



Fairfield College

Policy Framework

2021

REMEMBER THE
3Bs | **Be** respectful
Be responsible
Be the best you can be

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Introduction

The board of trustees of Fairfield College is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.

To ensure effective school performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

Governance and Management

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

Governance	Management
<p>The ongoing improvement of student progress and achievement is the board's focus.</p> <p>The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership, with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.</p> <p>The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school.</p>	<p>The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand. [For detail see Operational Policies]</p>

In developing the above definitions for Fairfield College the board is mindful of the following excerpts from the Education Act 1989:

Education Act 1989, (Section 75, 72, 76, 65 and 66)

The Education Act 1989 was revised on 13th June 2013 to better reflect the board's primary focus of student achievement. The legal and prime responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Functions and powers of boards

- (1) A school's board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

s.72 Bylaws –

Subject to any enactment, the general law of New Zealand, and the school's charter, a school's board may make for the school any bylaws the board thinks necessary or desirable for the control and management of the school.

s.76 Principals –

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

s.65 Staff

A board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

s66 Delegations

- (1) The governing board of a board may delegate any of the functions or powers of the board or the governing board, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
 - (a) a trustee or trustees:
 - (b) the principal or any other employee or employees, or office holder or holders, of the board:
 - (c) a committee consisting of at least 2 persons, at least 1 of whom is a trustee:
 - (d) any other person or persons approved by the board's responsible Minister:
 - (e) any class of persons comprised of any of the persons listed in paragraphs (a) to (d).

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



Fairfield College

School Charter Strategic and Annual Plan for Fairfield College (2020-2022)

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Fairfield College (2020 – 2022)

Introductory Section – Strategic Intentions

Mission Statement	Committed to quality education and personal excellence
Whakatauki	<p style="text-align: center;">Dum Spiro, Spero I taku puranga hau; taku tuumanako. While I breathe I hope</p> <p>The whakatauki (school motto) was chosen in 1957 by school founders to emphasise resilience and determination in that as long as we breathe we should never abandon hope but to be resilient in overcoming inevitable adversity that can hinder progress.</p>
Vision	Fairfield College (FFC) students will be confident, connected and actively involved in life-long learning. They will pursue purposeful pathways to achieve success now and in the future.
Values	<p>The values of Respect, Responsibility, and Personal Excellence are captured in FFC’s Three B’s. The three B’s define the central values that FFC desires for all our community (students, staff, caregivers, Board of Trustees) to adopt as a guide to the way we live our lives.</p> <ol style="list-style-type: none"> 1. To be respectful 2. To be responsible 3. To be the best that you can be
Principles	<p>High Expectations – FFC supports and empowers all students to learn and achieve personal excellence regardless of their individual circumstances.</p> <p>Treaty of Waitangi – FFC acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of Te Reo Maaori and Tikanga.</p> <p>Cultural Diversity – FFC acknowledges that cultural diversity is an important dimension of New Zealand society. FFC endeavors to move beyond tolerance of difference to understanding and acceptance of other perspectives.</p> <p>Inclusion – FFC is committed to establishing a learning environment that is non –sexist, non-racist, and non-discriminatory. The school is committed to ensuring that all students are valued and that learning programmes meet the needs of all students.</p> <p>Community engagement – FFC is committed to strengthening community voice in school operations.</p> <p>Equity – FFC acknowledges the individuality of all students and endeavors to express this in the allocation of resources. The Board is committed to achieving equity in educational outcomes.</p> <p>All of the above principles appear in the New Zealand Curriculum document and the school strives to apply them to a FFC context.</p>

Maaori Dimensions and Cultural Diversity

The unique position of Maaori as tangata whenua and the importance of the principles of the Treaty of Waitangi are recognised by providing Maaori students with quality teaching and quality learning environments to facilitate their personal best in academic, cultural, social or sporting achievement. We acknowledge the mana of Maaori as the Treaty Partner to the Crown. Fairfield College recognises the Mana whenua of Ngaati Wairere and is committed to strengthening links with both Ngaati Wairere and Waikato-Tainui.

The Board’s signing of the kawenata in 2016 with Waikato-Tainui is an expression of their commitment to strengthening this relationship as we seek to raise school capacity to engage more effectively in our core business. The priorities of the iwi’s educational plan: Ko te mana matauranga are reflected in the achievement improvement goals that are set in the Charter

Ko Te Mana Matauranga: Waikato – Tainui Educational Priorities

All Waikato-Tainui tribal members are fluent in Waikato reo me oona tikanga.

All Waikato-Tainui tribal members transition into meaningful pathways

All Waikato-Tainui tribal members know their whakapapa and are connected to their marae.

Shared vision that was created through consultation with Kawenata schools – end of 2019

Every mokopuna is strong in their cultural identity and proud of who they are and where they come from

They feel happy about themselves and are connected to their whaanau and communities

They have qualifications and skills that give them choices in life as they navigate through a range of meaningful pathways

They are critical thinkers who care and are confident to express their ideas about what is right and fair in the world

They are nurtured to be the best that can be

Fairfield College is committed to implementing policies and practices that reflect New Zealand’s cultural diversity and the unique position of Maaori as the tangata whenua. Fairfield College is committed to provide quality instruction in Te Reo Maaori and Tikanga.

From 2018, all Year 9 students learn Te Reo, Tikanga, Kiingitanga, and Tainui history in a specially designed programme. All Year 10 students will access learning in this area through the Social Studies and the Te Reo option-learning programmes.

Fairfield College acknowledges and values the cultural diversity of students and staff. The school seeks to enable all students to learn from within the security of their own cultures and their shared school culture. The school acknowledges the presence of students from many races and cultures and welcomes the enrichment this brings to the school community. The school endeavors to move beyond tolerance of difference to understanding and acceptance of other perspectives. While celebrating cultural difference the school recognises the need for all students to achieve at the highest level educationally to be able to participate fully as New Zealand citizens in the 21st Century.

Baseline Data or School Context

Student Wellbeing

Improving student wellbeing is a key goal of the Board. The March 2016 Education Review Office (ERO) publications: Wellbeing for success: a resource for schools and Wellbeing for success: effective practice and the Wellbeing at School website will guide the approach that the school will develop.

The importance of student wellbeing and its link to student learning, progress, and achievement is highlighted by the following extract which is referenced in the introduction of the ERO publication Wellbeing for success: a resource for schools.

Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.

Noble, T. & Wyatt, T. (2008) Scoping study into approaches to student wellbeing. Final Report. Canberra. Department of Education, Employment and Workplace Relations. p30. (downloaded from: <https://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/introduction/>)

For wellbeing to be optimised for students it must also be a focus for staff and whaanau. This should enable the school to implement, review, and evaluate more effective and sustainable wellbeing practices. Covid-19 hampered the planned data gathering and analysis in 2020 and this will be completed in March 2021 where randomly selected students at each year level will be invited to complete a wellbeing survey. A staff group and also a whaanau (community) group will also be invited to complete a survey. From these surveys the school will develop a plan to address areas that the wellbeing surveys identify. The survey will be repeated at the end of Term 3 and a data analysis will be carried out of both sets of survey data.

This will be repeated in 2022.

Student Learning	<p>Raising the percentage of students, and particularly Maaori students, that achieve NCEA Level 2 and Level 3 is a major school focus. From 2019 a new enrolment-based measure replaced the previous roll-based and participation measures. Improving the new enrolment-based measures for NCEA Level 2 and Level 3 will require the school to continue their focus on student retention and strengthen their approach to supporting Year 12 and Year 13 leavers to link with purposeful post-secondary pathways. NCEA Level 2 achievement and the purposeful post-secondary pathways features in the achievement challenges at the secondary level for Te Pae Here (Kaahui Ako).</p> <p>Improving Year 9, Year 10, and Year 11 literacy and numeracy remains a key priority and this features in Te Pae Here's achievement challenges.</p>
Student Engagement	<p>Student attendance is one indicator that the school will use to show improved engagement for 2021. Improvement attendance goals will be set at all levels with a focus on Maaori student attendance.</p> <p>In 2021, the school will develop a matrix system to identify key engagement measurements for all students. This will include areas such as cultural and identity connection (including Kapahaka and Te Reo but personalised to the ethnicity profile of each student), sports and/or other hobby interest. This matrix will be used to assess and support student engagement development.</p>
School Organisation and Structures	<p>School organisation and structures are outlined in the Fairfield College Board of Trustees Policy Framework, however, there is board and staff representation around the following key areas: Pastoral, Finance, Property, Personnel, and Health and Safety</p>
Review of Charter and Consultation	<p>Charter review inclusive of community consultation is a key component of the Board's self-review model.</p>

Strategic Section – Planning and Reporting

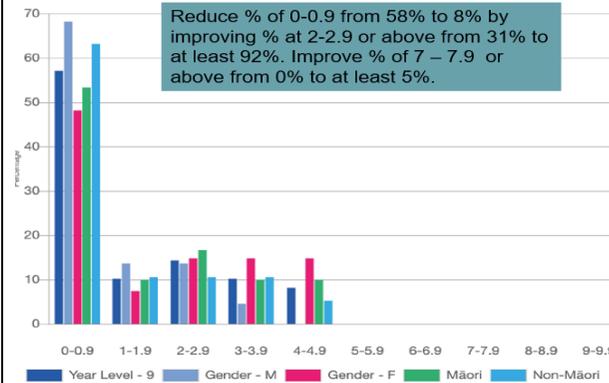
<i>Strategic Goals</i>		<i>Core Strategies for Achieving Goals 2020-2022</i>
Students' Learning	To improve the engagement, retention and achievement of all Year 11, Year 12, and Year 13 students with a focus on Maaori students.	<ul style="list-style-type: none"> • To raise Year 12 and Year 13 enrolment based NCEA achievement to the comparable national benchmark levels. • To raise Year 12 achievement for NCEA numeracy and literacy to the comparable national benchmark level. • To strengthen personalised mentoring and academic tracking within the Waananga Akotahi framework. • To strengthen school vocational pathways. • To continue to emphasise the importance of developing culturally responsive and relational pedagogy. • To continue to strengthen school whaanau relationships. • To effectively, support, and embed the waananga akotahi programme. • To implement, monitor, and evaluate school wide learning cultural shifts to support school wide structural refiguring of streaming shifts. • To strengthen school reporting and achievement monitoring.
	To improve student engagement, progress, and achievement of Year 9 and Year 10 students with a focus on improving literacy, numeracy, and identity.	<ul style="list-style-type: none"> • To progress numeracy and literacy levels of Year 9 and Year 10 students. • In collaboration with Fairfield Intermediate implement, monitor, and evaluate the "Write that Essay Programme." • To continue to emphasise the importance of developing culturally responsive and relational pedagogy. • To continue to strengthen school whaanau relationships. • To effectively implement, support, and embed the Waananga Akotahi programme. • To strengthen the school programme of teaching Te Reo, Tikanga, and NZ History with a strong focus on Waikato-Tainui and Ngaati Wairere. • To strengthen school programme of promoting identity as part of the wellbeing focus. • To implement, monitor, and evaluate school wide learning cultural shifts to support school wide structural de streaming shifts.

