

## EMPLOYER RESPONSIBILITY POLICY

Little River School develops and implements personnel and industrial policies within policy and procedural frameworks set by Government from time to time promoting high levels of staff performance, using educational resources effectively and recognising the needs of students.

Little River School acts as a good employer as defined in the State Sector Act 1988 and complies with the conditions contained in employment contracts for teaching and non-teaching staff.

### **In order to meet these requirements the BOT develops and implements:**

- An appointment procedure
- A complaints procedure
- A protected disclosure procedure
- Principal appraisal/Performance Agreement/Job Description
- Teaching Staff Development
- An Equal Employment Opportunities Programme (*EEO*)
- Privacy procedure
- Police vetting procedures
- Teacher Registration – refer Staff Schedule
- Leave of absence procedure
- Classroom release procedure
- Allocation & Use of Units Procedure

### **The Principal and Staff develop and implement:**

- A staff schedule
- Job Profiles
- Professional Growth programmes, incorporating performance agreements and appraisal
- Staff induction programmes

### **The BOT in conjunction with the Principal and Staff develop and implement:**

- Professional Growth programme (*see above*)
- Employment Agreements

Through the development and implementation of Good Employer programmes and procedures, the BOT ensures staff of Little River School enjoy employment conditions of the highest possible standards.

Policy review date: ..... Next review date .....

Chairperson: ..... Principal: .....

## **APPOINTMENTS PROCEDURE**

An appointments sub-committee will be appointed for each appointment. It will be responsible for shortlisting and interviewing candidates. Other persons may be invited on to this sub-committee from time to time. Part time teachers and relieving teachers will be employed solely at the principal's discretion.

The recommendations of this sub-committee will be taken to a full Board of Trustees or quorum for the confirmation of appointment of Principal. For other staff appointments the sub-committee will appoint and BOT's will minute such appointments (See procedures below for specific positions).

1. Once a vacancy is established within the school a sub-committee of the Board will meet to discuss:-

- a. A time table to be drawn up with key dates for:
  - closing date for Education Gazette notice
  - closing date for applications
  - shortlisting meeting
  - interviews
  - notification of successful applicant
  - notification of unsuccessful applicants
- b. Critical factors – see “Guidelines for Selection” sheet.
- c. The wording for the job vacancy to be placed in the Education Gazette.
- d. The package to be mailed out to prospective applicant will include:-
  - job description
  - description of the school and its community
  - the school's Vision Statement
  - referees forms (2)
  - application forms
  - covering letter
- e. Letter to acknowledge receipts of the application forms.

2. Applicants have up to three weeks to apply for the vacancy.
3. As each application is received, a standard letter /or email is returned immediately acknowledging receipt of the application and information and informing the applicant that contact will be made in due course.
4. Once applications have closed the committee will meet to shortlist the candidates using the “selection sheet”. Referee’s statements that have been received will be studied and referees contacted.
5. The Board Chairperson or Principal, in the case of appointing Scale A teachers, will notify the applicants of their shortlisting and of the date and venue of their interview.
6. All candidates not shortlisted will receive a letter stating that their application was unsuccessful. All CV’s will be returned or destroyed.
7. Applicants scheduled for interviews will have their referees contacted for a referees report, other references may be sought as permission given in school application form. Referee reports will be shared across the selection committee prior to the interviews.
8. The interview panel will draw up a schedule of questions to be used in conjunction with the Interview Guide.
9. Eighty minutes will be allowed for each interview. The following interview process will occur :
  - a. One of the panel will spend approximately 20 minutes with each applicant showing them around the school (*and house in the case of an applicant applying for the principal’s vacancy*)
  - b. Approximately 40 minutes will be spent in the interview
  - c. After the applicant has left the interview, the remaining time will be spent by the panel comparing notes, reaching a consensus on the applicant's’ strengths, limitations and suitability for the position.

NB: The times set down for this may vary depending on conditions.

10. Remote interviews – either by Skype or Facetime or the like can substitute for face to face processes to reduce costs to BOT or fit within a tight timeframe. Agreement for a remote digital interview is to be sort by the applicant and at a negotiated time.

The selection panel must contain key members: principal, BOT, Staff member (ie a quorum) – interview questions remain the same as for other applicants, times remain the same, usual digital communication protocols apply – scheduling and testing of the system prior, introductions of who is in the room, no sharing or recording of communication, regular checks of system function, formal closure of meeting.

