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Hāwera High School

Hawera High School

Strategic Plan

2019 – 2021



Hāwera High School

Motto	Vision
Kia Kaha Te Awhina "Strength through caring"	Kei Mua, Ki Runga "Moving forward, aiming high"
Mission Statement	Our Values
Inspiring students to be passionate lifelong learners	Be Respectful Be Responsible Be Ready to Learn

Hāwera High School opened in 1919 as Hawera Technical High School with a role of 180 students. Our present roll is 730 students from Year 9 to Year 13. Hāwera High School is a state co-educational secondary school located in South Taranaki with glorious views of Mt Taranaki. The school will be celebrating its Centenary in 2019. This will be an opportunity to celebrate past success and share our vision for the next 100 years.

We have a very broad curriculum which caters for a diverse range of students. Our courses are carefully designed to meet the learning needs of our students so that they can participate meaningfully in society. Our students are successful at school in gaining their qualifications and in their extracurricular activities. Our school attracts highly qualified and innovative staff. Our location next to the TSB Hub ensures that our students have access to world-class facilities for Physical Education classes, sporting and school wide events. Our students achieve exceptionally well whether it be academically, on the sports field, in culture groups or in the arts.

The Hawera High School charter has been formed using the Education Review Office school evaluation indicators.

<https://www.ero.govt.nz/publications/school-evaluation-indicators/>

Base Line Data	
School context:	Secondary (Y9 – Y15) Decile 5 School roll: 730
Gender composition:	Girls 50% Boys 50%
Ethnic composition:	NZ European 61.3% NZ Maori 33.8% Asian 2.2% Pasifika 2.2% Other 1.2%



Hāwera High School

Domains

1	Stewardship	<p>The board actively represents and serves the school and education community in its stewardship role.</p> <p>The board scrutinises the effectiveness of the school in achieving valued student outcomes.</p> <p>The board evaluates how effectively it is fulfilling the stewardship role with which it has been entrusted.</p> <p>The board effectively meets its statutory responsibilities.</p>
2	Indicators and examples of effective practice	<p>Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence.</p> <p>Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing.</p> <p>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching.</p> <p>Leadership promotes and participates in teacher learning and development.</p> <p>Leadership builds collective capacity to do evaluation and inquiry for sustained improvement.</p> <p>Leadership builds relational trust and effective collaboration at every level of the school community.</p>
3	Educationally powerful connections and relationships	<p>School and community are engaged in reciprocal, learning-centred relationships.</p> <p>Communication supports and strengthens reciprocal, learning-centred relationships.</p> <p>Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support.</p> <p>Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners.</p>
4	Responsive curriculum, effective teaching and opportunity to learn	<p>Students learn, achieve and progress in the breadth and depth of <i>The New Zealand Curriculum</i> and/or <i>Te Marautanga o Aotearoa</i>.</p> <p>Students participate and learn in caring, collaborative, inclusive learning communities.</p> <p>Students have effective, sufficient and equitable opportunities to learn.</p> <p>Effective, culturally responsive pedagogy supports and promotes student learning.</p> <p>Assessment for learning develops students' assessment and learning-to-learn capabilities.</p>



Hāwera High School

5	Professional capability and collective capacity	<p>A strategic and coherent approach to human resource management builds professional capability and collective capacity. Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets.</p> <p>Organisational structures, processes and practices enable and sustain collaborative learning and decision making.</p> <p>Access to relevant expertise builds capability for ongoing improvement and innovation.</p>
6	Evaluation, inquiry and knowledge building for improvement and innovation	<p>Coherent organisational conditions promote evaluation, inquiry and knowledge building.</p> <p>Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.</p> <p>Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community.</p>



Hāwera High School

Strategic Aim 2019-2021

Hawera High School will:

Provide all students with meaningful *pathways* into further study or employment

Objective 1	Together with the wider Hawera community provide accessible and relevant adult education.
Objective 2	Explore a variety of ways to achieve wider community engagement and ownership.
Objective 3	Year 9 and 10 learning programmes are coherent and build on student's prior knowledge and lead to success in NCEA qualifications.
Objective 4	Year 11 – 13 students experience success in coherent and relevant learning programmes that blend school and workplace education.

Provide *high quality teaching and learning experiences* that are engaging, relevant and innovative

Objective 1	Develop departmental reporting systems to ensure the BOT has accurate information to make informed decisions.
Objective 2	Develop staff capability to work in a modern learning environment.
Objective 3	Increased levels of student achievement are evident through the development of culturally responsive pedagogy.
Objective 4	Increased levels of Māori student achievement are evident through the development of culturally responsive pedagogy.
Objective 5	Consistent good teaching practice is achieved through effective review and appraisal, supported by appropriate professional development.

Provide an *environment* where *high expectations* are maintained

Objective 1	Board of Trustees to engage in appropriate professional development.
Objective 2	Develop and maintain a strong school culture through the explicit teaching of Hawera High School tikanga.
Objective 3	Develop leadership capacity at all levels of the school.
Objective 4	Maintain a focus on school wide PB4L practices and develop processes for Tier 2 interventions.
Objective 5	Review appraisal process for non-teaching staff.

Provide all students with meaningful <i>pathways</i> into further study or employment		2019 specific actions	2020 specific actions	2021 specific actions
Objective 1	Together with the wider Hawera community provide accessible and relevant adult education.	Letting rooms to ECT and other providers. Offer a small number of adult education courses. Appoint a suitable person in charge of administration of adult education Review adult education courses provided at the end of the year.	Use the annual review of adult education to inform next steps	Continue to provide adult education to meet the needs of the community
Objective 2	Explore a variety of ways to achieve wider community engagement and ownership.	Liaise with the Centenary Committee in preparation for the centenary. Extend the Year 9 BBQ to include Year 13 students and their families. Host a function for Te Wera families early in the year. Form a committee to work on the alumni database to maximize the potential of the centenary. Explore opportunities to connect with the community throughout the year.	Review and grow on events from 2019. Extend the start of year BBQ to the whole school community. Explore hosting a community afternoon involving local businesses, community and adult education	Review and grow on events from 2020. Explore hosting a whole town event.
Objective 3	Year 9 and 10 learning programmes are coherent and build on student's prior knowledge and lead to success in NCEA qualifications.	Use baseline data from feeder schools to inform teaching practice. All Year 9 students tested by ENCO. Investigate funding options for learning support. Implement Te Wera Hauora and extension to the Te reo ma ono tikanga programmes. Review the Year 9 rotations. Investigate an alternate 3-week cross curriculum programme for Term 4 for Year 9 and 10 students. Maintain and improve existing Year 9 and 10 learning programmes so they lead to students gaining qualifications in Year 11. Distribute digital skills to each department to teach Year 9 students in Term 1	Review and extension of Te Wera Programme. Annual review of Year 9 and 10 programmes to inform next steps. ENCO role reviewed and developed. GATE programme reviewed and developed. Review the alternate 3-week cross curriculum programme.	Continue to develop Year 9 and Y10 programmes so they are seen as a cohesive 2 year programmes.

Objective 4	<p>Year 11 – 13 students experience success in coherent and relevant learning programmes that blend school and workplace education.</p>	<p>Monitor new Agri-Business Course. Continue to support and monitor 3+2 and Gateways programmes. Continue interaction with Chamber of Commerce, BizLink and other business connections. Continue to utilise the 75% forms to review standards. Continue development of Dreamcatcher implementation into the school. ENCO to test identified students. Investigate funding options for learning support. GATE students will be identified and individual programmes will be developed. Monitor and review senior courses to ensure they are meeting the needs of the school community.</p>	<p>ENCO role reviewed and developed to accommodate GATE students. Explore options for students coming into Y11 from Te Wera programme in 2021 Prepare for changes to NCEA Level 1. Monitor and review senior courses to ensure they are meeting the needs of the school community.</p>	<p>Implement a Year 11 programme suitable for Te Wera students. Implement changes required to meet the requirements of the revised NCEA Level 1 qualification. Prepare for possible changes to Level 2 Monitor and review senior courses to ensure they are meeting the needs of the school community.</p>
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Provide <i>high quality teaching and learning experiences</i> that are engaging, relevant and innovative		2019 specific actions	2020 specific actions	2021 specific actions
Objective 1	Develop departmental reporting systems to ensure the BOT has accurate information to make informed decisions.	HOD's to meet with Principal to discuss department reports. Evaluation of department reports. HODs in conjunction with appropriate senior leader to develop 2019 department Action Plan. All department reports collated and presented to BOT.	HOD's to meet with Principal to discuss department reports. Evaluation of department reports. HODs in conjunction with appropriate senior leader to develop 2020 department Action Plan. All department reports collated and presented to BOT.	Continue to embed practices across the school.
Objective 2	Develop staff capability to work in a modern learning environment.	Staff to read appropriate professional readings on MLE's. Trial concepts of MLE's. Visits to MLE's by selected staff. Whole School PLD on MLE's and pedagogy that suits MLE's. Staff to continue to develop their digital competency.	Continue to prepare for MLE's. Trial concepts of MLE's. Timetable review. Cross curricular opportunities explored.	Dependent on building project phase. Implement changes to learning environments.
Objective 3	Increased levels of student achievement are evident through the development of culturally responsive pedagogy.	Professional development for Maori and PE department to ensure successful implementation of revised courses. Professional development of teachers involved in the Te Wera programme. PE department to continue to liaise with subject advisor, iwi and community groups to develop the Hāuora programme.	Professional development for Maori and PE department to ensure successful continuation of courses. Professional development of teachers involved in the Te Wera programme. PE department to continue to liaise with subject advisor, iwi and	Continue to embed practices across the whole school.

		Impact Coaches to be accredited in Relationship Based Learning by June. Impact Coaches to work with individual teachers to develop their practice. Within school teachers for Kahui ako to provide whole school PLD on relationship learning.	community groups to develop the Hāuora programme. Impact Coaches to work with individual teachers to develop their practice. Within school teachers for Kahui ako to provide whole school PLD on relationship learning.	
Objective 4	Increased levels of Māori student achievement are evident through the development of culturally responsive pedagogy.	Professional development for Maori and PE department to ensure successful implementation of revised courses. Impact Coaches to be accredited in Relationship Based Learning by June. Impact Coaches to work with individual teachers to develop their practice. Within school teachers for Kahui ako to provide whole school PLD on relationship learning. Continue mentoring for Māori students for both males and females. Year 9 students to learn school haka and appropriate school Tikanga.	Professional development for Maori and PE department to ensure successful continuation of courses. Impact Coaches to work with individual teachers to develop their practice. Within school teachers for Kahui ako to provide whole school PLD on relationship learning. Continue mentoring for Māori students for both males and females. All students to learn school haka and appropriate school Tikanga.	Continue to embed practices across the whole school.
Objective 5	Consistent good teaching practice is achieved through effective review and appraisal, supported by appropriate professional development.	SLT to provide guidance to staff to complete their inquiry. Staff to share inquiry during Term 4. Update management unit holders job descriptions. Management unit holders to be appraised against job description. External appraisal for SLT. PLD identified and organised to meet school objectives and goals. Continue to review departments and individuals against the educational leadership capability framework including the expert Teacher criteria.	SLT to provide guidance to staff to complete their inquiry. Staff to share inquiry during Term 4. Management unit holders to be appraised against job description. PLD identified and organised to meet school objectives and goals. Continue to review departments and individuals against the educational leadership.	Continue to embed practices across the whole school

Provide an <i>environment</i> where <i>high expectations</i> are maintained		2019 specific actions	2020 specific actions	2021 specific actions
Objective 1	Board of Trustees to engage in appropriate professional development.	BOT members to engage with (NZSTA) learning management system BOT members to attend appropriate NZSTA courses. Induction of new BOT members	BOT members to engage with (NZSTA) learning management system BOT members to attend appropriate NZSTA courses.	BOT members to engage with (NZSTA) learning management system BOT members to attend appropriate NZSTA courses.
Objective 2	Develop and maintain a strong school culture through the explicit teaching of Hawera High School tikanga.	Year level assembly every 6 days. Tikanga to be modelled at whole school and year level assemblies. Extended Year 9 Te Reo ma ono tikanga programme to embed school tikanga. Consistent implementation of PB4L values within the classroom and wider school setting. Develop staff school wide expectations. (Mahi Tahī) Revised induction programme for new staff to teach school Tikanga	Continue with school wide implementation of tikanga. Consistent implementation of PB4L values across the school. Implement staff school wide expectations.	Continue with school wide implementation of tikanga. Consistent implementation of PB4L values across the school. Implement staff school wide expectations.
Objective 3	Develop leadership capacity at all levels of the school.	Explore professional development opportunities for senior and middle leaders. Continue to review against educational leadership capability framework.	Explore professional development opportunities.	Explore professional development opportunities.

		Provide opportunities for distributed leadership. Establish clear lines of communication at all levels of the school for effective school management.	Continue to review against educational leadership capability framework. Provide opportunities for distributed leadership.	Continue to review against educational leadership capability framework. Provide opportunities for distributed leadership.
Objective 4	Maintain a focus on school wide PB4L practices and develop processes for Tier 2 interventions.	Develop Deans Manual. Allocate teachers to PB4L Tier 1 and Tier 2 teams. Recruit appropriate staff onto PB4L teams. Provide appropriate PLD opportunities for members of PB4L teams. Provide appropriate PLD opportunities for deans.	Review Deans Manual. Provide appropriate PLD opportunities for members of PB4L teams. Provide appropriate PLD opportunities for deans.	Review Deans Manual. Provide appropriate PLD opportunities for members of PB4L teams. Provide appropriate PLD opportunities for deans.
Objective 5	Review appraisal process for non-teaching staff.	Support staff to undergo performance reviews. Annual review of job description for support staff.	Support staff to undergo performance reviews. Annual review of job description for support staff.	Support staff to undergo performance reviews. Annual review of job description for support staff.

Provide all students with meaningful <i>pathways</i> into further study or employment		Short Report
Objective 1	Together with the wider Hawera community provide accessible and relevant adult education.	
Objective 2	Explore a variety of ways to achieve wider community engagement and ownership.	
Objective 3	Year 9 and 10 learning programmes are coherent and build on student's prior knowledge and lead to success in NCEA qualifications.	
Objective 4	Year 11 – 13 students experience success in coherent and relevant learning programmes that blend school and workplace education.	

Provide <i>high quality teaching and learning experiences</i> that are engaging, relevant and innovative		Short Report
Objective 1	Develop departmental reporting systems to ensure the BOT has accurate information to make informed decisions.	
Objective 2	Develop staff capability to work in a modern learning environment.	
Objective 3	Increased levels of student achievement are evident through the development of culturally responsive pedagogy.	
Objective 4	Increased levels of Māori student achievement are evident through the development of culturally responsive pedagogy.	
Objective 5	Consistent good teaching practice is achieved through effective review and appraisal, supported by appropriate professional development.	

Provide an <i>environment</i> where <i>high expectations</i> are maintained		Short Report
Objective 1	Board of Trustees to engage in appropriate professional development.	
Objective 2	Develop and maintain a strong school culture through the explicit teaching of Hawera High School tikanga.	
Objective 3	Develop leadership capacity at all levels of the school.	
Objective 4	Maintain a focus on school wide PB4L practices and develop processes for Tier 2 interventions.	
Objective 5	Review appraisal process for non-teaching staff.	

Improvement Plan – Adult education

Strategic Aim

Provide all students with meaningful pathways into further study or employment.

Objective 1

Together with the wider Hawera community provide accessible and relevant adult education.

Annual Target

Re-establish adult education at Hawera High School by the end of 2019.

Baseline data: Currently no adult education at HHS. Survey completed in 2018 suggests the community would like adult education courses.

2019 Specific actions

- Letting rooms to ECT and other providers.
- Offer a small number of adult education courses.
- Appoint a suitable person in charge of administration of adult education.
- Review adult education courses provided at the end of the year.

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Letting rooms to ECT and other providers.	Marketing team Gateway coordinator Executive Officer	Classes starting in Term 1. Classes continuing throughout the remainder of the year. ECT contract renewed for 2020. New contracts from other providers established.	
Ongoing 2019	Offer a small number of adult education courses.	Marketing team Gateway coordinator Executive Officer Outside providers	Courses offered. Enrolments in courses.	
January 2019	Appoint a suitable person in charge of administration of adult education.	Principal Executive Officer	Feedback from tutors. Performance review of gateway coordinator. Enrolments in courses.	
Ongoing 2019	Review adult education courses provided at the end of the year.	Marketing team Gateway coordinator Executive Officer	Feedback from community on courses offered. Feedback from those who attended courses. Feedback from tutors.	

			Feedback from Marketing team, Gateway coordinator and Executive Officer	
Resourcing: Appointment of co-ordinator, increased maintenance costs, increased security costs, marketing materials, keys for tutors.				

Improvement Plan – Community engagement

Strategic Aim

Provide all students with meaningful pathways into further study or employment.

Objective 2

Explore a variety of ways to achieve wider community engagement and ownership.

Annual Target

To engage a greater number of community members in school life.

Baseline data: Principal and Assistant Principal on centenary committee. Start of year BBQ currently caters for Year 9 families only. New website nearly complete and will be live in the new year. Marketing committee formed. PA completing marketing tasks as part of her job.

2019 Specific actions

- Liaise with the Centenary Committee in preparation for the centenary.
- Extend the Year 9 BBQ to include Year 13 students and their families.
- Host a function for Te Wera families early in the year.
- Form a committee to work on the alumni database to maximize the potential of the centenary.
- Explore opportunities to connect with the community throughout the year.

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Liaise with the Centenary Committee in preparation for the centenary.	Principal Assistant principal	Successful centenary that caters for the needs of past and present students. Showcasing the school attributes.	
February 2019	Extend the Year 9 BBQ to include Year 13 students and their families	SLT Deans	Increased number of Y9 students and their families. Attendance of Y13 students and their families.	
February 2019	Host a function for Te Wera families early in the year.	SLT Y9 Dean Te Wera teachers	Attendance of students in the Te Wera programme and their families.	

Ongoing 2019	Form a committee to work on the alumni database to maximize the potential of the centenary.	Allocated teacher PA Principal Trust	Website set up so that past students can enter their contact details etc onto the database. School publications distributed through alumni database. Donations from alumni into the HHS trust.	
Ongoing 2019	Explore opportunities to connect with the community throughout the year.	BOT marketing SLT Deans Teachers	Improved community functions throughout the year. Increased attendance at community functions.	
Resourcing: Marketing budget to run school functions. Staff time to organise events, liaise with school community and administer the alumni database.				

Improvement Plan – Year 9 and 10 learning programmes

Strategic Aim

Provide all students with meaningful pathways into further study or employment.

