



BOARD POLICIES 2017-2020

At Waiheke High School every student, every year will strive to meet success.

NAG (National Administrat Guidelines)	Policy	Page	Review Date
NAG 1	Curriculum, Assessment Policy	3-5	2019
NAG 1	International Students Policy	6-7	2019
NAG 2	Treaty of Waitangi Procedural Policy	8	2019
NAG 2	Self-Review Policy	9-11	2019
NAG 3	Personnel Policy	12-14	2019
NAG 3	Principal Appraisal Policy	15-16	2020
NAG 3	Equal Employment Opportunity Policy	17-22	2019
NAG 3	Timetabling Policy	23-27	2019
NAG 3	Privacy Policy	28	2020
NAG 3	Performance Management Policy	29-30	2017
NAG 4	Property & Buildings Policy	31	2020
NAG 4	Theft & Fraud Prevention Policy	32-34	2019
NAG 4	Financial Management Policy	35	2019
NAG 5	Alcohol, Tobacco & Drugs Policy	36-37	2019
NAG 5	Child Protection Policy	38-40	07/2019
NAG 5	School Uniform Policy	41-42	2019
NAG 5	Safe School and Positive Behaviour Policy	43-44	2020
NAG 5	Health & Safety Policy	45-46	2019
NAG 5	Search, Seizure & Confiscation Policy	47-48	2020
NAG 5	Respectful School Policy procedures	49-51	2020
NAG 5	Affirming Diversity in the School Community	52	2020
NAG 6	Complaints Policy	53-55	2019
NAG 6	Attendance Policy	56	2019



CURRICULUM, ASSESSMENT AND REPORTING POLICY

Rationale

- (a) The High School will fulfil the requirements of the [Ministry of Education - The National Administration Guidelines \(NAGs\)](#)
- (b) The core business of the High School is to promote student achievement through excellent class room teaching and learning.
- (c) Gathering, monitoring and acting upon assessment information gathered about individual students and groups of students (target groups) will maximise student learning and achievement.
- (d) The High School will provide information to parents and students as a summary of achievements, or as an indicator of progress to ensure that learning is maximised.

Guidelines

Curriculum

1. All subject departments must deliver the curriculum as gazetted and stated in the National Curriculum framework and in the National Curriculum statements, in terms of the essential learning areas, values and skills. (see individual departmental manuals and schemes of work)
2. The High School is building a seamless curriculum from Years 7-13.
3. Students in Years 9 and 10 will study courses in each essential learning area. In Year 11 all students will study courses in English and Mathematics and Science. Students will be encouraged to choose courses that will maintain a balanced curriculum. Exceptions to this will be negotiated with the Principal or Deputy Principal.
4. In Year 12 all students will study at least one English course. Exceptions to this will be negotiated with the Principal or Deputy Principal.
5. At Years 12 and 13, students will be encouraged to study a balanced curriculum.
6. The schemes of work for all courses must have clearly stated achievement aims, expected outcomes and learning experiences.
7. Programmes should cater for student diversity and be built around individual students prior knowledge, strengths, interests and needs. Each student's learning should be at his/her appropriate level.
8. The High School will provide an integrated careers programme designed to ensure that all students receive subject choice advice and quality career information. This will include specific career guidance for students identified by the school as being at risk of leaving unprepared for the

transition to the workplace or further training. This programme will take place from Years 7-13.

9. Entry to course and programmes will be based on published criteria but will also be flexible at the discretion of the Head of Faculty and finally with the Principal.
10. All programmes will recognise and respect the principles of the Treaty of Waitangi.

Assessment

1. a) Assessment of students' learning in Year 7 to 10 must allow for tracking of individuals and groups in terms of progress against defined achievement objectives as expressed in the National Curriculum statements and as per the requirements of the National Standards. Achievement information on groups of students (target groups) will be provided to the Board of Trustees at least time a year.
b) NZQF achievement data will be tracked for individual students and groups of students. Heads of Faculties will be responsible for ensuring students have the opportunity to meet literacy and numeracy requirements.
2. Regular feedback should be provided for students as part of the learning process. Feedback should acknowledge progress and guide students' future learning.
3. All assessment must be fair, valid, sufficient and reliable, and available to students within a reasonable time after the students have completed the assessment.
4. Assessment will be moderated against specified curriculum standards according to procedures outlined and records maintained by the teacher and the faculty.
5. All teachers will apply the absences and deadline procedures to maintain consistency and fairness.
6. The High School will fulfill all NZQA requirements as they pertain to external moderation and accreditation.
7. Teachers, Heads of Faculty, and Heads of Department will be expected to demonstrate how the information/data is used to improve/adapt and develop teaching programmes to maximise student learning. This will include identifying students and groups of students who are not achieving, who are at risk of not achieving or who have special needs.
8. The Learning Support Centre will support students and staff to address the needs of students. This will include students identified as in need of assistance and students identified as gifted and talented.

Reporting

1. Students will receive at least two written reports annually. Achievement and progress reports will provide information about achievement and progress in relation to curriculum levels or stated objectives. They will also provide advice on actions that can be taken to improve performance. The report will also offer information on attitude and effort. Assessment results for students will be available on line.
2. The High School will provide two occasions a year for parents to formally meet the teachers of their children in parent teacher interviews.
3. Deans, Heads of Department, Heads of Faculty and the Senior Management team will encourage staff, parents and students to be in regular contact with one another throughout the year so that difficulties and problems can be dealt with in a timely manner.
4. Heads of Department/Heads of Faculty will provide a written report to the Board of Trustees after the end of each academic year. The report will focus on student achievement and will include data on achieving targets, evidence of effective teaching, professional development and leadership.
6. The Principal will provide an annual report to the BOT summarising departmental reports with an emphasis on:
 - Summarising school achievement data and commenting on achievement targets set for the following year,
 - Detailing the progress and achievement of all junior students as well as specified groups of junior students, against selected curriculum objectives,
 - Where feasible, making appropriate comparisons with previous cohorts of students and with national benchmarks,
 - Providing evidence of the learning and teaching strategies implemented to meet the needs of students identified as either at risk or of not achieving or not achieving and ways to meet new learning targets for the following year.



Board Chair

Review Date: 02/2019



NAG 1

International Students Policy

Rationale

An “International Student” is defined as a foreign fee-paying student studying at Waiheke High School. When students from other countries come to study at our school, it is imperative that each student receives a quality education programme and is well informed, safe, and properly cared for. All aspects of their care will therefore be consistent with, and guided by the “Code of Practice for the Pastoral Care of International Students” (The Code).

The Code is an NZQA document that provides a framework for service delivery 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.

Guidelines

1. The care of International Students is the responsibility of the Principal or delegated Senior Manager.
2. The fees for International Students are reviewed annually and are set according to the level of competition, marketing, supply and demand.
3. Fees will cover the appointment of the Director of International Students (and necessary admin / home stay support) who is specifically designated the portfolio of management for all International Students to ensure compliance with the The Code.
4. Waiheke High School will comply with all aspects of the Code and will implement ongoing self-review procedures to ensure that all aspects of the Code are rigorously applied so 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.

- The School has fair and equitable internal procedures for the resolution of
- International Student grievances or disputes with homestay providers. These procedures to be advised to every international student and homestay provider and to be clearly displayed on the school web site.
- The part-time work needs of International Students in Years 12 and 13 are recognised.

A handwritten signature in blue ink, appearing to read 'APW Walter', is centered on the page. The signature is written in a cursive, somewhat stylized font.

Board Chair

Appendices:

Code of Practice for the Pastoral Care of International Students 2016

Health & Safety Act 2015

Vulnerable Children Act 2015



NAG 2

PROCEDURAL POLICY – TREATY OF WAITANGI

Rationale

The Maori are tangata whenua of Aotearoa. Te Reo Maori (the language) and Tikanga (the culture) are a living taonga of New Zealand society. Members of the Waiheke High School Community should be provided with the opportunity to recognise and understand the dual cultural heritage of New Zealand.

Goals

- 1) To exercise honourable governance in a way that values and reflects New Zealand's dual cultural heritage. Te Tiriti o Waitangi (Treaty of Waitangi) provides a strategic framework for this responsibility and potential to be met.
- 2) To ensure that Te Reo Maori is celebrated.
- 3) To enable the school community to understand, respect and show sensitivity for Te Tiriti o Waitangi and Tikanga Maori.
- 4) To ensure that Maori students achieve educational success as Maori.
- 5) To involve tangata whenua in decision making (mahi tahi)
- 6) To build BOT, leadership and staff capability in implementing policies and practices that promote success for Maori students.

Guidelines

- 1) Waiheke High School shall ensure Ministry of Education policies and initiatives relating to accelerating Maori achievement are supported.
- 2) When reviewing the curriculum the school shall ensure that the aspirations and needs of Maori students, whanau, Te Tiriti o Waitangi and cultural diversity are valued.
- 3) Maori perspective will be encouraged through korero
- 4) Waiheke High School shall make decisions based on evidence on what works.
- 5) Waiheke High School shall make investment in resources and people.
- 6) Waiheke High School will provide leadership, support, encouragement and PLD for Trustees, leaders and teachers. PLD should include Te Reo Maori, Tikanga Maori, and cultural and relationship pedagogies. The school will continue to explore programmes of learning to best meet the needs of Maori students.
- 7) Te Reo Maori and Maori Performing Arts are offered as a subject at each year level as part of the option selection process.

An annual statement about achievement against the Waiheke High School Annual Plan will be prepared for the Board of Trustees.

