10/11/2026

2026 Rosehill School Policy Manual

Tē tōia, tē haumatia

Nothing can be achieved without a plan, workforce and a way of doing things

Back to the top

Contents – click on policy to view

Governance and Management 2

Education Act 1989 3

Schedule 6 3

Part A: Annually Updated Section 5

1. *Trustee Register* 0
2. *School Board work plan 2026* 0
3. *2026-2028 Improvement Plan* 0
4. *Rosehill School Commitment to Te Tiriti o Waitangi* 1

Part B: Governance policies – how we work as a board 2

B.1 Board Roles and responsibilities 3

B.2 Code of Conduct for Board Members 4

Code of Conduct for State School Board Members 5

B.3 Board member honoraria and expense reimbursement 6

B.4 Conflict of Interest Policy 6

B.5 The role of the presiding member 7

B.6 Staff Representative role description 8

B.7 Relationship between the Presiding Member and the Principal 9

B.8 Principals Performance and Professional Growth Cycle 9

B.9 Disciplinary processes in relation to the principal 11

B.10 Reporting to the Board 11

B.11 Principal Professional Expenses 11

Part C: Governance processes and procedures – ways in which we ensure effective governance 13

C.1 Meeting protocols 13

C.1.1 Public attending Board meetings 15

C.1.2 Meeting evaluation: biannual in April and November 16

C.2 Committee Principles Back to the top 16

C.2.1 Student behaviour management committee terms of reference 17

C.2.2 Finance annual calendar (review annually in February) 17

C.3 Trustee induction process 17

C.4 Concerns and complaints process 19

C.4.1 Board complaints checklist 20

C.3.1 Allocation of units 20

C.3.2 Staff Anti Bullying 21

Part D: Operational policies – board expectations for the control and management of the school 23

D.1 Responsibilities of the principal 24

D.2 Principal's professional expenses 25

Back to the top

D.3 Curriculum delivery 25
D.4 Personnel 26
D.4.1 Appointments 27
D.4.2 Discretionary leave policy 28
D.5 Financial planning and condition policy 29
D.6 Asset protection policy 30
D7. Protection and sharing of intellectual property (Creative Commons) policy 30
D.8. Health and safety policy 31
D.9 Child Protection 33
D.10 Reducing student distress and use of physical restraint policy 36
D.11 Bully Prevention and Response 37
D.12 Privacy Policy 39
D.13 Animals at School 40
D.14 Student Attendance 40
D.15 Theft and Fraud Prevention Policy 41
D.16 Eating Drinking and Swallowing Policy 43
D.17 Mobile Phone Policy 43
D.18 Equal Employment Opportunities Policy 44
D.19 Classroom Release Time 44
D.20 Attendance Management Plan and supporting STAR 46
D.21 Artificial Intelligence 47

1. Introduction

- The school board of Rosehill School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.
- *Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.*
- To ensure effective school performance, the school board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

Governance and Management

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

Governance	Management
The ongoing improvement of student progress and achievement is the board's focus. The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements. Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership, with the role of	The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand. [For detail see Operational Policies]

Back to the top

each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work. The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school.	

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

Education Act 1989

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

Schedule 6

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

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

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

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

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

Back to the top

17 Delegations
(1) A board may delegate any of the functions or powers of the board or the trustees, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
(a) a trustee or trustees:
(b) the principal or any other employee or employees, or office holder or holders of the board:
(c) a committee consisting of at least 2 persons at least 1 of whom is a trustee:
(d) any other person or persons approved by the Minister:
(e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).
(2) Subclause (1) does not apply to any functions or powers specified in this Act as not being capable of delegation.
(3) The board must not delegate the general power of delegation.
(4) A delegate to whom any function or power is delegated may,
(a) unless the delegation provides otherwise, perform the function or exercise the power in the same manner, subject to the same restrictions, and with the same effect as if the delegate were the board or the trustees; and
(b) delegate the function or power only—
(i) with the prior written consent of the board; and
(ii) subject to the same restrictions, and with the same effect, as if the subdelegate were the delegate.
(5) A delegate who purports to perform a function or exercise a power under a delegation—
(a) is, in the absence of proof to the contrary, presumed to do so in accordance with the terms of that delegation; and
(b) must produce evidence of his or her authority to do so if reasonably requested to do so.
(6) No delegation in accordance with this Act—
(a) affects or prevents the performance of any function or the exercise of any power by the board or the trustees; or
(b) affects the responsibility of the board for the actions of any delegate acting under the delegation; or
(c) is affected by any change in the membership of the board or of any committee or class of persons.
(7) A delegation may be revoked at will by—
(a) resolution of the board and written notice to the delegate; or
(b) any other method provided for in the delegation.
(8) A delegation under subclause (4)(b) may be revoked at will by written notice of the delegate to the subdelegate.
(9) The board may, by resolution, appoint committees—
(a) to advise it on any matters relating to the board's functions and powers that are referred to the committee by the board; or
(b) to perform or exercise any of the board's functions and powers that are delegated to the committee.
(10) A person must not be appointed as a member of a committee unless, before appointment, he or she discloses to the board the details of any financial interest that would disqualify the person from being a trustee under section 103A.
(11) This clause applies to each member of a committee who is not a trustee with any necessary modifications.

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

s.76 Principals
(1) A school's principal is the board's chief executive in relation to the school's control and management.
(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
(a) Shall comply with the board's general policy directions; and
(b) Subject to paragraph (a), has complete discretion to manage as the principal thinks fit the school's day to day administration.

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

Back to the top

Part A: Annually Updated Section

Back to the top

1. Trustee Register
2. School Board work plan
3. Improvement (Strategic) Plan – separate document
4. Rosehill School Commitment to Te Tiriti o Waitangi

Back to the top

1. Trustee Register

- Updated when there is any change of board membership and reviewed annually as part succession planning.
- Trustee register: updated when there is any change of board membership and reviewed annually as part of succession planning.
- Approved Number of Elected Parent Representations = 7

Name	Phone number	Email	Conflict of interest	Position	Method of election	Date started
Gill Hedley	021569377	principal@rosehill.school.nz	Principal	Principal		April 2017
Mark Walsdorf	0212874371	m.walsdorf@rosehill.school.nz		Presiding member	Election	Approx. 2012
Manpreet Dhaliwal	0211194722	m.dhaliwal@rosehill.school.nz	NZSTA Regional exec team	Deputy presiding member	Election	August 2016
Nane Lockington	0211078281	n.lockington@rosehill.school.nz		Parent representative	Election	August 2016
Sam Leatigaga	02102540315	s.leatigaga@rosehill.school.nz		Parent representative	Co-opted	July 2024
Julia Belford		j.belford@rosehill.school.nz		Parent representative	Election	October 2025
Donna Cowley	0274744412	d.cowley@rosehill.school.nz	Manurewa High School Board Clendon Park School Teacher	Parent representative	Election	October 2025
Rebecca Marris		r.marris@rosehill.school.nz	Taxis United employee	Parent representative	Election	October 2025
Yolene Williams	021 260 1541	y.williams@rosehill.school.nz		Staff representative	Election	October 2025

Back to the top

2. School Board work plan 2026

Area for review	16 Feb 2026	30 Mar 2026	11 May 2026	8 Jun 2026	3 Aug 2026	7 Sep 2026	9 Nov 2026	7 Dec 2026
Strategic Improvement Plan	Annual Strategic Plan, Attendance Management Plan (AMP)	Strategic goals term 1 and 2 plans AMP term 1 and 2 plan		Strategic Goals review AMP review	Strategic goals term 3 and 4 plans AMP term 3 and 4 plan		Strategic Goals review AMP review	Annual plan 2026
Policy	Part A annually updated	Part B Governance	Part C Governance Processes Bi-annual mtg evaluation	Part D Operations	Part B Governance	Part C Governance Processes	Part D Operations Outstanding policies + Bi-annual mtg evaluation	
Budget	Approved	Accounts to auditor	Budget review			Budget review	2026 draft budget presented	
Student progress		Target action plan	PLP attendance	Student attendance + discretionary leave trends		Target action plan	ABLES data analysis PLP attendance	Draft analysis of variance
HR and hauora		Principal PGC to PM	Exit interview trends			Staff survey results	Principal PGC review to PM + discretionary leave trends	
Te Tiriti o Waitangi			Ethnic data PLP attendance School ethnicities data				Ethnic data	
Board requirements	Appoint PM	Accounts to auditor + MOE		1 July roll return				Xmas event

Back to the top

3. 2026-2028 Improvement Plan

ROSEHILL SCHOOL

Creating inspiring pathways for real life success
He waihanga ara whakahihiri, kia angitu ai

Strategic Improvement Plan

2026-2028



Our Vision

Creating Inspiring Pathways for Real Life Success

He waihanga ara whakahihiri, kia angitu ai

Back to the top

4. Rosehill School Commitment to Te Tiriti o Waitangi

Rosehill School Board will continue to prioritise and enact our commitment to Te Tiriti o Waitangi, the foundation document of Aotearoa New Zealand. We believe strong communities are built on understanding, respect, and genuine partnerships between Te Tiriti partners.

Although the Government has removed the requirement for school boards to give effect to Te Tiriti o Waitangi, the Rosehill School Board will continue to do so, as we believe that giving effect to Te Tiriti o Waitangi strengthens our governance and our ability to serve the needs of our ākonga and community.

Key Principles the Rosehill School Board will uphold in honouring Te Tiriti:

- Ensuring our policies and practices reflect the principles of partnership, protection, and participation.
- Ensuring our strategic planning champions equitable outcomes for Māori students.
- Ensuring the school's operational functions enables our commitment to Te Tiriti.

The school will continue to:

- Build strong connections with iwi, hapū, and Māori whānau.
- Provide ongoing professional development for staff on Te Tiriti and culturally affirming practices.
- Ensure our values—Hauora, Māramatanga, Manaakitanga, and Kaitiakitanga—are known and reflected in our actions.
- Ensure students have rich and varied opportunities to learn Te Reo Māori, tikanga, mātauranga Māori, and understand what it means to be a Te Tiriti partner.
- Support students to value diverse worldviews while feeling confident in their own identity as Te Tiriti partners.

We are committed to continuing to walk beside our Māori community to ensure Rosehill School is a place where all students feel they belong and flourish.

Back to the top

Part B: Governance policies – how we work as a board

Policy	Outcome statements	Approved/ reviewed	Next Review
1. Board roles and responsibilities policy	The board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.	2024	2027
2. Code of conduct for board members policy	The board will act in an ethical and respectful manner.	2026	2029
3. Board member honoraria and expense reimbursement policy	Remuneration and reimbursement of expenses to trustees is transparent, fair and reasonable.	2025	2028
4. Conflict of interest policy	The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.	2024	2028
5. Presiding member (chair) role description	The board is effectively led.	2025	2027
6. Staff Representative role description policy	The staff representative brings a staff perspective to board discussion and decision making.	2024	2027
7. Relationship between presiding member and principal	The relationship between the chair and the principal is based on trust, integrity and mutual respect.	2024	2027
8. Principals Performance and Professional Growth Cycle	A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board.	2025	2028
9. Disciplinary process in relation to the principal	The SB will act in an ethical way if a complaint against the principal is received	2024	2027
10. Reporting to the SB	The principal reports to the whole board and keeps it informed of the schools true and accurate position	2024	2027
11. Principal Professional Expenses policy	Professional expenses for the principal are transparent, fair and reasonable.	2024	2027

