

NATONE PARK SCHOOL POLICY STATEMENT NO 3.01

PERSONNEL

Rationale

Natone Park School will be a good employer in recognition that a committed professional staff will provide the best learning environment for students.S

Purpose

To provide the best learning environment for students and staff, by providing optimum working conditions, quality resources, effective on-going training and guidance, career opportunities and encouragement we will foster staff well-being and promote high levels of performance.

Guidelines

1. *Smoke-free Environment*

- The school will provide a smoke-free environment for students and staff.
- The school will comply with current smoke-free legislation.

2. *Equal Employment Opportunities*

- All school policies and procedures will incorporate E.E.O requirements.
- The Board of Trustees will plan an E.E.O. Programme in consultation with employees.

3. *Sexual Harassment*

- Sexual harassment is not acceptable at this school. The School has in place a policy and procedures to deal with this.

4. *Staffing*

- All staff will be employed under an individual or collective agreement.
- The School Board of Trustees will abide by the provisions of the relevant Agreements that affect the staff.
- The school will have management procedures that outline managing the personnel practices.

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

5. *Appointments*

- The Board of Trustees will appoint the principal in accordance with written procedures.
- The principal will consult with the Board of Trustees for senior appointments.
- All other permanent staff will be selected by the Principal refer Policy 60.
- The Board of Trustees will ratify all appointments.

6. *Staff Leave*

- Leave is generally covered by the relevant collective or individual agreements.
- Leave outside these parameters may be granted at the discretion of the principal.
- The principal will consult the Board of Trustees in all leave over five days.

7. *Performance Management/Standards*

- The school will have a Performance management System that is consistent with national standards and in keeping with the goals of the Charter.

8. *Professional Development*

- The school will have a professional development programme for all staff.

Date Approved _____

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

Signed Chairperson

Date

Recognise and acknowledge the efforts of staff in practical ways.

Make adequate provision for the professional development of staff.

Related Personnel Policies:

EEO	Complaints	Protected Disclosures
Sexual Harassment	Performance Management	Allocation of units
Communication	Appointments	Employee Discipline
Employee Misconduct	Professional Development	Leave

Classroom Release Time

NATONE PARK SCHOOL POLICY STATEMENT NO 3.01

PERSONNEL

Rationale

Natone Park School will be a good employer in recognition that a committed professional staff will provide the best learning environment for students.S

Purpose

To provide the best learning environment for students and staff, by providing optimum working conditions, quality resources, effective on-going training and guidance, career opportunities and encouragement we will foster staff well-being and promote high levels of performance.

Guidelines

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

9. Smoke-free Environment

- The school will provide a smoke-free environment for students and staff.
- The school will comply with current smoke-free legislation.

10. Equal Employment Opportunities

- All school policies and procedures will incorporate E.E.O requirements.
- The Board of Trustees will plan an E.E.O. Programme in consultation with employees.

11. Sexual Harassment

- Sexual harassment is not acceptable at this school. The School has in place a policy and procedures to deal with this.

12. Staffing

- All staff will be employed under an individual or collective agreement.
- The School Board of Trustees will abide by the provisions of the relevant Agreements that affect the staff.
- The school will have management procedures that outline managing the personnel practices.

13. Appointments

- The Board of Trustees will appoint the principal in accordance with written procedures.
- The principal will consult with the Board of Trustees for senior appointments.
- All other permanent staff will be selected by the Principal refer Policy 60.
- The Board of Trustees will ratify all appointments.

14. Staff Leave

- Leave is generally covered by the relevant collective or individual agreements.
- Leave outside these parameters may be granted at the discretion of the principal.

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

- The principal will consult the Board of Trustees in all leave over five days.

15. *Performance Management/Standards*

- The school will have a Performance management System that is consistent with national standards and in keeping with the goals of the Charter.

16. *Professional Development*

- The school will have a professional development programme for all staff.

Date Approved _____

Signed Chairperson

Date

Recognise and acknowledge the efforts of staff in practical ways.

Make adequate provision for the professional development of staff.

Related Personnel Policies:

EEO
Original Approved: 12.05.91
Last Reviewed: 2018
Next Review: 2020

Complaints

Protected Disclosures

Sexual Harassment	Performance Management	Allocation of units
Communication	Appointments	Employee Discipline
Employee Misconduct	Professional Development	Leave
Classroom Release Time		

NATONE PARK SCHOOL POLICY STATEMENT NO 3.01

PERSONNEL

Rationale

Natone Park School will be a good employer in recognition that a committed professional staff will provide the best learning environment for students.S

Purpose

To provide the best learning environment for students and staff, by providing optimum working conditions, quality resources, effective on-going training and guidance, career opportunities and encouragement we will foster staff well-being and promote high levels of performance.

Guidelines

17. Smoke-free Environment

- The school will provide a smoke-free environment for students and staff.
- The school will comply with current smoke-free legislation.

18. Equal Employment Opportunities

- All school policies and procedures will incorporate E.E.O requirements.
- The Board of Trustees will plan an E.E.O. Programme in consultation with employees.

19. Sexual Harassment

- Sexual harassment is not acceptable at this school. The School has in place a policy and procedures to deal with this.

20. Staffing

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

- All staff will be employed under an individual or collective agreement.
- The School Board of Trustees will abide by the provisions of the relevant Agreements that affect the staff.
- The school will have management procedures that outline managing the personnel practices.

21. Appointments

- The Board of Trustees will appoint the principal in accordance with written procedures.
- The principal will consult with the Board of Trustees for senior appointments.
- All other permanent staff will be selected by the Principal refer Policy 60.
- The Board of Trustees will ratify all appointments.

22. Staff Leave

- Leave is generally covered by the relevant collective or individual agreements.
- Leave outside these parameters may be granted at the discretion of the principal.
- The principal will consult the Board of Trustees in all leave over five days.

23. Performance Management/Standards

- The school will have a Performance management System that is consistent with national standards and in keeping with the goals of the Charter.

24. Professional Development

- The school will have a professional development programme for all staff.

Date Approved _____

Signed Chairperson

Date

Recognise and acknowledge the efforts of staff in practical ways.

Make adequate provision for the professional development of staff.

Related Personnel Policies:

EEO	Complaints	Protected Disclosures
Sexual Harassment	Performance Management	Allocation of units
Communication	Appointments	Employee Discipline
Employee Misconduct	Professional Development	Leave

Classroom Release Time

NATONE PARK SCHOOL POLICY STATEMENT NO 3.01

PERSONNEL

Rationale

Natone Park School will be a good employer in recognition that a committed professional staff will provide the best learning environment for students.S

Purpose

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

To provide the best learning environment for students and staff, by providing optimum working conditions, quality resources, effective on-going training and guidance, career opportunities and encouragement we will foster staff well-being and promote high levels of performance.