Board Chair _____



NAG 2

SELF REVIEW POLICY

Rationale:

Self-review is central to school improvement; self-review should be part of the deeply embedded culture of the high school. At some stage all aspects of the school's operation should be reviewed in an efficient, objective and meaningful way. The objective of self-review is to ensure that students' learning and achievement is maximised.

Guidelines:

Self-review should be carried out on the basis of the following areas:

1. Curriculum and Assessment
2. Planning, Self Review and Reporting
3. Personnel Matters – Recruitment, Appraisal and Professional Learning and Development, Discretionary Leave.
4. Property and Finance
5. Health & Safety
6. General Legislation
7. Updating of School Charter/Annual Plan
8. Completed Annual Analysis of Variance

These reviews may be carried out by delegated members of the Board of Trustees working with the relevant senior management personnel, who may then consult with sources listed under Item 3, (a) to (l).

* [Ministry of Education - The National Administration Guidelines \(NAGs\)](#)

This will involve the following:

1. Checking the policy, procedures and guidelines against the relevant NAG.
2. Ensuring that there is an appropriate focus on the key initiatives and success indicator milestones outlined in the, annual development and associated action plans.
3. Gathering evidence about the effectiveness of the policy/procedures. This evidence should include both subjective and objective data. Where appropriate evidence about the impact of policies on student achievement must be gathered.

Sources/methods for the gathering of evidence include, but not be limited to:

- (a) Review of previous years development plan based on reports written about each initiative
- (b) Staff appraisals/feedback on the annual cycle
- (c) Calling staff meetings/student meetings
- (d) Checking principal's appraisal on the annual cycle

- (e) Survey/questionnaires as appropriate – staff, students, parents, community
 - (f) Parent meetings as appropriate
 - (g) Use of outside consultants as appropriate
 - (h) Student achievement information based on departmental reports to the Board of Trustees
 - (i) Annual department reports to the Board of Trustees
 - (j) Reports to the Board of Trustees from the senior management team
 - (k) Detailed review of at least four subject departments each year on the basis of current ERO guidelines
 - (l) Whānau and Māori community especially on issues relating to the welfare of Māori students
 - (m) Other cultural groups where appropriate
 - (n) Student Voice
4. Making judgments, in consultation with staff and where appropriate the community, about how effective policy, planning and implementation is.
 5. Making recommendations to the full Board of Trustees for change as appropriate.
 6. Writing a report on the review for the Board of Trustees and the community which will be available on the high school web site.

Annual Plan

Each year a development plan will be written; this plan highlights the major objectives of the high school for the year. This development plan itself is derived from a longer-term strategic intent which should be based on a full scale and comprehensive client based review of all school operations once in every three or four years.

The Annual Plan should:

- Identify major initiatives and goals
- Outline key success indicators
- State supporting actions that need to be taken to achieve the goal
- Be published in the newsletter and high school web-site

Each goal will be allocated to a senior management team person who will have responsibility of writing and implementing an action plan with timelines and providing review evidence to the Board of Trustees annually. As appropriate, the action plan and review evidence should correspond to the stated success indicators, which in turn, as appropriate, should be based on objective student achievement data.

Board of Trustees Policies

Board of Trustees policies are written to reflect these committees and self-review processes.

Current Board Policies include:

- Charter
- Attendance
- Complaints Policy
- Curriculum and Assessment

Finance
International Students
Timetabling Policy
Personnel - Recruitment, Appraisal and Professional Learning and Development, Discretionary
Leave
Principals Appraisal
Property
Self-Review
Uniform Policy
Health & Safety
EEO
Drug & Alcohol

A set of policy implementation procedures will be developed which will provide more detailed information about the procedures used to implement these policies.



Board Chair

Review date: 02/2019

NAG 3

PERSONNEL POLICY



Rationale

The BOT is required to meet the requirements of the relevant employment law and is committed to equity, fairness and quality in all staff appointments.

Guidelines

To create an environment that ensures:

1. Providing qualified and experienced staff to fulfil curriculum requirements of the New Zealand curriculum.
2. To employ a consultative approach in the appointment of any staff.
3. Procedures will comply with all statutory regulations.

Recruitment

High quality appointments are made.

- All permanent teaching positions should be advertised nationally and non-teaching staff will be advertised as appropriate based on decisions of the Principal and Business Manager.
- All appointments should, as far as possible, reflect EEO guidelines and the relevant legislation.
- All applicants must be provided with a job description and relevant information about the High School and a timeline for the completion of the appointment process.
- All applicants must provide a CV, covering letter and proof of their registration/qualifications.
- Reference checking and police vetting as required by relevant legislation will be the responsibility of the Principal and or the Business Manager. At least three verbal/written references will be sought for short listed candidates where this is feasible. In some cases phone references may be more appropriate, with relevant notes being kept.
- All candidates interviewed should be informed of the outcome by phone within 48 hours and a follow up letter as soon as possible afterwards. Candidates not interviewed should be informed of the outcome as soon as is practicable, generally within 2 weeks of the appointment.
- Where relievers are used, these people should be of the highest possible quality.
- All appointments, other than Principal and positions higher than 4PMUs are the responsibility of the Principal and are subject to Board ratification at a properly constituted Board of Trustees meeting.
- The whole Board of Trustees will be involved in the appointment of the Principal.
NB. Refer to EEO Policy.

Appraisal and Professional Learning and Development

High quality appraisal and professional development takes place regularly for all teaching and non-teaching staff.

- All staff, teacher and non-teacher, should be appraised in a professional and developmental manner, including the Principal and Senior Management Team in accordance with the requisite legislation (see separate procedures for Principal's Appraisal and Performance Management

- procedures).
- High quality professional development programmes should be available for all staff including beginning teachers. Staff should clearly understand that the Board of Trustees places a great deal of importance on professional development.
 - Preference will be given to programmes which are sustained over a period of time and which provide a quality formal certification.
 - Professional development programmes will be clearly linked with the High Schools' strategic goals.
 - The professional development programme and budget for teaching staff will be controlled by the Principal who has responsibility for professional development.
 - The professional development programme and budget for support staff will be controlled by the Principal.
 - The Principal will report annually to the Board of Trustees on professional development outcomes including an evaluation of the programme as it related to the school's strategic goals.

Conditions of service for all staff are fair

- Teacher attestation for progress through the salary scale will be rigorous, fair and properly documented.
- Action will be taken to ensure that misconduct and other performance issues are addressed firmly quickly and lawfully, whilst maintaining the mana and dignity of the staff member concerned.
- The High School will publish a "how to make a complaint" procedure to staff students and parents.
- The school will follow current privacy legislation.
- All staff should understand and comply with regulations and procedures relating to staff leave which should clearly identify the criteria to be used to grant leave.
- Timetabling procedures will follow the conditions of the current Secondary Teachers Collective Agreement and the Timetabling Policy
- All procedures will comply with all relevant statutory regulations.
- All staff have the opportunity to join a Union of their choice.

Discretionary Leave – circumstances in which

- The Principal and/or Board of Trustees must ensure that students will not be disadvantaged and that the efficient running of the school is not placed at risk.
- Leave of a duration up to one school term may be approved at the discretion of the Principal.
- Leave of 20 school days or over must be reported to the Board.
- All longer term leave must be approved by the Board of Trustees.
- Leave applications must be written on the Request for Leave Form with reasonable notice, together with any supporting documents, unless special circumstances create greater urgency and presented to the Principal.
- Applicants should endeavor to plan leave around holiday periods to minimise school

disruption.

- In considering applications for leave, the Principal and/or Board of Trustees will consider the likely disruption to the school programme.
- The Principal will report regularly to the Board of Trustees.
- All leave requests will comply with the Collective Agreement.



Review date: 05/2019

Board Chair



PRINCIPAL'S APPRAISAL POLICY

Rationale

The Principal is the chief executive of the school and is consequently responsible for overall leadership and management. In turn, the Board of Trustees as employer, has an obligation to conduct an appraisal programme for both the formative (professional development) and summative (performance management) procedures.

Guidelines

1. The Board of Trustees will have the Principal's Appraisal carried out annually by an external professional Appraiser. This person will be appointed by agreement of the Chairperson and Board of Trustees and in consultation with the Principal.
2. The appraisal process will be negotiated each year with the Board of Trustees, the Appraiser and the Principal and forms the basis of the Principal's Performance Agreement. The Principal will be appraised against:
 - The professional standards
 - The current performance agreement
 - The annual plan as it relates to the Principal's responsibilities
 - Any other negotiated areas (BOT Chairperson/one other Trustee/Principal)
3. The appraisal, once completed, will be discussed between the Principal and the Appraiser for accuracy only and a final copy forwarded to the Board of Trustees Chairperson.
4. The BOT Chairperson will report to the full Board of Trustees on the outcome of the appraisal on completion and receipt of the document.
5. Specific disputes arising from the appraisal may, at the BOT Chairperson's discretion, be referred to the Board of Trustees, but the Principal must be informed of this prior to the meeting.
6. Disputes over the appraisal will be resolved in accordance with relevant clauses within the Collective Agreement or the relevant sections of the Performance Management System.