11. Once the interviews have finished the sub-committee will make a written recommendation for appointment.
12. The appointments sub-committee will take their recommendations to a full Board of Trustees meeting to make a provisional appointment.
13. The Chairperson or Principal will notify the successful applicant as soon as possible by telephone, with a verbal job offer, a verbal acceptance allows the more formal process to continue and for unsuccessful applicants to be informed.
14. The Principal or Chairperson, will destroy in a confidential way all documents relating to the selection process – shortlisting forms, referee reports and interview forms. CV will be returned or destroyed if sent digitally.
15. The successful applicant will have three working days in which to accept the position.
16. After acceptance, a letter of confirmation will be sent to the successful applicant who will return a confirmation letter in writing.
17. If the successful applicant does not accept the position, a full Board of trustees meeting will decide whether the applicant deemed by the Appointments Committee to be second in terms of suitability, will be appointed or whether to re-advertise the position.
18. The payroll service centre must to be notified of the successful applicant. They need to know: name, address IRD and MOE numbers, pay scale etc.

## **APPOINTMENTS PROCEDURE FOR SPECIFIC POSITIONS**

### **1. APPOINTMENTS OF PRINCIPAL**

The incumbent Principal will be replaced on the appointments sub-committee by a community educator. In addition, other BOT members may join this sub-committee.

*(All applicants to a position with a teaching component must be NZ Education Council Registered with a current up to date registration)*

An application period will be decided upon, usually no less than two weeks and no more than four weeks from the final advertisement of the vacancy. Closure date of the vacancy will be advertised with the job details.

The position will be advertised in the Education Gazette if it is of a year's duration or more. Relieving positions of shorter duration must be advertised locally.

### **2. SCALE A.**

*(All applicants must be NZEC registered)*

- The Principal will place advertisements nationally. *(Education Gazette)*
- The appointed sub-committee will shortlist applicants.
- All applications will be sent to the school office.
- All shortlisted candidates will be offered an interview.
- All non-shortlisted candidates will be contacted in writing and CV's returned.
- The successful candidate will be contacted and given the option of the job. There will be a five day acceptance period.
- Upon acceptance by successful candidate, all non-successful applicants will be contacted and CV's returned.
- A written notice of appointment will be sent to and returned signed by the successful applicant.
- Notification of the appointment will be made at the next BOT meeting.

### **3. BEGINNING TEACHERS (YEAR 1)**

The school and BOT recognises its responsibility to develop professional guidance programmes for all provisionally registered teachers. For First Year Beginning Teachers this will include 0.2 advice and guidance programme. First Year Beginning Teachers must be Provisionally Registered with the Teacher's Council PRIOR to being employed.

#### **4. PART TIME TEACHERS/LONG TERM RELIEVERS**

- Teachers employed for less than one school year.
- Advertising will be through local sources initially.
- The Principal will assume the functions of the Chairperson and the BOT with regard to the selection and initial notification procedures.
- The principal, together with senior staff, will select, shortlist and interview if necessary. Appointments can be made without interview.
- Written notices of appointment or non-appointment will be signed by the Principal.
- Notification of the appointment will be made at the next BOT meeting.

#### **5. SUPPORT STAFF**

- The principal will advertise vacancies, select the most suitable applicant and then notify the BOT of the recommendation.
- Job descriptions will be available on request.
- Work history reports and previous employer recommendations may be required.
- All positions will be advertised through local sources.

#### **6. GENERAL**

- Venue for interviews will be at the Board of Trustees discretion
- Travel and Accommodation allowances, in all cases, will be granted by the Board of Trustees only if agreed and negotiated when interview notification is given.
- Final approval of all permanent appointments rests with the Board of Trustees. All relievers, daily or long-term, will be appointed by the Principal and minuted at the next BOT meeting.
- Koha - for people from outside the school's staff to help the BOT's selection sub committee will be in the form of fuel or grocery vouchers, not exceeding \$100.
- The BOT reserves the right to contract an external consultant to support its process for selection of key staff.

## **COMPLAINTS PROCEDURE**

### **STUDENT LEARNING**

- ◆ In keeping with the school's desire to build an open partnership with parents and students, all discussion, questions, concerns or complaints should be addressed to the staff member concerned in the first instance where they relate to the student and his or her learning.
- ◆ Where these concerns about a student and his or her learning are unable to be resolved to the satisfaction of all parties the concern should be directed to the principal.
- ◆ If still unable to reach a satisfactory resolution then the matter should be addressed in writing to the Chairperson of the Board (Use guidelines below for dealing with formal written complaints against staff).

Specific concerns about a staff member's performance or conduct should be referred to the principal in the first instance, except where the complaint is about the principal (See below for procedure for complaints about the principal). Concerns must be on an individual basis. The role of the Principal as professional leader and manager of the School is recognised. In addressing any concern or complaint all participants will abide by relevant Contract Agreements and legislation.

### **PRINCIPAL**

- All complaints about the principal shall be dealt with as set out in the Principal's EA.
- All complaints against the principal shall be referred, in the first instance, to the Chairperson of the Board.
- While formal procedures are available as a last resort, every effort should be made by all concerned to resolve the matter informally. The Chairperson of the Board has a key role in facilitating such a resolution.
- Where the Chairperson has been unable to resolve the complaint, the complaint should be made in writing to the Board of trustees and be signed by the complainant.
- Copies of the letters of complaint should be given to the principal for a written response.
- The Board will consider the principal's written response and after considering all information, make a decision.
- The Board will acknowledge the complaint and inform the complainant in writing of any action taken in resolution.