Back to the top

B.1 Board Roles and responsibilities

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

Representation	Leadership	Accountability	Employer Role

The board		The Standards	
1.	Sets the strategic direction and long-term plans and monitors the board's progress against them	1.1 1.2 1.3 1.4 1.5	The board leads the strategic plan review process The board sets/reviews the strategic aims by December. The board approves the annual plan and targets and ensures the strategic plan is submitted to the Ministry of Education (MoE) by 1 March each year Regular board meetings include a report on progress towards achieving strategic aims The strategic plan is the basis for all board decision making
2.	Monitors and evaluates student progress and achievement	2.1 2.2 2.3	The board approves an annual review schedule covering curriculum and student progress and achievement reports Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3.	Appoints, assesses the performance of and supports the principal	3.1	Principal's performance management system in place and implemented
4.	Approves the budget and monitors financial management of the school	4.1 4.2	Budget approved by the first meeting each year Satisfactory performance of school against budget
5.	Effectively manages risk	5.1 5.2 5.3 5.4	The board has an effective governance model in place The board remains briefed on internal/external risk environments and takes action where necessary The board identifies 'trouble spots' in statements of audit and takes action if necessary The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action
6.	Ensures compliance with legal requirements	6.1 7.2 7.3 7.4 7.5	New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary Accurate minutes of all board meetings, approved by board and signed by chair Individual staff/student matters are always discussed in public excluded session Board meetings have a quorum
8.	Ensures trustees attend board meetings and take an active role	8.1 8.2 8.3 8.4	Board meetings are effectively run Trustees attend board meetings having read board papers and reports and are ready to discuss them Attendance at 80% of meetings (min.) No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)

Back to the top

The board		The Standards	
9.	Approves major policies and programme initiatives	9.1 9.2	Approve programme initiatives as per policies The board monitors implementation of programme initiatives
10.	Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	10.1 10.2	The Treaty of Waitangi is obviously considered in board decisions The board, principal and staff are culturally responsive and inclusive
11.	Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	11.1 11.2 11.3	Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct Ensures there is ongoing monitoring and review of all personnel policies
12.	Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	12.1	Successful resolution of any disputes and conflicts referred
13.	Represents the school in a positive, professional manner	13.1	Code of behaviour adhered to
14.	Oversees, conserves and enhances the resource base	14.1	Property/resources meet the needs of the student achievement aims
15.	Effectively hands over governance to new board/trustees at election time	15.1 15.2 15.3 15.3	New trustees provided with governance manual and induction New trustees fully briefed and able to participate following attendance at an orientation programme Appropriate delegations are in place as per Schedule 6 (17) of the Education Act Board and trustees participate in appropriate professional development

B.2 Code of Conduct for Board Members

Outcome statement

Board members are required to meet the objective outlined in the Code of Conduct for State School Board Members

Scoping

The code of conduct sets out minimum standards that all members of state boards must meet.

Expectations and limitations

- All board members will be made aware of the code of conduct and comply with its requirements.
- The Board will review the code annually to ensure awareness and understanding
- The Code of Conduct will be included in the induction of new board members.
- The requirements are for each individual board member, not the board as a group.
- The board, as a group, must meet the primary objectives outlined in section 127 of the Education and Training Act 2020 and all other legal obligations placed on the board.
- The Board can choose to add their own standards to the code of conduct. This must be done by a board resolution.
- New standards must be consistent with the minimum standards and requirements under the Education and Training Act 2020 and any other New Zealand legislation.
- If a board decides a member has breached the code of conduct, then the board may censure the member.
- A censure is an internal board process. A resolution must be formally recorded in the meeting minutes.
- Sanctions for failing to comply with the code do not apply to a principal. Issues relating to principals are an employment matter.
- When considering a sanction, the principles of natural justice apply. This includes that:
    - the board must act fairly and reasonably,
    - the member has the right to know what behaviour it is proposed they are sanctioned for, and
    - decisions should be made using fair processes.

Back to the top

Legislative compliance

The code of conduct was issued under section 166 of the Education and Training Act 2020.
Code of conduct for board members – New Zealand Legislation
Education and Training Act 2020 section 127: Objectives of boards in governing schools – New Zealand Legislation

Code of Conduct for State School Board Members

Issued by the Minister of Education under section 166 of the Education and Training Act 2020 to apply to members of State school boards.

Individual boards of schools/kura can decide to expand the minimum standards in this code to protect the special character/ different character/ principles of Te Aho Matua and any special characteristics of the school or its community.

Acting to achieve our objectives

The purpose of all school boards is to govern the school. As board members, we share the common objectives, as outlined in section 127 of the Education and Training Act 2020, including ensuring the school gives effect to Te Tiriti o Waitangi. These objectives are not achieved alone, but in partnership with parents/caregivers, whānau, iwi, hapū, communities, and students/ākonga.

We act and behave in a manner that demonstrates and promotes these common objectives.

1. I act with integrity	I act with high standards of professional and personal integrity, including being honest, open, transparent, and trustworthy.
2. I am culturally responsive and fair	I do not act or advocate in a way that discriminates against, nor act in a way that unjustifiably favours, particular individuals, groups, identities or interests.
3. I actively promote a safe school environment	I speak up when I see unethical behaviour. I treat all concerns raised seriously. I encourage an open culture where all staff, communities and students feel safe speaking up.
4. I am respectful of my fellow board members and act consistently with the designated or special character of my school	I follow the board's policies and procedures. I work with my fellow board members in a respectful way, even when we disagree. If I am a board member of a designated character school or state-integrated school, I act consistently with the school's character. I act consistently with Te Aho Matua where the school is a Kura Kaupapa Māori Te Aho Matua.
5. I respect the process of collective decision-making	I recognise that only a member authorised by the board to do so may speak on behalf of the board. I do not act independently of the board's decisions.
6. I treat school staff, students and members of the school community with respect	I treat the principal, staff, students, and school volunteers, and members of the school community with courtesy and respect. Code of Conduct for State School Board Members
7. I take responsibility for ongoing development in my role	I make myself available to undertake appropriate professional development, including a focus on Te Tiriti o Waitangi and good governance.
8. I engage with our community in sensitive and appropriate ways	I work with my fellow board members to authentically engage with all people in our school community, including whānau, local Māori communities, iwi and hapū, fairly, impartially, promptly, and sensitively to help inform the decisions we make.
9. I speak up for all students	I put students' wellbeing, progress and achievement first and foremost, unaffected by my personal beliefs or interests.
10. I come prepared	I come to board meetings prepared to fully participate in decision-making.
11. I use my position responsibly	I maintain confidentiality when I receive non-public information gained in the course of my duties and use it only for its intended purpose. I publicly represent the school in a positive manner and do not publicly disclose information that may be harmful to the school. I do not pursue my own interests at the expense of the school or community's interests.
12. I do not seek gifts or favours	I follow our board policy procedures in relation to any offers of gifts or hospitality. I never seek gifts, hospitality or favours for myself, members of my family or other close associates.
13. I am politically impartial in my role as a board member	I do not endorse or campaign for a political party or candidate in my capacity as a school board member.

Back to the top

14. I meet statutory and administrative requirements	I act in accordance with all statutory and administrative requirements relevant to the role of the school board (including as an employer) and will seek guidance and support if and where required.
15. I identify and manage conflicts of interest	I identify, disclose, manage and regularly review all interests. I become familiar with, and follow, all conflicts of interest requirements, including those of the board, the school, and all statutory requirements.

B.3 Board member honoraria and expense reimbursement

Outcome statement

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

Scoping

- The board exercises its right to set the amount that the chair and other board members are reimbursed for attendance at board meetings. These honoraria cover the expense of attending board meetings and are not payment for work undertaken.
- The principal, as a member of the board, is entitled to the same payment as all other trustees except the presiding member.
- Any other payments or reimbursements are at the discretion of the board.
- Any other expenses incurred are paid separately to the honoraria

Expectations and limitations

- Currently at Rosehill School:
- the chair receives $140 per board meeting
- all board members receive $120 per board meeting
- there is payment for extraordinary meetings attended as a board member such as interviews/working group/committee meetings
- attendance fees are non-taxable within the agreed non-taxable amounts of $605 annually for trustees and $825 for the chair
- costs associated with attendance at professional development sessions may be met by the board but prior approval must be sought
- all other reimbursements are at the discretion of the board and must be approved prior to any spending occurring.

Procedures/supporting documentation

School reimbursement claim form.

Monitoring

Board to enter own monitoring and reporting procedures.

Compliance

Income Tax Act 2007; IRD Honoraria payments to school trustees

B.4 Conflict of Interest Policy

Outcome statement

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

Back to the top

Scoping

- The board shall create a register of all board members detailing any interests, relationships or holdings that could potentially result in a conflict of interest. This register shall be updated whenever a board member's circumstances change or a new member joins the board. It should be reviewed at the start of each school year and following trustee elections.
- Board members who have a conflict of interest shall be excluded from relevant board meetings (or relevant parts of board meetings).

Expectations and limitations

- All staff and board members will effectively manage conflicts of interest between the interests of the school on one hand and personal, professional and business interests on the other. This includes managing potential and actual conflicts of interest as well as perceptions of conflicts of interest.
- Any trustee who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a trustee must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter.
- Any trustee who is a member of the board's staff must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them.
- In the course of board meetings, board members will disclose any interests in a transaction or decision where their family and/or partner, employer or close associate will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question.

Procedures/supporting documentation

Disclosure of interest statements updated annually.

B.5 The role of the presiding member

Outcome statement

The board is effectively led.

Scoping

- The presiding member presides over board meetings and ensures that each board member has a full and fair opportunity to be heard and understood by the other members of the board and that decisions that are in the best interest of the school, its students and staff are reached.
- The presiding member is the leader of the board and works on behalf of the board with the principal on a day-to day basis.
- The presiding member establishes and nurtures a positive professional working relationship with the principal.
- The presiding member represents the board to the broader community and works in partnership with the principal to safeguard the integrity of the board's processes.
- The presiding member often represents the board to the school and wider community and agencies such as the Ministry of Education and the Education Review Office and carries a responsibility to safeguard the integrity of the board.

Delegations

- The board delegates management of the relationship between the board and the principal to the presiding member.
- Board to enter any other delegations to the presiding member.

Expectations and limitations

- The presiding member:
- is appointed by election at the first board meeting of the year except in a triennial board election year where it shall be at the first meeting of the board held after the election*
- acts within board policy and delegations at all times and not independently of the board
- works with the board to develop a cohesive and effective team
- welcomes new board members, ensures that disclosure of any conflicts of interest is made and the code of conduct is understood (and signed) and leads new member induction

Back to the top

- assists board members' understanding of their role, responsibilities and accountability, including the need to comply with the code of Conduct for Board Members issued by the Minister.
- ensures the work of the board is completed
- sets the board's meeting agenda and ensures that all board members have the required information for informed discussion of the agenda items
- ensures the meeting agenda content is only about those issues that, according to board policy, clearly belong to the board to decide
- effectively organises and presides over board meetings, ensuring that such meetings are conducted in accordance with the Education & Training Act 2020, the Education (School Boards) Regulations 2020, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any board policies and protocols*
- ensures interactive participation by all board members
- represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person
- is the official signatory for the board, including for annual accounts*
- is responsible for promoting effective communication between the board and wider community, including communicating appropriate board decisions
- establishes and maintains a productive working relationship with the principal
- ensures the principal's performance agreement and review are completed on an annual basis
- ensures concerns and complaints are dealt with at the appropriate level, according to the school's concerns and complaints procedures
- ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint.

*Legislative requirement

Procedures/supporting documentation

- Governance policies and protocols
- Board code of conduct
- School delegations list

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

- Education & Training Act 2020
- Education (School boards) Regulations 2020
- Local Government Official Information and Meetings Act 1987
- Official Information Act 1982
- Privacy Act 2020

B.6 Staff Representative role description

- The staff representative fulfils legislative requirements relating to board composition. The role of the staff representative is to bring a staff perspective to board decision making and discussion.
- As a representative the staff representative has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountability as all other trustees.

Staff/Student representative accountability measure		Standard	
1.	To work within the board's strategic plan	1.1	The strategic plan is obviously considered in board decisions
2.	To abide by the board's governance and operational policies	2.1	The staff representative has a copy of the Governance Manual and is familiar with all board policies

Back to the top

Staff/Student representative accountability measure		Standard	
3.	The staff representative is first and foremost a representative and must act in the best interests of the students at the school at all times.	3.1 3.2	The staff representative is not a staff advocate The staff representative does not bring staff concerns to the board
4.	The staff representative is bound by the Trustee Code of Behaviour	4.1	The staff representative acts within the code of behaviour
5.	It is not necessary for the staff/student representative to prepare a verbal or written report for the board unless specifically requested to from the board	5.1	No regular reports received unless a request has been made by the board on a specific topic.