7. A variety of processes may be used depending on the specific requirements of each appraisal round. Self appraisal must form part of each appraisal. Suggestions below can be used, depending on necessity:
 - Survey parents, students, staff
 - Interviews with staff – past and present
 - Interviews with students – past and present
 - Exit Interviews
 - Paper work checks
 - Observations in classrooms
 - BOT Chairperson
 - Interview the Principal
 - Board of Trustees reporting
 - Curriculum and assessment information
 - Newsletters

8. Negotiations over exactly what will be covered and how, must occur prior to the appraisal, to the satisfaction of all involved (i.e. Principal, BOT Chairperson, Board of Trustees and Appraiser).

9. The Chairperson and 1 other meets with the Principal to negotiate the Performance Agreement for the coming year.



Board Chair

Review: 02/2020

EQUAL EMPLOYMENT POLICY



Rationale

Waiheke High School has adopted and is committed to an Equal Employment Opportunity Policy under its obligation to be a 'good employer'. This school promotes teaching, learning and community service of the highest standard to ensure an integrated perspective of EEO within its teaching and learning programmes.

Goals

1. To ensure the principle and practice of equity.
2. To ensure that all school policies and procedures will incorporate EEO requirements.
3. To commit to meeting responsibilities under the Treaty of Waitangi. The EEO programme will contain objectives which show that we accept the principle of partnership.
4. To appoint an EEO co-ordinator on behalf of the Board who is responsible for educating all staff on the principles behind EEO and who will be available to staff for advice.
5. To update, review and report to the Board of Trustees (BoT) annually on matters pertaining to EEO practices within the School.
6. The Principal is required to report to the Board of Trustees on an EEO profile.

Objectives

1. To oppose practices of unfair discrimination on the grounds of gender, race, disability, marital status, sexual orientation, age, religion, or any grounds, or through harassment.
2. To develop an EEO programme that will aim to identify and avoid any unfair discrimination against those employed, or applying for appointment at this school. It will review current personnel policies and procedures, such as those relating to recruitment, interviewing, appointments, promotions, work conditions and staff development, training and EEO grievances to meet the EEO rationale (as stated in this document) and in relation to current and prospective employees of the school.
3. To acknowledge and ensure that the BoT/nominated persons(s) has the responsibility for disseminating and giving effect to this policy at all levels of the organisation.

Key Supporting Documents/Guidelines

State Sector Act, 1988
State Sector Act, 1988 Section 58) reporting
Human Rights Act 1993
Employment Contracts Act 1991
New Zealand Bill of Rights Act 1990
Equal Pay Act 1972

Equal Employment Opportunities

The overall focus of Waiheke High School's 2014/2015 Equal Employment Opportunities (EEO) Plan covered ensuring:

- Any barriers for staff that identify as different-abled were identified and removed, and that the Waiheke High School's capability and practice reflects the needs of this group. In addition, Waiheke High School continues to respond to individual staff needs in a positive manner. Waiheke High School supports and contributes to the outcomes of these groups.
- Waiheke High School's workforce matches the diversity of communities with whom we work to enable us to be effective in achieving better educational outcomes for all. Our focus was to improve the representation and contribution of staff from ethnic minority groups at Waiheke High School at all levels.
- EEO is embedded as an active and visible part of all HR strategy and all HR systems, and practices are non-discriminatory.

In addition, Waiheke High School focused on considering specific strategies for effectiveness for Māori and Pasifika. It is intended that these strategies, in conjunction with the EEO plan, will give effect to EEO outcomes that align with Waiheke High School's desire to build capability in the following areas.

- Building capability of Māori staff and in building understanding and capability to work with Māori.
- Building capability of Pasifika staff.

The percentage of Māori and Pasifika staff at Waiheke High School over the 2013/2014 period is stable.

Looking to the future

Waiheke High School, as an EEO employer, aims to look at broader government EEO issues in order to support and build the capability of staff. Some issues may be looked at include: the NZ Disability Strategy, the NZ Sign Language Act, the Pay and Employment Equity Review, Career progression, Effectiveness for Māori Strategy and Pasifika Strategy.

The change culture at Waiheke High School is leading to a change in people capability requirements. As a result, emphasis is being placed on a range of competencies and capabilities which need to be built to ensure:

- effective relationships with stakeholders allowing their active involvement in discussion and decision-making
- a sound understanding of Māori and Pasifika education priorities and aspirations embedded across all Waiheke High School activities
- continual development to engage and reflect the diverse needs of differently-abled staff
- an alignment and strengthening of our people's expertise, attitudes and behaviours with Waiheke High School outcomes.

Personnel Files

The twelve Information Privacy Principles (“Principles”) set out in the Privacy Act 1993 (see Privacy Act Policy) shall apply to the collection, retention, corrections, use and disclosure of personnel information held by the School.

(a) Administration of Employee Information

Only one employee file, containing the entire employee’s personal information, including:

- remuneration details
- records relating to performance appraisal and attestation
- information regarding any disciplinary matters will be held.

This shall be held in a locked filing cabinet in the Principal’s office to ensure that all reasonable steps have been taken to ensure that personal information is protected against loss, unauthorised access, use, modification or disclosure.

(b) Access to Personal Information

Principle 6 gives an employee the right to access information the employer holds about him or her. If an individual is given access to information they must be informed that they can request correction of the information.

Access under principle 6 may be refused for a number of reasons including the “evaluative material” exception. That is, when disclosure would breach a promise to a person who supplied evaluative material that the information or the identity of the person would be kept confidential. In order for this exception to information access to apply, three conditions must first be met:

- i. The requested information must be “evaluative material” as defined in section 29(3) as material compiled **solely** for the purpose of:
 - determining an individual’s suitability, eligibility or qualifications for employment, appointment, promotion, continued employment or removal or for the awarding of contracts, awards, scholarships, honours or other benefits;
 - determining the continuation, ratification or cancellation of any contract, award, scholarship, honour, or benefit;
 - deciding whether to ensure, or continue to renew the insurance of, any individual or property.
- ii. Its disclosure must breach an express or implied promise of confidentiality, and
- iii. There is an assumption that the information in question has been “supplied” and that the promise of confidentiality is owed to the supplier.

Police Vetting Guidelines

(a) Requirement for police clearances

As part of the application process for registration (provisional, subject to confirmation); renewal of practising certificate (full); and application for a Limited Authority to Teach, the New Zealand Teachers Council requires police clearance of all applicants.

New Zealand clearances

Teachers living in New Zealand are required to complete the *Consent to Disclosure of Information* section of the specific application form. They are also required to obtain a police clearance certificate from any country in which you have lived for periods of 12 months or more other than New Zealand in the last ten years.

Overseas police clearances

If an applicant for a job is appointed who is not living in New Zealand or who has lived for periods of 12 months or more in any country other than New Zealand in the last ten years they will be required to obtain:

- A police certificate from that country; and
- A police certificate from their country of citizenship (if it is not New Zealand)

The certificate(s) must be current unless they have not returned to that country for 12 months or more since their last police clearance certificate was issued.

If they have NZ residency and have not lived in another country for 12 months or longer since receiving residency, they may supply a certified copy of your residency permit in lieu of a current police certificate.

(b) Non Teacher Police Vetting

Who does Waiheke High School need to vet?

- Non-teaching staff who do not hold a Limited Authority to Teach (LAT)
- Contractors who regularly work at during hours of operation
- Employees of contractors (as above) who regularly work at a school during hours of operation

(c) Why does Waiheke High School have to vet?

The Education Act 1989, amended by the Education Standards Act 2001, states that the categories of employees (listed above) must be police vetted through the New Zealand Teachers Council. Since 2002 the New Zealand Teachers Council has been responsible for the Non Teacher Police Vetting process for schools. The only record the New Zealand Teachers Council keeps is that the vet has occurred and on which date.

The intent of the Act is to ensure that learners are not exposed to an unacceptable risk by persons the school or early childhood service causes them to come into contact with.

Waiheke High School Business Manager is responsible for ensuring that a process is in place to record applicant's renewal dates.

The Council does not vet:

- Volunteers and Parents (e.g. on school camps, helping at the school-not employed or paid by the Board of Trustees):** This group are police vetted directly through the Vetting and Validation Section of the NZ Police, for further information refer to, satisfactory the Principal will complete the appointments procedure.
- If the vetting indicates an issue of concern, the Principal will give a copy of the police vet to the applicant who will be asked to validate the information (within a 2 week period).

- iii. If the applicant cannot satisfactorily disprove the police vet, the Principal will inform the candidate that he/she cannot be appointed.

(d) Contractors

- i. Contractors will be informed that they, and any employee who will be working at the school during school hours, will be required to be police vetted and that the cost shall be borne by the Contractor.
- ii. The Contractor will be responsible for ensuring that all employees comply with this requirement.
- iii. The Contractor and employees shall complete the details on the form. Contractors who refuse to complete this shall either not be given access to the school site during school hours or will not be used at all, at the Principal's discretion. The school shall complete their part of the form and send the form to the Teachers' Council with the Contractor's cheque.
- iv. ONLY the requestor – the Principal – will open the returned information.
- v. If the vetting is satisfactory the Principal will advise the Contractor accordingly.
- vi. If the vetting indicates an issue of concern, the Principal will give a copy of the police vet directly to the applicant who will be asked to validate the information (within a 2 week period).
- vii. If that person cannot satisfactorily explain the outcome of the police vetting then the Principal will then inform that person, *and the Contractor*, that he/she cannot work at the school. No details will be given to the Contractor.