Student Engagement	To improve overall student attendance with a focus on Maaori students.	<ul style="list-style-type: none"> To strengthen school attendance support programme and use the Hononga team effectively to support improved attendance
School Organisation and Structures	To effectively implement, monitor, and review the Hononga programme so that we are able to sustain it beyond the funding cycle.	<ul style="list-style-type: none"> Implement system of review to provide feedback to the Board and other agencies about the effectiveness of programme. Ensure that student, whaanau, and staff voice are included in review system.
Pastoral	To effectively implement the Ka ora Ka ako Healthy Lunches Programme.	<ul style="list-style-type: none"> To ensure that student and whaanau voice are reflected in the Ka ora Ka ako planning, implementation, and review.
Finance	To develop a communication strategy to stimulate roll growth.	<ul style="list-style-type: none"> A communication strategy has been implemented which is inclusive of monitoring mechanisms. Roll growth goals have been established which are informed by forecasting information of residential roll growth.
Property	To ensure that school property is effectively planned, implemented, and reviewed.	<ul style="list-style-type: none"> To work with MOE, project managers, and school community so that school building situation is primed to take advantage of future growth. A property committee is in place to provide recommendations to the Board.
Personnel	In reference to the Accord develop a staff development and evaluation programme that supports and enhances performance – see the following link: https://teachingcouncil.nz/content/appraisal	<ul style="list-style-type: none"> In reference to the Accord collaboratively design and implement an effective staff professional growth cycle. Provide a report to the Board in Term 4 in regard to school programme.
Health and Safety	To ensure the school has in place Health and Safety policy and procedures that meet the requirements of the Health and Safety at Work Act 2016.	<ul style="list-style-type: none"> An active Health and Safety committee is in place. Informative and timely health and safety reports are provided to the Board of Trustees at each scheduled Board meeting. Comprehensive health and safety records are maintained that enable the school to contrast performance from previous records. These records show an improvement in school health and safety performance.

Annual School Improvement Plan – SUMMARY

<i>Domain</i>	<i>Strategic Goals</i>	<i>Targets</i>	<i>Short Report</i>
Wellbeing	To strengthen student and teacher wellbeing	<ul style="list-style-type: none"> • Targets will be based on the March 2021 survey information 	
Students' Learning	To improve student engagement, progress, and achievement at NCEA Level 2 and Level 3 with a particular focus on Maaori students.	<ul style="list-style-type: none"> • To improve the enrolment-based percentage of Year 12 Maaori students that achieve NCEA Level 2 to at least the level of the national school decile 1 -3 level. In 2020, the FFC figure was 43.5% and the national decile 1-3 figure was 66.3% • To improve the enrolment-based percentage of Year 13 Maaori students that achieve NCEA Level 3 to at least the level of the national school decile 1-3 level. In 2020 the FFC figure was 46.7% and the national figure was 58.4% • To raise the percentage of Year 12 Maaori students who achieve NCEA 1 literacy and numeracy to at least 90%. In 2020, the FFC figure for literacy was 72.5% and the numeracy level was 73.9% • To support 100% of Year 12 and Year 13 school leavers to pursue purposeful post-secondary school pathways (further training or employment). • In response to the July 2020 Year 9 Diagnostic Writing Test we aim to achieve the following Compositional Skills Index(CSI) shifts for Year 10 students: 	

To improve student engagement, progress, and achievement of Year 9, Year 10, and Year 11 students with a focus on improving literacy and numeracy levels



- *Composition Skills Index (CSI) was developed by Dr Ian Hunter in 2010 as a means of identifying*
- *the key writing skills needed for success in school life today.*
- *Externally marked to ensure objectivity, the test reports on common writing skills such as*
- *spelling, punctuation, and capitalisation, but more importantly on key skills which influence*
- *writing outcomes as the student progresses in their education: fluency, structure, analytical ability, style, precision, coherence, clarity, and development*

- To support all Year 9 and Year 10 students to move at least two curriculum sub levels in the number and algebra strands

Student Engagement

To improve school levels of attendance at all year levels by 5%.

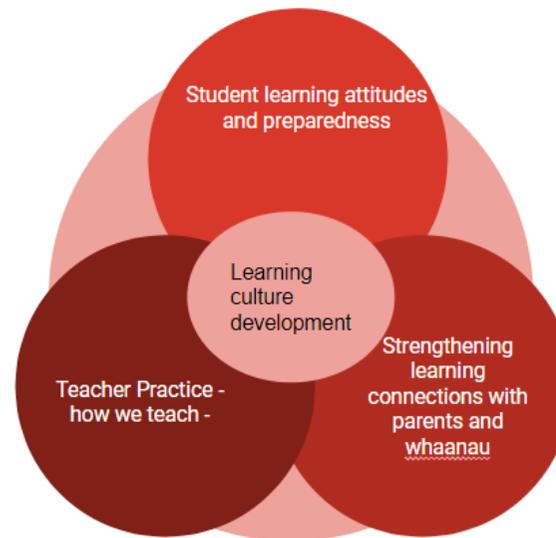
- To implement school attendance strategies (improve communication at all levels).

School Organisation and Structures	To provide effective systems of review of: <ul style="list-style-type: none"> ▪ Waananga Akotahi ▪ Wellbeing innovations ▪ NCEA national changes ▪ Refiguring streaming ▪ Ka ora Ka ako free lunches programme 	<ul style="list-style-type: none"> • Implement system of review to provide feedback at a Board level about the progress of the innovations. • Ensure that student, whaanau, and staff voice are included in review. • Provide clear next steps to be followed as a result of reviews. 	
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Key Improvement Strategies

There are primary goals that we need to plan, implement, monitor, and review if we are to achieve the achievement improvement goals that the Board has set:

1. Strengthen Collaborative Inquiry processes linked to mahi tahi.
2. Ensure that Cultural Relationships for Responsive Pedagogy is the main focus of staff professional learning – including Rongohia te Hau.
3. Develop and implement a wellbeing strategic plan at the student and the staff level.
4. Strengthen school curriculum to include more purposeful vocational pathways for students.
5. To implement, monitor, and evaluate school wide learning cultural shifts to support school wide structural refiguring of streaming shifts – See model below which also includes feedback that the school received in meetings that were held with parents regarding the refiguring of streaming at Fairfield College on November 19 and November 25th 2020.



Teacher Practice	Student learning preparedness	Learning connections with whaanau
<ul style="list-style-type: none"> • Pld that includes: decolonising education and undoing the factory model of education, differentiated planning and learning, Strengthening cultural relationships for responsive pedagogy including effective implementation of Rongohia te Hau, Effective use of Digital tools—Education Perfect and Write that Essay, Neuro-science how does the brain develop and the link to learning. Growth mindset v fixed mindset. • Providing more opportunities for faculties to meet. 	<ul style="list-style-type: none"> • Communication of the why and connect with students. (Why has streaming been refigured?) • Special Assembly Year 9 and Year 10 (2020). • And Year 11 (2021). • Develop a survey to seek feedback ongoing. Regular student evaluation of lessons. • Clearly communicate expectations (student/staff/community) are implemented and acted on. • continued focus on attendance • Ensure students know why we are destreaming. • 	<ul style="list-style-type: none"> • Communication of the why and connect with whaanau, plan for information evening, develop a survey to see feedback (ongoing). • Class meetings with whaanau. Meet teachers, share contact information, outline programmes and student work. • Strengthen pastoral processes that reinforce the message of ‘learning and class’ is important. • Sustain Te Hononga programme. • Learning conferences—what do we want them to look like in 2021? Give time eg) postcards, Akotahi. • Marae Committee Representative and Eddie Neha’s role. • An online forum for parents to connect

<ul style="list-style-type: none"> • Improving consistency of teacher practice. <ul style="list-style-type: none"> ▪ deadlines for assessments (stick to them). ▪ time to mark, moderate and post grades needs to be consistent. • Provide opportunities for teachers and teacher aides to meet and plan / share information. • Need to ensure all staff know the school expectations and we have reminders (school policies). • Identify and support students that have learning difficulties – differentiate learning. 		<p>and share information, resources, ideas, do supporting and strengthening relationships with teens</p> <ul style="list-style-type: none"> • More casual informal evenings • Have learning circles to discuss how students are doing • Have get together at the beginning of year, with all year groups to get to know teachers in an informal setting.
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<i>When</i>	<i>What (examples)</i>	<i>Who</i>	<i>Indicators of Progress</i>
Strengthen school wide application of a culturally responsive and relational pedagogy			
End of Term 1 and Term 3	Implement effective professional learning cycles that are underpinned by mahi tahi groups that engage in collaborative inquiry to improve student engagement and achievement – Cultural Relationships for Responsive Pedagogy and Rongohia te Hau are the primary drivers for change.	Principal, DP, and school professional learning organisation team (PLOT).	Improvement in student engagement that is referenced by improvement in Year 9 and Year 10 attendance as well as improved retention at the Year 11 to Year 13. The school has also engaged in effective communication cycles regarding all school leavers. This is evidenced through records and knowledge of leavers' destinations. This could also be evidenced through improved NCEA achievement and improved Year 9 and Year 10 numeracy and literacy levels.
Strengthen school curriculum to include more purposeful vocational pathways for students			
End of Term 1 and end of Term 4	To continue to develop effective learning programmes with external partners that improve Year 12 and Year 13 students.	Principal and Pathways Director	Improved engagement, retention, and achievement for Year 12 and Year 13 students that position them on purposeful vocational pathways. The school has in place an effective school leavers data base that can effectively track school leaver pathways.
Implement a timely and responsive mentoring and support programme for students and whaanau.			
Ongoing throughout the year	Through the Waananga Akotahi programme develop Individual Learning and Achievement Plans for each student. Meet with whanau at least twice a year to discuss plan.	Deputy Principals and Learning and Achievement Advisor	Individual Goal sheets have been developed and meetings with whaanau have occurred that result in improved engagement, progress, and achievement.

Monitoring

Progress toward these goals will be monitored through designated leaders and supporting teams. This progress will be reported to the Principal, and the Board of Trustees, at least twice in Term 2 and 3 and once in Term 1 and 4.

Appropriate responses will be informed by these progress reports based on the progress of these reports.

Funding to support goals are:

* The Board agrees to commit \$150,000 from this year's surplus to aid the transition to a non-streamed class structure and to implement strategies that will improve our capacity to engage students in learning, enable greater progress, and raise achievement.