Objective 3

Year 9 and 10 learning programmes are coherent and build on student's prior knowledge and lead to success in NCEA qualifications.

Annual Target

To provide meaningful pathways for students in Year 9 and 10.

Baseline data: Baseline data is collected from feeder schools, used sporadically in the school. The HOD Special Needs and ENCO is the same person, for 2019, these will be two separate positions. Health and PE taught separately, more time will be allocated to Hauora in 2019. Te reo maori is only done for ½ of the year in 2018, in 2019 it will be a whole year course. The Year 9 rotations have more time in 2018 than what they will have in 2019. There is currently no project based class. Some Y10 classes are offering achievement statements, for student wellbeing this should decrease in 2019. Digital skills are currently taught ad hoc across the school.

2019 Specific actions

- Use baseline data from feeder schools to inform teaching practice.
- All Year 9 students tested by ENCO.
- Investigate funding options for learning support.

- Implement Te Wera Hauora and extension to the Te reo ma ono tikanga programmes.
- Review the Year 9 rotations.
- Investigate an alternate 3-week cross curriculum programme for Term 4 for Year 9 and 10 students.
- Maintain and improve existing Year 9 and 10 learning programmes so they lead to students gaining qualifications in Year 11.
- Distribute digital skills to each department to teach Year 9 students in Term 1.

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Use baseline data from feeder schools to inform teaching practice.	Assistant principal Dean ENCO HOD Special Needs	Teachers are provided with student data to inform their teaching. ENCO uses data to put individual learner programmes in place for identified students. HOD Special Needs uses data to put individual learner programmes in place for identified students. ENCO and HOD Special needs allocates Learning Assistants according to student needs.	
Ongoing 2019	All Year 9 students tested by ENCO.	ENCO Learning Assistants	Year 9 students are tested in priority order. These results are used to inform teaching practice and interventions.	
Ongoing 2019	Investigate funding options for learning support.	Principal Assistant Principal ENCO	Funding is applied for and used in a meaningful way to meet students' needs.	
Ongoing 2019	Implement Te Wera Hauora and extension to the Te reo ma ono tikanga programmes.	Principal Te Wera teachers Hauora teachers Te reo ma ono tikanga teachers Iwi Whanau teitei	The successful implementation of these courses. Evaluation markers will be student, teacher and parent voice. E-asTTle testing will also be used to assess literacy and numeracy levels.	
Ongoing 2019	Review the Year 9 rotations.	Principal Y9 rotation teachers	The successful implementation of these revised courses. Evaluation markers will be student and teacher voice.	
T1-3, 2019	Investigate an alternate 3-week cross curriculum programme for Term 4 for Year 9 and 10 students.	Principal HOD's, TIC's. Teachers	An investigation completed into a cross curriculum programme for Y9 and 10 students. A successful programme developed and implemented. Increased student engagement in Term 4.	

Ongoing 2019	Maintain and improve existing Year 9 and 10 learning programmes so they lead to students gaining qualifications in Year 11.	SLT HOD's, TIC's. Teachers	Constant review of these courses and modifications made as needed. Y9 and 10 courses focused on developing skills for students to be successful in Y11.	
Ongoing 2019	Distribute digital skills to each department to teach Year 9 students in Term 1.	Deputy Principal HOD's, TIC's. Teachers	Each department issued a digital skill to teach. Each department successfully teaching that digital skill.	
Resourcing: Increased ENCO hours, PLD for ENCO, Learning Assistants from Jenny Tebbutt. Learning assistant time to do testing of students. PLD for departments as required.				

Improvement Plan – Year 11 – 13 learning programmes

Strategic Aim

Provide all students with meaningful pathways into further study or employment.

Objective 4

Year 11 – 13 students experience success in coherent and relevant learning programmes that blend school and workplace education.

Annual Target

80% passrate for Year 11 students in Level 1.
85% passrate for Year 12 students in Level 2.
75% passrate for Year 13 students in Level 3.
All students leaving HHS in Year 12 and 13 gaining Level 1 literacy and numeracy.

Baseline data:

2019 Specific actions

- Monitor new Agri-Business Course.
- Continue to support and monitor 3+2 and Gateways programmes.
- Continue interaction with Chamber of Commerce, BizLink and other business connections.
- Continue to utilise the 75% forms to review standards.
- Continue development of Dreamcatcher implementation into the school.
- ENCO to test identified students.
- Investigate funding options for learning support.
- GATE students will be identified and individual programmes will be developed.
- Monitor and review senior courses to ensure they are meeting the needs of the school community.

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Monitor new Agri-Business Course.	SLT HOD Transition	Agri-Business course is implemented. Students gain 14+ credits for this course.	
Ongoing 2019	Continue to support and monitor 3+2 and Gateways programmes.	SLT Transition department	Students successfully complete both their school work and WITT component.	
Ongoing 2019	Continue interaction with Chamber of Commerce, BizLink and other business connections.	Principal and other interested staff	Staff attendance at BA5 and NOTS.	
Ongoing 2019	Continue to utilise the 75% forms to review standards.	Departments	Decrease in the number of standards needing to complete the 75% review form.	
Ongoing 2019	Continue development of Dreamcatcher implementation into the school.	Careers department and other selected departments	Increase in student engagement with dreamcatcher. Student voice to determine the impact of dreamcatcher on careers education.	
Ongoing 2019	ENCO to test identified students.	ENCO Learning assistants Assistant Principal	Students are tested in priority order. These results are used to inform teaching practice and interventions. SAC applications completed.	
Ongoing 2019	Investigate funding options for learning support	Principal Assistant Principal ENCO	Funding is applied for and used in a meaningful way to meet student's needs.	
Ongoing 2019	GATE students will be identified and individual programmes will be developed.	Transition department	Students completing 20 plus credits in Year 12 and 13 Gateway courses. Students will have individual learning programmes developed which help with their transition from school into the workplace.	
Ongoing 2019	Monitor and review senior courses to ensure they are meeting the needs of the school community.	SLT HOD's, TIC's. Teachers	An increase in students gaining 14+ credits for each NCEA course. Students being successfully transitioned into the local workforce.	
Resourcing: Increased ENCO hours, PLD for ENCO, Learning Assistants from Jenny Tebbutt. Learning assistant time to do testing of students. PLD for departments as required. PLD for transition department.				

Improvement Plan – Departmental reporting

Strategic Aim

Provide high quality teaching and learning experiences that are engaging, relevant and innovative.

Objective 1

Develop departmental reporting systems to ensure the BOT has accurate information to make informed decisions.

Annual Target

To have all departments complete a department report and present it in written form to the BOT.

Baseline data: Currently a short review and action plan is written by each department and shared with the SLT.

2019 Specific actions

- HOD's to meet with Principal to discuss department reports.
- Evaluation of department reports.
- HODs in conjunction with appropriate senior leader to develop 2019 department Action Plan.
- All department reports collated and presented to BOT.

When	Specific action	Who	Indicators of Progress	Monitoring
Term 1 2019	HOD's to meet with Principal to discuss department reports.	HODs Principal	All HODs to have met with Principal by the end of Term 1 to discuss next steps in their department.	
Ongoing 2019	Evaluation of department reports.	Principal SLT BOT	Principal, BOT, SLT to read department reports and feed information via the SLT to each department.	
Term 1 2019	HODs in conjunction with appropriate senior leader to develop 2019 department Action Plan.	HODs SLT	Action plan developed for each department in Term 1 2019.	
Term 1 2019	All department reports collated and presented to BOT.	HODs PA Principal	All department reports handed to Principal by the end of February, collated for March BOT meeting.	

Resourcing: HOD, SLT time to complete these tasks.

Improvement Plan – Modern learning environment

Strategic Aim

Provide high quality teaching and learning experiences that are engaging, relevant and innovative.

Objective 2

Develop staff capability to work in a modern learning environment.

Annual Target

To increase staff knowledge of MLE's.

To increase the use of pedagogy throughout the school that supports MLE's.

Baseline data: Some staff have visited MLE's, others have not. The school is currently made up of traditional classrooms. Some staff have read and researched MLE's.

2019 Specific actions

- Staff to read appropriate professional readings on MLE's.
- Trial concepts of MLE's.
- Visits to MLE's by selected staff.
- Whole School PLD on MLE's and pedagogy that suits MLE's.
- Staff to continue to develop their digital competency.

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Staff to read appropriate professional readings on MLE's.	SLT Teachers	Staff to add MLE's readings to their reading logs.	
Ongoing 2019	Trial concepts of MLE's.	SLT Teachers	MLE's concepts trialed in some classes throughout the school.	
Ongoing 2019	Visits to MLE's by selected staff.	SLT Teachers	Visit arranged for teachers who have not yet had the opportunity to visit MLE's,	
Ongoing 2019	Whole School PLD on MLE's and pedagogy that suits MLE's.	SLT Teachers	PLD programme designed to include appropriate pedagogy for MLE's. Teachers starting to adopt some of these strategies in their classroom.	
Ongoing 2019	Staff to continue to develop their digital competency.	SLT Teachers	Teachers adopting appropriate strategies into their classroom to develop digital competencies.	

Resourcing: PLD providers, reading material for staff, funding for visits to MLE's.

Improvement Plan – Culturally responsive pedagogy

Strategic Aim

Provide high quality teaching and learning experiences that are engaging, relevant and innovative.

Objective 3

Increased levels of student achievement are evident through the development of culturally responsive pedagogy.

Annual Target

- 80% passrate for Year 11 students in Level 1.
- 85% passrate for Year 12 students in Level 2.
- 75% passrate for Year 13 students in Level 3.
- All students leaving HHS in Year 12 and 13 gaining Level 1 literacy and numeracy.
- 80% of Year 9 students improve ½ curriculum in literacy and numeracy.
- 80% of Year 10 students improve ½ curriculum in literacy and numeracy.

Baseline data:

2019 Specific actions

- Professional development for Maori and PE department to ensure successful implementation of revised courses.
- Professional development of teachers involved in the Te Wera programme.
- PE department to continue to liaise with subject advisor, iwi and community groups to develop the Hāuora programme.
- Impact Coaches to be accredited in Relationship Based Learning by June.
- Impact Coaches to work with individual teachers to develop their practice.
- Within school teachers for Kahui ako to provide whole school PLD on relationship learning.

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Professional development for Maori and PE department to ensure successful implementation of revised courses.	Maori and PE department	Successful implementation of the revised Maori and Hauora programmes.	
Ongoing 2019	Professional development of teachers involved in the Te Wera programme.	Te Wera teachers	Successful implementation of the new Te Wera programme. 80% of Year 9 students improve ½ curriculum in literacy and numeracy.	
Ongoing 2019	PE department to continue to liaise with subject	PE department	Successful implementation of the Y9 and 10 Hauora programmes.	

	advisor, iwi and community groups to develop the Hāuora programme.			
Ongoing 2019	Impact Coaches to be accredited in Relationship Based Learning by June.	Impact coaches	All impact coaches accredited by June.	
Ongoing 2019	Impact Coaches to work with individual teachers to develop their practice.	Impact coaches Teachers	Impact coaches working with individual teachers throughout the school to improve practice.	
Ongoing 2019	Within school teachers for Kahui ako to provide whole school PLD on relationship learning.	Within school teachers.	PLD offered to whole staff by within school teachers.	
Resourcing: PLD providers, time for departments, training of impact coaches (Kahui ako).				

Improvement Plan – Culturally responsive pedagogy – Māori achievement

Strategic Aim

Provide high quality teaching and learning experiences that are engaging, relevant and innovative.

Objective 4

Increased levels of Māori student achievement are evident through the development of culturally responsive pedagogy.

Annual Target

- 80% passrate for Year 11 students in Level 1.
- 85% passrate for Year 12 students in Level 2.
- 75% passrate for Year 13 students in Level 3.
- All students leaving HHS in Year 12 and 13 gaining Level 1 literacy and numeracy.
- 80% of Year 9 students improve ½ curriculum in literacy and numeracy.
- 80% of Year 10 students improve ½ curriculum in literacy and numeracy.

Baseline data:

2019 Specific actions

- Professional development for Maori and PE department to ensure successful implementation of revised courses.
- Impact Coaches to be accredited in Relationship Based Learning by June.
- Impact Coaches to work with individual teachers to develop their practice.
- Within school teachers for Kahui ako to provide whole school PLD on relationship learning.
- Continue mentoring for Māori students for both males and females.
- Year 9 students to learn school haka and appropriate school Tikanga.

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Professional development for Maori and PE department to ensure successful implementation of revised courses.	Maori and PE department	Successful implementation of the revised Maori and Hauora programmes.	
Ongoing 2019	Impact Coaches to be accredited in Relationship Based Learning by June.	Impact coaches	All impact coaches accredited by June.	

Ongoing 2019	Impact Coaches to work with individual teachers to develop their practice.	Impact coaches Teachers	Impact coaches working with individual teachers throughout the school to improve practice.	
Ongoing 2019	Within school teachers for Kahui ako to provide whole school PLD on relationship learning.	Within school teachers.	PLD offered to whole staff by within school teachers.	
Ongoing 2019	Continue mentoring for Māori students for both males and females.	Outside mentors Deans	Students attendance increases. Students pastoral count decreases. Student achievement increases.	
Ongoing 2019	Year 9 students to learn school haka and appropriate school Tikanga.	Māori department Deans	All year 9 students know the school haka and other appropriate tikanga. School tikanga is integrated into practices throughout the school.	
Resourcing: PLD providers, time for departments, training of impact coaches (Kahui ako).				

Improvement Plan – Appraisal and review

Strategic Aim

Provide high quality teaching and learning experiences that are engaging, relevant and innovative.

Objective 5

Consistent good teaching practice is achieved through effective review and appraisal, supported by appropriate professional development.

Annual Target

All members of the teaching staff to complete a meaningful inquiry.
All management holders to be appraised against their job description.
All departments to complete a meaningful annual review.

Baseline data: All teachers complete a teaching inquiry. Currently management unit holders do not get reviewed against their job description.

2019 Specific actions

- SLT to provide guidance to staff to complete their inquiry.
- Staff to share inquiry during Term 4.
- Update management unit holders job descriptions.
- Management unit holders to be appraised against job description.
- External appraisal for SLT.
- PLD identified and organised to meet school objectives and goals.
- Continue to review departments and individuals against the educational leadership capability framework including the expert Teacher criteria.

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	SLT to provide guidance to staff to complete their inquiry.	SLT	All teaching staff feel confident to do a meaningful inquiry.	
Term 4 2019	Staff to share inquiry during Term 4.	Teachers	All teachers present during Term 4.	
Pre Term 1 2019	Update management unit holders job descriptions.	Principal	All management unit holders have a job description that they can be reviewed against.	
Ongoing 2019	Management unit holders to be appraised against job description.	SLT Deans HODs TICs	All management unit holders will be reviewed against the job description.	

Ongoing 2019	External appraisal for SLT.	External provider	All SLT members complete an external appraisal.	
Term 1 2019	PLD identified and organised to meet school objectives and goals.	SLT	A meaningful PLD programme is developed and implemented.	
Ongoing 2019	Continue to review departments and individuals against the educational leadership capability framework including the expert Teacher criteria.	HODs TICs Teachers	All departments review themselves against the leadership capability framework at least twice a year.	
Resourcing: PLD providers, external appraiser, review time.				

Improvement Plan – Board of Trustees

Strategic Aim

Provide an environment where high expectations are maintained.

Objective 1

Board of Trustees to engage in appropriate professional development.

Annual Target

All BOT members engage in professional development in 2019.

Baseline data: Currently most BOT members engage in professional development, however, there is still some confusion over the use of the NZSTA learning management system.

2019 Specific actions

- BOT members to engage with (NZSTA) learning management system
- BOT members to attend appropriate NZSTA courses.
- Induction of new BOT members

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	BOT members to engage with (NZSTA) learning management system	BOT	All BOT members can successfully navigate and use the NZSTA learning management system.	
Ongoing 2019	BOT members to attend appropriate NZSTA courses.	BOT	All BOT members attend at least 2 NZSTA courses in person or online.	
June 2019	Induction of new BOT members	BOT	New BOT members successfully inducted.	

Resourcing: NZSTA courses, induction resources

Improvement Plan – HHS tikanga

Strategic Aim

Provide an environment where high expectations are maintained.

Objective 2

Develop and maintain a strong school culture through the explicit teaching of Hawera High School tikanga.

Annual Target

School culture is strengthened throughout 2019.

Baseline data: Year level assemblies are conducted on an ad hoc basis. Appropriate tikanga is seen in some assemblies but not all. PB4L tier 1 and 2 teams are working together, this needs to be separated out in 2019. The current induction programme needs further development.

2019 Specific actions

- Year level assembly every 6 days.
- Tikanga to be modelled at whole school and year level assemblies.
- Extended Year 9 Te Reo ma ono tikanga programme to embed school tikanga.
- Consistent implementation of PB4L values within the classroom and wider school setting.
- Develop staff school wide expectations. (Mahi Tahi)
- Revised induction programme for new staff to teach school Tikanga

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Year level assembly every 6 days.	Deans SLT Form teachers	Year level assemblies organized by dean every 6 days. Student led assemblies.	
Ongoing 2019	Tikanga to be modelled at whole school and year level assemblies.	SLT Student leaders	All school assemblies have appropriate tikanga.	
Ongoing 2019	Extended Year 9 Te Reo ma ono tikanga programme to embed school tikanga.	Māori department	HHS tikanga embedded across the school.	
Ongoing 2019	Consistent implementation of PB4L values within the classroom and wider school setting.	PB4L Tier 1 PB4L Tier 2 SLT Teachers	PB4L values embedded in school practices. Decrease in number of stand-downs.	
Ongoing 2019	Develop staff school wide expectations. (Mahi Tahi)	Whole staff	Staff displaying the agreed to expectations.	

Ongoing 2019	Revised induction programme for new staff to teach school Tikanga	SLT	A comprehensive induction programme is developed. Teachers new to the school make a seamless transition.	
Resourcing: Appropriate PLD opportunities				

Improvement Plan – Leadership capacity

Strategic Aim

Provide an environment where high expectations are maintained.

Objective 3

Develop leadership capacity at all levels of the school.

Annual Target

Leadership developed across all members of the HHS staff.

Baseline data: Very little PLD has been available for senior and middle leaders over the past few years due to national changes in PLD providers. In Term 4 2018, staff reviewed themselves for the first time against the newly published educational leadership capability framework. Currently there is some overlap between meetings and a more streamlined approach is needed.

2019 Specific actions

- Explore professional development opportunities for senior and middle leaders.
- Continue to review against educational leadership capability framework.
- Provide opportunities for distributed leadership.
- Establish clear lines of communication at all levels of the school for effective school management.