(e) Volunteers

- i. Volunteers will be vetted if they are in a situation that requires them to be left alone with students for more than thirty minutes – a period of “vulnerability” or a “window of opportunity”. Volunteers will be vetted at the school's expense.
- ii. Parents who are staying overnight on school trips or camps will also be police vetted at the school's expense. The implication of this is that police vets must be initiated two months before the trip or camp. The cost of police vets will be included in the trip/camp budget.
- iii. From time to time, parents will be informed of police vetting requirements so that they understand both the rationale and procedures to be followed.
- iv. The parent and school will complete the form and send it to the Teachers' Council with the school cheque.
- v. ONLY the requestor – the Principal – will open the returned information.
- vi. If the vetting is satisfactory the Principal will inform the teacher organising the trip/camp and the parent.
- vii. If the vetting is not satisfactory the Principal will inform the parent and discuss that person's options: either to provide proof that the information is wrong or to withdraw from the trip/camp. At this stage the teacher in charge of the trip or camp will **not** be informed (see 8 below). If the parent opts to prove the information is wrong then 2 weeks will be allowed for this.

viii. If the parent satisfies the Principal that the information is incorrect, and the original vetting report is amended, the parent will be informed that they can continue with the trip/camp. The teacher in charge of the camp will then be informed of the outcome. If the parent cannot disprove the original vetting report then the teacher in charge of the trip/camp will be informed.

(f) Police Vetting Register

The school will operate a Register of all requests made for a police vet. The heading will include:

- i. Subject's name.
- ii. Category (contractor, contractor's employee, volunteer).
- iii. Date posted to Teachers' Council.
- iv. Date the result was received.
- v. Outcome ("pass" or "fail").
- vi. Date the vetting expires.

The Police Vetting Register is held by the Principal's Secretary.

(g) Termly Review

The Principal's Secretary shall email each Head of Department at the beginning of each term to request confirmation that Police Vetting Procedures have been completed for all persons working in each department. Such persons shall include all volunteers who may interact with children e.g. sports teams, clubs etc.



Review Date: 02/2019

Board Chair



TIMETABLING POLICY

Rationale

The PPTA Collective Employment Agreement dictates an entitlement for each teacher a minimum allocation of non-contact hours per week. There are additional factors that contribute to an equitable distribution of duties and classes that must be considered when the timetable is developed each year.

Purpose

To ensure that the school timetable complies with the Secondary Teachers' Collective Employment Agreement and issues that pertain to the specific character of Waiheke High School.

To ensure all staff have an equitable distribution of classes.

To ensure that staff holding a position of responsibility receive an equitable allocation of time to fulfil their duties.

To ensure that all staff receive compensation for reduced non-contract entitlement.

Part 1: Collective Agreement Provisions

Non-contact time is based on an individual teacher timetabled classroom teaching hours comprising a total of 20 hours per five day cycle or a combination of periods of time equivalent to 25 hours per week.

Each full-time teacher shall have a minimum of five hours non-contact time within each school five day cycle.

Trained, full-time beginning teachers in their first year are allocated time for advice and guidance purposes as well as their minimum non-contact entitlement. They are a charge of 0.8 against the staffing allowance and must have no more than 17 hours of allocated teaching duties each five day cycle.

Trained, full-time beginning teachers in their second year are a charge of 0.9 against the staffing allowance and have no more than 19 hours of allocated teaching duties per five day cycle.

The employer will endeavour to provide non-contact time for part time teachers who are employed between 0.48 and 0.89 FTTE at the rate specified in the Secondary Teacher's Collective Agreement.

The employer shall endeavour to ensure that the average class size for each teacher with 2 or more classes does not exceed 26 students. This average will be calculated as per the PPTA "Guidelines for Implementing the 2013-2015 STCA provisions". It will be calculated for Term 1 on 1st March and during the first week of Terms 2-4. The figure calculated at these times will be "set" for that term.

The Specialist Classroom Teacher position shall be allocated 4 hours per week for administration and guidance time.

HOFs (or their delegated member) who are directly responsible for the advice, guidance and curriculum support of a first and second year beginning teacher will be provided one hour of administration time per cycle, subject to this beginning teacher being eligible for the 4-5 hours advice and guidance allowance.

The school will provide each permanent management unit holder 1 hour per cycle of administration time for each of the first three permanent units held. In effect this means a MU holder with three units will have an allowance of three non-contact periods per cycle. For the fourth and subsequent permanent unit the school will endeavour to provide one hour for each additional permanent unit. The school will endeavour to provide 1 hour per cycle for each fixed term unit.

Part 2: "Genuine Reason"

A Reduced Non-Contact Time

1. Short term Reduced Non-Contact time:

- a) Teachers may only be asked to temporarily forgo their minimum entitlement to non-contact when:
- b) All reasonable options have been investigated and no alternative to a reduction in entitlement non-contact can be found.
- c) There is a sudden emergency that requires supervision of a class for its safety.
- d) A day reliever cannot be found after timely and appropriate efforts have been made.
- e) Teachers holding more than the minimum non-contacts have first been asked to forgo one or more of those additional non-contacts.
- f) The use of entitlement non-contact for emergency relief, and compensation for use of a non-contact, shall be monitored and recorded by the teacher in charge of relief.
- g) Emergency relief should be evenly distributed. The teacher in charge of relief will allow the option for teachers to be exempt from emergency relief where school related commitments override this request.

2. Long Term Reduced Non-Contact Time:

Teachers may only be asked to forgo their minimum entitlement to non-contact when:

- a) All reasonable options have been investigated and no suitable alternative to a reduction in entitlement non-contact can be found.

- b) The request is made on an individual basis, and a blanket request for agreement to reduction in non-contact entitlements shall indicate a need to review timetable structures and operation.
- c) Teachers holding more than the minimum non-contacts have first been asked to forgo one or more of those additional non-contacts.
- d) On a longer term basis, and after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, semester, module or a year, at a higher level of contact than their minimum non-contact indicates.

B. Compensation

1. Short Term Compensation:

Whereby virtue of genuine and demonstrated temporary constraints the allocation of non-contact hours to which an individual teacher is entitled cannot be met within any cycle then the Principal, in consultation with the teacher will endeavour to compensate the teacher with:

- a) Relief cover for the teacher later in that school year; or
- b) An equivalent reduction in non-teaching or supervisory duties outside the school's timetabled teaching periods.

2. Long Term Compensation

Whereby virtue of demonstrated timetable or other constraints the allocation identified of non-contact hours for any individual teacher cannot be implemented. The teacher will be offered the opportunity to review the timetable and suggest changes that would allow the allocation of their non-contact entitlement. If it is subsequently agreed that there is genuine reason why it is not possible to provide the non-contact entitlement within the timetable then the Principal, in consultation with the teacher, will endeavour to compensate the teacher with:

- a) An equivalent increase in the allocation of time for non-contact teaching duties at another point in that school year; or
- b) An equivalent reduction in non-teaching or supervisory duties outside the school's timetables teaching periods; or
- c) Some combination of the above.

3. Teaching over the 26 Average Compensation:

Where, by virtue of demonstrated timetable or other constraints, the class average for any individual teacher cannot be kept under 26, the teacher will be offered the opportunity to review the timetable and suggest changes that would allow an average of less than 26. If it is subsequently agreed that there is genuine reason why it is not possible to provide the 26 average within the timetable then the Principal in consultation with the teacher will endeavour to compensate the teacher with:

- a) An equivalent reduction in non-teaching or supervisory duties outside the school's timetabled teaching periods.
- b) A period of relief cover for the teacher later in that term.
- c) Some combination of the above.

Note: The amount of compensation will be calculated as:

One hour per term for every 0.1 (rounded) above the 26 average multiplied by their teaching hours per cycle divided by 24.

E.g. A teacher with a class size average of 26.8, teaching 18 periods per cycle... $8 \times 18 / 24 = 6$ periods of compensation during that term.

The average of 26 per class is taken over the total sum of students divided by the number of classes for each teacher.

Part 3: General Timetable Components:

A Class Sizes

1. The school will endeavour to set the maximum class size for Years 9-11 at 30. The school will endeavour to set maximum class size for Years 12 and 13 at 26. For courses containing priority learners HODs will negotiate class size with SLT.
2. Minimum class sizes for all courses at the beginning of each school year are as follows:
 - Year 9-11 minimum class size – 15
 - Year 12 minimum class size – 13
 - Year 13 minimum class size – 11

Classes may be a combination of different year levels of the same subject. There will be the opportunity for individual cases to be presented to the SLT who will make the final decision.

3. Formation of classes at the beginning of each school year will adhere to the following formula:

Number of students enrolled	Number of classes
1 – Minimum (from above)	At the discretion of the SLT
Minimum (from above) – 28	1 class
29-32	1-2 classes negotiated between HOF and SLT
33-58	2 classes
59-62	2-3 classes negotiated between HOF and SLT
63-88	3 classes
89-94	3-4 classes negotiated between HOF and SLT
95-118	4 classes
119-122	4-5 classes negotiated between HOF and SLT
123-148	5 classes

4. If it is impractical to create additional classes (at the discretion of the HOF in consultation with SLT), students will be selected based on the departmental criteria and extra students will be asked to find alternate course.
5. The school will endeavour to avoid shared classes. Shared classes will occur only when all other possibilities have been explored.
6. The timetable will aim to start junior classes at below maximum level to allow for change and expansion however, if this is unable to happen because all other

alternatives have been explored, careful monitoring will take place and ongoing review will occur around staffing.

7. Consideration to smaller classes will be given where teacher contact hours can be reduced and for some periods the class undertake independent work.
8. Viability of new courses will be determined by SLT after consultation with HOFs and take into account all resourcing and curriculum considerations and effect on current courses.

