

Hamilton Girls' High School

# POLICY MANUAL 2022



# Table of Contents

Introduction	03	<b>NAG 2 - Strategic plan and self-Review</b>	<b>65</b>
Governance and Management	03	Strategic Plan and Self-Review	66
Education & Training Act 2020	04	<b>NAG 3 - Employment and Personnel Matters</b>	<b>67</b>
The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES) Policy Framework	08	Appointment Policy and Procedure 2022	68
		Complaints and Investigations Policy 2022	70
		Email and Social Media Policy 2022	71
		Equal Employment Opportunities Policy 2022	72
		Human Resource Management Policy 2022	74
		Performance Management Policy 2022	76
		Privacy Policy 2022	77
		Staff Leave and Absences Procedure 2022	79
		Timetabling Policy	80
		Protected Disclosure Policy	81
<b>Part A: Annually updated section</b>		<b>NAG 4 - Financial and Property Matters</b>	<b>84</b>
Board Members	11	Asset Management and Protection	85
2022 Board Work Plan	12	Delegation Policy (Financial Management)	86
2023 Board Work Plan	14	Fundraising Policy	90
2024 Board Work Plan	16	Financial Management Policy	91
		Property Management	101
		Schedule of Delegations (Financial Management)	103
		Sensitive Expenditure	105
		Sponsorship Policy	106
		Theft and Fraud Prevention Policy	108
		<b>NAG 5 - Safe Physical and Emotional Environment</b>	<b>110</b>
		Child Protection Policy	111
		Concerns and Complaints Policy	122
		Crisis Management Policy	128
		Health Education	139
		Health and Safety Policy	141
		Security Policy	143
		Staff Wellbeing Policy	144
		<b>NAG 6 - General Legislation</b>	<b>146</b>
		Archives Policy	147
		Education Outside the Classroom EOTC	149
		International Fees Protection Policy	151
		Managing International Recruitment Agencies	152
		International Student Refunds Policy	154
		International Student Policy	156
		International Student Accomodation Policy	159
		International Code of Conduct	160
		<b>NAG 7 - School Charter</b>	<b>162</b>
		School Charter	162
		<b>NAG 8 - Analysis of Variance</b>	<b>174</b>
<b>Strategic Plan 2020 - 2025</b>	<b>18</b>		
Vision			
Our Intent			
Motto:			
Crest			
Values			
<b>Strategic Deliverables/Outcomes: 2020 - 2025</b>	<b>19</b>		
Teacher Growth			
Student Learning Programmes			
Student Learning Management			
Student Hauora			
School Culture			
<b>SLT Structure</b>	<b>20</b>		
Leader of Teaching and learning	21		
Leader of Operations	22		
Leader of Student Hauora	23		
Leader of School Culture	24		
Policy: Schedule of Delegations	25		
<b>Part B: GOVERNANCE POLICIES</b>	<b>28</b>		
Board roles and responsibilities policy	30		
Board code of behaviour policy	35		
Board member remuneration and expenses policy	36		
Conflict of interest policy	37		
Chair's Role Description Policy	39		
Staff/student Trustee role description policy	40		
Relationship between the Board and the Principal	43		
Responsibilities of the Principal	44		
Principal performance management policy	46		
<b>Part C: OPERATIONAL POLICIES -</b>	<b>48</b>		
Board expectations for the control and management of the school			
<b>NAG 1 - Student Achievement</b>	<b>52</b>		
Communication with School Community	53		
English Language Learners (ELL) Policy	58		
Curriculum and Student Achievement Policy	59		
Gifted and Talented Education Policy	61		
Technology Policy	63		
Treaty of Waitangi Policy	64		

# Introduction

**The Board of Trustees of Hamilton Girls' High school is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.**

This document has been specifically designed to:

- Provide a comprehensive overview of the governance/management structure and practises at Hamilton Girls' High School and to draw together all key documents under one cover i.e. Charter, Strategic Plan, Policies and Procedures
- Give a clear indication of the governance/management model being employed by the Board
- Help to clarify and reinforce the governance/management interface
- Provide our school community with information and clear direction

## Governance and Management

### Governance

The ongoing improvement of student progress and achievement; that the school is an inclusive and safe place for all students and staff; that the school gives effect to Te Tiriti o Waitangi are the board's primary objectives.

The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.

Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership, with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.

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 may set up committees and working parties to assist the board to carry out its responsibilities and due processes such as staff appointments, finance, property, disciplinary. The Education Act gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money.

### Management

The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand (for detail, see operational policies).



## Education & Training Act 2020

In developing the above definitions for Hamilton Girls' High School, the board is mindful of the sections of the **Education & Training Act 2020** and the **Education (School Board) Regulations 2020** set out below.

The Education & Training Act 2020 came into force on 1 August 2020 and clarifies the governance role of the school board and its primary objectives. Most of the powers and functions of boards are now set out in the Education (School Boards) Regulations 2020, with the principal's role as chief executive specified in section 130 of the Act.

### Education & Training Act 2020 – School Boards

#### 125 Board is governing body

1. A board is the governing body of its school.
2. A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
3. Under section 130, the school's principal is the board's chief executive in relation to the school's control and management.

#### 126 Bylaws

1. A board may make bylaws that the board thinks necessary or desirable for the control and management of the school.
2. Before making a bylaw, the board must consult its staff, its students (to the extent that the board considers appropriate), and the school community regarding the proposed bylaw.

#### 127 Objectives of boards in governing schools

1. A board's primary objectives in governing a school are to ensure that—
  - (a) every student at the school is able to attain their highest possible standard in educational achievement; and
  - (b) the school—
    - (i) is a physically and emotionally safe place for all students and staff; and
    - (ii) gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and
    - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
  - c) the school is inclusive of, and caters for, students with differing needs; and
  - d) the school gives effect to Te Tiriti o Waitangi, including by—
    - (i) working to ensure that its plans, policies,

and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and

- (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- (iii) achieving equitable outcomes for Māori students.

2. To meet the primary objectives, the board must—
  - (a) have particular regard to the statement of national education and learning priorities issued under [section 5](#); and
  - (b) give effect to its obligations in relation to—
    - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
    - (ii) teaching and learning programmes; and
    - (iii) monitoring and reporting students' progress; and
  - (c) perform its functions and exercise its powers in a way that is financially responsible; and
  - (d) if the school is a member of a community of learning that has a community of learning agreement under [clause 2](#) of Schedule 5, comply with its obligations under the agreement; and,
  - (e) comply with all of its other obligations under this or any other Act.

#### 128 Staff

A board may, in accordance with the [Public Service Act 2020](#), appoint, suspend, or dismiss school staff.

#### 131 Board has complete discretion

1. A board has complete discretion to perform its functions and exercise its powers as it thinks fit
2. Subsection (1) is subject to this Act, any other enactment, and the general law of New Zealand.

## Education (School Boards) Regulations 2020

### 8 Delegation

1. A board may, by resolution and in writing either generally or specifically, delegate any of the functions or powers of the board or of a board member to any of the following persons:
    - a) a board member or members;
    - b) the principal or any other employee or office holder of the board;
    - c) a committee consisting of at least 2 persons at least 1 of whom is a board member;
    - d) a person approved by the Minister;
    - e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d)
  2. Subclause (1) does not apply to any functions or powers specified in the Act as not being capable of delegation.
  3. The board must not delegate the general power of delegation.
  4. A person to whom any function or power is delegated may perform the function or exercise the power in the same manner and with the same effect as if the person were the board or board member (subject to any restrictions or conditions imposed by the board).
- A person purporting to act under a delegation—
- a) is, in the absence of proof to the contrary, presumed to be acting in accordance with the delegation; and
  - b) must produce evidence of the person's authority to do so if reasonably requested to do so
5. A person to whom any function or power is delegated may delegate that function or power only—
    - a) with the prior written consent of the board; and
    - b) subject to the same restrictions, and with the same effect, as if the subdelegate were the delegate.
  6. A delegation under subclause (1)—
    - a) is revocable at will by resolution of the board and written notice to the delegate (or by any other method provided for in the delegation);
    - b) does not prevent the board or the board member performing the functions or the exercising the powers;
    - c) does not affect the responsibility of the board for the actions of any delegate acting under the delegation;
    - d) is not affected by any change in the membership of the board or of any committee or class of persons.

## Education & Training Act 2020 - Control and management of State schools

### 130 Principal is chief executive of board in relation to school's control and management

1. A school's principal is the board's chief executive in relation to the school's control and management.
2. Except to the extent that any enactment, or the general law of New Zealand, provides otherwise, the principal—
  - a) must comply with the board's general policy directions; and
  - b) subject to paragraph (a), has complete discretion to manage the school's day-to-day administration as they think fit.

### NELPs:

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) set out the Government's priorities for education that will ensure the success and wellbeing of all learners.



# The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity,

inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours

Te Tiriti o Waitangi and supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVE	OBJECTIVE	OBJECTIVE	OBJECTIVE	OBJECTIVE
<p><b>1</b></p> <p><b>LEARNERS AT THE CENTRE</b></p> <p>Learners with their whānau are at the centre of education</p>	<p><b>2</b></p> <p><b>BARRIER FREE ACCESS</b></p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p><b>3</b></p> <p><b>QUALITY TEACHING AND LEADERSHIP</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p><b>4</b></p> <p><b>FUTURE OF LEARNING AND WORK</b></p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p><b>5</b></p> <p><b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b></p> <p>New Zealand education is trusted and sustainable</p>
<p><b>1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p><b>2</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p><b>3</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p><b>4</b> Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracylanguages and cultures</p>	<p><b>5</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>
		<p><b>6</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p><b>7</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p><b>8</b> Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA)

Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

# Policy Framework

In order to carry out effective governance of the school the board has developed the following policy framework:

**The School Board key areas of contribution are focused on four outcome areas:**



- 1. Sets the strategic direction and long-term plans and monitors the board's progress against them**
  - 1.1 The board leads the annual charter/strategic plan review process
  - 1.2 The board sets/reviews the strategic aims by November
  - 1.3 The board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education (MoE) by 1 March each year
  - 1.4 Regular board meetings include a report on progress towards achieving strategic aims
  - 1.5 The charter/strategic plan is the basis for all board decision making
  - 1.6 Policy review process will be as per the review date or as required
- 2. Monitors and evaluates student progress and achievement**
  - 2.1 The board approves an annual review schedule covering curriculum and student progress and achievement reports
  - 2.2 Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success
  - 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
- 3. Protects the special character of the school (Special character schools)**
  - 3.1 Special character is obviously considered in all board decisions
  - 3.2 Special character report is included at every board meeting as part of the principal's report
- 4. Appoints, assesses the performance of and supports the principal**
  - 4.1 Principal's performance management system in place and implemented
- 5. Approves the budget and monitors financial management of the school**
  - 5.1 Budget approved by the first meeting each year
  - 5.2 Satisfactory performance of school against budget
- 6. Effectively manages risk**
  - 6.1 The board has an effective governance model in place
  - 6.2 The board remains briefed on internal/external risk environments and takes action where necessary
  - 6.3 The board identifies 'trouble spots' in statements of audit and takes action if necessary
  - 6.4 The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action



**7. Ensures compliance with legal requirements**

- 7.1 New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members
- 7.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary
- 7.3 Accurate minutes of all board meetings, approved by board and signed by chair
- 7.4 Individual staff/student matters are always discussed in public excluded session
- 7.5 Board meetings have a quorum

**8. Ensures trustees attend board meetings and take an active role**

- 8.1 Board meetings are effectively run
- 8.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them
- 8.3 Attendance at 80% of meetings (min.)
- 8.4 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)

**9. Approves major policies and programme initiatives**

- 9.1 Approve programme initiatives as per policies
- 9.2 The board monitors implementation of programme initiatives

**10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage**

- 10.1 The Treaty of Waitangi is obviously considered in board decisions
- 10.2 The board, principal and staff are culturally responsive and inclusive

**11. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer**

- 11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements)
- 11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct
- 11.3 Ensures there is ongoing monitoring and review of all personnel policies

**12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures**

- 12.1 Successful resolution of any disputes and conflicts referred

**13. Represents the school in a positive, professional manner**

- 13.1 Code of behaviour adhered to

**14. Oversees, conserves and enhances the resource base**

- 14.1 Property/resources meet the needs of the student achievement aims

**15. Effectively hands over governance to new board/trustees at election time**

- 15.1 New trustees provided with governance manual and induction
- 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme
- 15.3 Appropriate delegations are in place as per Schedule 6 (17) of the Education Act
- 15.3 Board and trustees participate in appropriate professional development

The background image shows two women performing a haka, a traditional Maori dance. They are wearing traditional haka attire, including long, shaggy white woolly skirts (haka) and colorful, patterned bodices. They have their mouths open in a 'haka' expression, and their hands are raised. The scene is set against a dark background, possibly a stage or a performance area. The text 'Part A: Annually updated section' is overlaid on the image in white, bold, sans-serif font.

Part A:  
**Annually  
updated  
section**

# Board Members



**Principal**  
**Marie Gordon**



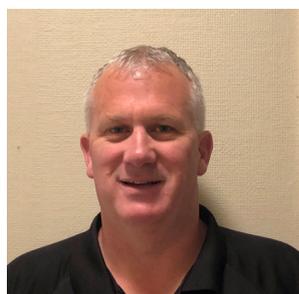
**Chairperson Elected**  
**(Namulau'ulu)**  
**Lale Ieremia**  
Elected to Chair Feb 2021



**Deputy Chairperson**  
**Batami Pundak**  
Term Start - 15 Oct 2020  
Term Expires - 23 Sep 2022



**Board Member**  
**Terri Hohneck**  
Term Start - Nov 2019  
Term Expires - Sep 2022



**Co-opted Board Member**  
**Brad Saxton**  
Term Start -23 Sep 2021  
Term Expires - 23 Sep 2022



**Co-opted Board Member**  
**Sarah King**  
Term Start -23 Sep 2021  
Term Expires - 23 Sep 2022



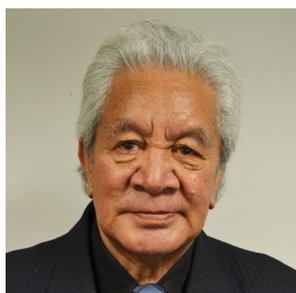
**Co-opted Board Member**  
**Carissa McCay**  
Term Start -23 Sep 2021  
Term Expires - 23 Sep 2022



**Board Member**  
**Stan Goldsack**  
Term Start - 23 June 2016  
Term Expires - Sep 2022



**Co-opted Board Member**  
**Greg Smith**  
Term Start - Mar 2021  
Term Expires - Sep 2022



**Kaumatua**  
**Taki Turner**  
Term Start - April 2020  
Term Expires - Sep 2022



**Staff Representative**  
**Kristin Cato**  
Term Start - 1 June 2019  
Term Expires - 1 June 2022



**Student Representative**  
**Milan Phillips**  
Term Start - Sep 2021  
Term Expires - Sep 2022

## RESIGNATIONS

- Melanie Pilcher ..... January 2021
- Emily Shute (Student Representative) ..... September 2021
- Andrew McRae (Trustee) ..... May 2021

# Te Toopu Tootika Proposed Year Plan for Cultural Competency Development

## Purpose

To seek the Boards approval of Te Toopu Tootika Proposed Year Plan for Cultural Competency Development (2021 - 2022).

## Executive Summary

A key priority for the Board is to strengthen its understanding in relation to Te Ao Māori and have further discussions about its commitment to Te Tiriti o Waitangi and what this practically means for the Board.

On 16 September 2021 the Board undertook cultural competency training with Matua Toti. The session provided an overview of some of the general concepts within Te Ao Māori including (but not limited to) tikanga, kawa, powhiri, karakia and mihi as well as an opportunity for Board members to ask questions and share their experiences.

Following the session with Matua Toti, Te Toopu Tootika met to discuss the next steps and what a potential cultural competency development plan for the year ahead might look like. Further feedback and input was provided by Matua Toti to ensure the plan aligned to the School's commitments and initiatives towards Te Ao Māori.

The Boards approval of the proposed plan (Appendix One) will show a genuine long-term commitment to Te Ao Māori and enable further discussions about its commitment to Te Tiriti o Waitangi (as referred to within the School Charter and policies) and how the Board can give effect to these provisions in a meaningful way that will have better outcomes for Hamilton Girls High and the wider school community.

## Recommendations

**THAT** the Board of Trustees:

**AGREES** to Te Toopu Tootika Proposed Year Plan for Cultural Competency Development (2021 - 2022)

### Priority 1

An assessment of the Boards commitment to Te Tiriti o Waitangi. This could include:

- PLD from Alex Hotere-Barnes (has been engaged to deliver PD to the school).
- Applying the Hautu framework.
- Updating Treaty policy.

### Priority 2

Basic use of tikanga and te reo Māori in the context of being a BOT member of Hamilton Girls High. This could include:

- Using te reo Māori in hui: Karakia, mihi, pepeha, waiata.
- Using tikanga Māori in hui: Whanaungatanga, manaakitanga.
- Use of reo and tikanga Māori when addressing the public.

### Priority 3

Upskilling basic reo and tikanga Māori in areas outside of BOT core routines. This could include:

- Pronunciation of names.
- Simple greetings and vocabulary.
- Pōwhiri

### Priority 4

Greater knowledge of the tribal landscape. This could include:

- National tribal makeup
- Tainui waka
- Ngā iwi o Tainui
- Kīngitanga
- Waikato
- Ngāti Wairere & Ngāti Mahanga
- Te Kōpū Mānia o Kirikiriroa

The time afforded to PD (e.g. quarterly, monthly, one hour sessions, half day sessions) will determine the next stage of timing. Co-construction with the Board needs to take place before being able to commit to the next stage of planning.



# 2022 Board Work Plan

AREA FOR REVIEW				
	FEB	MAR	APR	MAY
<b>Charter/strategic plan</b>	Confirm and approve 3-year charter, strategic plan and implement annual plan	BOT Work Plan finalised	Risk & Opportunity Discussion	Community Consultation
<b>Strategic aims</b>	Sign off Charter	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3
<b>Policy</b>	Annual Policy Schedule Review and Role of the Chair		Legislation and Administration Policy	Emergency Planning and Procedures
<b>Student progress and achievement</b>	2021 Analysis of Variance	Māori Student Achievement		
<b>Te Tiriti o Waitangi</b>	Cultural responsiveness	Local Māori Community Consultation	BOT Training	
<b>Wellbeing</b>	Student transition focus Student Hauora Framework presented		Restorative Practice Overview at HGHS	
<b>Human Resources</b>	Principal Performance Agreement Process HR Business Action Plan presented	Staff Performance and Management Non-Teaching Staff	Principal Performance Agreement sign-off	Employee Registration, Police Vetting
<b>Curriculum Achievement</b>	Evidence Based Reports - Junior and Senior	NZC and NCEA Curriculum Review Update		
<b>Budget</b>	Approve Budget Draft Financial Report	Monitor Monthly Report	Review Budget following March 1 return	Monitor Monthly Report
<b>New government or New Local Initiatives</b>	BOT Engagement with Community via School Events	Principal Update	BOT Engagement with Community via School Events	Principal Update
<b>Board process requirements</b>	Election of Chair Code of Conduct Delegations of Authority	Accounts to Auditor Analysis of Variance to MOE, 31/3 Roll Return		AP & AOV 31/5 Annual Audit Report Draft
<b>Board PD and Internal Evaluation</b>		Your Community Workshop		Health and Safety Workshop

JUNE	AUG	SEPT	OCT	NOV	DEC
Risk & Opportunity Discussion	BOT Retreat & SMT on Charter		Review Strategic Plan	Risk & Opportunity Discussion	AOV and Draft Annual Plan
	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Review and Discussions	
Curriculum and Student Achievement Policy	Health, Safety and Welfare	Performance Management	EOTC (Education Outside the Classroom)	Sun Protection School Swimming Pool	
		Gifted and Talented			Draft Analysis of Variance
	Local Māori Community Consultation			Ensure strategic plan reflects local tikanga Māori, mātauranga and te ao Māori	
	Feedback on New Pastoral Structure			Student transition focus	
HR Audit, Principal and Staff Appraisal Model unpacked	Principal Appraisal Update	Provisional Staffing Entitlement and Funding		Teacher Appraisal Update	Principal Appraisal Presented
	Curriculum Review Update				Curriculum Review Update
Monitor Monthly Report, Mid-Year Review	Monitor Monthly Report	Monitor Monthly Report Update/ Review 5YA, 10YPP		Next year's draft budget Monthly Report	Finalise and adopt draft budget Monthly Report
BOT Engagement with Community via School Events	Principal Update	BOT Engagement with Community via School Events	Principal Update	BOT Engagement with Community via School Events	Principal Update
Roll Return 1 July		Student Representative Election		Health Curriculum Consultation	Board Report to the Community
				Evaluation of Board Effectiveness	Staff & BOT Christmas Function



# 2023 Board Work Plan

AREA FOR REVIEW				
	FEB	MAR	APR	MAY
<b>Charter/strategic plan</b>	Confirm and approve 3-year charter, strategic plan and implement annual plan	BOT Work Plan finalised	Risk & Opportunity Discussion	Community Consultation
<b>Strategic aims</b>	Sign off Charter	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3
<b>Policy</b>	Annual Policy Schedule Review and Recognition of Cultural Diversity	Staff Leave		Documentation and Self-Review Employer Responsibility
<b>Student progress and achievement</b>	2022 Analysis of Variance	Learning Support Needs		
<b>Te Tiriti o Waitangi</b>	Māori Student Focus	Local Māori Community Consultation		
<b>Student and staff Wellbeing</b>	Student transition focus			Receive staff wellbeing survey report
<b>Human Resources</b>	Principal Performance Agreement Process	Staff Performance and Management Non-Teaching Staff	Principal Performance Agreement for sign off	Employee Registration, Police Vetting
<b>Curriculum</b>	Subjects and Credits offered	Curriculum Review Update	HOD Report	HOD Report
<b>Budget</b>	Approve Budget Draft Financial Report	Monitor Monthly Report		Monitor Monthly Report
<b>New government or New Local Initiatives</b>	BOT Engagement with Community via School Events	Principal Update	BOT Engagement with Community via School Events	Principal Update
<b>Board process requirements</b>	Election of Chair, Code of Conduct, Delegations of Authority	Accounts to Auditor Analysis of Variance to MOE; 31/3 Roll Return		AP & AOV 31/5 Annual Audit Report Draft
<b>Board PD and Internal Evaluation</b>		Board Self-Directed Learning		Health and Safety Workshop

JUNE	AUG	SEPT	OCT	NOV	DEC
Risk & Opportunity Discussion	BOT Retreat & SMT on Charter		Review Strategic Plan	Risk & Opportunity Discussion	AoV; Draft Annual Plan
	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Review and Discussions	
			Privacy		Classroom Release Time/ Timetable
Mid-Year Report Post Parent Interviews	Pasifika Student Focus	Gifted and Talented			Draft Analysis of Variance
Māori Student Focus	Local Māori Community Consultation			Ensure strategic plan reflects local tikanga Māori, mātauranga and te ao Māori	
	Receive student wellbeing survey report			Student transition focus	Board Wellbeing Assessment
HR Audit, Principal and Staff Appraisal Model unpacked	Principal Appraisal Update	Provisional Staffing Entitlement and Funding		Teacher Appraisal Update	Principal Appraisal Presented
AP Update	Curriculum Review Update	HOD Report	HOD Report	AP Update	Curriculum Review Update
Monitor Monthly Report, Midyear Review	Monitor Monthly Report	Monitor Monthly Report Update/ Review 5YA, 10YPP		Next year's draft budget Monthly Report	Finalise and adopt draft budget Monthly Report
BOT Engagement with Community via School Events	Principal Update	BOT Engagement with Community via School Events	Principal Update	BOT Engagement with Community via School Events	Principal Update
Roll Return 1 July Review Committee principles and Terms of Reference		Student Representative Election		Health Curriculum Consultation	Board Report to the Community
		Board Self-Directed Learning		Evaluation of Board Effectiveness	Staff and BOT Christmas Function



# 2024 Board Work Plan

AREA FOR REVIEW				
	FEB	MAR	APR	MAY
Charter/strategic plan	Confirm and approve 3-year charter, strategic plan and implement annual plan			
Strategic aims	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 4
Policy	Annual Policy Schedule Review	Finance & Property and Protected Disclosure	Reporting to Parents and Visitors	
Student progress and achievement	2023 Analysis of Variance	Learning Support Needs		
Te Tiriti o Waitangi	Māori Student Focus	Local Māori Community Consultation		
Inclusion and Wellbeing	Student transition focus			Receive staff wellbeing survey report
Human Resources	Principal Performance Agreement Process	Principal Performance Agreement Approved		
Curriculum		Mathematics and Statistics		Education Learning Languages
Budget	Approve Budget Draft Financial Report	Monitor Monthly Report		Monitor Monthly Report
New government or New Local Initiatives				
Board process requirements	Election of Chair, Code of Conduct, Delegations of Authority	Accounts to Auditor Analysis of Variance to MOE		Annual Report to MOE by 31 May
Board PD and Internal Evaluation		Board Self-Directed Learning		Health and Safety Workshop

JUNE	AUG	SEPT	OCT	NOV	DEC
				Review of strategic plan; Approve review plan	AoV Receive draft annual implementation plan
	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 4	
Mid-Year Report Post Parent Interviews	Pasifika Student Focus	Gifted and Talented			Draft Analysis of Variance
Māori Student Focus	Local Māori Community Consultation			Ensure strategic plan reflects local tikanga Māori, mātauranga and te ao Māori	
	Receive student wellbeing survey report			Student transition focus	Board Wellbeing Assessment
Mid-Year Review Principal Performance		Provisional Staffing Entitlement and Funding			Principal Appraisal Report
	Te Reo Māori			Local Curriculum and tikanga Māori	
Mid-Year Review Monthly Report	Monitor Monthly Report	Monitor Monthly Report Update/ Review 5YA, 10YPP		Next year's draft budget Monthly Report	Finalise and adopt draft budget Monthly Report
Roll Return 1 July Board Meeting Process Review	Succession Planning (ahead of election year)	Student Representative Election		Appoint Returning Officer for triennial elections as appropriate	Parent Reporting Promote Board elections for next year Host Kōrari Workshop
		Board Self-Directed Learning		Evaluation of Board Effectiveness	Staff and BOT Christmas Function



# Strategic Plan

## 2020 - 2025

### VISION:

"Empower young women to dare to excel as innovative individuals who are globally connected"

### OUR INTENT:

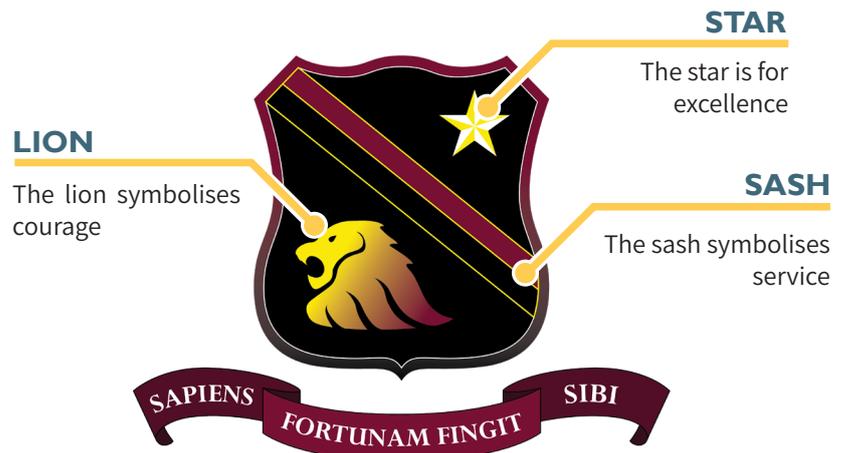
To empower young women to aspire to excellence, make a difference and respond to the diverse needs of individuals.

### MOTTO:

"Sapiens Fortunam Fingit Sibi."

He tangata maarama maana e raranga toona ara  
A Wise Woman Shapes Her own Destiny

### CREST:



### VALUES:



**EXCELLENCE**

*Kairangi*



**RESILIENCE**

*Manawaroa*



**IDENTITY**

*Tuakiritanga*



**COURAGE**

*Maia*



**CREATIVITY**

*Auakātanga*



**CURIOSITY**

*Manawareka*

# STRATEGIC DELIVERABLES/OUTCOMES: 2020 - 2025

## 1. TEACHER GROWTH

### Programme development, management and delivery for teachers

- 1. Teacher Growth:** Ensure future focused individual and team professional development is well structured and constantly aligned to the school's ongoing strategic needs.
- 2. Teacher Technology Tools:** Ensure that teachers consistently have the appropriate technological tools and the associated skills to use them, that will enhance and optimise the delivery of student learning programmes
- 3. Teacher Professional Standards:** Ensure that all teaching staff are meeting current professional standards, and aspiring to perform at high levels

## 2. STUDENT LEARNING PROGRAMMES

### Delivery and integration of the curriculum

- 1. Delivery and Integration of Curriculum:** Ensure the delivery of responsive and connected learning programmes and assessment, aligned to the school's ongoing strategic needs.
- 2. Promotion of Pathways:** Provide pathways for all learners, aligned to their aspirations

## 3. STUDENT LEARNING MANAGEMENT

### Each individual's learning is planned and managed to grow them

- 1. Evidence Analysis:** Ensure evidence-based decision making, to accelerate student achievement through robust analysis, assessment, and reporting
- 2. Student Management Tools:** Develop ongoing efficient and effective data management processes that informs and accelerates student achievement

## 4. STUDENT HAUORA

### Leadership of student-centred pastoral and guidance care

- 1. Pastoral Care:** Foster an approach to pastoral care which is holistically responsive to the individual needs of all ākonga
- 2. Student Transitions:** Ensure a sense of belonging and connection within our Kura

## 5. SCHOOL CULTURE

### A positive and supportive environment to work and learn in

- 1. Event Management:** Ensure events celebrate student success, and consistently reflect our school culture and values
- 2. Communications:** Ensure that the school community understands and actively engages with our culture and values
- 3. Student Leadership Development:** Identify and develop our leaders of the future
- 4. Co-curricular and Extra curricular Activities:** Ensure co-curricular and extra-curricular programmes grow and empower balanced young women

### Agreed Annual Strategies/ Actions/Projects - 2021 KPI's

Develop a proposed 3-5 year strategic plan, integrated with other strategic outcomes, that will shift and enhance individual teacher growth and development by (agreed date).  
Present proposed strategy to SLT for input and sign off by (agreed date)  
Implement an agreed action plan for 2021 and report on progress against quarterly.



# HAMILTON GIRLS' HIGH SCHOOL SENIOR LEADERSHIP WHENU ORGANISATION

In order to support and enable the delivery of our vision and strategic aspirations of Hamilton Girls' High School, the BOT and the Senior Leadership team realigned our management structure to have a functionally clear management structure for the school and to enable complementary and related activities to operate in a much more integrated and effective way.

Central to the process, our visual depiction of our management structure draws on the symbolism of flax weaving and the importance it has both metaphorically and in practice. Embodied within our management structure is the weaving of whenu or strands, whereby our students sit at the centre with our Senior Leadership Team leading both the strategic and

operational lens of teaching and learning. Each Senior Leader leads a whenu that focuses on portfolios that are inextricably linked. Aply led by our Commercial Services Manager and Senior HR Adviser, our support staff are in the outer circles and enable and tautoko the work of the whenu organisation.

## LEADER OF OPERATIONS

CRAIG SCRIMGEOUR

**Strategic priority:** Strengthen cohesion and structure of HGHS operations to support excellent academic outcomes.

## LEADERS OF TEACHING AND LEARNING

REBECCA EARLY / CAMPBELL WOOD

**Strategic priority:** Strengthen academic excellence through developing our learning community.



## LEADER OF STUDENT HAUORA

GRAINNE O'MAHONY

**Strategic priority:** Strengthen student support networks to empower personal excellence.

## LEADER OF SCHOOL CULTURE

TOTI WEST

**Strategic priority:** Create a positive sense of belonging and connection within the HGHS school community.

# Leader of Teaching and learning

## Strategic priority: Strengthen academic excellence through developing our learning community.

Co lead Rebecca Early + Campbell Wood

### REBECCA EARLY

#### 1. Curriculum Delivery

- Student Learning Pathways,
- Special Programmes: (Learning Support, International, PW2)
- Areas of Special School Wide Emphasis:
- (Mana ōrite mō te mātauranga Māori)
- Digital Technology learning
- NCEA best practice monitoring

#### 2. Curriculum Review and Development

- Junior Curriculum Review
- NZ Curriculum refresh implementation
- Aotearoa New Zealand Histories
- Senior Curriculum Review
- NCEA changes and implementation

#### 3. Student Academic Progress and Achievement

- Assessment for learning
- Assessment design
- Graduate Outcomes

#### 4. Student Academic Support

- Summer School

#### 5. Community Curriculum Engagement

- NCEA Change Events
- Special Programmes Events

#### 6. Evidence-led Staff PLD

- Internal Professional Development
- External Professional Development
- Coaching and Leadership Development - new and existing school managers
- MOE TODs
- Professional Growth Cycle
- Registration and Attestation
- Provisionally Certified Teachers

#### 7. School Curriculum Publications

- Junior + Senior Curriculum Guides
- Prospectus

#### 8. IT – Learning

- Schoology (learning tool)

### TEAMS

- Director of Learning Acceleration
- Specialist Classroom Teacher/ Pathway 2 lead
- SSEP lead
- HOFs
  - Maori (EYR)
  - Arts (EYR)
  - Science (EYR)
  - P.E/Health (EYR)
  - Technology (EYR)
- Head of Faculty Learning Support
- Responsibilities
- Co-lead SLT meetings
- Lead HOF meetings

### RESPONSIBILITIES

- Co-lead SLT meetings
- Lead HOF meetings

#### Student Council

Attendance @ Year level 12 assemblies and whanau meetings

EDGE CUMBE HOUSE

### CAMPBELL WOOD

#### 1. Curriculum Delivery

- Student Learning Pathways,
- Special Programmes: (GATE, Careers, Ignite/Extension, Scholarship)
- Areas of Special School Wide Emphasis:
- (Literacy, Numeracy)
- NCEA best practice monitoring

#### 2. Curriculum Review and Development

- NCEA changes and implementation

#### 3. Student Academic Progress and Achievement

- Assessment for learning
- Assessment design
- Academic Tracking – Internal Assessment Progress Tracking
- Reporting – Including Parent/ Teacher Interviews
- Academic Recognition (assemblies, JR & SR Prizegiving, and other awards)
- Graduate Outcomes

#### 4. Student Academic Support

- Tailored Academic Mentoring – all students as required
- (special emphasis on targeted groups)
- Tutoring Programmes
- Homework Programmes

#### 5. Community Curriculum Engagement

- Curriculum Information Evenings
- NCEA Change Events
- Special Programmes Events

#### 6. Evidence-led Staff PLD

- Teacher Trainees

#### 7. School Curriculum Publications

- HGHS Study Guides
- NCEA Info. Guides

#### 8. IT – Learning

- Schoology (learning tool)

### TEAMS

- Literacy team
- Extension team
- GATE coordinator
- HOFs
  - English (WDC)
  - Business (WDC)
  - Social Studies (WDC)
  - Maths (WDC)
  - Languages (WDC)
- Director of Careers

### RESPONSIBILITIES

- Careers and Subject choice evening
- Assemblies
- Prize givings:
- Junior
- Senior

#### Academic Council

Attendance @ Year level 9 assemblies and whanau meetings

HEADS HOUSE



# Leader of Operations

**Strategic priority: Strengthen cohesion and structure of HGHS operations to support excellent academic outcomes.**

## CRAIG SCRIMGEOUR

### 1. Timetable of the school

- Student course selection process
- Timetable changes - staff and students.
- Customised timetables.
- Course confirmation and selection

### 2. Staffing (co-lead Principal)

- Unders/overs, timetabling, staff intentions, change of staff

### 3. IT management

- SMS (KAMAR) and other student systems, such as attendance monitoring
- Teacher laptops, orders
- Schoology - Set up and ongoing administration
- Troubleshooting

### 4. Effective Communications

- School links, Kamar, schoology, emails
- School Calendar including
- Start and end of year arrangements
- School meeting schedule

### 5. Data

- Leading evidence based analysis and self review, including Jnr + Snr EBR
- Measurement of impact in key areas according to the strategic plan

### 6. Testing

- Junior testing + CAM
- Examinations timetable
- Enrolment

### 7. Relief Leadership (Kamar)

- Oversight of relief coordinator, integrations with Kamar and overs and unders

### 8. Health and Safety including emergency procedures

- Fire drill
- Lockdown procedures
- EOTC -Overall school events and trips planning approval and sign off

### 9. Ministry Returns

- Roll returns
- Attendance returns
- Enrolment

## TEAMS

- Data team
- KAMAR team
- Timetable team
- Health and Safety team
- Sheryl Peters
- Principal's Nominee

## RESPONSIBILITIES

### Service Council

Attendance @ Year level 11 assemblies and whanau meetings

CAMPBELL HOUSE

## Leader of Student Hauora

**Strategic priority: Strengthen student support networks to empower personal excellence.**

### GRAINNE O'MAHONY

#### STUDENT FOCUSED

##### 1. Schoolwide Pastoral Systems

- Working with pastoral leaders and deans to create effective pastoral systems.
- Promote the principles and practice of PB4L at HGHS
- Develop schoolwide Restorative Practices including professional development and resources needed
- Discipline reports created where necessary to deal with serious pastoral incidents.

##### 2. Transitions

- including the Connections programme, Kaitiaki day, Class placements, Student Inductions.
- Helping students to adjust to and make the most of the opportunities at every level of schooling.

##### 3. Hauora Learning Programme,

- Yr 9-13 Wellbeing programme: Curricular and co-curricular.
- Building a cohesive plan to ensure that students have the knowledge, skills and experiences they need to enhance overall wellbeing.

##### 4. Attendance Management

- Systems and practices to ensure our attendance records are accurate
- Timely interventions to improve overall student attendance.
- Clear communication with the school community about the importance of attendance including its role in improving achievement.

##### 5. Student Pastoral Mentoring

##### 6. House System Development

- including House leaders.
- Strengthening the links between students and their House.
- Supporting opportunities for House events and competitions.

#### TEAMS

- Deans
- Counsellors
- Ko wai au teachers
- House Leaders
- Attendance lead

#### RESPONSIBILITIES

- Lead Pastoral meetings
- Kaitiaki day
- Y10 Camp
- House competitions

#### Sports Council

Attendance @ Year level 10  
assemblies and whanau meetings

WILSON HOUSE



## Leader of School Culture

**Strategic priority: Create a positive sense of belonging and connection within the HGHS school community.**

### TOTI WEST

#### STAFF FOCUSED

##### 1. Staff Culture

- Welcoming of new staff including induction
- Staff wellbeing programme to strengthen HGHS staff community
- Social Club
- Staff acknowledgements
- Cultural competency

##### 2. Leadership of Co-Curricular

- Honours Committee
- Assembly Contributions
- Sports Department
- Arts & Culture Cocurricular
- Community Disputes Resolution

#### STUDENT-FOCUSED

##### 3. Student Culture

- Diversity and inclusivity

##### 4. Student Leadership Development

- Prefects
- Service Scheme
- Tuakana-Teina Mentoring
- Junior Leadership

#### COMMUNITY-FOCUSED

##### 5. Connecting With Community

- Open Day
- School visits
- Alumni network development and maintenance

##### 6. Marketing & Communications

- Social Media
- Website
- Community newsletter
- Communicate celebrations of student success

##### 7. Mentoring

- Pasifika Mentoring
- Māori Mentoring

##### 8. Bicultural Identity Empowerment

- BIE team
- Student & whānau voice
- Staff PD
- Reo and tikanga advisor
- Year 9 Mātauranga Māori

##### 9. Coaching

- Coaching for students
- Coach for BIE
- Coaching for wellbeing

#### TEAMS

- Sports Co-Curricular
- The Arts Co-Curricular
- Wellbeing committee
- Coaching and mentoring team
- Māori and Pasifika mentors
- Mātauranga Māori teachers
- BIE team
- Media team

#### RESPONSIBILITIES

- Māori portfolio
- Pasifika portfolio
- Tātaiako / Tapasa / Bicultural Empowerment
- Pōwhiri
- Prize Givings:
  - M+P
  - Arts
  - Sports

#### Arts Council

Attendance @ Year level 13  
assemblies and whanau meetings

MACDIARMID HOUSE

# HGHS SCHOOL BOARD

## Policy: Schedule of Delegations

### INTRODUCTION

1. The Schedule of Delegations (the Schedule) was approved by the Board of Trustees (the Board) of Hamilton Girls' High School (the School) at its meeting February 2021 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 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 Public Finance Act 1989 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 of 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.
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.