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Explore professional development opportunities for senior and middle leaders.	SLT	Senior and middle leaders attending appropriate PLD opportunities. Senior and middle leaders reporting back to appropriate colleagues on their PLD opportunities.	
Ongoing 2019	Continue to review against educational leadership capability framework.	SLT Middle leaders Teachers	All departments and teachers to review themselves against the leadership capability framework at least twice a year.	
Ongoing 2019	Provide opportunities for distributed leadership.	SLT Middle leaders Teachers	Where appropriate provide opportunities for staff to pick up leadership opportunities, prizegivings etc.	

Ongoing 2019	Establish clear lines of communication at all levels of the school for effective school management.	SLT	New meeting schedule set up for 2019. Staff expectations on communication established at the beginning of the year. Constant review of practices.	
Resourcing: Appropriate PLD opportunities				

Improvement Plan – PB4L				
Strategic Aim Provide an environment where high expectations are maintained.				
Objective 4 Maintain a focus on school wide PB4L practices and develop processes for Tier 2 interventions.		Annual Target To embed PB4L practices school wide.		
Baseline data: Currently we have one PB4L team this needs to be split into Tier 1 and 2. We do not currently have an updated deans’ manual. Deans have had very little specific PLD over the last few years.				
2019 Specific actions <ul style="list-style-type: none">• Develop Deans Manual.• Allocate teachers to PB4L Tier 1 and Tier 2 teams.• Recruit appropriate staff onto PB4L teams.• Provide appropriate PLD opportunities for members of PB4L teams.• Provide appropriate PLD opportunities for deans.				
When	Specific action	Who	Indicators of Progress	Monitoring
Term 1 2019	Develop Deans Manual.	SLT Deans	Deans manual completed by the end of Term 1 2019.	
Term 1 2019	Allocate teachers to PB4L Tier 1 and Tier 2 teams.	SLT PB4L team	Teachers allocated to Tier 1 or 2 by the end of Week 3 Term 1.	
Term 1 2019	Recruit appropriate staff onto PB4L teams.	SLT PB4L team	Teachers recruited for PB4L by the end of Week 2 Term 1.	

Ongoing 2019	Provide appropriate PLD opportunities for members of PB4L teams.	PB4L team Outside providers	PB4L team attends appropriate PLD.	
Ongoing 2019	Provide appropriate PLD opportunities for deans	SLT Deans	Deans attend appropriate PLD.	
Resourcing: PLD for deans and PB4L members.				

Improvement Plan – Appraisal of non-teaching staff

Strategic Aim

Provide an environment where high expectations are maintained.

Objective 5

Review appraisal process for non-teaching staff.

Annual Target

Each non-teaching staff to have a meaningful performance review.

Baseline data: Job descriptions and performance reviews are not done consistently throughout the school.

2019 Specific actions

- Support staff to undergo performance reviews.
- Annual review of job description for support staff.

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Support staff to undergo performance reviews.	SLT Executive Officer Middle leaders	Performance review completed for each member of the non-teaching staff.	
Ongoing 2019	Annual review of job description for support staff.	SLT Executive Officer Middle leaders	Job descriptions for non-teaching staff reviewed annually.	

Resourcing: Staff time.



Hāwera High School

Hawera High School

Curriculum Delivery Policy

Delivery of the curriculum shall foster student progress and achievement and meet all board expectations and legislative requirements.

Therefore, the principal must ensure:

1. Achievement of the Charter aims and targets
2. Compliance with the National Administration Guidelines
3. There is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
4. That board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programs or staffing are made

Links: HHS Timetable Policy

Review schedule: Triennially

Last review: June 2017



Rationale

To provide a framework that ensures:

- That the school provides a balanced curriculum in accordance with the New Zealand Curriculum, Framework and related documents;
- That timetabling decisions are made with due regard to equity and fairness for staff and students;
- That good employer and Equal Employment Opportunity principles are considered;
- That the requirements of the Secondary Teachers' Collective Agreement are met; and
- That resources are allocated in accordance to the strategic plan of the school.

Scope

This policy applies to all staff and students.

General Provisions

1. The school shall implement a policy on timetabling which is developed and reviewed in consultation with its teaching staff.
2. Non-contact time is based on an individual teacher timetabled classroom teaching hour comprising a total of 25 hours or a combination of periods of time equivalent to 25 hours per week.
3. Each full-time teacher shall have a minimum of five hours non-contact time within each school week.
4. Total weekly non-contact time may be a combination of periods that are less than one hour.
5. Trained, full time beginning teachers in their first year are allocated five hours per week for advice and guidance purposes as well as their minimum non-contact entitlement. They are a charge of 0.8 against the staffing allowance and must have no more than 15 hours of teaching duties. Five hours per week shall be timetabled for the purposes of advice and guidance and their remaining timetabled time shall be non-contact time.
6. Trained, full time beginning teachers in their second year are a charge of 0.9 against the staffing allowance and have no more than 17.5 hours of allocated teaching duties each week. Two and a half hours per week shall be timetabled for the purposes of advice and guidance and their remaining timetabled time shall be non-contact time.
7. Trained part time beginning teachers in their first year who are employed for 0.5 or more of a full time load shall have included in their timetabled hours 2.5 hours non-contact time per week for advice and guidance in addition to any other time allowances to which they may be entitled as part time teachers.
8. No part-time teacher will be timetabled for more than 19.25 contact hours within each school week and the school shall provide additional non-contact time to bring the teacher to at least the level set out in paragraph 9 below.

9. The minimum timetabled non-contact time of part-time teachers is:

<i>FTTE</i>	<i>Paid Hours per week</i>	<i>Minimum timetabled non-contact hours per week</i>
<i>0.89</i>	<i>22.25</i>	<i>3.0</i>
<i>0.87 – 0.88</i>	<i>21.75</i>	<i>2.5</i>
<i>0.85 – 0.86</i>	<i>21.25</i>	<i>2.0</i>
<i>0.83 – 0.84</i>	<i>20.75</i>	<i>1.5</i>
<i>0.75 – 0.82</i>	<i>18.75</i>	<i>1.0</i>
<i>0.72 – 0.74</i>	<i>18.00</i>	<i>0.5</i>
<i>Below 0.72</i>	<i>Below 18.00</i>	<i>No entitlement</i>

10. For all part time teachers employed for 12 hours or more per week (0.48 FTTE to 0.89 FTTE) the school will endeavour to provide non-contact time that is proportional to that of a full-time teacher, i.e. the FTTE they are employed for multiplied by 5 hours.
11. The placement of each part-time teacher's timetabled non-contact hours within the timetable shall be in discussion with the individual teacher and recognize the distribution of the individual's timetabled class contact hours. The teacher is required to be available in the school during their timetabled non-contact time.
12. The minimum non-contact time entitlements to each teacher allocated permanent unit(s) in addition to the basic non-contact time entitlements are:
 - (i) one hour per week for holders of one permanent unit;
 - (ii) two hours per week for holders of two permanent units; and
 - (iii) three hours per week for holders of three or more permanent units.
13. The school shall endeavour to provide at least one additional hour per unit for each permanent unit above the third.
14. Non-contact time allowances will be allocated on a pro rata basis when the timetable cycle differs from a five-day cycle, eg: the basic entitlement becomes 6 hours per six-day cycle.
15. The school will seek to provide those in or senior leadership positions with sufficient additional non-contact time to manage their administration, management or pastoral duties.
16. The school will seek to provide each teacher in charge of a department who does not hold a permanent unit with one additional non-contact hour to carry out their specific management and/or additional responsibilities (including guidance and pastoral duties).
17. The teacher designated as a Specialist Classroom Teacher shall receive an additional four hours' non-contact time allowance per week (rolls under 1201).
18. Heads of Department (or other specified staff) who are responsible for year one or year two beginning teachers Professionally Certificated Teachers shall be allocated the equivalent of one-hour non-teaching time per week for each teacher who generates the beginning teacher time allowance for the purposes of directly providing curriculum-specific advice, guidance and support to that teacher. How this time is allocated within or across weeks is to be decided by the principal in consultation with the HoD(s)/Specified staff. Time allowances will aggregate where the HoD/specified staff is providing curriculum-specific advice and guidance to two or more beginning teachers who generate the time allowance. When the curriculum support programme is transferred to another teacher the eligibility for the time allowance is also transferred.

Where more than one Head of Department has responsibility for providing curriculum support and guidance to the beginning teacher the time allowance shall be shared equitably.

19. The principal is to ensure that discussion occurs with any overseas teacher whose employment generates the overseas teacher time allowance on how the allowance may be utilized to assist in providing professional advice and guidance to the teacher.
20. The school shall endeavour to ensure that the individual average class size for each teacher with two or more classes does not exceed 26 students. Where, for genuine reasons, this cannot occur the compensatory mechanism(s) agreed in this policy will operate.
21. The minimum period of sick leave for which a deduction against a teacher's leave entitlement may be made is 0.5 days/two periods.

Review Process

Hawera High School operates a six-day cycle which consists of two 90 minute and two 60-minute periods each day (25 hours teaching per week). This equates to 30 hours over six days.

22. Timetable policy shall be reviewed by the Principal triennially.
23. Between triennial reviews either the principal or the PPTA branch chairperson on behalf of employees covered by the Collective Agreement may initiate a review through the regular consultative meetings between the branch and the principal.
24. Every endeavour will be made to ensure that all teachers have equity in:
 - Range of teaching levels
 - Range of student abilities
 - In their timetabled classes.

Assemblies

25. Teachers are expected to be at assembly if it is during their normal timetabled class time.

Other Duties

26. All teachers will have some pastoral responsibility, except as negotiated with the principal.
27. Part time teachers will have pro-rata pastoral responsibility.
28. All full-time teachers will be scheduled for three duty periods per cycle, except as negotiated with the principal. Each duty is 20 minutes in length.
29. Part time teachers will be scheduled for duty on a pro rata basis.

Class Sizes for teaching and learning

30. Class sizes are determined by the resources available and by Health and Safety guidelines.
31. There will be annual discussion, at a Term 3 HOD meeting, with heads of department and subject specialist teachers on appropriate minimum and maximum class sizes for each subject at each year level in order to establish target class sizes. All endeavours will be made to keep class sizes at the recommended levels.
32. All endeavours will be made to ensure that no non-practical class is more than 30 students.

33. Hawera High School will endeavour to restrict practical classes to a maximum of 26 students. Practical subjects are recognized as Drama, Chef training, Horticulture, Music, Technology, Science, Art, Physical Education and Maori Performing Arts.
34. Knowledge of individual students needs will be considered when determining appropriate class sizes.
35. Where a practical classroom space is smaller than 83m² the school will endeavour to reduce the number of students accommodated in proportion to the room area.
36. Every reasonable endeavour will be made to ensure the distribution of classes so that the average class size of each individual teacher who has two or more classes is 26 or less where, for genuine reason, this cannot occur the compensatory mechanisms of this timetable policy shall apply. Compensatory mechanisms may include provision of support staff, increased time allowance, compensatory time or additional staffing.
37. Classes timetabled for e-learning (or virtual learning) shall be limited to no more than 10 students (including both students at Hawera High School and those on other sites).
38. E-learning classes shall be treated for timetabling the teacher delivering the class purposes as though they were a face-to-face class.
39. All endeavours will be made to keep mixed level classes and mixed option classes to 15 or fewer students.
40. Where the class size targets of this policy cannot be met for some classes an explanation of the reasons will be made to the teacher(s) of those class(s) and an opportunity provided for suggestions for mechanisms for reducing the class size(s).
41. Support for oversize classes may include provision of support staff, increased time allowance, compensatory time or additional staffing. Decisions related to these options will be made each year by the principal in consultation with the relevant HODs.
42. In classes where student numbers fall below 15 students, the viability of the course will be examined. Criteria to be employed during such a review would include, but not be limited to, the level of the class, student retention, community expectations, historical class sizes in the subject and the principles set out in clauses 1-7.

Monitoring and Recording the Use of Entitlement Non-contact

43. Non-contact hours for Deans are set out in the relevant position descriptions. In principle, Deans teach no more than four classes per week. Deans are entitled to five hours per week which equates to six hours per cycle.
44. Copies of teachers' individual timetables will be available on Kamar each year.
45. The student/teacher contact load of each teacher will be analysed each year. The school will endeavour to balance student/teacher contact loads across teachers to ensure fairness during the year and between years.
46. The timetablers and HODs are responsible for monitoring that teachers receive their entitlement non-contact periods and average class size.
47. If teaching staff are concerned that they have not received the non-contacts that they are entitled to, or exceed an average of 26 students per class, then the teacher or their representative is to approach in the first instance, the SLT member with responsibility for timetabling. If the teacher is not satisfied with the reply, s/he and/or their representative is to consult the principal.

Genuine Reason

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

- all reasonable options have been investigated and no alternative to a reduction in entitlement non-contact can be found.
- the request is made on an individual basis, and a blanket request for agreement to reduction in non-contact entitlements shall indicate a need to review timetable structures and operation. A fully allocated teacher has the right to refuse to a relief request without penalty.
- there is a sudden emergency that requires supervision of a class for its ongoing safety. All efforts will be made to find a day reliever.
- no day reliever can be found after timely and appropriate efforts have been made.
- on a longer-term basis, and after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, semester, module or a year, at a higher level of contact than their minimum non-contact indicates.
- teachers holding more than the minimum non-contacts have first been asked to forgo one or more of those additional non-contacts. The school has received conflicting advice from PPTANZ and NZSTA over the interpretation of this clause.

49. Where by virtue of demonstrated timetable or other constraints the allocation identified of non-contact hours for any individual teacher cannot be implemented the teacher will be offered the opportunity to review the timetable and suggest changes that would allow the allocation of their non-contact entitlement. If it is subsequently agreed that there is genuine reason why it is not possible to provide the non-contact entitlement within the timetable, then the principal and the teacher may mutually agree to compensate the teacher.
50. Where by virtue of genuine and demonstrated temporary constraints the allocation of non-contact hours to which an individual teacher is entitled cannot be met within any week then the principal and the teacher may, on each occasion, mutually agree to compensate the teacher.
51. Teachers should only be asked to exceed an average class size of 26 or less when:
- all reasonable options have been investigated and no alternative to an increase in the average class size can be found after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, semester, module or a year, at a higher level of average class size than 26.
 - the request is made on an individual basis, and a blanket request for agreement to average class sizes of over 26 shall indicate a need to review timetable structures and operation.
52. Where by virtue of demonstrated timetable or other constraints the allocation of classes would generate an average of greater than 26 students for an individual teacher the teacher will be offered the opportunity to review the timetable and suggest changes that would allow the average to be achieved. If it is subsequently agreed that there is genuine reason why it is not possible to provide an average class size of no more than 26 within the timetable, then the principal and the teacher may mutually agree to compensate the teacher.

Links:

- Policy on Curriculum Delivery

Review schedule: **Triennial**

Last review: **May 2019**

All parts of this policy will comply with New Zealand Law



Rationale

We support overseas student exchange schemes because we recognise the benefits of travel and living in a different cultural environment.

Scope

This policy applies to all staff, students, visitors, volunteers and contractors.

Policy

Hawera High School will ensure that the experience of exchange students is a broad one, encouraging extra-curricular and social activities, as well as academic work. Where necessary, the school will assist in the development of English language skills. Exchange students will be encouraged to profile their culture to both students and the wider community.

Procedures

1. The number of exchange students enrolled at Hawera High School at any one time is restricted to ten.
2. A member of staff will be a designated contact person and co-ordinator of exchange student programmes and will promote them to Hawera High School students.
3. Exchange students will be expected to maintain a reasonable standard of academic work. This includes sitting internal school examinations, and where appropriate, entering external examinations.
4. It is expected that exchange students will be aware that they are representing their country and will behave in a manner appropriate to their position in a host country.
5. Exchange students attending Hawera High School will abide by the school rules.
6. The school will provide support through the guidance network. However, it is the Exchange Programme's responsibility to resolve home difficulties if they arise.
7. The school will be understanding of demands on exchange students' time and make allowance for a higher than usual absence rate.

Links: Hawera High School is a signatory of the Code of Practice for the Pastoral Care of International Students.

Review schedule: Triennial

Last review: August 2018

All parts of this policy will comply with New Zealand Law



RATIONALE

Assessment of student achievement at Hawera High School will be used to gather information data

- to identify students and groups of students who are not progressing and/or achieving, who are at risk of not progressing and/or achieving, or who have special needs (including gifted and talented) students, or are gifted/talented
- to identify aspects of the curriculum that require particular attention
- to inform staff and parents/caregivers and students of progress within learning areas
- to implement and develop teaching and learning programmes.

GUIDELINES

- All assessment processes will meet the requirements of the New Zealand Curriculum and/or New Zealand Qualifications Authority.
- Student progress will be assessed against the achievement objectives in each learning area of the New Zealand Curriculum.
- Assessment at Hawera High School will be fair, valid, reliable and consistent for all students.
- Assessment for national qualifications will follow New Zealand Qualifications Authority guidelines.
- Achievement information gathered will be securely stored and handled with regard to the implications of the Privacy Act.
- Teaching and learning programmes and assessment statements will outline the conditions of each assessment.
- Assessment information will be used to facilitate and maximise opportunities for students' learning.

Last Reviewed: **July 2019**

Review schedule: **Triennially**



Hawera High School will maintain an ICT infrastructure that:

- Meets student curriculum needs (as promulgated in the NZ Curriculum).
- Enhances and enriches student learning across all learning areas.
- Contributes to raising student literacy and numeracy achievement at the school.
- Extends student learning beyond the school environment.
- Increases staff professional efficiency through the use of ICT for planning, recording and reporting.
- Enables staff to use student achievement data to inform strategic and annual planning.
- Supports communication with parents and the wider community.
- Meets school business communication requirements.

The ICT purchasing decisions of the school are made by the Principal, acting within the Board of Trustees approved annual budget. The Principal's decisions are informed by the advice of the school computer committee consisting of the Senior Management team, Executive Officer, HoD Digital Technologies, School computer technician and other interested staff.

The school aims to future proof the school's ICT facilities and resources. Therefore, the ICT facilities provided are selected so as to be reliable, fit for purpose and consistent with the equipment and software students are likely to encounter in their future working lives.

The network equipment is maintained and replaced according to a financially sustainable schedule. The importance of accessing external grants and donations to maintain this schedule is acknowledged.

Review schedule: **Triennially**

Last reviewed: **June 2012**



Hawera High School

Staff ICT Acceptable User Policy

Hāwera High School

Preface

All school computers and the contents within them are the property of the school. All Internet access and e-mail is logged automatically as part of the network management. As the content of a machine's hard drive is school property it is not "private", and is open for inspection. Remember to use e-mails as "post cards"; they can be read at each file server that the message routes through.