Guidelines

25. Smoke-free Environment

- The school will provide a smoke-free environment for students and staff.
- The school will comply with current smoke-free legislation.

26. Equal Employment Opportunities

- All school policies and procedures will incorporate E.E.O requirements.
- The Board of Trustees will plan an E.E.O. Programme in consultation with employees.

27. Sexual Harassment

- Sexual harassment is not acceptable at this school. The School has in place a policy and procedures to deal with this.

28. Staffing

- All staff will be employed under an individual or collective agreement.
- The School Board of Trustees will abide by the provisions of the relevant Agreements that affect the staff.
- The school will have management procedures that outline managing the personnel practices.

29. Appointments

- The Board of Trustees will appoint the principal in accordance with written procedures.
- The principal will consult with the Board of Trustees for senior appointments.
- All other permanent staff will be selected by the Principal refer Policy 60.
- The Board of Trustees will ratify all appointments.

30. Staff Leave

- Leave is generally covered by the relevant collective or individual agreements.
- Leave outside these parameters may be granted at the discretion of the principal.
- The principal will consult the Board of Trustees in all leave over five days.

31. Performance Management/Standards

- The school will have a Performance management System that is consistent with national standards and in keeping with the goals of the Charter.

32. Professional Development

- The school will have a professional development programme for all staff.

Date Approved _____

Signed Chairperson

Date

Recognise and acknowledge the efforts of staff in practical ways.

Make adequate provision for the professional development of staff.

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

Related Personnel Policies:

EEO	Complaints	Protected Disclosures
Sexual Harassment	Performance Management	Allocation of units
Communication	Appointments	Employee Discipline
Employee Misconduct	Professional Development	Leave

Classroom Release Time

NATONE PARK SCHOOL POLICY STATEMENT NO 3.01

PERSONNEL

Rationale

Natone Park School will be a good employer in recognition that a committed professional staff will provide the best learning environment for students.S

Purpose

To provide the best learning environment for students and staff, by providing optimum working conditions, quality resources, effective on-going training and guidance, career opportunities and encouragement we will foster staff well-being and promote high levels of performance.

Guidelines

33. Smoke-free Environment

- The school will provide a smoke-free environment for students and staff.
- The school will comply with current smoke-free legislation.

34. Equal Employment Opportunities

- All school policies and procedures will incorporate E.E.O requirements.
- The Board of Trustees will plan an E.E.O. Programme in consultation with employees.

35. Sexual Harassment

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

- Sexual harassment is not acceptable at this school. The School has in place a policy and procedures to deal with this.

36. Staffing

- All staff will be employed under an individual or collective agreement.
- The School Board of Trustees will abide by the provisions of the relevant Agreements that affect the staff.
- The school will have management procedures that outline managing the personnel practices.

37. Appointments

- The Board of Trustees will appoint the principal in accordance with written procedures.
- The principal will consult with the Board of Trustees for senior appointments.
- All other permanent staff will be selected by the Principal refer Policy 60.
- The Board of Trustees will ratify all appointments.

38. Staff Leave

- Leave is generally covered by the relevant collective or individual agreements.
- Leave outside these parameters may be granted at the discretion of the principal.
- The principal will consult the Board of Trustees in all leave over five days.

39. Performance Management/Standards

- The school will have a Performance management System that is consistent with national standards and in keeping with the goals of the Charter.

40. Professional Development

- The school will have a professional development programme for all staff.

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

Date Approved _____

Signed Chairperson

Date

Recognise and acknowledge the efforts of staff in practical ways.

Make adequate provision for the professional development of staff.

Related Personnel Policies:

EEO	Complaints	Protected Disclosures
Sexual Harassment	Performance Management	Allocation of units
Communication	Appointments	Employee Discipline
Employee Misconduct	Professional Development	Leave

Classroom Release Time

NATONE PARK SCHOOL POLICY STATEMENT NAG 3.02

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

WHISTLEBLOWER POLICY

Introduction

1. Natone Park School requires Board of Trustee members, teaching staff and support staff to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of the Natone Park School we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

2. Reporting Responsibility

This policy encourages and enables employees and others to raise serious concerns in order to address and correct inappropriate conduct and actions. It is the responsibility of all board members, staff and volunteers to report concerns about violations of Natone Park's Code of Conduct or suspected violations of law or regulations that govern Natone Park's operations.

3. No Retaliation

It is contrary to the values of Natone Park School for anyone to retaliate against any board member, staff member or volunteer, who in good faith reports an ethics violation, or a suspected violation of law, such as a complaint of discrimination, or suspected fraud, or suspected violation of any regulation governing the operations of Natone Park School. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment.

4. Reporting Procedure

Natone Park has an open door policy and suggests that employees share their questions, concerns, suggestions or complaints with the principal. If you are not comfortable speaking with your principal or you are not satisfied with your principal's response, you are encouraged to speak with the Commissioner, Board Chairperson or the Deputy Principal. The Principal, Deputy Principal and Board Chairperson are required to formally and timely report complaints or concerns about suspected ethical and legal violations in writing to the Commissioner/Board of Trustees, who have the responsibility to investigate all reported complaints.

5. Complaints Process Officer (CPO)

A Complaints Process Officer shall be appointed to ensure that all complaints about unethical or illegal conduct are investigated and resolved. The Complaints Process Officer will advise the Principal and Commissioner/Board of Trustees Chairperson of all complaints and their resolution and will report at least annually to the Board of Trustees at a formal meeting of the board on compliance activity relating to accounting or alleged financial improprieties.

6. Accounting and Auditing Matters

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

The Complaints Process Officer shall immediately notify the **Audit and Finance Subcommittee** of any concerns or complaint regarding accounting practices, internal controls or auditing and work with the committee, under the auspices of the Commissioner/Board of Trustees, until the matter is resolved.

7. Acting in Good Faith

Anyone filing a written complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be treated as a serious disciplinary offense and addressed accordingly.

8. Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

9. Handling of Reported Violations

The Complaints Process Officer will notify the person who submitted a complaint and acknowledge receipt of the reported violation or suspected violation. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

Complaints Process Officer: [Note: The Complaints Process Officer may be a board member, the board chairperson, or a third party appointed by the board of trustees to receive, investigate and respond to complaints] **in this case it would be The Commissioner.**

Approved _____

Date:

Chairperson / Commissioner

NATONE PARK SCHOOL POLICY STATEMENT NAG 3.03

CONFLICT OF INTEREST – STAFF & SCHOOL BOARD

Introduction

If a staff or board member has a financial interest in any contract with the board worth more than \$25,000 a year, including sub-contracts, they must get approval from the Secretary for Education for that contract.

