme will recognise the need for suitable Māori teachers and teacher aides as role models.
8. When possible, without identifying individual children, test results comparing Māori with non-Māori will be presented to the Board of Trustees annually.

*Reviewed: 3/20/2012*

**Procedure 7.2: Biculturalism/Bilingualism**

**Rationale**

Māori are the Tangata Whenua of Aotearoa and their language and culture are a living part of New Zealand society. It is desirable that all New Zealanders recognise and understand the dual cultural heritage of New Zealand.

**Purpose**

1. To ensure the language of the Tangata Whenua is retained.
2. To enable our children to understand, respect and show sensitivity for Tikanga Māori, i.e. values, attitudes and behaviour.
3. Accepting that the knowledge of the Māori language will raise self esteem of pupils.
4. Providing experiences where pupils can display their talents through Māori craft and cultural experiences.
5. To recognise our obligations to the Treaty of Waitangi.

**Guidelines**

1. Consistent use of the Māori language should be part of the daily programme according to the skills of school and community.
2. Staff development should include Te Reo Māori, Tikanga Māori and cultural sensitivity.
3. Kaumatua and other resource personnel should be invited to the school and where possible employed in support of school's needs and provide a clear role.
4. The school should provide a welcoming atmosphere for all parents reflecting both Māori and non-Māori cultures.
5. To reinforce learning and understanding we should include Māori values, Māori Tikanga, Māori learning systems in the school programme and provide opportunities to visit local marae.
6. Representatives from the Māori community will be consulted regarding the development of programmes, which contain a Māori element, when appropriate.

**Conclusion**

This school respects and encourages all aspects of Māori culture.

*Reviewed: 3/10/2012*