B Other Components

1. Each year HOFs will be asked to complete timetable requests for the following year. These may include staffing, rooming and subject blocking requests.
2. HOFs, in consultation with their departments, will ensure an equitable allocation of the range of classes in terms of ability and level to all staff, in any given year.
3. The timetablers shall endeavour to match teacher strengths with class needs based on annual HOF request forms.
4. The timetablers shall endeavour to block subjects or link classes based on HOF timetable requests.
5. The timetablers will endeavour to ensure even distribution of non-contact time throughout the timetable cycle.

C Duties outside tuition time and timetabled School Hours

1. **Form and Assembly Time:** This will be allocated the start of year school day for 15 minutes and longer form times and assembly days of 25 minutes duration.
2. **Morning, Interval, Lunchtime and after school Duties:** This will be allocated at one hour per week for full time teachers and for part-time teachers on a pro-rata bases, up to a maximum non-timetabled duty allocation of 11% of their timetabled hours.
3. **Meetings:** Scheduled staff meetings are from 8.15am – 8.30am Monday, Wednesday and Friday mornings and from 3.30pm to 4.30pm each Tuesday. Other meeting times and scheduled school functions will be allocated annually. E.g. Department meetings, Critical Career Conversations, Meet the Teacher.

Part 4

Review Process:

The policy shall be reviewed in 2016 and triennially thereafter.

Between triennial reviews either the Principal, the PPTA branch Chairperson on behalf of employees covered by the Collective Agreement may initiate a review through the regular consultative meetings between the branch and the Principal.

Review Date: 02/2019



Signed:.....

Privacy Policy – NAG 3



Rationale:

The Board of Trustees is required to comply with the Privacy Act 1993 in all aspects for employees, and in its role as the body with the overall responsibility or governing the school.

Purpose:

- 1 To promote and protect individual privacy with regard to the collection, use and disclosure of information relating to individuals.
- 2 To promote and protect individual privacy with regard to access by each individual to information relating to that individual held by the school.

Guidelines:

- 1 The Board of Trustees appoints the Chairperson and Principal as its Privacy Officers.
- 2 Privacy officers will follow the guidelines established by STA on the 1993 Privacy Act, refer to STA Handbook.
- 3 It is the Principal's responsibility to ensure personal files are kept in a secure place.
- 3 It is noted that ERO officers in the case of a visit to the school have by law access to all files.
- 4 School-wide procedures for collection, use and disclosure of information relating to all individuals in the school e.g. applications for appointments, student records, enrolment information, information about employees, students and parents have been developed.
- 5 An employee, student, parent or caregiver can view personal files which are relevant to them at a previously agreed time and date.
- 6 Unauthorised access and or misuse of personal files shall be deemed as a serious breach of discipline.
- 7 After an employee ceases employment at Waiheke High School, his/her file will be kept for a period of seven years and then it will be destroyed.

Conclusion:

Waiheke High School as a good employer has a responsibility under the Privacy Act to ensure the confidentiality of all information contained in personal files.

A handwritten signature in blue ink, appearing to read 'A. P. Watters', is positioned above a horizontal line.

Board Chair



Rationale

The Government, through Boards of Trustees, requires assurance, on behalf of taxpayers, that teachers are being supported by sound management systems and practices and in turn are providing high-quality learning opportunities for students. The State Sector Act 1988 and The Education Act 1989 provide the framework for performance management in schools.

Waiheke High School recognises the need to evaluate regularly the quality of care, teaching and learning at all levels relative to agreed standards of teaching performance and the school's goals and objectives as expressed in the charter.

To achieve this, a system of staff appraisal is carried out with the aim of improving the quality of care, teaching and learning outcomes achieved by the school and its staff by providing support and development opportunities.

Guidelines

1. The Principal has the delegated responsibility for the implementation of the appraisal system, reporting to the Board.
2. The appraisal of the Principal is the responsibility of the Board through the Board Chairperson.
3. Funding to implement the appraisal policy will be made available
4. The appraiser and the appraisee will set development objectives and outline the support required.
5. The appraisal process will include:
 - observation of practice
 - discussion of achievement of performance
 - appraisal documentation prepared in consultation between appraiser and appraisee
6. All documents are confidential to the person being appraised, his/her appraiser the Board and the Principal. Information that is no longer relevant to the appraisal will be destroyed. (The Education Review Office also has legal access to these documents).

7. Appraisal occurs on an annual cycle.
8. Reports will be provided to the Board when appropriate and will be of a general nature to facilitate funding.
9. In the event of a dispute, the appraiser and the appraisee meet with a third party, either the Principal or the BOT Chairperson. If a compromise cannot be reached a mediator is appointed who establishes guidelines for the outcome of the mediation. Refer Performance Management System document
10. If a teacher disagrees with the deferral of his/her salary increment, the procedures outlined in the Secondary Teachers Collective Employment Agreement will be followed (pages 21,22).
11. Competency or issues of concern should be reported to the BOT as they arise.



Board Chair

Date of next review: 22/11/2017

NAG 4 and NAG 5

PROPERTY/BUILDINGS POLICY

Rationale



The Board of Trustees must meet the requirements of Nag 4 and 5 [Ministry of Education - The National Administration Guidelines \(NAGs\)](#) and other relevant legislation.

The buildings and physical condition of the School contribute to creating a positive learning environment. Buildings/equipment/grounds should be well maintained, attractive, clean and safe.

Guidelines

1. The school will have a ten year maintenance plan (property/buildings) and within financial constraints implement it through the annual budget cycle and accrual. The plan will be reviewed and updated tri-annually and a summary will be published on the school website.
2. The plans will also set out future possible developments of the buildings, grounds and facilities and equipment. It will also clearly identify new capital works, building/facilities, and refurbishment of existing buildings/facilities/equipment. The plan will demonstrate clear links with:
 - (a) Curriculum development
 - (b) The school Strategic Plan and Annual Development Plan
 - (c) The reconsideration of the MOE partial rebuild
 - (d) The Ministry of Education Resourcing Department
3. The Business Manager and Principal with the BoT Finance and Property Committee will be responsible for the implementation of these plans.
4. All projects over \$10,000 will be tendered and at least three quotations sought. The procurement threshold for seeking competitive tenders on GETS is \$100,000. Projects under \$100,000 may be entered on GETS at the discretion of the Finance & Property Committee. Projects under \$10,000 will be tendered at the discretion of the Principal.
Any exceptions will be made in consultation with the Principal, Board of Trustees Chairperson and Business Manager.
5. The Business Manager/Principal will ensure the School property, buildings, and equipment are secure, insured and their use monitored.

Health and Safety – Please refer to the Health and Safety at Work Staff Handbook for staff, visitors, contractors and students and the Waiheke High School 2017 Health and Safety Manual.

Review date: 04/2020

Board Chair

Appendices:

Health & Safety Act 2015



THEFT AND FRAUD PREVENTION POLICY

Rational

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.

Guidelines

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

- c. On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
 - d. The Principal shall then carry out the following procedures:
 - i Investigate the matter further;
 - ii If a prima facie case is thought to exist to continue with their investigation;
 - iii Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
 - iv Lay a complaint with the New Zealand Police;
 - v If necessary, commission an independent expert investigation;
 - vi In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
 - vii Seek legal advice; or
 - viii Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.
 - e. Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
 - f. If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
 - i Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
 - ii Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
 - iii Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
 - iv Advise the person in writing of the processes to be involved from this point on.
3. 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.
 4. 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.
 5. 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.
 6. **Allegations Concerning the Principal or a Trustee:** 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.
 7. 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.

8. **Approval:** 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 approval of two thirds of the members the Board agreeing to the variations or amendments.
9. 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 Waiheke 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/caregivers 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.

Key Supporting Document:

Protected Disclosure Act 2000 – STALINK 2001/01



Review 04/2019

Board Chair



FINANCIAL MANAGEMENT POLICY

Rationale

The Board of Trustees must meet the requirements of NAG 4 - [Ministry of Education - The National Administration Guidelines \(NAGs\)](#) Through effective financial management the school will maximise the use of resources to achieve optimal student learning in accordance with the school strategic and annual development plan.

Guidelines

1. A Finance and Property Committee will be established early in the year comprising at least two Board of Trustee representatives, the Principal and the Business Manager. The committee will be chaired by a Board of Trustee member.
2. The school budget will be monitored by Faculty Leaders, the Business Manager and the Principal on a monthly basis. Monthly reports prepared by the Business Manager will show at least the following:
 - a. Total budget allocation
 - b. Total spent Year to Date
 - c. Variation
3. Reports to the Finance and Property Committee will include:
 - a. Summary Income & Expenditure Report
 - b. Detailed Income & Expenditure Report
 - c. Balance Sheet Report
 - d. Payment-Transactions listing for period
 - e. Bank balances for the period
4. The Business Manager will produce a monthly report highlighting possible areas of concern needing attention. The report will be presented to the Finance and Property Committee at its monthly meetings.
5. A brief summary of the Finance and Property Committee meeting including a financial summary will be presented to the Board of Trustees monthly together with a brief financial summary for their scrutiny and approval.
6. The Principal will consult directly with the Chairperson of the Board to deal with urgent financial matters or emergencies.

A handwritten signature in blue ink that reads "A.P. Watters". The signature is written in a cursive style.

Board Chair

NAG 5

ALCOHOL, TOBACCO AND OTHER DRUGS POLICY

RATIONALE

Waiheke High School (WHS) will provide a healthy and safe learning environment for students and staff.