I will:

- ▶ Use school computers and other Information Technology resources to support teaching and classroom learning and administration.
- ▶ Not access material through the Internet which is pornographic, dangerous, inappropriate at school, or illegal. I am forbidden to pass on such material by copying, storing or printing.
- ▶ Not send any email messages which are offensive, pornographic, dangerous, inappropriate at school, or illegal. If I receive any such e-mail I am to delete it immediately and will then advise the sender not to send me such messages again.
- ▶ Not use school equipment for any criminal purpose, including hacking into another computer or system.
- ▶ Not use the Internet to directly order resources for the school unless authorized to do so by the Head of Department or Executive Officer.
- ▶ Advise, in writing, a member of the Senior Leadership Team (SLT) of any access of inappropriate/forbidden material. The Network Manager will be informed by SLT so that any inappropriate information/sites can be blocked.
- ▶ Not take school ICT equipment off the premises without the knowledge of the Head of Department or a member of the SLT (this does not apply to laptops assigned to an individual under the Ministry program).
- ▶ Not allow any unauthorized staff, or any student, access to my Internet access or e-mail account or network user account. I will keep my password secure and not disclose to any other person.
- ▶ Not disclose any staff or student data/information to unauthorized people. The data/information will only be used for the school-related purpose it was gathered. (From time to time these conditions may change and I will be advised at that time.)

I agree to:

- ▶ take care of Information Technology resources, such as computers, data projectors and the Internet.
- ▶ be careful with equipment.
- ▶ respect the copyrights on software that prohibit copying.
- ▶ only use school software on school computers – except for a trial purpose authorised by the Network Manager, Chair of the Computer Committee or SLT member.
- ▶ be considerate of other users.
- ▶ remove immediately from the screen any material that would not be allowed at the school that I come across, and promptly advise a member of the SLT in writing, who will contact the Network Manager.
- ▶ be responsible for privacy and security. I will log out of the network if I am going to leave a computer unattended/unsupervised.
- ▶ use disks/CDs/pen drives only to back up work or take it to and from home. Use of these devices containing school material mixed with other material can create accidental breaches of privacy (use of these devices on a range of machines increases the risk of virus infection).
- ▶ advise the Network Manager if I come across a virus or security problem.

Name (printed) _____	Date _____
Signature _____	

Please keep a copy for your information.

Review schedule: Triennially
Last review: September 2018



Rationale

Hawera High School values the learning experiences that ICT technology brings. The continued promotion and advancement of acceptable ICT experience for students is core to the school's educational philosophies.

e-Learning is an area of dramatic change in New Zealand schools. Current research identifies that e-Learning tools can motivate and engage students. This motivation and engagement can be a critical catalyst as our teachers continue to strive to offer authentic, relevant and dynamic learning for Hawera High Students.

By facilitating Bring Your Own Device (BYOD), Hawera High School empowers its students and gives them direct involvement in the way they use ICT technology in their learning. At the same time, we wish to enable teachers to build on their ICT experiences and adapt to the BYOD environment without losing the core technological capabilities on which they have been able to rely.

References

- i. Acceptable Use of Information and Communication Agreement
- ii. Student Behaviour Management Policy

Objectives

1. To facilitate and promote the bringing of a computing device to school by *all* students in Years 9 - 13 for use in their education.
2. To recommend a level of device that should be compatible with the school ICT technology system. It is the student's responsibility to provide a device that will connect to the school ICT technology system.
3. To enable students to use technology to further their learning, independently and in structured lessons.

Actions

(A) Students and Parents/Carers

- All students in Years 9 - 13 are allowed to bring information technology device/s to school each day.
- This device must be a personal device of student's own choosing and ownership which meets the 'BYOD User Information document.
- Students and Parents are responsible for ensuring the device brought to school meets all the requirements of the 'Device Suggestions of Hawera High School. To use the Hawera High School ICT technology system effectively the student will need to provide a device that meets the minimum requirements recommended by the school. These requirements may be updated at any time due to the ever changing nature of technology.
- Students must use their device in accordance with Hawera High School's **Acceptable Use of Information and Communication** Agreement for Hawera High School.
- Students must follow teachers' directions as to the appropriate use of their devices in class.
- Each student is absolutely and solely responsible for the care and conduct of his/her own personal device whilst: at school or at other school activities or travelling to and from school or to and from other school activities.
- Students must connect their device to the designated wireless data network supplied by Hawera High School using their own, individual user account credentials only. Students must not connect to any other network, wired, wireless or cellular during the school day. Students must not bridge the Hawera High School designated network to any other network.

(B) Teachers

- Teachers may encourage and facilitate the use of students' devices in their classes where they deem appropriate. *Use of students' own devices in class is, however, at the sole discretion of the teacher.*

(C) Hawera High School will:

- Maintain level access to ICT technology in the short term to ensure all students, no matter their family's financial means, to have access to the computing resources, inside and outside of class time, that are required by their coursework.
- Ensure a copy of the **Acceptable Use of Information and Communication** agreement in the school enrolment form is signed by each student and their parents prior to allowing the student's device to be brought to school.
- Make a 'BYOD User Information' document available that describes the requirements for devices brought to school pursuant to the BYOD program. This Device Suggestions may include requirements for devices specifications that go to:
 - Screen size
 - Network connectivity
 - Operating system and standard software
 - Input method
 - Security measures
 - Battery runtime
 - Other device feature or software requirements determined by the school
- Provide a wireless network with filtered Internet connection to which students may connect their BYOD program device.
- Provide initial support to assist students with establishing network connectivity with the BYOD program device.
- Accept no responsibility for loss or damage to, or for maintenance or repair required on a student's own device.
- Should a student's device fail to meet the requirements specified in the BYOD User Information document, and perform at the requested level, the school will not facilitate the student's access to any network or school services. The school may direct a student to cease bringing a device to school which does not meet all the requirements of the Device Suggestions

Review schedule: **Triennial**

Last review: **September 2018**



Hawera High School is adopting a modern learning strategy that includes Bring Your Own device (BYOD) for 2019. From Term One 2019, Year 9 students will be invited to bring an appropriate device to access learning resources, process information, organise resources and communicate with others. From the beginning of 2020, students at all levels are invited to bring devices.

Students will bring their own laptop to school on a daily basis for the purpose of enhancing their learning. While we prefer not to specify an exact model of laptop, we support the Microsoft® Windows operating system at HHS. The laptop should be running version 10 of the Microsoft® Windows operating system.

We have the following suggestions of device that will be suitable for use at HHS. We have discussed these options with Dimocks and Noel Leeming who have advised that they will be stocking these items with a suitable bundle of accessories to complement these devices.

- Acer B117
- HP Stream
- Lenovo 300e
- Lenovo 11e
- HP Probook

You are free to purchase a device of your choice or continue with a device you already own, however, please be aware of the guidance information below:

Checklist for your child's laptop - if you are buying a laptop it should:

- Have a minimum of 4Gb Ram. 8Gb will improve performance.
- Minimum 11inch screen
- Be internet capable and able to access the school's wireless network
- Be able to run Microsoft® Office 365
- Have a keyboard, have a good battery life (more than 6 hours)
- Be lightweight enough that it can be carried easily
- Have sufficient storage space to store documents. Recommended minimum 64GB of internal storage.
- Have a back-up device (e.g. a USB stick or external hard drive). While documents are stored in their Microsoft® cloud, it is good practice to learn to backup.
- An extended 3-year warranty
- A suitable well-padded durable laptop bag

Please note: Chromebooks are not suitable for our environment.

A Reasonably Priced Laptop

Hawera High School has a relationship with Cyclone Computers who offer range of options for suitable laptops. The laptops range from very basic entry level devices to more sophisticated devices. We have found the Cyclone service and support to be very solid. Information about Cyclone and their devices can be found here:

<https://byod.cyclone.co.nz/hawerahigh>

Password = hhsbyod

You may also wish to shop around and or wait for the deals that arise over the summer break. Remember Windows Devices are supported at HHS, Chromebooks are not.

A word for Apple users

If your child already owns a MacBook/iPad, you do not have to replace it. We will endeavour to make it work here, but our Apple troubleshooting skills are limited.

Software for Student Devices

All students will be provided with an Office365 account, using their Hawera High School email address. This gives them access to Outlook Mail, OneDrive for Business (1TB of cloud storage) and Microsoft Office ProPlus for PC or Mac, which includes Word, Excel, PowerPoint and OneNote.

OneNote is a particularly good application that is part of Microsoft Office for PC, and is free on iPads, Android and the Surface. It would be beneficial if students were able to familiarise themselves with OneDrive before starting at HHS.

What if my son/daughter does not have a device?

We intend to continue to provide ICT resources for students, particularly in specialist areas, but where a student has a suitable device and wishes to bring it to school, then they may do so. In some cases, classes will make use of these resources. In classes where school owned devices are being used, student owned devices can complement the resources we are already providing.

How regularly will my child use their computer in their class work?

This will differ from class to class and teacher to teacher. Some subjects lend themselves to using a computer more naturally than others. Staff are undergoing continuous professional development to equip them with the necessary skills to deliver the curriculum using these tools where appropriate.

Supporting BYOD infrastructure

We are prepared for BYOD with site wide wireless, improved internet access speeds and a comprehensive firewall system to monitor and filter usage.

Student Device Care and Security

It is important that students take responsibility for their own equipment, naming their device, handling it carefully and storing it securely when not in use.

Care and Security of Personal Devices

Mishandling portable devices is the largest cause of problems. Most devices will come with care guidelines which we advise users to read. The following are conditions that we recommend:

- Portable devices should be protected by a username and password. This should not be disclosed to other students.
- Always store the Portable Computers in the protective bag.
- Avoid storing it at the bottom of your school bag – pressure from books can damage the screen and hinges.
- Do not store anything additional to the Portable Computers within the Portable Computer's sleeve (e.g. cords, papers or disks), as this may damage the screen.
- Never leave your Portable Computer in a car or in an exposed area where it can be stolen.
- Never leave your Portable Computer in unsupervised areas during the school day.
- Carry your Portable Computer within its protective cover inside your normal school bag. Do not overfill your school bag. (Pressure on the device can cause permanent damage to the screen and other components).
- Never lift the Portable Computer by the screen. This will stress the hinge which also carries the power supply to the screen.

Security of devices while at school

The security of a student owned device is the responsibility of the student. Where students are in physical education, your teacher will provide guidelines for the safety of the equipment.

Service and Support

We are unable to provide support for student owned devices from our school technician service. However, as more 'Bring Your Own Device' devices become in use at Hawera High School we will establish a student support team to provide advice and some assistance.

Warranty and Insurance

Most machines come with a one-year warranty although sometimes there are options to include a three-year warranty, which we recommend. Warranties usually cover the laptop hardware for the period of the warranty but only one year on the power adapter and battery. Damage to devices are not covered under warranty. All insurance (theft and damage) should be covered by the owner of the device. Owners should check with their insurance company as to the cover that they have under existing policies – there are variations between companies.

Virus Protection

Ensure that the virus protection on portable devices is kept up to date. It is the owner of the device's responsibility to keep virus protection up to date.

Saving and Backup

Students are responsible for their own backup of critical data at all times. This may be through a USB, SD card, external drive, or 'cloud'-based backup to regularly backup important work. We provide 1TB of storage through our Hawera High School OneDrive accounts. Students may wish to set up alternative cloud storage accounts. Many may already have this available - Gmail uses GoogleDrive, Dropbox is also popular.

Printing from Personal Devices

Students that need to print should save to their cloud storage or USB drive and print from a networked computer.

Keeping safe online

Hawera High School believes open communication between parents, teachers and students is the best way to keep students safe. Students will often share concerns with each other online. It is important that they tell a teacher and/or parent/caregiver when they are feeling uncomfortable or threatened online. If you have any concerns about this agreement or internet safety contact the school or visit <http://www.netsafe.org.nz>

Acceptable Use of Information and Communication Resources

Hawera High School has had the following policy in place for quite some time, we believe this covers students activities on the internet, and these should continue to be followed with BYOD equipment:

...all staff and students should have access to an extensive collection of instructional, professional and recreational resource material. The internet is to be used in a manner that is consistent with Hawera High School's standards of conduct and is part of the normal execution of student's or staff member's responsibilities.

The following practices are considered by the school as "unacceptable" and may be subject to disciplinary actions including written warnings and revocation of access privileges. Hawera High School also reserves the right to report any illegal activities to the appropriate authorities.

General Use of Information and Communication Resources

Unacceptable practice includes:

- Interfering with the hardware or software of the network
- Writing or distributing objectionable, threatening or time wasting messages
- Breaching copyright in saving or printing material
- Examining, changing or using another person's files, output or user name without authorisation
- Sending and/or receiving unusually long e-mails or attachments
- Sending or forwarding electronic chain letters
- Students and staff wasting time on non-educational business
- Representing personal opinion as that of Hawera High School
- Soliciting e-mails that are related to business activities, or soliciting non-school business for personal gain or profit
- Unloading, downloading or otherwise transmitting commercial software or copyrighted material in violation of its copyright
- Revealing or publicising confidential information about Hawera High School. This could include (but is not limited to) financial information, staff information, student information computer access codes etc.
- Making or posting indecent remarks, proposals or materials.
- Specific Internet "Unacceptable Practice"
- Visiting internet sites that contain obscene, objectionable material – violent, pornographic, racist.
- Sending or receiving any material that is defamatory or obscene, or which is intended to annoy, harass or intimidate another person
- Using the internet or e-mail for gambling or illegal purposes
- Using chat channels unless specifically authorised by a staff member for an educational reason.

Notice to Students:

As part of your enrolment at Hawera High School you and your parents/caregivers signed and agreed to accept the terms of the above agreement. Please be aware of this when using the school computer system.

Other information

The school will have a supply of laptops available to loan to students should their own device be in for repair etc. Our IT Support team has expertise in PCs and will be able to troubleshoot some problems during the school day. However, we would prefer students to be responsible users of their machines so that problems and loss of learning time does not occur.

There is limited access to use hire purchase finance in case of hardship. Please contact Mr Sheridan she@hawerahs.school.nz or phone the school on 278 4145 to discuss.

Declan Sheridan

Deputy Principal



Rationale

Staff are the schools most important resource. Principled, effective staff management processes will achieve the best outcomes for staff and students.

Scope

This policy applies to all Hawera High School employees.

Purpose

To ensure that all staff have the skills, knowledge and support they need to work effectively and safely.

Principles

- All staff are responsible for contributing to the achievement of the school goals. Ultimately, the school's goals are to provide all of our students with skills, knowledge and dispositions so that those students have choices and opportunities beyond school.
- All staff are to be treated with respect and honesty.
- All staff are responsible for ensuring safe operation of the school.

Personnel Policy

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. Therefore, the principal must ensure:

1. that all employment related legislative requirements are applied
2. all employees' rights to personal dignity and safety are maintained and ensure that matters are resolved in an appropriate and fair manner
3. a smoke free environment is provided
4. that employment records are maintained and that all employees have written employment agreements
5. that employee leave is effectively managed and reported so that the risk of financial liability is minimized, operational needs are met, and the needs of individual staff are considered.
6. the Principal is delegated the authority to grant and/or require the following in relation to leave:
 - Medical certificate for an absence on sick leave in excess of five days **up to 20 days**
 - Discretionary leave not exceeding **six** days
7. that performance agreements are established for all staff and that reviews are undertaken annually
8. a suitable professional development program, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
9. the requirements of the current Health and Safety legislation are met
10. Advice is sought as necessary from NZSTA advisers where employment issues arise

Review schedule: Triennially

Last Reviewed: June 2017



Hawera High School

Support Staff Maximum Annual Leave Accrual Policy

Hāwera High School

Rationale

Employees and their supervisors are mutually responsible for planning and scheduling the use of employees' annual leave throughout the year and to manage absences in line with contractual entitlements and operational requirements.

Scope

This policy applies to support staff on full year contracts.

Policy

20 Day annual leave accrual limit

- Employees' endeavour to have annual leave balances at, or below, 20 days on their anniversary date.
- Employees may accumulate annual leave hours above the 20 day maximum as long as they use the excess hours by their anniversary date.
- If employees fail to use the excess annual leave hours by their anniversary date, a plan to reduce accumulated leave must be negotiated with the Principal.

Review schedule: Triennially

Last Reviewed: June 2017



Rationale

Appraisal is a process by which each teacher works with their manager to undertake an evidence based critique of their teaching effectiveness in order to celebrate achievement and to identify actions for improvement.

Principles underlying appraisal:

Teacher appraisal at Hawera High School shall be;

- Aiming to encourage reflective practice, identify next steps and to recognise good practice. The teaching inquiry process is well suited to achieving these outcomes.
- Part of an integrated performance management system operating within the school.
- Appropriate to individual teachers, the school and the wider community.
- Developed in a consultative manner with teachers.
- Open and transparent.
- Orientated towards professional development.
- Timely and helpful to individual teachers.
- Mindful of matters of confidentiality, including the provisions of the Privacy Act and the Official Information Act.

Staff undertaking appraisal shall be provided with suitable guidance and professional development.

Review cycle: **Triennial**

Last reviewed: **June 2017**



Resolution for Delegations of Authority to Principal

The Board resolves to delegate to the Principal the following powers and responsibilities:

- a. Appointment of staff as per the Appointments Policy
- b. Approval of:
 - Capital expenditure outside **of capital projects or budget approved by the Board of Trustees** to a maximum value of **\$10,000** per annum
 - **Contractor payments on BoT approved capital projects**
- c. Performance Management, disciplinary action (including dismissal of non-teaching staff).
- d. Competency procedures in relation to teaching staff in accordance with the Secondary Teachers' Collective Agreement ("STCA") through to the completion of the evaluation report as set out in clause 3.3.5(d) of the STCA. The report and any recommendation will then be provided to the Board for any decision as set out in clause 3.3.5(e) of the STCA.
- e. Undertaking any inquiry into a possible breach of discipline in accordance with section 3.4 of the STCA. In the event the issues under investigation are not resolved informally by discussion or the Principal is of the view that the matter should proceed to the Board, then the Principal may initiate formal disciplinary procedures by forwarding relevant documents to the Board for this purpose according to the staff member's collective agreement or individual contract.
- f. Suspending any employee during any inquiry or following receipt of a complaint if satisfied that the welfare and interests of any student attending the school or of any employee at the school so requires.
- g. Grant and/or require the following in relation to leave:
 - Medical certificate for sick leave absence (whether paid or unpaid) in excess of three days **up to 20 days** provided there is sufficient medical leave available to that staff member. Anything exceeding 20 days must be decided upon in consultation with the Board.
 - Discretionary leave not exceeding **5** days per annum whether paid or unpaid.
- h. Authorising unbudgeted **operational** expenditure / payments up to a maximum value of **\$20,000 per annum**.
- i. Applying for funds, sponsorship or other monies up to a value of **\$25,000**.
- j. Signing of declarations on behalf of the Board in relation to information required by the Ministry of Education, overseas students.
- k. Mandatory reports to the Education Council.
- l. Principal's authority to delegate parts of these authorities to appropriate staff. Eg: SLT / Exec Officer

Review schedule: **Triennially**

Last Reviewed: **July 2019**



Staff are the schools most important resource. Principled, effective appointment processes will achieve the best outcomes for staff and students and ensure that all staff have the skills, knowledge and support they need to work effectively and safely.