- Where the Board consider a resolution is reasonable and effective, the complainant and the Principal should be advised by the Board that no further action is intended.
- If the Board is not satisfied, the full Board or a Committee of the Board may discuss the complaint and recommend actions to the Principal. The Principal should be invited to respond to the Board's recommendations.
- In the case of allegations that have disciplinary implications, the Board should convene a Committee to investigate and report only on the substance of the claim. Such a sub-committee will include a professional or union representative nominated by the Principal, as well as a professional or STA adviser selected by the Board.
- The Committee should report in writing to the Board detailing all parties consulted and the content of any written submissions. The Committee may offer a recommendation to the Board.
- The Principal should be invited to respond to the report.
- In discussion at a board meeting of the Principal's response, the principal may make a statement, answer questions, but not be present during the discussion on action to be taken on the complaint.
- The principal may be represented at all meetings with the Board, or sub-committee of the Board, by a professional or union advocate of his choice.
- All business concerning the complaint and action resulting from it will be held "in committee".

### **TEACHING AND SUPPORT STAFF**

Every effort should be made to resolve concerns with teaching and support staff with the staff member or through the principal. The following procedure applies when a concern has not been able to be resolved to the satisfaction of all parties:

- A formal complaint against staff members should be submitted in writing to the Board of Trustees and signed by the complainant.
- Letter of concern is acknowledged by the Chairperson in writing. The complainant is advised of the next steps in the Board process. The letter becomes part of the correspondence that will be dealt with at the next Board meeting, while the public is excluded.
- Copies of the letter of complaint should be given to the staff member for a written response.



- Letter is tabled at Board meeting (in committee) and referred to relevant parties for reporting back to the Board. The Board decides whether to deal with the matter as a whole or appoint a committee to investigate and recommend to the Board.
- The Board will consider the staff member's written response and the parties may be invited to speak their concern or answer questions. After considering all information the Board will make a decision.
- The Board will acknowledge the complaint and inform the complainant of any actions taken in resolution.
- Where the Board considers a resolution is reasonable and effective, the complainant and the staff member will be advised by the Board that no further action is intended.
- If the Board is not satisfied, the full board or a Committee of the Board will discuss the complaint and recommend actions to the staff member. The staff member will be invited to respond to the Board's recommendations.
- In the case of allegations that may have disciplinary implications, the Board should convene a Committee to investigate and report on the substance of the complaint. Such a Committee will include a professional or union representative nominated by the staff member, as well as a professional or STA adviser selected by the Board.
- The Committee should report in writing to the Board detailing all parties consulted and the content of any written submissions. The Committee may form a recommendation to the Board.
- The staff member should be invited to respond to the report.
- In discussion at a Board meeting of the staff member's response, the staff member may make a statement, answer questions, but not be present during the discussion on action of the complaint. The Board/committee considers the evidence and/or information and comes to a decision or recommendation.
- The staff member may be represented at all meetings with the Board, or Committee of the Board, by a professional or union advocate of his/her choice.
- All business concerning the complaint and action resulting from it will be held "in committee".

## **GENERAL**

- Any member of the Board of Trustees who is personally involved in the complaint shall take no part in the discussion about it, but may submit a statement on the matter.
- No person with any personal involvement in the complaint shall be a member of any committee or inquiry.
- Any of the parties may request the Board to reconsider their decision - however, normally for such a reconsideration to take place, new information that would have been relevant to the Board's deliberations must be produced.
- If the complainant is not satisfied, the Board Chairperson should advise the complainant of further avenues, eg Human Rights Commission, Ombudsman etc.

### **Refer to:**

Respective current Employee Collective Agreements

[Teacher CA](#)

[Principal CA](#)

## **PROTECTED DISCLOSURES PROCEDURE**

### **What is a Protected Disclosure?**

A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

### **Definition of Serious Wrongdoing:**

Serious wrongdoing for the purposes of this procedure includes any of the following:

- Unlawful, corrupt, or irregular use of public funds or resources
- An act or omission or course of conduct:
  - that seriously risks public health or safety of the environment; or
  - that constitutes an offence; or
  - that is oppressive, improperly discriminatory, grossly negligent; or
  - constitutes gross mismanagement; or
  - constitutes serious risk to the maintenance of law.

### **Conditions for Disclosure:**

Before making a disclosure the employee should be sure the following steps are met:

- the information is about serious wrongdoing in or by the school; and
- the employee believes on reasonable grounds the information to be true or is likely to be true; and
- the employee wishes the wrongdoing to be investigated; and
- the employee wishes the disclosure to be protected

### **Who can make a disclosure?**

Any employee of the school can make a disclosure. For the purposes of this procedure an employee includes:

- Current employees and principal
- Former employees and principals
- Contractors and agencies supplying services to the school

### **Protection of employees making disclosures:**

An employee who makes a disclosure and who has acted in accordance with the procedures outlined in this policy:

- May bring a personal grievance in respect of retaliatory action from their employers;
- May access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;

- Are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
- Will be subject to Clause 5 of the procedure, have their disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

### **Specific Procedure:**

Any employee of Little River School who wishes to make a protected disclosure should do so using the following procedure.