### APPROVAL

1. This Schedule was unanimously agreed by the Board and approved as a policy document at its meeting held February 2021. When the Board approved this Schedule it agreed that no variations of this Schedule or amendments to it can be made except by the majority approval of those trustees present at the Board meeting.
2. As part of its approval the Board requires the Principal to circulate this Schedule to all staff and for a copy to be included in Hamilton Girls' High School Policy (copies of which shall be available to all staff). The Board requests that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

### APPENDICES

**Appendix A :** Delegations retained by the Board

**Appendix B :** Board Delegations to the Principal

**Appendix C :** Principal's Delegations to specified Positions

### DATE OF REVIEW/APPROVAL:

February 2021



## APPENDIX A: DELEGATIONS RETAINED BY THE BOARD

1. The Board retains for itself and does not delegate to any executive management or staff positions the following responsibilities:
  - a) Approval of all operating, capital, cashflow and property maintenance budgets and amendments to these budgets;
  - b) Approval of unbudgeted expenditure for any invoice in excess of \$10,000, and for any unbudgeted expenditure that exceeds \$25,000 in total, for each financial year.
  - c) The commitment or purchase of unbudgeted capital expenditure.
  - d) The disposal of fixed assets with a cost price in excess of \$10,000;
  - e) The transfer of money between any Board cheque and term deposit account in excess of \$850,000 and for a period longer than 18 months;
  - f) The appointment of any permanent staff and the salary and terms of conditions on which they are employed which are in excess of positions funded by Ministry of Education Salaries Grants;
  - g) Leave on full pay granted to non-teaching staff to attend training sessions or courses outside the school for a period greater than five (5) school days;
  - h) The termination of employment of any paid employee;
  - i) Signing applications for special grants for additional buildings, agreements to build via the Ministry of Education's local office;
  - j) Formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament;
  - k) Responses to the Secretary of Education or any other permanent head of a Government department which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Board Chairperson;
  - l) Interviews with the media and the distribution of media releases on any matter which involves the School;
  - m) The initiation of any legal actions and any communications in relation to these actions;
  - n) Signature of any formal or legal agreement which is in the name of the School and must involve the Board.

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

## APPENDIX B: 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 for unbudgeted expenditure up to the value of \$10,000 per individual invoice and not exceeding \$25,000 in total for the financial year;
- d) Transfers to at call deposit of amounts less than \$850K and for a period no longer than 18 months;
- e) Ordering fixed assets for which the capital expenditure has the prior approval of the Board;
- f) The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given to any other staff member;
- g) Communication with parents, officials, representatives of education organisations and other firms and organisations with whom the Principal deals as part of their curriculum and resource management responsibilities; and
- h) Delegation in writing to specified staff positions of responsibilities according to the format set out below.

**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 five (5) days these delegations shall be exercised by the Acting Principal and the Commercial Services Manager with the separate and prior approval of the Board Chairperson.

### Acting Principal

- 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) The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given

to any other staff member;

d) 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.

#### Commercial Services Manager

- a) Approval for unbudgeted expenditure up to the value of \$10,000 per individual invoice and not exceeding \$25,000 in total for the financial year;
- b) Transfer to at call deposit of amounts less \$850,000 and for a period no longer than 18 months;
- c) Ordering fixed assets for which the capital expenditure has the prior approval of the Board.

In such an absence the Acting Principal and Commercial Services Manager shall sign a copy of this Schedule. (Refer appendix A).

I have read and understand 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.

#### APPENDIX C: PRINCIPAL'S DELEGATIONS TO SPECIFIED POSITIONS

With the Board's delegation to me as Principal and with the Board's approval to me to delegate to a specified staff position I delegate to the:

Designated Deputy Principal the following responsibilities:

- a) The day-to-day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official educational policy documents;
- b) The 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) The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given to any other staff member;
- d) 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

Position of Commercial Services Manager the following responsibilities:

- a) Approval of any orders/invoices for expenditure up to the value of \$25,000 and provided such an order will not exceed the Board approved budget allocation for the expenditure item involved;
- b) Transfers to at-call deposit of amounts less than \$850,000 and for a period no longer than 18 months;
- c) Ordering fixed assets for which the capital expenditure has the prior approval of the Board.

These delegations are to be exercised in terms of the Board's Schedule of Delegations.

I accept responsibility for the proper execution of the delegations assigned to me and I will exercise these in terms of the requirements set out in the Board's Schedule of Delegations. I acknowledge that I cannot further delegate those powers delegated to me by the Principal.

Signed by \_\_\_\_\_  
Deputy Principal

Dated: \_\_\_\_\_

Signed by \_\_\_\_\_  
Commercial Services Manager

Dated: \_\_\_\_\_

**NOTE: Two identical copies of this memorandum should be signed with one copy retained on the School's Delegations File and the second copy kept by the delegate.**





Part B:  
**GOVERNANCE  
POLICIES -**  
How we work  
as a Board

# GOVERNANCE POLICIES

## How we work as a Board

### 1. BOARD ROLES AND RESPONSIBILITIES POLICY

The school board is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.

- As part of its processes, review of Effective Governance Self Assessment Checklist
- Evaluation of Board Meetings
- Sub Committee Terms of Reference
- Committee Policy
- Review Committee Terms of Reference
- Trustee Register
- Board Triennial Work Plan HERE now replaced HERE (pending policy update)
- Procedure for Public Attending Board Meetings procedure
- Meeting Procedures
- Meeting Process
- Meeting Agenda
- Student Disciplinary Meetings
- Board Induction
- Board Self-Review and Assessment
- Finance Committee
- Property Committee
- Delegations list
- NAG's explained

### 2. BOARD CODE OF BEHAVIOUR POLICY

The board will act in an ethical and respectful manner.

### 3. BOARD MEMBER REMUNERATION AND EXPENSES POLICY

Remuneration and reimbursement of expenses to board members is transparent, fair and reasonable.

### 4. CONFLICT OF INTEREST POLICY

The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.

### 5. PRESIDING MEMBER (CHAIR) ROLE DESCRIPTION POLICY

The board is effectively led.

- Board Induction Policy
- Board Review Policy

### 6. STAFF/STUDENT TRUSTEE ROLE DESCRIPTION POLICY

The staff and student representatives bring their perspective to board discussion and decision making.

### 7. RELATIONSHIP BETWEEN BOARD AND PRINCIPAL POLICY

The relationship between the chair and the principal, and the full Board and the principal, is based on trust, integrity and mutual respect.

- Concerns and Complaints Policy

### 8. PRINCIPAL PERFORMANCE MANAGEMENT POLICY

A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board.

- Finance Delegation
- Delegations List
- Finance Committee Terms of Reference
- Property Committee Terms of Reference
- Staff Wellbeing Policy



# Board Roles and Responsibilities Policy

## RATIONALE

These governance policies outline how the board will operate and set standards and performance expectations that create the basis for the board to monitor and evaluate performance as part of its ongoing monitoring and review cycle. **(See 3 year review programme).**

## PURPOSE

The board of trustees of Hamilton Girls High School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

**Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.**

To ensure effective school performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

## GUIDELINES

### Governance and Management

The following are the board's agreed governance and management definitions which form the basis upon which both the working relationships and the board's policies are developed.

## GOVERNANCE

The ongoing improvement of student progress and achievement is the board's focus.

The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.

Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership, with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.

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.

## MANAGEMENT

The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand. [For detail see Operational Policies]

In developing the above definitions for Hamilton Girls High School, the board is mindful of the relevant sections of the Education Act 1989 as set out below.

## EDUCATION ACT 1989

The Education Act 1989 was amended on 19th May 2017, clarifying the governance role of the board of trustees and a focus on student achievement. The powers and functions of boards are now set out in Schedule 6 of the Act, with the principal's role as chief executive specified as before in Section 76. Education Act of 2020

## SCHEDULE 6

### 4 Board is governing body of school

1. A board is the governing body of its school.
2. A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
3. Under section 76, the school's principal is the board's chief executive in relation to the school's control and management.

### 5 Board's objectives in governing school

1. A board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
2. To meet the primary objective, the board must—
  - a) ensure that the school—
    - i. is a physically and emotionally safe place for all students and staff; and
    - ii. is inclusive of and caters for students with differing needs; and
  - b) have particular regard to any statement of National Education and Learning Priorities issued under section 1A; and
  - c) comply with its obligations under sections 60A (in relation to curriculum statements and national performance measures), 61 (in relation to teaching and learning programmes), and 62 (in relation to monitoring of student performance); and
  - d) if the school is a member of a community of learning that has a community of learning agreement under section 72, comply with its obligations under that agreement as a member of that community; and
  - e) comply with all of its other obligations under this or any other Act.

### 6 Staff

Subject to Parts 8A and 31, a board may, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss school staff.

### 13 Board has complete discretion

A board has complete discretion to perform its functions and exercise its powers as it thinks fit, subject to this and any other enactment and the general law of New Zealand.

### 16 Cultural diversity, Treaty of Waitangi, tikanga Māori, and te reo Māori

1. A board must take all reasonable steps to ensure that the policies and practices for its school reflect New Zealand's cultural diversity and the unique position of the Māori culture.
2. In performing its functions and exercising its powers, a board must take all reasonable steps to act in a manner that is consistent with the principles of the Treaty of Waitangi.
3. Without limiting subclauses (1) and (2), a board must take all reasonable steps to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time students whose parents ask for it.

### 17 Delegations

1. A board may delegate any of the functions or powers of the board or the trustees, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
  - a) a trustee or trustees:
  - b) the principal or any other employee or employees, or office holder or holders of the board:
  - c) a committee consisting of at least 2 persons at least 1 of whom is a trustee:
  - d) any other person or persons approved by the Minister:
  - e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).
2. Subclause (1) does not apply to any functions or powers specified in this Act as not being capable of delegation.
3. The board must not delegate the general power of delegation.
4. A delegate to whom any function or power is delegated may,—
  - a) unless the delegation provides otherwise, perform the function or exercise the power in the same manner, subject to the same restrictions, and with the same effect as if the delegate were the board or the trustees; and
  - b) delegate the function or power only—
    - i. with the prior written consent of the board; and
    - ii. subject to the same restrictions, and with the same effect, as if the subdelegate were the delegate.



5. A delegate who purports to perform a function or exercise a power under a delegation—
  - a) is, in the absence of proof to the contrary, presumed to do so in accordance with the terms of that delegation; and
  - b) must produce evidence of his or her authority to do so if reasonably requested to do so.
6. No delegation in accordance with this Act—
  - a) affects or prevents the performance of any function or the exercise of any power by the board or the trustees; or
  - b) affects the responsibility of the board for the actions of any delegate acting under the delegation; or
  - c) is affected by any change in the membership of the board or of any committee or class of persons.
7. A delegation may be revoked at will by—
  - a) resolution of the board and written notice to the delegate; or
  - b) any other method provided for in the delegation.
8. A delegation under subclause (4)(b) may be revoked at will by written notice of the delegate to the subdelegate.
9. The board may, by resolution, appoint committees—
  - a) to advise it on any matters relating to the board's functions and powers that are referred to the committee by the board; or
  - b) to perform or exercise any of the board's functions and powers that are delegated to the committee.
10. A person must not be appointed as a member of a committee unless, before appointment, he or she discloses to the board the details of any financial interest that would disqualify the person from being a trustee under section 103A.
11. This clause applies to each member of a committee who is not a trustee with any necessary modifications.

## 18 Bylaws

A board may make bylaws that the board thinks necessary or desirable for the control and management of the school.

## 76 Principals –

1. A school's principal is the board's chief executive in relation to the school's control and management.
2. Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
  - a) Shall comply with the board's general policy directions; and
  - b) Subject to paragraph (a), has complete discretion to manage as the principal thinks fit the school's day to day administration.

In order to carry out effective governance of the school the board has developed the following policy framework:

**The board of trustees' key areas of contribution are focused on four outcome areas:**



THE BOARD	THE STANDARDS
<b>Sets the strategic direction and long-term plans and monitors the board's progress against them</b>	<ul style="list-style-type: none"> <li>• The board leads the annual charter/strategic plan review process</li> <li>• The board sets/reviews the strategic aims by xxxxx</li> <li>• The board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education (MoE) by 1 March each year</li> <li>• Regular board meetings include a report on progress towards achieving strategic aims</li> <li>• The charter/strategic plan is the basis for all board decision making</li> </ul>
<b>Monitors and evaluates student progress and achievement</b>	<ul style="list-style-type: none"> <li>• The board approves an annual review schedule covering curriculum and student progress and achievement reports</li> <li>• Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success</li> <li>• Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities</li> </ul>
<b>Protects the special character of the school (Special character schools)</b>	<ul style="list-style-type: none"> <li>• Special character is obviously considered in all board decisions</li> <li>• Special character report is included at every board meeting as part of the principal's report</li> </ul>
<b>Appoints, assesses the performance of and supports the principal</b>	<ul style="list-style-type: none"> <li>• Principal's performance management system in place and implemented</li> </ul>
<b>Approves the budget and monitors financial management of the school</b>	<ul style="list-style-type: none"> <li>• Budget approved by the first meeting each year</li> <li>• Satisfactory performance of school against budget</li> </ul>
<b>Effectively manages risk</b>	<ul style="list-style-type: none"> <li>• The board has an effective governance model in place</li> <li>• The board remains briefed on internal/external risk environments and takes action where necessary</li> <li>• The board identifies 'trouble spots' in statements of audit and takes action if necessary</li> <li>• The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action</li> </ul>
<b>Ensures compliance with legal requirements</b>	<ul style="list-style-type: none"> <li>• New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members</li> <li>• New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary</li> <li>• Accurate minutes of all board meetings, approved by board and signed by chair</li> <li>• Individual staff/student matters are always discussed in public excluded session</li> <li>• Board meetings have a quorum</li> </ul>
<b>Ensures trustees attend board meetings and take an active role</b>	<ul style="list-style-type: none"> <li>• Board meetings are effectively run</li> <li>• Trustees attend board meetings having read board papers and reports and are ready to discuss them</li> <li>• Attendance at 80% of meetings (min.)</li> <li>• No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)</li> </ul>



<p><b>Approves major policies and programme initiatives</b></p>	<ul style="list-style-type: none"> <li>• Approve programme initiatives as per policies</li> <li>• The board monitors implementation of programme initiatives</li> </ul>
<p><b>Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage</b></p>	<ul style="list-style-type: none"> <li>• The Treaty of Waitangi is obviously considered in board decisions</li> <li>• The board, principal and staff are culturally responsive and inclusive</li> </ul>
<p><b>Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer</b></p>	<ul style="list-style-type: none"> <li>• Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements)</li> <li>• Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct</li> <li>• Ensures there is ongoing monitoring and review of all personnel policies</li> </ul>
<p><b>Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures</b></p>	<ul style="list-style-type: none"> <li>• Successful resolution of any disputes and conflicts referred</li> </ul>
<p><b>Represents the school in a positive, professional manner</b></p>	<ul style="list-style-type: none"> <li>• Code of behaviour adhered to</li> </ul>
<p><b>Oversees, conserves and enhances the resource base</b></p>	<ul style="list-style-type: none"> <li>• Property/resources meet the needs of the student achievement aims</li> </ul>
<p><b>Effectively hands over governance to new board/trustees at election time</b></p>	<ul style="list-style-type: none"> <li>• New trustees provided with governance manual and induction</li> <li>• New trustees fully briefed and able to participate following attendance at an orientation programme</li> <li>• Appropriate delegations are in place as per Schedule 6 (17) of the Education Act</li> <li>• Board and trustees participate in appropriate professional development</li> </ul>

**EFFECTIVENESS AND SELF REVIEW:**

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

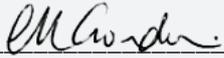
**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
 \_\_\_\_\_  
 CHAIRPERSON

  
 \_\_\_\_\_  
 PRINCIPAL

# Board Code of Conduct Policy

## RATIONALE

The board is entrusted to work on behalf of all stakeholders and is accountable for the school's performance. It emphasises strategic leadership, sets the vision for the school, and ensures that it complies with legal and policy requirements. Policies are at a governance level and outline clear delegations to the principal.

## PURPOSE

To ensure the board is committed to ethical conduct in all areas of its responsibilities and authority.

## GUIDELINES

### Board Members shall:

1. Maintain and understand the values and goals of the school
2. Protect the special character of the school
3. Ensure the needs of all students and their achievement is paramount
4. Be loyal to the school and its mission
5. Publicly represent the school in a positive manner
6. Respect the integrity of the principal and staff
7. Observe the confidentiality of non-public information acquired in their role as a member of the school board and not disclose to any other persons such information that might be harmful to the school
8. Be diligent and attend board meetings prepared for full and appropriate participation in decision making
9. Ensure that individual board members do not act independently of the board's decisions
10. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
11. Avoid any conflicts of interest with respect to their fiduciary responsibility
12. Recognise the lack of authority in any individual board member or committee/working party of the board in any interaction with the principal or staff
13. Recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation, can speak for the board
14. Continually self-monitor their individual performance as board members against policies and any other current board evaluation tools
15. Be available to undertake appropriate professional development

I, \_\_\_\_\_, (print full name) have read and understood this Code of Conduct Policy and agree to follow and abide by it to the best of my ability.

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

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL



# Board Member Remuneration and Expenses Policy

## RATIONALE

The board has the right to set the amount that the board chair and other board members are reimbursed for attendance at board meetings in recognition that these fees cover the expense of attending board meetings. The principal, as a member of the board, is entitled to the same payment as all other board members, except the board chair.

## PURPOSE

The purpose of this policy is to clearly define the reimbursement structure for the role of School Board Member, paid to each of the board members.

## GUIDELINES

- The chair receives \$75.00 per board meeting
- Elected board members receive \$55.00 per board meeting
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605.00 annually for board members, and \$825.00 for the board chair.
- There is no payment for working group/ sub-committee meetings.
- Attendance costs for professional development sessions will be met by the school board. Prior approval must first be sought.
- All other reimbursements are at the discretion of the board and must be approved prior to any spending occurring.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# Conflict of Interest Policy

## RATIONALE

The standard of behaviour expected at Hamilton Girls' High School is that all staff and board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

## PURPOSE

The purpose of this policy is to protect the integrity of the school decision-making process, to ensure confidence in the school's ability to protect the integrity and reputation of its board members and to ensure we meet all legislative requirements. It is also about managing actual, potential, and perceived financial conflicts of interest and is most relevant for board members and any employees with delegated financial decision-making authority. We also refer to the Staff Code of Conduct Policy for further detail.

The board is expected to utilise public funds and assets responsibly and meet public sector expectations for managing conflicts of interest. Auditors check for conflicts of interest as part of auditing annual accounts.

## IDENTIFYING AND DISCLOSING A CONFLICT OF INTEREST OR RELATED-PARTY TRANSACTION

A board member or employee with a conflict of interest is obliged to identify it and disclose it in a timely and effective manner. It is better to err on the side of openness when deciding whether something should be disclosed.

All board members and employees need to understand what a **conflict of interest** is and what a **related-party transaction** is.

## ASSESSING AND MANAGING A CONFLICT OF INTEREST

Whether the conflict of interest is perceived or actual, the management of the conflict of interest needs to be transparent and fair. The key question to ask is: "Could the interest potentially create an incentive for the member to act in a way which may not be in the best interests of the school/kura?" (Financial Information for Schools Handbook, p. 19). If the answer is yes, Hamilton Girls High School will act to avoid or mitigate the effects of any conflict of interest. The school considers how the situation may reasonably appear to an outside observer and will err on the side of caution to minimise the risk of the school having to defend itself against an allegation of impropriety.

### Managing a conflict of interest includes:

- complying with any legal requirements, regulations, or published sources of guidance
- excluding the person from parts of board meetings or any other discussions related to the conflict
- raising a potential conflict of interest before or during a formal meeting as soon as possible (before the matter is discussed)
- documenting any conflict of interest in the interests register and meeting minutes, as appropriate.

In difficult situations, it may be necessary to seek professional advice from the New Zealand School Trustees Association (NZSTA) or any other employment adviser approved by the board's liability insurer, or consult published sources of guidance on how to handle any matters of concern.



## INTERESTS REGISTER

The board maintains an interests register that details any personal, professional, or business interests that could result in a financial conflict of interest. The register helps the board ensure that stakeholders can have confidence that there is no influence in the awarding of any contract or employment decisions.

Upon or prior to election or appointment, each board member is required to disclose any or all interests in business, transactions or decisions where their family, partner, employer or close associates will receive benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for discussion, and will not be permitted to vote on the question. The Conflicts of Interest register is to be updated accordingly with each and every disclosure.

- The register includes all board members and school employees who have delegations regarding financial expenditure.
- The register is reviewed at each board meeting and is updated when a new member joins, after board elections, and whenever a listed person's circumstances change. The register is a standing board meeting agenda item.
- If a board member has a financial interest in any contract with the board, including sub-contracts, worth more than \$25,000 a year, the board must seek prior approval from the Secretary for Education for that contract. An "interest" means owning 10% or more of the company/business, or being a managing director or manager of the company/business with whom the contract is signed. This is a legislative requirement. Unless the prior approval of the Secretary of Education has been received, a board member may be disqualified from being a board member if they have an interest in contracts worth more than \$25,000.

## OTHER RELEVANT LEGISLATION:

Ministry of Education's circular on [Conflicts of Interest for members of the School Board](#)

Property - [Buying Goods and Services for School](#)

Education and Training Act 2020 - [Financial Information for Schools Handbook 2021](#)

Conflicts of Interest - [Office of the Auditor-General of New Zealand](#)

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# Chair's Role Description Policy

## RATIONALE

The chair of Hamilton Girls' High School safeguards the integrity of the board's processes and represents the board of trustees to the broader community.

## PURPOSE

The purpose of this policy is to ensure clarity around the expectations and responsibilities of the role of Chair, in relation to leading and guiding the Board to meet its obligations around successful governance of the school.

## GUIDELINES:

### The Chair:

- |  |  |  |
|--|--|--|
| <ol style="list-style-type: none"> <li>1. Is elected at the first board meeting of the year except in a triennial board member election year where it shall be at the first meeting of the board*</li> <li>2. Welcomes new members, ensures that the conflict of interest disclosure is made and the code of conduct is understood and signed, and leads new board member induction</li> <li>3. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Board Member' Code of Conduct policy</li> <li>4. Leads the board members and develops them as a cohesive and effective team</li> <li>5. Ensures the work of the board is completed</li> <li>6. Ensures they act within board policy and delegations at all times and do</li> </ol> | <ol style="list-style-type: none"> <li>7. Sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items</li> <li>8. Ensures the meeting agenda content is only about those issues which according to board policy clearly belong to the board to decide</li> <li>9. Effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education Act 1989 and 2020, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant board policies*</li> <li>10. Ensures interactive participation by all board members</li> <li>11. Represents the board to external parties as an official spokesperson for the school except for those matters</li> </ol> | <ol style="list-style-type: none"> <li>not act independently of the board</li> <li>where this has been delegated to another person/s and is the official signatory for the annual accounts*</li> <li>12. Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions</li> <li>13. Establishes and maintains a productive working relationship with the principal</li> <li>14. Ensures the principal's performance agreement and review are completed on an annual basis</li> <li>15. Ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures</li> <li>16. Ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint.</li> </ol> |
|--|--|--|

\* **Legislative Requirement**

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL



# Staff/student Member/ Representative role policy

## RATIONALE

The staff/student trustee fulfils legislative requirements relating to board composition. The role of the staff/student trustee is to bring a staff/student perspective to board decision making and discussion.

## PURPOSE

As a trustee the staff/student trustee has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountability as all other trustees.

## GUIDELINES

### Elected Staff Board Members

The staff representative is elected by the staff (teaching and non-teaching) for a three year term. They are full members of the board and are also in the challenging position of being both employee and employer. They are there to undertake a board member's role and bring a staff perspective to the board. They are not an advocate for the staff at the school, nor do they need to vote the way staff wish them to vote. They are privy to much more information than other staff and must vote in the best interests of all students. They cannot be the presiding member.

full time in year 9 or above at the school, including any activity centre attached to that school for administrative purposes, are eligible to be placed on the electoral roll and to vote and stand in the school election for student board members.

Student board members are elected in September for one year and are full members of the board. They are in a very challenging position due to the fact that not only is their term of office for just one year, they are also a member of the employer body of all staff (the board).

### Elected Student Board Members

The boards of all schools where students are enrolled full time in classes above year 9 must include a student board member. All students (other than adult students), enrolled

NZSTA has a Student Representative handbook to help students understand and fulfil their role on the board. It is available for download here: [www.trustee-election.co.nz](http://www.trustee-election.co.nz). Student board members cannot be the presiding member.

STAFF/STUDENT TRUSTEE ACCOUNTABILITY MEASURE	STANDARD
1. To work within the board's charter	1.1 The charter is obviously considered in board decisions
2. To abide by the board's governance and operational policies	2.1 The staff/student trustee has a copy of the Governance Manual and is familiar with all board policies
3. The staff/student trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1 The staff/student trustee is not a staff/student advocate 3.2 The staff/student trustee does not bring staff/student concerns to the board
4. The staff/student trustee is bound by the Trustee Code of Behaviour	4.1 The staff/student trustee acts within the code of behaviour
5. It is not necessary for the staff/student trustee to prepare a verbal or written report for the board unless specifically requested to from the board	5.1 No regular reports received unless a request has been made by the board on a specific topic.

### The role of the staff representative

The constitution of a state or state integrated school board must include 1 staff representative. The constitution of school boards can be found in section 119 of the Education and Training Act 2020.

A staff representative is a person, other than the principal, who is a member of the board staff and who is elected by the other members of board staff as defined in Schedule 22 clause 2 of the Education and Training Act 2020.

The staff board member is elected to bring a staff perspective to the board in the same way that parent elected representatives bring a parent view. The staff representative is a full member of the board with the same roles and responsibilities as other board members. The staff representative is privy to much more information than the rest of the staff. Like all board members they must understand both the strategic direction and the financial position of the board, and above all, act in the best interests of all students at the school.

It is also important that all staff understand the role of their “representative”. This can help prevent any confusion if the board is grappling with difficult issues that may have a direct impact on the staff. The staff representative is not there to necessarily vote the way that the staff would want them to vote. Like all board members, armed with the information they are party to as a governing body, they should vote in a way that would best suit the interests of the school, it’s students and staff. The staff representative is neither a conduit for staff concerns. Staff concerns must follow the board’s process, and not undermine the role of the principal.

An example of a staff representative role description policy can be found in the NZSTA governance framework -policy B6.

What are the reporting expectations? Just as there is no requirement for parent representatives to bring a written report to board meetings on community matters, nor is it necessary for the staff representative to present a 'staff report'.

In fact, there is a danger that this could undermine the principal's reporting to the board, side-line the staff representative to a 5-minute slot at meetings, or draw the board into operational matters. The staff representative may report back to the rest of the staff on non-confidential

board matters, however this is not a requirement. The principal is responsible for ensuring staff are aware of decisions impacting on the school and staff, subject to any confidentiality requirements relating to staff and other matters dealt with in public excluded business. Minutes once confirmed remain the record of the meeting.

### What is the staff member’s relationship with the principal?

Here are some points to consider:

- The relationship between the principal and the staff representative is slightly unusual. As a board member the staff representative is a member of the employing body. However, aside from their board role, they are still a staff member working under the principal’s management. This can cause tensions
- The board should work under a ‘no surprises’ rule, meaning no surprises for either the principal or other board members in terms of items dealt with at a board meeting. The agenda needs to be correctly notified and followed, with last minute items added only if required for urgency and with board agreement
- Having a staff representative on the board does not mean that the concerns/complaints process for staff can be bypassed. In the same way that parent representatives cannot bring a specific complaint from a member of the community to the board, neither should the staff representative. Staff must work through the internal staff concern/ complaints processes.
- The staff representative is entitled to be treated the same as any other board member and should not be automatically asked to leave when discussing and deciding a staff matter in public excluded business, e.g. the principal’s performance appraisal or a student suspension. If the staff representative or any board member has a conflict of interest they must be excluded, Education (School Boards) regulations 2020, clause 15, or they may request to leave the meeting if they feel uncomfortable.

### How is the staff board member elected?

Staff representatives are elected every 3 years during a triennial election year. If a staff representative resigns before the end of their term, a casual vacancy occurs, and it must be filled by holding a by-election. By resolution the board must set an election date and appoint a returning officer, who must follow the election process outlined on the election website. Boards cannot simply co-opt someone to the role, and nor can the staff simply vote someone on to the board without holding a legislated process.



### The role of the board secretary

To enable board members to participate fully in board meetings, it is desirable that someone other than a board member takes minutes and provides administrative support. In some instances this role is part of an employment agreement of a member of board staff, while other boards have a minute secretary who attends the meetings and records the minutes, and a board secretary who works alongside the principal and presiding member providing other administrative assistance to the board. As such, it is usual to pay the board secretary and/or minute secretary for the work done on a commercial basis rather than the equivalent trustee meeting fee.

While the board secretary is responsible to the presiding member of the board, it is likely that their functional relationship will be with the principal.

### Key tasks may include

- Minutes secretary for board and committee meetings
- Minutes secretary for public excluded business, including student suspension meetings
- Preparing the meeting agenda in consultation with the presiding member and the principal
- Photocopying, collating, and distributing meeting agendas, reports and correspondence to board members prior to meetings
- Writing and distributing meeting minutes to board members
- Receiving and sending board correspondence as required
- Managing record keeping and retention as required.
- Arranging an appropriate venue and catering for all scheduled board meetings and functions
- Booking board members into seminars and conferences and working with the principal's EA regarding travel arrangements
- If appointed by the school board, acting as returning officer for board triennial, mid-term and by-elections, as required.
- If appointed by the school board, acting as returning officer for student trustee elections, as required (September each year)
- Acting with integrity, maintaining board confidentiality always
- Other duties as required by the board

### Notes for Board meetings:

- Meeting minutes need to record all board resolutions with a summary of any relevant background information and brief discussion points.
- Not being a member of the board, the board secretary does not have speaking rights automatically. The board may grant speaking rights to allow the secretary to provide information.
- They can raise a concern relating to the record, e.g. asking that a notice of motion be repeated or that a complex resolution be written down.
- The board secretary is not excluded when the board moves to exclude the public from an open meeting (public excluded business). They are performing a role for the board either as: an employee, a contractor or in a voluntary capacity. The board needs them to continue to perform that role unless they cannot be present, because they are conflicted.
- Under the Local Government Official Information and Meetings Act 1987 (LGOIMA) the board meeting agendas and associated reports need to be available for inspection at the school office at least two working days before every meeting.

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# Relationship between the Board, the Chair and the Principal Policy

## RATIONALE

The performance of the school depends significantly on the effectiveness of the relationship between the Chair (leader of the Board) and the Principal, and as such, a positive, productive working relationship is to be developed and maintained using the following relationship principles. The Chair is the leader of the Board and works on behalf of the Board on a day to day basis with the Principal.

## PURPOSE

The purpose of this policy is to ensure that relationship principles are clearly defined, ensuring the working dynamic between the Board, the Board Chair and the Principal is a positive and effective relationship.

The responsibilities of the Principal and responsibilities of the Board Chair and the full Board and its policies, are to be read in line with the following:

1. The board's agreed governance and management definitions
2. The board's Roles and Responsibilities Policy
3. The Responsibilities of the Principal Policy
4. The Chair's Role Description Policy (ref. B5)
5. The Boards' Code of Conduct Policy (ref. B2)

## GUIDELINES

### Relationship principles:

1. A positive, productive working relationship between the principal and the chair is both central and vital to the school
2. This relationship is based on mutual trust and respect, integrity and ability
3. The two must work as a team and there should be no surprises
4. The relationship must be professional
5. The Principal reports to the Board as a whole rather than to individual board members
6. Day to day relationships between the board and the principal are delegated to the chair
7. All reports presented to the board by the staff (unless specifically requested by the board) arrive there with the Principal's approval and the Principal is accountable for the contents
8. There are clear delegations with the board focussed on governance and the Principal focussed on the management of the school
9. The Board Chair and the Principal must be able to counsel the other on performance concerns
10. The chair supports the principal and vice versa when required and appropriate
11. There is understanding and acceptance of each other's strengths and weaknesses
12. The Board and the Principal must work as a team and there should be no surprises
13. Neither party will deliberately hold back important information
14. Neither party will knowingly misinform the other
15. The board must maintain a healthy independence from the principal to fulfil its role
16. The principal should be able to share their biggest concerns with the board
17. The board, the principal and the board chair agree not to undermine the other's authority
18. There is an agreement to be honest with each other
19. Each agree and accept the need to follow policy and procedures
20. Agree not to hold back relevant information
21. Agree and understand that the chair has no authority except that granted by the board
22. Understand that the chair and principal should act as sounding boards, both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set



# Responsibilities of the Principal

## RATIONALE:

The Hamilton Girls' High School Principal is the professional leader of the school and the board's chief executive working in partnership with the Board of Trustees. This policy defines the role and responsibilities of the Principal ensuring procedures are in place to meet legal and policy requirements.

## PURPOSE

### Purpose is to ensure that:

1. The Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's Charter or expressed values or commonly held professional ethic.
2. Alongside their professional role, the Principal's key contribution to day-to-day management of the school is as per the management definition in the introduction to the Governance Manual.
3. The Principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation. From time to time the chair of the board acting within delegated authority may authorise discretion in policies of the school, in minutes of the board, or by written delegation.

## GUIDELINES:

The responsibilities of the Principal are to:

1. Meet the requirements of the current job description
2. Meet the requirements of their employment agreement including the 4 areas of practice from the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with all board policies
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
5. Develop, seek board approval of, and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
6. Use resources efficiently and effectively and preserve assets (financial and property).
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
8. Allocate pay units for appropriate positions.
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development
10. Employ, deploy and terminate relieving and non-teaching staff positions.
11. Employ teaching staff as per the appointments policy.
12. Communicate with the community on operational matters where appropriate.
13. Refrain from unauthorised public statements about the official position of the board on controversial social, political, and/or educational issues
14. Keep the board informed of information important to its role.
15. Report to the board as per the board's reporting policy requirements.
16. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
17. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

Only decisions made by the board acting as a board are binding on the Principal unless specific delegations are in place. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the Principal except in rare circumstances when the board has specifically authorised it. The relationship is one of trust and support. All parties work to ensure "no-surprises". The Principal is not restricted from using the expert knowledge of individual board members acting as community experts.

## GENERAL PRINCIPLES

### Disciplinary Process in Relation to the Principal

In the event the board receives a complaint regarding the Principal, or determines that policy violation(s) may have occurred in the first instance, the board will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the Principal). Where the Board considers the degree and seriousness of the concern or violation(s) sufficient to warrant initiating a disciplinary or competency process, the Board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

### Principal Professional Expenses

A budget for professional expenses and for professional development will be established annually in accordance with the Principal's professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the board. Any overseas trips for professional development must be approved by the Board of Trustees at least one term in advance of the event. Professional development expenses may include but are not confined to: continuing education, books and periodicals, mentoring, and attendance at professional conferences.

### Reporting to the Board

The principal reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school. Thus the board is supported in its strategic decision-making and risk management by also requiring the principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the principal must ensure that they:

1. Inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic aims are based.
2. Submit written reports covering the following management areas for each board meeting:

- Principal's management report including:
    - i. Strategic Aim Report
    - ii. Personnel Report
    - iii. Finance Report
    - iv. Variance Report
    - v. Key Performance Indicators and
  - Coordination and approval of the following reports:
    - i. Student Progress and Achievement Report
    - ii. Curriculum Report
3. Inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
  4. Submit any monitoring data required in a timely, accurate and understandable fashion
  5. Report and explain financial variance against budget in line with the board's expectations
  6. Report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
  7. Report and explain roll variance against year levels and reasons on a per meeting basis
  8. Present information in a suitable form – not too complex or lengthy
  9. Inform the board when, for any reason, there is non-compliance of a board policy
  10. Recommend changes in board policies when the need for them becomes known
  11. Highlight areas of possible bad publicity or community dis-satisfaction
  12. Coordinate management/staff reports to the board and present to the board under the principal's authority
  13. Regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
  14. Report on any matter requested by the board and within the specified timeframe

### RELEVANT LEGISLATION:

Education Act (Update) Amendment Act 2017 (effect 19 May 2017)

The Education (Trustee Elections) Regulations 2000

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL



# Principal's Performance Management Policy

---

## **RATIONALE:**

The Principal is the chief executive of the school and is consequently responsible for overall leadership and management. In turn, the Board Members of the School as the employer, has an obligation to conduct an appraisal programme for the Principal.

## **PURPOSE:**

It is the policy of the School Board of the Hamilton Girls' High School to establish a performance agreement with the principal each year\* and to review the principal's performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement.

## **GUIDELINES:**

1. The review process will occur annually, providing a written record of how the principal has performed as per the terms of the performance agreement and identifying professional development needs.
2. The principal's performance will be formally reviewed on an annual basis by duly delegated member(s) of the board and optionally, at the board's choice, an independent consultant who specialises in education.
3. Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
4. There will be three interim reviews, one each term preceding the annual formal review, between the principal and chair or delegate(s) to discuss progress.
5. The principal will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, learning and development objectives and fulfilment of additional duties which require concurrence payment.
6. If the principal and the board disagree on the performance objectives, the board, after considering the principal's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.
7. The board chair, delegate(s) and consultant may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
8. The principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied with the principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the principal. The principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the principal's views before deciding to either amend the report, in accordance with the principal's views, or let the report stand, with the principal's comments attached.



9. The chair/delegate(s)/consultant will present the final report/summary back to the board, the result of the review. The principal may/may not be present at the presentation and/ but will have the opportunity to address the board. The principal will then exit and further discussion may continue among the board.
10. The principal will be informed personally and in writing of the final outcome following the report discussion.
11. The performance agreement and results of the review are confidential to the principal, the board and their agents unless both parties agree to wider distribution.

\* Legal requirement

### SIGNATURE

I, \_\_\_\_\_, (write full name here) have been informed of the performance review policy and procedures of the School Board of Hamilton Girls' High School:

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

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL



A group of people, including men and women, are performing a traditional Maori haka. They are wearing traditional Maori clothing, including korowai (woven grass skirts) and moko (facial tattoos). The woman in the foreground is wearing a moko and a korowai, and has her eyes closed and mouth open in a haka expression. The background shows other performers in similar attire, some with moko and some with traditional Maori headbands. The overall scene is set against a dark, blue-tinted background.

Part C:

# OPERATIONAL POLICIES -

Board expectations for the control and management of the school

# Contents Page

<b>NAG 1 - Student Achievement</b>	<b>52</b>
Communication with School Community	53
English Language Learners (ELL) Policy	58
Curriculum and Student Achievement Policy	59
Gifted and Talented Education Policy	61
Technology Policy	63
Treaty of Waitangi Policy	64
<b>NAG 2 - Strategic plan and self-Review</b>	<b>65</b>
Strategic Plan and Self-Review	66
<b>NAG 3 - Employment and Personnel Matters</b>	<b>67</b>
Appointment Policy and Procedure 2022	68
Complaints and Investigations Policy 2022	70
Email and Social Media Policy 2022	71
Equal Employment Opportunities Policy 2022	72
Human Resource Management Policy 2022	74
Performance Management Policy 2022	76
Privacy Policy 2022	77
Staff Leave and Absences Procedure 2022	79
Protected Disclosure Policy	80
<b>NAG 4 - Financial and Property Matters</b>	<b>83</b>
Asset Management and Protection	84
Delegation Policy (Financial Management)	85
Fundraising Policy	89
Financial Management Policy	90
Property Management	100
Schedule of Delegations (Financial Management)	102
Sensitive Expenditure	104
Sponsorship Policy	105
Theft and Fraud Prevention Policy	107
<b>NAG 5 - Safe Physical and Emotional Environment</b>	<b>109</b>
Child Protection Policy	110
Crisis Management Policy	121
Health Education	132
Health, Safety and Wellbeing Policy	134
Security Policy	136
Staff Wellbeing Policy	137
<b>NAG 6 - General Legislation</b>	<b>139</b>
Archives Policy	140
Education Outside the Classroom EOTC	142
<b>NAG 7 - School Charter</b>	<b>144</b>
School Charter	145
<b>NAG 8 - Analysis of Variance</b>	<b>155</b>
Concerns and Complaints Policy	161



# OPERATIONAL POLICIES

## Board expectations for the control and management of the school

---

### NATIONAL EDUCATION AND LEARNING PRIORITIES (ISSUED IN NOVEMBER 2020)

#### The priorities are:

#### **Learners at the centre:**

Learners and their whānau are at the centre of education

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Have high aspirations for every learner and ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

#### **Barrier free access:**

Great education opportunities and outcomes are within reach for every learner

- Reduce barriers to education for all, including for Māori and Pacific learners, disabled learners and those with learning support needs
- Ensure every learner gains sound foundation skills, including language, literacy and numeracy

#### **Quality teaching and leadership:**

Quality teaching and leadership make the difference for learners and their whānau

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

#### **Future of learning and work:**

Learning that is relevant to the lives of New Zealanders today and throughout their lives

- Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work

#### **World class inclusive public education:**

New Zealand education is trusted and sustainable

- Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (Tertiary Education Strategy (TES) only)

# NATIONAL ADMINISTRATION GUIDELINES (NAGS)

The NAGs are due to be repealed on commencement of the new strategic planning and reporting framework on 1 January 2023.