Purpose

Your application must set out why the board or staff member wishes to enter into the contract, why the board/staff member has been selected as the prospective consultant/contractor, and what decision-making processes the board has followed. You need to include a copy of all minutes relating to the contract decisions.

Please provide contact details in case there are any questions regarding the application. Send applications to: The Senior Financial Advisor, Ministry of Education, PO Box 1666, Wellington.

Preferential treatment risk

To approve any application for a contract with a conflict of interest, the Secretary for Education must be satisfied that there is no risk that the board member who has a concern or interest in the contract has, or may have, received preferential treatment.

To decide whether there is a risk of preferential treatment, the Secretary for Education will consider the factors explained below. You need to provide full information (with original supporting documentation) on each of the following points with your application:

- Did the board/staff take reasonable steps to ensure that all potentially interested parties had an opportunity to tender for the contract? If you used an independent project manager for this process please provide their contact details.

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

- Did the board/staff consider and evaluate each of the tenders or quotes, and can you justify the preferred choice on the basis of cost, performance or quality of service? You also need to provide information on the value of the contract, its start/finish date, as well as details (if any) of any other companies that submitted tenders.
- Do the board minutes record that the board member who is concerned or interested in the contract declare that interest and exclude themselves from meetings of the board when the matter was being considered, as required by the Education Act 1989.

If your board/staff has already entered into the contract, the Secretary for Education must be satisfied that, as well as all the factors above, there is sufficient good reason why you did not get approval beforehand.

Benefits to family and friends

There are no legislative restrictions or guidelines for board/staff members whose actions may benefit the family, whānau or friends of a board/staff member – in other words, where the board/staff member has an indirect interest. However, it would be wise for board/staff members to be seen to be completely free of any improper influence. We strongly recommend that your board/staff has a policy of declaring any personal financial interest to deal with these situations.

It is primarily the responsibility of the school or board to decide what, if any, action needs to be taken to avoid or mitigate any effects of the conflict of interest. If a conflict of interest is declared, it should be documented.

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

Signed by _____

Date:

Commissioner/Board Chairperson

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

NATONE PARK SCHOOL POLICY STATEMENT NAG 3.04

APPOINTMENTS

Rationale

Natone Park School needs quality teachers and staff to meet the learning and cultural needs of students.

Purposes

- 1 To ensure the most suitable person for the position is appointed.
- 2 To clarify procedures and guidelines for appointments.
- 3 To fulfil EEO responsibilities and statutory obligations.

Guidelines

- 1 The Board will set out appointment procedures for the Deputy Principal or other such senior staff and Principal. An Appointment committee will carry out these appointment responsibilities.
- 2 The Principal has been delegated the responsibility to appoint all support staff, caretakers, cleaners and scale A teachers, permanent and relieving.
- 3 All teaching positions permanent, part-time or fixed term must be filled by teachers with full teacher registration or provisional registration, or registration subject to confirmation, and approved by the Teachers' Council.
- 4 All permanent full-time appointments will be formally ratified by the Board and minuted.
- 5 All appointments to non-teaching positions will be subject to a satisfactory police vet being received.

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

APPOINTMENTS IMPLEMENTATION

Appointment Committee

Principals position - will be convened by the Chairperson.

Other positions - will be convened by the principal.

Membership

Up to four Trustees consisting of:

- Principal (Deputy Principal in the Principal's absence).
- Board Chairperson or their nominee (Representatives of parents and/or committee).
- One trustee and/or a representative of the Maori Community for bilingual appointment.

A professional advisor may be consulted and involved in any stage of the appointment process but will be a non-voting participant.

Consideration will be given to a gender and ethnic balance on the committee.

Appointment Process

To be followed for all full-time permanent appointments.

- 1 Identify vacancy.
- 2 Consult relevant employment contracts.
- 3 Analyse needs of students, classes and school, charter goals, curriculum strengths/weaknesses balance of employees, EEO target groups, budgetary constraints.
- 4 Consult with senior staff and/or other staff.
- 5 Select appointments committee (senior appointments only).
- 6 Set timeframe for writing/revising job description, person specifications, appointment, critical factors, advertisement and update school information for applicants.

Job Descriptions

Will be:

- 1 Drawn up after analysing staffing needs and consulting with staff. Factors to consider are experience, gender, ethnic balance, EEO, special needs, bi-lingual unit and administrative requirements.
- 2 Drawn up prior to the vacancy being advertised.
- 3 Forwarded to all applicants.
- 4 Specify position, grade of position, allowances, units.

Recruitment and Advertisements

- 1 All permanent teaching positions and fixed term positions of one year or longer will be advertised nationally.
- 2 Other positions may be advertised locally in Community newspapers, magazines, newsletters or access radio.
- 3 Maori or Pacific Island networks may be used to advertise a vacancy.
- 4 Advertisements may be written in Maori or Pacific Island languages where appropriate.
- 5 Advertisement will state school, location, position (allowances or units).

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

Applications

- 1 Standard application forms will be used for teaching positions.
- 2 An applicant package will include job description/person specifications, school information sheet, mission statement, EEO information sheet and application form, criteria for appointment, timeline for appointment, number of referees required (2) and closing date.
- 3 The closing date for applications will be no less than two weeks from the date of publication for teaching positions. The closing date for applications will appear in newspaper advertisements.
- 4 No late applications will be received.

Selection Process

After closing date:

- 1 Appointment Committee meets to consider applicants.
- 2 Applicants may be short-listed using the critical factors.
- 3 Short-listed applicants contacted re interview times/dates.
- 4 Interviews held.
- 5 Check referees.
- 6 Appointment Committee meets.
- 7 Successful applicant notified.

Interviews

Will be:

- 1 Held for Principal's, Deputy Principal's and Senior Management positions.
- 2 Held, wherever possible, on the same day or on consecutive days. No longer than 5 days apart.
- 3 The Principal and 2 members of the Appointments Committee will sit on the interview panel.
- 4 The same interview panel will interview all applicants for each advertised vacancy.
- 5 Remuneration for travel or reasonable expenses incurred when attending interviews may be available for applicants and interviewers provided this is negotiated with Board prior to interviews. Interviewees will be notified prior to interview.
- 6 Interviewees will be invited to bring whanau or a support group to the interview.
- 7 A set of core questions (relevant to the position) will be drawn up prior to interview.