#### **1. How to submit a disclosure**

The employee should submit the disclosure in written form.

#### **2. Information to be contained**

The disclosure should contain detailed information including the following:

- The nature of the serious wrongdoing
- The name or names of the people involved
- Surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant

#### **3. Where to send disclosures**

A disclosure must be sent in writing to the principal who has been notified by the Board of Trustees of Little River School under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

Or

If you believe that the principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the Chairperson of the Board of Trustees.

#### **4. Decision to investigate**

On receipt of a disclosure, the principal/Chairperson must, within 20 working days, examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted, a full investigation will be undertaken by the principal or arranged by him/her as quickly as practically possible, through an appropriate authority.

## 5. **Protection of disclosing employees name**

For example, all disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the principal will make every endeavour possible not to reveal information that can identify the person making the disclosure, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:

- To ensure an effective investigation
- To prevent serious risk to public health or public safety or the environment
- To have regard to the principles of natural justice.

## 6. **Report of investigation**

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

## 7. **Disclosure to an appropriate authority in certain circumstances**

A disclosure may be made to an appropriate authority (*including those listed below*) if the employee making the disclosure has reasonable grounds to believe:

- The Chairperson of the Board of Trustees in the school responsible for handling the complaint is or may be involved in the wrongdoing; or
- Immediate reference to another authority is justified by urgency or exceptional circumstances; or
- There has been no action or recommended action within 20 working days of the date of disclosure.

Appropriate Authorities include (*but are not limited to*):

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

## 8. Disclosure to Ministers and Ombudsman

A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure :

- Has made the same disclosure according to the internal procedures and clauses of this policy
- Reasonably believes that the person or authority to whom the disclosure was made:
  - has decided not to investigate; or
  - has decided to investigate but not made progress with the investigation within reasonable time; or
  - has investigated but has not taken or recommended any action; and
  - continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

## STAFF APPRAISAL AND DEVELOPMENT PROCEDURE

*The Board of Trustees has an obligation to:*

- Provide children with a balanced learning programme through the provision of professional, innovative teaching supported by high quality resources, guidance and management.
- Provide a framework for continuous improvement to the quality of teaching and learning at Little River School.
- Evaluate each staff member's performance against predefined objectives to identify successes, achievements and aspects requiring development in order to provide a basis for decisions about priorities for professional support and development (School-based objectives) and, for accountability and pay fixing purposes(Government invoked professional standards)
- Comply with procedures outlined in the Performance Management Notice, Education Gazette, 10.2.97 and the requirements of individual and collective employment agreements (IEA's and CEA's)

### OBJECTIVES

#### 1. SCHOOL-BASED FRAMEWORK

Appraisal has 3 parts :

**Part 1 : School Expectations** which operate within an integrated staff management and curriculum planning framework which focuses on the needs of students, staff, the total school and its community. The school's planning framework is prepared in consultation between board and staff and is an expression of self-management.

**Part 2 : Professional Standards/Criteria and NZ Education Council Code:** promulgated through IEA's and CEA's. These are NOT modified by the school since they sit outside of school self-management and decision making.

**Part 3 : Annual Development Objectives** which arise out of the previous year's appraisal.

**2. PRINCIPLES** Staff appraisal procedures are consistent with principles of professional advancement, flexibility, consultation, openness, transparency, integration, timeliness, confidentiality and helpfulness to individual staff members.

**3. RESPONSIBILITY** The Board Chairperson is responsible to the Board for appraisal of the Principal, and the Principal is responsible to the Board for the appraisal of all other staff in a manner consistent with this policy.

**4. ANNUAL APPRAISAL** Every member of staff is appraised annually. The Board Chairperson and the Principal will formally report to the Board each year in November that they have administered appraisals in accordance with this policy.

**5. CONFIDENTIALITY** Individual appraisal documents are confidential to the staff member and the appraiser/s and no part of that document may be made available or divulged in any way to another party without the written and signed consent of the staff member and the appraiser/s.

**6. PERFORMANCE EXPECTATIONS** Every staff member has a Job Profile containing objectives that form the basis for performance appraisal in relation to teaching, school-wide and management responsibilities. These objectives are inclusive of the requirements of IEA's, RTC and CEA's. Job Descriptions may be revised from time to time subject to approval being given by the Board to any changes made.

**7. ANNUAL DEVELOPMENT OBJECTIVES** One or more Annual Development Objectives are mutually agreed between the Chairperson and the Principal/Principal and each staff member, along with a written statement of the assistance or support to be given. The Job Profile Objectives form the basis for these Development Objectives and are included in the appraisal process.