B.7 Relationship between the Presiding Member and the Principal

The Chair is the leader of the board and works on behalf of the board on a day-to-day basis with the principal.

The relationship principles are to be read in line with the following:

1. The board's agreed governance and management definitions
2. The board's Roles and Responsibilities Policy
3. The Responsibilities of the principal Policy
4. The Presiding Member's Role Description Policy
5. The Trustees' Code of Behaviour Policy

Relationship principles:

1. A positive, productive working relationship between the principal and the presiding member is both central and vital to the school.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel the other on performance concerns.
6. The presiding member supports the principal and vice versa when required and appropriate.
7. There is understanding/acceptance of each other's strengths and weaknesses.
8. Each agree not to undermine the other's authority.
9. There is agreement to be honest with each other.
10. Each agree and accept the need to follow policy and procedures.
11. Agree not to hold back relevant information.
12. Agree and understand the presiding member has no authority except that granted by the board.
13. Understand that the presiding member and principal should act as sounding boards, both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set.

B.8 Principals Performance and Professional Growth Cycle

Outcome statement

To ensure that the principal engages in a structured, reflective, and growth-oriented professional development process. This process is designed to support the principal in meeting the Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga, the Professional Standards for Primary School Principals, and the principals job description while also aligning with the strategic direction and unique needs of the school.

Back to the top

Scoping

This policy applies exclusively to the principal. It outlines the expectations for the principal's annual Professional Growth Cycle (PGC), which is distinct from, but complementary to, the teacher PGC process. The principal's PGC: • Is tailored to the context and priorities of Rosehill School. • Supports leadership development and continuous improvement. • Aligns with national professional standards and school-wide goals.

Delegations

Under this policy:

- The principal is responsible for designing and implementing their own annual PGC
- The PGC includes identifying and developing appropriate indicators.
- The principal develops their PGC and shares this with the Presiding Member to plan any support that is needed.
- The principal engages in a network of learning and practice development within a network of colleagues, using the standards
- The principal seeks feedback on their practice from a range of sources, including the presiding member or their delegate
- A professional learning network colleague confirms that the principal has participated in their PGC and endorses whether the principal meets the standards.
- If in the endorser's judgment, the principal does not meet or is not likely to meet the Standards, they discuss this with the principal.
- The principal is also delegated the responsibility of designing and implementing the annual PGC for teaching staff, as outlined in the Teacher Professional Growth Cycle Policy.
- The PGC process meets privacy and records retentions requirements

Professional Learning Network

The PGC supports the ongoing professional growth of the principal as part of a Professional Learning Network (PLN) of colleagues.

The principal participates in a PLN in order to assess their own capability in meeting the standards. The principal also supports colleagues to carry out their PGC.

As a member of the PLN the principal follows the Kaupapa (set of principles) set out by the Teaching Council:

- Observe confidentiality
- Support the agreed facilitator
- Share responsibility for enriching the conversation
- Come to meeting on time and prepared, informed and open minded
- Contribute to the group by being responsive, reflective and supportive
- Agree to intentionally address elements of the PGC
- Ensure that the endorsement process is followed

Expectations

The principal's Professional Growth Cycle must:

- Be planned annually in consultation with the presiding member and stakeholders.
- Be aligned with the Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga, the Professional Standards for Primary School Principals, and the principals job description.
- Promote professional learning and leadership growth that is responsive to the evolving needs of the school. Include mechanisms for reflection, feedback, and evidence of progress.
- Be documented and reviewed annually, with outcomes shared appropriately with the presiding member.

Limitations

The principal's PGC must not:

- Be developed or conducted in isolation from the school's strategic direction or without consultation.
- Replace any formal performance appraisal processes required by external agencies or regulatory bodies.
- Be implemented without reference to the Standards for the Teaching Profession.

Resources

- The teaching council of Aotearoa New Zealand
- Professional growth cycle

Back to the top

- Our code, our standard
- Professional growth cycle for principals, tumuaki and ECE professional leaders
  Primary principals' collective and individual employment agreements - Ministry of Education

B.9 Disciplinary processes in relation to the principal

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

B.10 Reporting to the Board

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

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

Principal's management report including:

- Strategic aim report
- Personnel report
- Finance report
- Key performance indicators
- The coordination and approval of the following reports:
  - Student progress and achievement report
  - Curriculum report

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

B.11 Principal Professional Expenses

Outcome statement

Parameters are set to ensure the Principal's professional expenses, in accordance with Principal's professional development plan, are budgeted for on an annual basis.

Expectations and limitations

- A budget for professional expenses and for professional development will be established annually in accordance with the Principal's professional development plan contained in their performance agreement and be included in the budget.
- Any overseas trips for professional development must be approved by the School Board.
- Professional development expenses may include but are not confined to: continuing education, books and periodicals, mentoring, and attendance at professional conferences.

Back to the top

- Spending with this budget will be reviewed by the School Board Chairperson annually and undertaken professional development will be reported to the School Board monthly.

Relevant Legislation

Including but not limited to Employment Relations Act 2000

Back to the top

Part C: Governance processes and procedures – ways in which we ensure effective governance

Process and procedure	Approved/ Reviewed	Next review
1. Meeting protocols	2025	2028
1.1 Public attending Board meetings	2026	2029
1.2 Meeting evaluation: biannual	2026	2027
2. Committee Principles	2024	2027
2.1 Student behaviour management committee terms of reference	2024	2027
2.2 Finance annual calendar	2025	Feb 2026
3. Trustee induction Process	2025	2028
3.1 Allocation of Units	2024	2027
3.2 Staff Anti Bullying	2024	2027
4. Concerns and complaints process	2026	2029
4.1 Board complaints checklist	2026	2029

C.1 Meeting protocols

The School Board of Rosehill School is committed to effective and efficient meetings and, to this end, sets out the following guidelines for the conduct of board meetings.

Timing of meetings

- Dates and times of meetings will be set in the board workplan and usually held on the *third and eighth week of each term, starting at 5:45pm and finishing no later than 8:30pm.*
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting

Agenda and meeting papers

- The presiding member is responsible, in liaison with the principal, for the preparation of an agenda prior to each meeting
- The principal is to ensure that secretarial services are provided to the board
- Agenda items are to be notified to the presiding member three days prior to the meeting
- The agenda and board papers will be circulated to board members at least three days prior to the meeting
- The board should have access to all correspondence. Correspondence that requires the board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that board members can read it if required
- The agenda for the part of each meeting that is open to the public will be posted on the board's section of the school website at least 48 hours prior to the meeting and copies made available at the meeting place for any members of the public
- The agenda is to be collated with the items placed in order and marked with an agenda item number
- Agenda items will reference relevant strategic goals and board policies

Back to the top

- Late agenda items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the meeting documentation.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- The order of the agenda may be varied by resolution at the meeting

Public participation

- The board meeting is a meeting open to the public rather than a public meeting
- Only members of the board have automatic speaking rights
- Public participation is at the discretion of the board
- Public attending the meeting, including staff members not elected as the staff representative, are given a notice about their rights regarding attendance at the meeting – see C1.1 Public attending board meetings

Conduct of meetings

- A quorum of more than half the members currently holding office is required for the board to be able to conduct any business*
- Meetings can be held via audio, audio and visual or electronic communication providing:
    - all board members who wish to participate in the meeting have access to the technology needed to participate, and
    - a quorum of members can simultaneously communicate with each other throughout the meeting*
- Board members will declare any conflict of interest at the beginning of the meeting
- Any board members with a conflict of interest or pecuniary interest in any issue shall not take part in any debate, deliberation or decision making on such issues. They must be excluded from the meeting for the duration of the debate, deliberation or decision making.* A pecuniary interest arises when a board member may be financially advantaged or disadvantaged as a result of decisions made by the board (contracts, pay a d conditions). A conflict of interest is when an individual board member could have or could be thought to have a personal stake in matters to be considered by the board
- The presiding member shall be appointed by election at the first meeting of the year except in the triennial election year where it will be at the first meeting of the newly elected board*
- The elected presiding member (or, in their absence, a non-school-based board member) presides at meetings
- Only apologies received from those who cannot be present must be recorded. Members of the board who miss three consecutive meetings without the prior leave of the board cease to be members.* An apology does not meet the requirement of prior leave. To obtain prior leave, a board member must request leave from the board at a board meeting, and the board must make a decision whether or not to grant it
- Points of order are questions directed to the presiding member that require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting
- The board's normal meeting procedures may be suspended by resolution of the meeting

Back to the top

Decision-making process

- All board decision are made in light of board policy and the board's primary objectives of ensuring that; every student at the school is able to attain their highest possible standard in educational achievement; the school is an inclusive and safe place for all students and staff; the school gives effect to relevant students' rights and gives effect to Te Tiriti o Waitangi
- All decisions are to be taken by open voting by all board members present
- In the event of tied voting on a resolution, the presiding member may exercise a casting vote in addition to their deliberative vote*
- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the presiding member and are then open for discussion
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting
- No further amendments may be accepted until the first one is disposed of
- The mover of a motion has right of reply
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment
- When a matter cannot be resolved or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion

Minutes

- Board meeting minutes will be taken by a contracted, paid minute secretary who is not a member of the board
- The minutes are to clearly show resolutions and action points and who is to complete the action
- Minutes are sent to the presiding member for checking within 3 working days and distributed electronically to the board within seven working days. Requests for corrections or amendments should be submitted by email to the presiding member as soon as possible to ensure accurate minutes can be confirmed at the next meeting
- Minutes to be tabled for approval should be included in documentation made available to all board members prior to the meeting
- Once minutes are approved as true and correct, recordings of that meeting are to be deleted

Calling special meetings

- If the Board has adopted procedures regarding special (extraordinary) meetings, then those would apply
- In the absence of board procedures, a special meeting may be called by the presiding member. Otherwise, one third of board members currently holding office agreeing to call a special meeting would be good practice

* Legislative requirement

C.1.1 Public attending Board meetings

The School Board welcomes public presence at board meetings and hopes that members of the public enjoy their time observing board meetings.

In order that members of the public understand the rules that apply to attending board meetings these procedures will be provided and followed unless otherwise authorised by the board.

Back to the top

1. Board meetings are not public meetings but meetings held in public.
2. If the meeting moves to exclude the public (usually this is to protect the privacy of individuals) then you will be asked to leave the meeting until this aspect of business has been concluded.
3. Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably this request has been made in advance. Public participation is at the discretion of the board.
4. Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of fifteen minutes per interest group.
5. No more than 5 speakers on any one topic.
6. Speakers are not to question the board and must speak to the topic.
7. Board members will not address questions or statements to speakers.
8. Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
9. If the chair believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

Please note: Members of the public include staff, students and parents of the school who are not trustees on the board.

C.1.2 Meeting evaluation: biannual in April and November

How well did we accomplish the results we expected from this meeting based on the set agenda?
Not at all 1 2 3 4 5 Very well
Comment:

How satisfied are you with how the team worked as a group?
Not at all 1 2 3 4 5 Very well
Comment:

How satisfied are you with your participation and contribution as an individual?
Not at all 1 2 3 4 5 Very well
Comment:

Is there anything that you believe would improve our meeting process?
Name: (Optional)

C.2 Committee Principles *Back to the top*

- The board may set up committees/working parties to assist it to carry out its responsibilities and due process (e.g., staff appointment, finance, property, disciplinary).
- The Education Act 1989 Schedule 6 (17) gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money.
- Board committees:
  - Are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate
  - Can include non-board members but at least one must be a trustee
  - May not speak or act for the board except when formally given such authority for specific and time-limited purposes – such authority will be carefully stated in order not to conflict with authority delegated to the principal or the chair
  - Assist the board chiefly by preparing policy alternatives and implications for board deliberation
  - Are intended to assist the board and not to advise or carry out the work of staff
  - Must act through the board and can only recommend courses of action unless they hold delegated authority to act on the board's behalf
  - Are to have terms of reference drawn up as required, usually containing information as to their:
  - purpose
  - membership
  - delegated authority
  - The board of Rosehill School currently has the following standing committees
  - Disciplinary committee
  - Any other committees established for special purposes should conform to the above principles.