To assist in the appointment of quality staff to any vacancy which 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 Vulnerable Children 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 Hawera High School procedures on safety checking, police vetting and screening.

Principle

s

- ✓ All staff are responsible for contributing to the achievement of the school goals. Ultimately the school's goals are to provide all of our students with skills, knowledge and dispositions so that those students have choices and opportunities beyond school.
- ✓ All staff are to be treated with respect and honesty.
- ✓ All staff are responsible for ensuring safe operation of the school.

Therefore, the principal must ensure that they:

1. determine the composition of the various appointment committees according to the schedule outlined below:
 - a. Appointment of the Senior Leaders, head of departments and senior teachers will involve an appointments committee consisting of the Principal, the Board Chair (or delegated person) and a further trustee (should the board feel the need to include one).
 - b. For the appointment of all other teachers, part time teachers, and long term relieving teachers, the principal must form an appointments committee unless determined otherwise by the board. This committee must include two or more people of which the principal must be one.
 - c. The same process is to be followed for non-teaching staff. The Principal may or may not be part of the non-teaching staff committee, at the Principal's discretion.

2. have school procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff.
3. As part of the appointment process new staff will take part in an induction process that will include:
 - a. The School's Goals.
 - b. An explanation of the employee's duties.
 - c. School processes to ensure staff and student safety.
 - d. The expected school ethos that staff will work collaboratively and positively with other staff, students and parents.
 - e. Roles and responsibilities of school staff.
 - f. Matters of school routine.

Appointment of the principal is the responsibility of the board which will determine the process

Scope

This policy applies to the employment of all Hawera High School employees.

Links

Employment Relations Act:

<http://legislation.govt.nz/act/public/2000/0024/latest/DLM58317.html>

Vulnerable Children's Act:

http://legislation.govt.nz/act/public/2014/0040/latest/DLM5501618.html?search=ts_act%40bill%40regulation%40d_eemedreg_vulnerable_resel_25_a&p=1

Other Relevant HHS Documents

- ✓ Hawera High School Employment Safety Check
- ✓ Hawera High School Personnel Policy
- ✓ Hawera High School Equal Employment Opportunities Policy
- ✓ Hawera High School Child Protection Policy

Last Reviewed: **June 2019**

Review schedule: **Triennially**



Rationale

It is the aim of Hawera High School to be a good employer through its equal employment policies and practices.

Purpose

1. To meet the requirements of the current legislation for the implementation of the EEO policy.
2. To ensure that there is equal access to job opportunities for:
 - recruitment and selection
 - promotion and career selection
 - training and professional development
 - conditions of service.

Guidelines

1. The Board of Trustees and Principal are required to ensure that the principles of EEO are maintained throughout the school.
2. The Principal should maintain information detailing the ethnicity of staff and their distribution across the various employment levels of the school.
3. In all appointments, the importance of merit shall be paramount.
4. Complaints against the school in respect of EEO are to be made to the Principal as per the school's complaint procedures.

Review schedule: Triennially

Last Reviewed: June 2017



The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance's and budget to the principal.

The principal, in association with the Finance Committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the Finance Committee terms of reference.

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

1. reflect the results sought by the board
2. reflect the priorities as established by the board
3. comply where the board's requirement is for a balanced budget
4. demonstrate an appropriate degree of conservatism in all estimates

Review schedule: **Triennially**

Last Reviewed: **June 2017**



The financial viability of the school must be protected at all times. The board understands that the possibility of theft or fraud cannot be entirely eliminated however the principal is required to show there are in place safeguards and robust, clear procedures to minimize the risk of either event.

Resource: Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH). Therefore, the principal must ensure that:

1. unauthorized debt or liability is not incurred
2. generally accepted accounting practices or principles are not violated
3. tagged/committed funds are not used for purposes other than those approved
4. more funds than have been allocated in the fiscal year are not spent without prior board approval
5. all money owed to the school is collected in a timely manner
6. timely payment to staff and other creditors is made
7. unauthorized property is not sold or purchased
8. all relevant government returns are completed on time
9. no one person has complete authority over the school's financial transactions
10. when making any purchase:
 - of over \$xxxx, comparative prices are sought
 - of over \$xxxx an adequate review on ongoing costs, value and reliability is undertaken
 - of over \$xxxx on a single item board approval is first sought
11. effective systems are in place to meet the requirements of the payroll system

Links:

[Financial Management](#)

[School Houses](#)

[Theft & Fraud Protection Policy](#)

Review schedule: Triennially

Last Reviewed: April 2017



Assets may not be unprotected, inadequately maintained or unnecessarily risked. 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. Accordingly, the principal must:

1. all board assets are insured
2. not allow unauthorized personnel or groups to handle funds or school property
3. not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
4. maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00
5. ensure the implementation of the 10 year property maintenance plan
6. engage sufficient property maintenance staff for the school within budget limitations
7. receive board approval for maintenance contracts over \$10,000 for any one contract
8. conduct competitive tenders for all contracting
9. protect intellectual property, information and files from loss or significant damage or unauthorized access or duplication
10. not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
11. not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

Review schedule: **Triennially**

Last Reviewed: **June 2017**

All parts of this policy will comply with New Zealand Law



Introduction

1. The Board agrees that it has a responsibility to ensure that credit card expenditure incurred by the School must clearly be linked to the business of the School. The Board has agreed on the fundamental principles of this policy and has delegated responsibility for the implementation and monitoring of this policy to the Principal.
2. The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
3. This policy must be read in conjunction with other Board policies, and the exercising of all authority and responsibilities conferred under this policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

Process for Issue of Credit Cards

4. Credit cards should only be issued to staff members after being authorised by the Board.
5. A register of cardholders should be maintained.
6. The limits set for credit card use should not exceed the overall financial delegation of the cardholder, as set out in the Schedule of Delegations. Any variations require Board approval.
7. Prior to the card being issued, the recipient must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.

Procedures to be Followed when Using the Card

8. The credit card is not to be used for any personal expenditure.
9. The credit card will only be used for:
 - payment of actual and reasonable travel, accommodation and meal expenses incurred on school business; or
 - purchase of goods where prior authorisation from the Board is given, eg items within the approved budget.
10. All expenditure charged to the credit card should be supported by:
 - A detailed invoice or receipt to confirm that the expenses are properly incurred on School business
 - For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the GST input credit
11. The credit card statement should be certified by the cardholder as evidence of the validity of expenditure.
12. Authorisation for the expenditure should be obtained on a one-up basis (for example the Principal should authorise any travel by the Deputy Principal and the Board should authorise any travel by the Principal). Cardholders are not allowed to approve their own expenditure.
13. All purchases should be accounted for within 5 working days of receiving a credit card statement.

Cash Advances

14. Cash advances are not permitted except in an emergency, eg on a school trip and need to make payment to a supplier / provider with no credit card facility.
15. Where cash advances are taken, the cardholder must provide a full reconciliation, with receipts wherever possible, of how the cash was used. Any unspent monies must be returned to the school.

Discretionary Benefits

16. Any benefits of the credit card such as a membership awards programme are only to be used for the benefit of the school. They should not be redeemed for personal use.

Cardholder Responsibilities

17. The cardholder should never allow another person to use the card.
18. The cardholder must protect the pin number of the card.
19. The cardholder must only purchase within the credit limit applicable to the card.
20. The cardholder must notify the credit card company and the school immediately if the card is lost or stolen.
21. The cardholder must return the credit card to the school upon ceasing employment there or at any time upon request by the Board.

Approval

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

Signature Section for Prospective Cardholders

I have read and understood this policy and agree to abide by it.

Signed _____	Name _____	Date _____
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Signed _____	Name _____	Date _____
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Signed _____	Name _____	Date _____
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Last Reviewed: **July 2019**

Review schedule: **Triennially**



Protection and Sharing of Intellectual Property Policy

Learning resources and other materials created by school staff in the course of their employment are an important asset and form a large part of the school's intellectual capital. The open and free exchange of information, knowledge and resources, and the collaborative production of copyright works that are made freely available allows our students' access to a wider range of high quality learning resources and materials than would otherwise be possible.

The purpose of this policy is to ensure that the board's access to materials produced by the board's employees in the course of their employment is protected, while encouraging staff to share these works with others. The Board of Trustees of Hawera High School therefore:

1. Recognises that the board of trustees holds first ownership of copyright of works produced by the board's employees in the course of their employment under section 21(2) of the Copyright Act 1994 (NZ).
2. Delegates to the principal the responsibility to
 - a. Apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees of the school owns copyright.
 - b. Apply a Creative Commons Attribution licence to other copyright works, aside from those described in (2)
 - c. 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
 - d. 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
3. Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
4. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
5. Recognises that the copyright in works produced by an employee other than in the course of their employment by the board of trustees of the school 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 the dispute should be documented and presented to the school principal.
2. If the dispute is still not resolved then the documentation should be presented to the chairman of the board of trustees.
3. If the dispute is still not resolved following 1) and 2), mediation with an appropriate authority will be undertaken.

Definitions

Creative Commons: An international non-profit 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.

Review schedule: Triennially

Last Reviewed: June 2017



Health and Safety in the Workplace Policy

This policy should be read in conjunction with the Health and Safety at Work Act 2015, and with *the Health and Safety Practical Guide for Boards of Trustees and School Leaders* which outlines Health and Safety responsibilities.

The board of trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.

Scope

The policy applies to and is to be followed by all individuals in the workplace. This includes all members of the Board of Trustees, school's leadership team, workers, students, contractors, temporary workers, volunteers and visitors.

Purpose

1. To ensure the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.
2. To support and improve health and safety in the school environment.
3. To identify and acknowledge effective risk management to be a cornerstone for improving health and safety.
4. To identify and acknowledge that incident management is vital to any workplace's Health and Safety systems/processes.
5. To promote engagement between the board, officers and workers.
6. To provide all workers with a reasonable opportunity to be actively involved in the ongoing management of health and safety.
7. To ensure compliance with the Health and Safety at Work Act 2015.

Guidelines

1. The Ministry of Education Document *Health and Safety Practical Guide for Boards of Trustees and School Leaders* including any current amendments or updates shall be followed to ensure compliance to the Health and Safety at Work Act 2015.
2. The board will consult, cooperate and coordinate with other duty holders on matters when there are overlapping health and safety duties. This includes duty holders of other workplaces.
3. Everyone has a role and responsibility for health and safety in the workplace.

General Roles and Responsibilities

A. Board of Trustees / PCBU

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

- making health and safety a key part of our role
- actively engaging with workers to improve the health and safety system at our school
- doing everything reasonably possible to ensure that there are systematic processes for managing (removing or reducing) the risk of injury or illness
- ensuring all incidents, injuries and near misses are recorded appropriately
- investigating incidents, accidents and near misses to reduce the likelihood of them happening again
- having emergency plans and procedures in place
- provide accurate and timely information, training and advice to management on health and safety matters, hazards and risks for all workers
- providing appropriate induction and supervision for all new and existing workers
- helping workers who were injured or ill return to work safely and without prejudice
- making sure contractors and sub-contractors working at the school operate in a safe manner
- reviewing, monitoring and reporting on health and safety systems and goals, thereby ensuring that effective systems are in place
- escalating unresolved issues to the relevant member of the school's leadership

B. Officers – (including the Principal and individual board members)

Officers are accountable for all health and safety decisions made within their respective locations.

- actively promote positive health and safety
- ensure health and safety processes are actually implemented
- monitor the health and safety performance of the school
- provide all workers with the opportunity to participate in health and safety
- provide support to other duty holders to ensure appropriate resources, time and information are available to undertake their health and safety roles
- ensure workers and others know about health and safety risk processes and procedures
- ensure that workers receive the right health and safety risk training and are aware of the risks on induction into the work area
- hold and maintain the risk register for the work group
- inform 'others in the workplace' of any known risks and controls in place
- assess risks that are reported to you
- consult with workers on the most effective controls to manage the risks
- regularly review and monitor risks and the controls that are in place
- ensure resources and processes are in place to prevent incidents
- know and keep up to date with incidents that are associated with the school's operations
- where appropriate, act on health and safety recommendations
- discuss with Health and Safety Representatives and confirm in writing the reason for decisions when a recommendation is not adopted
- make health and safety decisions after consulting and considering recommendations made by the school's health and safety committee
- work cooperatively with other officers and Health and Safety Representatives in the workplace in order to identify and resolve issues

C. Workers

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

- being involved in improving health and safety systems at work
- taking reasonable care of their own health and safety
- ensure their actions or omission do not affect other's health and safety
- take reasonable steps to eliminate risks when they are first identified
- following all instructions, rules, procedures and safe ways of working
- reporting any pain or discomfort as soon as possible
- reporting all injuries, incidents and near misses
- seek support from the health and safety representative on health and safety risk matters if required
- helping new workers, staff members, trainees and visitors to the workplace understand the safety procedures and why they exist
- reporting any health and safety concerns, risks, hazards or issues through the reporting system or to a relevant school leader in order to prevent harm occurring
- keeping the work place tidy to minimise the risk of any trips and falls
- wearing protective clothing and equipment as and when required to minimise your exposure to workplace hazards
- cooperation with the incident management policy and its procedures in the workplace including investigations of incidents
- participation in the implementation, monitoring and evaluation of actions following an incident investigation
- compliance with any reasonable instruction given by the board or the PCBU they are visiting
- encouraging fellow workers and others visiting the workplace to notify identified incidents
- inform others of known risks
- cease or refuse to carry out work if they believe the work would expose them to a serious risk

D. Others in the workplace

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

- take reasonable care of their own health and safety
- ensure their actions or omissions do not affect other's health and safety
- follow all rules, procedures and instructions given by the PCBU or their representative while in the school grounds
- Immediately report all hazards, injuries, incidents and near misses to an officer, health and safety representative, teacher or other staff member.
- wear protective clothing and equipment as and when required to minimise your exposure to hazards
- engage in positive health and safety practices
- comply with any reasonable instruction given by the board in relation to risks

E. Senior Leadership Team

- view all incident investigation forms submitted by workers as soon as practicable
- ensure that notifiable incidents are reported to WorkSafe NZ
- investigate and document all incidents submitted by workers who report them and undertake actions in a timely manner
- consult with health and safety representatives, the affected worker, and others in the workplace during investigations and actions
- delegate actions to relevant workers, who may also need to review them
- monitor and review the effectiveness of actions taken
- ensure students are provided with basic health and safety rules, information and training through teaching programs
- encourage everybody to engage in positive health and safety practices

F. Health and Safety Representatives

- represent workers in the workgroup on matters relating to health and safety, including incidents
- represent a worker, if requested by the worker, in matters relating to health and safety; including complaints
- inquire into anything that appears to be a risk to the health and safety of workers in the work group arising from the conduct of the business or undertaking
- investigate complaints from workers in the workplace regarding health and safety
- monitor the measures and approaches undertaken by the board relevant to health and safety; including risk controls and incident management approaches
- promote the interest of workers who have raised/reported health and safety incidents or who have been injured at work, including in relation to arrangements for rehabilitation and return to work
- participate in incident investigations if requested by the relevant school leader
- after first consulting with the relevant school leader, issue provisional improvement notices if risks in the workplace are not managed so far as is reasonably practicable
- direct workers to cease work if they believe the work would expose them to a serious risk
- make recommendations relating to work health and safety
- provide feedback to the board about whether the requirements of the Health and Safety at Work Act 2015 and Regulations are being complied with

G. Health and Safety Committee

- facilitate co-operation between the board of trustees and school workers in instigating, developing, and carrying out measures designed to ensure the school workers' health and safety at work
- assist in developing any standards, rules, policies, or procedures relating to health and safety that are to be followed or complied with at the school
- make recommendations to the board of trustees about work health and safety

H. First Aiders

- take reasonable care of their own health and safety
- identify themselves to workers and others in the workplace
- provide immediate assistance to anyone who has suffered an injury or illness while at work
- ensure that the workplace has adequate First Aid resources
- ensure that First Aid can be provided for the risks that are apparent within the workplace
- keep their qualifications up to date
- attend training or refresher courses as required

Review schedule: **Triennial**

Last review: **March 2018**



This policy should be read in conjunction with the Health and Safety at Work Act 2015, and with *the Health and Safety Practical Guide for Boards of Trustees and School Leaders* which outlines Health and Safety responsibilities.

Purpose:

1. To provide new workers with information and training in health and safety, including their responsibilities and rights to a safe and healthy work place.
2. Health and safety is everybody's responsibility. Effective health and safety management requires the involvement of all school workers.

Guidelines:

Induction

1. All new staff must have a school induction *arranged* by the Principal and will include
 - a. risks and hazards within their work area
 - b. appropriate risk control procedures
 - c. the risk register which will be provided to be read and signed by the worker
 - d. relevant school health and safety policy and procedures for reading
 - e. emergency and evacuation procedures
 - f. information regarding the Health and Safety Representatives and those trained in first aid
2. The Principal is responsible for ensuring the staff induction checklist is completed.
3. The Principal or relevant delegated school authority will provide health and safety induction to contractors, as appropriate, and will include:
 - a. hazards and controls within their area and scope of work
 - b. a walk-through of emergency procedures
 - c. relevant school health and safety policies and procedures

Training

4. The board will ensure that compulsory health and safety training is provided to all workers and will include:
 - a. Fire drills
 - b. Computer health and safety
 - c. Harassment and bullying prevention
 - d. Other training necessary to ensure identified risks associated with specific work are managed in a safe manner.
5. First aid training will be provided to selected workers in order to meet a target ratio of 1 certified first aider for every 5 Workers. Priority staff will include Physical Education teachers. Training will be conducted through a registered and reputable first aid training provider to ensure appropriate qualifications, experience and competency.
6. All newly elected HSRs must complete NZQA Unit Standard 29315 39. Additional training requirements will be funded according to the guidelines in the *Practical Guide for Boards of Trustees*.

Monitoring

7. Completion of health and safety related training, including renewal and refresher courses, must be monitored, recorded and reported.
8. The Principal or relevant delegated school authority will monitor contractors to ensure that all health and safety requirements and responsibilities are carried out in accordance with policy and procedures.