**8. APPRAISAL PROCESS** The appraisal process requires that:

- a) At the beginning of the appraisal process staff member conducts an independent self-appraisal by reflecting on, noting and rating performance in relation to the Job Profile Objectives and the selected Development Objectives. Performance ratings should be documented as areas of strength, areas of growth and areas where development is required.
- b) The appraiser/s independently mark/s and note/s performance of the staff member in relation to the same Job Profile Objectives and Development Objectives, ensuring that decisions are formed after suitable observation of teaching and other responsibilities.
- c) The appraiser/s and appraisee meet together to discuss and compare their respective views and ratings of performance, and to decide on an agreed rating for each Performance Objective, taking account of all available evidence to support decisions. Where agreement cannot be reached, this is noted along with reasons. The appraiser/s copy of the Appraisal Documentation is the official report, which is to be signed by the appraiser/s and staff member to verify the completion of the process. The appraiser/s and staff member shall each have a copy of said report (Said report recorded at the end of the staff member's Job Profile).

**9. DISPUTES** Should a dispute arise that cannot be resolved between the appraiser/s and the staff member, they will together agree on an independent person to mediate discussion with a view to resolving the dispute. The mediator will be bound by strict confidentiality and shall play no part in conducting the appraisal process.

**10. PROFESSIONAL DEVELOPMENT** Each year each staff member receives opportunities and support for undertaking personal professional development and improvement, documenting their professional development programme and the support provided.



**11. NON PERFORMANCE** Where discipline and competency matters arise procedures will be followed according to the guidelines set out in the applicable IEA or CEA.

### **Guidelines Specific to the Principal**

1. The Principal will have a job description, which incorporates the Professional standards. This and the Personal Professional Plan (Performance and Development objectives) will form the basis of the Performance Agreement.
2. The Principal's appraisal will be carried out by the Board Chair, or a mutually acceptable alternative as agreed by the Principal and the Board.
3. The first meeting setting up goals etc will be documented in the first term. There will be an informal meeting at mid-year with a documented appraisal at the end of the year.
4. Performance will be appraised in the form of mutually agreed goals. A person should be agreed upon to mediate in the event of a dispute.
5. Appraiser to interview staff as part of the process.
6. The board will provide the Principal with opportunities to be involved in professional development in both curriculum and administration management.
7. Fees and related expenses, for approved courses of professional development, will be paid for by the Board. The Principal will be encouraged to attend at least one national conference per year.
9. All appraisals will be confidential between the Principal and the Chairperson. If there is a concern this may be discussed at an "in committee" session of the Board.
10. A minuted statement regarding the Principal's appraisal will be made to the Board, by the Board Chairperson each November.

## **TEACHING STAFF DEVELOPMENT**

Little River School has a commitment to ensure that the very best teachers are employed to educate the children. By providing opportunities for the staff to identify their objectives to improve teaching and learning, a high standard of Professional competence will prevail.

### **Purposes**

- To enhance the quality of teaching and learning.
- To provide equitable teacher development opportunities in accordance with stated E.E.O. Policy.
- To provide professional development as an integral part of the Appraisal process.
- To meet the professional development needs of individual staff.
- To meet identified school-wide needs.

### **Guidelines**

1. Staff members develop objectives that are identified and documented during the appraisal cycle. It is then up to the Principal and the individual to decide on the best course of action. This could include one or more of the following:
  - Relevant teacher Training Course
  - Observation in another school
  - Adviser expertise
  - Visiting teacher
  - Extra resourcing
2. School-wide needs may be identified during the Appraisal/Review, the development cycle or the professional learning.
3. Expected outcomes are clearly specified.
4. The BOT will make provision in the budget for professional development, annually, the spending of which is negotiated between staff and Principal.
5. Following a course, the teacher will provide a written report for the Board and share knowledge at a staff meeting.

## **EQUAL EMPLOYMENT OPPORTUNITIES PROCEDURE**

In accordance with the requirements under the State Sector Amendment Act 1989, Little River School supports the development and implementation of an Equal Employment Opportunities Programme.

We are committed to the goal of freedom from discrimination and we recognize the need for an active approach to the achievement of Equal Employment Opportunities in employment.

The purpose of this procedure is to ensure that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes without regard to gender, ethnicity, religion, sexual orientation, disability, family status, age, political opinion or employment status

1. The Board will nominate one member plus the staff representative to be responsible for the EEO programme.
2. The Board will review and develop personnel policies and procedures to ensure they are fair and free from bias.
3. An employment database will be built up to identify the employment patterns of all employees.
4. The Board, in consultation with all staff, will set annual objectives based on the analysis of the database and will monitor and evaluate the achievement of these objectives. This is the EEO Programme.