Interview Procedure

- 1 Interviewee (and whanau) will be welcomed and invited to wait in the staffroom and offered refreshments. Maori or Pacific Island interviewees will be welcomed if possible in own language.
- 2 Escorted to interview room and introduced to interview panel.
- 3 Seating will be in a semi circle.
- 4 The set of core questions will be asked and one or two specific questions related to their own application. Open-ended questions will allow the maximum opportunity for the interviewee to speak. Questions of a personal nature should be avoided. Questions will relate to the job description.
- 5 A note taker will be appointed to record responses.
- 6 Just prior to the conclusion of the interview the convenor will indicate time is nearly up. Interviewee will be asked if they have any specific questions, concerns, or points they would like clarified.
- 7 Interviewee will be thanked for their attendance and advised when the decision will be

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

- made.
- 8 Convenor escorts interviewee from room.

Referees Statement (short-listed applicants)

- 1 Previous employers may be contacted if the applicant has given consent on application form or CV.
- 2 A referee's response form may be sent to current or previous employers.
- 3 Referees may be telephoned and asked set questions. Care must be taken to ensure referees responses are accurately recorded.

Evaluating the Applicant Procedure

- 1 A Critical Factors Check List drawn up prior to publication of the advertisement using the job description and charter.
- 2 Applicants will be short-listed.
- 3 Interviews.
- 4 Each short-listed applicant will be rated using the critical factor scale by Principal or for senior teachers the APT Committee Refer p.24 Employment For Education.
- 5 The Principal or appointment committee convenor will recommend the appointment of the applicant with the highest score to the BOT unless none of the applicants meets the criteria in which case the position will be readvertised.
- 6 The appointment will be ratified by the Board as soon as possible after the interview panel has reached an agreement on the preferred applicant.
- 7 The successful applicant will be advised by phone in the first instance.
- 8 Followed by a letter of appointment which will include:
 - Tenure.
 - Start date, (and final date if fixed term).
 - Discretionary funding or special project.
 - Salary level including review date.
 - Contract coverage.
 - Any specific agreements eg hours of work, days of week etc.
 - A request for a letter of acceptance.
- 9 The successful applicant will be advised to notify their acceptance or non-acceptance of the position within 3 working days.
- 10 All written notification to applicants of appointment or non-appointment will be signed by the Chairperson or their nominee.
- 11 In the case of non-acceptance the Chairperson/BOT nominee/or Principal, will notify the applicant with the next highest rating.
- 12 All unsuccessful applicants will be advised in writing of non-appointment using the standard letter once the successful applicant has accepted their letter of appointment in writing.

PROCEDURES FOR:

Principal's Assistant and Deputy Principal's Positions

- a. All applications should include a Curriculum Vitae and nominations for 2 confidential referees. The Referee's Form will be forwarded to each referee.
- b. The outgoing Principal will not be involved in the appointment, selection or interview of new Principal.

Scale A, Part-time Teachers/Relievers

The selection and appointment of these staff are the responsibility of the Principal.

Beginning Teachers

- a. Beginning teachers who subsequently become registered as Primary teachers will automatically be confirmed as appointed to the position provided a vacancy exists.
- b. Vacancies will be advertised at Colleges of Education.
- c. The period of acceptance will be 3 days.
- d. The school and BOT recognises their responsibility to develop professional guidance programmes for certificating teachers. 5 hpw will be allocated to all first Year Beginning Teachers for this purpose.

Support Staff

- a. The Board recognises the relevant Contracts for Support Staff, Kaiarahi Reo, Cleaners and Caretakers.
- b. The Principal will advertise vacancies, select the most suitable applicant and then notify the BOT of the appointment.
- c. The Principal will confirm in writing the appointment or non-appointment of applicants.
- d. Work histories and previous employer recommendations will be required.

Administration

School Secretary will:

- a. Receive requests for applications.
- b. Record request.
- c. Supply (on request) application forms, school information pack and job description.
- d. Receive completed application forms. Date stamp and return received slip.

Confidentiality

All information regarding the appointment should be kept confidential to the Board at all stages including and after an appointment has been made. Only after acceptance has been received should a planned announcement of the successful applicant be made.

All documents supplied by the unsuccessful applicants will be returned once the decision is made and the successful applicant has accepted the position.

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

Records

- a. All applications and referees comments will be confidential to the Appointments Committee.
- b. Current employee's applications, CV'S and critical factors checklist will be secured in the principal's filing cabinet.
- c. Personal employee records will be kept on computer file.
(Home address, next of kin, employment contract, contractual agreements, payroll information PAYE No., MOE No. and deductions).
- d. Letters of appointment in Personnel folder on O drive.
- e. Letters of acceptance kept in personnel file.
- f. Access to these files will be restricted to Principal, School Secretary and Board Chairperson.

Introduction to New School

- a. Whole school hui for (all long-term relieving and permanent employees).
- b. Orientation programme (refer Orientation Checklist) will be implemented.

s

Signed by _____ Date: _____

Commissioner/Board Chairperson

NATONE PARK SCHOOL POLICY STATEMENT NAG 3.05

STAFF REIMBURSEMENT

Rationale

Teachers and staff are entitled to be reimbursed for reasonable and actual expenses, which are incurred in the proper performance of their duties. The Board will comply with the terms of the relevant and current Collective Agreement or Employment Contract.

Purpose

To clarify for staff the procedures.

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

Guidelines

- 1 Prior approval of the Principal must be obtained before staff make school related purchases for goods or services for which they will seek reimbursement.
- 2 Requests must be made on the Request for Order Form and approved prior to purchases being made. Attach receipts to the order form and give to office manager for payment.
- 3 The Principal may approve claims within the limits of the Staff Reimbursement budget.
- 4 A signatory (as per financial policy designations) other than the Principal will approve reimbursement for the Principal within the limits of the Staff Reimbursement budget, after that, the Board will approve.
- 5 Budget implications must be considered when planning class/school programmes that will entitle staff to make claims on this budget.
- 6 *School Camp Allowance* - The allowance is payable to employees in charge of a class or classes attending an overnight school camp and are away from home for a full 24 hour period.
- 7 *Motor Vehicles* - Petrol vouchers will be issued to staff using vehicles for school related travel. This will be brought to the attention of new staff.
- 8 *Courses* - Reimbursement for Staff Development comes from the Staff Development Budget. Approved professional development costs may be reimbursed, in part or whole, provided the costs are agreed to with the principal prior to course enrolment and the development is within the school's annual staff development priorities and budget.
- 9 *Meal Allowance* - When staff members are required to attend evening meetings and are unable to return home for a meal, a meal allowance is provided. Traditionally at this school a meal is provided for staff.
- 10 Tea, coffee, milo is provided.
- 11 All claims must be made within 28 days of the actual expenses being incurred and will be reimbursed by the office manager on production of receipts.

NATONE PARK SCHOOL POLICY STATEMENT NAG 3.06

STAFF LEAVE

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

Rationale

The granting of leave under the current employee agreements and contracts is a condition of being a good employer. The Board will recognise their obligations to their employee's conditions of service.