Review

9. The effectiveness of information and training programmes will be assessed at the same time as health and safety components of the Annual Plan. The assessment needs to determine whether:
 - a. Programmes are effective and still appropriate
 - b. Any updates are required
 - c. Further topics should be added.
10. Training needs shall be reviewed, in consultation with workers, when professional development plans are updated.

Review schedule: **Triennial**

Last review: **March 2018**

Ratified by Board:



This policy should be read in conjunction with the Health and Safety at Work Act 2015, and with *the Health and Safety Practical Guide for Boards of Trustees and School Leaders* which outlines Health and Safety responsibilities.

Incident management is vital to any workplace's Health and Safety systems/processes. Incident management requires a school wide approach with clear points of accountability for reporting and feedback.

Purpose

1. To outline the principles of incident management
2. To standardise the incident management process
3. To ensure consistency in definitions

Scope

This policy applies to and is to be followed by all individuals in the workplace. This includes all members of the Board of Trustees, school's leadership team, workers, students, contractors, temporary workers, volunteers and visitors.

Guidelines:

1. The Board will ensure that incident management systems and processes are managed and operating within the school.
2. The board will ensure that an accident, incident and near miss register is kept and ensure that required information is recorded.
3. This policy will apply to all accidents, incidents and near misses that occur within the school workplace and/or during all school activities. This encompasses off-site activities including co-curricular, extra-curricular and education outside the classroom events.
4. Everyone has a role and responsibility for managing incidents effectively. The board will support all officers, workers, Health and Safety committees, Health and Safety Representatives and others to fulfil their roles and responsibilities under the act.
5. The principles of accountability, obligation to act, and collaboration will be applied at each step of the incident management process.

Roles and Responsibilities

Refer to the General Roles and Responsibilities section of the Policy: Health and Safety in the Workplace.

Review schedule: Triennial

Last review: March 2018



Policy

This policy should be read in conjunction with the Health and Safety at Work Act 2015, and with *the Health and Safety Practical Guide for Boards of Trustees and School Leaders* which outlines Health and Safety responsibilities.

Rationale

For the safety of visitors and the school's students and workers, the school must be able to identify who is on the school site. The principal must be informed of any interviews of students by visitors from outside agencies.

Purpose:

1. To identify all visitors to the school.
2. To ensure administration workers are aware of who is in the school throughout the day for security and emergency purposes.
3. To provide clear guidelines on identifying and managing visitors.

Guidelines:

1. Signs requesting visitors report to the school office must be posted around the school and the administration block must be clearly marked.
2. All visitors meeting with workers or students, or going to other parts of the school must sign in.
3. On reporting to the office, visitors going to other parts of the school are requested to sign and receive a visitor's label to wear while on the school grounds.
4. Persons unknown to the school must produce recognised photo identification (being Driver's Licence, Passport or other formal identification with a photo).
5. Visitors wishing to speak to a student must be listed in the school's student management system(KAMAR) as a caregiver or emergency contact. All other visitors must have the permission of the Principal or a delegated representative.
6. Administration workers will contact an appropriate staff member to meet with the visitor and escort them around the school.
7. School workers are expected to challenge any visitors without a visitors label to ensure they have reported to the office. If a school worker has reason to believe that challenging the visitor would be unsafe, they must report to the office immediately.
8. The Principal or a delegated representative must approve any non-workers attendance at school.

Review:

This policy shall be reviewed every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Review schedule: Triennial

Last review: March 2018



Policy

This policy should be read in conjunction with the Health and Safety at Work Act 2015, and with *the Health and Safety Practical Guide for Boards of Trustees and School Leaders* which outlines Health and Safety responsibilities.

Purpose

The purpose of the Personal Protective Equipment (PPE) policy is to protect our workers from risks we have in the workplace. PPE is not a substitute for more effective control methods. It is considered when all other means of hazard and risk control are not satisfactory or possible. It will be used with other controls unless there are no other means of control.

Scope

This policy applies to and is to be followed by all of our workers and others at the school. This includes all members of the school's leadership team, workers, contractors, temporary workers, volunteers and visitors. The Board will consult, co-operate and co-ordinate with other workplaces on PPE that is to be used. For that reason, this policy can also be applied where an adequate PPE policy does not exist at other workplaces.

Standards

- we will meet the requirements of WorkSafe NZ Regulations
- our people must have access to PPE when it is required
- PPE must meet the relevant AS/NZS compliance standards -
 - equipment provided must fit the person correctly for example: hard hats/helmets fit and adjusted correctly
 - foot and eye wear must be the right size
 - our people must be trained in using the PPE
 - PPE must be maintained in good condition and available for use when needed.

Roles and Responsibilities

We will provide the right tools to get the job done safely.

Workers – (employees, temporary workers, contractors, volunteers)

- wearing PPE properly as required
- attending the required training sessions
- properly caring for, cleaning, maintaining and inspecting PPE as required
- following the board's PPE policies and rules
- informing the relevant school leader of the need to repair or replace PPE

Officers

- conducting workplace and activity hazard and risk assessments
- determining the presence of hazard and risks which need PPE
- selecting and purchasing PPE and making it available to our people
 - reviewing, updating and conducting PPE hazard and risk assessments whenever a job changes
 - new equipment is used
 - there has been an incident
 - a person or manager requests it, or at least every year
- maintaining hazard and risk assessment records
- providing training, guidance and help to our people on the proper use, care and cleaning of approved PPE

- ensuring that PPE training certification and signed evaluation forms are in the person's PPE and training records
- maintaining records of PPE issued and training undertaken
- ensuring that our people properly use and maintain their PPE
- ensuring that our people follow the board's PPE policies and rules
- notifying the school leadership team and health and safety representatives when new hazard and risks arise, or processes are added or changed
- ensuring the immediate disposal and replacement of defective or damaged PPE
- periodically re-evaluating the suitability of previously selected PPE
- reviewing, updating, and evaluating the overall effectiveness of PPE use, training and policies

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Review schedule: **Triennial**

Last review: **March 2018**

Ratified by Board:

Signed – Board Chairperson

Date



This policy should be read in conjunction with the Health and Safety at Work Act 2015, and with *the Health and Safety Practical Guide for Boards of Trustees and School Leaders* which outlines Health and Safety responsibilities.

Risk management is the cornerstone of the Health and Safety at Work Act 2015. It allows the board to perform its primary duty of care, as far as reasonably practicable, to its workers and others.

Purpose

To ensure effective risk management of the school environment and work carried out by the school.

Scope

This policy applies to and is to be followed by all individuals in the workplace. This includes all members of the Board of Trustees, school's leadership team, workers, students, contractors, temporary workers, volunteers and visitors.

Guidelines

4. The Board will ensure that effective risk management systems are managed and operating within the school.
5. The Board will ensure that a risk register is kept and ensure that required information from the risk management process is recorded.
6. This policy can be applied where an adequate risk policy does not exist in other workplaces.
7. Everyone has a role and responsibility for managing risk effectively. The board will support all officers, workers, Health and Safety committees, Health and Safety Representatives and others to fulfil their roles and responsibilities under the act.

Roles and Responsibilities

Refer to the General Roles and Responsibilities section of the Policy: Health and Safety in the Workplace.

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Effective management of health and safety risks

Health and safety is everyone's responsibility and together we will keep our workplace safe and secure. To do this, we will manage health and safety risks effectively. The four steps below describe how we do this.

1. identifying hazards: finding out what situations and things could cause death, injury or illness
2. assessing risks: understanding the nature of the risk that could be caused by the hazard, what the consequences could be and the likelihood of it happening
3. controlling risks: implementing the most effective control measures that are reasonably practicable in the circumstances
4. reviewing control measures: ensuring control measures are working as planned

Risk Register

A centralised risk register must be kept and the following information is required to be recorded for each identified hazard:

- the harm the hazard could cause
- the likelihood the harm would occur
- the level of risk
- the effectiveness of current controls
- what further controls are needed
- how the controls will be implemented – by whom and by when
- review date

Review schedule: **Triennial**

Last review: **March 2018**



This policy should be read in conjunction with the Health and Safety at Work Act 2015, and with *the Health and Safety Practical Guide for Boards of Trustees and School Leaders* which outlines Health and Safety responsibilities, and with Employment Relations Act 2000. According to Worksafe New Zealand, the best health and safety outcomes are achieved when a PCBU and its workers work together. Workplaces in which workers and their representatives actively contribute to health and safety are safer workplaces with lower occupational illness and injury rates.

Effective health and safety practices, through their effects on staff and students, lend to improved 'core business' outcomes and organisational effectiveness by:

- Increasing productivity
- Enhancing commitment
- Controlling disruption and cost due to illness or injury
- Improving public perception of the organisation, and
- Attracting more quality prospective employees.

Purpose

1. To support and improve health and safety in the workplace.
2. To promote engagement between the board (PCBU), officers and workers.
3. To provide all workers with a reasonable opportunity to be actively involved in the ongoing management of health and safety.
4. To identify and acknowledge that health and safety committees and elected health and safety representatives are an effective means for promoting worker engagement and participation.

Scope

This policy applies to and is to be followed by all individuals in the workplace. This includes all members of the Board of Trustees, school's leadership team, workers, students, contractors, temporary workers, volunteers and visitors

Guidelines

1. The PCBU will engage with all workers or their elected representatives on health and safety matters, including the development of standards, rules, policies and procedures relating to health and safety.
2. Worker engagement and participation will be actively encouraged.

Health and Safety Representatives (HSRs)

3. The school will consist of a default single workgroup with a minimum ratio of 19 workers: 1 HSR [19:1].
4. Elections will be held for Health and Safety Representatives every three years or as required in the event of an HSR vacating the role.
5. The Principals Personal Assistant will act as Election Organiser, unless standing for election.
6. All workers in a workgroup must have the opportunity to nominate and vote for HSRs.
7. All workers, who work regularly and for enough hours [at least 20 hours onsite per week], are eligible to stand for the position of HSR.
8. All newly elected HSRs must register for health and safety initial training in the first two months after being elected. Initial training is considered completed when the HSR is assessed as having achieved the NZQA US29315 39
9. The PCBU will act to meet all of its obligations to the HSRs.

Health and Safety Committee (HSC)

10. Hawera High School will have a Health and Safety committee.
11. The PCBU will act to meet its obligations to the HSC.
12. The PCBU and workers must agree on the membership of the HSC.
13. HSRs have an automatic right to be on the HSC.

Table: Obligations of the Board to HSRs and the HSC

<i>To a health and safety representative (HSR)</i>	<i>To a health and safety committee (HSC)</i>
<ul style="list-style-type: none"> • Maintain and update a readily accessible list of the names and contact details of HSRs. • Provide the resources, facilities and assistance that are reasonably necessary to conduct an election of 1 or ore HSRs • Consult about health and safety matters with the HSR 	<ul style="list-style-type: none"> • Consult about health and safety matters with the HSC
<ul style="list-style-type: none"> • Allow a HSR paid time and provide any resources, facilities, and assistance to enable them to perform their role and exercise their powers 	<ul style="list-style-type: none"> • Allow each member of a HSC paid time to attend meetings of the committee and to carry out functions as a member of the committee
<ul style="list-style-type: none"> • Provide the HSR with information relating to hazards (including associated risks) and the health and safety of the workers at the workplace 	<ul style="list-style-type: none"> • Provide the HSC with information relating to hazards (including associated risks) and the health and safety of the workers at the workplace
<ul style="list-style-type: none"> • Allow the HSR to be present at an interview about health and safety between a worker or group of workers and an inspector, the school or the school's representative 	<ul style="list-style-type: none"> • Adopt any recommendations from the HSC on work health and safety or provide reasons for not doing so in writing, within a reasonable time
<ul style="list-style-type: none"> • Adopt any recommendations from the HSR on work health and safety or provide reasons for not doing so in writing, within a reasonable time 	
<ul style="list-style-type: none"> • Allow HSRs the prescribed paid time off a year to attend relevant health and safety training 	
<ul style="list-style-type: none"> • Pay the HSR's training fees and any reasonable expenses incurred in attending the training 	

Additional Information:

Health and Safety Representatives (HSR's)

Election of HSRs

- Elections for HSRs are held every three years, or as required in the event of a HSR vacating their role.
- The election organiser calls for nominations for the HSR position by a certain date – all workers in the workgroup must have the opportunity to nominate and elect their HSR
- Elections may be undertaken using any form of voting. Voting may be by a secret ballot (if requested by a member of the workgroup, a candidate for election or the board).

Health and Safety Committees (HSC's)

An effective way to work on health and safety matters is through a health and safety committee. Holding an election for a health and safety committee is not a requirement under HSWA. However, a school may choose to do so. HSRs are automatically members of the committee. The board and workers agree on the membership of the health and safety committee.

Objectives

- encourage co-operation and collaboration in meeting the board's health and safety objectives
- ensure there is a consistent, co-ordinated approach to health and safety on-site
- look for initiatives to ensure health and safety continuously evolves and improves the health, safety and wellbeing of workers
- provide accurate and timely information and advice to management and workers
- ensure there is a systematic process for managing risk
- ensure effective monitoring and review systems are in place
- to escalate unresolved issues to the relevant member of the school's leadership
- wherever possible and practical health and safety committees should represent all workers, including team leaders and school management, working at the site.

Making this policy work:

Issue resolution

- i. Any matter that concerns a worker about their health and safety should be raised with that worker's school leader. This can be raised by that worker, or a HSR.
- ii. If the school leader cannot resolve the matter to the worker's satisfaction, the HSR will be approached if they are not already involved.
- iii. The school leader, worker and the HSR will work together to get a satisfactory resolution.
- iv. If a satisfactory resolution cannot be reached with the school leader, the worker, HSR, or worker representative may look to the options below to resolve the issue.
- v. Operational matters, including workload or work process, should be raised with the relevant manager as appropriate.
- vi. Building facilities matters should be raised with the principal in the first instance.
- vii. Policy concerns should be raised with the board.
- viii. School leaders involved should make every effort to find satisfactory and timely resolutions.

Right to refuse unsafe work

The board recognises a worker may cease or refuse to carry out work, if the worker believes carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health and safety arising from an immediate or imminent exposure to a hazard.

In this event the following steps will be taken:

- i. The worker will advise their relevant member of school leadership immediately.
- ii. The worker and school leader will attempt to resolve the matter as soon as practicable.
- iii. If the matter is not resolved the worker may continue to refuse to carry out the work, if the worker believes on reasonable grounds that carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health or safety arising from an immediate or imminent exposure to a hazard.
- iv. If the matter cannot be resolved, WorkSafe NZ will be contacted.
- v. The worker will perform any other work the employer reasonably requests within the scope of their employment agreement.

Provisional Improvement Notices

An HSR who has received the appropriate training may issue a provisional improvement notice (notice) to a person if the HSR reasonably believes that the person is contravening, or is likely to contravene, a provision of the Act or Regulations. The notice may require the person to—

- a. Remedy the contravention; or
- b. Prevent a likely contravention from occurring; or
- c. Remedy the things or activities causing the contravention or likely to cause a contravention.

The HSR must not issue a notice to a person unless he or she has first consulted the person.

The HSR must not issue a notice if an inspector has already issued a notice in relation to the same matter. If a notice is issued, the HSR must provide a copy of that notice to the relevant school leader as soon as practicable.

Review schedule: **Triennial**

Last review: **March 2018**



Dangerous Substances Policy

Hāwera High School

This policy should be read in conjunction with the Search And Seizure Policy and the Student Behavior Management Policy. This policy should also be read in conjunction with administration of prescription medication and administration of 'General Sale' medication policies.

Rationale

Every community has the right to provide a healthy and safe environment of staff and students that is free of dangerous substances.

Definition of Dangerous Substance

A dangerous substance is defined as being alcohol, illegal drugs, volatile substances (such as petrol, solvents and inhalants), tobacco (including e-cigarettes), vaping products and other substances used for psycho-active effects, recreation, or enhancement, as well as prescription and pharmacy-only drugs used outside medical or pharmaceutical advice.

Purposes

1. To discourage all dangerous substance use which is detrimental to the health and wellbeing of students and staff.
2. To create an environment where students are educated about dangerous substance issues.
3. To develop social skills that are compatible with school values
4. To comply with the requirements of relevant legislation
5. To support individuals who wish to quit dangerous substance abuse

Guidelines

1. Hawera High School will not tolerate dangerous substance abuse on school grounds or on any school activity/function/event.
2. The school will provide staff with education about dangerous substance issues through the professional development programme.
3. The school will provide staff with education about dangerous substance issues through the Health curriculum
4. Education on dangerous substances can be provided for parents by the school
5. Counselling will be offered to students who are identified as having a dangerous substance issue.
6. The school will liaise with outside agencies to provide support for students who have been identified as needing support for dangerous substance issues.
7. Students cannot be in possession of dangerous substances at school, or on the way to and from school or during any school activity. Students in possession of dangerous substances will face very serious consequences.
8. Staff are not to consume dangerous substances (including alcohol) when they have responsibility for students.
9. Alcohol is only permitted within the school grounds for specific school functions. Written permission from the Principal and/or Board of Trustees is required for all such functions.
10. At staff functions, alcohol may be served at the discretion of the Principal.
11. Dangerous substances – no person while under the jurisdiction of the school:

- I. Be under the influence of dangerous substances
- II. Have dangerous substances in their possession
- III. Use dangerous substances
- IV. Sell or supply dangerous substances
- V. Purchase or receive dangerous substances

Links

Smokefree Environment Act 1990:

<http://www.legislation.govt.nz/act/public/1990/0108/latest/DLM223191.html>

Alcohol and Other Drug Education Programmes – Guide for Schools

<file:///C:/Users/rachelw/Downloads/AoD+Education+Programmes+-Guide+for+schools+final.pdf>

Last Reviewed: **May 2019**

Review schedule: **Triennially**

Ratified by Board:



Rationale

The school office supports the safe administration of all 'general sale' medication. All requests to obtain any 'general sale' medication will be assessed fully and discussion concerning health condition, fluid intake, harmful effects of medication and previous use will be undertaken.

'General Sale' medication can only be administered by a first aid registered staff member. 'General Sale' medication includes those that can be purchased from a supermarket.

Purposes

1. To ensure that appropriate management is implemented.
2. To refer students for medical assessment if appropriate.
3. To seek to involve family/caregivers where appropriate within the confines of ethical and privacy standards.
4. To educate students concerning the correct usage of medication.