Back to the top

C.2.1 Student behaviour management committee terms of reference

Purpose

To ensure that all processes relating to the suspension of students adhere to the requirements of Education Act 1989, Education Rules 1999 and Ministry of Education Guidelines.

Committee members

All members of the board excluding the principal. The chair of the committee is the board chair or in the chair's absence will be determined by the committee. The quorum for the committee shall be two trustees.

Delegated authority

That the powers conferred on the board under Schedule 6, clause 17 of The Education Act 1989 be delegated to the discipline committee of the school board. The committee will:

- Act in fairness, without bias or prejudice and with confidentiality
- Act within legislation and the MoE guidelines
- Act only on written and agreed information, not verbal hearsay
- Use processes of natural justice in discipline hearing procedures
- Make recommendations on discipline matters to the board as necessary

The board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions at each board meeting by the principal.

C.2.2 Finance annual calendar (review annually in February)

Date	Action Required	Review
17 February	Board self-review and plan for the year.	
24 March	Annual accounts prepared and forwarded to the auditors.	
12 May	Annual review of 10-year property plan completed and available as an input document for budgeting purposes. Note that this should also encompass normal cyclical maintenance and capital works.	
16 June	Community reporting on financial performance.	
28 July	Ensure any issues raised by the auditor have been addressed.	
8 September	Annual review of risk management needs and insurances.	By October
20 October	Annual plan available as an input document for preparation of the budget.	By November
24 November	Initial annual budget recommendations submitted to the board.	By November
14 December	Revised annual budget (if required) submitted to the board for approval.	By December

C.3 Trustee induction process

The board is committed to ensuring continuity of business and a smooth transition when trustees join the board. Therefore:

1. New trustees will receive a welcome letter on their joining the board which includes:
    - Where and when they can access their governance folder
    - The suggested date of the induction
    - The date of the next board meeting
    - Chair and principal contact details
2. New trustees will be issued with a governance manual containing copies of the school's:
    - Policies
    - The current budget

Back to the top

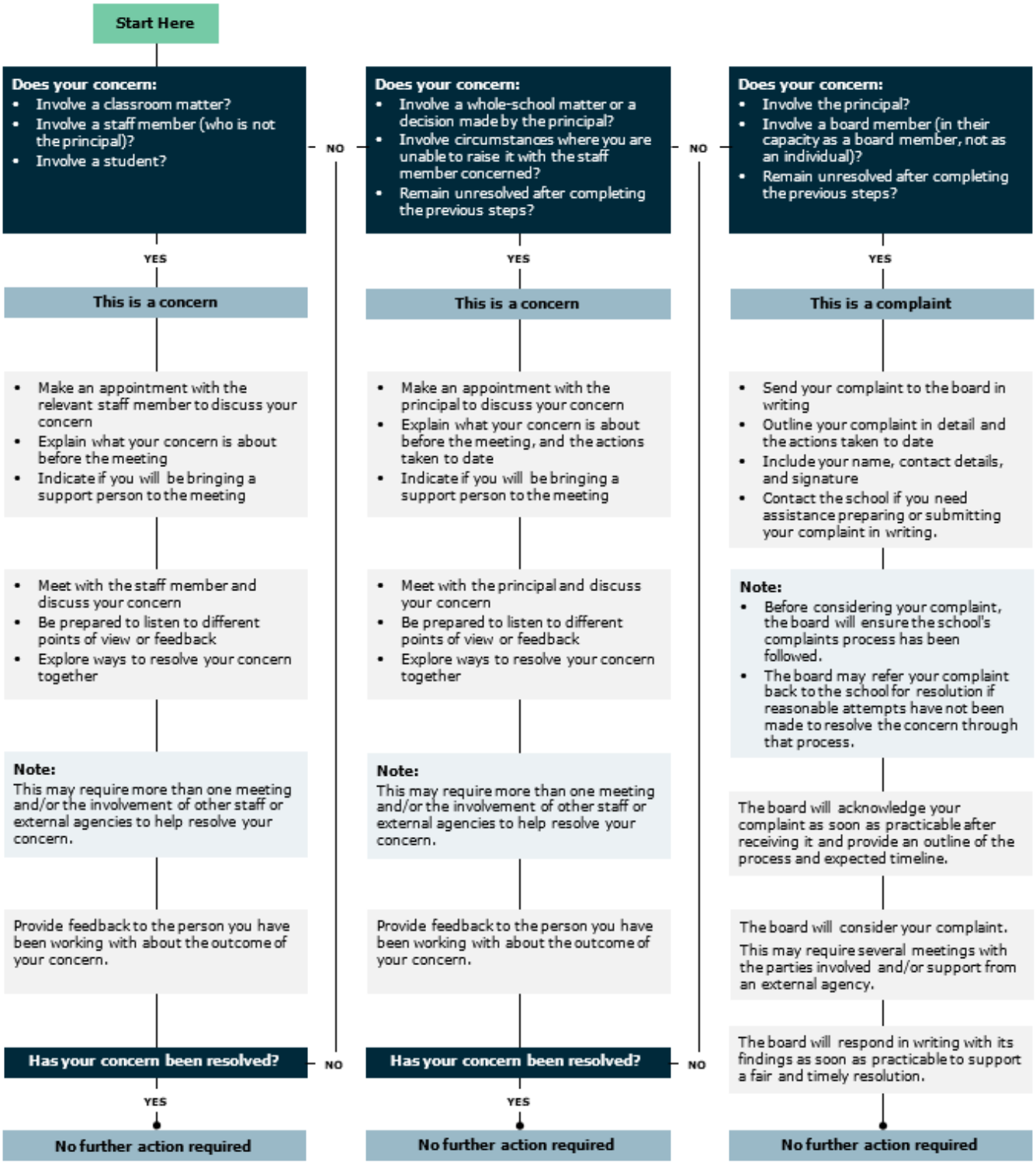
- The last ERO report
- The last annual report
- Improvement (Strategic Plan)
- Any other relevant material

3. The chair or delegate will meet with new board members to explain board policy and other material in the governance manual.
4. The principal and chair or delegate will brief all new members on the organisational structure of the school.
5. The principal will conduct a site visit of the school.
6. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chair with the new members.

The review will include the following aspects:
Did you feel welcomed onto the board?
Very welcome/Welcome/Not very welcome
Comment:
Did you receive all necessary information in a timely manner?
Very timely /Timely/ Not very timely
Comment:
Did you find the induction with principal and board chair to be effective?
Very effective/ Effective/Not very effective
Comment:
Please comment on how we could improve this induction process:

Back to the top

C.4 Concerns and complaints process



Back to the top

C.4.1 Board complaints checklist

Once a letter of complaint has been received, the board's presiding member (chair) should ensure the following process is followed:

	Notes/date completed
1. Presiding member ensures the process has been followed as outlined in the concerns and complaints procedure or is a genuine complaint against the principal or board.	
2. Presiding member verifies with the principal that any staff (or others) identified in the complaint are aware of the situation and that there has been discussion and attempts to reconcile.	
3. If the complaint or action is employment related or has potential industrial relations implications, presiding member contacts NZSTA employment advisory and support centre. For all other complaints, contact NZSTA governance advisory and support centre.	eradvice@nzsta.org.nz govadvice@nzsta.org.nz
4. Presiding member alerts the school's insurance broker.	
5. Presiding member acknowledges the letter of complaint within 7 days and advises the board process, or redirects the complainant to principal, syndicate leader or staff member as appropriate. Presiding member reports to the board without names or details at the next meeting.	
6. Once confirmed as a legitimate complaint to the board, presiding member forwards it confidentially to all board members for consideration. Any member who has a conflict of interest should declare and take no further part in the process around this matter.	
7. Board requests principal to present full written report to the board outlining all actions taken, advice received, meetings held and justified decisions made.	
8. Board determines if the principal's report fully satisfies it of full and fair process. If so, the board supports the principal and advises the complainant.	
9. If not satisfied, the board meets and discusses in public excluded business, determines whether or not to formally meet the complainant and delegates responsibility to members of the board as deemed appropriate.	
10. Board delegates meet with the complainant and discuss the complaint more fully - clarifying, investigating and verifying. Support persons should be confirmed as welcome to attend this meeting.	
11. Board delegates report back to full board and recommend actions/decisions.	
12. Board considers recommendations, records and formally minutes decisions.	
13. Board advises complainant in writing of its provisional decisions and factors considered in reaching them, within 21 days of complaint receipt, unless otherwise agreed by all parties. Complainant is given opportunity to comment before the board's final decision is reached and given.	
14. Board advises complainant of their right to apply for dispute resolution if they are dissatisfied with the outcome.	
15. Board aims to convene follow-up meeting within 1 month of step 9.	

Back to the top

C.3.1 Allocation of units

Purpose

This policy aims to ensure the consistent and co-ordinated allocation of units and that the relevant Employment Contracts are adhered to.

Scoping

The School Board is bound by various Acts of Parliament which require the Board to be a good employer and comply with the conditions contained in employment contracts as they apply to teaching and non-teaching staff. The Board delegates the responsibility of allocating Units to the Principal.

Guidelines

- The Principal, will liaise with the Leadership Team (LT). The LT will be guided by the publication 'Unit Allocation Guidelines' (NZSTA/ NZEI/ MOE) when allocating units. The principal will report to the Board annually on unit allocation, purpose, and the consultation process
- The effective use of permanent and fixed term units will result in a Leadership structure that meets the needs of the school through shared leadership responsibilities. This will enhance the learning of students and motivate and support staff.

Through a fair and equitable system, the allocation of units will:

- provide opportunity for staff to share in the management and leadership of the school.
- provide leadership pathways and opportunities to develop leadership skills
- recognise the responsibilities, leadership and management of teaching & learning and educational initiatives undertaken by teaching staff.
- Teaching staff will be consulted about the development of the Unit Allocation Procedure.
- In case of a dispute a review process will require the staff member involved to make a written complaint to the principal or delegation Leadership Team member. If the complaint remains unresolved it will be referred to the School Board in consultation with the staff member.

C.3.2 Staff Anti Bullying

Purpose

The School Board is committed to ensuring Rosehill School provides a safe, healthy, and positive working environment.

Scoping

- Under the Health and Safety at Work Act 2015 workplaces are expected to manage health and safety risks arising from their work as far as it is reasonably practicable.
- Rosehill School recognises bullying as a serious health risk.

Rosehill School recognises that bullying at work has the potential for:

- Serious consequences
- An individual to experience health problems, loss of self-esteem and performance ability
- Divisions in the workplace to occur as people take sides
- Financial and productivity losses for workers and the school

Bullying is defined as:

- Unreasonable and repeated behaviour towards a person or group that can lead to physical or psychological harm
- Repeated behaviour is persistent and can include a range of actions
- Unreasonable behaviour covers actions which a reasonable person wouldn't do in similar circumstances, including victimising, humiliating, intimidating, or threatening a person
- A single incident isn't considered bullying but can escalate if ignored. Managing performance in line with school policies and procedures isn't bullying.

The School Board delegates the responsibility of Health and Safety to the Principal.

Back to the top

Guidelines:

The Principal will liaise with the Leadership Team (LT). The LT will be guided by WorkSafe guidelines.
Leadership and the School Board will minimise and respond to workplace bullying by:

- Establishing respect for the broad range of human values and character strengths required for this organisation to survive
- Actively looking for ways to create a positive workplace (healthy work) that staff feel is pleasant, fair, rewarding and positively challenging
- Encouraging positive leadership styles and investing in our leaders to achieve this
- Training key workers to receive bullying reports and give support and advice
- Directing attention towards behaviour rather than people, and aiming to promote harmonious relationships across the organisation
- Providing staff who believe they have been bullied with a range of options to resolve the issue
- Promoting low-key solutions before formal actions where appropriate
- Aiming to repair the working relationship and promote positive work values
- Openly discussing bullying, in both formal and informal settings, and providing information and training about it
- Identifying factors that contribute to bullying, and putting effective control measures in place
- Ensuring our procedures are fit for purpose and regularly reviewed
- Having regular worker surveys on our work culture
- Establishing an Anti-Bullying procedure in consultation with staff.