Purposes

- 1 The BOT will recognise their obligations as Equal Employment Opportunities employer.
- 2 To follow relevant Employment Agreements and Contracts.
- 3 To provide consistency in the granting of discretionary leave.
- 4 To recognise that in some cases the Ministry of Education must give the final approval.
- 5 To maintain records of all staff leave taken and remaining entitlement.

Guidelines

The Board:

- 1 Will observe the current relevant Employment Agreement criteria. Leave with pay will be considered in accordance with these regulations.
- 2 Has discretion in granting Special Leave with or without pay.
- 3 Factors to be considered in the granting of discretionary leave are:

The reason for the leave

Previous leave history

Previous service in the school

Maintenance of school and class programmes

Long term benefits to the school

The availability of suitable relief teachers

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

- 4 Application for discretionary leave must be made in advance to the Principal using the Leave Form available at the office. All decisions made will be fair, equitable and consistent.
- 5 The Principal has authority to approve leave that meets CEA provisions and applications for **special leave without pay** for periods of up to three weeks. Special leave provisions will apply to full time and long term relieving teachers.
- 6 Specific sporting and cultural activities leave with pay must be approved by the Ministry Education. Refer CEA.
- 7 Except in cases of sudden illness, or accident, no staff member shall be absent from school without informing the Principal/Deputy Principal.
- 8 The Deputy Principal will arrange the required relievers.
- 9 When the Principal has recommended the employee be granted discretionary leave with pay for more than 2 days, approval must be sought from the Board.
- 10 Support Staff may be granted special leave without pay, for any period during the school year on such terms or conditions, as the Board may approve.
- 11 Absences of more than 3 days for illness or accident or to care for a household member must be accompanied by a medical certificate.
- 12 Staff are expected, where possible, to arrange their personal appointments outside school hours (8.30am-3.30pm for teaching staff).
- 13 Requests for “Time off” during working hours should be made to the Principal and will only be granted in “exceptional circumstances”.
- 14 If a staff member is not happy with the Principal’s decision regarding leave they should first discuss their concerns with the Principal. If the matter cannot be resolved satisfactorily the staff member should contact the Chairperson of the Board of Trustees and ask for the decision to be reviewed.

NATONE PARK SCHOOL POLICY STATEMENT NAG 3.07

EQUAL EMPLOYMENT OPPORTUNITY

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

Natone Park School aims to promote an organisational environment where all staff, regardless of sex, age, marital status, religious or ethical belief, colour, race, ethnic or national origin, disability, political opinion, employment status, family status and sexual orientation:

Original Approved: 12.05.91

Last Reviewed: 2018

Next Review: 2020

- develop their abilities and potential to the full
- contribute to the success of the school's objectives
- share in the benefits of employment

This desired environment would be achieved by implementing the following policies and practices that reflect these aims as outlined in Human Rights Act 1993 and relevant CEA and contracts.

- 1 Eliminating all discriminatory policies and practices and promoting and implementing affirmative employment practices that foster fairness and equity.
- 2 Creating a positive and safe working environment free from:
 - emotional abuse or harassment
 - sexual harassment
 - physical barriers

- 3 Promoting and supporting networks.
- 4 Providing opportunities for the development of members of designated EEO groups.
- 5 Providing opportunities for the participation in the decision-making process for members of designated EEO groups.
- 6 Ensuring all staff understand and fulfil their obligation to contribute to the implementation of Natone Park School's EEO Policy.

NATONE PARK SCHOOL POLICY STATEMENT NAG 3.08

STAFF DEVELOPMENT

Rationale

A planned, on-going professional development programme is essential for maintaining and further developing an effective learning environment for students and staff.

Purpose

The programme will enable staff to:

1. Continue to develop skills, attitudes, knowledge and understandings to meet the needs of our students.
2. To improve learning outcomes for all students.
3. Keep up to date with current teaching techniques and practice, resources and curriculum developments.
4. Increase effectiveness in their work.
5. Receive and provide professional support.

6. Achieve increased job satisfaction.
7. Meet the requirements of our school's charter.

Guidelines

The Board gives the Principal the authority to work within these guidelines.

(A) Core aspects of the programme will include:

1. Regular Staff, Policy, Curriculum, Senior Staff and Area Meetings.
2. Observation of other staff within the school or in other schools for a specific purpose.
3. School-based Teacher Only Days at this school or shared with other schools.
4. Membership of, and registration with other educational organisations.
5. Subscribing to journals, papers and magazines and encouraging other professional reading (including digital texts.)
6. Attending workshops, meetings, seminars, conferences and study courses and providing opportunities for teachers to attend these both during and after school.
7. Orientation programme for new staff to school.
8. Utilising the strengths and interests of all staff.
9. Providing opportunities for self-reflection and self appraisal.
10. Setting performance objectives and taking part in the appraisal cycle (includes peer appraisal.) Attending meetings of professional networks.

(B)

1. Costs for A5 will be met from curriculum budget.
2. Costs for books for staff library and course fees once approved will be met, within the limit of the staff development budget. Relief teacher costs from the relief teacher budget set annually by the Board after considering priorities for the year.
3. Priorities for selecting courses and staff to attend courses will be:
 - a. The needs of the students and school.
 - b. The school focus for that year.
 - c. Curriculum responsibilities.
 - d. Staff interests and strengths.
 - e. The Budget constraints i.e. what will most benefit staff and student needs at that particular time.
4. Staff development programme will be negotiated in consultation with the staff. Final decisions on courses will be made by the Principal after consultation with the senior management staff.
5. A register of attendance at A3 and A6 will be maintained.
6. All teachers will complete a minimum of five hours professional development annually. These may be call back days during the holidays.
7. Teachers with curriculum responsibilities, which are targeted for development, may attend more courses. Senior management staff may identify and negotiate with individual teachers a curriculum area, or another area for development, which is outside the school focus.
8. Reimbursement for payment or part-payment of approved courses will be negotiated prior to the undertaking of the study. The part-payment for courses with fees in excess of \$150 will be reimbursed on successful completion and the production of a course completion certificate.
9. The Board expects that staffs' attendance at the above courses will result in more effective teaching contribution to the corporate life of the school.

NATONE PARK SCHOOL POLICY STATEMENT NAG 3.09

STAFF APPRAISAL

Rationale

Legislation and Ministry of Education regulations make some form of staff appraisal mandatory in schools.