Guidelines

1. Family/caregivers must ensure that the school has current health/medical information on students who have conditions that may require intervention.
2. It shall be the family's/caregiver's responsibility to inform the school of any change in the student's medication.
3. Permission for Paracetamol can be authorised by family/caregivers on the enrolment form.
4. No alternative 'general sale' analgesic medication will be administered to students under 16 years of age without the consent of family/caregivers.
5. Verbal consent from family/caregivers can be given for 'general sale' medication, and this permission will be transferred to the student health record for ongoing authorisation.
6. Alternatively, requests for 'general sale' medication should be on the appropriate 'Parental Medication Agreement' form. The 'Parental Medication Agreement' Form is to be signed by the family/caregivers.
7. Students over 16 years of age will be provided with a dose of medication as recommended on the packaging if this is assessed as appropriate.
8. Fluid intake will be encouraged when student's present with headache symptoms. (Fluids will not be given where a possible need for surgical intervention is assessed.)
9. The following will also be discussed; time of last dose, frequency and reason for use, possible effects of over use of non-prescription analgesic medication (e.g. liver damage).
10. A record will be made in student's health file if any medication is administered at school and details of the health consultation will be recorded.

Related Documents

NZ Legislation	Privacy Act (1993) Medicines Act (1981)
Other related documents	'Parental Medication Agreement' form

Review cycle: Triennial

Last Review: May 2019



Rationale

The office supports the safe administration of prescription medication by a first aid registered staff member.

All prescription medication to be administered must be in the original pharmacy container with the students name and close details clearly documented on the container in English. Medication given will be documented.

Purposes

1. To safely administer medication to clients prescribed by a General Practitioner or Specialist.
2. To give clear guidelines on the administration of routine, non-emergency prescribed medication to students.

Guidelines

1. Parent's/Caregiver's have a responsibility to inform the school of any condition that requires the administration of prescription medication.
2. It is the responsibility of the Parent/Caregivers (not the school) to supply prescription medication in the original pharmacy container.
3. A first aid registered staff member will only administer medicine that is in the original pharmacy packaging, and follow the directions given. This includes the Medication name, dose, directions for administration, Doctor and pharmacy details and expiry date of medication.
4. Prescription medication will be stored as directed by the pharmacy. All prescription medication will be kept in the school safe.
5. Student's requiring medication are to present themselves to the office at the requested time. If the student does not present at the appropriate time, every effort will be made to locate the student. If the medication has not been administered the Parent/Caregiver will be notified.
6. Documentation of medication administered must be documented in the student's pastoral file by the administering staff member. Documentation must include date, time of administration, name of medication and dosage given. The student assessment, treatment and, if necessary, any monitoring and follow-up must be documented in the clinical record.
7. If the medication is refused, or not taken this shall be recorded in the student's pastoral notes and the Parent/Caregivers notified.
8. If the school is unable to find a person who is willing to administer medication, the school may ask the parent/caregiver to perform this task.

Related Documents

NZ Legislation	Privacy Act (1993) Medicines Act (1981)
Other related documents	'Parental Medication Agreement' form

Review cycle: Triennial

Last Review: May 2019



Scope

This policy and associated procedures apply to all staff, students, contractors and other visitors to the Hawera High School. It includes all forms of bullying and harassment including racial abuse, sexual harassment and harassment related to sexual orientation.

Policy

Bullying will not be accepted at Hawera High School.

Procedures

Hawera High School seeks to eliminate bullying through the following actions:

1. Involving *all* members of the school community in eliminating bullying.
2. Building a common understanding of what bullying is.
3. Gaining agreement that bullying is an unacceptable behaviour.
4. Developing clear guidelines on individual responsibility.
5. Identifying and monitoring high risk times and places.
6. Supporting victims of bullying.
7. Changing bullying behaviours.

Involve *all* members of the school community in eliminating bullying by:

- Developing and sharing base-line data on the occurrence of bullying at the school.
- Developing a school-wide anti-bullying policy, which creates a common understanding of the problem, and agreed ways of dealing with bullying.

Build a common understanding of what bullying is:

Bullying is the use of violence or threats to gain power over another person.

Bullying usually has three common features:

- It is a deliberate, hurtful behaviour
- It is repeated
- It is difficult for those being bullied to defend themselves

There are three main types of bullying:

- Physical - hitting, kicking, taking belongings
- Verbal - name-calling, insulting, racist remarks
- Indirect / emotional - spreading nasty stories, excluding from groups

Gain agreement that bullying is an unacceptable behaviour:

Raise awareness of all pupils at the school through:

- Formalised within the curriculum, i.e. taught as part of health, social education and peer support.
- Year level groups and school assemblies.
- Visiting speakers as appropriate.
- Selected student groups.

Within this, focus on the following themes:

- What is bullying?

- Why do people bully?
- Links with other abuse activities.
- Bullying can be stopped.
- Sharing the problem; telling friends, parents and teachers is an essential step.
- Everyone needs to share responsibility to help stop bullying behaviour.
- The problem is the bullying behaviour, not the victim.

Reinforce these messages in school wide forums such as assemblies and newsletters. They must have the active and visible support of all staff.

Develop clear guidelines on individual responsibility.

Maintaining a safe school is everyone's responsibility.

Most pupils (80%) are not actively involved in bullying. They neither bully nor are victims. They know it's wrong but unless they are asked for help, or are made to feel they have a responsibility or duty to act, they will silently collude with the abuse.

The school encourages the reporting of bullying. The school understands that bullying cannot flourish when it is reported openly. If pupils know that the telling will result in a fair resolution they will trust the adults with information about bad behaviour.

The school will foster this environment by constant attention to:

- Basic codes of behaviour.
- The maintenance of a co-operative, well ordered, tolerant classrooms.
- Providing pupils with the opportunity to tell, without attracting the attention of offending peers.
- Senior pupils may play a vital role in many anti-bullying activities. Eg Peer support and peer mediation programmes.

Identify and monitor high risk times and places.

- Ensure that pupils who feel vulnerable, or who are currently in a bully-victim relationship, have a safe place to go.
- Have adequate numbers of teachers monitoring all 'danger areas and times'. *In our experience most bullying incidents do not occur in classrooms. They happen at transitions between lessons, interval, lunchtime and immediately after school.*
- Continue to provide activities that involve the bullies and encourage them to participate positively.

Support victims of bullying.

All staff must be committed to a common response to bullying when it does happen. The immediate problem is the harassment and that is what must be stopped.

Dealing with a bullying incident:

First:

- Express relief that the bullying is now out in the open and can be dealt with.
- Avoid focusing on the shortcomings of the bullying victim.
- Concentrate on where the immediate problem is - the behaviour of the bully.
- The aim of any intervention must be to stop the immediate abuse.
- Ensure that the bully changes his or her behaviour.
- Make the peer group aware and ask them to help the victim.

Provide support for the victim

- Ensure the victim has access to a bully free environment at all times.
- Use reliable peers, teacher aids, senior volunteers and others as supporters.
- Spend time with the isolated pupil. This can only be a short-term measure, as most victims of bullying want to be with their peer group.

- Bullied students are encouraged access to engage with counselling to help them build confidence, develop strategies to avoid being bullied and to integrate with their peer group.
- Discourage retaliation.

Report the incident

- Bullying does not flourish when it is out in the open.
- If the incident is minor and has been resolved by the staff member who was first involved that staff member is to make a judgement and, if appropriate, record such incidents on KAMAR.
- Any incident which is more serious in nature should be passed to the Year level dean and, if necessary, a senior leadership team member for investigation and action.
- All incidents involving significant distress of one or more students, physical assault, or intimidation of individuals by groups should be reported to the year level dean.

Change bullying behaviours.

- Cultural change requires a wide spectrum of potential solutions that are transformative and preventative in focus.
- A student who has been accused of bullying has a right to natural justice and a careful, fair investigation of the incident.
- The school's preferred early intervention tools are early reporting and the no blame bullying programme.
- The school's preferred tool to hold bullies accountable and to repair the damage done is restorative justice conferencing. Restorative Justice may be used by itself or alongside formal disciplinary procedures.

Managing serious and persistent offenders

- Serious and persistent offenders will be managed using formal disciplinary procedures available to the school. These may include stand downs and suspensions that isolate the bad behaviour by removing the persistent offenders from the environment.
- Outside agencies such as Children Young Persons and Their Families Service, Specialist Education Services or the police may be involved.

Link: This policy and these procedures are consistent with the school's PB4L approach to managing behaviour.

Review schedule: **Triennially**

Last Reviewed: **June 2017**



Rationale

EOTC Programmes provide an exciting, challenging environment for personal, social and physical skills development. In addition, Outdoor Education give students knowledge of the outdoors and the opportunity to apply this knowledge in other curriculum areas.

Policy

It is the policy of Hawera High School to provide all students with safe, well planned and educationally valuable Education Outside the Classroom (EOTC) and Outdoor Education (OE) opportunities.

Guidelines

To ensure that:

- Risks associated with EOTC/OE are clearly identified and managed. Student and staff safety is paramount
- EOTC/OE activities must have a valid curriculum justification and reasonable steps must be taken to minimise disruption to student learning and expense to parents.
- EOTC/OE programmes are to be coordinated and well planned
 - Staff will endeavour to provide detailed and timely communication re EOTC to parents and students: i.e. no surprises!
 - Prior to any trip leaving the school grounds, a trip application and Safety Action Plan should be completed, submitted to and discussed with the Deputy Principal in accordance with school EOTC/OE approval procedures.
 - Required documentation will be proportionate to the level of risk involved.
 - Pre approval discussions between the applying staff member and the Deputy Principal shall include a decision as to whether a pre-trip visit is necessary.
 - EOTC/OE trips are normally approved by the Principal, acting on the delegated authority of the Board of Trustees.
 - Higher risk activities and all overseas trips require prior approval from the Board of Trustees. (Higher risk trips are defined as trips involving water based activities and overnight trips to urban centres. Examples would include Year 10 and 12 TOPEC trips and Year 12/13 chef training trips staying in the Wellington CBD).
 - Guidance ratios shall be in accordance with the degree of risk of the activity and the experience levels of the staff involved
- EOTC/OE opportunities are to be available to all students
 - Consideration will be given to facilitating the participation of students with disabilities or financial hardship and assistance will be given where practicable
- EOTC/OE activities are a natural extension of school and equally high standards of conduct are expected.
- Staff should not consume alcohol while involved in EOTC/OE activities
- EOTC/OE activities should be cost neutral to the school and the following factors should be considered; transport, accommodation, outside tutors, activities, equipment and relief
- Transport:
 - Students should not transport other students unless by specific permission of the Deputy Principal and consent of the parents involved
 - Parents transporting student must have a clean full license, written permission from the parents of the students they are transporting and current WOF on their vehicle.

Review schedule: Triennially

Last Reviewed: June 2017



This policy must be read in conjunction with the Hawera High School Education Outside the Classroom / Outdoor education Policy.

Rationale

EOTC Programmes provide an exciting, challenging environment for personal, social and physical skills development. In addition, Outdoor Education give students knowledge of the outdoors and the opportunity to apply this knowledge in other curriculum areas. Students working in the endeavour centre have a variety of needs and these must be taken into consideration when planning EOTC. EOTC for endeavour centre students should be aligned to their learning and behaviour management plans.

Policy

It is the policy of Hawera High School to provide all students with safe, well planned and educationally valuable Education Outside the Classroom (EOTC) and Outdoor Education (OE) opportunities.

Guidelines

- Prior approval for all EOTC involving endeavour centre students must be gained by the HOD Special Needs or EOTC co-ordinator.
- The school Blanket consent form enables students to participate in low risk on-site events in the school grounds and off-site events in the local community occurring in school time.
 - Off-site events in the local community are defined as events within 5km of the school site.
 - Examples of on-site events include sports events and athletics day
 - Examples of off – site events include museum, library, garden and local park visits.
- The school Blanket consent form enables students to participate in low risk events occurring or finishing outside of school hours.
 - Examples of off-site events include farm visits and local park/bush visits
- Separate consent from parents is needed for the following scenarios.
 - High risk on-site events in the school grounds and off-site events in the local community occurring in school time. Examples of these events include river swimming and rock climbing.
 - High risk off-site events occurring or finishing outside of school time. Examples of these events include river swimming and rock climbing.
 - Low and high risk off-site residential overnight events. Examples of these events include sports tournament and trips to another region, overseas trips, trips to alpine environments.

- Transport:
 - Endeavour centre students should only be transported by staff in private and school vehicles with the permission of the HOD Special Needs or EOTC co-ordinator.
 - Endeavour centre students should have two staff members with them for EOTC events outside of the school grounds.
 - Staff should not vary from the agreed EOTC activity unless they have direct permission from the HOD Special Needs or EOTC co-ordinator.
 - Staff should have a cell phone on them at all times throughout EOTC activities.
 - The HOD Special Needs and EOTC co-ordinator will undertake an analysis of the risks, and identify the management strategies required to eliminate, isolate and minimise the risks.
 - Staff are only entitled to claim mileage for EOTC events approved by the HOD Special Needs or EOTC co-ordinator.

Last Reviewed: **March 2019**

Review schedule: **Triennially**



Rationale

Hawera High School is committed to providing an appropriate health programme covering a wide range of health issues and using a variety of health professionals to encourage students to work towards their optimum well-being.

Scope

This policy applies to all staff, students, visitors, volunteers and contractors.

Policy

Hawera High School is committed to educating students to increase their knowledge and understanding of hauora and encourage that their health choices will have a positive impact on their total hauora/well-being. Students and staff are offered confidential access to professionally staffed health clinics.

Procedures

1. The school meets the requirements of the Health and Physical Education Curriculum.
2. Parents may expect their children to participate in health education programmes at school providing information on matters of personal and public health reflecting the needs of students and wider community and are welcome to contribute towards the content and evaluation of courses, at the appropriate consultation meetings.
3. The school, in a pastoral role (form teacher, School guidance counsellor or classroom teacher) or in the classroom setting can advise where sexually active students can obtain contraception and can give advice on contraception.
4. Students have a right to arrange a confidential appointment with the Health Nurse's, Clinical nurse practitioner or General Practitioner during school hours (Health Act 1956). Confidentiality shall be maintained unless issues of serious personal safety arise for the student or others. Should this occur students are to be made aware that further consultation or action will be taken by the nurse/doctor concerned. This may include leaving the school site during school hours.
5. Health Nurses may give advice on matters of personal health and under direct supervision of the Medical Officer or General Practitioner may provide contraceptives. Emergency contraception may be administered provided the nurse is certificated to do this.
6. Health nurses encourage students wherever possible to involve their parents/ caregiver in matters pertaining to their well-being. Parents/caregiver can expect teaching and health providers to act professionally within regulations and guidelines when dealing with the health education and individual needs of students.
7. The school will gather information on student well-being, including the results of anonymous student wellbeing surveys. This information will be used to modify the content and delivery of the Health Programme so as to better meet student needs.

Review schedule: Triennially

Last Reviewed: June 2017



WHAT IS GATEWAY

“Gateway – Te Tomokanga builds links between school and business and allows schools to offer workplace learning opportunities for their students. The programme will develop students’ vocational skills while at school. They will be able to get first hand experience of what it’s like in the workforce, and also to begin the qualifications needed in today’s job market’.

- Steve Maharey

The Gateway programme enables schools to help students by strengthening the range of career pathways into working life. A feature of the initiative is that students’ learning is integrated with their general education but still allows them to begin a National Certificate in a chosen trade or occupation.

For students involved in NCEA Levels I and II, they will have the opportunity to pursue these qualifications whilst beginning a trade/career specific qualification. They will be registered with the appropriate Industry Training Organization (ITO) to begin their workplace training. The School receives money, through its contract with Skill New Zealand, to pay for workplace assessments of students and to support them towards achieving unit standards.

Students chosen for the programme need to be committed to it. They will become full members of an organisation’s workplace and will be treated much the same as any other employee. They will be expected to:

1. Dress appropriately for the workplace
2. Work a FULL working day (hours specified by employer)
3. Complete a formal interview with the employer before beginning work placement
4. Complete workplace assessment requirements
5. Notify school and employer in case of illness/absence on a workplace day
6. Behave enthusiastically and politely whilst ‘on the job’



Rationale:

Work experience provides an opportunity for young people to take on adult roles in adult situations in Workplaces. In a supervised environment students can learn a range of work-related skills, explore their own capabilities, and continue to develop confidence and competence in personal and social skills.

Purposes:

1. To give students first hand experience of the world of work
2. To allow students to practice and further develop social skills.
3. To give students the opportunity to develop work related skills and values.
4. To help students develop an understanding of their own abilities and aptitudes.
5. To form valuable links between school and community.
6. To gain qualifications in the workplace.

Guidelines:

1. Students will be placed on work experience for various periods of time depending on the programme involved.
2. Family consent and health clearance will be obtained before commencement of the work placement.
3. Students will complete a First Aid Course & CV before entering the workplace, where appropriate.
4. Places will be arranged by consultation between the employer and Gateway Administrator prior to any work experience taking place.
5. An interview will be arranged where the Gateways administrator will introduce the student to their employer and a formal interview will take place employer expectations can be discussed prior to the student beginning work placement eg; punctuality, dress, appropriate behaviour, nature of work, etc.
6. Students will be informed in advance of the workplace details, e.g. address, phone number, hours of work, etc.
7. Students will work alongside other workers and experience their conditions of employment.
8. Students will report back in a number of follow-up activities after the placement has been completed.
9. The Gateway Assistant will visit/phone the place of employment to seek feedback and discuss the student's progress/attendance in the workplace.



Rationale

Hawera High School has an obligation to endeavour to keep young people safe and protected from all types of abuse - physical, sexual, social and emotional. When abuse is occurring, or suspected of occurring, either in the present or immediate past, then the resources of the school and its community should be available to help the student.

Scope

This policy applies to all Hawera High School employees and volunteer workers. The policy is effective from 21 May 2015

Purpose

- To minimise the possibility of abuse and neglect to children in the school's care.
- To offer appropriate support and help to all students who are in need of care and protection.
- To ensure the appropriate outside agencies are informed of suspected abuse so that they have the opportunity to investigate and intervene.

Principles

The principles that underpin our Child Protection Policy are:

- The school needs to ensure that all staff are safe persons to be working with students.
- All staff need the skills and knowledge to respond in a timely and appropriate manner to suspected abuse.
- It is important to allow the victim to maintain control of their decisions except where the young person is in clear and imminent danger

Child Protection Policy

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

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

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

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

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

- Develop appropriate procedures to meet child safety requirements as required and appropriate to the school
- Comply with relevant legislative requirements and responsibilities

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

Roles and responsibilities

Senior staff are responsible for:

- Maintaining current knowledge of the law as it relates to the care and protection of young people.
- Reporting abuse or suspected abuse in accordance with the current and relevant laws associated with Protection of Young People.
- Ensuring that affected students are supported while at school.
- Informing staff when a student is at risk, on a need-to-know basis.

All staff are responsible for:

- Remaining vigilant for possible abuse.
- Reporting suspected abuse to the school senior leadership team or guidance councillors.