* Subscriptions for Education Perfect and Write that essay to support the move away from Streaming classes as per Charter Goals **\$36570**

Two additional Main Stream Teacher Aides to assist teachers with the transition to a more equitable non-streamed class structure. **\$71000**

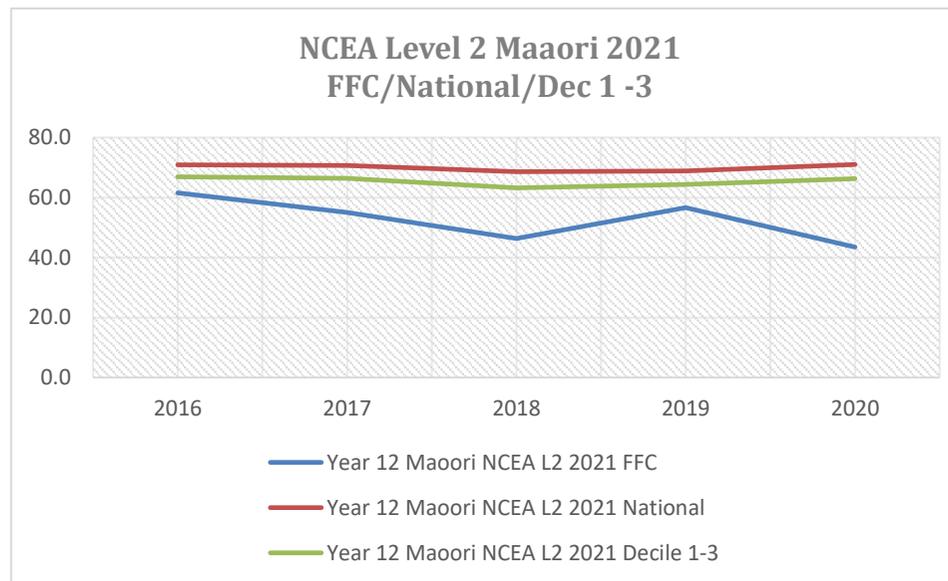
% Wellbeing in school is still a focus going forward and this reflects commitment to promoting that. **\$15000**

Analysis of Variance of 2020 Planning and Reporting Achievement Improvement Targets

Target

To improve the enrolment-based percentage of Year 12 Maaori students that achieve NCEA Level 2 to at least the level of the national school decile 1 -3 level. In 2019, the FFC figure was 56.7% and the national decile 1-3 figure was 64.3%

Achievement and Analysis



Year 12 Maaori NCEA L2 2016-2020			
	FFC	National	Decile 1-3
2016	61.5	70.9	66.9
2017	55.0	70.7	66.4
2018	46.3	68.6	63.2
2019	56.7	68.9	64.3
2020	43.5	71	66.3

2020 was a challenging year, however, the majority of Year 12 Maaori students that were retained until the end of the year achieved NCEA Level 2. The 43.5% enrolment based achievement figure is less than the 66.3% figure that we set as a goal (national Decile1 -3) and also less than the 56.7% figure that the school achieved in this category in 2019.

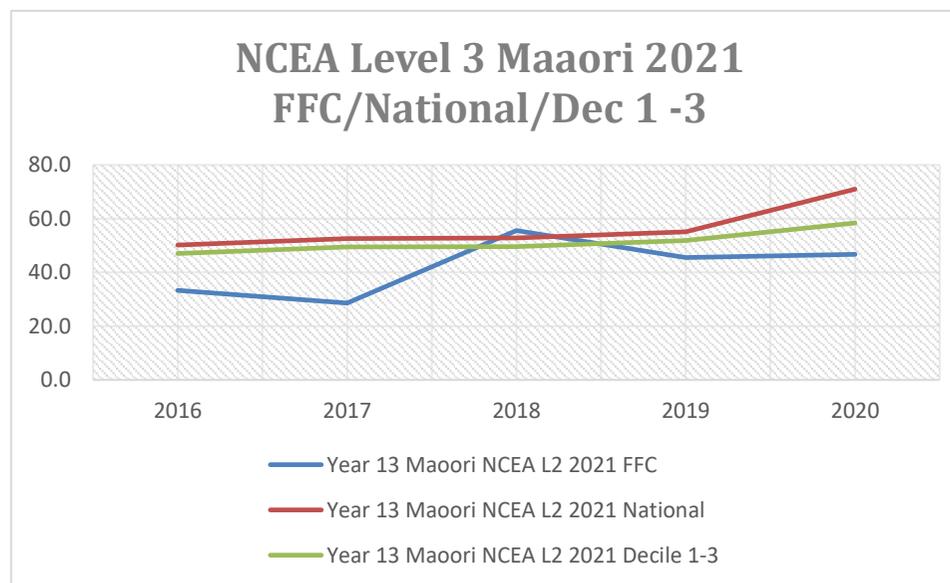
The following table of data provides a sense of perspective to the 43.5% figure. The table identifies the number of Maaori students that left school before the end of the year but were still included in the denominator from which the 43.5% is generated (enrolment based). The table shows that by the end of July there were 16 Year 12 Maaori students that had left school. It is my contention that these students did not remain at school for a long enough period to achieve NCEA Level 2. If these 16 students were not included in the data than our NCEA Level 2 achievement figure would rise to 56.7%. Of the 16 students that left Fairfield College 10 students (62.5%) were either engaged in further education or employment.

Months left FFC 2020	Number of Year 12 Maaori students	Further Training	Employment	Unknown
Feb - Apr	4	4		
May- July	12	5	1	6
Aug - October	7		1	6
Nov – Jan (2021)	2			2

Another interesting point to note is that 15 of the 39 (38.4%) Year 12 Maaori students that did not achieve NCEA Level 2 in 2020 have returned to school sheds further light on the 43.5% figure. It is crucial that we set up a personalized plan for these students, and all other students that fit into this category, to achieve at least NCEA Level 2 in 2021. The personalized mentoring and support that we have put in place will support most of these to achieve the NCEA Level 2 in 2021.

In 2021 greater focus will be placed on retention and more personalised mentoring to enable us to make greater progress to achieving this goal.

To improve the enrolment-based percentage of Year 13 Maaori students that achieve NCEA Level 3 to at least the level of the national school decile 1 -3 level. In 2019, the FFC figure was 45.5% and the national figure was 51.9%.



Year 13 Maaori NCEA L3 2021			
	FFC	National	Decile 1-3
2016	33.3	50.2	47.0
2017	28.6	52.6	49.5
2018	55.6	52.9	49.6
2019	45.5	55.1	51.9
2020	46.7	71	58.4

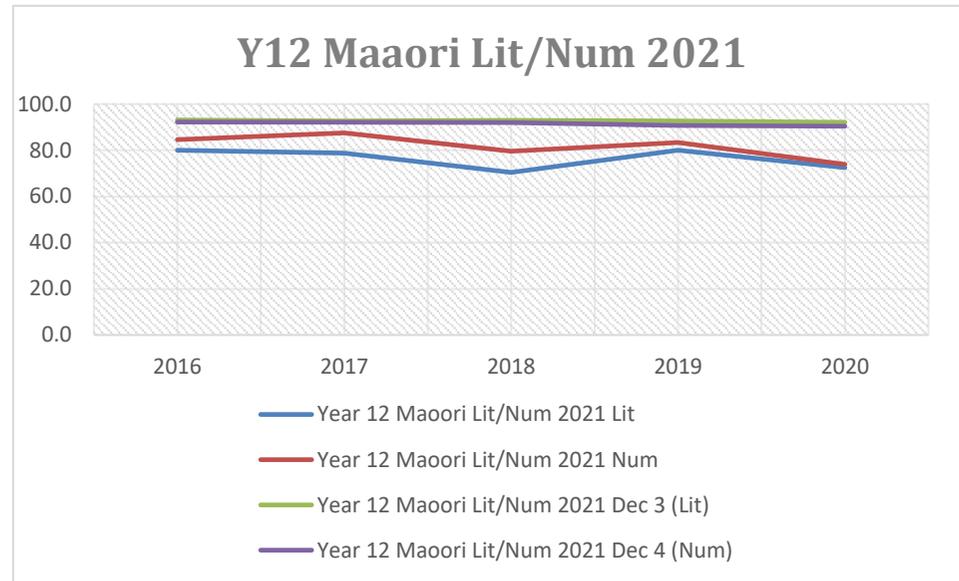
2020 was a challenging year, however, the majority of Year 13 Maaori students that were retained until the end of the year achieved NCEA Level 3. The 46.7% enrolment based achievement figure is less than the 58.4% figure that we set as a goal (national Decile1 -3) but more than the 45.5% figure that the school achieved in this category in 2019.

The following table of data provides a sense of perspective to the 43.6% figure. The table identifies the number of Maaori students that left school before the end of the year but were still included in the denominator from which the 46.5% is generated (enrolment based). The table shows that by the end of July there were 9 Year 13 Maaori students that had left school. It is my contention that these students did not remain at school for a long enough period to achieve NCEA Level 3. If these 9 students were not included in the data than our NCEA Level 3 achievement figure would rise to 63.6%. Of the 9 students that left Fairfield College 3 students (33.3%) were either engaged in further education or employment.

Months left FFC 2020	Number of Year 13 Maaori students	Further Training	Employment	Unknown
Feb - Apr	2	1	1	
May- July	7		1	6
Aug - October	7	1	1	5
Nov – Jan (2021)	5	1	2	2

In 2021 greater focus will be placed on retention and more personalised mentoring to enable us to make greater progress to achieving this goal.

To raise the percentage of Year 12 Maaori students who achieve NCEA literacy and numeracy to at least 90%. In 2017, the FFC figure for literacy was 70.4% and the numeracy level was 79.6%.



Year 12 Maaori Literacy/Numeracy 2021				
	Lit	Num	Dec 3 (Lit)	Dec 4 (Num)
2016	80.0	84.6	93.1	92.2
2017	78.8	87.5	92.7	92.1
2018	70.4	79.6	92.9	92
2019	80.0	83.3	92.7	90.7
2020	72.5	73.9	92.1	90.4

The sixteen before July had

impact on the school's capacity to achieve this goal. There was a total of 50 students out of a possible number of 69 students that achieved literacy and numeracy. If the 16 leavers were removed from the total number of students, the % would increase for both literacy and numeracy to 94%.

school leavers a significant

To support 100% of year 12 and year 13 school leavers to pursue purposeful post-secondary school pathways (further training or employment).