Purposes and Guiding Values

- The main purpose of appraisal is to clarify job related expectations, and provide staff with feedback about their performance.
- Appraisal is undertaken to make staff accountable for their performance to those who are responsible for their work.
- Appraisal is also intended to assist staff by identifying what needs to be improved regarding their work performance.
- The appraisal process allows staff to set development objectives and report on their achievement.
- Appraisal should be an open, honest and positive experience.
- All staff are responsible for building trust and respecting confidentiality.
- The formal process should be applied consistently by all staff.

Notes

- 1 The appraisal process may identify problems related to competence, discipline or dismissal. They will be addressed in accordance with separate procedures specified in collective or individual agreements, awards, and associated legislation.
- 2 Appraisal information may impact on personnel management decisions but the appraisal process will be a separate process from that of salary review.

Guidelines

- 1 The principal is appraised by the Board and is accountable for the implementation of a staff appraisal scheme.
- 2 All staff are appraised annually by the person to whom they are responsible for their work or by a person nominated by the principal.
- 3 The appraisal process comprises an annual cycle for agreeing performance expectations, collecting data, monitoring and a formal review.
- 4 Appraisal reports will be filed with the principal.
- 5 Agreed professional development objectives will be supported and resourced through a professional development plan and budget.
- 6 Procedures for data collection will be negotiated individually.
- 7 Training for appraisal will be provided for all concerned.
- 8 Appraisal will be implemented according to agreed school procedures.
- 9 An appeal procedure will exist to deal with concerns about inappropriate appraisers and/or conclusions.
- 10 The appraisal system will be reviewed regularly.

Outcomes, Monitoring and Review

The expected outcomes of effective implementation of this policy are:

- Improved learning experiences for students,
- Clear understanding of performance expectations,
- Timely feedback about performance issues,

- Attention paid to the professional development needs of staff.

The appraisal policy implementation will be monitored by the Principal and reported on to the Board each term.

Staff Appraisal - Implementation

Annually in February/March each staff member is provided with a job description. Teachers job descriptions are generic and incorporate the professional standards at the appropriate level: beginning teacher, fully registered, experienced. JD also includes negotiated performance objectives relevant to their teaching practice and/or management responsibilities for the year.

Throughout the year each staff member is responsible for collecting evidence (data, documents and artefacts) to demonstrate they are meeting the requirements of their job description and objectives. Data may include: student evaluations, peer evaluations, self-evaluations, observation, and documentary evidence. It is recommended that a teacher portfolio be used for collating this data.

Mid year, in June/July the appraiser and appraisee will meet to review progress.

At the end of the year, Oct/Nov, the final appraisal interview will be held. The appraisee will present their evidence and a written report will be completed.

Teaching observations

This is a five step process: 1. Identifying purpose; 2. Identifying recording methods; 3. The observation; 4. Analysing and interpreting results; 5. Discussing the results.

- 1 A week prior to the observation the appraiser/observer and teacher will meet to decide the purpose of the observation and a set of specific categories for the observation i.e. what is to be observed. The observation may focus on content, process or interactions between individuals or another aspect that meets the specific performance objectives. And also the day, time and duration of visit.
- 2 Together appraiser and teacher decide on the method of recording and the preferred location of the observer in the room.
- 3 The observation.

4 The data from the observation will be given to the appraisee for analysis and interpretation.

5 The appraiser and appraisee will meet to discuss results.

Documentary Evidence

Area and curriculum reports, teachers yearly journals, minutes from meetings, planning documents, schemes, teaching materials, assessment results, letters of support from parents and other professionals, reports on professional development, reflections on practice, BOT minutes, PLD notes.

NATONE PARK SCHOOL POLICY STATEMENT NAG 3.10

PRINCIPAL PERFORMANCE APPRAISAL

Rationale

It is the policy of the Natone Park School Board of Trustees to appraise the principal's performance on an annual basis with the objective of ensuring high quality education opportunities for the students of the school.

Procedures

1. The appraisal process will result in a written assessment of the principal's performance, identify any training/professional development needs for the principal to undertake.
2. The principal's performance will be formally appraised on an annual basis by the board chairperson or an outside appraiser appointed by the board in consultation with the principal, along with a sub-committee of the board (including the minute secretary who will take notes.)
3. The process for appraisal will be:
 - Mid term 1 Goal setting meeting with committee. Goals will be linked to charter targets, annual plan and strategic plan.
 - End term 2 Mid year review – how are things tracking towards achieving the goals, setting new sub-goals if necessary (linked to Charter, Annual and Strategic Plan).
 - Mid term 4 Review process takes place and appraisal report written up and presented to board.

4. The criteria for appraisal will be the objectives co-constructed between principal and board sub-committee in the first meeting of the year, in the performance agreement, the objectives being drawn from the school's strategic and annual operating plans, the principal's job description, and professional standards.
5. The board chairperson/appraiser may seek feedback on the principal's performance from staff, students, parents, or any other person/s who is in a position to provide feedback on how the principal has performed.
6. Self-appraisal and reflection by the principal on their achievement and performance against key tasks, responsibilities and objectives will be a key component of the appraisal process and will occur at the appraisal meetings.
7. The chairperson/appraiser, in consultation with the principal will prepare a written appraisal report at the end of the process. This report will be tabled at the final Board meeting of the year. The report will provide evidence that all professional standards were assessed and include statements that are fair, reliable and useful to both the principal and the board.
8. The performance agreement and results of the appraisal are confidential to the principal and the board.
9. In the event of a dispute relating to the appraisal results, the board may choose to exercise its right to make a final decision or appoint an independent mediator to mediate. Ultimately the board will have responsibility of any final decision.

Signed: _____

Chairperson

Date

NATONE PARK SCHOOL POLICY STATEMENT NAG 3.11

SEXUAL HARASSMENT

Definition

Sexual harassment includes any form of request for sexual intercourse, sexual contact or other form of sexual activity which:

- implies or overtly promises preferential treatment within the school;
- implies or overtly threatens detrimental treatment in the school;

- implies or overtly threatens the present or future status of the staff member/student;
- the written or spoken word of a sexual nature;
- physical behaviour of a sexual nature.

(PT CEC ref 10.4.1)

Rationale

Sexual harassment is a form of discrimination or intimidation. It can adversely affect the learning opportunities and personal development of students and staff and can cause an unhappy work environment. The school or school related environment should be free from any form of sexual harassment because it is illegal.

Purposes

- 1 To meet the legal requirements under **Human Rights Act 1993** and the School Charter.
- 2 To define sexual harassment.
- 3 To set up a complaints procedure which meets contract and Labour Relations Act requirements and the school environment.