## NAG1 - STUDENT ACHIEVEMENT:

- Develop and implement teaching and learning programmes
- Through the analysis of good quality assessment information\*, evaluate the progress and achievement of students
- Develop and implement teaching and learning strategies
- Improving the progress and achievement of Māori students; and
- Provide appropriate career education and guidance for all students

## NAG2 - STRATEGIC PLAN AND SELF-REVIEW:

- Develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- Maintain an on-going programme of self-review including evaluation of good quality assessment information\* on student progress and achievement;
- on the basis of good quality assessment information\* report to students and their parents on progress and achievement of individual students:
- in plain language, in writing, and at least twice a year; and
- on the basis of good quality assessment information\*, report to the school's community on the progress and achievement of students as a whole and of groups

## NAG 3 - EMPLOYMENT AND PERSONNEL MATTERS:

- Develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- Be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

## NAG 4 - FINANCIAL AND PROPERTY MATTERS:

- Allocate funds to reflect the school's priorities as stated in the charter;
- Monitor and control school expenditure, and ensure that annual accounts are prepared and audited
- Current asset management agreement, and
- Implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students

## NAG 5 - SAFE PHYSICAL AND EMOTIONAL ENVIRONMENT

- Safe physical & emotional environment, healthy food and nutrition, safety

## NAG 6 - GENERAL LEGISLATION

- General legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

## NAG 7 - SCHOOL CHARTER

- Annual update of the School Charter

## NAG 8 - ANALYSIS OF VARIANCE

- Analysis of any Variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter



**NAG I**

**Student Achievement**

# Communication with School Community

## COMMUNICATIONS STRATEGY

We also refer you to the NAG 2: Communication with School Community Policy adopted by the Board 29 November 2018.

## SCOPE AND DEFINITION

Communication between the school and parents is essential to the effectiveness of educational work.

An important part of communication between school and parents is the participation of parents in school life and activities.

The communication at Hamilton Girls' High School is based on respect and transparency. Objective, proactive, confidential and cooperative behaviour forms the foundation for respectful communication.

This policy applies to all school communications between HGHS employees and students and parents.

## SCHOOL POLICIES AND PROCEDURES:

Information for students and parents on school policies and procedures must be conveyed as per the Governance Policy.

## GUIDELINES

Be more responsive to the communication needs of school community stakeholders:

- To inform student progress
- Ensure student attendance is monitored
- Facilitate communication between caregiver and staff member responsible for matters of general concern and interest
- Keep caregivers informed about forthcoming events
- Tutor Group Teachers will keep records of student attendance and inform Dean of irregularities
- Contact between staff and caregivers should be made in consultation with other appropriate staff members
- A record of communications, written and verbal, between caregivers and Deans should be kept by Deans
- The past year has only reinforced the importance of connectivity and because we continue to receive more requests from people needing help under the Harmful Digital Communication Act.

## GOALS

- Establish a school Youtube channel
- Better integrate social media onto website
- Highlight scholarship students and respective teacher strengths
- Highlight successful alumni
- Increase social media content (postings) and following

## COMMUNICATION OBJECTIVES

- Enhance and encourage communication (audience feel more connected to the college)
- Consistency
- Inform our audience with minimal effort required from them
- Decrease number of enquiries to college and staff
- Provide an efficient means for audience to complete key tasks identified
- Tailor information to certain audiences or groups within
- Unified approach
- Help us to achieve our overall organisational objectives
- Engage effectively with all stakeholders
- Demonstrate the success of our work
- Ensure most people understand what we do
- Change behaviour and perceptions where necessary

## AUDIENCE AND STAKEHOLDERS

- Maintain Consistency
- Keep it Professional
- Avoid educational jargon

## REPORTING ON STUDENT ACHIEVEMENT

Reporting of Student Achievement occurs as per the 'Student Assessment and Reporting of Student Achievement Policy' (please refer to said policy).



## GENERAL SCHOOL COMMUNITY AND OTHER COMMUNICATION

The school informs the school community about current activities via the school community newsletter:

Audience	Day to Day College Info	Policies and Practice	Financial Advice	Student Achievement	Events
Current students and families	Y	Y	Y	Y	Y
Prospective students and families	N	N	N	N	Y
Caregivers of International Students	Y	Y	Y	Y	Y
Current Staff	Y	Y	N	Y	Y
Prospective Staff	N	Y	N	N	Y
The School Board	N	Y	N	Y	Y
Media	Y	Y	N	Y	Y
The local community	Y	N	N	Y	Y
Sports Instructors and Clubs	N	N	N	Y	Y
Alumni	N	N	N	Y	Y
Ministry of Education	N	Y	Y	Y	N

## WRITTEN ELECTRONIC COMMUNICATION INCLUDES

- Fortnightly newsletter
- Reports
- Notice of meetings
- Sporting information
- Field trips
- Curriculum information
- New entrant information
- Peer Group teacher information
- Prospectus
- A-Z Guide
- Community Surveys

## METHODS OF COMMUNICATION

Method	Responsibility for Updating	Delegated to
Media		
Website		
Schoology		
School Links		
KAMAR		
Email		
Letters		
Phone Calls		
In person meetings, verbal communications, conferences		
Social Media		
Fortnightly eNewsletter		
Daily Notices		

## ORDER OF COMMUNICATION

For all matters concerning lessons and learning, the respective subject teacher should be contacted; for general matters, the class tutor should be contacted.

Only after communication with the subject and class teacher, should the Head of the respective department be contacted.

Only where parents feel their discussion with the Heads of Departments requires further escalation, the Head of Faculty should be contacted. If the matter is not subject-related, the next point of contact is the Head of House.

In the event that the Head of Faculty has been unable to resolve the parent's concerns and requires further escalation, a Deputy Principal should be contacted.

## MEDIA

If contacted by the media, the Board Chair and the Principal are the only delegated employees who may communicate with the Media irrespective, on behalf of the School. Refer to the Ministry of Education leaflet [A School's Guideline to "Dealing with the Media" document](#)

Type of Information	Website	School Links	Notification Alerts	Email	Social Media	Video	Intercom
Crisis, Emergency Alerts	Y	Y	Y	N	Y	N	N
Public Relations	Y	Y	N	Y	Y	Y	N
Event Promotion	Y	Y	N	Y	Y	Y	Y
Special Announcements	Y	Y	N	Y	Y	Y	Y
Important Reminders	Y	Y	Y	Y	Y	Y	Y
Forms/ Documents	Y	Y	N	Y	N	N	N
Campaigns	Y	Y	N	Y	Y	Y	Y

## SCHOOL WEBSITE

The website is a self-service portal available on mobile devices and other devices. It should be easy to manage and share content on social media sites directly from the website. The website should allow purchase of tickets for school events, or uniform items and encompass ecommerce so as to take the pressure off school staff. Submission forms should be facilitated to gather information or conduct registration for events or enrolment expressions of interest, and or applications for i.e. sports scholarships.

In determining its usefulness and or feasibility, we need to consider:

- Whether HGHS needs closed or public access channels and for whom;
- Choose platforms that are easy to use, for HGHS and our audience;
- Be clear, concise, professional and safe in your content (e.g. do not post images of children without parental permission)
- Check content enhances school's key messages, values and beliefs, culture.
- Have protocols in place to manage content
- Have more than one person responsible for producing content, moderating content and monitoring for inappropriate responses.

## SCHOOLGY

An online platform/ intranet for short messages and news articles, to our internal community.

## SCHOOL LINKS:

An online platform for emailing messages and news articles, to our external community.

## KAMAR:

This is our Student Management Service application, for use internally to communicate student-related information, achievements, student-specific needs, pastoral care etc. to the staffing community.

## EMAILS:

Please refer to the section covering Email Communication within the Staff Handbook.

## VERBAL COMMUNICATION:

These could be telephone calls to parents or caregivers on pastoral and curriculum matters

- When communicating, ensure you have an enthusiastic phone voice and manner
- Clearly identify yourself
- Put aside time to deal with phone messages within 24 hours (but don't rush answers that you need longer to think about)
- Check the school's answer phone messages, hold music and so on are aligned with the school goals and context. Ensure they are warm, welcoming and inclusive.
- Telephone calls on pastoral and curriculum matters



## IN-PERSON COMMUNICATION:

- Home Visits
- Hui
- Meet the Teacher Evenings
- Report Evenings
- School Association Meetings
- Option Evenings
- Pastoral and Disciplinary Interviews
- Sports Meetings
- Parent Communication Meetings
- Always listen carefully, try not to interrupt
- Appreciate critics and thank them
- Treat each conversation as being crucial

## ALWAYS ENSURE AT IN-PERSON/ FACE-TO-FACE MEETINGS, THAT YOU:

- Always listen carefully, try not to interrupt
- Appreciate critics and thank them
- Treat each conversation as being crucial
- Ensure your agendas are applied, take advantage of face to face meetings to initiate new discussions about things of importance to you
- Work on reducing your use of conversational dead-air-fillers like 'um' and 'er'
- Difficult conversations with adults will occur - don't become defensive
- Try to establish a relationship with each parent who has a child at the school.

## SCHOOL EVENTS:

- Make events as culturally reflective and responsible as possible
- Personally meet and greet as many parents, community members as possible
- Try not to speak for too long, keep the focus on student achievement and your school's current goals.
- Ensure students feel included and rewarded.
- Thank and acknowledge parents and whanau for their support in the learning of their children and for the school.

## SOCIAL MEDIA:

Please refer to the attached Ministerial document for "A School's Guide to Managing Negative Social Media".

## NEWSLETTERS:

- Newsletters may be digital or paper-based - find out how parents, whanau and the local community prefer receiving news about the school, or its events i.e. what is the preferred method of communication?
- School community newsletters should provide the means to inform, promote, gather and educate.
- How to get your intended audience to read the Newsletter - keep it brief, to the point and customised (take into account the amount of information people are dealing with today)
- Ensure the newsletter provides the means to convey important messages about your school's vision, values, strategies and plans.
- Align the messages to support your key leadership activities
- Establish and stick to a regular publication timetable.
- Use a template for easy preparation of each edition

- Enlist others as reporters to gather copy i.e. students and staff
- Make sure the school has parental permission to use any photos of students included
- Set aside a specific time to do your part of the newsletter
- Make sure digital newsletters are easy to read online or to download and open
- Any time-critical or important information from the college to parents etc should still be handled by Parent Updates or similar to ensure they are received.
- The eNewsletter can however supplement communicating this info.
- The email channel is a key channel for schools because it is a great form of one-to-one personal communication. Most parents have email accounts, and it allows the school to provide information of all kinds, in detail if needed. Email also features a very high open rate, which translates into an informed community.
- The use of email can range from reminders, policies, registration, newsletters and a variety of announcements. A majority of the content sent in email needs to exist on the website and be easily linked to. Email can be the messenger for your website content – still the hub of much of your school information. Most third-party email blasting systems (e.g., Campaign Monitor), which provide a higher degree of email security than one a school handles itself, enable important metrics that can help you improve your communication.

## DAILY NOTICES:

Daily notices are the main method of administrative communication with students. Notices must be entered into KAMAR before 7:30am. Do not use this system to communicate with individual students - use a note via the tutor group teacher. The notices are distributed via email and on KAMAR. The notices are located in various locations for students to read. If students wish to communicate via notices they must have their notice approved by a DP.

Please note that we will be requesting staff to communicate via Schoology for groups.

## PERSONAL:

### Protecting your Digital Footprint:

There are a few tips you can take to protect your digital footprint:

- Value your personal information
- Be cautious about what you publish and where you share
- Think about your online privacy and review platform settings
- Manage your reputation - evaluate what the impact could be when publishing a photo, status update, comment or review before you post it
- Stop and think about the effect it could have on you and those around you longer term

## MEDIA AT A GLANCE

[Media Enquiries for the School](#)

Category	Subject	Purpose	Channel	Frequency	Responsible
School Community	What's on - News -Dates	Provide real-time information	Newsletter Website	Fortnightly	
	Real-Time Alerts	Provide real-time alerts such as traffic delays	School Links	As required	Management and Reception
	News on school development	First hand information	Information Evenings Social Media Website Board Meetings	As required  Monthly	Management and Principal  Board
	Important News	To bring important news to everyone's attention	School Links	As required	Principal
	General Information	Information on curriculum delivery, selected policies To provide information on curriculum delivery, class lists to the class parents	Website Parent Teacher Evenings	As required End of term	Subject teachers

Class/ Students	General Information	To provide information on curriculum delivery, class lists to the class parents	Parent Teacher Evenings	End of term	Subject teachers
	Curriculum delivery	To inform parents about how they can assist with the delivery of the curriculum (home work, reading assistance etc		As needed	Subject teachers
	Class updates	Provide a collective and progressive update on: Class activities, Teacher/ Curriculum, Materials, Special Celebrations		Daily/ Fortnightly or as Required	Class tutor
	Individual progress update	To provide information about a particular child	Email/ individual meeting or parent teacher interview	Immediately as required/ by semester	Deputy Principal Principals EA Delivery All Subject Teachers
	Important Incidents	To inform parents about important incidents if the whole class is affected (such as an accident)	Email if of confidential nature	As required	Class teacher
	A query regarding a class matter	Class concerns or questions to class or subject teacher	Email/ Discussion	As required	

Class/ Students	A parent query about an educational matter	Step 1: Contact child's teacher by appointment Step 2: Contact the respective Head of House or Department Head by appointment		On demand - offer an appointment within three working days	Parent
	A parent query about an administrative matter	Step 1: Consult the school handbook Step 2: Contact the student's teacher by appointment Step 3: Contact the Head of Department by appointment		On demand - offer appointment within three working days	Parent

New Students	Government	Policies and Procedures	Email, Discussion if required	With Registrar	Registrar, new parents, class teacher, new students
	General Information	School Handbook, Welcome Pack	Email, Discussion if required	With student enrolment	Registrar, new parents, class teacher, new students

### EFFECTIVENESS AND SELF REVIEW:

- This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
- The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL



# English Language Learners (ELL) Policy

To provide the opportunity for students from refugee, migrant or international background, for whom English is a second language, to settle well into the school, achieve their academic potential and find appropriate future pathways.

## OBJECTIVES

To ensure that the school has effective systems in place to:

- Identify ELL students, assess their learning needs and place them correctly.
- To support their speedy integration into the school community ensuring that they feel welcomed, safe, and supported in their learning.
- To offer a range of appropriate, well-resourced programmes taught by suitably qualified teachers.
- To monitor the academic and pastoral progress of ELL and to ensure their changing needs are met as their language develops.
- To ensure that the funds supplied for the needs of ELL are used for that purpose.
- To enable students to move into mainstream classes when progress indicates the student will manage/cope.

## GUIDELINES

1. The school enrolment procedures will ensure the ELL are identified in a timely manner and followed up at the time of enrolment. ELL eligible for funding will be identified through the enrolment process.
2. ELL will be placed in appropriate classes after testing and on the recommendation of the Lead of ELL and with consultation of the ELL staff.
3. ELL programmes will reflect the culture and language needs of ELL. The Lead of ELL will liaise regularly with mainstream curriculum teachers and the International Department to ensure ELL in the mainstream classes are supported effectively.
4. Records about the progress of ELL eligible for MOE migrant or refugee funding is kept by the Lead of ELL and their progress is regularly monitored. Senior Refugee, International and Migrant students NCEA achievement will be tracked through the Kamar recording process and through liaising with the Director of Learning Acceleration and Student Learning Programmes SLT member.
5. Funding supplied for migrant and refugee students will be used in the ongoing development of programmes and resources to meet the language and cultural needs of ELL.
6. All Ministry funding documentation will be completed by the Lead of ELL and submitted to the Ministry before 1 March and 1 August each year.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL

# Curriculum and Student Achievement Policy

## RATIONALE:

The Board of Hamilton Girls' High School fosters student achievement by providing teaching and learning programmes which meet the expectations of the National Administration Guidelines, NELP 2020 and the Education & Training Act of 2020, and incorporates the vision, values, key competencies, essential learning areas, and principles expressed in the New Zealand Curriculum.

## PURPOSE:

The Board, through the Principal and Staff:

- Develops and implements teaching and learning programmes that:
  - contribute to the inclusive culture of the school
  - provides all students with opportunities to achieve success in all areas of the national curriculum, including the revised digital technology curriculum
  - give priority to student progress and achievement in literacy and numeracy and or Te Reo Matatini and Pāngarau
  - balance curriculum opportunities for students with the teaching and other resources available
- Evaluates the progress and achievement of students, through the analysis of good quality assessment information, giving priority to:
  - student progress and achievement in literacy and numeracy and or Te Reo Matatini and Pāngarau
  - The breadth and depth of learning related to the needs, abilities, and interests of students; the nature of the school's curriculum; and the scope of the national curriculum (as expressed in the New Zealand Curriculum)
  - Analysing barriers to learning and achievement
- Identifies students, and groups of students both junior and senior, through the analysis of good quality assessment information who:
  - are not progressing and or achieving, or are at risk of this
  - need learning support (including gifted students - to be read in conjunction with the procedure on Gifted & Talented students)
- Develops and implements teaching and learning strategies to address the needs of students identified above, and any aspects of the curriculum that require particular attention
- Develops plans and targets for improving the progress and achievement of Maori students - these are made in consultation with the school's Maori community and are made known to the School Community
- Provides appropriate career education and guidance for all students, including specific guidance for students at risk for leaving school unprepared for work or further education - to be read in conjunction with the procedure on Career Guidance

## SELF-REVIEW

Evaluation of curriculum delivery and effectiveness is essential for the development and maintenance of quality education for students at Hamilton Girls High School, to improve the quality of teaching and learning by:

- Determining how effectively the learning outcomes of the National Curriculum are being met.
- Determining whether opportunities for equal education are being provided.
- Ensuring that staffing and resources are being used in the most effective way to meet the students' learning needs.
- Providing direction for professional development.



## GUIDELINES:

1. Evaluation of courses will be carried out by HODs, TICs and teachers. Students will be an integral part of that evaluation.
2. Where necessary the Curriculum and Assessment Committee will recommend changes in the development and delivery of the curriculum.
3. Data will be collected and analysed to evaluate provision for equal education.
4. HODs and TICs, in consultation with their departments, will carry out an annual review of budget and staffing within their department.
  - (a) As a consequence of curriculum review the Curriculum and Assessment Committee will make recommendations for staff development.
  - (b) HODs and TICs in consultation with their departments, through appraisal and review, will prepare an annual staff development plan for the Department around the critical enquiry topics.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# Gifted and Talented Education Policy

## RATIONALE:

- Learners with special abilities should be nurtured by providing learning experiences and support systems that recognise both performance and potential in academic, cultural, sporting, arts and leadership endeavours.
- The school is committed to meeting its obligations under the National Assessment Guidelines and the National Educational Goals;

## NAG 1

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

Each board, through the principal and staff, is required to, on the basis of good quality assessment information, identify students and groups of students:

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

## GOALS:

- To work collaboratively to identify and promote awareness and understanding of GATE students, both within and beyond the classroom setting.
- To provide opportunities for these students to develop their special abilities by extending, enriching and challenging them.
- To provide suitable professional development and resources for all teachers and especially or teachers with special responsibility in this area.
- To effectively support teachers and GATE students by establishing systems and documentation for tracking and evaluation.
- To attend PD, where possible, to maintain the most up-to-date knowledge and understanding of Education for Gifted and Talented students.

## GUIDELINE 1

### For identification purposes, our definition is:

Gifted and talented learners are those with exceptional abilities (in the areas of academic, cultural, sporting, creativity, arts or leadership) relative to most other people.

They may require different learning opportunities and may need emotional and social support to fulfil their potential.

### They may include:

#### Intellectual/Academic

Students with exceptional abilities in one or more learning areas.

#### Creativity

Students with outstanding creative abilities such as evidenced in their abilities to think, create and problem-solve innovatively.

#### Visual and Performing Arts

Students with exceptional abilities in areas such as Music, Dance, Drama, and Visual Arts.

Identification will be confirmed by a panel of appropriate personnel from the GATE team and SMT, and confirmed students will be placed on the GATE register for HGHS.

#### Leadership

Students with outstanding interpersonal and intrapersonal qualities which enable them to act in leadership roles, problem-find and problem-solve.

#### Culture

Students who demonstrate exceptional abilities within a cultural or ethnic group, such as traditional arts and crafts, language, performance or tikanga.

#### Physical Education/Sport

Students with exceptional physical abilities and/or skill, in sport or Physical Education. (Adapted from Riley et al., 2003)

The identification process could include the following:

- Student nomination
- Parent nomination Assessment results
- Teacher nomination/selection
- Contributing school data/feed-forward Prize list
- Enrolment forms



## GUIDELINE 2

- Opportunities will be made available in extension classes, mainstream classes or through co-curricular activities.
- Existing resources, experiences and expertise within the school and wider community will be utilised. These may include motivational speakers, mentoring programmes, enrichment opportunities, career possibilities, broader educational perspectives and initiatives.

## GUIDELINE 3

- The GATE group (PLG) will consist of GATE coordinator(s) and selected staff who have special interest and expertise in this area.
- The school will provide professional development in response to the identified needs of students and teachers. This professional development will be on-going, and include in-house learning as well as appropriate external and specialist courses. It should address such issues as the identification and selection of students based on achievement and/or potential, and consideration of different cultural concepts of giftedness, including tikanga (culture) and epistemologies (ways of knowing).
- A collection of books and selected professional readings will be available for staff.
- The GATE coordinator will provide PD to the staff as required.

## GUIDELINE 4

The GATE coordinator and PLG will be responsible for:

- Developing and implementing programmes to meet the needs of gifted and talented students.
- Monitoring and evaluating the school's programmes.
- Ensuring that programmes offer a continuum of opportunities for individual students.
- Establishing and maintaining a register of individual students' abilities.
- Effectively supporting colleagues to provide learning opportunities for GATE across the curriculum.

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# Technology Policy

## RATIONALE:

Technological resources within the school provide many opportunities for stimulating and enhancing learning, teaching and development. They support interesting independent learning and teaching opportunities. They can support the development of skills such as creative and analytical thinking, problem solving and independent and group learning, communication and negotiation.

## PURPOSE:

1. To enhance high quality learning and teaching which makes optimal use of information and communication technologies to promote 21st century learning.
2. To enable and support effective e-Learning. e-Learning is defined as learning and teaching that is facilitated by or supported through the appropriate use of information and communication technologies (ICTs).
3. To enable cooperation and collaboration between learning areas via cross-curricular projects, critical inquiry and action research.

## GUIDELINES:

1. To ensure that legal requirements are followed for copyright, piracy, and privacy.
2. To ensure that adequate funds are budgeted for the purchasing and maintenance of appropriate resources, and ongoing professional development for both teaching and support staff as much as is within BoT control and support staff as much as is within the BOT control.
3. To ensure that students and staff have equitable access to a variety of information and communication technologies.
4. To ensure the safety of all users and the Board via robust cybersecurity policies for staff and students.
5. To ensure that onsite IT support is provided and is easily accessible to staff.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

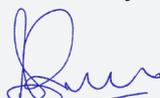
**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL



# Treaty of Waitangi Policy

## RATIONALE:

The Treaty of Waitangi is the founding document of this country and articulates the relationship between Māori as Tangata whenua and all other people in New Zealand. Under the Education Act, 1989, the National Education Guidelines (NEGs) and National Administration Guidelines (NAGs) schools have legal requirements in relation to Māori.

The Education Act, section 61(3)c requires a school's charter to outline its aims in relation to ensuring that all reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and te reo Maori (the Maori language) for full-time students whose parents ask for it.

The NEGs require each school to operate consistently with the principles of the Treaty of Waitangi. NEG 9 aims to provide increased participation and success for Māori through advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10 involves respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori.

The NAGs require each school to consult with whānau regarding goals and targets for improving the achievement of Māori students and to report to the school's community on the achievement of Māori students against these goals and targets.

## PURPOSE:

To create a school environment and culture which:

1. Recognises the unique status of Māori as Tangata whenua, the indigenous people of Aotearoa, New Zealand

2. Enables Māori students to achieve as Māori
3. Encourages non-Māori students and teachers to engage with and develop an understanding of Māori language and culture.

## GUIDELINES:

1. All students and staff at Hamilton Girls' High School will have the opportunity to engage with, learn about and practise Te reo Māori me ona tikanga (Māori language and culture)
2. Hamilton Girls' High School will work to:
  - Ensure proactive engagement of parents and whānau in making decisions about Māori education goals and targets and in the school self-review, vision, values and curriculum.
  - Encourage Māori participation in school governance
  - Provide all trustees and staff the opportunity for professional development in te reo Māori me ona tikanga (Māori language and culture)
  - Provide opportunities for Māori staff to take cultural leadership roles in the school
  - Engage and promote positive Māori role models within the school and wider community
  - Provide all students in the school with opportunities to learn and practise te reo Māori me ona tikanga, toi Māori (Māori arts) and with the opportunity to become fluent in te reo Māori
  - Include mātauranga (Māori knowledge and understanding), tikanga and the reo in learning programmes across the curriculum
  - Integrate Māori values in school life on a daily basis including in teacher-student relationships
  - Observe tikanga in formal school events
  - Develop a sustainable relationship with local Marae / Hapū

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL

# **NAG 2**

**Strategic plan and  
Self-Review**

# Documentation and Self-Review Policy

The Hamilton Girls High School board, with the principal and teaching staff:

- develops the [charter/strategic plan](#) as its major policy statement and the guiding document for the school. The charter/strategic plan is updated each year and provided to the Ministry of Education
- [reports to students and their parents](#) on the progress and achievement of individual students:
  - on the basis of [good quality assessment information](#)
  - in plain language, in writing, at least twice a year
  - across the National Curriculum, as expressed in The New Zealand Curriculum, including in literacy and numeracy and/or te reo matatini and pāngarau.
- reports to the school community, without identifying individual students, on the progress and achievement of students as a whole and in groups, on the basis of good quality assessment information, including the [achievement of Māori students](#) in relation to the plans and targets developed in consultation with our Māori community.
- maintains a comprehensive programme of self-review, and ongoing cyclical internal evaluation and inquiry, including:
  - plans and programmes
  - evaluation of student progress and achievement information, based on good quality assessment information
  - [implementation audits and reports](#)
  - a triennial [review of policies and procedures](#)
  - special reviews triggered by emerging issues and unforeseen events.
- provides an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter/strategic plan. This is provided to the Ministry of Education at the same time as the updated school charter/strategic plan.
- conducts an annual review of board performance, which considers the annual report, ERO report, the board roles and responsibilities, and any relevant matters.

This policy meets the aims of [National Administration Guidelines](#) 2, 7, and 8.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

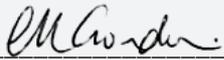
**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL

# **NAG 3**

## **Employment and Personnel Matters**

# Appointment Policy and Procedure 2022

## RATIONALE:

Hamilton Girls High School is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We recognise the importance of Tikanga Māori.

Our Appointment Process meets the requirements of the Children's Act 2014.

The Board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal or delegate but may be also represented on the appointment panel. The principal reports to the board on staff appointments and, as part of the self review process, annually reports to the board that the appointment procedure and the appointment panel delegations accurately reflect practice.

## PURPOSE:

To assist in the appointment of quality staff to any vacancy that may arise, appointment panels with expertise relevant to the vacancy will be selected to carry out the appropriate appointment procedures. In accordance with the regulatory requirements for safety checking under the Children's Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practises when employing school and support staff, whether core workers, volunteers or other. This policy is used in conjunction with Hamilton Girls High School procedures on safety checking, Police vetting and screening.

- consisting of the principal, the board chair and, at the discretion of the board, a further board member and the Senior HR Advisor.
- Unless determined otherwise by the board, appointment of all other teachers, part-time teachers, long-term relieving teachers and non-teaching staff will be the responsibility of the principal in consultation with the board chair or delegate, and Senior HR Advisor where deemed necessary.
- Procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff.
- For any position that is fixed term there must be a genuine reason based on reasonable grounds for it being of a fixed term nature. Ref to s 66 of the Employment Relations Act 2000 and the Court's interpretation thereof.

## DELEGATIONS

The board delegates authority to determine the composition of the various appointment panels. Appointment of the principal is the responsibility of the board, which will determine the process and seek NZSTA advice if required.

In the case of Community of Learning I Kāhui Ako membership:

## EXPECTATIONS AND LIMITATIONS

The principal must ensure that:

- appointment of deputy principals, head of faculty and senior teachers will involve an appointment panel

- Staff seeking the Communities of Learning I Kāhui Ako leadership role or the teacher across schools role must seek and receive consent from their employing board before applying for the role.

## APPOINTMENT PROCESS:

RESPONSIBILITY:	PROCESS REQUIREMENT:
The Principal	Determine whether a vacancy exists, and what kind of vacancy it is. If the appointment is for a new principal, the board may choose to review the position description and person specification for the role, which may include surveying the school staff and community.
The Principal and Senior HR Advisor	Prepare an application package, including staff appointment process.

The Principal and Senior HR Advisor	Advertise the position on the Education Gazette and other recruitment platforms as required.
The Principal and Senior HR Advisor	Form an appointment panel based on agreed delegations.
Applicant	Download teacher application form from the school website and email along with your CV, cover letter and relevant documents to recruitment@hghs.school.nz
Senior HR Advisor	Receive the applications and acknowledge them with an email. Keep paperwork and details confidential and secure and keep a computer file for managing applicants.
Appointment panel	Shortlist applicants
Appointment panel	Conduct interviews
Senior HR Advisor	Complete all reference and background checks
Appointment panel	Make an appointment
Senior HR Advisor	Make sure all the required documentation is completed and files in the employees file.
Senior HR Advisor	Notify unsuccessful interviewed candidates by phone or email. Send written confirmation to all candidates, and delete and destroy their documentation.

## LEGISLATION:

[Children's Act 2014 No 40 \(as at 07 August 2020\), Public Act](#)

[State Sector Act 1988](#)

[Education Act 1989 No 80 \(as at 01 August 2020\), Public Act Contents](#)

[Employment Relations Act 2000](#)

[Local Government Official Information and Meetings Act 1987](#)

[Privacy Act 2020 No 31 \(as at 08 October 2021\), Public Act Contents – New Zealand Legislation](#)

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
 \_\_\_\_\_  
 CHAIRPERSON

  
 \_\_\_\_\_  
 PRINCIPAL



# Complaints and Investigations Policy

## RATIONALE:

This policy is in place to provide clarity and outline Hamilton Girls High School's commitment to resolving any complaints or challenges that may arise within the scope of the Hamilton Girls High workplace. This policy applies to all workers at Hamilton Girls High School. It applies to the Hamilton Girls High workplace, which can include locations beyond the school's campus involving professional work situations; for example, during training, conferences, and work functions. It also applies outside of the workplace and outside work hours if the conduct in question occurs within the context of the employment relationship; for example, a worker's conduct in social media, email, text messaging or other means of communication.

This policy should be read alongside Hamilton Girls High other policies, including (where appropriate), its policies on anti-bullying, harassment and discrimination, and/or staff discipline and performance. In some cases, other policies will set out specific processes that need to be followed where a complaint or grievance is raised.

## PURPOSE:

The Board and Principal, including senior managers, head of faculty, senior staff and staff members, collectively aim to provide and support a complaint resolution process that is flexible and that resolves complaints promptly, efficiently, effectively, and fairly. Wherever possible, Hamilton Girls High will work to resolve complaints using the most appropriate resolution available in the circumstances.

## GUIDELINES:

Hamilton Girls High will do the following in response to complaints and investigations. The Principal, Senior Management and the Board will abide by the following commitments:

- Treat all matters seriously and assess concerns promptly and impartially.
- Ensure, to the extent practicable, that neither the person who complained nor the alleged are victimised.
- Appropriately support all parties involved.
- Communicate the process and its outcome to the parties involved, to the extent appropriate in the circumstances.
- Ensure confidentiality in line with legal obligations and the Board Privacy Policy.
- Use the principles of natural justice;
- Keep good documentation.
- Value complaints and aim to use the lessons learned from complaints to inform and promote organisational improvements.
- Have specialist external advisors available to help where required.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL

# Email and Social Media Policy

## RATIONALE:

The Internet and e-mail systems are valuable business tools and access to these services enables employees at Hamilton Girls High School to perform their roles effectively.

Usage of the Internet, including social media, and e-mail tools provided by Hamilton Girls High School must be in accordance with the requirements set out in this policy.

## PURPOSE:

### The purposes of this policy are:

- To ensure alignment with Hamilton Girls High School's values, integrity, trust, ethical and lawful behaviour.
- Ensuring that our data is appropriately protected.
- That integrity of the Hamilton Girls High School's reputation is upheld.
- Ensuring that our staff and anyone working with or for Hamilton Girls High School can operate in a safe and open environment.
- Ensuring that all Hamilton Girls High School staff, contractors, consultants and third parties understand our approach to electronic usage and communications in all environments.

## GUIDELINES:

### What is Acceptable Use?

- Acceptable use is ensuring the security and safety of our people and our customers. It is a collective responsibility which we are all obligated to uphold.
- We should all exercise common sense and good judgement in any activity involving HGHS data, devices or systems.
- We provide access to resources for personal use but expect users to exercise discretion and balance in the consumption of these.
- No user should engage in any activity that is harmful or offensive to others including actively seeking out or displaying hateful, inappropriate or discriminatory material.

### Protecting our Data

When dealing with HGHS data all care will be taken to protect the confidentiality and integrity of that data.

HGHS provides approved tools and services for sharing and collaboration and these should be used when managing our data.

### Internet Usage

The Internet is to be used primarily for business purposes.

HGHS allows designated employees open access and

browsing of Internet sites except for sites that may compromise the security of HGHS networks or are classified as inappropriate.

The use of these services is a privilege and should be treated accordingly. It should not be abused for unreasonable amounts of personal usage or interfere with job duties and should never involve the accessing or downloading of illegal, hateful or objectionable material. Senior Leadership Team can exercise discretion as to what is deemed excessive

The internet should not be used for downloading or forwarding any non-work-related material such as games, applications, movies, video or audio media and the like for personal purposes.

Security procedures must always be followed. Any suspected security incident (e.g. virus) or any suspicious external notifications to you (e.g. phishing emails) must be reported to the NewEra immediately and they will advise the next steps.

### Electronic Communications (Email)

Any form or electronic communications should be considered carefully and take into account the sensitivity of data being disclosed and how the messaging may potentially be received by recipients.



**Removable Media & Storage**

Removable media and or storage devices must not be used to transfer or store any HGHS data unless specifically approved by NewEra. This includes emails and general documentation. No HGHS data must be copied to personal storage accounts or devices.

**Mobile Device Usage**

Mobile devices may be supplied or funded by HGHS. These devices should primarily be considered work devices and treated accordingly. HGHS reserves the right to protect and limit the exposure of HGHS data on mobile devices. This includes the ability to remotely wipe HGHS data and enforce basic protective controls include multi factor authentication and a passcode to access devices.

**Software Usage**

All software deployed and used on HGHS devices must be approved and authorised. Prior to downloading or installing any new software, approval should be from NewEra. Unlicensed software must not be downloaded, installed or used under any circumstances.

**Mobile Working**

If you are allowed to work remotely, we require that you take adequate care when working in these environments:

**Public Working**

From time to time it may be necessary to work or meet in public or shared locations.

**Social Media Communications**

This policy applies to all social media communications be they in written, verbal or electronic form. It also applies to social media use in your personal capacity outside of business hours if your postings relate to your job or HGHS. This includes but is not limited to the following services:

- Facebook
- LinkedIn
- Twitter
- Youtube
- Instagram
- Business related sites / forums / channels etc.

We accept that these sites will be used for both personal and professional communications and that the occasional post or comment may be made. These should however always be carried out with discretion and in line with the principles of this policy.

Any communications with external or mainstream media (e.g. NZ Herald, Stuff or TV Networks) must be managed by the Senior Leadership Team.

**Enforcement**

Failure to comply with this policy may result in disciplinary action for employees under their employment agreement. In the case of any investigation, HGHS reserves the right to retain company owned equipment and/or restrict systems access for the duration of the investigation.

It is the responsibility of the Principal to establish the monitoring and reporting of compliance to this policy.

**EFFECTIVENESS AND SELF REVIEW:**

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022  
**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022  
**Next Review:**

**Signed:**   
CHAIRPERSON

  
PRINCIPAL

# Equal Employment Opportunities Policy

## RATIONALE:

Hamilton Girls' High School is committed to the principle of non-discrimination. Consistent with this principle, the school believes in a policy which promotes equality of opportunity for staff regardless of age, disability, gender, marital status, race, creed, sexual orientation and social class.

## Equal Employment Opportunity involves:

- Elimination of inequalities
- Implementation of a planned programme
- Affirmative action

## PURPOSE:

1. To eliminate discrimination throughout all aspects of the school.
2. To provide role models of women in leadership positions and in non-traditional roles.
3. To encourage a diverse makeup of staff to reflect the school student community.

## GUIDELINES:

1. This policy and programmes based on this policy will reflect both the content and the spirit of the school's charter.
2. In order to be a good employer, the Board recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.
3. In order to be a good employer, the Board will comply with the principles of the Education Service, outlined in the State Sector Act 1988 and any amendments to the Act (State Sector Amendment 2013).
4. The Board will show a commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service and career progression.
5. In order to be a good employer, the Board will endeavour to comply with all current industrial awards which apply to the teaching and non-teaching staff of the school.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL



# Human Resource Management Policy

---

## **RATIONALE:**

The needs of students are paramount in all planning and decision making in this School, and will be in line with the stated goals in the School's Charter.

## **PURPOSE:**

1. Student needs are determined through consultation with students, their parents and caregivers, staff and the wider community.
2. Consideration will be given to the requirements of the National Education Guidelines.
3. The School will develop a curriculum designed to be relevant and appropriate to the students' needs, keeping in mind the constraints of available staffing, facilities and resources.

## **REQUIREMENTS OF TEACHERS:**

1. Commitment to the aims of the School, and to the provision of a secure emotional and physical learning environment for students, is a fundamental expectation of staff.
2. A willingness to develop empathy with young people and a demonstrated ability to contribute to the pastoral care of students in the widest sense is a requirement of all staff.
3. Effective interpersonal skills, including the ability to communicate with and include people who differ widely in regard to social, cultural and ethnic background, country of origin, physical and intellectual ability, learning styles, and age and stage of development are seen as essential for all staff.
4. Demonstrated commitment is expected by all staff to the removal of barriers to learning through the provision of appropriate learning experiences, care, guidance and support for all students in all learning situations, and indeed every aspect of school life.
5. Flexibility and the ability to be innovative are expected as being integral to the provision of a broad based and up-to-date curriculum.
6. Realisation of the principle of partnership, fundamental to the Treaty of Waitangi, including provision of education in and teaching te reo Māori requires the support and commitment of all staff.
7. Commitment to ongoing professional development and accountability for professional performance are required to meet challenges and opportunities as they emerge in our rapidly changing society.
8. Collegiality and teamwork are integral to effective teaching and learning.
9. Willingness to contribute to the provision of the widest possible range of educational opportunities within and beyond the classroom, within the formal curriculum and beyond it, through sporting, cultural and outdoor activities, is expected.
10. Management and care of capital resources, which include furniture and fittings.

## BOARD OF TRUSTEES RESPONSIBILITIES:

1. According to the National Administrative Guidelines, the Board is required to:
2. Develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively, and recognise the needs of students.
3. Be a good employer as defined in the State Sector Act, 1988, and comply with the conditions contained in the employment contracts applying to teaching and non-teaching staff.
4. In this the Board is expected to act as a good employer, ensuring the well-being and fair treatment of staff with particular reference to Equity, Treaty of Waitangi and personnel policies in place in our School.
5. In planning the staffing of the School, creative, innovative, forward looking and strategic allocation of staffing resources are required, in line with the School's current Strategic Plan, ensuring maximum effectiveness and efficiency for students' benefits.
6. In appointing staff the following criteria are seen as important if the School is to provide the widest possible range of learning experiences through both the formal curriculum of organised activities in the School, and also informally, eg, role modelling. - diversity of skills, experience, personal and professional qualities, status, career stage, gender, ethnicity and cultural background
7. Where a staff member has been identified as not meeting performance expectations, the Board, in acting as a good employer, recognises a responsibility to assist them to make positive changes. This may be accomplished through confidential personal negotiation between the staff member and the Principal in the first instance. If further procedures are required, these will follow the collective employment contract guidelines. In relation to the Principal, the procedure defined in the Individual Employment Contract will be followed.
8. The Board's policy is to employ registered teachers. However, in a situation where the needs of students can only be met by a person with specialised skills and only an unregistered person is available, the Board may give consideration to the employment of such a person on a part-time or relieving basis. The Board would encourage that person to work towards registration as a teacher. Provisionally registered teachers and unregistered teachers are encouraged and assisted to meet the requirements for full registration.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

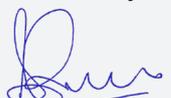
**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL



# Performance Management Policy

## RATIONALE:

The Education Act 1989 directs the Board to implement a performance management appraisal system for all staff on an annual basis. Performance Management is an integral part of the professional development of teaching staff and should lead to personal growth which would benefit both teachers and students.