WHS promotes a drug free environment and has a duty to uphold the law and educate students, staff and the wider community around safe, legal and appropriate practice.

NB. Drugs refers to alcohol, tobacco, solvents, inhalants, prescription drugs, herbal highs and illegal drugs.



GUIDELINES

Tobacco. The school is a “Smokefree” environment and prohibits the use of tobacco products in any form by any person on school property or at any school events.

Alcohol. No persons are permitted to possess or consume alcohol whilst on school premises or at school functions except where use has been sanctioned i.e. If alcohol is to be served within the school buildings or at a school function, approval must be gained from the Principal and/or Board of Trustees.

Solvents/inhalants. No persons are permitted to inhale or otherwise ingest a solvent or other industrial product whilst on school premises or at school functions.

Cannabis, “herbal highs”, other illegal drugs. The school prohibits the possession, consumption or supply of any illegal drugs by any person on the school property or at any school event.

Prescription drugs. No student may carry any form of medication unless permission has been granted by the school. Students who need to use prescribed or medicinal drugs on a regular basis within school jurisdiction must have the written approval of a parent/guardian with a medical certificate and if practicable, arrange for the medication to be held at the School Nurse’s office and distributed from there. Records will be kept of such distribution.

NB. The school will provide students with comprehensive education about drug and drug issues as part of the New Zealand Health & Physical education Curriculum.

The School may also provide staff and parents with education about drugs and related issues where appropriate.

MANAGEMENT OF DRUG RELATED INCIDENTS

Procedures:

Students are forbidden to have in their possession any tobacco products, alcohol, drugs, unauthorised medications, offensive and dangerous weapons, matches, lighters and drug paraphernalia.

Drug offences are automatically referred to the Police, as well as being subject to the internal discipline of the school. Parents are always advised in these circumstances.

It is recognised that in some circumstances of serious misconduct, severe disciplinary actions may be necessary. In such circumstances, at the judgement of the Principal, the Board of Trustees Disciplinary Committee will make itself available for meetings with students, parents and/or social agencies.

Other offences are dealt with by the internal discipline of the school but may also, if the severity of the offence warrants it, be referred to the Police. Parents are always advised in these circumstances.

The school should always be advised if students require authorised medication during the school day. The medication should be deposited in the school Sick bay and the School Nurse will administer them as necessary. While a very few students are obligated for health reasons to carry authorised medication with them at all times, for reasons of safety the school must be advised when this occurs.



Board Chair

Review date: 03/2019

Refer to:

Smokefree Environments Act 1990/2003

Misuse of Drugs Act 1975



CHILD PROTECTION POLICY

Rationale

This policy outlines our commitment to child protection. It includes our protocols when child abuse is reported to us or suspected by us. It also includes practice notes on measure to be taken to prevent child abuse. All staff are expected to be familiar with this policy and to abide by it.

We have an obligation to ensure the wellbeing of students in our care and are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the student is our top priority when investigating suspected or alleged abuse.

We support the roles of the New Zealand Police (the Police) and Child, Youth and Family in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies.

We support families/whanau to protect their children.

Policy principles

- The interest and protection of the student is paramount in all actions.
- We recognise the rights of the family/whanau to participate in the decision-making about their children.
- We have a commitment to ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and are able to take appropriate action in response.
- We are committed to supporting all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure children protection policies are consistent and high quality.
- We will always comply with relevant legislative responsibilities.
- We are committed to share information in a timely way and to discuss any concerns about an individual student with colleagues for the person in charge.
- We are committed to promote a culture where staff feel confident that they can constructively challenge poor practice or raise issues of concern without fear of reprisal.

Definitions

Child abuse: Includes physical, emotional and sexual abuse as well as neglect which is the direct consequence of a deliberate act or omission by an adult and which has the potential or effect of serious harm to the student.

Identifying possible abuse or neglect

For information about identifying child abuse see:

<http://www.cyf.govt.nz/documents/about-us/publications/27713-working-together-3-0-45ppi.pdf>

This resource produced by Child, Youth and Family is for people in social service agencies, schools, healthcare organisations, community and other groups who have close contact with children and families/whanau/. It includes useful information about identifying possible child abuse and an assessment framework.

Responding to suspected abuse or neglect

All suspicions or observed incidents or reports of incidents should be reported directly to the Person in Charge as soon as possible who will immediately take steps to protect the child(ren), record the report and report the concern to Child, Youth & Family.

If there is clear evidence or reasonable cause to believe an instance of child abuse having taken place, the Person in Charge shall notify Child, Youth & Family.

In addition to guiding staff to make referrals of suspected child abuse and neglect to the statutory agencies (i.e. Child, Youth & Family and the Police), this child protection policy will also help staff to identify and response to the needs of the many vulnerable children whose wellbeing is of concern.

In many of these cases the involvement of statutory agencies would be inappropriate and potentially harmful to families/whanau. Throughout New Zealand statutory and non-statutory agencies provide a network of mutually supportive services and it is important for our organisation to work with these to respond to the needs of vulnerable children and families/whanau in a manner proportionate to the level of need and risk.

Staff members will discuss suspicions with a senior staff member.

Where appropriate the person making the allegation will be given a copy of this policy.

Allegations or concerns about staff

When a staff member is suspected, the same processes apply.

If there is a need to pursue an allegation as an employer, consult with Child, Youth and Family or the Police before advising the person concerned, informing them that they have a right to seek legal advice and providing them with an opportunity to respond. They should also be informed of their right to seek support from the relevant statutory obligations.

We commit not to use 'settlement agreements' where these are contrary to a culture of child protection. Some settlement agreements allow a member of staff to agree to resign provided that no disciplinary action is taken and a future reference is agreed. Where the conduct at issue concerned the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.

Confidentiality and information sharing

The Privacy Act 1993 and the Children, Young Persons, and their Families Act 1989 allows information to be shared to keep children safe when abuse or suspected abuse is reported or investigated. Note that under sections 15 and 16 of the CYPF Act, any person who believes that child has been, or is likely to be, harmed physically, emotionally or sexually or ill-treated, abused, neglected or deprived may report the matter to Child, Youth and Family or the Police and, provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them.

Recruitment and employment (safety checking)

Safety checking will be carried out in accordance with the Vulnerable Children Act 2014.

This will include: a police vet; identity verification; references and an interview. A work history will be sought and previous employers will be contacted. If there is any suspicion that an applicant might pose a risk to a child, that applicant will not be employed.

Training, supervision and support

Training, resources and/or advice will be available to ensure that all staff can carry out their roles in terms of this policy, particularly:

- Understanding child abuse and indicators of child abuse.
- How to reduce the risk of child abuse.
- Understanding and complying with legal obligations in regard to child abuse.
- Working with outside agencies on child abuse issues.
- Planning of environment and supervision to minimise risk.
- Dealing with child/parents/family/whanau.

This policy will follow appropriate review processes and the timeline below.

Related documentation and review

This policy will be reviewed at least every three years.



Signed.....

(Chairperson, Board of Trustees)

Refer to following documents:

- Children, Young Persons and their Families Act 1989
- Care of Children Act 2004
- Adoption Act 1955
- Bail Act 2000
- Education Act 1989
- Health and Safety at Work Act 2015
- Policing Act 2008

Child Protection Policy Timeline 2016-2019

Waiheke High School Child Protection Policy guidelines (minuted into BOTs calendar)

Our Child Protection Policy:

- Must contain provisions on the identification and reporting of child abuse and neglect
- Must be written
- Must be made publicly available on the school's website
- Must be reviewed every three years
- Should be adopted by 1 July 2016

June 2016

Implement the Child Protection Policy

- Trial and refine the policy
- Provide staff training
- Update resources/websites to reflect the new Child Protection Policy

1 July 2016

Child Protection Policy should be fully implemented and publicly available.

July 2016 – June 2018

Safety check all existing core children's workers. These must be completed by 1 July 2018.

July 2018 – June 2019

Safety check all existing non-core children's workers. These must be completed by 1 July 2018.

July 2019

Three yearly review of your Child Protection Policy will be due (requirement under the Act).



SCHOOL UNIFORM POLICY

Rationale

All students from Y7 – Y12 will wear the school uniform in accordance with the school uniform regulations. The policy applies to the wearing of the uniform when the students are at school, coming to (or going home from) school, or when representing the school.

The learning environment, as well as the image and tone of the school, is enhanced by the wearing of the correct school uniform. It encourages a sense of identity with the school, encourages pride in being a member of the school and pride in personal appearance.

This Policy cannot be used to deprive a student of an education.

Guidelines

1. The school website will provide a clear statement of uniform regulations.
2. Students, parents and staff all have a responsibility to see that the correct uniform is worn at all times (i.e. half uniform, half mufti is not acceptable at any time).
3. Students are to maintain a high standard of cleanliness and grooming.
4. In inclement weather students are permitted to wear a suitable non-uniform raincoat to and from school.
5. The school will review the uniform regulations from time to time and recommend changes to the Board of Trustees.
6. A system for the collection and sale of quality second-hand uniforms will be provided.
7. The latest update of the school uniform regulations will be deemed to be an attachment to this policy.
8. Y13 students must be tidy and well presented. Guidelines presented in Staff Manual.
9. The management shall take all reasonable steps to ensure that a student has the correct uniform, but that where a student through no fault of her/his own, is unable to comply with the Guidelines contained within this Policy, that student will be provided with a uniform for the time being.