### **EEO PROCEDURES SPECIFIC TO APPOINTMENTS**

1. Vacant staff positions will be advertised as widely as possible through local newspapers and/or an appropriate educational publication and key people in the community so that members of all groups have equal access to recruitment and selection.
2. Where a panel for selection is appropriate, the membership will be in keeping with the Board's Policy by including a racial and gender mix that reflects the local community.
3. Interviews will be conducted with sensitivity to any particular individual differences of applicants.
4. If they so desire, applicants may have whanau in attendance.
5. The most suitable for the position will be selected after the skills, qualifications, abilities, and aptitudes of each applicant have been measured against the job description and specifications.

## **EEO PLAN**

### GOAL

For Little River School to be an EEO employer

### OBJECTIVES

1. The Board will ensure that sufficient resources are provided for staff training, particularly in ICT, Literacy and Numeracy
2. To ensure EEO policy and procedures are included correctly in the restructured school Operations File (“Five Policies”)
3. To review EEO policy and procedures annually
4. To update the staff database when necessary and/or annually
5. To review and develop personnel policies and procedures to ensure they are fair and free from bias.
6. To address the needs of staff (Including potential staff) to eliminate any prejudice based on:
  - Gender
  - Ethnicity
  - Religion
  - Sexual orientation
  - Disability
  - Family status
  - Age
  - Political opinion
  - Employment status

This plan was drafted by the EEO coordinator and submitted to the Board for discussion and approval at the ( ) *Meeting Date* Board meeting.

## **PRIVACY PROCEDURE**

- 1 The Board of Trustees will appoint a Privacy Officer complying with the Privacy Act 1993. This will be done annually and unless otherwise specified will be the principal.
- 2 Procedures will be designed to comply with the principles contained in The Privacy Act 1993 which specify requirements in terms of:
  - o *Purpose of collection of personal information*
  - o *Source of personal information*
  - o *Collection of information of personal information*
  - o *Storage and security of personal information*
  - o *Access to personal information*
  - o *Correction of personal information*
  - o *Accuracy etc of personal information to be checked before use*
  - o *Agency not to keep personal information to be checked before use*
  - o *Limits on use of personal information*
  - o *Limits on disclosure of personal information*
  - o *Unique identifiers*
  - o *Procedures will be set up for the collection, use and disclosure of personal information relating to all individuals in the school*
  - o *All school forms that collect personal information such as application for appointments, student record cards, enrolment information, information about employees and information about pupils and parents should contain information about the purpose, use and disclosure of the information collected.*
- 3 The school enrolment form will contain information about the purpose, use and disclosure of the information collected.
- 4 Personal information will only be available to relevant authorities eg health nurse, psychologist, dental nurse, teachers,
- 5 A welfare file will be kept in a locked place known only to the Principal.
- 6 All personal information that the school holds will be stored in locked filing cabinets, so that only authorised persons have access to it.

### **Family Information:**

Family information includes any information that the School receives from the family, previous schools, associated agencies, or the child concerned. By setting out the rights of both the School and the parent/caregiver, assurance can be given that the privacy of a student is protected at all times. The purpose of this procedure is to ensure:

1. To collect and hold only the information that is necessary on behalf of the child and family.
2. To observe and protect the right to privacy of all, with regard to the information held.
3. To review the need to keep information at regular intervals to see what needs to be kept and what is no longer required.

**Guidelines:**

1. On enrolment, to ascertain from the parent/caregiver/guardian such information as:
  - (a) required by law;
  - (b) needed by the school;
  - (c) considered necessary by the parent/caregiver.
2. Information shall be stored in the Principal and Secretary's office:
  - (a) ENROL
  - (b) term accounts
  - (c) Assembly (SMS)
3. The children's records shall be held on the school's management system (Assembly) and shall be completed with appropriate academic, social, health and welfare information as required.
4. Non-digital data, e.g. hard copies of reports will be scanned into a digital pupil file stored in individual clear pockets.
5. For some children anecdotal notes may be necessary, especially should any behaviour give cause for concern. However these notes should not be forwarded to the next school when a child transfers.
6. All information shall be regarded as confidential to the School, unless approval for its distribution to other agencies is given by the parent/caregiver.
7. In respecting the confidentiality of information and the privacy of individuals, staff shall observe the provisions of the Teaching Council Code of Conduct (<https://teachingcouncil.nz/content/our-code-our-standards>)

**Information Privacy Statement**

I agree to Little River School collecting personal information on \_\_\_\_\_ (*full name of individual*)

I have been advised by the School that the information I provide will be used for:

**To be completed by the School**

I accept the fact that this information may later be used for statistical and/or research purposes and agree to its use for that purpose, provided that if the information is published in any way it will not identify me or the individual concerned.

I understand that the information I provide will be held at Little River School whose address is as above.

I am aware of the rights of access to, and correction of this information

Signed:.....