## PURPOSE:

1. To highlight further teacher development and training towards better classroom practice and better performance.
2. To provide a system of appraisal that allows flexibility of approach [within the critical enquiry/professional conversation approach to professional growth] and full participation by individual teachers within self-selected cross-curricular groups.
3. To allow staff to meet formally with middle and/or senior management, and discuss the progress of their critical enquiry, further training needs and career development.
4. To have a professional management system that encompasses appraisal, re-registration and attestation, which reflects the Registered Teacher Criteria (RTC)

## GUIDELINES:

1. All teaching staff will complete an annual appraisal against benchmarks as indicated in the PPTA Collective Agreement document.
2. Formal documentation of individual appraisals must be kept by appropriate managers as evidence of an ongoing performance management structure.
3. Continuing collegial support is expected.
4. All appraisal processes are related to teacher development and attestation is related to pay

## RELEVANT DOCUMENTS:

- Education Act 1989
- National Guidelines for Performance Management in Schools 1996
- HGHS Staff Manual
- Appraisal Procedures Handout to HGHS Staff.
- PPTA Collective Agreement
- Registered Teacher Criteria (RTC)

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL

# Privacy Policy

## RATIONALE:

In its role as a good employer the Hamilton Girls' High School Board is required to ensure that a safe environment at Hamilton Girls' High School is provided through personnel practises that maintain standards of integrity and conduct. As such the purpose of this policy is to promote and protect individual privacy.

## PURPOSE:

- This is an all-encompassing policy that applies to all staff, students, parents/guardians, volunteers, alumni, Sonninghill staff, student teachers, donors, contractors, visitors and other people associated with Hamilton Girls' High School, both onsite and externally representing Hamilton Girls' High School.
- This policy applies to any individual associated with Hamilton Girls' High School who may be required to collect, access, use or disclose personal information, who may manage projects or systems that impact on personal information management, or who are responsible for making policy decisions about the way Hamilton Girls' High School manages personal information.
- Hamilton Girls' High School, includes the campus located at Ward Street, Hamilton 3204, Sonninghill Hostel located at 19A Marama Street, Hamilton, 3204, and any other associated locations. It also includes any website or online platforms that are operated by Hamilton Girls' High School .

## GUIDELINES:

1. Personal information: Any information, whether electronic or hard copy, about an individual whether or not the information directly identifies the individual, and includes but is not limited to contact, demographic, health and academic information, CCTV footage, staff performance information, emails and other correspondence, and opinions about the individual.
2. Hamilton Girls' High School collects and processes personal information about students, parents, caregivers, alumni, donors, staff members, contractors, Sonninghill staff, student teachers, volunteers and individuals who visit its websites and campus. Hamilton Girls' High School is required to comply with the Privacy Act 2020 and its associated regulations but it also intends to lead by example and make certain that its privacy practices meet the expectations of its global community.
3. Hamilton Girls' High School recognises that the individuals concerned will only surrender their personal information if they trust Hamilton Girls' High School to use the information responsibly and treat it with care and respect.
4. Procedures within the school must comply with the 13 privacy principles contained in Part 3 of the Privacy Act 2020 which have specific requirements in terms of:
  - Purpose of collection of personal information
  - Source of personal information – directly from the person where possible
  - Collection of information from subject
  - Manner of collection of personal information
  - Storage and security of personal information
  - Access to personal information
  - Correction of personal information
  - Accuracy of personal information to be checked before use or disclosure
  - School is not to keep personal information for longer than necessary
  - Limits on use of personal information
  - Limit on disclosure of personal information
  - Disclosure of personal information outside New Zealand.
  - Taking reasonable steps to protect unique identifiers



## RESPONSIBILITIES:

1. All school community members are responsible for compliance with this Privacy Policy.
2. We will not transfer your information to an overseas-based service provider or organisation unless we are satisfied that the service provider has obligations to protect your information in a way that is comparable to the protections afforded by New Zealand privacy law or you expressly consent to the transfer.
3. The Principal of Hamilton Girls' High School has appointed a Privacy Officer. The Officer's role is to promote and protect individual privacy with regard to:
  - The collection, use, storage and disclosure of information relating to individuals
  - Access by each individual to information relating to that individual, held by the school
  - Assisting with the management of privacy breaches and other privacy issues by Hamilton Girls' High School members
  - Liaising with third parties in respect of privacy matters, including the Privacy Commissioner or other relevant regulators and individuals concerned
  - Managing privacy complaints from individuals concerned
4. The school's Privacy Officer is contactable as follows: [privacyofficer@hghs.school.nz](mailto:privacyofficer@hghs.school.nz)

This policy should be read in conjunction with the following legislation, policies and guidance documents:-

[Privacy Act 2020](#)

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# Staff Leave and Absences Procedure

**Staff leave conditions are covered by the relevant collective or individual employment agreements.**

**Personal Leave** e.g. Illness / Family Reasons etc. Please complete the Leave Form.

All teachers should familiarise themselves with the regulations governing Leave of Absence to be found in the Secondary Teachers Award - Part 6. Read the appropriate sections before making an application for leave for any reasons other than minor illness.

1. Requests for personal leave must be applied for in writing to the Principal. The Principal will email the Relief Coordinator and staff concerned of the outcome of the request.
2. Inform Relief Coordinator as soon as possible - in case of illness, the evening before or in the morning between 6.00 and 7.00am. (Relief Coordinator 021 878 355).
3. A medical certificate is required when the absence exceeds three days. Hand to Relief Coordinator. Advise any ACC involvement immediately. Ensure Relief Coordinator and Senior HR Advisor is aware of ACC involvement.
4. You are expected to provide quality work for your classes when you are absent. This work should be prepared one period to each sheet plus the class roll (as on KAMAR with the class roll) and left in your Relief Folder. Contact your HOD if you are unable to set work. Set meaningful and clear relief which can be followed by a non-specialist reliever. It is helpful to have the class pictures in the relief folder.

## SUPPORT STAFF

All leave request forms for non-teaching staff should be submitted to the Senior HR Manager on the appropriate leave form. Additional relevant information should be attached. Leave forms should be submitted via the payroll drop box located outside the payroll administrators office (rear entrance to the boardroom). Leave is approved in alignment with the relevant employment agreement and at the Senior HR Managers discretion may be escalated to the Principal.

## LEAVE FOR ATTENDANCE AT NATIONAL COURSES OR OTHER APPROVED EDUCATIONAL ACTIVITIES:

1. Invitations to attend such courses must be discussed with and approved in writing by the Principal eg: NZQA.
2. The Relief Coordinator should be consulted immediately after the approval is gained from the Principal so that a relief teacher or staff cover can be arranged.
3. The Principal keeps a record of all staff leave.

Staff Accompanying EOTC (Education Outside the Classroom) Activities

Advise Deputy Principal in charge of Relief by Monday of the previous week which staff need relief for EOTC activities.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL



# Timetabling Policy

## RATIONALE:

Hamilton Girls' High School will continue to provide a balanced curriculum in accordance with the New Zealand Curriculum Framework and related documents. Timetabling decisions are made with due regard to equality and fairness for students and staff. Good employer and EEO principles are taken into account. The requirements of the STCA are applied to teaching staff, ensuring that resources are used efficiently.

## PURPOSE

To ensure that:

1. The school timetable complies with the Secondary Teachers Collective Employment Agreement
2. The learning, pastoral and curriculum needs of the students are met fairly and equitably
3. Teacher workloads are fair and equitable
4. Processes are in place that encourage mutual respect and consideration by all parties involved
5. The Board provides a safe physical environment for students and teachers
6. The Board complies with legislation requirements, such as attendance, length of school day and school year

## GUIDELINES:

1. The Principal determines the allocation of staffing for the school annually using the Guaranteed Minimum Staffing Formula (GMFS) and any BOT staffing contribution as a basis.
2. The Principal has overall responsibility for the timetable and delegates duties, as appropriate, to the Senior Leadership team and the lead timetable team. All staff are consulted over the timetable and provided with the draft timetable before it is finalised.
3. It is important to recognise the pastoral, curricular, and administration responsibilities of teachers as per the STCA.
4. The Secondary Teachers' Collective Agreement (STCA) sets out particular requirements for non-contact hours and average class sizes, including what must be in place where either of these cannot be met, as well as a reference to other matters, including hours of duty outside of timetabled hours, which impact on timetabling practices, that are to be incorporated into the timetabling process.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL

# Protected Disclosure Policy

## RATIONALE:

The Protected Disclosures Act 2000 came into effect on 1 January 2001. It has implications for Boards of Trustees and their staff and this policy is designed to meet those requirements.

## PURPOSE

The purpose of this policy is to provide information and guidance to employees of Hamilton Girls' High School who wish to report serious wrongdoing within the school. The policy is issued in compliance with the Protected Disclosures Act 2000 and the Education Act 1989.

## INTRODUCTION

1. The Board accepts that it has a responsibility to have in operation internal procedures for receiving and dealing with information about serious wrongdoing in or by the School. The Board also accepts that it must regularly educate and train its employees on the internal disclosure system.
2. The Board agrees that this Policy must be published widely in the School, will be provided to all new employees and will be republished at regular intervals (at least annually).
3. The purpose of this policy is to provide information and guidance to employees of the School who wish to report serious wrongdoing within the school. The policy is issued in compliance with the Protected Disclosures Act 2000 and the Education Act 1989.

## WHAT IS A PROTECTED DISCLOSURE?

4. 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 SERIOUS WRONGDOING

5. Serious wrongdoing includes any serious wrongdoing of any of the following type: an unlawful, corrupt, or irregular use of funds or resources; 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.

## CONDITIONS FOR DISCLOSURE

6. 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;
  - the employee believes on reasonable grounds the information to be true or likely to be true;
  - the employee wishes the wrongdoing to be investigated; and
  - the employee wishes the disclosure to be protected.

## WHO CAN MAKE A DISCLOSURE?

7. 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; and
  - contractors supplying services to the school.



## PROTECTION OF EMPLOYEES MAKING DISCLOSURES

8. 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; and
  - will, subject to paragraph 15 in the Procedure, have their disclosure treated with the utmost confidentiality.
9. 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

10. Any employee of the School who wishes to make a protected disclosure should do so using the following procedure:
11. How to submit a disclosure  
The employee should submit the disclosure in writing.
12. 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; and
  - surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant.
13. Where to send disclosures  
A disclosure must be sent in writing to the Principal who has been nominated by the Board under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.  
**OR**  
If you believe that the Principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the Board Chairperson.

## 14. DECISION TO INVESTIGATE

On receipt of a disclosure, the Principal or Board Chairperson 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 Board Chairperson or arranged by him/her as quickly as practically possible, through an appropriate authority.

## 15. 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 Board Chairperson 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.

## 16. REPORT OF INVESTIGATION

At the conclusion of the investigation the Principal will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board Chairperson.

## 17. 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 Board Chairperson is or may be involved in the wrongdoing;
- 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 the disclosure.

Appropriate Authorities include (but are not limited to)

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- Ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- The head of any public sector organisation

## 18. DISCLOSURE TO MINISTERS AND OMBUDSMAN

A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this Policy and 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 the employee continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

## APPROVAL

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

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL



# **NAG 4**

Financial and  
Property Matters

# Asset Management and Protection

## RATIONALE:

The board is responsible for protecting the assets of the school and applying sound asset management, which includes:

- using a purchase process that achieves the most cost effective outcomes
- developing and maintaining a 5-year asset management plan
- approving an annual budget for Property, Plant and Equipment (PPE) (CAPEX) purchases.

The board delegates responsibility to the principal, and may delegate other administrative tasks, such as managing finance leases and maintaining assets within the approved budget.

## ASSET REGISTER

All assets with a cost of \$1000 or more (or a group of collective assets with a combined value of \$1000 or more) are recorded in the asset register.

A separate record of assets under \$1000 that are deemed valuable or at risk of theft should be maintained.

The **asset register** is maintained by the Commercial Services Manager as part of the financial records. It is updated monthly as new assets are purchased or when annual financial statements are prepared.

The information contained in the asset register, including the estimated useful life and depreciation rate for each class of PPE, generates each year's depreciation figure. This annual depreciation figure guides the board on the amount of the cash required for asset replacement. Capital purchases made with donated money are recorded in the asset register, and are included in the calculation for annual depreciation.

A library resources reconciliation is carried out as part of the financial year-end procedures, and library resources are accounted for in our financial statements. The asset register is reviewed at least yearly to write off obsolete assets or to revalue assets when their value to the school has changed significantly. A full stock take of the asset register.

## DISPOSAL OF ASSETS

The Commercial Services Manager has the authority (delegated) to dispose of assets if, according to the register:

- an asset has reached the end of its useful life,
- the original purchase price was under \$10,000.

Reasons for disposal, disposal process, and any net disposal proceeds must be reported to the board. The board must approve the disposal of any assets over \$10,000.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL



# Delegation Policy

---

## INTRODUCTION

1. The Schedule of Delegations (the Schedule) was approved by the Board of Trustees (the Board) of Hamilton Girls' High School (the School) at its meeting February 2021 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 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 Public Finance Act 1989 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 of 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.
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.

## APPROVAL

1. This Schedule was unanimously agreed by the Board and approved as a policy document at its meeting held February 2021. When the Board approved this Schedule it agreed that no variations of this Schedule or amendments to it can be made except by the majority approval of those trustees present at the Board meeting.
2. As part of its approval the Board requires the Principal to circulate this Schedule to all staff and for a copy to be included in Hamilton Girls' High School Policy (copies of which shall be available to all staff). The Board requests that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

## APPENDICES

**Appendix A :** Delegations retained by the Board

**Appendix B :** Board Delegations to the Principal

**Appendix C :** Principal's Delegations to specified Positions

## DATE OF REVIEW/APPROVAL:

February 2021

## APPENDIX A

### DELEGATIONS RETAINED BY THE BOARD

1. The Board retains for itself and does not delegate to any executive management or staff positions the following responsibilities:
    - (a) Approval of all operating, capital, cashflow and property maintenance budgets and amendments to these budgets;
    - (b) Approval of unbudgeted expenditure for any invoice in excess of \$10,000, and for any unbudgeted expenditure that exceeds \$25,000 in total, for each financial year.
    - (c) The commitment or purchase of unbudgeted capital expenditure.
    - (d) The disposal of fixed assets with a cost price in excess of \$10,000;
    - (e) The transfer of money between any Board cheque and term deposit account in excess of \$850,000 and for a period longer than 18 months;
    - (f) The appointment of any permanent staff and the salary and terms of conditions on which they are employed which are in excess of positions funded by Ministry of Education Salaries Grants;
    - (g) Leave on full pay granted to non-teaching staff to attend training sessions or courses outside the school for a period greater than five (5) school days;
    - (h) The termination of employment of any paid employee;
    - (i) Signing applications for special grants for additional buildings, agreements to build via the Ministry of Education's local office;
    - (j) Formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament;
    - (k) Responses to the Secretary of Education or any other permanent head of a Government department which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Board Chairperson;
    - (l) Interviews with the media and the distribution of media releases on any matter which involves the School;
    - (m) The initiation of any legal actions and any communications in relation to these actions;
    - (n) Signature of any formal or legal agreement which is in the name of the School and must involve the Board.
- Note:** These responsibilities are in addition to those specified in Acts and regulations by which the Board is bound.



## APPENDIX B

### 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 for unbudgeted expenditure up to the value of \$10,000 per individual invoice and not exceeding \$25,000 in total for the financial year;
- (d) Transfers to at call deposit of amounts less than \$850K and for a period no longer than 18 months;
- (e) Ordering fixed assets for which the capital expenditure has the prior approval of the Board;
- (f) The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given to any other staff member;
- (g) Communication with parents, officials, representatives of education organisations and other firms and organisations with whom the Principal deals as part of their curriculum and resource management responsibilities; and
- (h) Delegation in writing to specified staff positions of responsibilities according to the format set out below.

**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 five (5) days these delegations shall be exercised by the Acting Principal and the Commercial Services Manager with the separate and prior approval of the Board Chairperson.

#### ACTING PRINCIPAL

- (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) The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given to any other staff member;
- (d) 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.

#### COMMERCIAL SERVICES MANAGER

- (a) Approval for unbudgeted expenditure up to the value of \$10,000 per individual invoice and not exceeding \$25,000 in total for the financial year;
- (b) Transfer to at call deposit of amounts less \$850,000 and for a period no longer than 18 months;
- (c) Ordering fixed assets for which the capital expenditure has the prior approval of the Board.

In such an absence the Acting Principal and Commercial Services Manager shall sign a copy of this Schedule. (Refer appendix A).

I have read and understand 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.

## APPENDIX C

### PRINCIPAL'S DELEGATIONS TO SPECIFIED POSITIONS

With the Board's delegation to me as Principal and with the Board's approval to me to delegate to a specified staff position I delegate to the:

**Designated Deputy Principal the following responsibilities:**

- (a) The day-to-day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official educational policy documents;
- (b) The 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) The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given to any other staff member;
- (d) 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

**Position of Commercial Services Manager the following responsibilities:**

- (a) Approval of any orders/invoices for expenditure up to the value of \$25,000 and provided such an order will not exceed the Board approved budget allocation for the expenditure item involved;
- (b) Transfers to at-call deposit of amounts less than \$850,000 and for a period no longer than 18 months;
- (c) Ordering fixed assets for which the capital expenditure has the prior approval of the Board.

These delegations are to be exercised in terms of the Board's Schedule of Delegations.

I accept responsibility for the proper execution of the delegations assigned to me and I will exercise these in terms of the requirements set out in the Board's Schedule of Delegations. I acknowledge that I cannot further delegate those powers delegated to me by the Principal.

**SIGNED BY**

Deputy Principal	Date
Commercial Services Manager	Date

**Note:** Two identical copies of this memorandum should be signed with one copy retained on the School's Delegations File and the second copy kept by the delegate.

**EFFECTIVENESS AND SELF REVIEW:**

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

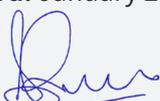
**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL



# Fundraising Policy

## FUNDRAISING

As well as increasing the school's revenue, fundraising provides many benefits including:

- providing valuable experience and training to students
- involving students in community service
- encouraging students to value equipment they helped provide
- involving parents in school life
- Engaging the community with the school activity and vision.

The following guidelines apply to fundraising at Hamilton Girls High School:

- Fundraising by any individual or group either within the school or external must be pre-approved by the Commercial Services Manager, and money raised should be spent for the approved purpose.
- If the school is unable to spend the money for the approved purpose, where possible, the money is spent in a way that is consistent with the original reason for raising the money.
- Fundraising activities are recorded, and monitored through the school's usual financial checking system.
- Fundraising activities involving food meet **food safety** requirements.
- It is illegal to offer liquor as a prize for certain gambling activities, such as raffles.
- Board approval will be required for fundraising events where liquor is available to be sold.

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# Financial Management Policy

## RATIONALE:

Financial Management is crucial to the operation of the School, both in providing adequate funding for day to day needs and in planning for the future. The Board of Trustees is responsible for all financial resources in the School in accordance with its governance obligations.

**Financial resources should therefore be managed so that the School has the best opportunity of fulfilling charter obligations by:**

- linking resources to charter goals and objectives by allocating funds to reflect the School's priorities in line with NAG 1; and
- maintaining accountability and control to ensure compliance with NAG 7.

## PURPOSE:

1. To maximise benefits to students and staff.
2. To ensure an equitable allocation of resources to allow all School programmes to be implemented as planned.
3. To ensure that the cash resources of the School are used efficiently to enable maintenance and capital works to be completed as required.
4. To ensure that the requirements of the Education and Public Finance Acts 1989 are met.
5. To maintain accountability to the School community.

## GUIDELINES:

1. To produce a draft budget, by the end of the November Finance Committee meeting, to achieve the five purposes.
2. The preparation of budgets should, where possible, involve those whom they affect. The Board and the staff should be fully informed as to these processes.
3. Budgets should be adequate and sustainable as far as practicable within budget constraints. The allocation and management of funds within each budget should be the responsibility of the person/s accountable for that cost centre.
4. Expenditure should be kept within budget by means of appropriate procedures and regular monitoring.
5. All expenditure, and commitment of expenditure, should be approved within recognised delegations.
6. Cash flows should be controlled.
7. Assets and rates of depreciation should be readily identifiable.
8. Trust funds should be accounted for appropriately.
9. Records and reports of all transactions should be accurate and up- to-date.
10. Reports complying with Public Sector Accounting Standards and the Ministry of Education guidelines should be prepared annually, within the statutory timeframe, for audit and made available to the community.
11. All efforts should be made to continually improve the quality and effectiveness of the financial process in the school. This should include the ongoing training of staff.
12. Monthly accounts and the Annual Report will be prepared by Education Services and reviewed by the Commercial Services Manager.



## SCHEDULE OF DELEGATIONS

### Introduction:

1. This Schedule of Delegations (the Schedule) was approved by the Board of Trustees (the Board) of Hamilton Girls' High School (the School) at its meeting in April 2021 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 of 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.

### Approval:

1. This Schedule is scheduled to be agreed and approved by the Board as a policy document at its meeting to be held in February 2022.
2. When the Board approves this Schedule it will be agreed that no variations of this Schedule or amendments to it can be made except by the majority approval of those trustees present at the Board meeting.
3. As part of its approval the Board will require the Principal to circulate this Schedule to all staff and for a copy to be included in the School Policy Manual (copies of which shall be available to all staff). The Board requests that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

### DELEGATIONS RETAINED BY THE BOARD:

To be read in conjunction with the 2021 Delegation of Responsibilities previously agreed and notwithstanding, the Board retains for itself and does not delegate to any executive management or staff position certain and specific responsibilities contained therein.

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

### BOARD DELEGATIONS TO THE PRINCIPAL:

To be read in conjunction with the 2021 Delegation of Responsibilities previously agreed and notwithstanding, the Board retains for itself and does not delegate to any executive management or staff position certain and specific responsibilities contained therein.

**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 (please refer to the updated Delegations Authority) with the separate and prior approval of the Board Chairperson. In such an absence, the Acting Principal and Commercial Services Manager 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.

## SUPPLEMENTARY SCHEDULE OF RESPONSIBILITIES

### SEPARATION OF DUTIES

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 received	Student Services Administrator Financial Services Administrator
Receipting of all student cash received	Financial Services Administrator
Verification of canteen daily takings with till tapes	N/A Outsourced
Preparation of banking	Financial Services Administrator - School Shop Manager
Signature of bank deposit	Financial Services Administrator
Deposit of banking	Financial Services Administrator (Secure Pickup)
Reconciliation of daily receipts with banking	Financial Services Administrator Education Services Ltd
Periodic bank reconciliation	Financial Services Administrator (Daily) Education Services Ltd
Certification of bank reconciliation	Education Services Ltd
Custody of cash	Retained in safe by the Financial Services Team.

### PETTY CASH

WHAT	WHO
Authorising reimbursement of petty cash claims/vouchers	N/A
Reconciling petty cash balance	N/A
Signing petty cash top-up cheque	N/A

### PURCHASES AND PAYMENTS

WHAT	WHO
Raising purchase orders – paper, phone or internet	Budget Holders
Verifying receipt of goods or services	Budget Holders
Approval of invoices for payment	Principal, Commercial Services Manager, Budget Holder
Approving bank payment	Principal, Commercial Services Manager, DP (if required)

### INVESTMENTS

WHAT	WHO
Transfer to and from general, at-call and term deposit accounts	Commercial Services Manager as per Delegated Authority
Reconciliation of transfers	Education Services Ltd, Commercial Services Manager

### ACCOUNTING SYSTEM

WHAT	WHO
Accounting systems daily back-up	IT Service Provider
Weekly off-site back-up storage	IT Service Provider
Monthly history file back-up	IT Service Provider, Education Services Ltd
Annual archive backup safe deposit	Education Services Ltd



**FINANCIAL REPORTS**

WHAT	WHO
Preparation - School and Hostel	Education Services Limited
Distribution	Commercial Services Manager to prepare monthly financial reports and distribute with statements to Finance Committee
Distribution - Departmental Budget Holders	Financial Services Team

**PAYROLL**

WHAT	WHO
Check of fortnightly SUE report	Payroll Administrator, HR Manager, Principal, Commercial Services Manager
Reconciliation with bank debit with errors followed up	Principal, Finance Manager
Verification of SUE reconciliation report and bank debit	Principal, Education Services Ltd
Attendance fee voucher certification	N/A
Staff expense claim – voucher approval	Principal or Commercial Services Manager, Budget Holder
Banking Staffing / Staffing Entitlement	Principal

**INCOME**

WHAT	WHO
Preparation of receivables invoices	Financial Services Administrator on instruction.
Certification of invoices	Commercial Services Manager
Reconciliation of receivables ledger	Financial Services Administrator, Education Services Ltd
Verification of reconciliations	Education Services Ltd
Debt write-off approvals	Commercial Services Manager with approval from Finance Committee

**FIXED ASSETS**

WHAT	WHO
Fixed asset purchase approval	Board approves annual budget with Principal/ Commercial Services Manager sign invoices up to approved budget amount
Fixed asset purchase order approval	Principal, Commercial Services Manager
Fixed asset delivery acceptance check	Curriculum Leader
Fixed asset invoice certification	Commercial Services Manager/ Principal
Fixed asset register update	Commercial Services Manager and Education Services Ltd

## PROCESSES AND PROCEDURES

### MANAGING INCOME AND EXPENDITURE

#### Financial summaries and reporting

The Public Finance Act 1989 and the Education and Training Act 2020 require schools to meet reporting and auditing requirements.

- Financial summaries for the reporting period must be tabled at each board meeting for ratification.
- Financial reports must be given to every board member at least five days before any planned board meeting.
- The audited annual financial report is adopted by the board. The Principal and board chair sign the Statement of Financial Responsibility. A copy of the most recent report is available to members of the school community and published online.
- The annual report, including the analysis of variance and audited financial statements, is uploaded to the Ministry of Education portal by 31 May.
- All financial records are available to board members.

#### Audit

The school-appointed auditor meets or corresponds each year with the Commercial Services Manager, the Principal, and the board representative to assess and monitor the school's financial performance and position, systems of internal controls, and related matters.

Every three years the board and Office of the Auditor General confirm and update the audit agreement.

#### Segregation of duties

Segregation of duties enhances effective internal control, reduces the risk of mistakes, and helps prevent [bribery, corruption, fraud, and theft](#).

As a guide, the following functions should be segregated for most transactions:

- initiation (completing a purchase order or initiating an order)
- approval (authorising a purchase order/invoice and payment of an invoice)
- accounting/reconciling (recording the transaction in the ledger, and month-end reconciliation process)
- receiving money
- depositing money.

If segregation of duties is not possible, the Principal undertakes more detailed checking of each step of the school's processes, or a board member can be appointed as a further level of control for day-to-day expenditure.

## BANKING

#### Cash handling

- Only delegated staff handle cash.
- All cash received is paid to the school office and properly receipted, either to the individual, or as a bulk receipt initialled by the depositor.
- Cash received may not be used to pay other accounts, in cash.
- All cash is banked as soon as possible, and any kept on the premises is stored securely.
- Petty cash is limited to \$200 and reconciled monthly.
- Reimbursement claims from the petty cash fund must be for an actual expense accompanied by a receipt, approved petty cash voucher, and any unspent cash within two working days of the advance.

#### EFTPOS transactions

EFTPOS is available in the school office for payments relating to school business.

- Cash withdrawals or issuing of cash change is not available.
- EFTPOS receipts and transaction reports are kept with the financial documents.

#### Online banking

Other than cash receipts, other monies collected from families come through online banking or via payment

through the parent portal on the school website.

- Only authorised staff can access online banking facilities.
- Authorisation of invoices for payment is made by the Principal or other delegated staff member.
- Online banking transactions are signed off by at least two of the school's authorised signatories.
- Online banking transactions are subject to normal documentation requirements prior to being processed and all our records are stored securely.
- Passwords are kept safe and by the individual authorisers and not shared.
- The school carries out regular monitoring and reconciliation of online banking transactions.

#### Term deposits

The Commercial Services Manager manages term deposits based on projected cash flows. These term deposits are reported to the Finance Committee monthly.

#### Borrowing

Hamilton Girls High School always gets joint approval from the Ministers of Education and Finance Committee before it borrows money (including finance leases) where the total annual debt servicing is more than 10% of the school's operational grant for the year.



## BANK CARDS

HGHS issues credit/debit cards to staff authorised by the board. We keep a signed record of who has been issued a card together with board approved card limits.

### Using a card

We have procedures in place to prevent fraud or misuse:

- The card must only be used for school related purchases, and for actual and reasonable costs associated with school business.
- Purchases must comply with the Schedule of Delegation Policy.
- It must never be used for personal purchases.
- Approved card holders must be given a copy of this Policy and be required to sign it to signify that they have read and understood it.
- It must not be used by anyone else. Cardholders are not permitted to share their card and associated PIN
- Payments outside budget or cardholder delegation must be authorised on a one-up basis (e.g. the board chair approves payments on the Principal's credit card, and the Principal approves payments on staff credit cards).
- The statement must be certified by the cardholder and

signed off by the Commercial Services Manager, or in the case of the Principal, the Board Chair (or his delegated Board member).

- All expenditure transactions on the card must be supported by a GST receipt or invoice.
- All purchases should be accounted for as soon as possible after receiving a statement and no later than ten days after receipt.
- Cash advances are not allowed.
- Benefits including loyalty scheme rewards/points (Flybuys, Airpoints, AA rewards, etc.) accrue to the school, and may not be redeemed for personal use.
- Credit limits should be kept to a minimum level required.
- The card limit cannot be exceeded.

### Cardholder responsibilities

The cardholder must:

- protect the card's pin number
- immediately report its loss to the Principal and the card company
- return it whenever the board requests it, or upon ceasing employment at the school.

---

## BUDGET

### Drafting the budget

The Commercial Services Manager consults with staff who have budgeting responsibilities to draft a budget for each year. Staff budgeting responsibilities include monitoring expenditure and income and providing information for forward planning. The budget is used to monitor and report on income and expenditure on a monthly basis, and may not be changed without a board resolution.

The school complies with all asset and property obligations, and budgets and implements a maintenance programme.

When drafting the budget we consider:

- the school's [strategic priorities](#)
- the school's curriculum (and student achievement policy) and professional development planning
- historical expenditure and income
- known figures and expected outcomes for the year ahead to ensure the budget forecast is realistic.

### Adopting the budget

The draft budget is presented at or before the November board meeting for adoption. The adoption is recorded in the meeting minutes and the approved budget is used for the annual report. A copy of the approved budget and meeting minute is also provided to the auditor.

### Concurrence

Concurrence is approval granted by the Secretary for Education to a board for an additional payment or benefit to a Principal outside those covered in the Principal's collective

agreement or individual employment agreement.

Any board member, except the Principal or a staff or student representative, can make the application for concurrence but:

- any discussion and agreement about concurrence must be recorded in the board minutes
- any concurrence must be approved by the Ministry
- any additional payment or benefit cannot be worth more than 20% of the Principal's U-grade base salary.
- The Board must ensure they have the budget for this during the whole of the period sought and that it will not have a negative impact on the school's operation.

See Ministry of Education: [Circular 2020/10 - Principal Concurrence](#)

### Entertainment Expenditure

The board ensures that school spending on entertainment is monitored and clearly linked to the strategic focus of the school. Any spending must be shown to be reasonable and appropriate, and funded from the appropriate budget.

The board has delegated responsibility for managing this spending to the Principal, assisted by administration staff.

Funds may be spent on activities such as social functions, meetings, conferences, or seminars.

In selecting venues and catering, the school takes into

account the nature of the event, total cost, and quality required. Alcohol should only be purchased for approved events, subject to the Principal's approval.

### Income

School boards receive operational funding from the government to run the school and to achieve the objectives specified in our charter/strategic plan.

To fully fund planned activities, the school needs more money than is provided by the government.

Sources of additional funds may include parent contributions (as far as they meet the rules under the MOE Donation Scheme), fundraising, approaches to trusts and charities, and sponsorship.

### Expenditure

To ensure all spending is clearly linked to the strategic focus of the school, we follow the Schedule of Delegations Policy. This includes the following provisions:

- Any unbudgeted or over budget expense over \$25,000 (excl. GST) in total for each financial year, is approved by a board resolution prior to the expenditure being incurred.
- Competitive quotes are obtained for capital items or operating expenses, for lease or purchase, over \$10,000 (excl. GST).
- Authorisation of invoices for payment is made by the Principal or other delegated staff member.
- All expenditure transactions are prepared by delegated staff and signed off by at least two of the school's authorised signatories.
- Benefits including loyalty scheme rewards/points (Flybuys, Airpoints, AA rewards, etc.) accrue to the school, and may not be redeemed for personal use.
- Requests for reimbursement must be in writing (using

the school's claim form), detailing costs, business conducted, mileage claims, and enclosing receipts/invoices.

- The budget holder authorises reimbursements and these are also authorised by the Commercial Services Manager. If the reimbursement is to the Principal, the board chair or financial committee representative authorises the reimbursement.

### Payroll

The Principal is responsible to the board for the payroll processing and expenditure reports. The board is responsible for ensuring appropriate internal controls are implemented, and any concerns should trigger a review.

- The payroll administrator checks the SUE (Staff Usage and Expenditure) report and presents it to the Principal for checking and signing.
- Leave and banked staffing reports are checked by the Principal monthly. Payroll matters should be reported to the finance committee monthly and include updates on staff movements, banked staffing usage against entitlements, and any variances to staffing budget and the reason for those variances.
- The Principal should approve all changes to terms and conditions for staff, and the board should approve all changes to terms and conditions for the Principal. Any changes should be recorded in writing.
- The Principal assures the board twice a year that a board member has checked the process and authorisations used to make payments to staff members, particularly the payments made to the Principal, anyone related to the Principal, and others in the school with payroll responsibilities.
- At least twice a year the finance committee checks that approved processes are followed, and key data such as banking staff entitlement is reported correctly.

## GIFTS

### Giving gifts

This is a sensitive area and the board ensures that expenditure on gifts incurred by the school is clearly linked to the strategic focus of the school. The board has delegated responsibility for the implementation and monitoring of this process to the Principal.

- The value of gifts to be presented to staff on leaving the school is based on length of service.
- All gifts are purchased through the school's normal purchase procedures.
- The cost of a gift should be reasonable, appropriately reflect the benefit received and minimise the risk of taxpayers or parents perceiving it as inappropriate.
- All gifts must be approved by the Principal.
- A monthly list of all gifts will be reviewed by the Finance Committee
- If the gift is to be given during travel, then the staff member should receive authorisation for the value of the intended koha/gift before the travel from the Principal

### Receiving gifts

Gifts should not be accepted if there is any conflict of interest or concern that acceptance could be seen by others as an inducement or a reward that might place the staff member under an obligation.



- If gifts received are small and of little value (under \$50), then the recipient may keep the gift.
- If the gift is larger and more valuable, then the recipients must advise the board of the gift. The gift will be given to the school to use unless the board agrees to an exception to this policy.
- If the gift arises from an employee's role as an employee of the board (e.g. a gift/prize offered to a staff member attending a conference/event as a representative of the school), then the gift remains the property of the board. Receipt of the gift should be declared to the Principal. Cash gifts to individuals are inappropriate and should not be accepted.
- A formal register of gifts must be kept if the gift is obviously in excess of \$50 in value.

If the board has any doubt about the appropriateness of a gift, they should seek independent advice (e.g. from a lawyer, New Zealand Schools Trustees Association, or their regional financial advisor at the Ministry of Education).

### **Receiving securities as a gift**

The board may accept or decline any gifts of money or property. If the board intends to retain a gifted security, the Ministries of Education and Finance must provide approval within a year of the school receiving it, per the Education and Training Act 2020 and the Crown Entities Act 2004.

A trust may be created when the school holds a gift or bequest in its current form, and activities or prizes are funded from returns on the security. The trust can be held in perpetuity, does not need approval from the Ministry, and is not subject to the restrictions of the Crown Entities Act.

---

## **PARENT CONTRIBUTIONS AND EXTRA-CURRICULAR PAYMENTS**

Hamilton Girls' High School has opted into the MOE donations scheme. This means we will not ask parents for any contributions (gifts/koha), except for overnight camps or when there is a component of the resources that can be taken by the student out of the classroom e.g. food or art produced and taken home.

Anyone can choose to make a donation to the school at any time. Donation tax credits can be claimed and GST is not payable.

### **Student activity payments**

Parents cannot be asked to pay for goods and services that are part of the core learning programme (curriculum), with the exception of when there are items that are produced and taken out of the classroom.

Parents can be asked to pay for goods and services that are additional to the curriculum.

Activity payments are required to cover the costs of optional equipment, experiences, and services that are additional to the school's curriculum obligations. They also go towards curriculum-based activities that involve a take-home component for the student to keep.

Parents are informed in advance of any additional optional payments that are extra to the school's curriculum obligations.

### **Travel Expenditure**

The board ensures that travel expenditure incurred by the school is clearly linked to the strategic focus of the school.

#### **Guidelines**

The board has delegated to the Principal responsibility for the implementation of the following guidelines.

- Justification for travel is documented and must relate to school business.
- The school obtains an acceptable benefit from the travel when considered against the cost.
- Travel costs are budgeted for in the annual budget. The Principal seeks board consent where travel costs exceed the budgeted amount.
- Staff required to travel on business do not suffer any negative financial effect.
- Travel is authorised on a one-up basis (for example, the Principal should authorise any travel by the deputy Principal, and the board should authorise any travel by the Principal).
- All domestic air travel is to be economy class.
- Travel should be booked as soon as practicable to obtain best prices
- All booking arrangements for travel are conducted through the school's normal purchase procedures.

## International travel

- Any international travel by students or staff is authorised by the board before travel commences, and the board considers the Ministry of Education guidelines around funding overseas travel.
- Funding can be through parent contributions or fundraising.
- For all international travel the board completes the Decision guide for funding student overseas travel (Appendix C in the [Financial Information for Schools Handbook](#)).
  - The board has discretion to make decisions on the expenditure of Crown- funding. Crown-funding can be used for overseas travel supporting the curriculum if the board can demonstrate the overseas travel supports student achievement, and have considered the proposed spending against competing priorities.
- A proposal is put to the board detailing the purpose of the trip, expected benefit to the school, RAMS Health and Safety Analysis, and an estimate of trip costs including appropriate travel insurance. This process and the board's decision are recorded in a meeting minute.
- We keep a completed and signed decision guide for each proposed trip for audit purposes, a copy of the board minutes of each decision, and a copy of any communication with parents including fundraising ownership details if the trip is cancelled.
- At the end of the trip overseas, the traveller prepares a trip report, which details the costs incurred during the trip, activities that took place and benefits to the school.
- 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

- Staff book adequate/comfortable accommodation within the approved budget, but not “superior” accommodation.
- Staff who stay privately are reimbursed for gifts given to the host on production of receipts. The staff member should receive authorization for the value of the intended gift before travel.

## Vehicles

- When using rental cars, staff choose practical, safe and cost effective vehicles within the approved budget from a reputable rental car agency.
- Use of private vehicles is approved on a one-up basis and reimbursement is at the rate specified by the relevant employment agreement.
- If taxis or ride-hailing services are used, then staff should pay for this out of their own pocket, obtain a receipt if necessary, and seek reimbursement as part of an expense claim.

## Reimbursement of expenses

- 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”.
  - For travel within New Zealand, actual and reasonable expenses are those incurred above the normal day-to-day costs.
- All personal expenditure is met and paid separately by the travelling staff member (e.g. mini bar purchases, in-house movies, laundry, and private phone call charges).
- All receipts must be retained and attached to the travel claim. The claim is authorised on a one-up basis.
- For expenditure incurred in New Zealand of value greater than \$50 (excluding GST), there should also be a GST invoice to ensure GST can be reclaimed by the school.
- 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

- Staff must travel by the most direct route unless scheduling dictates otherwise.
- Benefits including loyalty scheme rewards/points (Flybuys, Airpoints, AA rewards, etc.) accrue to the school, and may not be redeemed for personal use.
- The school does 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.



## Finance Committee

To ensure that finances are effectively managed and reported, the board appoints a finance committee. It will include the school Principal and board member(s), and the Commercial Services Manager.

Financial reporting to the board includes:

- presenting a set of management accounts with budget comparatives at each board meeting
- a financial report with commentary, including variations and exceptions, at each board meeting
- presenting the draft annual budget at the November board meeting for adoption.

The finance committee meets or corresponds prior to the board meeting. The Commercial Services Manager briefs the committee on the month's income and expenditure. This may include:

- profit and loss, income and expenditure
- balance sheet
- a summary of cash balances and term deposit balances.
- a progress report on any capital expenditure planned or under way (such as property or ICT purchases)
- a financial forecast to the end of the year
- banked staffing usage year to date, and planned usage for the remainder of the year.

The committee also considers:

- variance reports
- cash flow
- exceptions
- asset purchases approved
- lease agreements before signing
- building contracts
- policies.
- Credit card expenses

Capital building projects, especially those funded or partly funded by the Ministry of Education, are carefully managed and progress is reported to the board, including details of all school contributions.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# Property Management

## RATIONALE:

The School Board will endeavour to maintain the school, grounds, buildings and facilities in a clean, safe, tidy and hygienic condition so that a suitable learning environment is provided for students and a good working environment exists for staff.