Back to the top

Part D: Operational policies – board expectations for the control and management of the school

Policy	Description	Approved/ reviewed	Next review
1. Responsibilities of the principal	Authority and accountability for the day to day running/operation of the school is delegated to the principal	2024	2027
2. Principals Professional Expenses	Principal's professional expenses are accounted for and reflect professional development goals	2025	2028
3. Curriculum delivery	Curriculum delivery reflects strategic aims and meets legislative requirements	2025	2028
4. Personnel (NAG 3)	The obligations and responsibilities of being a good employer are met	2024	2027
4.1 Appointments	The best applicants are appointed through a fair and rigorous appointments process	2024	2027
4.2 Discretionary Leave	Ensuring requests for discretionary leave both paid and unpaid, are considered in a fair, transparent, consistent, and timely manner. The operational needs of the school, and the nature of the employee's request will be given due consideration.	2024	2027
5. Financial planning and condition	The school is financially viable, manages risks effectively and resources are targeted to where they make the most difference to outcomes for students	2024	2027
6. Asset protection	Assets of the school are utilised to maximise the best outcomes for students	2024	2027
7. Protection and sharing of intellectual property (creative commons)	The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by the school staff in the course of their employment.	2024	2027
8. Health and safety	A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff and other people in the workplace	2024	2027
9. Child protection	Students at the school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.	2026	2029
10. Reducing student distress and use of physical restraint policy	To minimize the effect of challenging behaviour, the board shall ensure that effective processes are in place around the management of student behaviour and the use of physical restraint.	2026	2029
11. Bullying prevention and response	To ensure reasonable steps are taken to develop high standards of behaviour and to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust.	2024	2027
12. Privacy	To ensure the Board complies with the Privacy Act 2022 and protects the privacy of individuals within the organisation including ākonga, whānau, staff and any others.	2025	2028
13. Animals at School	The Board recognises its legal obligations in accordance with the Animal Welfare Act 1999 and seeks to ensure that animals at school are treated humanely.	2026	2029
14. Student Attendance	The Board recognises its legal obligations in accordance with the Animal Welfare Act 1999 and seeks to ensure that animals at school are treated humanely.	2023	2026
15. Theft and Fraud Prevention Policy	School assets and resources will be protected and fair and transparent processes will be in place to prevent and detect fraud by anyone involved with the school.	2026	2029
16. Eating Drinking and Swallowing Policy	The school board take responsibility for ensuring safe eating, drinking and swallowing procedures are developed and implemented. However,	2026	2029

Back to the top

Policy	Description	Approved/ reviewed	Next review
	employees need to be aware of their responsibilities and comply with the Board's safe eating, drinking and swallowing policy and the school's procedure.		
17. Mobile Phones Policy	Schools must ensure students do not use or access personal phones while they are attending school, including during lunchtime and breaks.	2024	2027
18. Equal Employment Opportunities Policy	The school has a strong commitment to removing inequality from the workplace as an (EEO)Equal Employment Opportunity employer.	2024	2027
19. Classroom Release Time	CRT is professionally useful for the school's teaching and learning programmes, the professional growth of its teachers and the learning needs of its students. Ensuring the provision of CRT is also a tangible way the board can help teachers manage their workload.	2026	2029
20. Attendance Management Plan and supporting STAR	Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030. Our school currently has 56% regular attendance and a target of lifting regular attendance to 70% by the end of 2026.	2026	2027
21. Artificial Intelligence	This policy sets the school's expectations for the safe, lawful, ethical, and educationally sound use of artificial intelligence in learning and school operations.	2026	2029

D.1 Responsibilities of the principal

- The principal is the professional leader of the school and the board's chief executive working in partnership with the board of trustees. The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's Charter or expressed values or commonly held professional ethic.
- Alongside their professional role, the principal's key contribution to day-to-day management of the school is as per the management definition in the introduction to this governance manual.
- The principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation. From time to time the chair of the board acting within delegated authority may issue discretions in policies of the school, in minutes of the board, or by written delegation.

The responsibilities of the principal are to:

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

Back to the top

D.2 Principal's professional expenses

Outcome statement

Parameters are set to ensure the Principal's professional expenses, in accordance with the Principal's professional development plan, are budgeted for on an annual basis.

Expectations and limitations

- A budget for professional expenses and for professional development will be established annually in accordance with the Principal's professional development plan contained in their performance agreement and be included in the budget.
- Any overseas trips for professional development must be approved by the Board of Trustees.
- Professional development expenses may include but are not confined to: continuing education, books and periodicals, mentoring, and attendance at professional conferences.
- Spending with this budget will be reviewed by the School Board Chairperson annually and undertaken professional development will be reported to the School Board monthly.

Relevant Legislation

Including but not limited to; Employment Relations Act 2000

D.3 Curriculum delivery

Outcome statement

Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.

Scoping

The board's primary objectives are to ensure that; every student at the school is able to attain their educational potential; the school is a safe and inclusive environment for all students and staff; students' (human) rights are protected; the school gives effect to Te Tiriti o Waitangi.

Delegations

As the professional leader of the school, the principal is responsible for fostering quality teaching and learning outcomes.

Expectations and limitations

The principal must ensure:

- An annual plan is developed setting out how progress will be made towards the achievement of charter/strategic aims and targets and is approved by the board
- The school curriculum is based on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Marautanga o Aotearoa)
- The National Curriculum is brought to life using your local setting, including reflecting local tikanga Māori, mātauranga Māori, and te ao Māori
- School programmes provide students in years 1–10 with opportunities to learn in all areas of the national curriculum and for students in years 11 to continue to learn in their specialised areas of learning
- Every child and young person will:
    - attain their educational potential
    - develop the abilities and attributes outlined in the national curriculum documents
    - have an appreciation of the importance of the inclusion of different groups and persons with different personal characteristics; diversity, cultural knowledge, identity, and the different official languages of New Zealand; Te Tiriti o Waitangi and te reo Māori
- Assessment practices enable the wellbeing, engagement, progress and achievement of students to be monitored and reported

Back to the top

- Board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made

Procedures/supporting documentation

- Curriculum planning
- Assessment cycle
- Personalised Learning Plans
- Board triennial workplan

Monitoring

The principal will prepare (or, where appropriate, delegate, co-ordinate and approve) a report for every board meeting that:

- On curriculum delivery, student progress and achievement
- Tracks progress and variance towards strategic aims and key performance indicators
- Informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration.

Legislative compliance

Education and Training Act 2020

New Zealand Curriculum/Te Marautanga o Aotearoa

D.4 Personnel

Outcome statement

The obligations and responsibilities of being a good employer are met.

Scoping

The board recognises its responsibilities and accountabilities to its employees are achieved through its chief executive.

Delegations

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

Expectations and limitations

The principal must ensure:

- all employment-related legislative requirements are applied
- all employees understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- a smoke-free environment is provided
- employment records are maintained and all employees have written employment agreements
- management pay units for appropriate positions are allocated in a fair, transparent manner
- employee leave is effectively managed and reported so that:
    - the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered
    - board approval is sought for any requests for discretionary staff leave with pay
    - board approval is sought for any requests for discretionary staff leave without pay of longer than 9 days
    - board approval is sought for any requests for staff travelling overseas on school business
    - the board is advised of any staff absences longer than 5 school days
- effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development
- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from NZSTA advisers where employment issues arise and the school's insurer is notified.

Back to the top

Procedures/supporting documentation

- Staff Reporting their Absence Procedure
- Development and Appraisal System
- Professional development
- School Records Retention/Disposal MOE

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

State Sector Act 1988 Employment Relations Act 2000 Privacy Act 1993
Health and Safety at Work Act 2015 Collective employment agreements
Domestic Violence – Victims' Protection Act 2018

D.4.1 Appointments

Outcome statement

The best applicants are appointed through a fair, rigorous appointments process.

Scoping

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

Delegations

The board delegates authority to determine the composition of the various appointment committees according to the schedule outlined below. Appointment of the principal is the responsibility of the board, which will determine the process and seek NZSTA advice.

Expectations and limitations

The principal must ensure that:

- appointment of members of the Leadership Team will involve an appointment committee consisting of at least the principal, the board chair or the Board delegate
- unless determined otherwise by the board, appointment of all other teachers, part-time teachers, long-term relieving teachers and non-teaching staff will be the responsibility of the principal in consultation with the board chair or delegate where deemed necessary
- procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff.

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

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

Procedures/supporting documentation

- Templates – application form, employment control matrix, reference checking matrix etc
- Employment of new staff
- Staff safety checking, police vetting and screening

Back to the top

- Job descriptions

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

- Collective employment agreements
- Employment Relations Act 2000
- Children's Act 2014

D.4.2 Discretionary leave policy

Outcome Statement:

- To provide guidelines for granting discretionary leave within the context of:
- Primary Teachers Collective Agreement
- Support Staff Collective Agreement
- Kaiahrahi i te Reo, Therapists', ATSSD, Special Education Assistants Collective Agreement

Scoping:

As an employer the School Board has responsibility for ensuring requests for discretionary leave both paid and unpaid, are considered in a fair, transparent, consistent, and timely manner. The operational needs of the school, and the nature of the employee's request will be given due consideration.

Expectations and limitations:

- The School Board delegates responsibility for granting discretionary leave up to and including 9 working days to the Principal. Longer requests must be considered by the School Board
- The Principal will consider each written application in the first instance and refer to the School Board any situation, which does not fall within the guidelines, or where a Board decision is deemed preferable
- There is no obligation on the School Board to grant discretionary leave unless exceptional circumstances exist
- The Principal will report on the trends in the use of discretionary leave twice a year
- Sick leave and bereavement leave will be granted in accordance with the appropriate collective agreement
- All annual leave must be taken during holiday periods

When considering leave requests the School Board or Principal will take the following factors into consideration when deciding to approve or decline Discretionary leave:

- That the leave request follows the requirements outlined in the Discretionary Leave Procedure
- The timing of the leave and any potential disruption to the education of ākonga and the safe operation of the school
- The specific circumstances relating to the leave request
- The length of the leave requested in relation to the reason for the request
- Whether the leave could be reasonably taken during holiday breaks
- The availability of staff to cover the position
- The cost to the school if leave is paid
- The benefit to the school in granting the leave
- The extent of leave granted previously
- The length of employment, performance, and attendance record of the applicant
- All requests for Discretionary Leave will receive a written response.

Supporting documents:

- Discretionary leave procedure

Back to the top

- Discretionary leave flowchart
- Discretionary leave application form

D.5 Financial planning and condition policy

Outcome statement

The school is financially viable, manages risks effectively and resources are targeted to where they make the most difference to outcomes for students.

Scoping

The board of trustees has overall responsibility for the financial management of the school. The principal is the day-to-day manager of the school and responsible for achieving legislative requirements and charter/strategic aims and targets within board policy objectives.

The financial viability of the school must be protected at all times, and every practicable effort is made to eliminate the risk of theft or fraud.

Delegations

The principal, in association with the Board of Trustees, is responsible for recommending an annual operating and capital budget within the timelines specified in the finance committee terms of reference.

The board delegates the day-to-day management of the school's finances and budget to the principal.

The principal is required to ensure robust, clear procedures are in place to safeguard the integrity of financial management.

Expectations and limitations

Budgeting shall not fail to reflect the annual plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight. The budget should:

- reflect the results sought by the board
- reflect the priorities as established by the board
- comply where the board's requirement is for a balanced budget
- demonstrate an appropriate degree of conservatism in all estimates.
- The principal must ensure:
- unauthorised debt or liability is not incurred
- generally accepted accounting practices or principles are not violated
- tagged/committed funds are not used for purposes other than those approved
- more funds than have been allocated in the fiscal year are not spent without prior board approval
- all money owed to the school is collected in a timely manner
- timely payment to staff and other creditors is made
- unauthorised property is not sold or purchased
- all relevant government returns are completed on time
- no one person has complete authority over the school's financial transactions
- when making any purchase:
    - of over $2500, comparative prices are sought
    - of over $5000, an adequate review of ongoing costs, value and reliability is undertaken
    - of over $15,000 on a single item, board approval is first sought

Procedures/supporting documentation

Annual budget

Monitoring

The principal is responsible for financial reporting and demonstrating budget compliance. Where there is non-compliance, variances are to be reported to the board with recommendations on the actions required to meet compliance.

Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the Financial Information for Schools Handbook (FISH).

Back to the top

D.6 Asset protection policy

Outcome statement

Assets of the school are utilised to maximise the best outcomes for students.

Scoping

Assets may not be unprotected, inadequately maintained or unnecessarily risked.

Delegations

The principal is delegated day-to-day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff.

Expectations and limitations

The principal must:

- ensure all board assets are insured
- not allow unauthorised personnel or groups to handle funds or school property
- not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
- maintain an up-to-date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than $1000
- ensure the implementation of the 10-year property maintenance plan
- engage sufficient property maintenance staff for the school within budget limitations
- receive board approval for maintenance contracts over $5,000 for any one contract
- conduct competitive tenders for all contracting – in line with D.5 Financial Planning and condition policy
- protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
- not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
- not invest or hold operating capital in insecure accounts or in non-interest-bearing accounts except where necessary to facilitate ease in operational transactions.

Procedures/supporting documentation

Board to enter own documentation.

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the Financial Information for Schools Handbook (FISH).

D7. Protection and sharing of intellectual property (Creative Commons) policy

Outcome statement

The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.

Scoping

- The New Zealand Copyright Act 1994 Section 21 (2) recognises the copyright ownership rights of board of trustees of works produced by their employees in the course of their employment.
- By licensing its copyright, the board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the board.

Delegations/responsibility

The board delegates to the principal the responsibility to:

Back to the top

- apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees owns copyright
- transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
- ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school.

Limitations and expectations

The board:

- does not make any claim over the ownership of copyright works produced by students – the copyright to these works remains with the creator
- recognises that this policy only applies to copyright works and not to any other forms of intellectual property
- recognises that the copyright in works produced by an employee other than in the course of their employment by the board of trustees remains the property of that employee – where this is unclear, the process for dispute resolution outlined below shall apply.

Resolution of disputed copyright ownership

Where the first ownership of copyright in a given work is disputed or unclear the following process will apply:

1. In the first instance
2. the dispute should be documented and presented to the school principal.
3. If the dispute is still not resolved
4. the documentation should be presented to the board chair.
5. If the dispute is still not resolved following steps 1 and 2
6. mediation with an appropriate authority will be undertaken.

Steps 1 and 2 should be replaced with the school's dispute resolution process where appropriate.

Definitions

- Creative Commons Aotearoa: The New Zealand affiliate of an international non-profit movement that provides free open licences that copyright holders can use to share their work.
- Teaching materials: Copyright works produced by employees of the school for the purposes of teaching.

Associated legislation

The New Zealand Copyright Act 1994

Associated procedures

School to enter appropriate procedures.

Monitoring

Any matters or risks in relation to this policy shall form part of the principal's report to every board meeting, taking care that individual students cannot be identified. The board shall monitor the protection and sharing of intellectual property in order to identify any risks or issues that require governance action.

School to enter own monitoring and reporting procedures.

D.8. Health and safety policy

Outcome statement

A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff and other people in the workplace.

Scoping

The board is responsible for ensuring health and safety procedures are developed and implemented. However, employees need

Back to the top

to be aware of their responsibilities and comply with the board's health and safety policy and school procedures.

Delegations

The board delegates to the principal as officer the responsibility to:

- develop and implement health and safety procedures
- ensure employees have the information they need in order to comply with policy and procedures.

Expectations and limitations

The board will, as far as is reasonably practicable,[1] comply with the provisions of legislation dealing with health and safety in the workplace by:

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation on the strategy occurs with workers and the school community
- ensuring there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures and comply with the Sale and Supply of Alcohol Act 2012
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents
- having a commitment to a culture of continuous improvement.

The principal, as officer, has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation and in particular the six due diligence obligations
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke-free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every 2 years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the board chair of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
    - cooperate with school health and safety procedures
    - comply with the health and safety legislation and duties of workers
    - ensure their own safety at work
    - promote and contribute to a safety-conscious culture at the school

1. Reasonably practicable means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

2. These are to:

    - know about work health and safety matters and keep up to date
    - gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations
    - ensure the person conducting a business or undertaking (PCBU) has appropriate resources and processes to eliminate or minimise those risks
    - ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks and for responding to that information
    - ensure there are processes for complying with any duty and that these are implemented

Back to the top

- verify that these resources and processes are in place and being used.

Procedures/supporting documentation

- Staff induction
- Education outside the classroom & Education outside the classroom – School Camps
- Health and safety register
- Hazard register
- Hazard assessment register
- Injury and incident management and reporting Policy, Reporting student incidents/accidents/injury and pastoral care
- Emergency evacuation and lockdown evacuation Procedure
- Administration of prescribed medication
- Student injury at school, non-accidental Injury
- Alcohol, smoking and drugs
- Positive approaches flow chart, crisis behavior management, de-escalation and use of physical restraint, challenging and urgent situations in class
- Emergency planning and pandemic plan, Crisis management plan
- Collection, storage and access to personal information
- Concerns and complaints (we have 'Complaints against staff' procedure)
- Court orders against parents/caregivers
- Bring your own device
- Student illness, call an ambulance
- Healthy eating
- Parent helpers
- Adult behaviour at school Code of Conduct
- Playground supervision
- Staff safety checking, Police vetting and screening
- Protected disclosures
- Sexual harassment (complaints against staff Procedure doesn't cover this)
- Sunsafe
- Transportation of students, resolving taxi issues

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

- Health and Safety at Work Act 2015
- Children's Act 2014

D.9 Child Protection

Statement of Commitment

The most effective way to safeguard children is to have a comprehensive and effective child protection policy. Rosehill School is committed to supporting and empowering families, and the community, to act to keep children safe. Rosehill School values children and is committed to their protection.

Purpose

The purpose of this Policy is to ensure that Rosehill School provide a safe environment where children are free from all forms of abuse and are treated with both dignity and respect.

This Policy aims to ensure that all persons working for Rosehill School and its affiliates, are able to recognise and identify signs of abuse, know how to respond appropriately to these signs, and operate in ways which ensure that children are protected from harm.

This Policy confirms the commitment of Rosehill School to the protection of children and proceeds to:

Back to the top

- outline the standards and principles by which all staff will abide
- define child abuse
- outline the action to be taken by all staff where any form of child abuse or neglect is known or suspected
- establish what action is required when allegations are made against staff
- outline safe working practices and the expected behaviour of all staff.

Guiding Principles

Rosehill School has a duty of care to protect the safety and wellbeing of all children and young people that it comes into contact with.

Rosehill School asserts that all children have equal rights to protection from abuse, neglect, and exploitation regardless of their gender, race, religion, political beliefs, age, physical or mental health, sexual orientation, family and social background and culture, or economic status.

All decisions and actions of Rosehill School in response to any child protection concern will be guided by the principle of "the welfare and best interests of the child".

Rosehill School acknowledges and will adhere to the principles of the United Nations Convention on the Rights of the Child.

All services provided by Rosehill School for the safety and wellbeing of children adhere to the principles of partnership, protection and participation, and the rights and responsibilities accorded by Te Tiriti o Waitangi.

Rosehill School will adhere to the Child Protection Policies and Procedures of the area in which they provide services. Where the Child Protection Policies and/or Procedures conflict with those of Rosehill School the Rosehill School Policy and Procedure will prevail. In all instances, the welfare and best interests of the child will be the paramount consideration.

Scope

This Policy applies to all Rosehill School staff.

For the purposes of this Policy, and for the evidence of any doubt, the term "staff" is defined in the definitions section below and includes volunteers.

Review

This Policy will be reviewed at a minimum of every three (3) years, and updated regularly, to ensure it is kept up to date with changes that may have been made to legislation, related policies, and procedures, and in light of operational experience.

Definitions

For the purposes of this Policy, the following definitions apply:

Wording	Definition
"Child"	means any person under 18 years of age and Rosehill School pupils aged 18 to 21.
"Child Abuse"	can involve ongoing, repeated, or persistent abuse, or may arise from a single incident. Abuse may take many forms, but it can be categorised into four different types: • Physical Abuse • Sexual Abuse • Emotional Abuse • Neglect
"Designated Person for Child Protection"	is a person, or persons, within Rosehill School who is responsible for the safeguarding of children. This person/person is responsible for ensuring that child protection is a key focus within Rosehill School at both a strategic level and on a day-to-day basis. Designated Persons for Child Protection As at the date of this Policy, the Designated Persons for Child Protection for Rosehill School are • Principal: Gill Hedley • Therapy Team Leader: Tennille Lynn • Associate Principal: Naomi McPike
"Emotional Abuse"	is any act or omission that results in impaired psychological, social, intellectual, and/or emotional functioning and development of a child.

Back to the top

Wording	Definition
"Family Violence"	can take many forms and includes not only acts of physical violence, but also intimidating behaviour such as threatening to harm people, pets, or property. Children are always affected either emotionally or physically where there is family violence even if they are not personally injured or physically present.
"Neglect"	is characterised as the persistent failure to meet a child's basic physical and/or psychological need. This can occur through direct and deliberate action or by omission or deliberate inaction to care for and/or protect the child. It may also include neglect of a child's basic or emotional needs.
Oranga Tamariki – Ministry for Children"	is a government ministry dedicated to supporting children in New Zealand whose wellbeing is at significant risk of harm now, or in the future.
"Physical Abuse"	is a non-accidental act on a child that results in physical harm. This includes, but is not limited to, beating, hitting, shaking, burning, drowning, suffocating, biting, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.
"Sexual Abuse"	is an act or acts that result in the sexual exploitation of a child, whether consensual or not.
"Staff"	refers to any person working at, for, with, or on behalf of, Rosehill School and includes, but is not limited to, staff employed directly by Rosehill School irrespective of whether they are paid or voluntary, or whether they are working on a full time, part time, casual, or temporary basis, as well as any persons contracted or invited to provide services to children in the care of Rosehill School.

Staff Responsibilities

All staff have a part to play in protecting children and young people from harm. It is the primary responsibility of staff to be vigilant, have knowledge and awareness of the indicators of neglect and abuse, and to report any concerns or allegations immediately.

Each member of staff should:

- Be aware of, and alert to, potential indicators of abuse or neglect
- Record a factual account of any concerns they have, or that are brought to their attention
- Appropriately seek advice and support from the Designated Person for Child Protection who will then contact external agencies if appropriate
- Work in co-operation with caregivers unless this compromises the safety of the child.

The statutory responsibility to investigate allegations of child abuse rests with Oranga Tamariki and the New Zealand Police. No member of Rosehill School staff, including the Designated Person for Child Protection, are permitted or mandated to investigate allegations of abuse.

Role of the Designated Person for Child Protection

The overall responsibility for implementation of this Policy rests with the Rosehill School Designated Persons for Child Protection.