FFC Leavers Data 2020 Year 13					
	Tertiary	University	Employment	Seeking Employment	Unknown
Asian	3	2	1		0
New Zealand European	4	8	5	4	2
Maaori	10	2	14	8	7
Pasifika	1	1			2
Other	1	1			1
Total	19	14	20	12	12
				53	77
% of Year 13 students studying of employed				68.83	
% of Year 13 students not in education, employment, or training (NEET)				31.17	

The Year 13 table of data indicates that there were 68.83 % of year 13 leavers that are pursuing either employment or further educational pathways. We are in the process of contacting unknown destination students (12) so that we are able to support them to transition to a pathway of further training or employment. We are also maintaining contact with the 12 students that are seeking employment so that we are able to assist them to either find employment or engage in training of further study. To achieve our goal for Year 13 Leavers we need to reduce the NEET percentage to 0%

FFC Leavers Data 2020 Year 12					
	Course	Another school	University	Employment	Unknown
Asian				1	
New Zealand European	6			1	1
Maaori	11	1	0	12	7
Pasifika					0
Other		1			0
Total	17	2	0	14	8
				33	41
% of Year 12 students studying of employed					80.49
% of Year 12 students not in education, employment, or training (NEET)					19.51

The Year 12 table of data indicates that there were 80.49 % of year 12 leavers that are pursuing either employment or further educational pathways. We are in the process of contacting the eight students with unknown destination so that we are able to support them to transition to a pathway of further training or employment. To achieve our goal we need to reduce the percentage of NEET students to 0%

In line with the write that essay programme achieve a 5% improvement in CSI (Composition Strength Indicator an amalgam of writing results) ratings for Year 9 and Year 10 students.

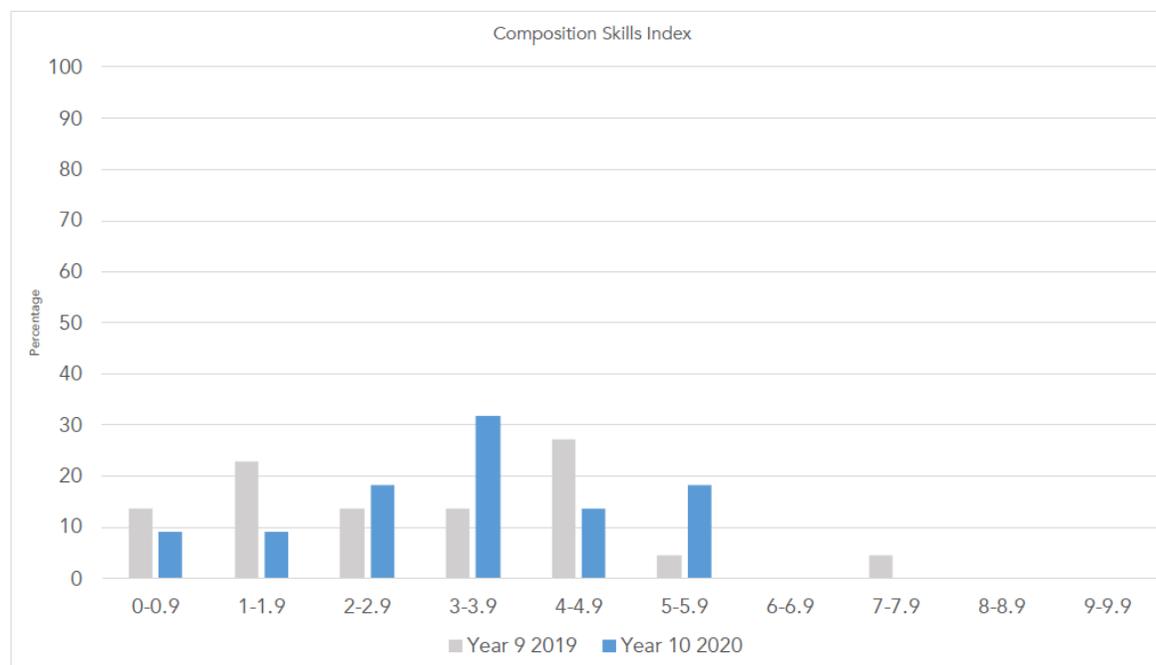
The graph below shows the following improvements:
0 – 0.9 (reduced by 3%), 1-1.9 (reduced by 13%), 2-2.9 (increased by 5%), 3-3.9 (increased by 18%)
4-4.9 (decreased by 16%), 5-5.9 (increased by 14%) and 7-7.7 (decreased by 4%).

The results show improvements in most areas by at least 5% which is pleasing. The drop in the 7 to 7.9 is an issue that needs further inquiry. The comparison is limited to 24 students who completed the WTE diagnostic test in both August 2019 and November 2020. One student’s shift represents 4.16%. This could explain the 7-7.9 shift?



Composition Skills Index

Year 9 2019 | Year 10 2020



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To improve school levels of attendance at all year levels by 5% (half days)

It is affirming to see the improvement for half day attendance at all levels except for year 10. The 12% improvement in attendance for Year 11 students and a 6% improvement for year 13 students is particularly pleasing. The decline in % attendance of periods is a concern and I will be working with Mr Macpherson and Ms Winchester to understand this data further and to develop approaches to address this anomaly.

Year Level	Half Days (% attended)		Periods (% attended)	
	2019	2020	2019	2020
Year 9	81.2	82.2	72.9	60.1
Year 10	80.8	80.3	74.6	57.9
Year 11	71.9	83.5	64.2	60.4
Year 12	74.3	75.5	64.7	48.0
Year 13	73.3	79.3	57.5	54.1

Part 2

Governance Policy

These governance policies outline how the board will operate and set standards and performance expectations that create the basis for the board to monitor and evaluate performance as part of its ongoing monitoring and review cycle. (See 3 year review programme).

1. Board Roles and Responsibilities Policy

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

Representation
Leadership
Accountability
Employer Role

The board	The Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them	1.1 The board leads the annual charter review process 1.2 The board sets/reviews the strategic aims 1.3 The board approves the annual plan and targets and ensures the Charter is submitted to the Ministry of Education (MoE) by 1 March each year 1.4 Regular board meetings include a report on progress towards achieving strategic aims 1.5 The Charter is the basis for all board decision making
2. Monitors and evaluates student progress and achievement	2.1 The board approves an annual review schedule covering curriculum and student progress and achievement reports 2.2 Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Protects the special character of the school (Special character schools)	3.1 Special character is obviously considered in all board decisions 3.2 Special character report is included at every board meeting as part of the principal's report
4. Appoints, assesses the performance of and supports the principal	4.1 Principal's performance management system in place and implemented
5. Approves the budget and monitors financial management of the school	5.1 Budget approved by the first meeting each year 5.2 Satisfactory performance of school against budget
6. Effectively manages risk	6.1 The board has an effective governance model in place 6.2 The board remains briefed on internal/external risk environments and takes action where necessary 6.3 The board identifies 'trouble spots' in statements of audit and takes action if necessary 6.3 The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action

The board	The Standards
7. Ensures compliance with legal requirements	7.1 New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members 7.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary 7.3 Accurate minutes of all board meetings, approved by board and signed by chair 7.4 Individual staff/student matters are always discussed in public excluded session 7.5 Board meetings have a quorum
8. Ensures trustees attend board meetings and take an active role	8.1 Board meetings are effectively run 8.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them 8.3 Attendance at 80% of meetings (min.) 8.4 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)
9. Approves major policies and programme initiatives	9.1 Approve programme initiatives as per policies 9.2 The board monitors implementation of programme initiatives
10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	10.1 The Treaty of Waitangi is obviously considered in board decisions 10.2 The board, principal and staff are culturally responsive and inclusive
11. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) 11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct 11.3 Ensures there is ongoing monitoring and review of all personnel policies
12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	12.1 Successful resolution of any disputes and conflicts referred
13. Represents the school in a positive, professional manner	13.1 Code of behaviour adhered to
14. Oversees, conserves and enhances the resource base	14.1 Property/resources meet the needs of the student achievement aims
15. Effectively hands over governance to new board/trustees at election time	15.1 New trustees provided with governance manual and induction 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme 15.3 Appropriate delegations are in place as per s66 Education Act 15.3 Board and trustees participate in appropriate professional development

Review schedule: Triennially

Reviewed by Board of Trustees 8th March 2021

2. Responsibilities of the Principal Policy

The principal is the professional leader of the school and the board's chief executive working in partnership with the board of trustees. The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's Charter or expressed values or commonly held professional ethic.

Alongside their professional role, the principal's key contribution to **day-to-day management** of the school is as per the management definition in the introduction to this governance manual.

The principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation. From time to time the chair of the board acting within delegated authority may issue discretions in policies of the school, in minutes of the board, or by written delegation.

The responsibilities of the principal are to:

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

Only decisions made by the board acting as a board are binding on the principal unless specific delegations are in place. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the principal except in rare circumstances when the board has specifically authorised it.

The relationship is one of trust and support with expectations documented in the relationship policy. All parties work to ensure "no-surprises".

The principal is not restricted from using the expert knowledge of individual board members acting as community experts.

Review schedule: Triennially

Reviewed by Board of Trustees 8th March 2021

3. Disciplinary Process in Relation to the Principal Policy

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

Review schedule: Triennially

Reviewed by Board of Trustees 8th March 2021

4. Principal Professional Expenses Policy

A budget for professional expenses and for professional development will be established annually in accordance with the principal's professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the board. Any overseas trips for professional development must be approved by the board of trustees at least one term in advance of the event.

Professional development expenses may include but are not confined to: continuing education, books and periodicals, mentoring, and attendance at professional conferences.

Review schedule: Triennially

Reviewed by Board of Trustees 8th March 2021

5. Reporting to the Board Policy

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

1. Inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic aims are based.
2. submit written reports covering the following management areas for each board meeting:
 - principal's management report including:
 - i. Strategic Aim Report
 - ii. Personnel Report
 - iii. Finance Report
 - iv. Variance Report
 - v. Key Performance Indicators
- and,
 - the coordination and approval of the following reports:
 - i. Student Progress and Achievement Report
 - ii. Curriculum Report
3. inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
4. submit any monitoring data required in a timely, accurate and understandable fashion
5. report and explain financial variance against budget in line with the board's expectations
6. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
7. report and explain roll variance against year levels and reasons on a per meeting basis
8. present information in a suitable form – not too complex or lengthy
9. inform the board when, for any reason, there is non-compliance of a board policy
10. recommend changes in board policies when the need for them becomes known
11. highlight areas of possible bad publicity or community dis-satisfaction
12. coordinate management/staff reports to the board and present to the board under the principal's authority
13. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
14. report on any matter requested by the board and within the specified timeframe

Review schedule: Triennially

Reviewed by Board of Trustees 8th March 2021

6. Trustees' Code of Behaviour Policy

The board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall:

1. Maintain and understand the values and goals of the school
2. Protect the special character of the school
3. Ensure the needs of all students and their achievement is paramount
4. Be loyal to the school and its mission
5. Publicly represent the school in a positive manner
6. Respect the integrity of the principal and staff
7. Observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school
8. Be diligent and attend board meetings prepared for full and appropriate participation in decision making
9. Ensure that individual trustees do not act independently of the board's decisions
10. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
11. Avoid any conflicts of interest with respect to their fiduciary responsibility
12. Recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
13. Recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation, can speak for the board
14. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
15. Be available to undertake appropriate professional development

I, _____, have read and understood this Code of Behaviour Policy and agree to follow and abide by it to the best of my ability.