Guidelines

- 1 An education programme will be set up so that staff and students will know what behaviour constitutes sexual harassment and what steps to take should grounds for a complaint arise.
- 2 Staff training will be allowed for within the staff development programme for training of personnel to deal with complaints.
- 3 In the event of Sexual Harassment occurring the following procedures will be followed:

Sexual Harassment Complaints Procedures

If you consider you have a complaint relating to sexual harassment the following steps should be followed:

1. Seek Support

- a. In-school support from either: School's EEO Officer, Staff BOT Rep,
Principal/Deputy Principal;
or
- b. NZEI support: Liaison Officer, Counsellor, Field Officer

- * Refer to school's sexual harassment policy
- * Work out appropriate action
- * Document the case

2. Confront Harasser (in the presence of a support person)

- * Make a definite statement
 - The behaviour is unacceptable
 - The behaviour must stop
- * Seek assurance
 - The behaviour will stop
 - An apology will be made
- * State further action intended

If unresolved or the sexual harassment continues:

3. Lay an official complaint through either:

- * The Principal or Deputy Principal or the BOT
- * Industrial Advocate
Field Officer- Personal Grievance
- * NZEI Field officer, Human Rights Commission

References:

Primary Teacher Collective Employment Agreement

Support Staff in Schools Collective Employment Agreement

Caretakers/Cleaners Employment Agreement

NATONE PARK SCHOOL POLICY STATEMENT NAG 3.12

EMPLOYEE DISCIPLINE

Purpose

To clarify procedures to be followed when dealing with matters of staff discipline. To ensure procedures are fair and reasonable to both the employee and the school.

Guidelines

1. If a staff disciplinary matter arises the employee concerned will be advised to seek support and/or counselling from either an independent counsellor, NZEI counsellor, or Field Office or Liaison Officer.
2. The Board will follow procedures as outlined in the relevant employment agreement, or contract.
3. The Principal will consult with the STA Personnel Advisor prior to taking any action.
4. A resolution panel will be established to resolve the matter.
5. The Board will consider an extension of time at any stage of the process to allow the employee time to respond in writing.
6. If the employee concerned in the disciplinary process takes sick leave this will not stop the process but may extend the timeframe for the process.
7. If the employee offers their resignation, it should be obtained in writing and also state the date on which the resignation will take effect.
8. A written resignation once received is considered legally binding and cannot be withdrawn unless the Board chooses to agree to the withdrawal.

Procedures

Where a complaint has been received and has been investigated by the panel and the employee has been found to be in breach of discipline or conduct, the following procedures will apply:

Step 1 Verbal Warning

Clearly stating the:

- a. behaviour that is unacceptable
- b. corrective action required
- c. timeframe for the corrective action
- d. consequences of not taking the corrective action
- e. date the warning was given
- f. length of time the warning will be in place (3-6 months)

These warnings will be recorded in writing signed by the employee and placed on their personal file.

If the employee takes the appropriate corrective action within the given timeframe the evidence that a verbal warning was given will be removed from the employee's file and destroyed.

*If the verbal warning **does not** result in the desired improvement or a further complaint has been received, investigated and substantiated, the next step will be:*

Step 2 First Written Warning

Clearly stating the:

- a. behaviour which is unacceptable
- b. corrective action required
- c. timeframe for improvement
- d. consequences of not taking corrective action
- e. date the warning was given
- f. length of time the warning will be in place

If the employee takes the appropriate corrective action after the first written warning within the timeframe, the evidence will be removed from their file and destroyed.

*If the employee **does not** take the corrective action, the next step will be:*

Step 3 Final Written Warning

As for first written warning (a-f), with the addition that failure to comply with the corrective action specified may/will lead to dismissal.

Step 4 Dismissal

Before taking this step, the Board will seek professional advice from School Trustees Association, NZEI or lawyer to ensure all the procedures have been followed and that the process has been fair and reasonable in respect to the employee and that the Board's position has been well protected in relationship to the matter.

A dismissal notice will be dated and addressed to the employee individually and a copy sent to the employee's representative.

NATONE PARK SCHOOL POLICY STATEMENT NAG 3.13

MANAGEMENT UNITS POLICY

Rationale

The Primary Teachers' Collective Agreement (PTCA) allows for the payments of units to remunerate teachers in leadership positions or to support teachers in developing leadership roles in schools as part of their career development. At Natone Park School, we are strengthening and promoting distributed leadership to build professionalism that is both good for teachers and students' welfare and learning.

Purposes

- 1 To provide a leadership structure that serves the needs of the school.
- 2 To recognise added responsibility through undertaking specific, clearly defined tasks.
- 3 To support career development of teachers as appropriate.

Guidelines (See also NZEI, Unit Allocation Guidelines)

There are two types of units – Permanent and Fixed Term. We have five units in 2018:

Permanent Units are given to the Deputy Principal for school organisation, curriculum planning, assessment and literacy. Also, an experienced senior teacher in a particular area will also receive a permanent unit

Implementation for 2018 – three Permanent units are allocated:

- 4 One permanent unit is allocated to the Deputy Principal
- 5 One permanent unit for Literacy Leadership will be allocated.
- 6 One permanent unit for Maths Leadership will be allocated.

Fixed Term Units are allocated to those staff members who demonstrate:

- An interest and commitment to taking on responsibility for a specialist area to enhance student learning and achievement
- Leadership qualities such as being well organised, being well informed on the subject, and the ability to work with others to influence and effect change.
- An ability to meet deadlines and share information with a range of groups (students, teachers, parents, Whānau Advisory Group, external agencies and The Commissioner)
- Initiative, while being consultative and collaborative when introducing new ideas
- It is the responsibility of the Senior Management Team in consultation with The Commissioner, to allocate Fixed Term units. Each specialist area will have key tasks and expected outcomes outlined. (see attached).

Implementation for 2018 - one Fixed Term unit is for:

7. **Special Needs Education** will be allocated.
8. **Level 3 Immersion** will be allocated.

Signed _____

Date:

Commissioner/Board Chairperson

IMPLEMENTATION

A Complaint against a Member of Staff

- 1 Contact the member of staff to arrange a time to discuss the problem. Before or after school preferably. If unresolved:
- 2 Contact the Principal to discuss the problem. If unresolved:
- 3 Write a letter to the Board of Trustees outlining the problem. A Personnel Subcommittee will consider the problem and try to work out a satisfactory solution. Complaints Procedure from the relevant contract will apply.

B Complaint against the Principal

- 1 Contact the Principal. Arrange a meeting. If unresolved:
- 2 Write to the Board of Trustees (as for A3 above).

C Complaint against a Child or Children

- 1 Inform the child's class teacher. If unresolved:
- 2 Inform the Principal. If unresolved:
- 3 Write to the Board of Trustees (A3).