## PURPOSE:

1. To ensure that in property management, consideration is given to equity and the Treaty of Waitangi requirements, as stated in the Charter.
2. To ensure that property management is in keeping with health, safety, and security requirements and procedures, and to ensure the health, safety, and security programme is complied with.
3. To ensure that the site plan, developed with the assistance of the Ministry of Education, is updated regularly to reflect the future needs and potential of the school, taking into account curriculum development, health and safety and environmental needs.
4. To review, by 1 October each year, the 10 year programme for capital works needs and priorities, advising and keeping the Ministry of Education informed.
5. To review, by 1 October each year, the 10 year maintenance programme for all building and site maintenance work.
6. To check the maintenance programme on a regular basis.
7. To ensure the replacement programme for furniture, furnishings and equipment is followed.
8. To ensure the financial requirements for the maintenance, capital works and replacements programmes are included in the annual budget.
9. To monitor monthly property expenses and review annually total expenses in relation to the budget and long term maintenance programme.
10. Through all of the above, to construct a history of maintenance costs enabling refinement and improved budgeting assessments.
11. To ensure the conditions of the property occupancy agreement are complied with.



## GUIDELINES:

1. Property Management comprises the following elements:
  - Capital Works Programme
  - Regular and Preventive maintenance
  - Long term cyclic maintenance
  - Vandalism and Security
  - Health and Safety
  - Caretaking and Cleaning
  - Equipment and Furnishing
  - Energy Management
2. General guidelines are contained in the MOE publication [A Guide to Property Management](#)
3. Establish a health and safety sub-committee to receive, monitor and report related problems and at least once each year undertake a fact finding “walkabout” in the school.
4. A 10-year maintenance programme for buildings and furnishing is necessary to establish expenditure expectations over that cycle and to forecast budgeting costs in relation to the maintenance grant. It enables fine-tuning of maintenance expenditure and controlled use of maintenance funds. It enables a history of costs to be compiled for future reference. It must identify general maintenance paid for by the school as opposed to major maintenance paid for by the Ministry.
5. Annual cost records for furniture, general maintenance, minor capital works and vandalism shall be recorded on spreadsheet and successive years added thereto.
6. Each of the programmes for regular, preventive, long term maintenance, minor capital expenditure and vandalism shall be monitored regularly and reviewed annually.
7. A Property and Resources committee shall be responsible for administering and advising on issues associated with this policy. Because the school manages a boarding establishment for girls there needs to be close liaison with the Hostel Committee as well as the Finance Committee. The Principal, as a representative of this committee should sit on each of the two respective committees.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board’s triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# HGHS BOARD

## Policy: Schedule of Delegations

### INTRODUCTION

1. The Schedule of Delegations (the Schedule) was approved by the Board of Trustees (the Board) of Hamilton Girls' High School (the School) at its meeting February 2021 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 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 Public Finance Act 1989 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 of 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.
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.

### APPROVAL

1. This Schedule was unanimously agreed by the Board and approved as a policy document at its meeting held February 2021. When the Board approved this Schedule it agreed that no variations of this Schedule or amendments to it can be made except by the majority approval of those trustees present at the Board meeting.
2. As part of its approval the Board requires the Principal to circulate this Schedule to all staff and for a copy to be included in Hamilton Girls' High School Policy (copies of which shall be available to all staff). The Board requests that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

### APPENDICES

**Appendix A :** Delegations retained by the Board

**Appendix B :** Board Delegations to the Principal

**Appendix C :** Principal's Delegations to specified Positions

### DATE OF REVIEW/APPROVAL:

February 2021

### APPENDIX A: DELEGATIONS RETAINED BY THE BOARD

1. The Board retains for itself and does not delegate to any executive management or staff positions the following responsibilities:
  - a) Approval of all operating, capital, cashflow and property maintenance budgets and amendments to these budgets;
  - b) Approval of unbudgeted expenditure for any invoice in excess of \$10,000, and for any unbudgeted expenditure that exceeds \$25,000 in total, for each financial year.
  - c) The commitment or purchase of unbudgeted capital expenditure.
  - d) The disposal of fixed assets with a cost price in excess of \$10,000;
  - e) The transfer of money between any Board cheque and term deposit account in excess of \$850,000 and for a period longer than 18 months;
  - f) The appointment of any permanent staff and the salary and terms of conditions on which they are employed which are in excess of positions funded by Ministry of Education Salaries Grants;
  - g) Leave on full pay granted to non-teaching staff to attend training sessions or courses outside the school for a period greater than five (5) school days;
  - h) The termination of employment of any paid employee;
  - i) Signing applications for special grants for additional buildings, agreements to build via the Ministry of Education's local office;
  - j) Formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament;
  - k) Responses to the Secretary of Education or any other permanent head of a Government department which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Board Chairperson;
  - l) Interviews with the media and the distribution of media releases on any matter which involves the School;
  - m) The initiation of any legal actions and any communications in relation to these actions;
  - n) Signature of any formal or legal agreement which is in the name of the School and must involve the Board.

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



**APPENDIX B: 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 for unbudgeted expenditure up to the value of \$10,000 per individual invoice and not exceeding \$25,000 in total for the financial year;
- d) Transfers to at call deposit of amounts less than \$850K and for a period no longer than 18 months;
- e) Ordering fixed assets for which the capital expenditure has the prior approval of the Board;
- f) The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given to any other staff member;
- g) Communication with parents, officials, representatives of education organisations and other firms and organisations with whom the Principal deals as part of their curriculum and resource management responsibilities; and
- h) Delegation in writing to specified staff positions of responsibilities according to the format set out below.

**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 five (5) days these delegations shall be exercised by the Acting Principal and the Commercial Services Manager with the separate and prior approval of the Board Chairperson.

**Acting Principal**

- 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) The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given to any other staff member;
- d) 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.

**Commercial Services Manager**

- a) Approval for unbudgeted expenditure up to the value of \$10,000 per individual invoice and not exceeding \$25,000 in total for the financial year;
- b) Transfer to at call deposit of amounts less \$850,000 and for a period no longer than 18 months;

- c) Ordering fixed assets for which the capital expenditure has the prior approval of the Board.

In such an absence the Acting Principal and Commercial Services Manager shall sign a copy of this Schedule. (Refer appendix A).

I have read and understand 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.

**APPENDIX C: PRINCIPAL'S DELEGATIONS TO SPECIFIED POSITIONS**

With the Board's delegation to me as Principal and with the Board's approval to me to delegate to a specified staff position I delegate to the:

Designated Deputy Principal the following responsibilities:

- a) The day-to-day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official educational policy documents;
- b) The 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) The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given to any other staff member;
- d) 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

Position of Commercial Services Manager the following responsibilities:

- a) Approval of any orders/invoices for expenditure up to the value of \$25,000 and provided such an order will not exceed the Board approved budget allocation for the expenditure item involved;
- b) Transfers to at-call deposit of amounts less than \$850,000 and for a period no longer than 18 months;
- c) Ordering fixed assets for which the capital expenditure has the prior approval of the Board.

These delegations are to be exercised in terms of the Board's Schedule of Delegations.

I accept responsibility for the proper execution of the delegations assigned to me and I will exercise these in terms of the requirements set out in the Board's Schedule of Delegations. I acknowledge that I cannot further delegate those powers delegated to me by the Principal.

Signed by \_\_\_\_\_ Dated: \_\_\_\_\_  
Deputy Principal

Signed by \_\_\_\_\_ Dated: \_\_\_\_\_  
Commercial Services Manager

**NOTE: Two identical copies of this memorandum should be signed with one copy retained on the School's Delegations File and the second copy kept by the delegate.**

# Sensitive Expenditure Policy

## SENSITIVE EXPENDITURE

The board ensures that all expenditure of board funds is clearly linked to the strategic focus of the school, and that no individual, or group of individuals (staff or students), gains unreasonable and/or personal benefit from those funds. All money received or under the control of the board are automatically public funds (including fundraising, locally raised funds, and any international student income).

At times there are expenses which may be considered beneficial only to individuals or small groups of individuals, such as travel expenses (especially international travel), **gifts/koha** and other payments to individuals. Any such expenditure is carefully scrutinised by the principal before approval, and may require appropriate and specific fundraising. The board also refers to its **travel policy** in considering this expenditure.

We ensure those contributing funds (e.g. parents, charities, or other funding sources) for specific expenditure that may benefit individuals or groups of individuals have a full understanding of the purpose of those funds. The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

## AUTHORISING SENSITIVE EXPENDITURE

The board requires the principal to consider the following before authorising expenditure that may be beneficial to individuals or groups, seen as being spent inappropriately, or as not in the best interests of the school.

- Would the expenditure benefit student outcomes?
- Is it the best value for money?
- Is it in the budget?
- Could the board justify this expenditure to a taxpayer, parent, or other interested party?
- How would the public react if this expenditure was reported by the media?
- Does there appear to be any personal gain from this expenditure?
- Does this expenditure occur frequently?

All expenditure that is incurred on behalf of individuals or groups of individuals is fully accounted for. The finance committee is provided with a separate income statement for management reporting purposes, showing all funds raised and expenditure incurred.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL



# Sponsorship Policy

## RATIONALE

Sponsorship provided by the local business community forges positive links between that community and Hamilton Girls' High School, or any associated club or group within the school. Applications for sponsorship will be managed in a professional manner through the Commercial Services Manager.

## POLICY STATEMENT

Hamilton Girls' High School values sponsorship and the working relationships with businesses who support and reflect the school's brand values and special character. To ensure the best possible outcome for the school, approaches to potential sponsors, and sponsorship arrangements, will be coordinated by the Commercial Services Manager.

## GUIDELINES

1. The prior approval of the Principal is required before any member of the immediate school family approaches any individual, group or organisation for sponsorship.
2. All sponsorship contracts should be mutually beneficial to Hamilton Girls' High School, its reputation and special character, and the sponsor concerned. The Commercial Services Manager will determine the nature, extent and scope of all sponsorships. Proposals which may include plaques or signage will be presented to the Commercial Services Manager, and Principal for approval.
3. Individuals and groups seeking sponsorship for their own personal benefit should be transparent about the beneficiary/ies in all marketing and communication materials.
4. The approach to the sponsor is to be made in a courteous and professional manner.  
  
Sponsorship proposals need to be given to the Commercial Services Manager in a timely manner for approval. They will also be reviewed by the Principal before being signed off.
5. Sponsors must be regularly provided with updates on the progress and achievements of the project they are funding, and sent a letter of thanks at the completion of the project. Other means of recognition may include:
  - Advertising in programmes or newsletters
  - Being thanked in the school newsletter
  - Being named on a donor board or in a donor book
  - Logos on sports uniforms (Sports teams may wear their sponsor's patch on their tracksuits, travelling and tour clothing, but not on their playing uniforms unless approved by the Commercial Services Manager. It must be no larger than 100mm x 100mm.)
  - Lapel badges
  - Certificates from the school
  - Gifts
  - Invitations to events
  - Placement of a plaque
6. The Commercial Services Manager is to be notified of the amount and/or kind of sponsorship arranged so a record of the sponsorship can be kept.
7. Sponsorships will not be requested or accepted from any individual or entity whose request for advertising will promote or acknowledge an association with a product or brand name which may be harmful to the welfare of students, or the image of the school.
8. Sponsorships will carry specific time frames. When the agreement expires, the Boards or their representative may re-negotiate the sponsorship with the existing sponsor.
9. The Board retains the right to cancel the sponsorship at any time during the period of the agreement should they not wish the sponsorship to continue.

## PLAQUE OPTIONS

- A record of the placement of new plaques is to be stored in the archives.
- Approval is to be sought from the School Board before donors are offered plaques as recognition.
- Future plaques should be cohesive in design and should be grouped together for display.

## ADMINISTRATION OF SPONSORSHIPS

Sponsorship may be sought from any member of the immediate school family, with the prior approval of the Commercial Services Manager.

The Commercial Services Manager will determine the nature, extent and scope of all sponsorships, and will present proposals which include naming rights, plaques, or signage to the Proprietor's Board for approval.

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

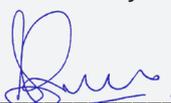
**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL



# Theft and Fraud Prevention Policy

The School Board of Hamilton Girls' High School (the School) has consulted with staff and parents in the formulation of this Policy (the Policy). The Policy will be approved and adopted by the Board at its meeting held in February 2022, and becomes effective from that date.

## INTRODUCTION

The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that through its chief executive, the Principal, the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.

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

As preventative measures against theft and fraud the Board requires the Principal to ensure that:

1. The School's physical resources are kept secure and accounted for.
2. The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
3. Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
4. All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.
5. 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:

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 action to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
    - iv. Inform the Board Chairperson of the information received and consult with them as appropriate.
    - v. On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.

The Principal shall then carry out the following procedures:

    - (a) Investigate the matter further
    - (b) If a prima facie case is thought to exist to continue with their investigation
    - (c) Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member
    - (d) Lay a complaint with the New Zealand Police
    - (e) 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.
  - viv. 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.

- vv. If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
  - (a) Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
  - (b) Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
  - (c) Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
  - (d) Advise the person in writing of the processes to be involved from this point on.
- vvi. 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.

The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.

Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

## ALLEGATIONS CONCERNING THE PRINCIPAL OR A TRUSTEE

- vii. 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.
- vix. 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:

- vx. 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.
- vxi. As part of its approval the Board requires the Principal to circulate this Policy to all staff, and for a copy to be included in the Hamilton Girls' High School Policy Manual, copies of which shall be available to all staff. The school policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
 \_\_\_\_\_  
 CHAIRPERSON

  
 \_\_\_\_\_  
 PRINCIPAL



# **NAG 5**

**Safe Physical and  
Emotional Environment**

# Child Protection Policy

This template is included in the NZSTA Policy Framework

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

This policy covers all staff who have direct or indirect contact with children and young persons. This includes those staff, paid or voluntary, non-employed/ contracted and or third party contracted entities employed directly by Hamilton Girls' High School. This policy covers the School Board and their responsibilities in the safeguarding and well-being of children. All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

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

In line with section 15 of the Children, Young Person and Their Families Act, any person in our school/kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

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

Therefore, the principal must:

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

This policy has been written in accordance with the following legislation:

- Education Act 1989
- Oranga Tamariki Act 1989
- Children's and Young People's Well-being Act 1989
- Crimes Act 1961
- Family Violence Act 2019
- Health Act 1956
- Privacy Act 2020
- Health Information Privacy Code 2020
- Vulnerable Children's Act 2014
- Care of Children Act 2004
- Employment Relations Act 2000
- Human Rights Act 1993



## DEFINITIONS

For the purposes of this Policy “child” means a student under the age of 14 years, “young person” means a student between the age of 14 years to 18 years inclusive; but does not include any person who is or has been married or in a civil union (Oranga Tamariki Act 1989 Children’s and Young People’s Well-being Act 1989; Section 2)

For purposes of this policy, “staff” means people paid or voluntary, employed directly by Hamilton Girls’ High School. This includes teaching and non-teaching staff, Boarding House tutors, associates and volunteers whether working on a full time, part time, casual or temporary basis.

The Oranga Tamariki Act 1989 Children’s and Young People’s Well-being Act 1989 defines child abuse as “...the harming (whether physically, emotionally, sexually), illtreatment, abuse, neglect, or deprivation of any child or young person”.

**Emotional abuse** is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting or terrorising a child. It may also include age or developmentally inappropriate expectations being imposed on children. It also includes seeing or hearing the ill treatment of others.

**Neglect** is the persistent failure to meet a child’s basic physical and/or psychological needs, causing long term serious harm to the child’s health or development. It may also include neglect of a child’s basic or emotional needs. Neglect is a lack of action, emotion or basic needs.

**Physical abuse** is a non-accidental act on a child that results in physical harm. This includes, but is not limited to, beating, hitting, shaking, burning, drowning, suffocating, biting, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities (penetrative and non-penetrative, for example, rape, kissing, touching, masturbation) as well as non-contact acts such as involving children in the looking at or production of sexual images, sexual activities and sexual behaviours.

## RESPONSIBILITIES

Any member of staff, paid or voluntary, may directly witness child abuse or have allegations, made by a child or an adult, relayed to them. There may also be disclosures of abuse that have occurred prior to attending Hamilton Girls’ High School. Sustained abuse and neglect of children, wherever it occurs, can have major long term effects on all aspects of children’s health, development and well-being and their ability to sustain stable and meaningful relationships in the future. It is the intention of Hamilton Girls’ High School to ensure that all staff understand their roles and responsibilities in ensuring the safety of children at all times. This is achieved through consistent and agreed protocols regarding child protection, as well as the regular undertaking of awareness raising training.

Each member of staff must be aware of, and alert to, potential indicators of abuse or neglect record a factual account of any concerns they have, or that are brought to their attention appropriately seek advice and support from their Designated Person for Child Protection who will then contact external agencies if appropriate work in cooperation with the parents and caregivers, unless this compromises the safety of the child.

**It is the primary responsibility of staff to be vigilant, have knowledge and awareness of the indicators or neglect, potential or actual abuse and to report any concerns, suspicions or allegations of suspected abuse immediately and ensure that the concern is taken seriously and reported.**

The statutory responsibility to investigate allegations of child abuse rests with Child Youth and Family and the Police.

## ROLE OF THE PRINCIPAL IS TO:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
- Receive information that suggests potential or actual risk of harm to a child who attends Hamilton Girls' High School, irrespective of whether the alleged abuse is current, past or likely to occur. The Principal will advise and support staff and, on the basis of the initial detail, will make a decision as to whether or not to delegate to the Designated Person for Child Protection for further action.
- Delegate to the Designated Person for Child Protection appropriate action and responsibilities as concerns are raised.
- Make any referrals to the Social Worker in School or Child Youth and Family as appropriate.
- Ensure that all allegations are managed appropriately. No investigation will occur without appropriate consultation and a decision whether a response from Child Youth and Family or the Police is required.
- Ensure that allegations or complaints are appropriately referred to the Education Council of Aotearoa New Zealand (EDUCANZ).
- Ensure that the Child Protection Policy is effectively implemented throughout Hamilton Girls' High School.
- Ensure that all staff are aware of, and have access to, full copies of the procedures for reporting child abuse.
- Ensure that all staff are recruited and employed in accordance with the guidelines identified in the Employment Policy to identify those people safe to work with children.
- Ensure that all staff receive child protection training.

## ROLE OF THE BOARD OF TRUSTEES IS TO:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
- Support the Principal to ensure that all allegations are managed appropriately. No investigation will occur without appropriate consultation and a decision whether a response from Child Youth and Family or the Police is required.
- Support the Principal to ensure that allegations or complaints are appropriately referred to the Education Council of Aotearoa New Zealand (EDUCANZ).
- Inform the Principal immediately should any member of the Board of Trustees be aware of a concern for the wellbeing and safety of a child who attends Hamilton Girls' High School.
- The Chair of the Board of Trustees will be directly informed of any allegations of abuse against the Principal.

## ROLE OF THE DESIGNATED PERSON FOR CHILD PROTECTION IS TO:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
- Ensure and safeguard clear, confidential, detailed and dated records on all child protection cases. These must contain all available information relating to the cause for concern and any subsequent action taken, including when it has been decided not to make a notification to Child Youth and Family or the police. These records will be kept separate from student's records for the purpose of confidentiality.
- Establish a close link with the relevant local agencies to ensure clear and effective communication and be a recognised contact within Hamilton Girls' High School For agencies to contact regarding concerns.
- Work closely and effectively with the Social Worker in School, ensuring information is appropriately shared to effectively safeguard the child.
- Ensure that all staff are supported appropriately when dealing with child protection concerns.
- Maintain a current awareness of the children identified on the Risk Register, and regularly highlight these children to the appropriate staff.
- Consult with the Principal regarding all child protection concerns.

## CHILD PROTECTION PROCEDURES

All staff will respond to concerns of child abuse by following the identified procedures, consulting appropriately and collaborating with external agencies.

The procedures set out below will help staff with the identification of abuse handling disclosures, whether verbal or behavioural, from a child reporting abuse.

### IDENTIFICATION OF ABUSE

If the Designated Person for Child Protection is unavailable for advice and guidance then staff should consult with the Principal. At any time staff may seek advice from Child Youth and Family (0508 FAMILY) regarding child protection concerns.

Further information regarding signs and indicators of abuse is included in the Appendix.



## HANDLING DISCLOSURES FROM A CHILD

If a child makes a verbal disclosure to a member of staff it is important that staff take what the child says seriously. This applies irrespective of the setting, or the member of staff's own opinion on what the child is saying.

Further information regarding responding to a disclosure is included in the Appendix.

Under no circumstances should a member of staff attempt to conduct an investigation or deal with concerns regarding child abuse alone. Any incidents, concerns or suspicions must be reported following the procedures set out below.

## CHILD-ON-CHILD HARMFUL BEHAVIOURS

It is important to be aware that children can harm other children. These behaviours are outside of what may be considered the normal range, and can extend to bullying, violence or sexual assault. Therefore when a child alleges inappropriate harmful behaviour by another child then the child protection procedures outlined in this policy must be considered for both the children.

## SUICIDAL CONCERNS OR SELF-HARMING BEHAVIOURS

It is important to be aware that children can harm themselves or attempt suicide. When a child identifies thoughts of suicide, or self-harming behaviour, this must be immediately notified to the Principal. If immediate action is required, phone the mental health team at the Waikato Hospital.

## REPORTING PROCEDURES

All concerns of potential, suspected or alleged abuse must be brought to the attention of the Designated Person for Child Protection. If the Designated Person for Child Protection is unavailable then consultation should occur with the Principal. A decision will be made as to whether to seek further advice or notify Child Youth and Family.

When reporting an incident staff should:

- Inform the Designated Person for Child Protection as soon as possible
- Record in writing all conversations and actions taken
- Effective documentation, including referrals and notifications, must include the following:
- Record of facts, including observations, with time and date
- What was said and by whom, using the person's words
- What action has been taken, by whom and when

## KEEPING THE CHILD'S FAMILY INFORMED AND INVOLVED

Although the parent or caregiver of the child will usually be informed of concerns, there may be times when those with parental responsibility may not be initially informed. This may happen when:

- the parent or caregiver is the alleged perpetrator
- it is possible that the child may be intimidated into silence
- there is a strong likelihood that evidence will be destroyed
- the child does not want their parent or caregiver involved and they are of an age when they are competent to make that decision

## SHARING INFORMATION AND CONFIDENTIALITY

The safety of a child is paramount. At times a child is unable to speak for or protect themselves. Therefore Hamilton Girls' High School Has a greater responsibility to know when and how to share appropriate information with external agencies to protect the safety and wellbeing of children.

Giving information to protect children better is not a breach in confidentiality. Wherever possible the family/whanau should be kept informed of what information has been shared and to which agency, and for what purpose. Principle 11 of the Privacy Act, 1993, states "disclosure of the information is necessary to prevent or lessen a serious threat".

Should Hamilton Girls' High School Be contacted with a requested for information or access to interview a child then the following procedure will be followed:

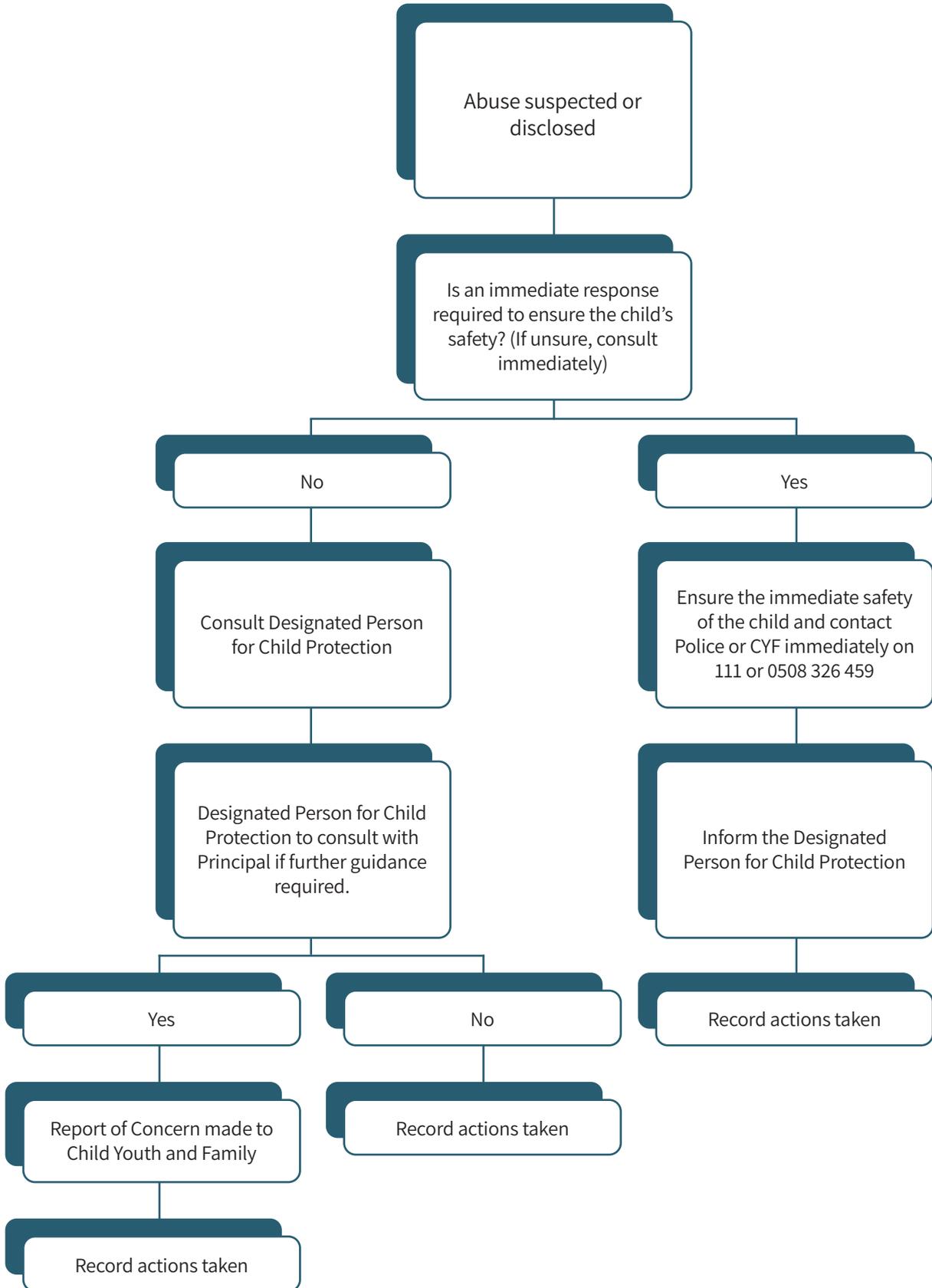
- Confirm identity and credentials of person requesting information
- Notify the Principal and Designated Person
- Identify specific information required and purpose
- Check information held – does Hamilton Girls' High School Have the information requested
- Principal to identify way forward and provide permission
- Depending on the reason for the request, and risk to children as judged case by case, inform the family that information has been requested, by whom and seek permission. If this is a child protection issue, permission from the family is not required.

Document all steps in the process. Ensure that all documentation is placed on the child's child protection file.

## ACTION TO BE TAKEN BY THE DESIGNATED PERSON FOR CHILD PROTECTION

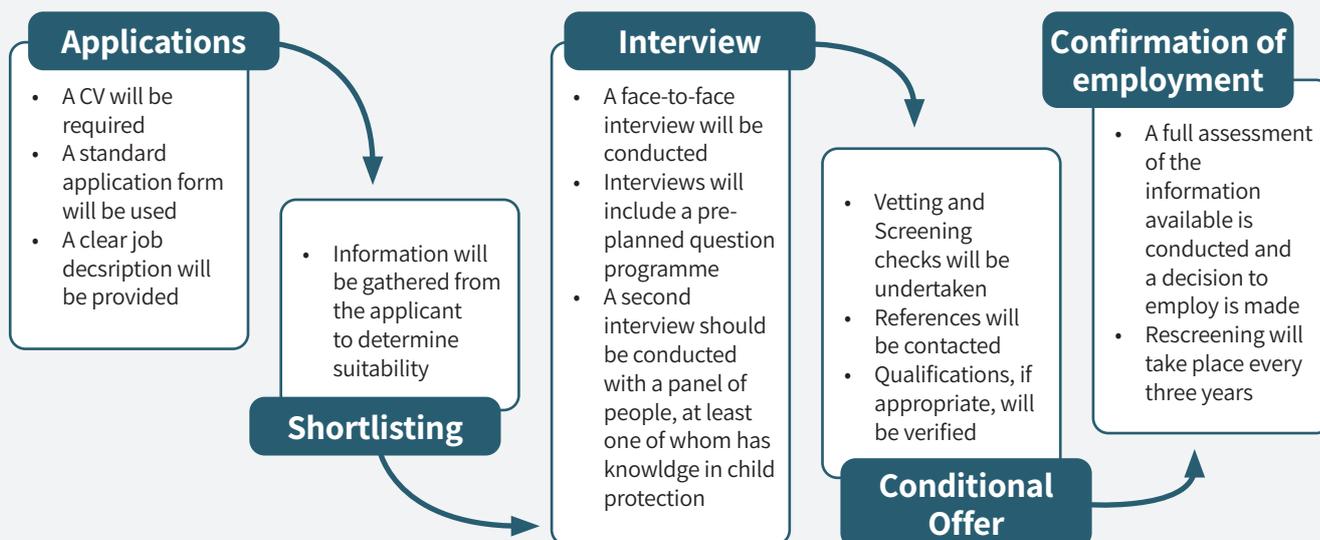
Concerns regarding alleged or suspected abuse will first be raised to the Designated Person for Child Protection. If further guidance is required then consultation will occur with the Principal. A decision will be made whether this information needs to be escalated to Child Youth and Family.

All decisions taken, including if the concern does not require notifying Child Youth and Family, must be recorded in writing and kept securely in a Child Protection file with the reasons clearly identified and explained.



## SAFE RECRUITMENT OF STAFF

All appointments (permanent, fixed term, student, casual or volunteer) to positions that have direct and/or frequent contact with children or young people will be conditional upon safety checks, including a Police Vetting check.



Further information regarding Safety Checking, including vetting and screening procedures, is found in the Employment Policy.

## TRAINING OF STAFF

All staff will receive child protection training at the level appropriate to their role. The Designated Person for Child Protection will undertake more intensive training. These persons will be accessible to staff to provide advice and support.

All staff will be given appropriate training covering basic awareness of child protection. This will include an overview of signs and indicators of abuse, and also the procedure for responding to actual or suspected abuse. This training will include:

- Roles and responsibility of staff regarding child protection
- Recognising and responding to the signs and indicators of actual or suspected abuse
- Ensuring staff understand and can follow the Child Protection Policy and the procedures for reporting a concern

## INDUCTION

- All new staff will receive child protection training as part of their induction.
- All new staff will be given a copy of this policy as part of the induction process.

## SAFE WORKING PRACTISES

A relationship between an adult and a child or young person cannot be a relationship between equals. There is a potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. Adults who work with children must therefore act in a way that is considered to be safe practice.

Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, emails, digital cameras, videos, web-cams, websites, social networking and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child or young person other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Any sexual activity between an adult and a child or young person will be regarded as a criminal offence and will always be a matter for disciplinary action.

When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should use their professional judgement at all times, observe and take note of the child's reaction or feelings and use a level of contact and/or form of communication which is acceptable to the child for the minimum amount of time necessary.

All staff are expected to behave in manners consistent with the Hamilton Girls' High School Code of Conduct.

## DEALING WITH ALLEGATIONS MADE AGAINST MEMBERS OF STAFF REGARDING INAPPROPRIATE ACTIONS WITH CHILDREN

Hamilton Girls' High School has a duty of care to the children it provides services to. A failure to report a significant concern about a child is a breach of that child's human rights.

Anyone who has reason to make a complaint will be made aware of the Hamilton Girls' High School complaint process. There is potential that an issue raised as a complaint may also constitute an allegation of abuse. Any such complaint that raises a child protection issue will be referred directly to the Principal.

It must be remembered that making a disclosure or a complaint against someone in a position of power and authority is always difficult. The person making the disclosure may reconsider and express a wish to retract their allegation. At the outset it must be clearly communicated with the child or adult that their concern is being taken seriously and will be responded to in accordance with this policy.

Allegations, suspicions or complaints of abuse against staff, volunteers or representatives of other agencies must be taken seriously and reported to the Principal who will deal with them immediately, sensitively and expediently within the procedures outlined in this policy. Concerns may be raised a number of ways e.g.:

- Directly by staff hearing or observing issues of concern or behaviour of concern
- Direct disclosure by the child or young person
- Indirect disclosure e.g. through written or art work or through friends
- Complaint from a parent or caregiver or whanau member
- Reports by other colleagues or agencies
- As an anonymous report

If the allegation is against the Principal then this must be reported directly to the Chair of the School Board.

It is **NOT** the responsibility of staff to investigate allegations of child abuse. Allegations against staff will be discussed with the Board of Trustees where a decision will be made if a notification to Child Youth and Family is appropriate.

In all child protection cases Hamilton Girls' High School will cooperate fully with both Child Youth and Family and the Police in their investigations and assessments.

If the Police decide to undertake a criminal investigation then the member of staff may be suspended, without prejudice, as a precautionary measure. It is important that no internal investigation is undertaken, and no evidence gathered that might prejudice the criminal investigation.

If there is insufficient evidence to pursue a criminal prosecution, then a disciplinary investigation may still be undertaken if there is reasonable cause to suspect that abuse or inappropriate behaviour may have occurred. The allegation may represent poor practice by a member of staff which needs to be considered under internal disciplinary procedures.

A complaint or allegation against a member of staff may require a report to the Education Council of Aotearoa New Zealand (EDUCANZ). Further information regarding the thresholds for reports to EDUCANZ is in the Appendix.

All staff have a responsibility to understand what constitutes appropriate behaviour in relation to children and young people. All staff have a responsibility to maintain appropriate standards of behaviour and to report lapses in these standards by others. Any concerns or reasonable suspicions of abuse should be reported to the Principal.

A person tendering his or her resignation, or ceasing to provide their services, will not prevent an allegation of abuse against a child being followed up in accordance with these procedures.



## CHILD PROTECTION POLICY – APPENDIX

### DEFINITIONS OF ABUSE

#### EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting or terrorising a child. It may also include age or developmentally inappropriate expectations being imposed on children. It also includes seeing or hearing the ill treatment of others.

#### Physical Indicators:

- Bed wetting or bed soiling with no medical cause
- Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)
- Non-organic failure to thrive
- Pale, emaciated
- Prolonged vomiting and/or diarrhoea
- Malnutrition
- Dressed differently to other children in the family

#### Behavioural Indicators:

- Severe developmental lags with obvious physical cause
- Depression, anxiety, withdrawal or aggression
- Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
- Overly compliant
- Extreme attention seeking behaviours or extreme inhibition
- Running away from home, avoiding attending at school
- Nightmares, poor sleeping patterns
- Anti-social behaviours
- Lack of self esteem
- Obsessive behaviours
- Eating disorders

#### Caregiver Indicators:

- Labels the child as inferior or publicly humiliates the child (e.g. name calling)
- Treats the child differently from siblings or peers in ways that suggest dislike for the child
- Actively refuses to help the child
- Constantly threatens the child with physical harm or death
- Locks the child in a closet or room for extended periods of time
- Teaches or reinforces criminal behaviour
- Withholds physical and verbal affection
- Keeps the child at home in role of servant or surrogate parent
- Has unrealistic expectations of child
- Involves child in adult issues such as separation or disputed over child's care
- Exposes child to witnessing situations of arguing and violence in the home

#### NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, causing long term serious harm to the child's health or development. It may also include neglect of a child's basic or emotional needs. Neglect is a lack: of action, emotion or basic needs.

#### Physical Indicators:

- Dressed inappropriately for the season or the weather
- Often extremely dirty and unwashed
- Severe nappy rash or other persistent skin disorders
- Inadequately supervised or left unattended frequently or for long periods
- May be left in the care of an inappropriate adult
- Does not receive adequate medical or dental care
- Malnourished - this can be both underweight and overweight
- Lacks adequate shelter
- Non-organic failure to thrive

#### Behavioural Indicators:

- Severe developmental lags without an obvious physical cause
- Lack of attachment to parents/caregivers
- Indiscriminate attachment to other adults
- Poor school attendance and performance
- Demanding of affection and attention
- Engages in risk taking behaviour such as drug and alcohol abuse
- May steal food
- Poor social skills
- No understanding of basic hygiene

#### Caregiver Indicators:

- Puts own need ahead of child's
- Fails to provide child's basic needs
- Demonstrates little or no interest in child's life - does not attend school activities, social events
- Leaves the child alone or inappropriately supervised
- Drug and alcohol use
- Depressed

## PHYSICAL ABUSE

Physical abuse is a non-accidental act on a child that results in physical harm. This includes, but is not limited to, beating, hitting, shaking, burning, drowning, suffocating, biting, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.

**Physical Indicators** (often unexplained or inconsistent with explanation given):

- Bruises, welts, cuts and abrasions
- Burns - small circular burns, immersion burns, rope burns etc
- Fractures and dislocations - skull, facial bones, spinal fractures etc
- Multiple fractures at different stages of healing
- Fractures in very young children

**Behavioural Indicators:**

- Inconsistent or vague explanations regarding injuries
- Wary of adults or a particular person
- Vacant stare or frozen watchfulness
- Cringing or flinching if touched unexpectedly
- May be extremely compliant and eager to please

- Dresses inappropriately to hide bruising or injuries
- Runs away from home or is afraid to go home
- May regress (e.g. bedwetting)
- May indicate general sadness
- Could have vision or hearing delay
- Is violent to other children or animals

**Caregiver Indicators:**

- Inconsistent or vague explanations regarding injuries
- May appear unconcerned about child's wellbeing
- May state the child is prone to injuries or lies about how they occur
- Delays in seeking medical attention
- May take the child to multiple medical appointments and seek medical treatment without an obvious need

## SEXUAL ABUSE

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities (penetrative and non-penetrative, for example, rape, kissing, touching, masturbation) as well as non-contact acts such as involving children in the looking at or production of sexual images, sexual activities and sexual behaviours.

**Physical Indicators:**

- Unusual or excessive itching or pain in the genital or anal area
- Torn, stained or bloody underclothing
- Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area
- Blood in urine or stools
- Sexually transmitted infections
- Pregnancy
- Urinary tract infections
- Discomfort in sitting or fidgeting as unable to sit comfortably

**Behavioural Indicators:**

- Age-inappropriate sexual play or language
- Bizarre, sophisticated or unusual sexual knowledge
- Refuses to go home, or to a specific person's home, for no apparent reason
- Fear of a certain person

- Depression, anxiety, withdrawal or aggression
- Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
- Overly compliant
- Extreme attention seeking behaviours or extreme inhibition
- Dresses inappropriately to hide bruising or injuries
- Eating disorders
- Compulsive behaviours

**Caregiver Indicators:**

- May be unusually over-protective of the child
- Accuses the child of being sexually provocative
- Misuses alcohol or drugs
- Invades the child's privacy (e.g. during dressing, in the bathroom)
- May favour the victim over other children



## INTIMATE PARTNER VIOLENCE OR FAMILY VIOLENCE

Intimate Partner Violence includes threatening to harm people, pets or property, and causes family members to live in fear. Children are always affected either emotionally or physically where there is family violence even if they are not personally injured or physically present.

While some men experience violence from partners and family members, women and children are the most likely victims of family violence.

### Indicators in the Child:

- Physical injuries consistent with the indicators of Physical Abuse
- Absenteeism from school
- Bullying or aggressive behaviour
- Complaints of headaches or stomach aches with no apparent medical reason
- Talking or describing violent behaviours

### Indicators in the Victim:

- Physical Injuries including: bruising to chest and abdomen, injuries during pregnancy

- Depression and/or anxiety
- Inconsistent explanations for injuries
- Fearful
- Submissive

### Indicators in the Perpetrator:

- Isolates and controls partner and children
- Threatens, criticises, intimidates, uses aggressive and physical abuse towards partner and children
- Minimises and denies own behaviour, or blames victim for the perpetrators own behaviour

---

## CHILD PROTECTION POLICY – APPENDIX RESPONDING TO CHILD ABUSE

### GUIDELINES FOR RESPONDING WHEN A CHILD TELLS OF HIS OR HER ABUSE

It is important that you as an adult remain calm and confident when a child tells you what has been happening to him or her. Every child is different in how, when and where they will tell an adult about abusive experiences so it will most likely happen when you are least expecting it! Your facial expressions and your tone of voice are as important as what you actually say to the child.

Stay calm, listen, **reassure** the child and at times you may need to **clarify** what the child has said so that you can take the appropriate action. If a child sees that you are upset or not able to cope with what he or she is telling you he or she may not continue to tell you what has been happening or take back (i.e. retract) the original statements they have made.