Signature:

Name and Position:

Date:

Review schedule: Triennially

Reviewed by Board of Trustees 5th August 2020

7. Trustee Remuneration and Expenses Policy

The board has the right to set the amount that the chair and other board members are reimbursed for attendance at board meetings in recognition that these fees cover the expense of attending board meetings. The principal, as a member of the board is entitled to the same payment as all other trustees except the chair. Currently at xxx school;

- 1 The chair receives \$75.00 per board meeting
- 2 Elected board members receive \$55.00 per board meetings
- 3 There is no payment for working group/committee meetings
- 4 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- 5 Attendance costs for professional development sessions will be met by the board of trustees. Prior approval must first be sought
- 6 All other reimbursements are at the discretion of the board and must be approved prior to any spending occurring

Review schedule: Triennially

Reviewed by Board of Trustees 5th August 2020

8. Conflict of Interest Policy

The standard of behaviour expected at Fairfield College is that all staff and board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's ability to protect the integrity and reputations of board members and meet legislative requirements. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

In the course of board meetings, board members will disclose any interests in a transaction or decision where their family, and/or partner, employer, or close associates will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question.

Review schedule: Triennially

Reviewed by Board of Trustees 5th August 2020

9. Chair's Role Description Policy

The chair of Board of Trustees of Fairfield College safeguards the integrity of the board's processes and represents the board of trustees to the broader community. The chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board in order that collective opinion can be developed and a board decision reached. The board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the chair.

The Chair:

1. Is elected at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the board*
2. Welcomes new members, ensures that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new trustee induction
3. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
4. Leads the board members and develops them as a cohesive and effective team
5. Ensures the work of the board is completed
6. Ensures they act within board policy and delegations at all times and do not act independently of the board
7. Sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
8. Ensures the meeting agenda content is only about those issues which according to board policy clearly belong to the board to decide
9. Effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant board policies*
10. Ensures interactive participation by all board members
11. Represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person/s and is the official signatory for the annual accounts*
12. Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions
13. Establishes and maintains a productive working relationship with the principal
14. Ensures the principal's performance agreement and review are completed on an annual basis
15. Ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
16. Ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint

** Legislative Requirement*

Review Schedule: Annually in November or prior to meeting when chair is elected

Reviewed by Board of Trustees 5th August 2020

10. Staff/Student Trustee Role Description Policy

The staff/student trustee fulfils legislative requirements relating to board composition. The role of the staff/student trustee is to bring a staff/student perspective to board decision making and discussion.

As a trustee the staff/student trustee has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountabilities as all other trustees.

Staff/Student Trustee accountability measure	Standard
1. To work within the board's Charter	1.1 The Charter is obviously considered in board decisions
2. To abide by the board's governance and operational policies	2.1 The staff/student trustee has a copy of the Governance Manual and is familiar with all board policies
3. The staff/student trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1 The staff/student trustee is not a staff/student advocate 3.2 The staff/student trustee does not bring staff/student concerns to the board
4. The staff/student trustee is bound by the Trustee Code of Behaviour	4.1 The staff/student trustee acts within the code of behaviour
5. It is not necessary for the staff/student trustee to prepare a verbal or written report for the board unless specifically requested to from the board	5.1 No regular reports received unless a request has been made by the board on a specific topic.

Review schedule: Triennially

Reviewed by Board of Trustees 5th August 2020

11. The Relationship between the Board and the Principal Policy

The performance of the school depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. The board and the principal form the leadership team and as such clear role definitions have been developed. The Responsibilities of the Principal and Responsibilities of the Board policies along with the board's agreed Code of Behaviour should be read alongside this policy.

1. This relationship is based on mutual respect, trust, integrity and ability.
2. The relationship must be professional.
3. The principal reports to the board as a whole rather than to individual trustees.
4. Day to day relationships between the board and the principal are delegated to the chair.
5. All reports presented to the board by the staff (unless specifically requested by the board) arrive there with the principal's approval and the principal is accountable for the contents.
6. There are clear delegations and accountabilities by the board to the principal through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The board must maintain a healthy independence from the principal in order to fulfil its role. The board is there to critique and challenge the information that comes to it, acting in the best interests of students at the school.
11. The principal should be able to share their biggest concerns with the board.

Review schedule: Annually

12. Principal's Performance Management Policy

It is the policy of the Fairfield College School Board of Trustees to establish a performance agreement with the principal each year* and review the principal's performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement.

1. The review process will occur annually, providing a written record of how the principal has performed as per the terms of the performance agreement and identifying professional development needs.
2. The principal's performance will be formally reviewed on an annual basis by duly delegated member(s) of the boards and optionally, at the board's choice, an independent consultant who specialises in education.
3. Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
4. There will be three interim reviews, one per each term preceding the annual formal review, between the principal and chair or delegate(s) to discuss progress.
5. The principal will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, learning and development objectives and fulfilment of additional duties which require concurrence payment.
6. If the principal and the board disagree on the performance objectives, the board, after considering the principal's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.
7. The board chair, delegate(s) and consultant may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
8. The principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied with the principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the principal. The principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the principal's views before deciding to either amend the report, in accordance with the principal's views, or let the report stand, with the principal's comments attached.
9. The chair/delegate(s)/consultant will present the final report/summary back to the board the result of the review. The principal may/may not be present at the presentation and/but will have the opportunity to address the board. The principal will then exit and further discussion may continue among the board.
10. The principal will be informed personally and in writing of the final outcome following the report discussion.
11. The performance agreement and results of the review are confidential to the principal, the board and their agents unless both parties agree to wider distribution.

* Legal requirement

Signature

I, _____, have been informed of the performance review policy and procedures of _____ School Board.

Signature _____ Date _____

Review schedule: Triennially

13. The Relationship between the Chair and the Principal Policy

The Board chairperson is the leader of the Board of Trustees and works on behalf of the Board on a day to day basis with the Principal as per the Role of the Chair policy. Therefore it is expected that;

- a positive, productive working relationships between the Principal and the chair is both central and vital
- the chair supports and counsels the Principal and vice versa when required and appropriate
- there is an understanding/acceptance of each other's strengths and weaknesses
- each agree not to undermine each other's authority
- there is agreement not to break confidences when assurances have been given
- there is agreement to be honest and transparent with each other
- each agree and accept the need to follow school policy and procedure, and the relevant Principals' Collective Agreement
- agree and understand that the chair has no authority except that granted by the board; 'the board speaks with one voice'
- understand that the chair should act as a sounding board for the Principal both supporting and challenging in order to hold management to account for achieving the school aims, goals and targets that have been set
- either or both parties agree to seek external advice on matters that present conflicting opinions

	Board Chair	Principal
Contactable Times	By email	By email
How?	Face to Face weekly Email bdmackenzie@orcon.net.nz Phone mobile for urgent matters	Face to face weekly Email crawfordr@faircol.school.nz Phone Principals PA for urgent matters
Informal / Formal meeting times:	One week before board meeting to set agenda The week following board meeting to debrief the meeting and to determine what actions are required as a follow-up from the meeting	
When should we contact each other?	That the chair and Principal will meet when: <ol style="list-style-type: none"> 1. there are issues within the community that may impact on the school 2. there are issues within the school that may impact on the community 	
When must we contact each other?	<ol style="list-style-type: none"> 1. when there is a requirement to follow up on matters considered by the board 2. when a risk management issue is identified 	
What do we see as each other's roles	Overseeing governance of school: <ul style="list-style-type: none"> - designing the future - the outcomes to be achieved - policies; statements of what is to be expected - role of spokesperson to media 	Day-to-day management: <ul style="list-style-type: none"> - designing how to get there - strategies to achieve the ends - procedures, steps to meet expectations - support with media releases
	Supporting and working together to keep the school moving forward with a strong positive focus on continuing to raise student achievement.	
What are our expectations of each other?	Honest, open and timely communication To meet the requirements of the current Memorandum of Understanding	
We are each other's critical support person. What does this mean?	Being a critical support person requires us to be factual, evidence informed yet non-judgemental Both parties will be accepting of the views of the other and be prepared to provide explanations within the discussion Both parties will collaboratively define the outcomes and work on any actions decided	
We agree to no surprises at board meetings. What does this mean?	No new or confidential information or agenda items being tabled by either party at board meetings; general business will not be added to the agenda at meetings 'Heads-up' on potential 'sticky situations' Open communication between chair/Principal Prior communication with members of board.	
What is process for opening and distributing board mail?	Principals PA undertakes this duty as part of her office manager role Principals PA is the Board of Trustees minute secretary Any confidential mail is held for person concerned to open	
What is process for when a trustee has a personal	The board chair is the 'head' of the board. A trustee must not go directly to the Principal with any matter not considered or decided on by the board; 'the board speaks with one voice'.	

concern regarding any matter?	Should a trustee have a concern or view they wish to seek clarification on outside of a meeting of the board, it is expected the trustee will contact the board chair. The board chair may then: <ol style="list-style-type: none"> 1. Use the protocols stated in this document; or 2. Call a special meeting of the board; or 3. Include the item on the next meeting's agenda
What does the Board agree to regarding matter/s the board chair and Principal may discuss without necessary referring back to the board?	The Board agrees that the Principal and board chair may discuss the following without calling a meeting of the board and without reporting to the board: <ol style="list-style-type: none"> 1. Matter/s of a staff nature that may impact on the school or the school's community; and 2. Matters of a community nature that may impact on the school or community. Following a discussion between the Principal and board chair, should it be decided that there is likely to be a risk to the school or the school's community, the board will be informed immediately by the board chair.
Where do we go for advice and support?	NZSTA (New Zealand Schools Trustees Association) Local MoE Office – Modern School Advisor NZEI field officer / industrial advisor Education Review Office (ERO)
What is the internal discipline process for the board?	If it is considered that a trustee is operating outside of the Boards Code of Conduct, the board may: <ol style="list-style-type: none"> 1. Seek advice from NZSTA 2. Board chair to speak to trustee about the issue / concern 3. Board to have 'in-committee' meeting about issue / concern 4. Board undertakes a vote of 'no confidence' in the trustee 5. Board requests the resignation of the trustee 6. Board censures the trustee; statement and motion in board minutes and/or statement and motion in school newsletter <p>The laws of natural justice will apply, ensuring the trustee concerned is made aware of the behaviours causing concern, and provided the opportunity to change these behaviours.</p>

14. Meeting Process Policy

The board is committed to effective and efficient meetings that are focused at a governance level and provide the information the board needs to be assured that all policies, plans and processes are being implemented and progressing as planned. Meetings:

1. Are based on a prepared annual agenda. The agenda preparation is the responsibility of the chair. Sufficient copies of the agenda of the open (public) session will be posted on the board of trustees' notice board and available at the meeting place for the public.
2. Are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act. Decisions by the board are fully recorded but remain confidential. The board needs to:
 - make the reasons for excluding the public clear
 - reserve the right to include any non-board member it chooses
4. Can be held via audio, audio and visual, or electronic communication providing:
 - all trustees who wish to participate in the meeting have access to the technology needed to participate, and
 - a quorum of members can simultaneously communicate with each other throughout the meeting.