D Verbal Complaints to Board of Trustee Members or Staff

- 1 Staff or Trustee member informs the Principal who will investigate the complaint.
- 2 The Principal **may** contact the person with the complaint or the Principal may take no action. If problem continues:
- 3 The Board Member recommends that the complainant contacts the appropriate staff member to arrange a meeting. If unresolved:
- 4 Write to the Board of Trustees (A3). A Board Member may offer to help write this letter.

E Complaints from Students

- 1 Students are encouraged in the first instance to resolve minor conflicts with the person concerned.
- 2 If unresolved children are told to take unresolved complaints to either their class teacher, the duty teacher at playtimes or directly to the Principal if the matter is serious.
- 3 Class meetings deal with class and school issues and if necessary may be sent to the Ropu Tuakana.

MINOR COMPLAINTS

Lost Property

SERIOUS COMPLAINTS

Recurring theft

Intimidation

Threats/bullying

Use of physical assault or harassment

Sexual misconduct

Deliberate Property Damage

NATONE PARK SCHOOL POLICY STATEMENT NAG 3.13

MANAGEMENT UNITS POLICY

Rationale

The Primary Teachers' Collective Agreement (PTCA) allows for the payments of units to remunerate teachers in leadership positions or to support teachers in developing leadership roles in schools as part of their career development. At Natone Park School, we strengthening and promoting distributed leadership to build professionalism that is both good for teachers and students' welfare and learning.

Purposes

- 7 To provide a a leadership structure that serves the needs of the school.
- 8 To recognise added responsibility through undertaking specific, clearly defined tasks.
- 9 To support career development of teachers as appropriate.

Guidelines (See also NZEI, Unit Allocation Guidelines)

There are two types of units – Permanent and Fixed Term. We have five units in 2018:

Permanent Units are given to the Deputy Principal for school organisation, curriculum planning, assessment and literacy. Also, an experienced senior teacher in a particular area will also receive a permanent unit

Implementation for 2018 – three Permanent units are allocated:

- 10 One permanent unit is allocated to the Deputy Principal
- 11 One permanent unit for Literacy Leadership will be allocated.
- 12 One permanent unit for Maths Leadership will be allocated.

Fixed Term Units are allocated to those staff members who demonstrate:

- An interest and commitment to taking on responsibility for a specialist area to enhance student learning and achievement
- Leadership qualities such as being well organised, being well informed on the subject, and the ability to work with others to influence and effect change.
- An ability to meet deadlines and share information with a range of groups (students, teachers, parents, Whānau Advisory Group, external agencies and The Commissioner)
- Initiative, while being consultative and collaborative when introducing new ideas
- It is the responsibility of the Senior Management Team in consultation with The Commissioner, to allocate Fixed Term units. Each specialist area will have key tasks and expected outcomes outlined. (see attached).

Implementation for 2018 - one Fixed Term unit is for:

7. **Special Needs Education** will be allocated.

8. **Level 3 Immersion** will be allocated.

Signed _____

Date:

Commissioner/Board Chairperson

IMPLEMENTATION

A Complaint against a Member of Staff

- 4 Contact the member of staff to arrange a time to discuss the problem. Before or after school preferably. If unresolved:
- 5 Contact the Principal to discuss the problem. If unresolved:
- 6 Write a letter to the Board of Trustees outlining the problem. A Personnel Subcommittee will consider the problem and try to work out a satisfactory solution. Complaints Procedure from the relevant contract will apply.

B Complaint against the Principal

- 3 Contact the Principal. Arrange a meeting. If unresolved:
- 4 Write to the Board of Trustees (as for A3 above).

C Complaint against a Child or Children

- 4 Inform the child's class teacher. If unresolved:
- 5 Inform the Principal. If unresolved:
- 6 Write to the Board of Trustees (A3).

D Verbal Complaints to Board of Trustee Members or Staff

- 5 Staff or Trustee member informs the Principal who will investigate the complaint.
- 6 The Principal **may** contact the person with the complaint or the Principal may take no action. If problem continues:
- 7 The Board Member recommends that the complainant contacts the appropriate staff member to arrange a meeting. If unresolved:
- 8 Write to the Board of Trustees (A3). A Board Member may offer to help write this letter.

E Complaints from Students

- 4 Students are encouraged in the first instance to resolve minor conflicts with the person concerned.
- 5 If unresolved children are told to take unresolved complaints to either their class teacher, the duty teacher at playtimes or directly to the Principal if the matter is serious.
- 6 Class meetings deal with class and school issues and if necessary may be sent to the Ropu Tuakana.

MINOR COMPLAINTS

Lost Property

SERIOUS COMPLAINTS

Recurring theft

Intimidation

Threats/bullying

Use of physical assault or harassment

Sexual misconduct

Deliberate Property Damage

NATONE PARK SCHOOL POLICY STATEMENT NO 3.01

PERSONNEL

Rationale

Natone Park School will be a good employer in recognition that a committed professional staff will provide the best learning environment for students.S

Purpose

To provide the best learning environment for students and staff, by providing optimum working conditions, quality resources, effective on-going training and guidance, career opportunities and encouragement we will foster staff well-being and promote high levels of performance.

Guidelines

41. Smoke-free Environment

- The school will provide a smoke-free environment for students and staff.
- The school will comply with current smoke-free legislation.

42. Equal Employment Opportunities

- All school policies and procedures will incorporate E.E.O requirements.
- The Board of Trustees will plan an E.E.O. Programme in consultation with employees.

43. Sexual Harassment

- Sexual harassment is not acceptable at this school. The School has in place a policy and procedures to deal with this.

44. Staffing

- All staff will be employed under an individual or collective agreement.
- The School Board of Trustees will abide by the provisions of the relevant Agreements that affect the staff.
- The school will have management procedures that outline managing the personnel practices.

45. Appointments

- The Board of Trustees will appoint the principal in accordance with written procedures.
- The principal will consult with the Board of Trustees for senior appointments.
- All other permanent staff will be selected by the Principal refer Policy 60.
- The Board of Trustees will ratify all appointments.

46. Staff Leave

- Leave is generally covered by the relevant collective or individual agreements.
- Leave outside these parameters may be granted at the discretion of the principal.
- The principal will consult the Board of Trustees in all leave over five days.

47. Performance Management/Standards

- The school will have a Performance management System that is consistent with national standards and in keeping with the goals of the Charter.

48. Professional Development

- The school will have a professional development programme for all staff.

Date Approved _____

Signed Chairperson

Date

Recognise and acknowledge the efforts of staff in practical ways.

Make adequate provision for the professional development of staff.

Related Personnel Policies:

EEO	Complaints	Protected Disclosures
Sexual Harassment	Performance Management	Allocation of units
Communication	Appointments	Employee Discipline
Employee Misconduct	Professional Development	Leave
Classroom Release Time		