The role of the Designated Persons for Child Protection is to:

- Ensure that the needs and rights of children come first – the safety and wellbeing of each child is the paramount consideration in all circumstances
- Receive information that suggests a potential or actual risk of harm to a child in contact with Rosehill School irrespective of whether the alleged abuse is current, past, or likely to occur. The Designated Persons for Child Protection will advise and support staff, and where appropriate, will make any referrals to Oranga Tamariki and/or the New Zealand Police ·
- Ensure clear, confidential and detailed records on all child protection cases. These should contain all available information relating to the cause for concern and any subsequent action taken, including when it has been decided not to make a notification to Oranga Tamariki or the New Zealand Police. These records will be kept separate from the child's records for the purpose of confidentiality
- Maintain a current awareness of the children identified on a risk register, and regularly highlight these children to the appropriate staff
- Ensure that all staff are aware of, and have access to, full copies of the procedures for reporting child abuse ·
- Establish close links with the relevant local agencies to ensure clear and effective communication and be a recognised contact within Rosehill School for agencies to contact regarding child protection concerns

Legislation

Rosehill Schools Child Protection Policy has been written with the United Nations Convention on the Rights of the Child (UNCRC) 1989 in mind and in accordance with the following legislation:

- Care of Children Act 2004
- Children's Act 2014
- Crimes Act 1961

Back to the top

- Family Violence Act 2018
- Education Act 1989
- Education (Physical Restraint) Rules 2024
- Employment Relations Act 2000
- Health Act 1956
- Health and Safety at Work Act 2015
- Health and Disability Services (Safety) Act 2001
- Health Information Privacy Code 1994
- Human Rights Act 1993
- Oranga Tamariki Act 1989
- Privacy Act 2020

D.10 Reducing student distress and use of physical restraint policy

Outcome Statement

This board is committed to a supportive and caring school environment where all students and staff are kept safe from harm and treated with dignity.

Except as authorised under this policy, no staff member may use any form of physical restraint on our students.

Our principal, teachers, and board-authorised staff members can only physically restrain a student as a last resort, where:

- the use of physical restraint is necessary to prevent imminent harm to the student or another person
- there is a reasonable belief that there is no other option available in the circumstances to prevent the harm, and
- the physical restraint is reasonable and proportionate to the circumstances.

Delegations

The board delegates to the principal responsibility for developing and implementing procedures and practices to prevent, plan for, and respond to student distress that meet the requirements of the Education (Physical Restraint) Rules 2023.

Board

The board requires:

- compliance with the 2023 Rules, and
- an evidence-based assurance from their principal that this policy is being followed.

Principal

The principal shall ensure:

- the implementation and compliance of this policy, including the completion of best practice training by all staff who are authorised to use physical restraint,
- operational compliance with the Education and Training Act 2020 and the 2023 Rules,
- all physical restraint incidents are immediately reported at the next board meeting,
- the board is informed of all relevant information (risks, trends, and impacts), and
- all non-teaching staff who may use physical restraint on a student have been authorised by the board.

Procedures/Supporting documentation

- The Ministry of Education's Physical Restraint Guidelines
- Appendix 1 of the Rules
- Suggested procedures/practices that cover:
    - the authorisation process
    - reducing and de-escalating student distress
    - training and support for staff
    - notifying and reporting on instances of physical restraint
    - monitoring the use of physical restraint

Back to the top

Monitoring

The principal shall report to the board:

- on compliance, or the actions being taken to ensure compliance with this policy, the legislation, and the 2023 Rules on reducing student distress and use of physical restraint, and
- at every board meeting, all incidents, matters, or risks relating to this policy, ensuring that the non-identification and privacy of individual students is maintained.

The board shall monitor the use of physical restraint, looking for trends and any action that could be taken at the governance level to support reducing such incidents.

Definitions

As defined in the Education and Training Act 2020:

- Physical restraint is using physical force to prevent, restrict or subdue the movement of a student's body or part of the student's body against the student's will.
- Harm means harm to the health, safety, or well-being of the student or another person, including any significant emotional distress suffered by the student or the other person.
- Authorised staff member means an employee of a registered school who is trained and authorised by the employer to use physical restraint in accordance with Section 99 of the Act.

Legislative requirements

- Education and Training Act 2020 (Sections 99-101)
- Education (Physical Restraint) Rules 2023
- Health and Safety at Work Act 2015

This Policy is to be read in conjunction with the boards:

- Health and safety policy
- Child protection policy
- Privacy policy
- Emergency procedures
- Reporting and monitoring policy and procedures
- Concerns and complaints process

D.11 Bully Prevention and Response

Outcome statement

Rosehill School Board seek to take all reasonable steps to develop high standards of behaviour and to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students, staff, parents and whanau share the responsibility for making Rosehill School a respectful and inclusive environment.

Scoping

We are committed to ensuring that our school provides an environment free from bullying behaviours. All members of our school community – School Board, school leaders, teachers, staff, students and parents and whanau should have an understanding of what bullying is and know what to do when bullying does occur.

Delegations

- The Rosehill School Board delegates the Principal the responsibility to:
- Develop and implement bullying prevention and response procedures
- Ensure employees have the information they need in order to comply with the policy and procedure

Definition

- Bullying is defined as unreasonable and repeated behaviour towards a person or group that can lead to physical or psychological harm.

Back to the top

- Repeated behaviour is persistent and can include a range of actions. Unreasonable behaviour covers actions which a reasonable person wouldn't do in similar circumstances, including victimising, humiliating, intimidating or threatening a person.
- A single incident isn't considered bullying but can escalate if ignored. Managing performance in line with school policies and procedures is not bullying.

The Leadership Team and the School Board will minimise and respond to workplace bullying by:
- establishing respect for the broad range of human values and character strengths required for this school to survive
- actively looking for ways to create a positive workplace ('healthy work') that workers feel is pleasant, fair, rewarding and positively challenging
- encouraging positive leadership styles and investing in our managers to achieve this
- training key workers to receive bullying reports and give support and advice
- directing attention towards behaviour rather than people, and aiming to promote harmonious relationships across the school
- providing workers who believe they've been bullied with a range of options to resolve the issue
- promoting low-key solutions before formal actions where appropriate
- aiming to repair the working relationship and promote positive work values
- openly discussing bullying, in both formal and informal settings, and providing information and training about it
- identifying factors that contribute to bullying, and putting effective control measures in place
- ensuring our processes and systems are fit for purpose and regularly reviewed
- having regular worker surveys on our work culture.

Staff will be encouraged to:
- tell their team leaders if they experience or see any bullying behaviours – if the manager is the person behaving in a bullying manner then advise that persons' Syndicate Leader or the Principal
- try low-key solutions (e.g., talking to the person initially (if safe to do so))
- follow the school's informal or formal processes when making a complaint
- keep an eye out for other people, providing support when seeing a person being isolated or experiencing reprisals
- accept that perceptions of bullying may need to be negotiated.

Bullying response, for when bullying occurs:
- We recognise the importance of consistently responding to all incidents of bullying that have been reported in our school and ensuring that planned interventions are used to respond to these incidents and support all involved. We will support anyone who has been affected by, engaged in or witnessed bullying behaviour.
- All reported incidents of bullying will be taken seriously and followed up as appropriate.
- An appropriate staff person will support the affected staff members or students by:
    - Reassuring that they have done the right thing in reporting the incident
    - Responding to bullying incidents to activate the response and action needed (relevant website references below - using the quick reference guide to categorise the behaviour of necessary which is assessed via the links below).
    - Ensuring all incidents are appropriately recorded.

- We will involve parents and whanau as early as possible and as appropriate

All more serious incidents will be escalated to senior management and we will seek advice and involvement from outside agencies
- We will provide appropriate support for targets, bystanders and initiators of bullying behaviour
- We will regularly monitor all incidents of bullying and identify patterns of behaviour.

Staff are to be aware of bullying prevention and response resources that can be located via the following websites and apply as appropriate: https://pb4l.tki.org.nz/Prevent-Bullying#sh-bullying%20prevention

Raising awareness:
- We recognise the importance of good communication between home and school to promote consistent messages and to ensure that any reported bullying can be recognised and responded to effectively. We will regularly raise the awareness of our school community's approach to bullying and celebrate our positive school culture, for example through parent evenings, assemblies, class-based activities and displays.

Back to the top

- Our interaction with our wider school community will include having this policy on the school's website. We will make the policy available in multiple formats (in print, on the web and in school notices and newsletters) and ensure it is translated into other languages as necessary.
- The following link is to be displayed on the school website to provide access to relevant material for students/parents/guardians and interested parties.
    - https://bullyingfree.nz/parents-and-whanau/
    - https://bullyingfree.nz/students/
    - https://bullyingfree.nz/schools/

D.12 Privacy Policy

Outcome statement:

The School Board: is required to comply with the principles of the Privacy Act 2020.

Scoping

Rosehill School promotes and protects the privacy of all individuals associated with the school including; ākonga, whānau, staff and any others. We follow the key principles of the Privacy Act 2020, this describes how we may collect, store, and dispose of personal information.

Expectations and limitation

- The School Board appoints the Principal as Privacy Officer. The principal may delegate all or parts of the role of Privacy officer to senior leadership or senior administrative staff.
- In line with the Privacy Act principles Rosehill School has guidelines to inform how we collect, use, store and dispose of personal information.

Purpose, source and manner of collecting personal information:

- When collecting information about an individual the person is told the purpose, who will have access, how they can access it and if it is compulsory or optional.
- Personal information is collected only when it is necessary to have the information.
- It is collected directly from the person concerned or their parent.
- It is collected in a transparent, fair manner and avoids intruding on the person's privacy.

Storage, access, correction and accuracy of personal information:

- The school puts reasonable safeguards in place to protect personal information from unauthorized access, use, or disclosure.
- Only those who require information will be given access to it.
- If an individual requests access to the information we hold about them, we provide it
- The school takes reasonable steps to ensure information is correct and current.

Holding, disclosing and disposing of personal information:

- We only keep information for as long as it is needed and for the purposes for which it was obtained.
- When a student moves school and their records are requested, we forward the relevant information.
- Personal information that is no longer required is disposed of securely.
- Information about a person is not given to a third party unless their right to privacy is overridden by legislation or a court order.
- Personal information is only sent to a school outside of New Zealand if the person or their parent has authorized it and the request is deemed reasonable.

Parent rights and the Privacy Act:

- In accordance with the privacy act individuals of any age are entitled to access personal information held about them.
- Parents have no automatic right to access all the information the school may hold about their child or request changes to the information held about their child. The school must keep personal information up to date and correct. If the school is made aware that information is incorrect, they should correct it.
- Parents are not entitled to information about other students, staff, or parents.
- Parents are entitled to information about student progress. Parents are usually able to access other information about their child on request.

Back to the top

- When considering a request for information by a parent, beyond the academic and other regular communications, the right of the child to keep this information private must be considered.
- It is unlikely that the school would be justified in withholding information from a parent unless the information was shared with a teacher or counsellor in confidence. In such cases the wishes and best interests of the child should be considered.
- In such cases the School Privacy officer should be consulted.
- When parents are separated both parents are entitled to educational information about their child unless there is a documented Court Order preventing it.

Legislation and Guidance

- https://www.privacy.org.nz/privacy-act-2020/privacy-principles/
- Office of the Privacy Commissioner
- Privacy Act 2020
- Official Information Act 1982
- Education and Training Act 2020
- Oranga Tamariki Act 1989

D.13 Animals at School

Outcome Statement

The Board recognises its legal obligations in accordance with the Animal Welfare Act 1999 and seeks to ensure that animals at school are treated humanely.

Scoping

The Board has responsibility for ensuring that any animals brought to school are treated humanely and that those responsible for them are aware of their responsibilities. Animals at school covers all living creatures and includes mammals, fish, and insects.

The Board recognises the learning opportunities associated with having appropriately cared for animals at school.

Expectations and Limitations

- Responsibility for the welfare of animals at Rosehill School and their satellites rests with the teachers, and ultimately with the Principal.
- All animals at school must have the prior approval of the Principal.
- The Principal and delegates must ensure animals are able to display normal patterns of behaviour, are free from stress or discomfort and free from hunger or threat.
- Environments where animals are kept must be hygienic and health promoting for people and animals.
- Animals must be treated humanely at all times, if anyone is concerned about an animal's wellbeing, they must take action immediately.

D.14 Student Attendance

Outcome statement

The Rosehill School Board is committed to taking all reasonable steps to ensure our students attend school when it is open.

Scoping

The Education and Training Act 2020 requires that all children 6 years old and over must attend school. Once enrolled, it is compulsory for children to attend school regularly.

Expectations and limitations

The School Board delegates responsibility to the principal to:

- Ensure legal responsibilities are met.
- Ensure staff and parents are aware of school attendance expectations.
- Identify and pursue students with attendance issues.

Back to the top

- Work towards improving attendance.
- Notify the School Board of attendance trends, concerns and actions taken to address these.