Review schedule: Triennially

15. Meeting Procedure Policy

(an * denotes legislative requirement)

Members of the school community are encouraged to take an active interest in the school and its performance and are welcome to attend all board meetings within the *Public Attending Board Meetings Procedure* Board meetings;

General:

- Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
- Board minutes will be taken by the Principals Personal Assistant as part of their role. This person must be a non trustee
- The quorum shall be more than half the members of the board currently holding office.*
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the board at a board meeting and the board must make a decision.*
- The chair shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.*
- The chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the board.
- Only trustees have automatic speaking rights.
- The board delegates [and minutes] powers under Sections 15 and 17 of Education Act to the Disciplinary Committee.
- The board delegates [and minutes] authority to the deputy principal in the times of absence of the principal.
- The amount the chair and other board members are paid for attendance at board meetings is set by the board. Currently the chair receives \$75.00 per board meeting and board members receive \$55.00 per board meeting. There is no payment for committee or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair.

Time of meetings:

- Regular meetings commence at 5:30pm and conclude by 8:30pm.
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings:

- A special meeting may be called by delivery of notice to the chair signed by at least one third of trustees currently holding office.

Exclusion of the public:

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act unless specifically asked to stay. The wording to be used in the motion to exclude the public is found in Schedule 2A of that Act. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.*

Public participation:

- The board meeting is a meeting held in public rather than a public meeting.
- Public participation is at the discretion of the board.
- Public attending the meeting are given a notice about their rights regarding attendance at the meeting. *Public Attending Board Meetings Procedure*.

Motions/amendments:

- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chair and are then open for discussion.

- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting
- No further amendments may be accepted until the first one is disposed of
- The mover of a motion has right of reply
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment

Tabling documents

- When written information is used in support of a discussion, it should be tabled so that it can be examined by those present. It then forms part of the official record.

Correspondence

- The board should have access to all correspondence. Correspondence that requires the board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that trustees can read it if required.

Termination of debate:

- All decisions are to be taken by open voting by all trustees present.

Lying on the table

- When a matter cannot be resolved, or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

Points of order

- Points of order are questions directed to the chair which require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.

Suspension of meeting procedures:

- The board's normal meeting procedures may be suspended by resolution of the meeting.

Agenda:

- Agenda items are to be notified to the chair 4 days prior to the meeting
- Late items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent
- The order of the agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the board are to be agended as separate meeting items.
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the agended documentation.
- The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- Papers and reports are to be sent to the board 4 working days before the meeting

Minutes

- The principal is to ensure that secretarial services are provided to the board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- A draft set of minutes is to be completed and sent to the chair for approval within 5 working days of the board meeting before being distributed to trustees within 7 working days of the meeting.

Review schedule: Triennially

15.1 Public Attending Board Meetings Procedure

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

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

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

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

Review schedule: Triennially

15.2 Meeting Agenda

A typical agenda will be as follows.

Board of Trustees Meeting Agenda – date			
	Policy Reference:	Led by:	Time:
<u>1. Administration</u> 1.1 Present 1.2 Apologies 1.3 Declaration of interests			
<u>2. Decisions</u> 2.1 Strategic decisions made if required	Policy Reference		
<u>3. Discussions</u> 3.1 Ongoing summary of progress to date in relation to annual plan 3.2 Exploration of special issue or project eg budget, principal performance agreement/appraisal, delegations			
<u>4. Monitoring</u> 4.1 Board discussion 4.2 Expert presentation 4.3 Data analysis 4.4 Exploration of key result area eg goals 4.5 Finance and Audit Report			

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

▪ **Did you feel welcomed onto the board?**

Very welcome Welcome Not very welcome
 Comment:

▪ **Did you receive all necessary information in a timely manner?**

Very timely Timely Not very timely
 Comment:

▪ **Did you find the induction with principal and board chair to be effective?**

Very effective Effective Not very effective
 Comment:

Please comment on how we could improve this induction process:

17. Board Review Policy

The performance of the board is measured by the outcomes from;

- the annual report
- the triennial review programme
- the Education Review Office (ERO) report
- any other means deemed appropriate by the board

Review schedule: Triennially

18. Fairfield College Delegations List

1. This Schedule of Delegations will be approved by the Board of Trustees of Fairfield College at a meeting within the first quarter of the academic year and came into effect at this date. The intention is to have this delegation approved before 1 April. The Schedule sets out those responsibilities that can only be exercised by the Board, the responsibilities delegated to the chief executive (the Principal), and those responsibilities that the Principal can delegate to specified staff positions.
2. The purpose of the Schedule is to ensure that the effectiveness of the governance and management of the School is maintained, to provide an agreed basis by which the School's executive management can exercise its responsibilities, and to enable the responsibilities delegated to be monitored. It is the Board's expectation that delegations made will be properly exercised and the persons who hold such delegations will be held accountable. If these principles are observed then, the Board can be certain its responsibilities concerning the Education Act 1989, the Crown Entities Act 2004 and the Financial Reporting Act 1993 will have been properly fulfilled.
3. If persons who exercise responsibilities on behalf of the Board have any doubts or concerns in the execution of a specific action the expectation is that they will check with the person or group who made the delegation in the first place. The intention of this expectation is that should doubt arise in the exercise of a delegated responsibility it is preferable to verify the bona-fides of the intended action rather than make an error of judgement and be held accountable for this.
4. This Schedule does not in itself provide the right to executive management and staff to exercise the responsibilities delegated. The right to exercise these responsibilities must be set out in a Memorandum of Delegations which provides the delegations and is signed by the parties involved.
5. The Principal shall ensure that a copy of each memorandum is safely retained and shall be made available to the Board, the school's auditors and officers of any Court hearing a case related to the School's finances.

Approval

1. When the Board approves this Schedule, it agrees that no variations of this Schedule or amendments to it can be made except by the majority approval of those trustees present at the board meeting.
2. As part of its support, the Board requires the Principal to circulate this Schedule 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 Board requests that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Signed

Board Chairperson

On behalf of, and with the authority of the Board on _____

Delegations retained by the board

The Board retains for itself and does not delegate to any executive management or staff position the following responsibilities:

- Approval of all operating, capital, cash flow and property maintenance budgets and amendments to these budgets;
- Commitment to operating expenditure for any invoice more than \$3000;
- The commitment or purchase of capital expenditure;
- The disposal of fixed assets with a cost price more than \$1,000;
- The transfer of money between any Board cheque and term deposit account in excess of \$5,000 and for a period longer than 12 months;
- The appointment of any permanent staff and the salary and terms of conditions on which they are employed which are more than positions funded by Ministry of Education salaries grants;
- Leave on full pay granted to non-teaching staff to attend training sessions or courses outside the school for a period greater than 8 half-days;
- The termination of employment of any paid employee;
- Signing applications for special grants for additional buildings, agreements to build via the Ministry of Education's local office;
- Formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament;
- Responses to the Secretary of Education or any other permanent head of a Government department which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Board Chairperson;
- Interviews with the media and the distribution of media releases on any matter which involves the School;
- The initiation of any legal actions and any communications concerning these actions;
- Signature of any formal or legal agreement which is in the name of the School and must involve the Board.

Note: These responsibilities are in addition to those specified in Acts and regulations by which the Board is bound.

The Board delegates to the Principal the responsibilities listed below

- The day-to-day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official educational policy documents;
- The implementation of any other requirements specified by Act of Parliament, the Secretary of Education, any other permanent head of a Government department and for individual and collective employment contracts;
- Approval of any orders for goods and services up to the value of \$3,000 and provided such an order will not exceed the Board approved budget allocation for the expenditure item involved;
- Transfers to at-call deposits of amounts less than \$5,000 and for periods less than 12 months;
- Ordering fixed assets for which the capital expenditure has the prior approval of the Board;
- The appointment of any staff and the salary and terms of conditions on which they are employed which are within the positions funded by Ministry of Education salaries grants up to two permanent management units.
- Communication with parents, officials, representatives of educational organisations and other firms and organisations with whom the Principal deals as part of their curriculum and resource management responsibilities; and
- Delegation in writing to specified staff positions of responsibilities according to the format set out below.

Notes:

These responsibilities complement those responsibilities and achievements specified in the Principal's annual performance agreement with the Board.

During any absence of the Principal from the School for more than five days, these delegations shall be exercised by the Acting Principal with the separate and prior approval of the Board Chairperson. In such absence, the Acting Principal shall sign a copy of this Schedule.

I have read and understood this Schedule of Delegations. I accept responsibility for the proper execution of the delegations assigned to me as Principal and I will exercise these regarding the requirements set out in the Board's Schedule of Delegations.

Signed by

(full name)

Principal

Dated.....day of.....20XX

Date of Minuted Delegation	Personnel	Delegated Authority	Term of Delegation
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	Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee.	See individual Committee Terms of Reference in the board's Governance Manual	Note: Delegation ceases at the date below, by earlier resolution of the board, or, if no date, is ongoing
28/03/2017	Disciplinary Committee All current trustees bar the principal	That all current trustees bar the principal are delegated authority to be members of the board's Disciplinary Committee acting under the Terms of Reference for this committee.	
28/03/2017	DP AP	That the board directs that, except where the board, at its discretion, otherwise determines, the deputy principal or the assistant principal shall, in the absence of the principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the principal.	

19. Concerns and Complaints Process

POLICY

The college must recognise that parents/caregivers/staff have the right to lodge a complaint if they are dissatisfied with any aspect of the school's performance.

PURPOSE

- To provide a procedure for receiving complaints from parents/caregivers/staff.
- To provide opportunity to respond positively, fairly and constructively to a complaint.
- To ensure that the college is supported by the community.