#### DO

- Listen, allow the child to tell as much as they want without interrupting (remember listening is not questioning)
- Respond reassuringly to the child
- If you do ask a question avoid asking leading questions, ask only open questions that seek clarification so that you can decide what action you need to take
- Most importantly “BELIEVE WHAT THEY SAY”
- Document what the child said and the responses that you made and any clarifying questions asked (word for word and remember to put the date, time, place and who was present)

#### DON'T

- Question in a way that introduces words, phrases, people's names or concepts
- Indicate that you disbelieve the child
- Try to correct, confront, change, challenge or influence what they say
- Respond by saying “You should have told me sooner” or “Why did you let him/her do that?”

## DISCLOSURES THAT INDICATE AN ABUSIVE EXPERIENCE

Those working with children know not to “question the child” if a disclosure of abuse is made. This is correct - questions should not be asked if the child makes what could be considered a “clear disclosure” of abuse e.g. “Mum punched me in the head and made my nose bleed”, or “Uncle got into my bed and put his hand in my bum”. These types of disclosures require (1) a reassuring response by an adult and (2) the adult to take immediate action by contacting CYF and/or Police.

## CHILD PROTECTION POLICY – APPENDIX EDUCATION COUNCIL OF AOTEAROA NEW ZEALAND

The criterion for reporting serious misconduct is that an employer suspects on reasonable grounds that a teacher has engaged in any of the following:

- the physical abuse of a child or young person (which includes physical abuse carried out under the direction, or with the connivance, of the teacher)
- the sexual abuse of a child or young person (which includes sexual abuse carried out under the direction, or with the connivance, of the teacher)
- the psychological abuse of a child or young person, which may include (but is not limited to) physical abuse of another person, or damage to property, inflicted in front of a child or young person, threats of physical or sexual abuse, and harassment
- being involved in an inappropriate relationship with any person under the age of 16 years
- being involved in an inappropriate relationship with a student with whom the teacher is, or was when the relationship commenced, in contact with as a result of his or her position as a teacher
- the neglect or ill-treatment of any child or young person in the teacher’s care
- the neglect or ill-treatment of any animal in the teacher’s care
- theft, or fraud
- involvement in the manufacture, cultivation, supply, dealing, or use of controlled drugs
- permitting, or acquiescing in, the manufacture, cultivation, supply, dealing, or use of controlled drugs by any child or young person
- viewing, accessing, or possessing pornographic material while on school premises or engaged on school business
- viewing, accessing, or possessing pornographic material that depicts children or young persons or that depicts animals engaged in sexual acts with humans
- breaching the school’s standards or rules concerning the use of alcohol at the school or while on school business
- any other act or omission that could be the subject of a prosecution for an offence punishable by imprisonment for a term of 3 months or more
- any act or omission that brings, or is likely to bring, discredit to the profession.

Physical, sexual, or psychological abuse is reportable whether it occurs as:

- a single act; or
- a number of acts forming part of a pattern of behaviour, even if some or all of those acts, viewed in isolation, would be minor or trivial.

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board’s triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

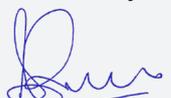
**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# Concerns and Complaints Policy and Procedures

## RATIONALE:

As concerns or complaints may arise, it is the responsibility of the School Board (BOT) to ensure that these are handled in a fair, consistent and equitable way, mindful of natural justice principles, and in accordance with the relevant Employment Agreements, Legislation and Code of Conduct.

## PURPOSE

- To enable concerns to be addressed quickly and efficiently so they don't escalate to complaints
- To ensure complaints are dealt with respectfully and with due consideration of all parties rights
- To ensure complaints are dealt with consistently in accordance with procedures established by the BOT and management
- To put in place appropriate corrective action, and/or disciplinary action, as required

## WHAT IS CLASSIFIED AS A CONCERN:

A minor issue that may be resolved informally directly between the parties involved. Concerns are not expected to have disciplinary, legal or industrial consequences.

## WHAT IS CLASSIFIED AS A COMPLAINT:

Any verbal or written statement about a school practice or policy that in the opinion of the complainant is deemed to be of a serious nature that disadvantages both them or the school community.

Any verbal or written statement of a serious nature that indicates a member of the school community has acted illegally, unprofessionally, or in any manner which is harmful to another member of the school community.

### **A complainant can be –**

A parent/caregiver/whanau member, staff member, student, member of the community.

### **A complaint can be about –**

A staff member, BOT member, student, or a school practice or policy.

## GUIDELINES

In the case of a complaint against a staff member, the Board will act as a good employer. The Board's actions shall be to resolve the concern/complaint as quickly as possible at the lowest level possible.

In dealing with any concern or complaint the school will act in accordance with the relevant conditions of the current employment agreement(s) as well as all relevant legislation pertaining to the nature of the concern/complaint on the advice of the Board's legal advisors if necessary.

## INITIAL STEPS – COMMON TO BOTH CATEGORIES

1. The Complainant will follow the process set out in Appendix 1
2. The person receiving the complaint (Recipient) must first determine whether the complaint is a concern (minor) or a complaint (serious). This will determine the process pathway for the complaint.
3. The person receiving the complaint will then determine whether the complaint involves individuals (staff, pupils or employees of the school) or school policies or systems to ensure the correct pathway is followed.
4. The complainant will be advised of the complaint category and told of the process pathway.
5. A Complaints File (of all serious complaints) will be kept by the Principal.

**CONCERNS:****Follow Appendix 1 and Appendix 2**

Where a concern is unable to be resolved through informal discussion, or the concern reoccurs, the issue should be referred to the BOT and Appendix 3 and Appendix 4 followed.

**COMPLAINTS:**

All complaints will be referred to the Principal. The Principal will follow the complaints procedures and if of a serious nature, inform the BOT Chairperson immediately. **Appendix 3 and Appendix 4 will be followed.**

In the case of a complaint against the Principal the complainant will be referred to the BOT Chairperson who will follow **Appendix 3 and Appendix 4.**

**CONCLUSION**

Concerns and Complaints will be handled in a fair and orderly manner.

**EFFECTIVENESS AND SELF REVIEW:**

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

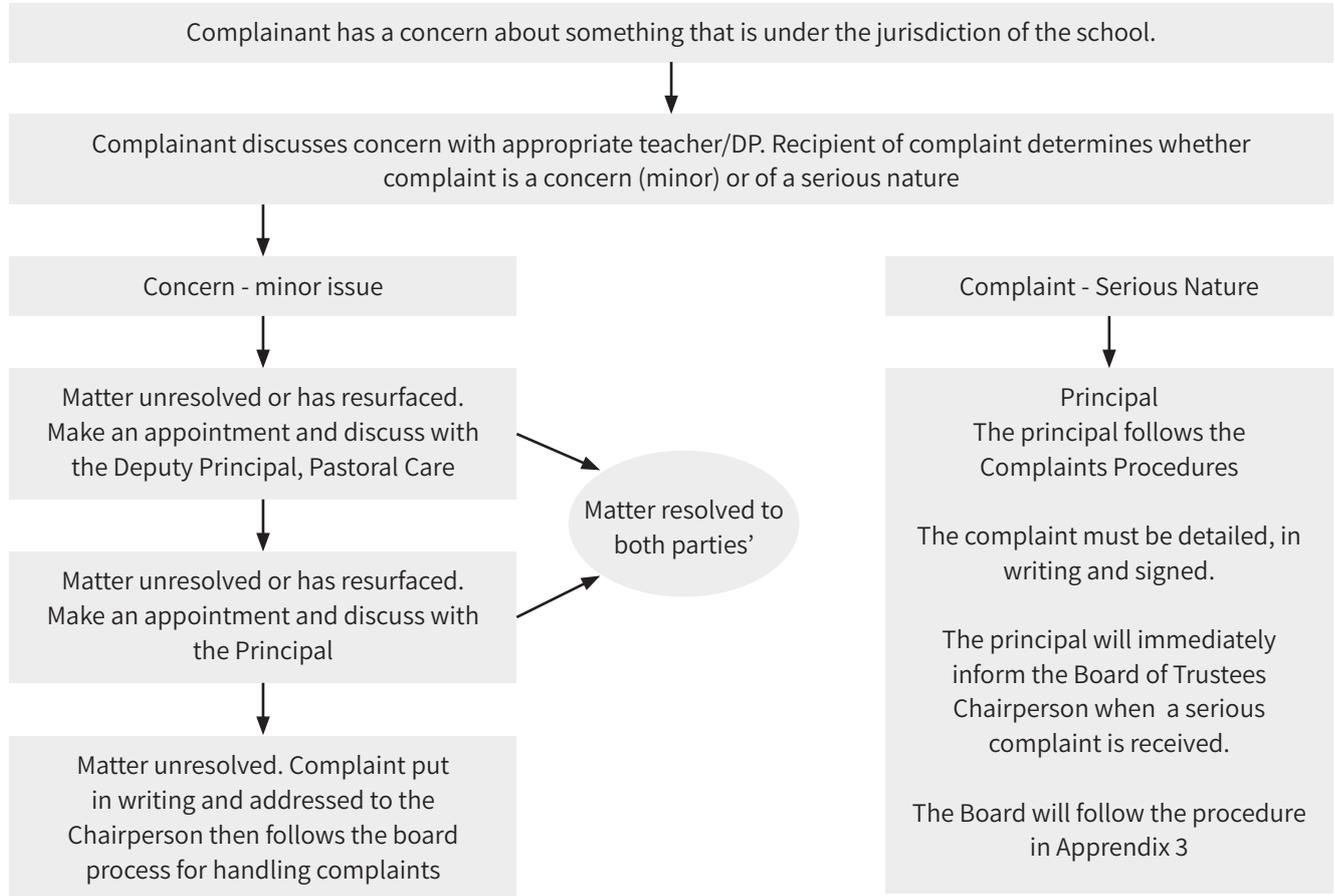
  
\_\_\_\_\_  
PRINCIPAL



# PROCESSES AND PROCEDURES ATTACHED - REFER APPENDICES 1 - 4

## APPENDIX 1

### Hamilton Girls' High School Complaints Procedure for Making a Complaint

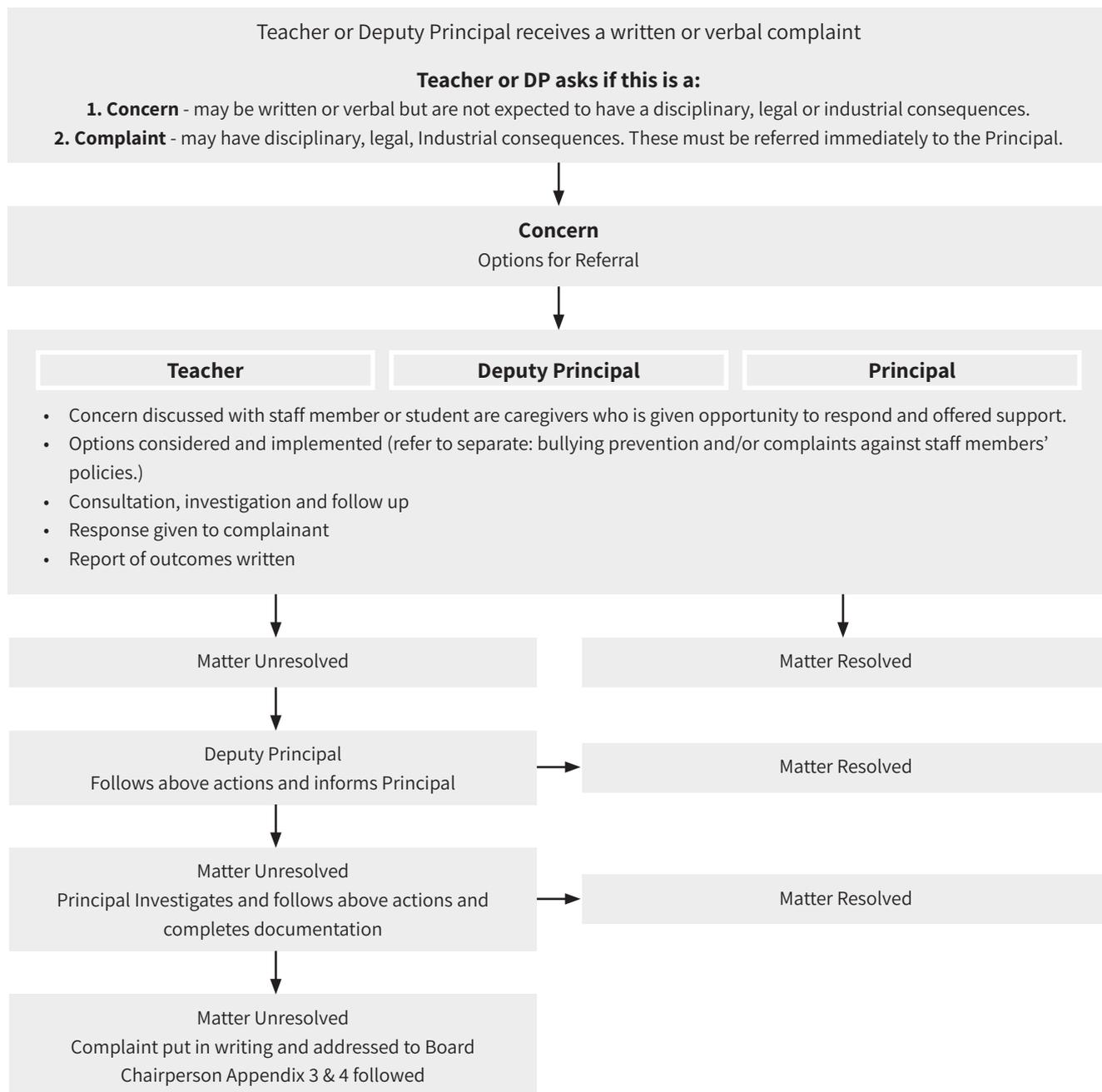


#### Notes

1. While minor issues may be able to be discussed in a quick informal chat with a staff member, the preferred option is to arrange a time to discuss the matter in order that both parties give the matter proper attention
2. If the complaints procedure has not been followed the board will normally return any letter of complaint to the writer and ask that they follow the procedure first.
3. All parties to a complaint may bring a support person to any meeting where the issue is to be discussed.

## APPENDIX 2

### Hamilton Girls' High School Complaints Procedure for Receiving a Complaint



## APPENDIX 3

### Hamilton Girls' High School Internal Complaints Procedure

---

#### THE SCHOOL BOARD RECEIVING A COMPLAINT

Letter of complaint is acknowledged by the Chairperson and the complainant advised of the next steps in the board process. The letter becomes part of the correspondence that will be dealt with at the next board meeting while the public is excluded. If the complaints procedure (for concerns) has not been followed the board will normally return any letter of complaint to the writer and ask that they follow the procedure first.



Letter is tabled at board meeting (with the public excluded) and referred to relevant parties for reporting back to the board. The Board decides the appropriate response pathway or directs it back to Appendix 1. They decide whether to deal with the matter as a whole or appoint a committee to investigate and recommend to the Board.



At the meeting of the board/committee the reports are received and the parties may be invited to speak to their complaint or answer questions. The board/committee considers the evidence and/or information and comes to a decision or recommendation.



Depending on the delegated powers of the committee either they or the board as a whole come to a resolution as to how the board will respond and/or what action will be taken.



The board's response is communicated to the parties to the complaint. This may be managed either publicly or confidentially depending on the case.



Any of the parties may request the board to reconsider their decision - however normally for such a reconsideration to take place, new information that would have been relevant to the board's deliberations must be produced.

## APPENDIX 4

### Hamilton Girls' High School Guidelines for the School Board in Dealing with Serious Complaints

---

1. Issues of a serious nature, e.g. allegations of physical abuse, gross, serious or sustained poor performance, dishonesty, verbal abuse, harassment, undermining Board policy, etc may require a special meeting of the board to be called.
2. All letters addressed to the chairperson of the board are for the whole board. The chairperson cannot decide independently as to what action will be taken unless delegated authority to do so by the board.
3. Subject to agreement between the parties, resolution or dismissal of the complaint will not occur before all the information is at hand.
4. Conflict of interest will be determined on a number of issues, including the relationship to anyone involved in the complaint.
5. The board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and processes to ensure the principles of natural justice are met. It is advisable to contact the regional NZSTA personnel/industrial adviser in such cases. The board will need to consider the relevant staff disciplinary policies, employment agreements and expert advice from the NZSTA adviser.
6. In the case of complaints against staff the Board's insurance company should be informed of possible future actions.
7. The board recognises that not all complainants will be satisfied with the outcome of a complaint. After one reconsideration, if the board is confident of its decision, it will refuse to enter into further discussion/ correspondence. In making such a decision the NZSTA helpdesk can assist by giving an objective assessment of a board's processes in dealing with the complaint.
8. A complaint regarding lack of compliance in relation to an agreed complaint resolution will be treated as a serious matter and actioned with urgency as a new complaint rather than as a reconsideration of the previous issue.
9. Trustees need to be clear in their mind of the difference between a complaint they have as a parent (i.e. regarding their own child) and a complaint they have as a trustee (e.g. obstruction of staff preventing them carrying out board work.) In the first instance they are required to follow the normal procedures and are excluded from decision making due to conflict of interest. The latter case is dealt with as an agenda item for the whole board (possibly with the public excluded.)
10. Trustees need to be clear in their actions when a parent, community member or student makes an approach to them directly about a concern &/or complaint. The trustee must advise the complainant of the correct procedures to follow and direct them to these procedures.
11. Trustees must also make the distinction between their role as a governing body and their responsibility to ensure school policies are adhered to, versus the day to day running of the school which is the responsibility of the principal as he or she sees fit.



# Crisis Management Policy and Plan

## RATIONALE:

The death of a school member or a major crisis within the school will have an impact upon staff and students. The way a school responds to a crisis situation will have a significant influence on individual response.

A school crisis management plan can help individual members deal with the change in dynamics, their grief and sadness and their understanding of the tragedy.

## PURPOSE:

1. To work towards acceptance of the tragedy/ death/ loss.
2. To assist the move towards a return to normality.
3. To provide a supportive environment where individuals may work through their grief.
4. To develop a strategy for coping with unfounded or exaggerated feelings of guilt.
5. To enable school members to express appropriate feelings of helplessness or anger.
6. In the case of a suicide, to prevent copy-cat reactions.
6. Staff meeting to prepare staff on how to support students. Staff will be advised on how much should be said to students, signs to watch out for and what to do with distressed students.
7. Any staff member who does not feel comfortable discussing information with students will be supported by the guidance team.
8. School activities will continue as normally as possible but staff may decide to postpone tests, school trips.
9. A room will be available throughout the day and evening for students to come whenever they feel distressed. Counsellors and staff members will be available at all times.

## GUIDELINES:

1. Principal or principal's representative to interpret from parents/ police how much information is to be shared with the school.
2. All media requests to be dealt with by the Principal or Principal's representative.
3. Principal contacts Guidance Counsellors who will then establish a phone tree to inform staff. If the need arises, Counsellors will contact the Special Education Service.
4. Deputy Principal asked to obtain relief so certain staff members can be released for duty eg. answering phone calls from anxious parents, following the deceased's peer group class.
5. Guidance Counsellors meet with the Deans and Management team to prepare a written statement for peer group teachers to read to class and to inform staff of the day's plan of action, making sure that part-time staff are informed on arrival at school.

## GUIDELINES FOR SUICIDE, DEATH AND TRAUMA

1. Best friends will be identified and counselled almost immediately.
2. Intensive work may need to be done with the deceased's form class. A counsellor or staff member may follow the deceased's timetable to offer support.
3. In the case of a suicide, all caregivers should be aware of signs of any students romanticising the death.
4. Students and staff should be given the opportunity to attend the funeral.

## EMERGENCY MANAGEMENT PLAN

### Address

191 Ward Street Hamilton Lake,  
Hamilton

### Contact details

07 839-1304  
administration@hghs.school.nz  
www.hghs.school.nz

### School / ECE

#### Emergency contacts

Marie Gordon  
Principal  
Mobile

Chris Davis  
Health & Safety Manager  
Mobile

### Radio

Our local station for emergency information is:

### Last revised

28 January 2022

## INTRODUCTION

This plan outlines how Hamilton Girls' High School will respond in the event of an emergency.

### BASIC EMERGENCY RESPONSE PROCESS

While every event is unique, there are some basic steps to follow when responding to any emergency, which are outlined below:

### SITE MAP

Insert a copy of your site map here (replace this example page). See the planning guide for advice on setting up a site-map, and the types of information to record on it.

### EVACUATION

Evacuation from the school/ECE may be required to ensure the safety of staff and students in an emergency event. In all cases, evacuations need to be planned and practised.

### GENERAL EVACUATION PLAN

#### Our evacuation areas

On the rugby field outside the Administration block Reception area

### EMERGENCY CONTACT PLAN – PARENTS AND CAREGIVERS

In any emergency event, you will need to contact parents and caregivers to advise them of the situation, and advise how they can collect their child(ren).

### OUR EMERGENCY CONTACT PLAN FOR PARENTS AND CAREGIVERS

- How you will advise parents and caregivers in the event of an emergency (eg text alerts, phone tree etc)
- Your school/ECE's method to monitor and record when pupils are picked up by parents / caregivers.
- Cell phone use amongst school students may mean students are quickly in contact with their parents. Document school protocols about the use of cellphones in an emergency and make sure students know that they are to advise their teacher if they have made contact with their parents or caregivers (and remind them of this when running drills).

### OUR ROLE IN A CIVIL DEFENCE EMERGENCY

Civil defence preparedness for ECEs and schools generally falls into two categories:

- Ensuring the safety of students and staff at school during a civil defence emergency
- Helping the wider local community during a civil defence emergency, as part of a response coordinated

by the local territorial authority.

The local Civil Defence and Emergency Management Group will provide advice if your school/ECE is designated as a civil defence centre.

### OUR ROLE IN A CIVIL DEFENCE EMERGENCY

Note here any specific details of your school/ECE's role in a Civil Defence (CD) emergency (eg become a Civil Defence centre, etc). Make sure your contact list reflects contact details for your local CD group.

### EXTERNAL CONTACT LISTS – LAST UPDATED:

Where possible include a primary and alternate number.

### Emergency services contact information

#### Police, Fire, Ambulance

111

#### Police (local station)

Phone

#### National Poison centre

Urgent line 0800 764 766

Non-urgent 03 479 7284

#### School doctor

Name

Address

Phone

Mobile

#### Med Centre

Name

Address

Phone

Mobile

### Essential government contact information

#### Ministry of Education

National Office (04) 463 8000

Traumatic Incident Team 0800 TI Team (0800 848 326)

Contact Centre 0800 225 580

#### Ministry of Education media advice and assistance

Point of contact Senior Media Advisor, Communications Group

Phone 04 – 463 8000

#### Child, Youth and Family (CYF)

0508 326 459

#### Local council Hamilton City

Phone



## EXTERNAL CONTACT LISTS – LAST UPDATED FOR 2022:

### Essential security contact information

#### Security

#### Alarm monitoring

#### Fire alarm/equipment maintenance

Wormald

### School Contact list – Last updated:

Replace this list with your staff list if more appropriate.

#### Principal

Marie Gordon

07 839-1304

#### Chairperson, School Board

Lale Ieremia

#### Property, Commercial Services Manager

Karlene Verryt

#### 2IC Deputy Principal

Rebecca Early

07 839-1304

#### Deputy Chairperson, School Board

Batami Pundak

#### Property Manager

Chris Davis

## FIRE

This checklist outlines what to do in the event of fire. You can also use it when practising a fire drill.

	Response actions (as appropriate)
<b>Discovery of a fire</b>	Ring the fire alarm
	Call 111
	If it is safe to do so, extinguish the fire.
<b>On hearing the alarm</b>	Teachers should collect their registers and take their pupils to the designated assembly point(s).
	Walk calmly and quickly and avoid panic.
	Ensure students / visitors with disabilities are assisted by a responsible person.
	Ensure any visitors are included in the evacuation.
	Check rest areas, bathrooms and common rooms en route to the designated exit point.
	Ensure all students remain at the evacuation point until clearance to leave is given.
<b>Returning to the building(s)</b>	Do not return to the building(s) until given the all clear by the Fire Service.
<b>Ongoing operations following a fire</b>	The continuing operation of the school/ECE will be determined by the nature of the fire and the availability of resources such as buildings, staff, employees and other resources
	The responsibility of whether or not to continue school functions rests with the School Board, in consultation with the Principal.
	The responsibility of whether or not to continue ECE operations rests with the Manager.

## EARTHQUAKE

This checklist outlines what to do in the event of an emergency. You can also use it when practising an earthquake drill.

	Response actions (as appropriate)
<b>During an earthquake</b>	<b>If indoors:</b> <ul style="list-style-type: none"> <li>• Drop, take cover under a desk or table and to hold onto the legs until the shaking stops</li> <li>• Keep away from shelves containing heavy objects and other large items of furniture</li> <li>• Keep away from windows</li> <li>• Stay indoors until the shaking stops and it's safe to go outside</li> </ul>
	<b>If outside:</b> <ul style="list-style-type: none"> <li>• Students stay in the school grounds until a teacher comes to get them.</li> <li>• Keep away from buildings and power lines</li> </ul>
<b>When the shaking stops</b>	o Ensure your personal safety first
	o Check those around you and offer help if necessary.
	o If anyone requires medical assistance, call 111 and/or administer first aid.
	o Evacuate if required.
	o Get staff and pupils away from dangerous areas
	o If the ECE/school is located near the coast line or a large body of inland water, be aware of the possible risk of Tsunami
	o Listen to the radio for instructions from Civil Defence.
o Turn off the gas if it may be leaking.	
<b>Ongoing operations following the earthquake</b>	<p>The continuing operation of the school/ECE will be determined by the nature of the emergency and the availability of resources such as buildings, staff, employees and other resources.</p> <p>The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the Principal. The responsibility of whether or not to continue ECE operations rests with the Manager.</p>

## TSUNAMI

	Response actions (as appropriate)
<b>When a tsunami threatens</b>	<ul style="list-style-type: none"> <li>• Listen to your radio or TV for advice and information</li> </ul>
	<ul style="list-style-type: none"> <li>• Don't wait to be told to evacuate if a strong earthquake occurs and your school/ ECE is located in an area at risk of a tsunami (eg near the sea, rivers or large body of water). Evacuate if instructed to by Civil Defence.</li> </ul> <p>Describe here your tsunami evacuation arrangements:</p> <ul style="list-style-type: none"> <li>• where you will evacuate to (go at least 1 kilometre inland and 35 metres above sea level)</li> <li>• how you will get there (transportation)</li> <li>• how you make sure all students and staff are accounted for</li> <li>• how you will notify parents/caregivers</li> <li>• any other site specific information important to note in the event of a tsunami (eg: if you have insufficient time to evacuate, consider the availability of school or nearby buildings for their height)</li> </ul>
	<ul style="list-style-type: none"> <li>• If there is time, take your disaster survival kit and any important documents with you (such as the roll and contact details).</li> </ul>



## FLOODING

Flooding can happen quickly and have serious impacts. Flooding may be caused by heavy rain, overflowing creeks and rivers and high tides or tsunamis in coastal and low-lying areas.

Floods within a building can also be caused by normal wear and tear failures of pipe joints, vandalism, or be the result of earthquakes.

	Response actions (as appropriate)
<b>Flooding reported or sighted</b>	• Check source of the flood and that no students or staff are in danger
	• Evacuate if required (and get to higher ground)
	• If safe to do so, move records and equipment onto higher floors or onto furniture as high as possible
	• If flood is due to burst pipes etc, turn off the water at the mains if possible.

## VOLCANIC ERUPTION AND ASHFALL

	Response actions (as appropriate)
<b>When a volcano threatens</b>	• Listen to your radio or TV for advice and information
	• Contact your local Civil Defence Group for advice.
	• Check that staff know what to do. Revise with students.
<b>Large eruption</b>	• Evacuation: If the school is in the path of potential lava flows, pyroclastic flows, surges or lahars be prepared to evacuate when asked to by controlling authorities (i.e. police, civil defence etc).
<b>Ash Fall</b>	• Ensure that staff and pupils stay indoors. Have dust masks available.
	• Close windows and doors. In heavy ash falls, windows and doors may need additional sealing to avoid ash entering the school buildings.
	• Turn off air-conditioning units and any other equipment that draws in or blows air.
	• Protective clothing (especially if working in the ash fall) should be worn by anyone who has to work outside in an emergency and goggles used to protect the eyes.
	• Monitor the amount of ash on roofs. Roofs may collapse under the weight of ash causing injury to the occupants. Evacuate buildings which show signs of roof sagging.
	• Disconnect roof-fed water supply only when ash fall is occurring or during the clean up to stop ash entering the storage tanks.
	• If possible have school outdoor equipment, cars etc parked under-cover or cover them.
<b>Cleaning up after an ash fall</b>	• The local council and CDEM group will provide advice on cleaning up and disposing of ash.

## GAS LEAK

	Response actions (as appropriate)
<b>If gas leak is suspected</b>	<ul style="list-style-type: none"> <li>• Turn off the main valve</li> </ul>
	<ul style="list-style-type: none"> <li>• If possible and safe to do so open windows to allow the gas to dissipate.</li> </ul>
	<ul style="list-style-type: none"> <li>• Rescue any person in immediate danger but only if safe to do so.</li> </ul>
	<p><b>Do not:</b></p> <ul style="list-style-type: none"> <li>• operate any electrical switches, including lights or alarms.</li> <li>• use cell phone in area where leak is occurring – even if outside of building</li> <li>• allow anyone to smoke in the vicinity</li> </ul>
	<ul style="list-style-type: none"> <li>• Warn others in the immediate area</li> </ul>
	<ul style="list-style-type: none"> <li>• Call emergency services (111) if required</li> </ul>
	<ul style="list-style-type: none"> <li>• Call our local gas company: Company: Ph: Our account number:</li> </ul>
	<ul style="list-style-type: none"> <li>• Consider evacuating the area or the school/ECE. Do not re-enter building or outside area until cleared by authorised personnel</li> </ul>

## CHEMICAL SPILL

All chemical spills must be treated as toxic and dangerous. They can be in liquid form, solids, powder or gas.

	Response actions (as appropriate)
<b>Become aware of chemical spill</b>	<ul style="list-style-type: none"> <li>• Move all people in the vicinity to a safe area. Consider:</li> </ul>
	<ul style="list-style-type: none"> <li>• evacuation of entire school / ECE if required and safe to do so</li> </ul>
	<ul style="list-style-type: none"> <li>• alternatively, it may be safer to stay indoors and seal doors, windows, other openings and switch off any air intake units.</li> </ul>
	<ul style="list-style-type: none"> <li>• If required, contact emergency services on 111</li> </ul>
	<ul style="list-style-type: none"> <li>• Give appropriate first aid to anyone in contact with the spill</li> </ul>
	<ul style="list-style-type: none"> <li>• Notify the Manager / Principal and staff</li> </ul>
	<ul style="list-style-type: none"> <li>• Consideration may have to be given to how students will be able to leave the centre/ school after finishing time if the spill has not been made safe by then.</li> </ul>



## DEALING WITH A SUSPICIOUS LETTER OR PACKAGE

When dealing with suspicious packages the utmost caution must be exercised and no attempts must be made to touch, move or examine the package.

	Response actions (as appropriate)
<b>In general</b>	<ul style="list-style-type: none"> <li>Note the location of the package and a description of it (markings etc).</li> </ul>
	<ul style="list-style-type: none"> <li>Do not touch, shake or attempt to move the package.</li> </ul>
	<ul style="list-style-type: none"> <li>Check with the addressee to see if they are expecting the package</li> </ul>
	<ul style="list-style-type: none"> <li>Isolate the item.</li> </ul>
	<ul style="list-style-type: none"> <li>Call the police (111) and advise them of the circumstances, the description of the package and its location. Note: If a suspected bomb - Do not use a cell phone or other radio device anywhere near the package.</li> </ul>
	<ul style="list-style-type: none"> <li>As appropriate, position staff at a safe distance to direct people away from the area where package/letter is.</li> </ul>
	<ul style="list-style-type: none"> <li>Consider evacuating the area or the school (take police advice)</li> </ul>
<b>If you open a letter/ package and discover powder:</b>	<ul style="list-style-type: none"> <li>Put on gloves and place opened letter/package in a plastic bag</li> </ul>
	<ul style="list-style-type: none"> <li>If hands or any part of the body may have come into contact with the envelope or package then wash with soap and water</li> </ul>
	<ul style="list-style-type: none"> <li>If contents spilled                             <ul style="list-style-type: none"> <li>Do not clean up or wipe spilt contents</li> <li>Avoid breathing the powder or spores</li> <li>Clear and isolate the area</li> <li>Switch off air conditioning</li> <li>Wash hands with soap and hot water.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>If contents are spilt on clothing                             <ul style="list-style-type: none"> <li>Select a room for changing</li> <li>Remove clothing and place in plastic bag</li> <li>Shower with soap and hot water</li> <li>Change into other clothes.</li> </ul> </li> </ul>

## BOMB THREATS

Keep calm. Do not hang up. A dialogue with the caller is important as information that may be gleaned from the caller can help assess the current situation and help police with further inquiries.

Let the caller talk, ask the questions as the opportunity arises and avoid being confrontational.

Questions	Answers
When is the bomb going to explode?	
Where is the bomb?	
What does the bomb look like?	
What kind of bomb is it?	
What is the explosive type and quantity?	
Why did you place the bomb?	
What is your name?	
Where are you?	
What is your address?	
Exact wording of the threat:	

The Caller			
Sex:	o Male o Female		
Estimated age:			
Any speech impediment (specify):			
Accent (specify):			
Voice- loud – soft etc:			
Speech – fast – slow etc:			
Manner, calm emotional etc:			
Did you recognise the voice?	o Yes o No		
If yes, who do you think it was?			
Was the caller familiar with the area?	o Yes o No		
Threat Language			
<ul style="list-style-type: none"> <li>Well spoken</li> <li>Incoherent</li> </ul>	<ul style="list-style-type: none"> <li>Irrational</li> <li>Taped</li> </ul>	<ul style="list-style-type: none"> <li>Message read by caller</li> <li>Abusive</li> </ul>	<ul style="list-style-type: none"> <li>Other: _____</li> </ul>
Any background noises?			
<ul style="list-style-type: none"> <li>Street noise</li> <li>House noise</li> </ul>	<ul style="list-style-type: none"> <li>Aircraft</li> <li>Voices</li> </ul>	<ul style="list-style-type: none"> <li>Music</li> <li>Machinery</li> </ul>	<ul style="list-style-type: none"> <li>Vehicle</li> <li>Other: _____</li> </ul>
Call taken			
<ul style="list-style-type: none"> <li>Date: ___/___/___</li> </ul>	<ul style="list-style-type: none"> <li>Time:</li> </ul>	<ul style="list-style-type: none"> <li>Length of call:</li> </ul>	<ul style="list-style-type: none"> <li>Number called:</li> </ul>

This checklist for bomb threats should be kept by the phone. Staff who would normally answer the phone should be briefed on the questionnaire to ensure some familiarity with it. A pre-printed version of the check list is available from police and may be preferred over this list for convenience.

### TRESPASSER ON THE SCHOOL GROUNDS

**Only follow this process if it is clear that the trespasser does not come under the category of Violent Intruder (for this process, see following page).**

Trespassing is where a person enters an ECE or school and either:

- does not have permission to be there, or
- their behaviour is such that the ECE/school would not give permission for them to be there.

	Response actions (as appropriate)
<b>Become aware that there is a trespasser on the property.</b>	<ul style="list-style-type: none"> <li>Notify the principal or other staff member of the description, location and activity of the trespasser.</li> </ul>
	<ul style="list-style-type: none"> <li>Assess the nature of the trespasser: benign or aggressive (if aggressive – follow the violent intruder process).</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure the classrooms are kept secure.</li> </ul>
	<ul style="list-style-type: none"> <li>Greet the trespasser, advise them who you are, and ask them why they are there. Whenever possible, ensure that you have a colleague with you.</li> </ul>
	<ul style="list-style-type: none"> <li>If the reason for the visit appears legitimate, take the person to the office where the reasons for the visit can be dealt with.</li> </ul>
	<ul style="list-style-type: none"> <li>If the reason for the visit is not legitimate, explain that they have to leave the premises.</li> </ul>
	<ul style="list-style-type: none"> <li>If the person leaves when requested they are no longer considered a trespasser.</li> </ul>



<b>If the trespasser refuses to leave when requested</b>	• Explain that staff will have to call the police.
	• If the trespasser still refuses to leave, ask a colleague to call the police.
	• If it is safe, stay with the trespasser until the police arrive.
	• If the trespasser gives any indication of violence walk away (if possible keep the trespasser under observation from a safe distance until police arrive).
	• When police arrive, update them on the situation.
<b>Follow-up actions</b>	• Advise the Ministry of Education regional office (which can help you access the Traumatic Incident team if required).
	• Consider: <ul style="list-style-type: none"> <li>• debriefing staff on the incident and assess if your Emergency Management process worked correctly or needs amendments.</li> <li>• debriefing students if the incident was a public one to prevent rumours and speculation.</li> </ul>

**Note:** There is no authority under the Trespass Act 1980 for the occupier to physically eject the person from the premises. If a trespasser refuses to leave when requested, he or she should be told that the police will be called. The police have the option to arrest and charge the person with an offence, however they will assess each incident and take what they think is appropriate action.

As well as the process under the Trespass Act, the Education Act 1989, section 139C makes it an offence to intentionally insult, abuse, or intimidate a teacher or other member of staff on school premises.

## VIOLENT INTRUDER

This checklist provides a very basic guide to managing a Violent Intruder incident.

The aftermath of a Violent Intruder incident will require careful management as even in the 'best case' scenario of no one being killed or injured there will be traumatised staff and pupils, concerned parents, chaos and confusion, disruption and media interest.

	<b>Response actions (as appropriate)</b>
<b>Shots are heard or a violent intruder is seen on the premises</b>	<ul style="list-style-type: none"> <li>• Call 111 <ul style="list-style-type: none"> <li>• Identify yourself and your school/ECE, including address</li> <li>• Details of situation</li> <li>• Details of any casualties</li> <li>• Description of weapons, number of shots etc</li> <li>• Description and location and identity of offender if known</li> <li>• Identify the 'target' of aggression if known</li> </ul> </li> </ul>
	• If safe, move to predetermined safe position to await Police arrival
	<ul style="list-style-type: none"> <li>• Alert staff/students (avoid using the fire alarm).</li> <li>• Our alert system:</li> </ul>
	• Move everyone out of hallways and into rooms.
	• Lock and/or barricade, or cover if possible, doors/windows.
	• Keep quiet and do not leave the classroom unless it is safe to do so.
	• Should the event occur while students are outside in playing fields: instruct students to move to the nearest secure room, or to a safe-predetermined, assembly area (which may include an off-site area close to the school).
	• Once police arrive, liaise with them to secure crime scene(s)

<b>Following the incident</b>	<ul style="list-style-type: none"> <li>• The Trauma Incident Teams will provide support (see contact list for phone number).</li> </ul>
	<ul style="list-style-type: none"> <li>• Only the Principal has the delegated authority to liaise with the media on behalf of the School Board</li> </ul>
	<ul style="list-style-type: none"> <li>• Consider whether to temporarily close, or continue operating. (The Trauma Incident Teams will provide guidance on suitable responses)</li> </ul>
	<ul style="list-style-type: none"> <li>• Continue to monitor the wellbeing of students and staff</li> </ul>

For detailed resources on traumatic incidents, please visit:

[www.minedu.govt.nz/EmergenciesTraumaticIncidents](http://www.minedu.govt.nz/EmergenciesTraumaticIncidents)

## SERIOUS INJURY OR DEATH

All ECE services and schools need to be prepared and know how to manage a traumatic incident involving death or serious injury. The sudden death (or serious injury) of a child, young person, staff member or family or whānau member has the potential to create significant dangers or risks to the physical and emotional wellbeing of children, young people and people within a community.

The event also has the potential to cause sudden and/or significant disruption to the effective operation of an ECE service or a school and their community. If the aftermath is poorly or insensitively handled, it can impact on those affected and attract adverse media or public comment.

	<b>Response actions (as appropriate)</b>
<b>Death / serious injury occurs at school</b>	<ul style="list-style-type: none"> <li>• Ensure your own safety. Assess area for danger (eg: live wires, poisonous substances etc)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Do not assume death has occurred – give immediate first aid</b></li> </ul>
	<ul style="list-style-type: none"> <li>• Call emergency services</li> </ul>
	<ul style="list-style-type: none"> <li>• Notify Manager/Principal; isolate and contain the area.</li> </ul>
<b>Action after medical personnel have taken over</b>	<ul style="list-style-type: none"> <li>• Manager/Principal to advise (as soon as possible):               <ul style="list-style-type: none"> <li>• School management team and staff</li> <li>• board and chair</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Consider accompanying police to advise parents.</li> </ul>
	<ul style="list-style-type: none"> <li>• Advise the Ministry of Education Trauma Incident Team on 0800 84 83 26. This team will help guide you on managing the response (including how to advise students, arrange counselling etc)</li> </ul>
	<ul style="list-style-type: none"> <li>• Complete incident form with all known details</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure the designated media person for the school is fully briefed</li> </ul>

## ONLINE RESOURCES

Visit the Ministry of Education website to assist in managing this type of response:

[www.minedu.govt.nz/EmergenciesTraumaticIncidents](http://www.minedu.govt.nz/EmergenciesTraumaticIncidents)

## TRAUMATIC INCIDENT TEAM

Contact the Ministry of Education Traumatic Incident team on 0800-TI TEAM / 0800 84 83 26

## MISSING CHILD OR STUDENT

All instances of a child or student going missing from a school have to be treated urgently and steps taken to find the missing person or confirm their safe whereabouts.