10. Where a uniform has been provided by the management for a student who is otherwise unable to comply with the Guidelines contained within this Policy, that student will abide by management's reasonable requirement to wear the uniform provided.

A handwritten signature in blue ink that reads "A.P. Watter". The signature is written in a cursive style with a horizontal line underlining the text.

Board Chair



SAFE SCHOOL AND POSITIVE BEHAVIOUR POLICY

Rationale

The Waiheke High School Board of Trustees will:

- (a) provide a safe physical and emotional environment for students;
- (b) promote healthy food and nutrition for all students; and
- (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees. Furthermore each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

Effective learning takes place in an environment where students attend regularly and with the staff feel physically, emotionally and culturally safe. The school aims to minimise or remove physical, verbal and emotional conflict between members of the entire school community, through the development of positive and respectful relationships. Restorative Practices will be used when conflict occurs.

Guidelines

1. Students and staff will be treated with respect and dignity at all times.
2. Waiheke High School is a drug, alcohol free and smoke free environment.
3. The Senior Lead Team delegates to the Deans and Faculty Leaders the prime responsibility for enforcing school discipline and pastoral care procedures except in serious cases which are likely to involve a stand-down, or expulsion.
4. In cases where serious breaches of discipline occur the Senior Lead team and the Board of Trustees (Disciplinary Committee) will follow the legal requirements associated with stand-downs, suspensions, exclusions and expulsions.
5. The BOT discipline committee will be drawn from the whole board from meeting to meeting (a minimum of three BOT members). All efforts will be made to have a Maori representative on the Disciplinary Committee when a Maori/Pasifika student is suspended to the Board of Trustees. There will be no "standing" discipline committee. However, in cases which are linked, the same committee should deal with the student involved.
6. The Discipline Committee is delegated the power to make decisions and will report its ruling to the BOT at the next BOT meeting.

7. A safe school will ensure that students attend regularly and that failure to do so will be identified and dealt with in a way which is likely to result in improved attendance.
8. The school will have a Health and Safety Committee whose responsibility it will be to ensure that the High School is physically safe in terms of buildings, grounds and equipment. This committee will ensure that the school is regularly inspected and complies with the key aspects of the Health and Safety At Work Act 2015.
9. The school will follow the requirements regarding privacy /confidentiality of staff and student information as set down in the relevant legislation. This will ensure staff and students information held by the school is used only for the purposes for which it is collected.
10. The BOT will publish the complaints procedures on the school website. Also available at the Main School office.
11. The school will develop and maintain procedures to ensure that students and staff use ICT resources in an acceptable and safe manner.
12. All EOTC (Education Outside the Classroom) activities will be linked with curriculum need and meet criteria for supervision and safety as set down in the relevant legislation.
13. Violence and harassment are not acceptable at our school. All reported incidents will be promptly and confidentially investigated and reported to the Principal or relevant Deputy Principal for action.
14. This Policy is to be widely promulgated and explained to all students.



Board Chair

Appendices

Staff Notes

WHS Alcohol, Tobacco and Drugs Policy

Health & Safety At Work Act 2015

Vulnerable Children Act 2015

ICT Contract – Staff & Students

PB4L (Positive Behaviour for Learning)

Restorative Practices

PSSP Group

Peer Mediators



HEALTH AND SAFETY POLICY

Waiheke High School must have a documented Health and Safety Policy. The Health and Safety Policy provides a framework to achieve health and safety goals within the school. This Policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities.

Purpose

The Waiheke High School Board of Trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, government regulations, New Zealand standards, and approved codes of practice.

The Board of Trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. We will achieve this through:

- making health and safety a key part of our role
- working with our workers to improve the health and safety system at our school
- doing everything reasonably possible to remove or reduce the risk of injury or illness
- making sure all accidents, incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- training everyone about hazards and risks so everyone can work safely
- providing appropriate induction, training and supervision for all new and existing workers
- helping workers who were injured or ill return to work safely
- making sure contractors and sub-contractors working at the school operate in a safe manner.

All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

- being involved in the workplace health and safety system, e.g. Health & Safety Committee
- following all instructions, rules, procedures and safe ways of working
- reporting any pain or discomfort as soon as possible
- reporting all accidents, incidents and near misses
- helping new workers members, trainees and visitors to the workplace understand the right safety procedures and why they exist

- reporting any health and safety concerns or issues to the Board or the principal immediately
- keeping the work place tidy to minimise the risk of any trips and falls
- wearing protective clothing and equipment as and when required to minimise your exposure to workplace hazards.

Others in the Workplace

All others in the workplace including students and visitors are encouraged to:

- follow all instructions, rules, procedures while in the school grounds
- report all accidents, incidents and near misses to their teacher or a school employee
- wear protective clothing and equipment as and when required to minimise your exposure to hazards while learning

Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices.

Health and Safety is everyone's responsibility.



Chairperson

Date: 03/2016

Review date: 03/2019



SEARCH, SEIZURE AND CONFISCATION POLICY

UNDERLYING PRINCIPLES

1. The Board of Trustees regards students as full participants in society, with human rights entitlements that are common to all people as well as special rights and responsibilities attendant upon their status as children and young people and the special vulnerability which accompanies that status.
2. The Board of Trustees will ensure that the school's policies and practices promote the well-being, human dignity and rights of students in accordance with the provisions of the 1990 New Zealand Bill of Rights Act and the Articles of the 1989 United Nations Convention on the Rights of the Child.
3. Any search and/or seizure and/or confiscation must be able to be justified as reasonable in the circumstances. The following will be taken into account in determining whether the search and/or seizure is reasonable or not.
 - Consideration of the grounds for commencement of the search and/or seizure and/or confiscation.
 - The extent of the interference with or invasion of privacy.

PURPOSE

The purpose of such actions will be for the recovery of stolen property, for the detection of illegal weapons or substances or for any matter reasonably believed to be a threat to the maintenance of an orderly educational environment.

POLICY

1. All strip searches will be considered unreasonable.
2. Lockers may be searched if students and parents/caregivers have given written permission to do so as part of their conditions of holding a locker or if there are serious concerns about possible harmful contents.
3. Generally individualised suspicion on reasonable grounds of a particular student is necessary before a search takes place. Blanket searches of whole classes are generally unreasonable because a search should be conducted only where there is reasonable belief that the search will turn up evidence.
4. Searches of bags or lockers cannot be arbitrary. Reasonable grounds for suspicion are required.
5. Students are to be told what is being looked for and why there are reasonable grounds for suspecting them.
6. Wherever possible, there should be an independent witness, preferably a staff member to any search and/or seizure. Students will be informed of their right of refusal.
7. Students are to be asked to consent to a search. If such consent is not given, the search cannot proceed by school personnel. If suspicions are serious the Police and/or parents/caregivers may be asked to assist. All reasonable

efforts will be taken to inform parents in advance of Police action for the safety and wellbeing of all concerned.

8. The use of force is unacceptable except in extreme circumstances involving threat of imminent self harm or harm to others. The amount of such force (if used) shall be the minimum necessary to either protect or defend the person or persons concerned.
9. All reasonable care will be taken to ensure the safe-keeping of confiscated items while in the possession of the school. However, such items are brought at the owner's risk and the school cannot accept liability for loss or damage.
10. Special procedures apply to the use of electronic devices – see Student Personal Electronic Devices contract.

This policy should be read in conjunction with the Waiheke High School Cybersafety Guidelines, a Respectful School, Student Personal Electronic Devices contract and is consistent with the requirement of the Privacy Act, 1993.



Review date: 07/2019

Board Chair

Appendices:

Nonviolent Crisis Intervention Training to be arranged for full staff.

Training Providers: *tbc*

Training Date: *tbc*

Date completed: *tbc*

NAG 5

RESPECTFUL SCHOOL POLICY PROCEDURES



SCHOOL RULES

To enable all our students to make solid progress in the classroom, have rewarding experiences in extra-curricular activity and develop acceptable social skills, sound discipline must be maintained.

In order to promote *self-respect, respect for property, co-operation and obedience, courtesy and consideration*, Waiheke High School has the following rules:

Dress

Students are to dress tidily and according to Waiheke High School uniform and dress codes. Students in uniform are representing Waiheke High School and school rules apply, both inside and outside the school grounds.

Attendance

Students must attend school and all classes regularly and punctually and must remain on the premises during the school day unless permission to leave is granted and the student is signed out at the Main Office. After 4.00pm students may remain at school only under supervision. A phone call or written explanation of non-attendance is required from parents or caregivers.

Violence

Verbal abuse and physical violence are regarded as very serious offences. Students are to act and speak in a respectful way.

Valuables

Items such as large sums of money or electronic equipment are only allowed at school for school-related activities. Personal electronic equipment is liable for confiscation if used inappropriately. Students are discouraged from bringing valuable items to school. They do so at their own risk and must ensure their safekeeping, the school has no liability.

Alcohol, Tobacco and Other Drugs

Students may not be in possession of, using or dealing in the above items (including apparatus) at school, on the way to and from school, or on any school activity. Infringements of this rule are regarded as a major breach of school rules and carry very serious consequences. Medication prescribed for use during the day must be left at sick bay or with EOTC camp coordinator.

**Ref: Alcohol, Tobacco and Other Drugs Policy (page 34)*

Dangerous Items

Dangerous items are not permitted at school in the possession of any student. These could include drugs, matches, cigarette lighters, knives, box cutters, aerosol cans, any potential weapon, and materials or implements commonly associated with the use/misuse of illegal or dangerous substances.