PROCEDURE

- i. In principle complaints should be directed to the person involved or their immediate supervisor. The Board of Trustees will not generally investigate a complaint if the Principal has not done so first.
- ii. All complaints must be reported to the Principal as soon as possible.
- iii. The Principal will immediately acknowledge the complaint.
- iv. The Principal will require the complaint in writing.
- v. The Principal will investigate the complaint and take appropriate action, which may include notifying the Board of Trustees and the college's insurers.
- vi. Feedback will be provided to the complainant.
- vii. If dissatisfied there remains recourse to lodge the complaint with the Board of Trustees.
- viii. The Board of Trustees will consider the matter at the first available opportunity.
 - a) Ask an appropriate Committee to investigate the matter and either deal with the matter or report back to the Board of Trustees.
 - b) Seek clarification via writing or a meeting with the complainant; Note: It should be noted that the complainant can/may bring a support person to the meeting.
 - c) Make a decision on the matter.
 - d) The action taken by the Board of Trustees will be minuted and communicated to the complainant.
 - e) If requested the complainant will receive a copy of this procedure.

ix. Complaints against the Principal must be addressed directly to the Board of Trustees.

REVIEW

This policy is reviewed as part of the Board's Review Cycle. Policy was approved on March 30 2016

20. Trustee Register

Approved Number of Elected Parent Representatives = 7

Mid-term election cycle Yes/No Date of board meeting where change was made:

Name	Phone/email	Position on board [Chair CH, Trustee T, Commissioner CMR, Member ME]	Type of member [Note 1]	Start date	Left the board date	Current Term expires
Darise Mackenzie	bdmackenzie@orcon.net.nz	CH	EL			
Colin Leeming	colin@matricelectrical.co.nz	ME	EL			
Andrew Harries	and.harries@xtra.co.nz	ME	EL			
Andrea McKenzie	mckenziea@faircol.school.nz	ME (Staff Rep.)	EL	21 st February 2021		
Kate Bennett	kbennett@faircol.nz	ME (Student Rep.)	EL			
Leticia Koschany	koschany@xtra.co.nz	ME	EL			
Deborah Fisher	fishtail@ihug.co.nz	ME	EL	31 st May 2020		
Kit Buckley	kit@jkb.net.nz	ME	EL	31 st May 2020		
Chris Laird	Claird66@gmail.com	ME	EL	31 st May 2020		

Note 1: Elected, selected, co-opted, staff trustee, student trustee, proprietor's appointee, principal

Note 2: If the board opts into or out of mid-term election cycle please ensure it is noted here and the MoE are advised

Note 3: Complete form (Appendix F) for informing MoE and NZSTA

21. Triennial Review Programme/Board Annual Work Plan

Year: 2021 Review	Area for Review	Board Meeting Dates							
		28 Feb	28 March	May 10	June	August	Sept	Nov	Dec
Strategic Review	Charter	Confirm Charter approved and sent to MoE	Policy Framework					Review of strategic plan Approve review plan 2022	Analysis of Variance Annual plan draft
	Strategic aims		Strategic Aims				Strategic Aims		
Regular Review	Policy		Governance Policies 1-5					Governance Policies 11-15	Role of the Chair
	Learner progress and achievement	Year 9 & 10 Lit & Num	Special Education Needs	NCEA faculty results reported to Board -	Year 9 & 10 Lit & Num	Maori/Pasifika focus	Gifted and talented		
	HR	Performance Agreement Approved	HR Tool Checklist 1	Informal review			HR Tool Checklist 2		Formal review report
	Curriculum	Key Competencies			Languages	Junior Curriculum	The Arts	Hard Materials Technology	
	Budget	Approved	Monitor	Monitor	Mid year review	Monitor		2022 draft	
	Community of Learning		Progress – achievement challenges			Progress – achievement challenges			
Emergent Review	New gov. initiatives	Ka Aro Ka Ako Provision of Period products		Section 27 of education and training act		Ka Aro Ka Ako	Provision of Period products		
	New local initiatives		Refiguring streaming			Refiguring streaming			
Board process Requirements		Appoint chair	Accounts to Auditor	Annual Report approved and sent to MoE	Parent reporting Roll return 1 July		Health Curriculum Consultation	Succession planning	Parent reporting

Year: 2022 Review	Area for Review	Board Meeting Dates							
		Feb	March	May	June	August	Sept	Nov	Dec
Strategic Review	Charter	Confirm Charter approved and sent to MoE						Review of strategic plan Approve review plan 2023	Analysis of Variance Annual plan draft
	Strategic aims		Strategic Aims				Strategic Aims		
Regular Review	Policy		Governance Policies 16-20		Operational Policies 1-5		Operational Policies 6 -11		Role of the Chair
	Learner progress and achievement	Year 9 & 10 Lit & Num	Special Education Needs	NCEA confirmed results	Year 9 & 10 Lit & Num	Maori/Pasifika focus			Gifted and talented
	HR	Performance Agreement Approved		Informal review		Informal review			Formal review report
	Curriculum	Key Competencies	Active Learning Centre	Social Sciences		Mathematics		Science	
	Budget	Approved	Monitor	Monitor	Mid year review	Monitor		2023 draft	
	Community of Learning			Progress – achievement challenges		Progress – achievement challenges		Progress – achievement challenges	
Emergent Review	New gov. initiatives		Section 27 of education and training act						
	New local initiatives		Refiguring streaming			Refiguring streaming			
Board process Requirements		Appoint chair	Accounts to Auditor	Annual Report approved and sent to MoE	Parent reporting Roll return 1 July		Health Curriculum Consultation	Succession planning	Parent reporting

Year: 2023 Review	Area for Review	Board Meeting Dates							
		Feb	March	May	June	August	Sept	Nov	Dec
Strategic Review	Charter	Confirm Charter approved and sent to MoE						Review of strategic plan Approve review plan 201x	Analysis of Variance Annual plan draft
	Strategic aims			Strategic Aims				Strategic Aims	
Regular Review	Policy		Governance Policies 1-5		Governance Policies 6-10		Operational policies 11-15		Role of the Chair
	Learner progress and achievement	Year 9 & 10 Lit & Num	Special Education Needs	NCEA confirmed results		Maori/Pasifika focus	Gifted and talented		
	HR	Performance Agreement Approved	HR Tool Checklist 1	Informal review		Informal review	HR Tool Checklist 2		Formal review report
	Curriculum	Key Competencies		Pathways		Health & Physical Education		Soft Materials technology	
	Budget	Approved	Monitor	Monitor	Mid year review	Monitor		2024 draft	
	Community of Learning	Progress – achievement challenges		Progress – achievement challenges		Progress – achievement challenges		Progress – achievement challenges	
Emergent Review	New gov. initiatives								
	New local initiatives								
Board process Requirements		Appoint chair	Accounts to Auditor	Annual Report approved and sent to MoE	Parent reporting Roll return 1 July		Health Curriculum Consultation	Succession planning	Parent reporting

Part 3

Operational Policy

1. Student Achievement Policy

Policy Statement on:	Student Achievement
Prepared by:	BOT Student Achievement subcommittee 2013
Ratified by:	Hineihaea Murphy (LSM)
Date first adopted:	1 August 2013
These policies replace the pre-existing policies:	1.1 -1.14
To be reviewed:	In conjunction with charter planning and student achievement policies

National Administration Guideline 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

(a) develop and implement teaching and learning programmes:

- i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- i. student achievement in literacy and numeracy, especially in years 1-8; and then to
- ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;

(c) on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving;
- ii. who are at risk of not achieving;
- iii. who have special needs (including gifted and talented students); and iv. aspects of the curriculum which require particular attention;

(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

(e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and

(f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training

PURPOSE

This policy has been developed to enable the Principal, Senior and Middle Leadership Team of Fairfield College to meet the requirements of NAG 1.

POLICY

1. Provide a balanced programme to ensure all students' learning needs are met.
2. Implement learning programmes based upon the underlying principles stated in the key competencies and the national achievement objectives.
3. Develop and implement strategies which address identified learning needs in order to overcome barriers to students learning in consultation with whaanau.
4. Develop and implement strategies to engage all students in learning including gifted and talented students.
5. Provide career pathways learning, guidance and support at all levels, including but not limited to Gateway programmes, Work experience and other off site visits.
6. To ensure that Fairfield College is strategic in its development of programmes/strategies to enhance achievement of priority learners.
7. Implement a range of assessment strategies that support learning and provides reliable recorded data for reporting on progress and achievement to students, parents, Board of Trustee and Maori Community.
8. Fairfield College will provide sexuality education as part of the Health Education Curriculum

Review schedule: Triennially

Approved June 2018

2. Treaty of Waitangi Policy

Prepared by:	BOT Student Achievement
Ratified by:	Board of Trustees
Date first adopted:	November 2014
These policies replace the pre-existing policies:	1.14

National Education Guidelines 9

Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.

National Education Guidelines 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the pacific and as a member of the international community of nations.

PURPOSES

1. To fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's bicultural heritage.
2. To enable students to learn about the multicultural nature of society.
3. To enable students to learn about our bicultural heritage.
4. To provide opportunities for all students to interact with Tikanga Maori (Maori Protocol) and to enable students to learn Te Reo Maori (Maori Language).
5. To provide all students with opportunities to learn about the history of New Zealand including the Treaty of Waitangi, its text and principles.

POLICY

The Board of Trustees accepts an obligation to develop policies and practices that reflect the multi- cultural nature of New Zealand's society and its bicultural heritage. The College must ensure that its governance management, teaching and learning activities are sensitive to our bicultural heritage and the multicultural nature of our society.

Review schedule: Triennially

Approved June 2018

3. Pastoral Care Policy

Policy Statement on:	Pastoral Care Policy
Prepared by:	Fairfield College Board of Trustees
Ratified by:	Fairfield College Board of Trustees
Date first adopted:	October 2015
These policies replace the pre-existing policies:	5.1, 5.3, 5.4, 5.5, and 5.14

To be reviewed in conjunction with Health and Safety policy.

National Administration Guideline 5

Each board of trustees is also required to:

- a. provide a safe physical and emotional environment for students;
- b. promote healthy food and nutrition for all students; and comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees

PURPOSES

This policy has been developed to enable the Principal, Senior and Middle Leadership Team of Fairfield College to meet the requirements of NAG 5.