There can be many reasons and associated dangers for a missing child or student including:

- the proximity of dangerous hazards to the school
- the possibility of an abduction
- the possibility that the child or student has been picked up by a parent or caregiver
- the child or student has decided to leave school for the day
- the child or student has felt unwell and simply gone home.

Until the child or student has been found or confirmed in a safe location, action must be taken to locate them.



	Response actions (as appropriate)
<b>Information or notification that a child / student is missing</b>	<ul style="list-style-type: none"> <li>• Confirm:                             <ul style="list-style-type: none"> <li>• that the person had been present at ECE / school at some time during the day, and if so;</li> <li>• when they were last seen</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Notify Manager / Principal and staff</li> </ul>
	<ul style="list-style-type: none"> <li>• Search the school</li> </ul>
<b>If child or student is found</b>	<ul style="list-style-type: none"> <li>• If a student is found injured or ill, call for medical assistance if required.</li> </ul>
	<ul style="list-style-type: none"> <li>• Establish what happened and complete incident report</li> </ul>
	<ul style="list-style-type: none"> <li>• Arrange for the child / student's parents or caregivers to be advised</li> </ul>
<b>If child or student is not found</b>	<ul style="list-style-type: none"> <li>• Notify the police immediately</li> </ul>
	<ul style="list-style-type: none"> <li>• Notify the parents / caregivers immediately</li> </ul>

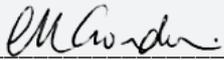
**EFFECTIVENESS AND SELF REVIEW:**

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022  
**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022  
**Next Review:**

**Signed:**   
 CHAIRPERSON

  
 PRINCIPAL

# Health Education

## RATIONALE:

Our school is committed to developing policies and procedures that strengthen our Healthy and Physical Education programmes.

## PURPOSE:

As required by legislation, our board produces a written statement (at least once every two years) about how the school will implement health education. Schools must:

- Inform the school community about the content of the Health Education components of the curriculum
- Consult with members of the school community regarding the way in which the school should implement health education
- Describe in broad terms, the health education needs of the school's students.

Note that the legislation makes provision for individual parents to request that their children be excluded from specified parts of the [health programme related to sexuality education](#).

## GUIDELINES AND CONSULTATION ON THE HEALTH CURRICULUM:

The board can use any method of consultation it considers appropriate. [Consultation](#) aims to:

- Strengthen Health and Physical Education programmes
- Help develop related school policies
- Contribute to the review and evaluation of programmes
- Provide opportunities for students, teachers, parents, and caregivers to enhance student learning.

The Board may not adopt a statement on the delivery of the health curriculum until it has:

- Prepared the draft in statement
- Given members of the school community an adequate opportunity to comment on the draft statement
- Considered any comments received.

## FOOD AND NUTRITION

At Hamilton Girls' High School, we promote a healthy lifestyle to our community - students, staff, and families as part of our commitment to a safe and inclusive school environment and to the National Administration Guidelines.

Educating students about nutrition and encouraging healthy active learning contributes to their personal success and wellbeing, and to a healthier community for everyone. Our school follows [food safety guidelines](#).

At Hamilton Girls' High School we promote a healthy food and drink environment:

- Ensure that any food or drink provided by/ through the school (e.g. in class or sold at school) aligns with the [Ministry of Health's Healthy Food and Drink Guidance for Schools](#)
- Incorporate nutrition education across the curriculum, including the health programme
- Encourage staff members to model healthy food and drink choices
- Communicate our nutrition messages to the wider school community clearly and consistently in various ways
- Acknowledge the diversity of our community and consider those with special dietary needs including allergies and intolerances with our nutrition messages and food provided or sold at school
- Consider our nutrition messages when deciding on class rewards and celebrations, student prizes, special events, fundraising activities, and school camp menus
- Actively promote physical activity as the partner of good nutrition
- Encourage students taking part in physical activity to drink water for hydration and to refuel with healthy snacks.



## ENVIRONMENTAL SUSTAINABILITY AND MANAGEMENT

Our students learn about environmental issues as part of the curriculum. Hamilton Girls' High School has a multi-disciplinary approach to education for sustainability which encourages:

- Understanding of the environment
- Awareness of environmental issues
- Concern for the environment
- Personal responsibility for the environment

## WASTE MANAGEMENT

Effective waste management is essential to maintaining a clean and healthy school. We teach students to be responsible for their own waste management as part of our education for sustainability. Hamilton Girls' High School seeks to minimise negative effects on the environment by encouraging our school community to:

- Dispose of waste in the appropriate bin
- Reduce waste brought to school
- Use long-lasting products such as drink bottles and lunch boxes
- Recycle glass, paper, cardboard and plastic products

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# Health and Safety Policy

## RATIONALE:

Hamilton Girls' High School is committed to ensuring the safety and wellbeing, as far as is reasonably practicable, of students, employees, and visitors both at school and when away from the school on school business. The board is responsible for this policy, and delegates its implementation to the principal. The school reports on aspects of its health and safety compliance throughout the year.

## AIMS:

- The school aims to provide and maintain a safe physical and emotional environment and a positive, inclusive culture for both students and staff.
- Hamilton Girls' High School recognises that workplace stress is a hazard and has a policy to address this.
- Follows abuse reporting procedures, and trains staff in recognising and reporting abuse
- Applies PB4L behaviour management strategies and if necessary or required, stand-down, suspension, exclusion or expulsion procedures as provided by the Ministry of Education, are applied
- Hamilton Girls' High School complies with the smokefree and vaping legislation and promotes a smokefree and vape-free lifestyle.

## THE BOARD RESPONSIBILITIES:

1. Provides and maintains a safe physical and emotional environment for students and staff
2. Meets our legal requirements, to ensure the safety of students, employees and visitors
3. Upholds our primary duty of care to everyone in the school community and exercises due diligence to ensure that the school meets its health and safety obligations
4. Ensures that emergency planning is current.
5. Ensures the school meets food safety requirements and promotes health food and nutrition for all students
6. Continuously improves our health and safety performance.

## GUIDELINES:

The following steps allow us to carry out the aims of our health, safety and welfare policy:

1. **The school has Health and Safety representation and conducts an annual internal audit of the school's health and safety compliance and practises.**
  - Employees take reasonable care of their own health and safety and that of other people, and comply with any reasonable instruction given to them by management.
  - All staff are kept informed of the results of health and safety monitoring and review, and consulted in the development and review of these procedures. Staff understand and implement all health and safety procedures, and are kept trained and supervised in their implementation.
  - All staff are active in the identification of hazards and the management of risk.
  - The school provides health and safety induction, training and supervision for all workers.
  - On health and safety issues, the school consults, cooperates and coordinates with contractors working at school.
2. **Staff follow internal health and safety procedures in their daily work, which includes:**
  - Supervising students at break times
  - Supporting students in getting to school safely
  - Applying our sun protection policy
  - Following guidelines for plant and machinery safety, and the storage and use of hazardous substances
  - Administering medication and dealing with blood
  - Supporting staff and students with chronic communicable conditions
  - Following guidelines for visitors to the school including parents access to students during school hours
  - Following student attendance procedures.



**3. The school consistently maintains the following documentation:**

- Hazard Register and any identified hazard is eliminated or minimised
- Accident Register, including first aid records and all accidents and near misses, and informs WorkSafe NZ and the Board Chair immediately of any death as soon as possible when any other notifiable events occurs in any place controlled by the School
- Specific planning for EOTC activities, including risk management, which follows Ministry of Education regulations and guidelines, and legal requirements
- Up to date emergency plans and evacuation procedures, and assures the board of drills and trial evacuations
- Comprehensive digital technology and cybersafety policies and procedures to guide our use of the internet, mobile phones and other ICT devices and equipment.

## ASSOCIATED LEGISLATION AND RESOURCES

The following Legislation supersedes any of Hamilton Girls' High School policies with specific mention:

- Health and Safety at Work Act 2015 and associated Regulations
- Vulnerable Children Act 2014
- The Smokefree Environments and Regulated Products Act 1990 (Vaping Amendment Act 2020)
- Civil Defence Emergency Management Amendment Act 2016
- Food Act 2014
- WorkSafe
- Health and Safety requirements for Boards and School Leaders (Ministry and NZSTA Guidelines)

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# Security Policy

Hamilton Girls' High School cares about the wellbeing and Safety of its students and staff. We have systems in place to help us achieve these goals and every attempt is made to keep our school a safe environment for everyone. The site is open between the hours of 6.30 am and 6.30 pm and is otherwise secured at night and on weekends.

The introduction of the school fence and gates two years ago has made our site more manageable and has proved effective in minimising vandalism. In addition, it has eliminated all through foot traffic by the general public making our site safer and limited to our school community. During the course of the day most gates are locked except for the two Bus Bay gates on Ward Street intended for staff access only, deliveries and visitors along with two Gates on Hill Street for Staff and Student access.

We strongly recommend the use of Hill Street on the eastern side of the school boundary for those families who wish to drop off or collect students from school. There are five access points into the school from Hill Street and the traffic flow is not as heavy as other areas. We advise parents not to use the Ward Street Bus Bay area as this causes a lot of congestion near the intersection of Tristram and Ward Street plus it also creates problems with staff arriving at their allocated car parks. Furthermore, it can become dangerous due to the limited access.

The School has a CCTV camera system which monitors foot traffic in and around the school including a number of our gateways, this provides footage of who leaves and enters the site and records general activity in and around our lunch areas. This is for the safety of both students and staff and the footage is only accessed in the event of a security issue.

We endeavour to make our school a safe environment for our students and their possessions during their time at school. BYOD devices, laptops and mobile phones are now more common at school and we ask that you do not consider "top of the line" and "expensive" products for this purpose and that your daughter understands that they must be responsible for these items at all times while at school. The higher the risk, the more responsible

the student has to be with the item. Ensuring apps such as "find my device" are installed are also very useful.

Student lockers are available for hire at the Uniform shop, these are for the storage of study books and stationery. We do not recommend storing BYOD devices in lockers and prefer they are carried in school bags and with them at all times. Teachers will cover this topic directly with students during tutor class times.

The School has a comprehensive Fire and Lockdown system which is automated and triggered into action in the case of an emergency. The Fire Alarm has a sounder with the message "Please Evacuate the Building". Students are led onto our school field by staff and are accounted for using Tutor group rolls. All staff and students are to remain on the field until the all clear has been given by the Principal or Deputy Principal after the fire sounders have ceased. Each Term we commit to a practice trial of our Fire Evacuation Plan.

A lockdown procedure is usually initiated between contact by the Police to the School Principal in the event of a major incident in or outside of the school. This is when our Alarm sounder will instruct "Lockdown stay inside the building and await further instructions" The classroom is secured and the curtains drawn, the teacher will instruct the Students to sit on the floor out of site from any intruder. Students are asked not to communicate with each other or family at this point to eliminate any form of panic outside of the school grounds. A lockdown can be short or can go for any length of time and cannot be broken without consent or directive from the Police and an "All Clear" is announced on the intercom. Parents wanting to find out information during this time are to contact the Police directly as the school phones cannot be manned.

## EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL



# Staff Wellbeing Policy

Our staff wellbeing vision at Hamilton Girls' High School (HGHS) is **to support hauora so staff feel good and function well**. It is our aim to foster a positive and inclusive culture for both staff and students which is conducive to effective teaching and learning.

The school has policies and procedures to support the health of workers as part of its [primary duty of care](#). However, it is critical for staff to connect with their tuakana or senior staff i.e. Head of Department (HoD) if they are feeling overwhelmed and before stress levels become unmanageable. You may also access our Health and Safety reps for support.

Free counselling is available for HGHS teachers through the Employee Assistance Programme (EAP), or through a general practitioner (GP).

## AS YOUR EMPLOYER, WE WILL DO THE FOLLOWING:

- Provide appropriate induction and professional guidance
- Encourage a culture of openness – you can speak up about any concerns at any time and know you will be heard.
- Recognise [stress in the workplace](#) as a hazard to be managed.
- Make sure you feel supported to seek help for any issues or distress, including using our [concerns and complaints process](#).
- When a staff member is made aware that they are the subject of a concern or complaint or would like to make a concern or complaint, they are referred to the concerns and complaints process (linked above), and offered appropriate support.
- Make sure you understand what is expected of you at work – in your work tasks and what acceptable behaviour looks like.
- Support opportunities for professional learning/skills development and growth. Staff may request access to professional development and mentoring, as required, to increase competency and confidence and reduce stress. This goes through to your HoD or appropriate senior manager.
- Allow staff to request [leave](#) as required as per the Collective Agreement.
- In the case of injury or illness, we recognise support and rehabilitation as an important part of our safety management system.
- Employ and promote you based on your abilities, rather than any perceived disabilities, through a clear and transparent HR process.
- Not tolerate harassment, bullying or discriminatory behaviour.
- During health and safety meetings as well as some professional conversations, workload and stress levels will be discussed.

## AS OUR EMPLOYEE, WE EXPECT YOU TO:

- Treat everyone with respect and civility, this includes confidentiality to maintain each person's mana. Speak up if you need help or support. This may be your Tuakana, HOD, Senior Leader, Health & Safety Rep etc.
- Speak up about any [harassment](#), [bullying](#), or discriminatory behaviour you notice happening in our workplace
- Access policies for further information and clarification.
- Be proactive in staying mentally healthy at work (e.g. taking rest breaks, speaking up if stressed)
- Manage your workload so your work week is not exceeding 45-50 hours on average (see research [HERE](#))
- Support workmates to speak up if they need help for anything affecting their mental health
- Ask about options (eg: flexible working arrangements, special leave) if you feel you need time away from work to manage your mental health.
- If you become aware that a colleague is at risk of self-harm or suicide, you should consult with senior staff. In the case of the imminent threat of suicide of a staff member, we ensure the person's immediate safety and ring 111 or the regional mental health services [crisis assessment team](#).

**REFERENCES:**

<https://wpb.business.govt.nz/workplacepolicybuilder/healthAndWellbeing/whyWeHaveThisPolicy>

<https://hghs.schooldocs.co.nz/index.htm?toc.htm?13412.htm>

Worksafe Professional Learning booklet (Link is HERE).

**EFFECTIVENESS AND SELF REVIEW:**

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL



**NAG 6**

General  
Legislation

# Archives Policy

The School Board of Hamilton Girls' High School has consulted with staff and parents in the formulation of this Policy. The Policy was approved and adopted by the board at its meeting held on the above date and became effective from that date.

## RATIONALE:

The archives at Hamilton Girls' High School is a repository for documents, books, photographs, electronic data and other material pertaining to the history of the school, and its predecessor, Hamilton High School. This policy will assist in the management of the collection, and provide clear guidance for the retention and disposal of items.

## POLICY STATEMENT:

Hamilton Girls' High School will actively collect, preserve, interpret, and provide access to archival and heritage material created by or relating to the school since its establishment in 1911. The archive will facilitate the use of its holdings for reference and educational purposes; and will participate in programmes, publications and displays that use its material to promote the school and its heritage.

## GUIDELINES:

The Hamilton Girls' High School archive is a unit of the school's administration and the archivist is part of the support staff.

The archive will be under the management of a professional archivist. The archivist is the custodian of all the school's archival and heritage material. The Archivist will be responsible for the accessioning, arranging, describing and storage of all material in the school archives in keeping with professional archival standards.

The school should be a member of ARANZ (Archives and records Association of New Zealand)

All school staff should cooperate with the Archivist to ensure that no records of the school, including those which are in digital format, are disposed of without proper authorisation. Staff are to follow accepted retention and disposal guidelines and utilise procedures authorised by the Archivist and following the School Records Retention/Disposal Guidelines published by the Ministry of Education Archives New Zealand.

Hamilton Girls' High School will follow a policy of active collection and will acquire records by donation, bequest, commission, transfer, exchange or purchase.

Acceptance of items is at the discretion of the Archivist. The school reserves the right to decline the offer of some materials that do not fit the collection policy, or would pose insurmountable practical or financial difficulties in

terms of long term storage, preservation or conservation. The following items will not be collected: any items which do not relate closely to the history or contain significant information about the school, items infected by insects or vermin.

The approved schedule for guidance on selecting records for permanent retention is the School Records Retention/Disposal Guidelines published by The Ministry of Education and Archives New Zealand. Other material may be included in the archive at the discretion of the Archivist by reason of age, unique nature or special significance.

### Records which are collected may include the following:

- All recent financial records
- Board Chair Files
- Annual Reports
- Committee Minutes and Papers
- Principal's Files, Reports and Newsletters
- Student and Staff Records
- Admission and Attendance Records
- School Magazines
- Newspapers, books, journals, ephemera, and all other school publications
- Minutes books, old financial records, diaries, letters, files
- Maps and Plans
- Sketchbooks, drawings, works of art
- Audio and Video recordings
- Records stored on other media: CD ROMs, other computer disks, USB Drives and similar
- Uniforms: any old uniforms, and when the school changes uniform a complete set must be provided for the archive.
- Cups, shields, trophies
- Badges and Regalia
- China and cutlery
- Sports Items (sample)
- Furniture (sample)
- Memorabilia



**Digital Archive:**

The Archivist will be given all reasonable access to the digital information stored by the school for the purpose of answering enquiries, finding photographs, and other documentation. No digitised material may be deleted without referral to the archivist regarding its legal or historical retention for Hamilton Girls' High School. This includes all the records as listed above, those stored on USB drives, external hard drives, CD ROMs or any future digital or computerised method of information and document storage which fits the above criteria.

Staff and public access restrictions will be placed on archival records of a private or confidential nature.

Material stored in the archive is available to staff, students, parents and old girls, and to the general public (historical researchers, genealogists etc) with the permission and knowledge of the Archivist.

To maintain the security of the archive only the archivist or a designated staff member is allowed to retrieve and return items from the archives. A loan book must be completed and signed.

This policy will be reviewed in accordance with the Board's policy review schedule of self review, and the review report will be available to the members of the school community after it has been approved by the Board.

**EFFECTIVENESS AND SELF REVIEW:**

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# Education Outside the Classroom

## EOTC

### RATIONALE:

The Ministry of Education [EOTC Guidelines 2016](#) classify activities according to the location and whether they are lower or higher risk. The [EONZ's Safety Management Plan \(SMP\) template](#) categorises events as low risk, high risk, or overnight. The Ministry Guidelines now include the SMP as an appendix and the Guidelines and SMP use the same EOTC Forms. Hamilton Girls' High School acknowledges Education Outdoors New Zealand (EONZ) for the use of its content from its EOTC Safety Management Plan (SMP) template.

### PURPOSE:

Education Outside the Classroom (EOTC) is defined as all those events that occur outside the classroom, both on- and off-site, including all curriculum, sporting and cultural activities. It also includes overseas trips.

EOTC sits within our safety management system and planning and consent requirements vary according to the type of activity and risk assessment.

The School's EOTC activities support and enhance the New Zealand Curriculum.

Students learn through experiences appropriate to their needs and environment. Students need a variety of experiences for maximum development, and should be given opportunities to explore and learn from the world outside the classroom.

School boards and individual teachers have a duty of care to students, and responsibilities under the Health and Safety at Work Act 2015.

EOTC activities must be approved according to the Ministry of Education Management Guide for ETC activities. The Board delegates the approval as relevant and holds the ultimate legal responsibility for approved excursions. All school health and safety policies apply to EOTC activities. When there is more than one PCBU involved (such as an outdoor education provider or other school board), the Board and the EOTC organisers consult, cooperate, and coordinate to ensure that health and safety responsibilities, including risk management are met. Examples include inter school sports tournaments, school camps, and visits to outdoor education centres.

### EOTC programmes, events, activities and experiences:

- Enhance learning, through a variety of well-designed, first-hand experiences
- Provide experiences for students that encourage awareness of the values and philosophies of te tangata whenua, and other cultures within the school community
- Increase students' knowledge, understanding, and appreciation of the school area, local district, and other familiar and unfamiliar places
- Promote ecological awareness and personal responsibility towards the environment
- Develop students' skills in observation, recording and organisation
- Help students develop self-confidence and a sense of adventure
- Assist students in their social development by placing them with others in unfamiliar situations
- Help students develop an attitude of responsibility, particularly towards their own safety and that of others
- Provide students with opportunities to work together in a group

### To make EOTC effective and safe, the school will:

- Involve students, parents, caregivers, and the community at relevant stages of EOTC management (e.g. planning, approval, review and evaluation)
- Take all practicable steps to include students with additional support needs
- Be aware of cultural considerations of participants
- Ensure where possible, that students are not excluded for financial or special reasons
- Provide alternative learning situations for students unable to participate
- Follow Ministry of Education regulations and guidelines on safety and supervision, risk management, leadership and legal requirements
- Ensure adequate ongoing training for all staff involved in EOTC, including support staff attending approved workshops, seminars, courses and training, and assessment schemes



Taking students out of the school environment can provide them with life-changing experiences, which they will remember for the rest of their lives. It can also put them at risk and into unfamiliar situations. Careful planning and preparation is needed to minimise risks and make the activity a positive experience for all involved.

Parts of this document have been taken from TKI's EOTC Guidelines - Bringing the Curriculum Alive and was updated in Term 3 of 2018 to include the information and resources contained in EONZ's EOTC Safety Management Plan template.

EONZ has a dedicated support pathway for EOTC management enquiries [eotcsupport@eonz.org.nz](mailto:eotcsupport@eonz.org.nz)  
EOTC Coordinators are encouraged to register with the National EOTC Coordinator Database.

### **ADDITIONAL LEGISLATION:**

- Crimes act 1961
- Oranga Tamariki 1989
- Health and Safety at Work Act 2015
- Children's Act 2014
- Accident Compensation Act 2001

### **EFFECTIVENESS AND SELF REVIEW:**

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

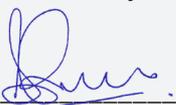
**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# International Documentation

## International Fees Protection Policy

### RATIONALE:

The school undertakes to comply with the accommodation provisions set out in Education (Pastoral Care of International Students) Code of Practice 2016 (The Code).

### PURPOSE:

This fees protection policy makes clear factors that will be considered to ensure that international student fees paid in advance are protected and can be made available in accordance with the school's refund policy. This policy should be read in conjunction with the Education (Pastoral Care of International Students) Code of Practice 2016.

### FEES PROTECTION:

The school will ensure that its fee protection mechanisms and accounting procedures provide the following safeguards:

1. The school will ensure that funds from international students paid in advance are accounted for in such a way that individual student balances are clearly identified and monitored
2. The school will ensure that generally accepted accounting procedures are applied to international student fees paid in advance
3. The school will ensure that only those staff with appropriate authority will have access to international student funds paid in advance
4. The school will ensure that all International fees paid in advance shall be paid into the school's operating account or other account authorised by the Principal

5. The school will transfer fees paid in advance to revenues at appropriate intervals during the period of enrolment for each student
6. The school will ensure that it has sufficient funds available to meet any remaining international student fees paid in advance liability at any time.
7. The school will ensure that the operation of this fee protection policy is audited as part of the school's audit procedures.

### REVIEW:

The school will review procedures relating to this policy as part the annual self-review. The school will collect and record appropriate evidence of the review.

### REPORTING:

The Director of International Development will report directly to the school Principal on the operation of the school's fees protection policy.

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL



# International Documentation

## Managing International Recruitment Agencies' Policy

---

### **RATIONALE:**

The school undertakes to comply with the accommodation provisions set out in Education (Pastoral Care of International Students) Code of Practice 2016 (The Code).

### **PURPOSE:**

This policy is to provide clear and consistent guidance for relationships between the school and education agencies. This policy should be read in conjunction with the Agency Agreement, and the Education (Pastoral Care of International Students) Code of Practice 2016.

### **MANAGING RECRUITMENT AGENCIES:**

#### **1. Contracts**

The school will sign agreements with all education agencies who recruit students for the school.

#### **2. Reference Checks**

The school will enter into working relationships with reputable agencies, once a reference check has been carried out and all supporting documentation has been submitted by the agency, i.e. an Agency Application Form, and other supporting documentation the school deems necessary. Results of reference checks will be recorded by international staff.

#### **3. Ethical Conduct**

New Zealand is a signatory to the Statement of Principles for the Ethical Recruitment of International Students by Education Agents and Consultants (To be known as the London Statement of Principles) and operates under the Education (Pastoral Care of International Students) Code of Practice 2016. Recruitment agencies will be informed about, and will comply with, the requirements of the Code and the London Statement of Principles.

#### **4. Action for Breach**

Where agencies are found to contravene the Code and/or the London Statement of Principles, the school will apply the appropriate sanctions as detailed in the Agency Agreement.

#### **5. Commissions**

The school will pay commission to the agency as set out in the Agency Agreement. The commission rate will generally be 15% of tuition fees and the school reserves the right to make other commission or incentive arrangements with selected agencies by special negotiation.

The school will generally pay commissions to contracted agencies upon receipt of an invoice. Commission payments will be made within 4 weeks after the student has commenced at the school and is subject to the tuition fee being received by the school.

The school may elect to make special arrangements with trusted agencies to allow the agency to withhold commissions from tuition payments due to the school. Such arrangements are at the sole discretion of the school and no commissions should be withheld by an agency without prior agreement from the school.

Where a student does not see out the entire period of their enrolment at the school, the school may, on a case by case basis, decide whether or not to request a refund of all or any part of any commission fees paid to an agency.

The school will have no obligation to pay commission fees to any agency with whom the school does not have a signed Agency Agreement.

### **AGENCY MONITORING AND REVIEW:**

The school will review the conduct and performance of its agencies as a part an annual self-review. The school will collect and record appropriate evidence of agency reviews.

### **REPORTING:**

The Director of International Development will report directly to the school Principal on the performance of the school's contracted agencies and report any breaches of the Code that may lead to the termination of an agency contract.

### **EFFECTIVENESS AND SELF REVIEW:**

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

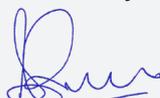
**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# International Documentation

## International Student Refund Policy

---

### **RATIONALE:**

The school undertakes to comply with the accommodation provisions set out in Education (Pastoral Care of International Students) Code of Practice 2016 (The Code).

### **PURPOSE:**

This refund policy outlines factors that will be considered when a request for a refund of international students fees is made to the school. This policy should be read in conjunction with the Education (Pastoral Care of International Students) Code of Practice 2016 and the Education Act 1989.

### **REQUESTS FOR REFUND OF INTERNATIONAL STUDENT FEES**

The school will consider requests for a refund of international student fees provided the request is made in writing to the school within twelve months after the final enrolment date of the student.

A request for a refund must set out the circumstances leading to the refund, name the person requesting the refund, name the person who paid the fees, provide a bank account to receive any eligible refund and provide any relevant supporting documentation.

### **REFUND OF TUITION FEES**

#### **Requests for a Refund for Failure to Obtain a Study Visa**

If an international student fails to obtain an appropriate study visa, a refund of international student tuition fees will be provided less an administration fee of \$500.

#### **Request for a Refund for Voluntarily Withdrawal:**

If an international student voluntarily withdraws **prior to** the start date of their enrolment, a refund will be provided less an administration fee of \$500.

If an international student voluntarily withdraws **after** the start date of their enrolment, a minimum of ten weeks notice of withdrawal must be received by the school in writing. Where notice of less than 10 weeks is given, one full term's fees will be retained.

Administration, insurance and homestay placement fees are non-refundable after the student has started their course. The school, may in its sole discretion, request further information or evidence in support of a refund request.

#### **Requests for a Refund for Failure to Provide a Course, Cessation as a Signatory or Cessation to be a Provider:**

If the school fails to provide the agreed course of education or is no longer a signatory to the Code or no longer operates as an international education provider, the school will negotiate with the student or their family to either:

- Refund the unused portion of international student tuition fees or other fees paid for services not delivered or
- Transfer the amount of any eligible refund to another provider

#### **Circumstances Where No Refund Will Be Made:**

No refund of international student tuition fees will be made where:

- A student's enrolment is brought to an end by the school, or
- Where a student changes to domestic student status during the period of enrolment, or
- Where a student voluntarily requests to transfer to another signatory.

## REFUND OF OTHER FEES

### Requests for a Refund of Homestay Fees

If for any reason, an international student withdraws after the start date of their enrolment, any unused homestay fees will be refunded, less the school's notice-period fee of two weeks.

Where a student moves from a school homestay and requests a refund of any unused homestay fees, these will be refunded less the school's notice-period fee of two weeks.

### Requests for a Refund of Hostel Fees

If for any reason, an international student withdraws after the start date of their enrolment, any requests for refunds of unused hostel fees will be subject to the Sonninghill fees policy and treated the same as domestic students.

### Requests for a Refund of Overpaid Fees

Any overpaid fees will be refunded to a nominated bank account at the completion of the students study.

### Outstanding Activity Fees or Other Fees

Any activity or other fees incurred by a student during enrolment and unpaid at the time of withdrawal, will be deducted from any eligible refund.

## REVIEW AND REPORTING

**Review:** The school will review the conditions relating to this policy as part of the annual self-review. The school will collect and record appropriate evidence of the review.

**Reporting:** The Director of International Development will report directly to the school Principal on the operation of the school's policy for the refund of international student fees.

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

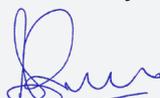
**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# International Documentation

## International Student Policy

---

### **RATIONALE:**

This policy outlines the school's purpose and benefits for the enrolment of fee-paying international students. By enrolling international students, the school aims to promote internationalization, providing opportunities for students and staff from different cultures to work alongside each other in teaching and learning, providing different perspectives in order to develop each individual's understanding of other cultures. Our goal is for all our students to become connected global citizens, ready to live and work in the diverse and connected modern world.

### **PURPOSE**

- To develop cultural understanding and insight in our students to enable them to become global citizens
- To foster international cooperation and relationships now and in the future
- To enable exchanges of benefit to language learners, and other learning and co-curricular areas such as history, geography, social studies, economics, sports, cultural activities, etcetera
- To provide the school with additional funds to enhance quality teaching and learning

### **This policy will ensure:**

- Hamilton Girls' High School will be compliant with all aspects of the Education (Pastoral Care of International Students) Code of Practice, 2016.
- International Students will be enrolled at Hamilton Girls' High School under a Contract of Enrolment in accordance with Section 2 of the Education Act 1989.
- Appropriate staff and resources will be allocated by the school for the recruitment, administration and pastoral care requirements of international students.
- There will be clear procedures in place which relate to this policy.

The following International Student Policies form part of this policy and are attached to this policy:

- International Student Refund Policy
- International Fees Protection Policy
- International Student Accommodation Policy
- Managing International Recruitment Agencies' Policy
- International Student Attendance Policy (to be developed)
- International Group Student Policy (to be developed)
- International Department Self Review (to be developed)
- Hamilton Girls' High School Crisis Policy 5.3
- International Students Complaints Procedure

The Code of Practice for International Students (a copy is attached and an electronic copy is available by clicking on this link: <http://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice-NZQA.pdf>)

## GUIDELINES:

1. Hamilton Girls' High School will provide appropriate programmes to meet the individual, learning, and social needs of the International fee-paying students by:
  - Providing an orientation and Peer Support programme to support the acculturation of International students;
  - Providing effective pastoral guidance and support with appropriate professional development of teaching and ancillary staff;
  - Providing appropriate ELA programmes to assist the students in mastering English
  - Employing trained, qualified and registered staff in ELA and all programmes, to ensure a high standards of teaching and support;
  - Ensuring each International student has a buddy in all classes to assist with adjustment to the Hamilton Girls' High School culture;
  - Providing academic programmes which meet the learning needs and career intentions of each student;
  - Providing opportunities to gain a knowledge and appreciation of New Zealand life.
2. The Board of Trustees will ensure that:
  - Fees for International fee-paying students are reviewed annually and are set at a level as to ensure that they are not subsidised by the tax payer of New Zealand, or by parents of the non fee-paying students.
  - Fee-paying students directly benefit from the revenue generated by their enrolment and surpluses are used to improve school wide facilities and resources.
  - An Operating and Marketing Plan for enrolling International students is budgeted for and employed annually.
  - A transparent and fair policy regarding the refund of International student fees is in place.
  - No fee-paying student occupies a place in preference to an eligible domestic student, in accordance with the Education Amendment Act 1989.
  - Hamilton Girls' High School International Department annually reviews information provided to prospective international students, parents, agents, homestay families, designated caregivers to ensure its accuracy and relevance.

## REQUIREMENTS:

1. Hamilton Girls' High School will conform at all times with the NZQA Code of Practice for the Pastoral Care of International Students.
2. Only students living with their parents or with designated caregivers, boarding at Sonninghill Hostel, or living with a homestay carer arranged by Hamilton Girls' High School, will be enrolled in the school as International fee-paying students.
3. Documentation must be produced to show that the fee-paying student enrolling has a current Student Visa/Permit (NZ Immigration Service requirements) or a Visitors Permit for up to 3 months study in one year before the student is enrolled in the school as a fee-paying International student
4. At no time shall the number of International fee-paying students exceed 10 % of the total roll of the school.
5. The parents/guardians of the student must pay the International student tuition fee, administration fee, and subject resource fees to the school. The tuition fee is to comprise of:
  - The amount set by the Ministry from time to time to be paid to the Ministry of Education;
  - The student's share of the annual salary of teachers, the Principal and the ancillary staff with whom the student will come in contact, and the GST required, such as the Board of Trustees decides upon for all students.
6. Medical and Travel insurance is compulsory and documentation must be produced to this effect before the enrolment process can be concluded.
7. While Hamilton Girls' High School rarely enter into a formal contractual arrangement with recruitment agents or agencies, it nevertheless expects and requires all recruitment agents or agencies who introduce international students to Hamilton Girls' High School to comply with the Code.
8. If an agent or an agency is found to have acted in contravention of the provisions outlined in the Code, Hamilton Girls' High School will no longer accept students introduced by that agent or agencies.
9. Once enrolled, International students have the same rights, responsibilities, privileges as domestic students.
10. No domestic student, entitled to enroll, may be denied a place at the school as a result of the enrolment of an International student. However, once enrolled, an International student may not lose his/her place merely on the grounds of making a place available for a domestic student.
11. If an enrolment application is found to be inaccurate in any way, the contract may, at the sole discretion of the Board of Trustees or its nominated representative, be terminated.
12. Hamilton Girls' homestays are carefully selected and supported by the International staff. Host families and designated caregivers are police vetted and regularly visited to ensure the safety of the student and to ensure compliance with the Code of Practice



### Target markets

Key target markets are China and Japan - secondary markets are Asian markets: Taiwan, Hong Kong, Japan, Thailand, Vietnam; European Markets: Netherlands, Germany, Austria; and South America.

### Staffing to support pastoral care requirements

Director of International  
Head of Department –  
International Student Manager  
Student Services Team Leader

### RESPONSIBILITIES:

1. The Board of Trustees is responsible for:
  - Incorporating an International strategy in the school Strategic Plan;
  - Annually approving and reviewing the International student policy;
  - Annually reviewing and setting fees for the International fee-paying students;
  - Approving resources for International Student Programmes.
2. The Principal is responsible to the Board of Trustees for:
  - The formulation of the International Student Policy;
  - Compliance with legislative requirements and the NZQA Code of Practice for the Pastoral Care of International Students;
  - Reporting to the Board of Trustees on the progress of students under the International Student Programme.
3. The International Department has the responsibility for:
  - Developing and maintaining appropriate curricular and extra curricular programmes for the International students at Hamilton Girls' High School;
  - Establishing quality management and assurance

for the International Student Programme;

- Ensuring that the students are settled and that their needs are being met;
- Ensuring that the designated caregiver homes and Hamilton Girls' High School homestay homes meet the requirements of the Code, by making home visits at least twice a year;
- Ensuring that all requirements of the Code pertaining to the needs of the International student are being met.

### EVALUATION AND REVIEW:

1. The International Student Programme will be evaluated annually. The review will include:
  - Feedback from the staff, students, parents and caregivers involved in the programme;
  - An evaluation of the student results and course effectiveness;
  - An evaluation of the operating and marketing budgets, expenditure and enrolment numbers as a response to marketing;
  - The benefit of International students to the school generally.

### CONCLUSION:

The implementation of this policy will ensure;

1. that the Code of Practice requirements for enrolment at the school of International fee-paying students will be met, and
2. that legal and moral obligations of the Board of Trustees regarding International students are met, and
3. that marketing, resourcing, operations, enrolments, orientation and reporting are of a high quality, timely and reviewed annually.

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
\_\_\_\_\_  
CHAIRPERSON

  
\_\_\_\_\_  
PRINCIPAL

# International Documentation

## International Student Accommodation Policy

### RATIONALE:

This accommodation policy outlines factors that will be considered when managing accommodation for international students enrolled at the school. This policy should be read in conjunction with The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 and the Education and Training Act 2020.

### RATIONALE:

The school undertakes to comply with the accommodation provisions set out in The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (The Code).

### POLICY OBJECTIVES:

1. To provide a suitable living environment conducive to study and a safe and supportive home life
2. To involve residential caregivers in the welfare of the student
3. To assist the student to successfully integrate into New Zealand life
4. To ensuring the student is well cared for and supported by the school

### EFFECTIVENESS AND SELF REVIEW:

1. This policy will be reviewed in accordance with the Board's triennial programme of self review and will be made available to members of the school community after it has been approved by the Board.
2. The review will be carried out by the Board of Trustees in consultation with NZSTA.

**DATE of POLICY ADOPTION:** January 2022

**DATE of REVIEW:** Triennial Policy January 2025

**Approved by the Board:** January 2022

**Next Review:**

**Signed:**

  
CHAIRPERSON

  
PRINCIPAL



# codeofpractice

For the Pastoral Care of International Students

**Important information about the Code**

## **WHAT CAN THE REVIEW PANEL DO?**

The Review Panel can remove or suspend an education provider as a signatory to the Code, meaning that the provider would be prevented from taking any international students. Only the IEAA can refer complaints to the Review Panel.

## **A SUMMARY OF THE CODE OF PRACTICE FOR THE PASTORAL CARE OF INTERNATIONAL STUDENTS**

**The Code sets standards for education providers to ensure that:**

- high professional standards are maintained
- the recruitment of international students is undertaken in an ethical and responsible manner
- information supplied to international students is comprehensive, accurate, and up-to-date
- students are provided with information prior to entering into any commitments
- contractual dealings with international students are conducted in an ethical and responsible manner the particular needs of international students are recognised
- international students are in safe accommodation
- all providers have fair and equitable internal procedures for the resolution of international student grievances

Full details of what is covered can be found in the Code itself. The Code also establishes the IEAA and the Review Panel to receive and adjudicate on student complaints.

## **WHEN STUDENTS FROM OTHER COUNTRIES COME TO STUDY IN NEW ZEALAND, IT IS IMPORTANT THAT THOSE STUDENTS ARE WELL INFORMED, SAFE, AND PROPERLY CARED FOR.**

New Zealand educational providers have an important responsibility for international students' welfare. This pamphlet provides an overview of the "Code of Practice for the Pastoral Care of International Students" (the Code), and provides a procedure that students can follow if they have concerns about their treatment by a New Zealand educational provider or agent of a provider.

## **WHAT IS THE CODE?**

The Code is a document that provides a framework for service delivery by educational providers and their agents to international students. The Code sets out the minimum standards of advice and care that are expected of educational providers with respect to international students. The Code applies to pastoral care and provision of information only, and not to academic standards.

### WHO DOES THE CODE APPLY TO?

The Code applies to all education providers in New Zealand with international students enrolled. The Code is mandatory to these providers and must be signed by them.

### WHAT IS AN “INTERNATIONAL STUDENT”?

An “international student” is a foreign student studying in New Zealand.

### HOW CAN I GET A COPY OF THE CODE?

You can download a copy of the Code from the NZQA website at [www.nzqa.govt.nz](http://www.nzqa.govt.nz)

### HOW DO I KNOW IF AN EDUCATION PROVIDER HAS SIGNED THE CODE?

NZQA maintains a register of all signatories to the Code. This is available online from [www.nzqa.govt.nz](http://www.nzqa.govt.nz). If the education provider that you are seeking to enrol with is not a signatory to the Code you will not be able to study at that institution.

### WHAT IF I HAVE QUESTIONS ABOUT THE CODE?

NZQA is the Administrator of the Code. If you have any inquiries about the Code, you can find out more information at [www.nzqa.govt.nz](http://www.nzqa.govt.nz) or email [code.enquiries@nzqa.govt.nz](mailto:code.enquiries@nzqa.govt.nz).

### WHAT IF SOMETHING GOES WRONG?

If you have concerns about your treatment by your education provider or by an agent of the provider, the first thing you must do is contact the principal, the international student director, or another person who has been identified to you as someone that you can approach about complaints at your institution.