Damage

Chewing gum is not permitted while at school. Damage to school buildings or any other school property must be reported promptly to the Property Manager, Senior Manager, the classroom teacher or at the Main Office.

Out of Bounds Areas

Specific areas of Waiheke High School are out of bounds to students. The hall and gymnasium are available for student use only if a supervisor is present. Students are not to walk through or interfere with parked cars or bikes or use parking areas as access ways. The staffroom is private to the staff. No student may be on the roof of any school building at any time.

ANTI-HARASSMENT STATEMENT

Definition

Harassment is ongoing, offensive, unasked for behaviour which troubles or annoys someone.

Harassment may take several forms:

1	Physical	Hitting, tripping, kicking, punching or unwanted touching.
2	Verbal	Name calling, swearing, threatening, so called 'jokes', spreading rumours.
3	Emotional	Ignoring, 'giving the evils', gesturing, hiding or damaging someone's property.
4	Sexual	Physical contact, gestures, words, jokes or pictures of a sexual nature.
5	Bullying	Using power to make someone do something through intimidation or humiliation.
6	Racial	Discriminating comments or actions regarding a specific person or group based on race or ethnicity. Note: Harassment of the form of items 2,4,5 and 6 can take place through electronic media, e.g. texting or email.

Harassment can occur between individuals and/or groups, and may involve students and/or adults.

Complaints about harassment will be taken seriously. The procedures might include:

- Talking to a Teacher
- Talking to a Dean
- Talking with the person complained about
- Mediation
- Meeting with Peer Mediator, Counsellor, Prefect

If not satisfactorily, the matter may be referred to a senior staff member or to the Principal.

NAG 5

AFFIRMING DIVERSITY IN THE SCHOOL COMMUNITY

RATIONALE



Waiheke High School acknowledges and respects diversity. The School aims to develop a school climate where difference is valued for the positive contribution it makes in creating a more vibrant and diverse community.

- Diversity at the school includes:
- Diversity of learners
- Diversity of cultures
- Diversity of ethnicity
- Diversity of beliefs and values
- Diversity of learning needs
- Diversity of sexualities
- Diversity of gender identities

Waiheke High School will aim to provide a supportive environment for every person.

Waiheke High School will:

- promote equality of opportunity for staff regardless of age, disability, sexuality, gender, identity, marital status, ethnicity, beliefs or social class.
- be committed to the principle of non-discrimination
- encourage networks of students who are proactive in the areas of diversity
- provide professional development for teachers and education for students in behaviour and language that is respectful of diversity
- provide a gender neutral uniform
- provide gender neutral facilities e.g. wharepaku
- be respectful and positive of relationships
- be committed to the principle of non-discrimination
- promote equality of opportunity for staff regardless of age, disability, sexuality, gender identity, marital status, ethnicity, beliefs or social class

Signed:.....

Board Chair

Resources

Health & Safety Practical Guide for Boards of Trustees and School Leaders 2015
Youth Law Project
Rainbow Young
MOE – Sexuality Education: A guide for principals, BOTs and Teachers (2015 edition)



COMPLAINTS POLICY

Rationale

At Waiheke High School we encourage parents to provide us with feedback so that we can constantly improve the service we provide.

Guidelines

Parents and community members can register concerns or make complaints in a variety of ways.

1. Contact the dean. The deans will know your son/daughter well and have overall responsibility for his/her welfare.
You can contact deans by **writing** to them at the High School, by **phoning** them, or by **emailing** them:

Level	Dean	Phone Extn (371-9000)	Email
Year 7 & 8	Ms Te Ao Marama Hau	262	haut@waihekehigh.school.nz
Year 9 & 10	Mr Sean O'Toole	262	otooles@waihekehigh.school.nz
Year 10 & 11	Mr Bill Godbout	262	godboutb@waihekehigh.school.nz
Year 13	Mrs Jude Young Mr Tony Sears	203 208	youngj@waihekehigh.school.nz searst@waihekehigh.school.nz

Please give deans time to respond to you - they all carry a teaching load and may well be busy for most of the day teaching their classes.

2. Contact a particular teacher. Individual teachers can be contacted by **writing** to them at the High School, or by **phoning** them through the main school phone number. It may be some time before you obtain a response from a phone message, as the teacher may be teaching for the whole day. If the matter cannot be resolved by discussing it with the teacher, or if, for some reason, you do not get a response from the teacher, you should contact the form teacher, Dean or Deputy Principal.
3. Contact a Deputy Principal. Generally you will want to discuss serious matters with these people. They can be contacted by emailing to them at the High School or by phoning them:

Deputy Principal	Mr Tony Sears	Extn 208	searst@waihekehigh.school.nz
Deputy Principal	Mr Paul Knighton	Extn 207	knightonp@waihekehigh.school.nz

4. Contact the Principal. The Principal can be contacted by email or by phone. Generally you will contact the Principal if you are unhappy with the way the matter has been dealt with by the Deans or the Deputy Principals or for what you regard is an extremely serious or confidential matter.
The Principal is delegated responsibility by the Board to investigate complaints.

Principal	Ms Jude Young	Extn 203	principal@waihekehigh.school.nz
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Note: Any changes to staff and/or contact details will be noted on the school website.

Any complaints concerning staff will be dealt with as per the relevant Collective Agreement.

5. Contact the Board of Trustees. You should contact the Board for serious matters or where you feel your concern/complaint has not been properly resolved by the Principal. Contact should be made either by email or by writing a letter to the high school address. To ensure that your email correspondence is dealt with in a timely manner, we recommend that it is cc'd to the school secretary at enquiries@waihekehigh.school.nz

Mrs Emma Musson (staff rep)	mussone@waihekehigh.school.nz
Ms Maree O'Brien	maree@obrienz.com
Mr Paora Toi Te Rangiuiaia	paora@ikonz.co.nz
Mr Gary Wilton	garyleewilton@gmail.com
Ms Rebecca Goodenough	becks@ecozip.co.nz
Ms Robyn Woodall (Board Chair)	robyn.woodall@infratel.co.nz
Zane Hambly (Student Rep)	hamblyz@student.waihekehigh.school.nz

6. Contact the Ministry of Education. The Ministry of Education in Auckland can provide you with further advice, and can be contacted as follows:

Private Bag 92 644
Symonds Street,
Auckland
Phone 632 9400 or Fax 632 9401
Email: enquiries.auckland@minedu.govt.nz

At Waiheke High School harassment of any person is unacceptable. Harassment can be defined as any unwelcome comment, conduct or gesture that is insulting, intimidating, humiliating, malicious, degrading or offensive. It might be repeated or an isolated incident but it is so significant that it adversely affects someone's performance, contribution or work environment. It can include physical, degrading or threatening behaviour, abuse of power, isolation, discrimination, sexual and/or racial harassment. Harassment is behaviour that is unwanted by the recipient even if the recipient does not tell the harasser that the behaviour is unwanted. Bullying is ongoing unreasonable behaviour which is often intended to humiliate or undermine the recipient but is not specifically unlawful

1. All cases of harassment within the school will be addressed promptly (a complaint is not always required) and treated confidentially (as may be appropriate) and impartially.
2. Students are encouraged to complain if they are harassed and in all cases complaints will be consistently addressed in accordance with the procedures in the document. A complaint may also be made by a third party on behalf of another, particularly when safety is considered to be an issue.
 - (a) Low level cases of harassment in the classroom can be dealt with by staff in reference to procedures in this document and in the staff manual.
 - (b) Higher level or repeated complaints must be referred to deans.
 - (c) Very serious cases of harassment will be referred to a senior manager and will also be dealt with according to procedures outlined in this document.
3. In all cases, once a complaint has been made and dealt with, the staff member, dean or senior manager must arrange follow up and feedback that ensures that the problem is really solved.
4. The advocacy role of counsellors is a significant part of the process to ensure student safety (both physical and emotional) for both victim and the alleged accused. Restorative Practices are an integral part of the Complaints/Harrassment processes.
5. The Waiheke High School Board of Trustees values input from parents, students and the general community. All complaints will be acknowledged within three school days, coupled with a process and time frame for resolution. Board matters will be referred to the next scheduled Board meeting.



Board Chair

Review: 02/2019



ATTENDANCE POLICY

Rationale

The Board of Trustees, under Section 31 of the Education Act 1989, is responsible for all reasonable steps to ensure the attendance of students enrolled at Waiheke High School.

Procedures will:

- (a) Ensure the school's attendance is effectively monitored throughout the day.
- (b) Respond appropriately to attendance problems.
- (c) Assist students to attend school on a regular basis.
- (d) Implement a system of rewards and sanctions.
- (e) Improve the overall percentage of students at school in line with the annual plan.
- (f) Report to the Board of Trustees on attendance for key groups as identified in the annual plan.

Guidelines

1. Procedures will be implemented which enable the earliest possible identification and monitoring of pupils with irregular or unsatisfactory attendance requirements.
2. Procedures will develop consistent communication between school and the home.
3. Guidance staff will attempt to identify and address the cause(s) of poor attendance patterns.
4. Satisfactory attendance levels will be established in the annual plan.
5. Satisfactory attendance will be required for attendance at school sponsored events.
6. Waiheke High School management will follow legal guidelines, and inform the Board, with regard to unresolved attendance issues.

A handwritten signature in blue ink that reads "Andrew Walters". The signature is written in a cursive style with a large, stylized 'A' and 'W'.

Board Chair: Andrew Walters