Related documentation and information

- Further information including frequently asked questions (FAQ's) are available on the NZSTA website www.nzsta.org.nz
- Ministry of Education website www.education.govt.nz
- Vulnerable Children Act 2014
- Further information and sample child protection templates are available in the Children's Action Plan guideline Safer Organisations, Safer Children: <http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>

Review cycle: Triennial

Last Review: May 2016 (with additional clause adopted 22/06/17)



Hawera High School

Legal Responsibilities Policy

Hāwera High School

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

For more information

www.educationalleaders.govt.nz and see Home/problem solving/ Education and the Law Specific advice is available from NZSTA at 0800STAHELP.

Review cycle: Triennial

Last Review: June 2017



Hawera High School

Special Charter Policy

Hāwera High School

The following policies constitute rationale and procedures relating to certain activities that are of a “special character” nature to Hawera High School.

- Treaty of Waitangi
- Developing Awareness of South Taranaki’s History and Special Identity
- Communications
- School Uniform

Review cycle: Triennial

Last Review: June 2017



CCTV Policy

Purpose

This policy sets the framework for the closed-circuit television (CCTV) surveillance systems at Hawera High School.

Scope

The policy applies to all Board of Trustees members, employees of Hawera High School, contractors and general public who may enter Hawera High School grounds.

Definitions

“CCTV” means closed circuit television which is a reference to camera surveillance systems that capture images and/or sound of individuals or information relating to individuals.

Authorised personnel means:

CCTV administrator / High Level User	Full system access to all CCTV camera features and programming for maintenance purposes	Cyclone Computer Technician
CCTV Operator	Majority system access for all CCTV cameras on their site including some programming ability, live view, playback and export	Senior Leadership Team Computer Technician Executive Officer
CCTV View Only	Live view, playback (no export)	Deans Property Supervisor Teachers (permission from SLT must be obtained prior to viewing)

Objectives

Hawera High School aims to provide a safe and secure environment to protect staff and students by using CCTV to:

- To increase personal safety of staff, students and visitors;
- To protect Hawera High School buildings and assets;
- To assist Senior Leaders investigating student and/or staff related incident;
- To assist in managing Hawera High School, particularly areas with high Health and Safety risk.

Privacy Act

The operation of CCTV means that images and/or sound recordings of identifiable individuals will be collected, held and disclosed by Hawera High School. Compliance with the privacy Act principles is required by all Hawera High School staff.

The system

1. The system may comprise, but not limited to, a range of: Fixed position cameras; Pan Tilt and Zoom cameras; Sound recorders; Monitors; Multiplexers; digital recorders; Public information signs.
2. Cameras will be located at various places in the school, and may be relocated from time to time. CCTV may cover (but is not limited to):
 - a. Classrooms/breakout spaces/Library spaces
 - b. General circulation/Corridors/Hallways
 - c. Areas where cash, high value equipment, and high value information are stored or handled.
 - d. Areas where staff interact with students and/or the public

- e. Areas with high risk equipment, processes, or chemicals e.g. kitchens, labs, trade training areas 2.6. Car parks and Bike racks
- 3. No camera will be hidden from view.
- 4. Signage advising of CCTV equipment will be installed at entry points to the school and close to the cameras where practicable.
- 5. Any staff or student incidents or misconduct detected by CCTV will be handled in accordance with Hawera High School Policies and Procedures.
- 6. The placement of any and all CCTV equipment will not unreasonably intrude on the privacy of individuals
 - a. For example, CCTV will not be used in areas such as changing areas, or in areas where activities like massage are taking place.
 - b. CCTV footage will only be viewed by authorised personnel who have first sought permission of the Senior Leadership Team.
 - c. Footage will be viewed in accordance with the purpose of the cameras as detailed in this policy.
 - d. If cameras are located in classrooms or teaching spaces, footage will not be used to monitor teaching performance
- 7. Managers may view real time and recorded data that cover areas that they manage but may not keep recordings without going through the access storage and use process set out in this policy.
 - a. Managers must apply in writing giving reason(s) why they require real time and recorded data
- 8. Any or all cameras and sound recorders may operate 24 hours per day, 7 days per week.

CCTV footage access, storage and use

- 1. CCTV footage is stored on a secure hard drive or similar storage device.
- 2. Access to the server is restricted by Hawera High School IT policies
- 3. CCTV footage will record on the hard drive for no more than 60 days before being overwritten in a continuous recording cycle. Where an incident or suspected incident has been identified, and with the approval of the Senior Leadership Team, a portion of the footage is to be retained for that incident.
- 4. Any written request by an individual for a copy of the footage identifying them personally will be referred to the Senior Leadership Team for consideration. An application form is attached in Appendix I for use by staff and students. Any response to a request will include considerations of the ease of access to the footage, and the need to protect other people's privacy. If a request for a copy of the footage is unable to be granted without unreasonably breaching others' privacy, a written description may be provided of activities in the footage pertaining to the individual requesting the information or a viewing of footage may be arranged. Any request will be responded to within 20 working days.
- 5. The Senior Leadership Team will allow access only of relevant CCTV footage to:
 - a. Authorised personnel of Hawera High School who have requested footage in terms of this policy.
 - b. Contractors on site specifically to work on the CCTV equipment at the request of the Executive Officer.
 - c. New Zealand Police or other public sector agency such as the Privacy Commissioner.
 - d. Individuals who have formally requested information pertaining to themselves at the authorisation and direction of the Senior Leadership Team.
- 6. When a request for access to the CCTV has been received and if the footage can be located, Hawera High School will take measures to ensure the relevant footage is saved.
- 7. Hawera High School will take reasonable steps to ensure that public disclosure does not occur (i.e. not upload footage to internet, not publish still images in newspapers, not circulate it widely by email) unless the Police want it public.
- 8. Hawera High School staff will take reasonable steps to check CCTV images are accurate, complete, relevant and not misleading before using them.
- 9. All access to CCTV images will be logged where access is not by a Hawera High School staff member.

Complaints

- 1. Any complaint about the CCTV will be received in accordance with Hawera High School's formal complaints process.
- 2. Any complaint is to be forwarded in writing to the Senior Leadership Team or Board of Trustees.

Relevant Legislation

- This policy has been created by the Board of Trustees to protect the privacy of individuals and comply with its legal obligations under the Privacy Act 1993.
- The policy aims to follow best privacy practice to ensure that any image captured, collected and stored are handled in a confidential manner that protects an individual's privacy. This policy deals with all CCTV installed at Hawera High School.

Application Form for Access to CCTV Images

Hawera High School uses Closed Circuit Television (CCTV) systems for the purposes of public safety and for the objectives set out in Hawera High School's CCTV Policy. The Privacy Act 1993 gives you the statutory right of access to the CCTV images and any voice recordings we hold about you. Please complete this form if you wish to access a CCTV image. If you require assistance, please contact the Senior Leadership Team.

Name of person making the request	
Address	
Contact Number	
Email Address	

Details of image to be viewed

Date/Estimated time:	
Location:	
Reason for request:	
I acknowledge that the footage provided will only be used within the terms and purposes of the CCTV policy and will not be published on the internet or given to newspapers.	
Signed:	
Date:	

Please return this form to the Senior Leadership Team

On receipt of your completed form, we will respond to your request promptly, and in no more than 20 working days. If we encounter any difficulties in locating your image(s) we will keep you informed of our progress.

To be completed by the Senior Leadership Team

Request Approve / Declined (please circle)	
Reason if declined:	
Details	
Signed	
Date	
Enquiry completed on:	

Last Reviewed: April 2019
Review schedule: Triennially



Rationale:

To forge closer links between Hawera High School and the business community, attracting sponsorship from the business community and at the same time providing benefits to those businesses.

Purpose:

1. To enable Hawera High School to purchase additional or improved goods for the school and school groups/teams by using extra funding provided by sponsors.
2. To reduce overall costs of activities of the school.
3. To open new channels of communication with potential sponsors from the community.

Guidelines:

1. All sponsorship contracts entered into should aim to be mutually beneficial to both Hawera High School and the sponsor concerned.
2. All applications for sponsorship will be coordinated through the School Finance Administrator and approved by the Principal or the Board of Trustees if the Principal so desires.
3. The school's brand must be maintained.
4. A business may be associated with the group/team name, however, the business name must not replace or dominate the name of the school or the group/team.
5. No sponsorship from the liquor, tobacco or sex industry.
6. Logos on group/team uniforms must comply with rules for the particular code/activity/sport. In general, a logo should not exceed 10cm by 10cm or 150mm by 50mm.
7. Hawera High School will endeavor wherever possible, to use the services of businesses that provide sponsorship at the school.
8. Hawera High School will promote business providing sponsorship by including their names in appropriate school newsletters and publications and will invite them to advertise.
9. There is an onus after accepting sponsorship not to bring the company concerned into disrepute.

Links:

Last review: April 2018

Review schedule: Triennially



Hawera High School

Uniform Policy

Hāwera High School

Hawera High School is a uniform school and we promote the wearing of our uniform with pride. Uniforms create and reinforce identity, help develop self-esteem and an awareness of appropriate dress standards. Parents are expected to outfit their child in the applicable uniform. Hawera High School has uniform regulations for all students. Below are the uniform requirements for each year level.

Boys' Style Uniform	
Year 9 to Year 11	Year 12 and Year 13
Navy shorts with HHS label	Navy shorts with HHS label
Blue polo shirt with HHS name and crest	Blue dress shirt with HHS name and crest
Navy jersey with HHS name and crest	
Navy school knee high socks (may not be worn with sandals)	



Girls' Style Uniform	
Year 9 to Year 11	Year 12 and Year 13
Tartan skirt with kick pleat – knee length	Navy skirt with kick pleat – knee length
Blue polo shirt with HHS name and crest	Blue blouse with HHS name and crest
Navy jersey with HHS name and crest	
Navy ankle socks with HHS emblem / black tights (may not be worn with sandals)	

Uniform Standards

It is an expectation that every student who attends Hawera High School:

- Will wear the correct school uniform at all times, including travel to and from school
- Will keep their school uniform and footwear in a clean and tidy condition
- Will clearly name all uniform items (It is useful to have a unique or secret means of identifying items of clothing)
- Will wear the correct school uniform at formal school occasions or when representing the school on school sports and cultural trips

By enrolling your child at Hawera High School you are indicating that you accept the school uniform as determined by the Board of Trustees. The Principal and staff have delegated to them the rights to take all reasonable steps to ensure the school uniform is worn correctly and with pride. Students wearing non-regulation uniform risk having the item confiscated for a period of time.

Optional Uniform Items

- Navy blazer with Hawera High School name and crest (Year 12 and Year 13)
- Navy dress trouser (boys/girls)
- School jacket with Hawera High School name and crest
- School tie (worn only with senior uniform dress shirt or blouse)
- School carf
- School cap or brim hat with Hawera High School name and crest

Formal Uniform

To be worn at formal school occasions or when representing the school on school sports and cultural trips:

- Navy blazer with Hawera High School name and crest
- Navy dress trouser (boys/girls) or navy blue skirt (girls)
- Blue dress shirt (boys) or blouse (girls) with Hawera High School name and crest
- School tie
- Black dress shoes with navy school socks (boys) or tights (girls)

Physical Education Uniform

The following items are worn by students when they are participating in Physical Education:

- Hawera High School Physical Education shirt
- Hawera High School Physical Education shorts or dark shorts
- Non-marking sports or gym sneakers (must not have black soles)

Note: If your child participates in sports representing the school they may require further sports uniform items. All rugby, football and hockey players are expected to wear the Hawera High School sports sock.

Footwear

Students must wear plain black **polishable** shoes or black, brown or blue sandals with a back strap. Students must wear closed in shoes during Technology and ideally, Science lessons, for Health and Safety reasons.

Footwear cont...

The images below show acceptable and unacceptable footwear examples which can be purchased from various shoe retailers like Hannahs, The Warehouse and NumberOneShoes.

Acceptable Footwear Styles



Unacceptable Footwear Styles



Personal Appearance / Grooming

- One flat ring
- Necklaces must be worn under shirt/blouse at all times
- Students with pierced ears may only wear ONE plain stud or sleeper in each ear
- No tongue, nose, eyebrow, lip, cheek piercings or stretchers
- No bracelets or anklets on arms or legs (with the exception of a Medic Alert Bracelet)
- No facial hair - boys must be clean shaven at all times
- Hair should be of a natural colour
- Natural looking make up. Nail polish should be discrete and a natural colour
- Tattoos - students are encouraged to wear a uniform item that covers the tattoo at all times

Note: Students with long hair must secure their hair in Technology lessons while working with machines. Students must be prepared to, and be able to, remove all jewellery items during Physical Education and Technology lessons for Health and Safety reasons.

How to Purchase the School Uniform

- **Argyle Schoolwear**, is our main provider of school uniform. They supply all new standard uniform items through the **ArgyleOnline website**. (www.argyleonline.co.nz) Please refer to the *Uniform Checklist Forms* and *ArgyleOnline Ordering Instructions and FAQ* on the school website for further details.
- Parents/Caregivers will find this system quick, easy and efficient to use. You will be able to pay by **credit or debit card, direct credit, cheque or request a WINZ quote**. Orders are delivered directly to your home, unless stated otherwise, and the Customer Service Team is available on 0800 11 00 59 to answer any queries you may have. ArgyleOnline also have LIVE CHAT available so their operators can assist while you are online.
- The **Hawera High School Uniform Shop** will hold a range of uniform sizes for fitting purposes only. We will also supply Year 12 and Year 13 Blazers, Unisex Jackets, Physical Education Shirts and Shorts and Football/Hockey/Rugby Socks. These, and some second-hand uniform items can be purchased using cash, eftpos or cheque. The Hawera High School Uniform Shop is open during term time on the following days: **Tuesday 8.00am-9.00am/Wednesday 1.30pm-2.00pm/Thursday 3.10pm-4.10pm**
- Parents/Caregivers are reminded that if your child is leaving the school, or has outgrown their current uniform, the Hawera High School Uniform Shop may purchase any second-hand uniforms that are in good condition.



Student Behaviour Management Policy

Rationale

Self management and the ability to work with others are essential if effective teaching and learning is to take place in school, and are important life skills beyond school.

Scope

This policy applies to all staff, students, visitors, volunteers and contractors.

Policy

It is the policy of Hawera High School to manage student behaviour in respectful and restorative ways so as to:

- Maintain a safe, ordered and positive teaching and learning environment.
- Support students to develop the important life skills of self-management and the ability to work with others.

Principles and guidelines informing this policy

- Student behaviour management procedures at Hawera High School are developed in accordance with the Ministry of Education endorsed “Better behaviour for learning” programme.
- Student behaviour management uses a restorative practice approach to hold people accountable for their actions and to allow them to repair the harm that has been done.
- It is expected that school staff will model the behaviours required of their students.
- From time to time the Principal may deem it necessary to stand-down a student, or to suspend a student to the Board of Trustees disciplinary committee. Any such action will be conducted in accordance with legislation and MOE guidelines.
- School behaviour management processes are consistent with New Zealand law. Corporal punishment, seclusion and restraint are specifically prohibited, as are unusual and degrading punishments.

An overview of expectations and processes

The school behavioural expectations can be summarise as follows;

- Be responsible - Being accountable for my actions.
- Be respectful - Showing consideration for myself, others and the environment.
- Be ready to learn – be a life-long learner.

These expectations are described more fully in the Hawera High School-Wide Behavioural Expectations Matrix.

When behavioural expectations are not met the following actions are taken.

- Initially a minor incident will be dealt with by the classroom teacher or grounds duty teacher. This interaction will include a reminder of the expected behaviour and may, at the teacher’s discretion, include a minor imposition.
- More serious incidents, non-compliance or repeated unsatisfactory behaviour will be escalated to the form teacher, year level dean, school senior management and ultimately the Principal. It is expected that parents and caregivers will be contacted at this point.
- The school guidance counsellor is included in the process so that staff are aware of personal circumstances that may be contributing to the behaviour, and to provide the student with necessary support.
- Some flexibility in these procedures is allowed to fit the circumstances of individual students and incidents.

Supporting documents

- Hawera High School-Wide Behavioural Expectation Matrix
- MOE Guidelines for principals and boards of trustees on stand-downs, suspensions, exclusions and expulsions. Part 1 Legal options and duties. Part 11 Good practice.

Last Review: September 2018

Review cycle: Triennial



Guidelines

1. Complaints shall be treated according to the Secondary Teachers' Collective Employment Contract, Section 3.4, and the Support Staff in Schools Collective Employment Contract, Part 8 and provisions in the Employment Relations Act 2000 for staff on individual contracts, taking note of the concepts of "natural justice" and "common sense".
2. This policy is to be read in conjunction with "Our Code, Our Standards – Code of Professional Responsibility and Standards for the Teaching Profession", Education Council 2017.
3. Complaints against staff, whether originating from staff, students or members of the public, will be referred immediately to the Principal for investigation. The Principal may call on senior leadership for assistance.
4. Staff, who in the course of providing any sort of counseling or guidance to students, become aware of accusations of improper conduct by another teacher, or who have reason to suspect improper conduct by another staff member, must report immediately to the Principal.
5. In cases of alleged serious misconduct, where the emotional or physical safety of students could be at risk, the staff member may be suspended on full pay until the formal hearing has been completed.
6. Complaints that allege criminal actions, or actions that may involve the Police, will be referred immediately, through the Principal, to the Board.
7. When investigating complaints against teachers, the Board will follow the guidelines of the New Zealand Trustee Association handbook. When investigating complaints against non-teaching staff, the same procedures will be followed wherever practicable.
8. Complaints that remain unresolved by the Principal, in consultation with senior leadership, after a reasonable period of time, must be referred to the Board.
9. All complaints to the Board must be put in writing and addressed to the Chairperson of the Board.
10. The Board Chairperson will acknowledge the letter of complaint and the complainant will be advised in writing of the Board process.
11. The letter will be tabled at a Board meeting (in committee) and referred to the relevant parties for reporting back to the Board. The Board may appoint a committee to investigate and report back to the full Board.
12. At the meeting of the Board/Committee the reports are received, and relevant parties may be invited to speak to their complaint or answer questions. All parties to a complaint may bring a support person to any meeting where the issue is to be discussed.
13. The Board/Committee will then come to a decision or recommendation that will be communicated to the parties. (This may be confidential.)
14. Any of the parties may request the Board to reconsider their decision if new information is produced.
15. Complaints about the Principal should be made directly to the Board Chairperson in writing.

Conclusion

Complaints will be dealt with in a manner that protects the rights of all parties and works towards an appropriate conclusion as quickly as possible.

Last Reviewed: May 2019

Review schedule: Triennially