Parents and guardians have a legal obligation to ensure their child attends school. The School Board expects parents to:
- Notify the school if their child is going to be away.
- Work with the school to resolve issues relating to school attendance.
- Take holidays during holiday periods.
- Notify the school if a student will be absent for medical or bereavement.
- Seek permission prior to the student being absent for reasons other than medical or bereavement.
- Discuss requests for extended periods of leave with the principal.
- Be aware the school will show sympathy for individual circumstances but is within its rights to take a student off the roll after 21 days.

Attendance will be monitored through the school's SMS service. Parents are notified of absences or patterns of absence. The school follows attendance procedures and may refer a case to Attendance Services if school attendance procedures do not result in the child returning to school.

Legislation
Education & Training Act 2022

D.15 Theft and Fraud Prevention Policy

Outcome statement
School assets and resources will be protected and fair and transparent processes will be in place to prevent and detect fraud by anyone involved with the school.

Scoping
Assets and resources will be protected, adequately maintained or placed at undue risk.

Delegations
The Board, through the Principal, will establish systems and procedures to guard against the actions of theft and fraud.

Expectations and limitations
As preventative measures against theft and fraud the Board requires the Principal to ensure that:
- The School's physical resources are kept secure and accounted for.
- 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.
- 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.
- 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.

In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
- Decide to either immediately report the matter to the New Zealand Police or proceed as outlined below, 2b – 2f.
- So far as it is possible and within 24 hours:
- Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
- 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.
- 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.

Back to the top

- On the basis of advice received and after consultation with the Board Presiding Member the Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.

The Principal shall then carry out the following procedures:

- Investigate the matter further;
- If a prima facie case is thought to exist to continue with their investigation;
- Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
- Lay a complaint with the New Zealand Police;
- If necessary, commission an independent expert investigation;
- 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;
- Seek legal advice; or
- Inform the Northern Regional Manager, Ministry of Education Auckland office and/or the School's auditors.

Once all available evidence is obtained the Principal shall consult the Board Presiding Member. The Board Presiding Member may, if they consider it necessary, seek legal or other advice as to what further action should be taken.

- If a case is considered to exist the Principal or a person designated by the Principal shall, unless another course of action is more appropriate:
- 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.
- Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
- 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.)
- Advise the person in writing of the processes to be involved from this point on
- The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.
- The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
- Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Presiding Member who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.
- Allegations Concerning the Principal or a Trustee.
- Any allegation concerning the Principal should be made to the Board Presiding Member. The Presiding Member will then investigate in accordance with the requirements of Guideline 2 of this Policy.
- 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 Guideline 2 of this Policy.

Procedures/supporting documentation

Monthly Financial reports
Annual Budget
Asset register

Monitoring

Monthly Financial reports
Annual Budget
Asset register

Back to the top

Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the Financial Information for Schools Handbook (FISH)

D.16 Eating Drinking and Swallowing Policy

Outcome statement

Rosehill ākonga are provided with a safe eating and drinking environment.

Scoping

The school board take responsibility for ensuring safe eating, drinking and swallowing procedures are developed and implemented. However, employees need to be aware of their responsibilities and comply with the Board's safe eating, drinking and swallowing policy and the school's procedure.

Delegations

The Board delegates to the principal as Health and Safety officer the responsibility to:

- Develop and implement Eating, Drinking and Swallowing procedure.
- Ensure employees have the information they need in order to comply with policy and procedures.

Expectations and Limitations

The Board as far as reasonably practicable, and in compliance with New Zealand Speech-language Therapy Clinical Practice Guideline on Children's Feeding and Swallowing Difficulties will:

- Ensure ākonga are safe while eating at school by providing trained personnel, ensuring food is appropriate, following feeding plans prescribed by experts, referring students for expert assessments and providing plans to minimise risks of choking and aspirating during oral feeding.
- Ensure ākonga are adequately nourished and hydrated so they can attend school and access the curriculum.
- Ensure recommendations from medical professionals (e.g., Paediatrician, Health SLTs) regarding ākonga safe eating, drinking and swallowing are followed and implemented by all staff in the school.
- Ensure that when developing school Eating and Drinking plans, the wishes of whānau are considered when in accordance with medical recommendations.

The principal has responsibility for implementing the policy and therefore must:

- Take all reasonable steps to ensure students safety when eating and drinking at school.
- Ensure effective processes are in place for identifying, assessing and supporting students with EDS.
- Provide training for staff.
- Ensure EDS plans are in place for new and existing students.
- When required make final decisions to support the care, welfare, safety, security and health and safety of ākonga and staff.

D.17 Mobile Phone Policy

- Schools must ensure students do not use or access personal phones while they are attending school, including during lunchtime and breaks.
- This includes students who are on a course or visiting outside the school grounds.
- Students are allowed to use phones or access phones when:
    - A phone is needed for health reasons (for example to measure insulin levels).
    - A phone is needed to support with communication or learning support (e.g. to assist with impaired communication, hearing).
    - A teacher requires students to use phones for a specific educational task or purpose (for example travel training, learning to text, photographing to record learning). They are put away before and after lessons.
    - A student requires support to understand or wants to share with staff phone messages and social media posts that they are unsure about.
    - The principal decides that they are needed for special circumstances.

Back to the top

- Phones that are brought to school by students will be handed in to teachers and stored in a locked phone pouch for the duration of the school day.
- This policy covers phones, smart watches and other personal communication devices.
- Tracking devices are allowed and not covered by this policy.
- The school does not take responsibility for lost or any damage to the phones students bring to school.

D.18 Equal Employment Opportunities Policy

Rationale

The school has a strong commitment to removing inequality from the workplace as an (EEO)Equal Employment Opportunity employer.

Scoping

- The school and School Board will ensure all employees and applicants are treated fairly.
- To ensure this we:
    - treat current and perspective staff fairly
    - make decisions based on relevant merit
    - work to eliminate bias and discrimination

Expectations and delegations

The school will have an EEO team with responsibility for:

- establishing EEO objectives
- consulting with staff and hearing EEO concerns
- setting and following a timeline for reviewing employment, promotion, retention and professional development with an EEO lens
- encouraging staff to participate in professional development and career development
- creating and analysing an employee database (with informed consent for EEO data to be collected)
- raising awareness of discrimination bias
- provide training opportunities to raise awareness of issues that might impact EEO
- report to the school board annually

The principal assures the School Board the school complies with EEO policy and a statement on EEO is included in the annual report.

Related Policy and Procedure

- Concerns and complaints policy
- Allocation of units
- Staff Anti Bullying
- Employment of new staff procedure
- Professional learning and development procedure

Legislation

- Education and Training Act 2020
- Human Rights Act 1993
- Employment Relations Act 2000
- Public Service Act 2020

D.19 Classroom Release Time

- The Primary Teachers' Collective Agreement provides for classroom release time ("CRT") for most classroom teachers. In accordance with clause 3.28.3, Rosehill School is required to have a policy that deals with the allocation of CRT.
- CRT is professionally useful for the school's teaching and learning programmes, the professional growth of its teachers and the learning needs of its students. Ensuring the provision of CRT is also a tangible way the board can help teachers manage their workload.

Back to the top

Delegations

The day-to-day management of classroom release time is delegated to the principal.

Expectations

- Except for situations where genuine reasons arise at short notice, eligible teachers will receive their entitlement to CRT as set out in clauses 3.28.1 and 3.28.5 of the Primary Teachers' Collective Agreement and in accordance with this policy.
- The principal will manage, in good faith, situations where it is not possible for genuine, unavoidable reasons arising at short notice for a teacher to take their entitlement in accordance with this policy.

Monitoring

- The principal reports to the board annually on the implementation of this policy, including identifying any areas of risk to the board (as employer), and as required.
- The principal will keep a log of instances where eligible teachers are unable to receive their entitlement.
- The principal will report to the board if they become aware of an ongoing inability for the school to meet this policy.

Timetabling allocation of CRT

- At the start of each term the Deputy Principal (Personnel) will ensure CRT release is allocated to entitled teachers.
- At the start of each term, each syndicate leader will determine each term the basis for allocating the CRT to entitled teachers within their syndicate. This timetable will then be approved by the Principal in consultation with Leadership.
- The allocation of CRT for those with management units will be determined by the Deputy Principal (Personnel) in consultation with the unit holder, and where applicable, their syndicate leader.

Use of CRT by eligible teachers

- Eligible teachers are to utilise CRT for the following:
- Planning, preparation, meetings, coaching, professional development, observations, appraisals, meeting therapists, assessment and other tasks that support teaching and learning. Staff will be consulted bi-annually on the use of CRT time.
- On occasion, the principal and an individual teacher may agree to use of CRT for another purpose not listed above.

Managing situations where timetable allocated CRT is unable to be used

- Where because of genuine reasons arising at short notice prevent an eligible teacher from using their allocation of CRT, the principal will make every endeavour to reallocate the CRT to the employee at a later time during the term they are unable to use it.
- If, because it would compromise educational requirements, the CRT cannot be reallocated, the CRT time will be reallocated to the following term if this is not an option reported to the Board with a reason for non-delivery.

Legislation

Employment Relations Act 2000

Procedures/supporting documentation

- Primary Teachers' Collective Agreement
- Best Practice Guidance for School Boards and Principals –
- Classroom Release Time

Back to the top

D.20 Attendance Management Plan and supporting STAR

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.

Our school currently has 56% regular attendance and a target of lifting regular attendance to 70% by the end of 2026.

Board responsibilities

The board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The board will comply with the provisions in the legislation in relation to student attendance by:

- having a commitment to support students return to regular attendance
- having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
- recording all absences, and responding accordingly
- having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance
- publishing this attendance management plan on the school's website.

Principal responsibilities

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensure that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- ensure all students, whanau and staff understand the processes and procedures that support student attendance
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.

Procedures/supporting documentation

Attendance management Procedure - Stepped Attendance Response

Monitoring

The principal will maintain reporting of daily attendance data.

The board will receive termly attendance reporting- including information provided by the Every Day matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

Legislative compliance/ Legislation

Education and Training Act 2020

Education Attendance rules

Education Attendance Management Plan regulations (yet to be passed)

Back to the top

D.21 Artificial Intelligence

Purpose

This policy sets the school's expectations for the safe, lawful, ethical, and educationally sound use of artificial intelligence in learning and school operations.

Scope

This policy applies to staff, students, contractors, volunteers, and others acting on behalf of the school.

Policy position

For the next 12 months, the school's position is:

- staff may use approved AI tools
- students may not use AI tools this year
- all AI use must stay within school values, professional standards, privacy requirements, copyright law, and assessment rules
- all AI outputs must be checked by a human before use

Key expectations

- only approved AI tools may be used for school purposes
- personal information must not be entered into an AI tool unless that use has been specifically approved and assessed for privacy risk
- approved AI tools must meet the school's security and data handling expectations
- teachers remain professionally responsible for teaching, student supervision, and assessment authenticity
- copyright law still applies to material put into and taken out of AI tools
- the school will act carefully where Māori data, te reo Māori, or mātauranga Māori may be involved
- AI use must not increase inequity or create barriers for learners
- whānau will be informed in clear language about how the school is using AI
- AI incidents must be reported and managed promptly

Roles

- the board approves this policy and monitors risk at a governance level
- the principal is responsible for implementation and day-to-day oversight
- a senior leadership team working group supports tool review, coordination, and implementation
- staff must follow this policy and use only approved tools
- teachers retain professional responsibility for assessment and classroom use

Tool approval

- no AI tool may be used for school purposes unless it has been approved by the school
- approval recommendations will come through a senior leadership team working group
- final approval sits with the principal
- any proposed use involving personal information must go through a Privacy Impact Assessment

Incident response

- staff must report AI incidents promptly to the principal or privacy officer
- the school will assess, contain, document, and respond to incidents
- where a privacy breach is likely to cause serious harm, the school will notify the Privacy Commissioner and affected individuals
- the board will be informed through normal reporting, and sooner if the incident is materially significant

Review

- this policy is approved by the board
- it will be formally reviewed every two years
- it may be reviewed earlier if there is a significant incident or a major change in practice, tools, or external requirements

Back to the top