The Code requires all institutions to have fair and equitable internal grievance procedures for students, and you need to go through these internal processes before you can take the complaint any further.

If your concerns are not resolved by the internal grievance procedures, you can contact the International Education Appeal Authority (IEAA).

### WHAT IS THE IEAA?

The IEAA is an independent body established to deal with complaints from international students about pastoral care aspects of advice and services received from their education provider or the provider’s agents. The IEAA enforces the standards in the Code of Practice.

### HOW CAN I CONTACT THE IEAA?

You can write to the IEAA at:  
International Education Appeal Authority  
Tribunals Unit  
Private Bag 32-001 Panama Street  
Wellington 6146  
International Education Appeal Authority  
Tribunals Unit  
Level 1, 86 Customhouse Quay  
Wellington 6011  
**P** 64 4 462 6660  
**F** 64 4 462 6686  
**E** [ieaa@justice.govt.nz](mailto:ieaa@justice.govt.nz)  
**W** [www.justice.govt.nz/tribunals/international-education-appeal-authority](http://www.justice.govt.nz/tribunals/international-education-appeal-authority)

### WHAT WILL THE IEAA DO?

The purpose of the IEAA is to adjudicate on complaints from international students. The IEAA will investigate complaints and determine if there has been a breach of the Code. The IEAA has the power to impose sanctions on education providers who have committed a breach of the Code that is not a serious breach. These sanctions include an order for restitution, publication of the breach, and/ or requiring that remedial action be undertaken.

The IEAA will refer complaints that are not about pastoral care to another regulatory body if appropriate.

The education provider will be given a reasonable time to remedy the breach. If the breach is not remedied within that time, the IEAA may refer the complaint to the International Education Review Panel (the Review Panel).

The IEAA can determine if it considers that a breach of the Code is a serious breach. If the breach is a serious breach, the IEAA will refer the complaint to the Review Panel.



# NAG 7

## School Charter



# Strategic Plan 2021 - 2025

## VALUES



## INTENT

To empower young women to aspire to excellence, make a difference and respond to the diverse needs of individuals.

## MOTTO

**“Sapiens Fortunam Fingit Sibi.”**

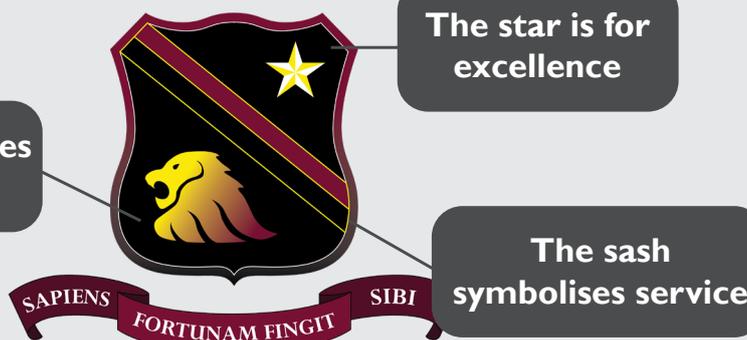
**He tangata maarama maana e raranga toona ara**

**A Wise Woman Shapes Her own Destiny**

## CREST

The school crest features a lion, sash and star.

The lion symbolises courage



The star is for excellence

The sash symbolises service

## TEACHER GROWTH PROGRAMME

development, management and delivery for teachers

### 1.1 Teacher Growth:

Ensure future focused individual and team professional development is well structured and constantly aligned to the school's ongoing strategic needs.

### 1.2 Teacher Technology Tools:

Ensure that teachers consistently have the appropriate technological tools and the associated skills to use them, that will enhance and optimise the delivery of student learning programmes

### 1.3 Teacher Professional Standards:

Ensure that all teaching staff are meeting current professional standards, and aspiring to perform at high levels

## STUDENT LEARNING PROGRAMMES

Delivery and integration of the curriculum

### 2.1 Delivery and Integration of Curriculum:

Ensure the delivery of responsive and connected learning programmes and assessment, aligned to the school's ongoing strategic needs.

### 2.2 Promotion of Pathways:

Provide pathways for all learners, aligned to their aspirations

## STUDENT LEARNING MANAGEMENT

Each individual's learning is planned and managed to grow them

### 3.1 Evidence Analysis:

Ensure evidence-based decision making, to accelerate student achievement through robust analysis, assessment, and reporting

### 3.2 Student Management Tools:

Develop ongoing efficient and effective data management processes that informs and accelerates student achievement

## STUDENT HAUORA

Leadership of student-centred pastoral and guidance care

### 4.1 Pastoral Care:

Foster an approach to pastoral care which is holistically responsive to the individual needs of all ākonga

### 4.2 Student Transitions:

Ensure a sense of belonging and connection within our Kura

## SCHOOL CULTURE

A positive and supportive environment to work and learn in

### 5.1 Event Management:

Ensure events celebrate student success, and consistently reflect our school culture and values

### 5.2 Communications:

Ensure that the school community understands and actively engages with our culture and values

### 5.3 Student Leadership

Development: Identify and develop our leaders of the future

### 5.4 Co-curricular and Extra curricular Activities:

Ensure co-curricular and extra-curricular programmes grow and empower balanced young women

## AGREED ANNUAL STRATEGIES/ACTIONS/PROJECTS - 2021 KPI'S

- Develop a proposed 3-5 year strategic plan, integrated with other strategic outcomes, that will shift and enhance individual teacher growth and development by (agreed date).
  - Present proposed strategy to SLT for input and sign off by (agreed date)
- Implement an agreed action plan for 2021 and report on progress against quarterly.

## LEADER OF OPERATIONS

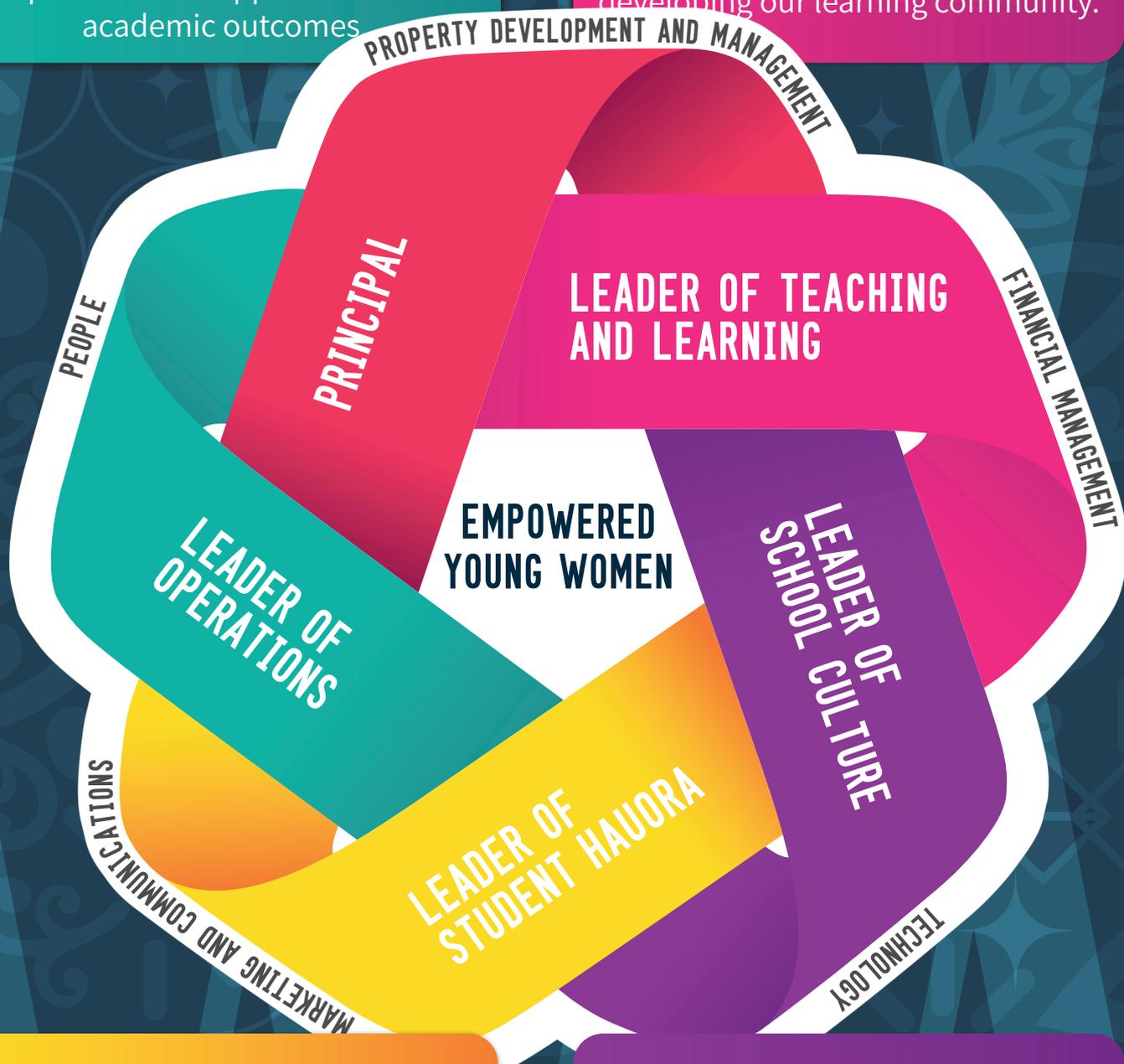
CRAIG SCRIMGEOUR

**Strategic priority:** Strengthen cohesion and structure of HGHS operations to support excellent academic outcomes

## LEADERS OF TEACHING AND LEARNING

REBECCA EARLY / CAMPBELL WOOD

**Strategic priority:** Strengthen academic excellence through developing our learning community.



## LEADER OF STUDENT HAUORA

GRAINNE O'MAHONY

**Strategic priority:** Strengthen student support networks to empower personal excellence.

## LEADER OF SCHOOL CULTURE

TOTI WEST

**Strategic priority:** Create a positive sense of belonging and connection within the HGHS school community.



# 1. Teacher Growth

## Ensure future focused individual and team professional development is well structured and constantly aligned to the school's ongoing strategic needs.

Baseline Data/Key foundations for the plan - this will cover the research undertaken to anchor the plan (Please add google links to your commentary/strategies)

### Strategies (list 3-5):

#### Year 1-5

#### Strategies 2021:

1. Develop a proposed 3-5 year strategic plan, integrated with other strategic outcomes, that will shift and enhance individual teacher growth and development by (agreed date).
2. Present proposed strategy to SLT for input and sign off by (agreed date).
3. Implement an agreed action plan for 2021 and report on progress against quarterly.

### Annual Objectives/Deliverables (List and specify)

1. Meet with each member of the faculty team to determine an individualised professional development programme to meet their needs.
  - Review 2020 PLD
  - Determine PLD focus for 2021 informed by the review and schoolwide strategic goals (SLT)
  - Unpack EBRs with faculty members to assist in informing personal PLD and dept. PLD
  - Oversight of Central PLD funding applications
  - Review 2020 appraisals
  - Plan & complete 2021 initial appraisal meetings
2. Empower HODs to effectively lead Te Huarahi time within their departments (HODs have a lot of autonomy within their dept.)
  - Review 2020 Te Huarahi (Keep, Stop, Start). Include sharing best practice.
  - Refresh Te Huarahi time with feedback from faculty team 2020 review. Consider dept. Necessary for NCEA changes (2022)
  - Ensure a clear outline of the PLD process for transparency and understanding (ie: approx \$250 allocated to each staff member; managed via HODs throughout the year - centralised PLD funding from MOE)
  - Co-construct a timeline with faculty members regarding department professional standards (ie: have 3 completed by the end of Term 2 etc.).
3. Empower HODs to effectively lead the appraisal process within their

departments (Te Huarahi provides 'time')

- Review 2020 Appraisal process
  - Refresh, if necessary, 2021 Appraisal process with feedback from 2020 review
  - Ensure a clear outline of the Appraisal process for transparency and understanding
  - Co-construct a timeline with faculty members regarding Appraisals (ie: initial appraisal meetings by the end of Term 1)
4. Review our Induction process so that it meets the needs of staff effectively and timely
    - Collect feedback from Inducted Staff in 2020. Include staff who were inducted during the year and hence, missed the full 'start of year' induction.
    - If a revised Induction process is necessary, co-construct with key stakeholders and seek approval from SLT (Sarah Pilcher, Chris Wano, Susan Murray, Faculty team etc.)

### Annual Measures of Success (Quantifiable)

- 1.1 Review 2020 PLD by end of Week 5
- 1.2 Consolidate 2021 Schoolwide PLD focus by end of Week 5
- 1.3 Plan individualised PLD programmes with the faculty team by the end of Term 1
- 1.4 Complete all initial appraisal meetings with the faculty team by the end of Term 1 - include review of 2020 appraisal
- 2.1 Review 2020 Te Huarahi by end of Week 5
- 2.2 Consolidate 2021 Te Huarahi plan/focus by end of Week 5
- 2.3 Publish timeline of professional standards
- 3.1 Review 2020 Appraisal process by end of Week 8
- 3.2 Consolidate 2021 Appraisal process by the end of Term 1
- 3.3 Publish 2021 Appraisal process by the end of Week 2 of Term 2

- 4.1 Ensure our Induction process is ready for the start of 2021 by 26 Jan 2021 - new staff induction on 28 Jan

[Outline of Induction Day 2021](#)  
[Induction Slideshow for Meeting One](#)

- 4.2 Collect feedback from inducted staff by the end of Term 1
- 4.3 Revise the Induction Process by the end of Term 2

### Annual Resourcing Requirements (Financial, People etc) to deliver annual objectives.

1. PLD Budget
2. Faculty team
3. Central PLD funding via MOE (applications and ongoing reporting)
4. Calendar meetings and meeting agenda/objectives published
5. Outside expertise utilised when necessary (eg: Glenys for Coaching)
6. SE as specialist teacher

### Interconnection with other strategies/portfolios/whenu (List and indicate how and why connected)

#### PLD focus to be agreed upon by SLT

1. NCEA Changes for 2022 onwards, including Maatauranga Maori
2. Empower HODs to guide PLD within depts (clear outline of resources and 'why' - ie: centrally funded via MOE).
3. Growing staff (coaching)

Use EBRs for Dept. PLD and goals. HODs to share dept goals to help inform/improve effectiveness of EBR's. Reporting on those goals the following year.

#### Name change from 'Appraisal' to Professional Growth Cycle

Work with Student Learning Management whenu with EBRs, Calendar etc.

Work with Student Learning Programmes to support and guide curriculum programmes and PLD requirements such as Maatauranga Maori

## 2. Delivery and Integration of Curriculum

### Ensure delivery of future focused, responsive, relevant and connected programmes, aligned to the school's ongoing strategic needs.

Baseline Data/Key foundations for the plan - this will cover the research undertaken to anchor the plan (Please add google links to your commentary/strategies)

#### Strategies (list 3-5): Year 1-5

##### Strategies 2021:

1. Develop a proposed 3-5 year strategic plan, integrated with other strategic outcomes, that will shift and enhance student learning programmes by (agreed date).
2. Present proposed strategy to SLT for input and sign off by (agreed date)
3. Implement agreed action plan for 2021 and report on progress against quarterly.

#### Annual Objectives/Deliverables (List and specify)

1. Review the effectiveness of the current schoolwide curriculum context - junior and senior
  - Read course handbook - junior and senior.
  - Read 2019 + 2020 EBR.
  - Analyse relevant data for 2020.
  - Canvas key stakeholder voice
  - HODs, teachers, students, community
  - School visits
  - Classroom observations
2. Review the effectiveness of the current targeted programmes
  - GATE: Ignite and scholarship, Pathway 2, Ako, Literacy: WTE, numeracy, Optimisation and Block courses.
  - Analyse relevant data for 2020.
  - Canvas key stakeholder voice
  - HODs, teachers, students, community
  - Classroom observations
3. Review the effectiveness of the current schoolwide curriculum support areas
  - Learning Support, Careers, International, ELA
4. Create a schoolwide Optimisation (including Block Course) plan for 2021
  - Meet with key stakeholders to review 2020 and plan for 2021.
  - Create a snapshot of 2020 student success.
  - Create a priority learner criteria

5. Create a NCEA review plan for 2021
  - Inform and co-construct a schoolwide response to NCEA changes mandated 1/2/21 via HOF.
  - Establish links with MOE liaison - Margaret Paiti
  - Read NCEA shared drive from 2019.
  - Create a schoolwide action plan for Literacy co-requisites backward mapping from 2023.
  - Create a schoolwide action plan for Numeracy co-requisites backward mapping from 2023.
6. Stocktake and continue to support the implementation of the digital technology curriculum
  - School visit to understand Matekohi (Dig tech) core class for all Year 9 and 10 in a local school.

#### Annual Measures of Success (Quantifiable)

1. Review report and recommendations due by end of Term 2.
2. Review report and recommendations due by end of Term 2.
3. Review report and recommendations due by end of Term 2.
4. Optimisation schoolwide plan due by end of Term 1.
5. NCEA review plan due by end of Term 1.

#### Annual Resourcing Requirements (Financial, People etc) to deliver annual objectives.

1. Curriculum budget
2. Connect with external agencies, kura,
3. School Website design

#### Interconnection with other strategies/portfolios/whenu (List and indicate how and why connected)

##### Student Learning Management

- Data to inform review of curriculum and targeted programmes

##### Teacher Growth

- HOF voice on junior and senior curriculum.
- HOF leading NCEA review roll out.
- Liaise accordingly for digital curriculum implementation

##### Campbell

- AP with leadership of targeted programmes
- AP with leadership of NCEA review

##### Toti

- AP with leadership of Maori achievement and engagement - Te Ao Maori lens on curriculum. Inclusion in NCEA review.

#### Strategies 2022

1. Review the effectiveness of curriculum changes made in 2021, based on 2021 review and modify accordingly.
2. Review the effectiveness of the targeted programmes in 2021 and modify accordingly.
3. Review the effectiveness of the schoolwide support areas in 2021 and modify accordingly.
4. Review the effectiveness of the Optimisation programmes 2021 and modify accordingly.
5. NCEA review - level 1 piloted programmes in preparation for 2023.

##### Student Learning Management

- Data to inform review of curriculum and targeted programmes

##### Teacher Growth

- HOF voice on junior and senior curriculum.
- HOF leading NCEA review roll out.

##### Campbell

- AP with leadership of targeted programmes
- AP with leadership of NCEA review

##### Toti

- AP with leadership of Maori achievement and engagement - Te Ao Maori lens on curriculum. Inclusion in NCEA review.



### 3. Student Learning Management:

#### **Each individual's learning is planned and managed to grow them**

Baseline Data/Key foundations for the plan - this will cover the research undertaken to anchor the plan (Please add google links to your commentary/strategies)

#### **Strategies (list 3-5): Year 1-5**

##### **Strategies 2021:**

1. Develop a proposed 3-5 year strategic plan, integrated with other strategic outcomes, that will ensure appropriate evidence to accelerate student achievement by (agreed date).
2. Present proposed strategy to SLT for input and sign off by (agreed date).
3. Implement an agreed action plan for 2021 and report on progress against quarterly.

#### **Annual Objectives/Deliverables (List and specify)**

1. Produce an Evidence Based Report (EBR) for 2020 student achievement
  - Meet with stakeholders to review/clarify the purpose of the EBR and effectiveness in it's current format (Principal, SLT, BOT, HODs/Faculty).
  - Create/update EBR template with imported NCEA achievement data.
  - Analyse NCEA cohort data for 2020

#### **Annual Measures of Success (Quantifiable)**

- 1.1 Review completed by end of Week 2
- 1.2 EBR template produced containing department data by end of Week 4
- 1.3 Schoolwide cohort data analysed by end of week 5
- 1.4 EBR completed by end of week

#### **Annual Resourcing Requirements (Financial, People etc) to deliver annual objectives.**

1. Data analysis team
2. Principal's nominee
3. Faculty team/HODs

#### **Interconnection with other strategies/portfolios/whenu (List and indicate how and why connected)**

- What data is required to best inform programmes of learning
- What data is required to best inform the targeted programmes
- What data is required to best inform Maori achievement

## 4. Student Hauora

### Leadership of student-centred pastoral and guidance care

Baseline Data/Key foundations for the plan - this will cover the research undertaken to anchor the plan (Please add google links to your commentary/strategies)

#### Strategies (list 3-5): Year 1-5

##### Strategies 2021:

1. Develop a proposed 3-5 year strategic plan, integrated with other strategic outcomes, that will ensure appropriate student pastoral care by (agreed date).
2. Present proposed strategy to SLT for input and sign off by (agreed date)
3. Implement an agreed action plan for 2021 and report on progress against quarterly.

#### Annual Objectives/Deliverables (List and specify)

Foster an approach to pastoral care which is holistically responsive to the individual needs of all ākonga.

- Form Pastoral review working group.
- Conduct a school wide survey on the current pastoral system.
- WISE and School values are incorporated into the curriculum through the AKO programme and co-curricular programmes.
- Promote health and wellbeing through the dimension of HAUORA.
- Incorporate the Mental health education and hauora document across year levels. Tutor group teachers deliver the pre-prescribed lessons.

Student learning will be enhanced through four areas:

- Personal identity and wellbeing.
- Communication and relationships with others.
- Social issues and social justice.
- Health promotion and action.
- Connections programme used to promote whakawhānaugatanga, manaakitanga, school and wise values.

Ensure a sense of belonging and connection within our kura.

Ensure each learning area has established department procedures to support staff with student management.

#### Annual Measures of Success (Quantifiable)

- 1.1 Pastoral review team established by week 3 2021.
- 1.2 Student survey conducted by end of week 10
- 1.3 School wide values taught in the AKO programme by end of term 1.
- 1.4 AKO reporting to measure understanding of WISE and School values at the end of term 2.
- 1.5 WISE cards and badges presented at House assemblies at the end of each term. Data collected on badges, certificated presented at each year level.
- 1.6 Plan school wide HAUORA themes and programmes with the Pastoral team by end of term 1.
- 1.7 Review 2021 connections programme by end of term 2.
- 1.8 Ensure each learning area has implemented department procedures to deal with student behaviour by the end of term 1.

#### Annual Resourcing Requirements (Financial, People etc) to deliver annual objectives.

1. Curriculum budget
2. Connect with external agencies, kura,
3. School Website design

#### Interconnection with other strategies/portfolios/whenu (List and indicate how and why connected)

1. WISE budget
2. HOS/Deans
3. Connections programme team.
4. Outside agencies (kaute pasifika, youth intact, Guidance team, health clinic
5. Purchase badges and prizes for staff appreciation week.
6. Purchase additional HAUORA books.

#### Strategies 2022

School wide review and changes to the Pastoral system agreed upon by SLT prior to changes occurring in 2022.

Work with Student Learning Management for class placements.

Work with Teacher Growth for staff wellbeing (appreciation WISE)

Work with Teacher Growth to ensure every department discipline structure is established.

Work with Toti delivery of school and WISE values within the AKO programme.



## 5. SCHOOL CULTURE:

### A positive and supportive environment to work and learn in

Baseline Data/Key foundations for the plan - this will cover the research undertaken to anchor the plan (Please add google links to your commentary/strategies)

#### Strategies (list 3-5): Year 1-5

##### Strategies 2021:

1. Develop a proposed 3-5 year strategic plan, integrated with other strategic outcomes, that will ensure school events are delivered to a consistently high standard, celebrate student success and empower our school culture and values..
2. Present proposed strategy to SLT for input and sign off .
3. Implement agreed action plan for 2021 and report on progress against quarterly.
4. Review and refine strategic plan and strategic outcomes as required going forward.

#### Annual Objectives/Deliverables (List and specify)

1. Stocktake the current schoolwide practices in relation to 'event management'.
  - Read policy, planning, organisational documents, templates etc. that explain how HGHS school events are managed. - Where there exist none, consult with appropriate staff and the HGHS community as to what type of event management documentation is required.
  - Canvas key stakeholder voice pertaining to the practices of HGHS regarding events i.e. SLT, HODs, teachers, students, community.
  - Observe HGHS school events in action, noting strengths, weaknesses, opportunities, etc.
  - View any footage of HGHS events (assemblies, prize giving, etc.) in action to ascertain the manner in which they are conducted.
  - Work collaboratively to constructively critique present formats and practices.
2. Review the effectiveness of the current school assembly content, format, and delivery w. recommendations going forward.
3. Review the effectiveness of the current format and practices school for school prizegiving w. recommendations going forward.
4. Create a clear schoolwide event management protocol document (specifically for assemblies and prize giving events) to ensure these events are suitably cohesive, slick, professional, aspirational, and good natured. These events must be branded cohesively to celebrate student success, be inclusive, promote aspiration to personal excellence - academically, sporting, culturally, wellbeing / hauora, etc. They must empower HGHS school culture/values.
  - Work in consultation and collaboratively with key stakeholders.
  - Implement incremental change during 2021 to school events throughout the year.
  - Assist appropriately in the implementation of any 2021 changes providing support.
  - Plan for any further change that will be in effect beginning 2022 re school events.
  - Co-create with stakeholders new / revise existing resourcing necessary for all assemblies going forward. Our six school values will be used in this process.

#### Annual Measures of Success (Quantifiable)

1. Stocktake, due by end of Term 1.
2. Review completed and recommendations due by end of Term 2
3. Review and recommendations due by end of Term 2. Changes in approach to be enacted for prize giving 2021 will begin to take effect Term 3 in planning and lead up to these premier school events in Term 4.
4. Completed in conjunction with objectives 1, 2, & 3 due by end of Term 3.

#### Annual Resourcing Requirements (Financial, People etc) to deliver annual objectives.

Access to key stakeholders to collaborate - SLT, HOSs, deans, etc.

I.T. as req. (branding/design, troubleshooting, etc.).

#### Interconnection with other strategies/portfolios/whenu (List and indicate how and why connected)

- Principal
- Student Hauora DP WAK HOSs
- Deans

# STRATEGIC GOALS

## Māori Achievement and Engagement

### TEACHER GROWTH PROGRAMME

#### development, management and delivery for teachers

##### Pedagogy PLD

- Alignment with Tātaiako
- Align with Tau Mai Te Reo - Māori Language in Education Strategy
- Māori identity empowerment focussed PLD

### STUDENT LEARNING PROGRAMMES

#### Delivery and integration of the curriculum

##### Curriculum Design

- Biculturally empowering curriculum PLD
- Mātauranga Māori NCEA Review
- Te Reo Māori and Ako programmes

### STUDENT LEARNING MANAGEMENT

#### Each individual's learning is planned and managed to grow them

##### Evidence analysis

- Review Māori achievement data

### STUDENT HAUORA

#### Leadership of student-centred pastoral and guidance care

##### Māori student guidance

- Māori mentoring & leadership
- Whānau Tutor Groups

### SCHOOL CULTURE

#### A positive and supportive environment to work and learn in

##### Alignment with Ka Hikitia

- TOW policy review
- Appraisals for Kāhui Arataki team

##### Reo & Tikanga Māori Advisor

- Advise in all school contexts e.g. BOT & Hostel
- Publications
- Pōwhiri

##### Engagement with all Māori stakeholders

- Surveys
- Hui



# BUSINESS SUPPORT STRATEGIC GOALS

**Business Support Mission:** To actively enable teachers to deliver their Vision and Intent.

---

## 1. PROPERTY DEVELOPMENT & MANAGEMENT

A campus and facilities that are well integrated and future proof

### Strategic Deliverables/Outcomes: 2020 - 2025

1. Ensure a future focused campus development plan that provides integrated high quality teaching and learning facilities
2. Ensure that all facilities and property are fit for purpose, sustainable and safe.
3. Ensure that all facilities and property are well maintained

## 2. FINANCIAL MANAGEMENT

Financial information that enables sound future planning and good decision making

### Strategic Deliverables/Outcomes: 2020 - 2025

1. Ensure the establishment of a long term financial strategy for the prudent management and use of financial resources, that enable the ongoing delivery of teaching and learning goals
2. Ensure robust and reliable financial management and reporting systems and process

## 3. TECHNOLOGY

Technological resources that accelerate and grow teaching and learning capabilities

### Strategic Deliverables/Outcomes: 2020 - 2025

1. Ensure the establishment of a long term technology strategy, that supports the ongoing delivery of the teaching and learning goals
2. Ensure the delivery and support of technology solutions that optimises school performance

## 4. MARKETING & COMMUNICATIONS

Strong engagement with key internal and external stakeholders, and a powerful school brand

### Strategic Deliverables/Outcomes: 2020 - 2025

1. Ensure there is an integrated marketing and communications strategy plan that strengthens engagement with all key stakeholders, and effectively manages the brand of the school
2. Ensure that there is a consistent approach to communication, that reinforces the school culture

## 5. PEOPLE

A place where individuals and teams are supported to thrive and grow, and where people want to come and work

### Strategic Deliverables/Outcomes: 2020 - 2025

1. Ensure that talented people are recruited, developed and retained
2. Ensure that the school's culture and values are integrated into individual's and team's professional and personal development plans
3. Ensure that the workplace is safe, and individual's well-being is supported

# **NAG 8**

## **Analysis of Variance**



# VARIANCE REPORT 2020

## Overview

The purpose of this variance report is to provide the Ministry of Education with an update of the 2020 Annual Plan, with additional information around additional costs and lost revenues due to the COVID-19 Pandemic.

The COVID-19 pandemic in New Zealand began with the first case of COVID-19 in New Zealand being reported on 28 February 2020. As of 16 May 2020, the country has a total of 1,498 cases (1,148 confirmed and 350 probable), of which 49 are currently active, and 21 people have died from the virus.

All borders and entry ports of New Zealand were closed to all non-residents at 11:59 pm on 19 March 2020, with returning citizens and residents being required to self-isolate. A four-level alert level system was introduced on 21 March to manage the outbreak within New Zealand. The alert level was initially set at level 2, but was subsequently raised to level 3 on the afternoon of 23 March. Beginning at 11:59 pm on 25 March, the alert level was moved to level 4, putting the country into a nationwide lockdown. The alert level was moved back down to level 3 at 11:59 pm on 27 April, partially lifting some lockdown restrictions, and moved to level 2 at 11:59 pm on 13 May, lifting the rest of the lockdown restrictions while maintaining physical distancing.

# Whakarāpopototanga mātua

## Executive Summary

1. The impact of Covid-19 has meant that many of our goals that we had set in our annual plan was not able to be followed through in its entirety. The focus from March was solely on teaching pedagogy, online learning, communication with stakeholder groups, hauora and resourcing needs.
  2. Moving into full lockdown in March, created pressure through not only the delivery of curriculum, but also day to day operations. This was wide reaching from student access to devices and internet through to online teaching and delivery, as well as ensuring we kept student and staff wellbeing front and centre.
  3. The Senior Leadership team and Curriculum Leadership team focussed on building on the IT capability of all staff, online delivery of lessons, communication through online means and well-being checks. Our operations team focussed on finance, property and human resource management, ensuring that time was not lost or there was undue stress.
  4. When the COVID-19 Alert Level 2 was announced, Hamilton Girls' High School staff returned from 14 May to check facilities and prepare for the return to face to face teaching. All students returned on 18 May (92% return).
  5. Managing student and staff wellbeing is challenging at the best of times, but COVID-19 has added a very complex dimension to this challenge. COVID-19 has shown us that we need to do things differently and to try some new approaches.
- 6. Our Focus in May 2020:**
- a. Resuming education for all is important in our young people, whānau and school community to cope with challenging events, and helped to restore normality, stability, structure and hope for the future through our planning.
  - b. The first week back at school was an important week of reconnecting and re-engaging with our students, as we began to determine the learning journey ahead for each of our students. Well-being surveys were sent out to all stakeholders, to allow the SLT to prepare for the return of our students and teachers.
  - c. Our pastoral and counselling teams worked closely with high risk students, or students whom we had lost contact with through lockdown.
  - d. Our Executive council prefects ensured they worked tirelessly to provide motivational tips and support for our students, through social media.
- 7. Achievement Data:**  
SLT, Kahui Ako Across school and within school teams, Priority Learners team and Curriculum leadership team worked closely together to run extra programmes of learning that sat outside timetabled classes, including:
- Optimisation programmes
  - Block Courses
  - Mentoring for Priority students
  - Extra tutoring throughout school term
  - Student Hauora support
  - Community updates
- Cohort Data:**  
With the changes in NCEA qualifications and processes, and the ability to increase support staffing and programmes, we were pleased with our NCEA achievement data for 2020.
- In particular, all three levels increased in 2020. The most significant changes saw HGHS increasing above the national averages, and schools of similar decile ranking. Disparity between Maori and European, and Pasifika and European also reduced considerably. A table of our achievement data is included in this variance report, with noteworthy points
- 8. Finances 2020**  
Unfortunately the impact of COVID-19 saw a considerable reduction in income, and an increase in support staff wages, external contractors and expenditure, resulting in a deficit budget for 2020.

**Marie Gordon**  
Principal

Hamilton Girls' High School											
Pass Rate					Trend			Compared to Average for Decile 6 Schools		Compared to National Average	
<b>NCEA Level 1</b>	86.0%	New Record	10.4 %	increase	10.1%	above	New Record	15.8%	above	New Record	
<b>Endorsements : Excellence</b>	14.9%		3.4%	decrease	1.5%	below		5.9%	below		
<b>Endorsements: Merit</b>	38.2%	Greatest rate since 2017	0.6%	increase	7.4%	above	Greatest rate since 2016	5.4%	above	Greatest rate since 2016	
<b>Endorsements: Combined</b>	53.1%	Consistently above 50% since 2014	2.8%	decrease	5.9%	above		0.5%	below		
<b>Level 1 Literacy</b>	94.3%	Consistently above 90% since 2012	0.9%	decrease	5.6%	above	Consistently 5% above since 2016	9.6%	above	New Record	
<b>Level 1 Numeracy</b>	94.9%	Greatest rate since 2017	0.4%	increase	7.7%	above	Greatest rate since 2011	11.9%	above	New Record	
<b>NCEA Level 2</b>	89.8%	New Record	3.6%	increase	5.9%	above	Consistently above decile 6 pass rate since 2013	10.7%	above	2nd highest rate recorded in 2015	
<b>Endorsements: Excellence</b>	13.4%	Second greatest since 2017	2.2%	increase	0.0%	equal	3 <sup>rd</sup> time rate has been equal or higher than decile 6 rate since 2014	4.2%	below		
<b>Endorsements: Merit</b>	29.1%	Second greatest since 2016	5.6%	increase	7.1%	above	Greatest rate since 2017	3.8%	above	Greatest rate since 2018	
<b>Endorsements: Combined</b>	42.5%	Second greatest since 2016	7.8%	increase	7.1%	above	Greatest rate since 2018	0.4%	below		
<b>NCEA Level 3</b>	75.3%	2nd highest. Highest recorded in 2014	3.1%	increase	5.3%	above		3.9%	above		
<b>Endorsements: Excellence</b>	12.8%	Third highest rate.	0.5%	decrease	1.3%	below		4.8%	below		
<b>Endorsements: Merit</b>	37.9%	New Record	12.3 %	increase	15.2%	above	New Record (by a considerable margin)	23.8%	above	New Record (by a considerable margin)	
<b>Endorsements: Combined</b>	50.7%	New Record	11.8 %	increase	13.9%	above	New Record	19.0%	above	New Record (by a considerable margin)	
<b>University Entrance</b>	57.5%	2nd highest. Highest recorded in 2018	2.3%	increase	9.6%	above	Consistently 9% above the decile 6 rate since 2017.	5.8%	above	Consistently 5% above national rate since 2017.	
<b>UE Literacy</b>	81.9%	Consistently above 80% since 2017.	2.9%	decrease	12.6%	above	Consistently 10% above the decile 6 rate since 2017.	11.3%	above	Consistently 10% above national rate since 2018.	
<b>UE Reading</b>	90.3%		4.1%	decrease	12.9%	above	Consistently 10% above the decile 6 rate since 2016.	13.0%	above	Consistently 13% above national rate since 2013.	
<b>UE Writing</b>	84.9%	2nd highest. Highest recorded in 2015	1.0%	decrease	11.4%	above	Second highest rate. Highest recorded in 2014	10.9%	above	Second highest rate since 2014.	
<b>UE Numeracy</b>	100.0%	New Record	0.7%	increase	2.6%	above	New Record	6.2%	above	Greatest rate since 2014	

## Maori

	Pass Rate		Trend		Compared to Average for Decile 6 Schools			Compared to National Average			Disparity			
<b>NCEA Level 1</b>	79.2%	New Record	11.6%	increase	14.9%	above	New Record	21.0%	above	New Record	7.8%	below	Within range	Disparity with European students has reduced dramatically. It has almost been halved, falling from 15.1% to 7.8%.
<b>Level 1 Literacy</b>	94.2%		7.2%	increase	12.7%	above	Greatest since 2010	17.7%	above	New Record	1.0%	below	Within range	Disparity with European students has almost been eliminated. It has reduced from 8.6% to just 1.0%.
<b>Level 1 Numeracy</b>	92.7%	Greatest since 2011	0.3%	increase	12.9%	above	Greatest since 2011	18.9%	above	Greatest since 2011	2.6%	below	Within range	Disparity with European students has reduced from 3.9% to 2.6%
<b>NCEA Level 2</b>	87.4%	New Record	8.2%	increase	9.2%	above	Greatest since 2015	16.9%	above	New Record	4.3%	below	Within range	Disparity with European students has reduced dramatically. It has fallen from 13.5% to only 4.3%.
<b>NCEA Level 3</b>	72.7%	New Record	5.3%	increase	10.6%	above	Greatest since 2017	12.8%	above	Greatest since 2013	5.5%	below	Within range	Disparity with European students has reduced significantly. It has fallen from 13.5% to only 4.0%.
<b>University Entrance</b>	48.1%	New Record	6.8%	increase	13.5%	above	New Record	15.6%	above	New Record	19.2%	below	Within range	Disparity with European students has reduced slightly from 20.0% to 19.2%
<b>UE Literacy</b>	83.1%	New Record	1.6%	increase	24.4%	above	New Record	26.9%	above	New Record	3.3%	below	Within range	Disparity with European students has reduced considerably. It has almost been halved, falling from 6.4% to 3.3%.
<b>UE Reading</b>	92.2%	Second highest rate.	4.5%	decrease	24.6%	above	Second highest	27.2%	above	Second highest	0.4%	below	Within range	This is the second year in a row where Maori students have outperformed European students.
<b>UE Writing</b>	83.1%	Greatest since 2012	1.6%	increase	18.7%	above	Greatest since 2012	20.7%	above	Greatest since 2012	7.4%	below	Within range	Disparity with European students has remained at approximately the same level. This is mainly due to the European rate increasing at a greater rate than the increase in the Maori rate.
<b>UE Numeracy</b>	100%	New Record	0.0%	Remained a stable 100% for past 5 years	3.0%	above	Second highest since 2015	6.5%	above	Greatest since 2014	0.0%	equal	Within range	Maori students over the past five years have either had a pass rate equal to or higher than their European counterparts.



Pacifika														
	Pass Rate		Trend		Compared to Average for Decile 6 Schools			Compared to National Average		Disparity				
<b>NCEA Level 1</b>	86.5%	New Record	38.2%	increase	14.6%	above	New Record	20.3%	above	New Record	0.5%	below	Within range	Disparity with European students has almost been eliminated. It has plummeted from 34.4% to a mere 0.5%.
<b>Level 1 Literacy</b>	94.6%		1.5%	increase	6.6%	above		10.4%	above	New Record	1.2%	below	Within range	Disparity with European students has reduced. This represents the lowest level of disparity recorded so far between these two groups of students.
<b>Level 1 Numeracy</b>	97.3%	New Record	7.6%	increase	11.0%	above	New Record	14.9%	above	New Record	2.0%	above	Within range	
<b>NCEA Level 2</b>	92.6%	New Record	15.1%	increase	14.2%	above	3 <sup>rd</sup> greatest rate	16.9%	above	Greatest since 2014	0.9%	above	Within range	Disparity with European students has reversed. It has gone from being 6.6% below the European pass rate to being 2.0% above.
<b>NCEA Level 3</b>	61.5%		6.1%	decrease	0.6%	above		6.0%	below		16.7%	below	Outside range	
<b>University Entrance</b>	30.8%		16.3%	decrease	3.8%	above		0.6%	below		36.5%	below	Outside range	The deterioration in the level of disparity is due to both a decrease in the Pacifica pass rate coupled with an increase in the European pass rate.
<b>UE Literacy</b>	56.4%		23.0%	decrease	6.4%	above		0.4%	above		21.5%	below	Outside range	
<b>UE Reading</b>	79.5%		14.6%	decrease	14.8%	above		10.6%	above		12.3%	below	Outside range	
<b>UE Writing</b>	59.0%		20.4%	decrease	4.3%	above		1.6%	below		31.5%	below	Outside range	
<b>UE Numeracy</b>	100.0%	New Record	0.0%	Stable 100%	3.5%	above		4.2%	above		0.0%	equal	Within range	Pacific students have had parity with Maori student for the past four years.

# References

---

[The Statement of National Education and Learning Priorities](#)