Individual/Parent/legal Guardian/Caregiver/Agent

***Please delete those not applicable***

## LEAVE PROCEDURE

### Leave:

Staff may request leave, with or without pay as covered by the relevant EA's. All requests must be made in writing through the Principal (Chairperson when Principal seeking leave). Types of leave covered in EA's include: sick, parental, bereavement, discretionary, study, unpaid refreshment, paid sabbatical.

<http://www.education.govt.nz/school/people-and-employment/employment-agreements/collective-agreements/primary-teachers-collective-agreement/>

<https://www.education.govt.nz/school/people-and-employment/employment-agreements/collective-agreements/primary-principals-collective-agreement/>

## POLICE VETTING PROCEDURE

- 1 The Teachers' Council vets teachers every three years when they seek renewal of their teaching registration. The cost is contained in the registration fee.
- 2 Limited Authority to Teach (LAT) employees are treated the same as teachers. The cost is contained in the registration fee.
- 3 Support staff must be police vetted by the school before they can be appointed. They must then be police vetted every three years.
- 4 Every contractor (*and their employees*) who work at the school during school hours is expected to be police vetted every three years.
- 5 It is school policy for volunteers at this school to be vetted if they are in a situation that requires them to be left alone with children for more than thirty minutes. This includes parents who accompany school field trips. The cost of the police vetting for volunteers will be borne by the school and built into the expense of any trips.
- 6 Parents who volunteer to transport students on day trips will not be police vetted.
- 7 The school will ensure that strict confidentiality is observed (*s78 CB [3]*). The only staff member who will read the police vet is the Principal (*the "requestor"*).
- 8 The principal will ensure that the subject of the police vet receives a copy of his/her police vetting and asks the subject to validate the information in the vet if there is anything incorrect or adverse. The subject must be given a reasonable opportunity to validate the information before the Principal can take adverse action.

### Support Staff

1. Information on support staff positions that is sent to candidates will include information about the requirements of police vetting. Candidates will have to acknowledge that they received and understood these requirements.
2. When the decision has been made to employ a person they will be asked to complete the details found on the Police Vetting form.

3. The school will complete all details and will then post the form and enclosed cheque to the appropriate authority.
4. ONLY the “requestor” – the principal – will open the returned information.
5. If the vetting is “clear” the principal will complete the appointments procedure.
6. If the vetting indicates something amiss the principal will give a copy of the police vetting to the applicant who will be asked to validate the information. That is, provide proof that the information is wrong. The person will be given a reasonable period of time to do this. Two weeks is considered a reasonable time. The applicant should be in regular contact with the principal to indicate progress is being made.
7. If the applicant cannot disprove the police vetting, the Principal will inform the candidate that their appointment has been put aside in favour of the next applicant.

### **Contractors:**

1. Contractors will be informed that they and any employee who will be working at the school during school hours will be required to be police vetted and that the cost shall be borne by the contractor.
2. The contractor and employees shall complete the details on the form. Contractors who refuse to complete this shall either not be used on school business during school hours or not be used at all at the Principal’s discretion. Employees who refuse will not be used at the school. The contractor will ensure this procedure is followed.
3. The school shall complete their part of the form and send the form to the Police with the contractor’s cheque.
4. ONLY the “requestor” – the Principal – will open the returned information.
5. If the vetting is “clear” the principal will advise the contractor accordingly and that person will inform his/her employees.
6. If the vetting is adverse the principal will give a copy of the police vet to the person who has “failed” the vetting (*not necessarily to the contractor as the employer*) and ask him / her to validate the information. The person will be given a reasonable period of time to do this, say, two weeks. The person should be in regular contact with the principal to indicate progress is being made.
7. If that person cannot disprove the police vetting, the Principal will then inform that person, and his / her employer, that he / she cannot work at the school. No details need be given to the employers.

### **Volunteers:**

1. Volunteers will be vetted at school expense. They will be vetted if they are in a situation that requires them to be left alone with children for more than thirty minutes – a period of “vulnerability” or a “window of opportunity”.
2. Parents who are staying overnight on school trips or camps will also be police vetted at the school’s expense. The implication of this is that police vetting must be initiated about three months before the trip/camp so that the camp budget rather than the school’s operations grant can be debited.
3. Very clear, simple information sheets will be sent to all parents so they understand the need and process of police vetting. These sheets will detail what would be deemed unacceptable offences so those parents who erred in youth with minor offences will not be unnecessarily alarmed.



4. The parent and school will complete the form and send it to the Police with the school cheque.
5. ONLY the requestor – the Principal – will open the returned information.
6. If the vetting is “clear” the Principal will inform the teacher organising the trip/camp and the parent.
7. If the vetting indicates something is amiss the principal will inform the parent and discuss that person’s options: either to provide proof that the information is wrong or to withdraw from the trip or camp. At this stage the teacher in charge of the trip or camp will **not** be informed (*see 8 below*). If the parent opts to prove the information is wrong, the parent may have a reasonable period of time to do this, say, two weeks. It is important to know how much time there is between getting the report of the police vetting and the actual date of the trip or camp.
8. If the parent proves that the information is wrong and the original vetting report is amended the parent will be informed that they can continue with the trip/camp. If the parent cannot disprove the original vetting report then teacher in charge of the trip or camp will then be informed.

#### **Police Vetting Register**

The school will operate a Register of all requests made for a police vetting. The headings will include :

1. Subjects name /
2. Category (*support staff, contractor, contractor’s employee, volunteer*).
3. Date processed via Real Me - for - Police
4. Date the result is received

## **CLASSROOM RELEASE TIME**

*This procedure is designed in consultation between the principal and teachers of Little River School. The procedure must be written in conjunction with clause 3.28 of the Primary Teachers Collective Agreement.*

### **Content and Purpose**

The intent of classroom release time is to address teacher workload while maximising benefits for student learning. The use of classroom release time will be professionally useful for the school's learning and teaching programmes, the teachers' professional growth and the learning needs of students.

### **Use of Classroom Release Time**

This procedure contains a list of the most common uses for classroom release time in our school. The list may be amended from time to time through consultation with teachers. The Principal and individual teachers may also agree to other uses from time to time.

In our school classroom release time will be used for:

Planning
Evaluation
Reporting
Personal Professional Development
Observing other teachers
Reading/Research
Syndicate meetings
Assessment
Curriculum Responsibility
Any other use agreed to from time to time between Learning Leader and Principal

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

Each full time teacher (1.0 FTE), or teacher .8 FTE or greater (Or full time job share position) will be entitled to 1 hour per week, on average. (.8 FTE =8 hours CRT per term) A job shared position attracts CRT and is divided on a pro rata basis along the shared time per week.

This may be taken as 4 half days / 2 full days per term or other arrangement, after consultation between principal and individual staff members.

NB: Where school sessions prevent allocation of precisely 10 hours of classroom release time, the school shall endeavour to provide as close as possible to the 10 hour entitlement including, where needed, advanced or delayed entitlement across the four terms of each school year.

### **Allocation of other forms of release time**

DP and, for example, ICT Co-ordinator release will be negotiated with the principal, as required and taking budget considerations into account

### **When CRT Cannot be Provided for Genuine Reasons**

Where for genuine reasons, during term planning or at short notice, it is not possible to provide CRT to an individual or group of Teachers the school will:

- Record the reason for non-delivery
- Endeavour to reallocate the CRT at a later date in that school year
- Review the CRT procedure if required
- Use the record of non-delivery when reviewing the procedure
- When a teacher is on a course during their release time this will be reallocated to another day
- When a teacher is ill on the day of their release time they will get their entitled release time on another day, to be organized between the teacher and principal.

### **Review of this Procedure**

This procedure will be reviewed in *Date for Review* or as required in the following instances:

- Changes to the PTCA
- Staff turnover
- Recruitment/retention issues
- New education initiative (e.g. introduction of specialisation)
- Concern about benefits to student learning
- Any other genuine issue or concern.

Review Date: **6 June 2018**

[http://www.nzsta.org.nz/media/1629/crt-booklet-web\\_pdf.pdf](http://www.nzsta.org.nz/media/1629/crt-booklet-web_pdf.pdf)

## ALLOCATION & USE OF UNITS

The school supports the development of leadership skills at all levels by the effective allocation of all Units. In so doing the school also ensures that leadership tasks undertaken are rewarded appropriately while recognising the responsibility, leadership and special initiative of teaching staff.

### Guidelines

1. The Board will use the two units to maintain a Deputy or Assistant Principal position. These units will be permanent.
2. The Principal will consult with the staff re the allocation of any subsequent units.
3. All allocated units will be on the recommendation of the Principal in consultation with the chairperson of the Board of Trustees.
4. The holder of units can relinquish the units in writing if appointed prior to 2001. It will always be the case that a maximum of two units will be permanent and used as a Deputy/Assistant Principal position/s
5. Subsequent distribution of any other units over and above those used for the DP/AP position, will be related to the immediate needs of the school and will be for a fixed term (No more than 40% of units may be designated "Fixed Term").
6. Should the need arise to allocate further permanent units a needs analysis and consultation process will occur as above for the allocation of fixed term units. Again the principal will then make a recommendation to the Board of Trustees for the allocation of this permanent unit and the position will then be advertised internally. All permanently appointed teachers will be eligible to apply for the position. The Board's procedure for appointments will then apply.
6. If a unit holder leaves during the year, the appointments and selection process will apply.
7. Unit holders will be required to include their management tasks in a performance agreement that will be appraised by the Principal.
8. The use of units other than the permanent unit (s) will be reviewed each year.
9. Where there is a complaint about the allocation of units within the school, the person concerned must present a written complaint to the Board. A sub-committee will then meet with the staff member and if necessary, an NZEI representative, to resolve the matter.