1. The Board is committed to providing a safe school environment for all members of the school community.
The Board is committed to providing a safe physical and emotional environment and endeavour to meet the needs of students and staff.
2. Fairfield College's three core values guide the school's pastoral commitment of providing a safe physical and emotional environment for students. The three core school posters outline expected student behaviours.
Fairfield College three 'B' core values guide the school's pastoral commitment of providing a safe physical and emotional environment for students. The three 'B' school posters outline the expectations of behaviour of students at Fairfield College. The expectations of the three 'B's will support the provision of an environment where all students and staff have the potential to fulfil their potential.
3. All forms of violence, including bullying and harassment in any form will be investigated. The school is committed to the intention of resolving any such situations that arise. When required the school will readily interact with government agencies such as the Police.
4. All students will be treated with dignity and respect. Staff will be receptive and sensitive to students so that the students feel listened to and valued. The school will use the most appropriate agency for sexual abuse and the most appropriate agency for physical abuse and/or neglect.
5. The key competencies of the New Zealand curriculum are an integral component of Fairfield College unit plans and it is expected that teachers will consider these in their lesson planning. The Health Curriculum provides deliberate learning activities to increase student knowledge and skills in dealing with potentially unsafe situations and also assists them to make more informed choices about their health and welfare.
6. The Board is committed to promoting healthy food and nutrition choices for all students. The school will work with the canteen contractor to ensure that a variety of healthy food and beverage options are available to be sold.
7. The Board will comply with any legislation currently in force or that may be developed to ensure the safety of students, employees, hirers, contractors and any voluntary workers engaged in activities organised by and for the school.

Review

This policy is to be reviewed as part of the Fairfield College Board cycle of review.

For the provision of feedback before policy is presented to Board for further discussion and ratification I have listed the names of policies that this policy is replacing.

Policy 5.1 Code of Conduct

Policy 5.3 Anti Violence

Policy 5.4 Sexual and Physical Abuse

Policy 5.5 Student Welfare

Policy 5.14 Food and Nutrition

4. Student Protection Policy

Prepared by:	Fairfield College Board of Trustees
Ratified by:	Fairfield College Board of Trustees
Date first adopted:	October 2018

1. Purpose

- a. The most effective way to safeguard children is to have a comprehensive and effective policy and procedures. **This Policy is to extend the concept of a Child Protection Policy to encompass all rangatahi at Fairfield College and the strong belief of the Board that all students at Fairfield College have a right to feel safe and comfortable in that environment.**
- b. The purpose of this policy is to provide Fairfield College staff guidelines by which to identify and respond appropriately to concerns of abuse and neglect, and to understand their role in keeping our young people safe.
- c. This Policy has been written in accordance with the following legislation:
 - i. Education Act 1989
 - ii. Children, Young Persons and Their Families Act, 1989
 - iii. Crimes Act, 1961
 - iv. Health Act, 1956
 - v. Health and Disability Sector Standards Regulations, 2001
 - vi. Privacy Act, 1993
 - vii. Health Information Privacy Code, 1994
 - viii. Vulnerable Children's Act, 2014
 - ix. Care of Children Act, 2004
 - x. Employment Relations Act, 2000
 - xi. Human Rights Act

2. Scope

- a. This Policy covers all staff of Fairfield College who have direct or indirect contact with children. This includes those staff, paid or voluntary, employed directly by Fairfield College, as well as those professionals contracted or invited to provide services to children in the care of Fairfield College.
- b. This policy covers the Board of Trustees and their responsibilities in the safety and wellbeing of students.

3. Definitions

- a. For the purpose of this Policy "Staff" means people working at Fairfield College and includes employees, contractors, consultants, students, associates and volunteers whether working on a full time, part time, casual or temporary basis.
- b. The Children, Young Persons and their Families Act (1989) defines child abuse as

“the harming (whether physically, emotionally, sexually), ill-treatment, abuse, neglect or deprivation of any child or young person”

4. Principles

- a. This Student Protection Policy confirms the commitment of Fairfield College to the protection of children and proceeds to:
 - Outline the standards and principles by which all staff will abide
 - Outline the action to be taken by staff where any form of abuse or ill-treatment is known or suspected
 - Explore the implications for staff training
- b. Fairfield College will ensure that:
 - Staff are carefully selected with the principles of this policy in mind
 - The ‘Designated Team for Student Protection’ are appropriately trained in issues of child protection
 - Staff are aware of the Student Protection Policy and accompanying procedures and/or guidelines
- c. Fairfield College recognises that all staff and Trustees have a full and active part to play in protecting students from harm. Overall responsibility, implementation and review of this policy rests with the Board of Trustees of Fairfield College.
- d. All services provided by Fairfield College for the safety and wellbeing of students adhere to the principles of partnership, protection and participation; and the rights and responsibilities accorded by Te Tiriti o Waitangi.

5. Responsibilities

- a. Any member of staff, paid or voluntary, may directly witness child abuse or have allegations, made by a child or an adult, relayed to them. There may also be disclosures of abuse that have occurred prior to attending Fairfield College. Sustained abuse and neglect of children, wherever it occurs, can have major long term effects on all aspects of student’s health, development and well-being and their ability to sustain stable and meaningful relationships in the future. It is the intention of Fairfield College to ensure that all staff understand their roles and responsibilities in ensuring the safety of children at all times. This is achieved through consistent and agreed protocols regarding student protection, as well as their regular undertaking of awareness raising training.
- b. Each staff member must:
 - Be aware of, and alert to, potential indicators of abuse or neglect
 - Record a factual account of any concerns they have, or that are brought to their attention
 - Appropriately seek advice and support from their ‘Designated Team for Student Protection’ who will then contact external agencies if appropriate
 - Work in co-operation with the parents and caregivers, unless this comprises the safety of the child
- c. **It is a primary responsibility of staff to be vigilant, have knowledge and awareness of the indicators of neglect, potential or actual abuse and to report any concerns, suspicions or allegations of suspected abuse immediately and ensure that the concern is taken seriously and reported.**
- d. The statutory responsibility to investigate allegations of student abuse rests with Oranga Tamariki and the Police.

6. Role of the Principal

- a. The role of the Principal is to:
- Ensure the needs and rights of students come first (ie the safety and wellbeing of each student is paramount)
 - Receive information that suggests potential or actual risk of harm to a child who attends Fairfield College, irrespective of whether the alleged abuse is current, past or likely to occur. The Principal will advise and support staff and, on the basis of the initial detail, will make a decision as to whether or not to delegate to the Designated Team for Child Protection for further action
 - Delegate to the Designated Team for Student Protection for appropriate action and responsibilities as concerns are raised
 - Support referrals to Oranga Tamariki as appropriate
 - Ensure that allegations or complaints are appropriately referred to the Teaching Council of Aotearoa New Zealand (EDUCANZ)
 - Ensure that the Child Protection Policy is effectively implemented throughout Fairfield College
 - Ensure that all staff are aware of, and have access to, full copies of the procedures for reporting student abuse
 - Ensure that all staff are recruited and employed with the guidelines identified in the Staff Appointments policy to identify those people safe to work with students

7. Role of the Designated Team for Student Protection

The role of the Designated Team for Student Protection is to:

- Ensure the needs and rights of students come first (ie the safety and wellbeing of each student is paramount)
- Ensure and safeguard clear, confidential, detailed and dated records on all student protection cases. These must contain all available information relating to the cause for concern and any subsequent action taken, including when it has been decided not to make a notification to Oranga Tamariki or the Police. These records will be kept separate from student's records for the purpose of confidentiality
- Ensure that all staff are supported appropriately when dealing with student protection concerns
- Maintain a current awareness of the children identified on Restricted Notes and regularly highlight these children to the appropriate staff
- Ensure the Principal is aware when a notification to Oranga Tamariki is made (this will happen by way of referral being entered on Restricted Notes).

8. Role of the Board of Trustees

The role of the Board of Trustees is to:

- Ensure the needs and rights of students come first (ie the safety and wellbeing of each child is paramount)
- Support the Principal to ensure that allegations or complaints are appropriately referred to the Teaching Council of Aotearoa New Zealand (EDUCANZ)
- Inform the Principal immediately should any member of the Board of trustees be aware of a concern for the wellbeing and safety of a student who attends Fairfield College
- The Chair of the Board of Trustees will be directly informed of any allegations of abuse against the Principal.

9. Child Protection Procedures

- a. All staff will respond to concerns of student abuse by following the identified procedures, consulting appropriately and collaborating with external agencies
- b. The procedures set out below will help staff with:
 - Handling disclosures, whether verbal or behavioural, from a student
 - Reporting procedures

Identification of abuse

If the 'Designated Team for Student Protection' is unavailable for advice and guidance then staff should consult with the Principal. At any time, staff may seek advice from Oranga Tamariki regarding student protection concerns

Handling disclosures from a student

- a. If a student makes a verbal disclosure to a member of staff it is important that staff take what the child says seriously. This applies irrespective of the setting or the member of staff's own opinion on what the student is saying
- b. Under **no** circumstances should a member of staff attempt to conduct an investigation or deal with concerns regarding child abuse alone. Any incidents, concerns or suspicions must be reported following the procedures set out below (which are also duplicated for easy reference in the Waananga Akotahi guide)

Are you concerned about information you have received from a student?



Convey as soon as possible/practical (via conversation and email) to any member of the school 'Designated Team for Student Protection' (Guidance Counsellor – Vinnie Monga, Deputy Principal – Braden MacPherson and/or Pastoral Support/Liaison – Sally Winchester).



It is essential that information is passed on. If you are in doubt, please pass on regardless

Guidelines for responding when a student tells of their abuse:

Process for ALL staff members
 Acknowledge and reassure.
DO NOT ASK QUESTIONS.

How to discuss with student
 "Thank you for trusting me with this Information"

As detailed above, convey to Team for Student Protection



members." Explain that a couple of staff members have had the experience and training to help support the student.

Child-on-Child Harmful Behaviours

It is important to be aware that children can harm other children. These behaviours are outside of what may be considered the normal range and can extend to bullying, violence or

sexual assault. Therefore when a child alleges inappropriate harmful behaviour by another child then the child protection procedures outline in this policy must be considered for both the children.

Suicidal Concerns or Self-harming Behaviours

It is important to be aware that children can harm themselves or attempt suicide. When a child identifies thought of suicide, or self-harming behaviour, this must be immediately notified to the Designated Team for Student Protection. If immediate action is required phone 0800 999 903 (Nga Ringa Awhina)

Reporting Procedures

- a. All concerns of potential, suspected or alleged abuse must be brought to the attention of the Designated Team for Student Protection. If the Designated Team for Student Protection are unavailable then consultation should occur with the Principal. A decision will be made as to whether to seek further advice or notify Oranga Tamariki.

When reporting an incident staff should:

- Inform the Designated Team for Student Protection as soon as possible (refer above summary for staff)
- At least two members of the Designated Team for Student Protection will review, consult outside agencies if appropriate and decide on a course of action. This is to be recorded in Restricted Notes.

Keeping the child's family informed and involved

Although the parent/caregiver of the child will usually be informed of concerns, there may be times when those with parental responsibility may not be initially informed. Examples of when this may happen are:

- The parent or caregiver is the alleged perpetrator
- It is possible that the child may be intimidated into silence
- There is a strong likelihood that evidence will be destroyed

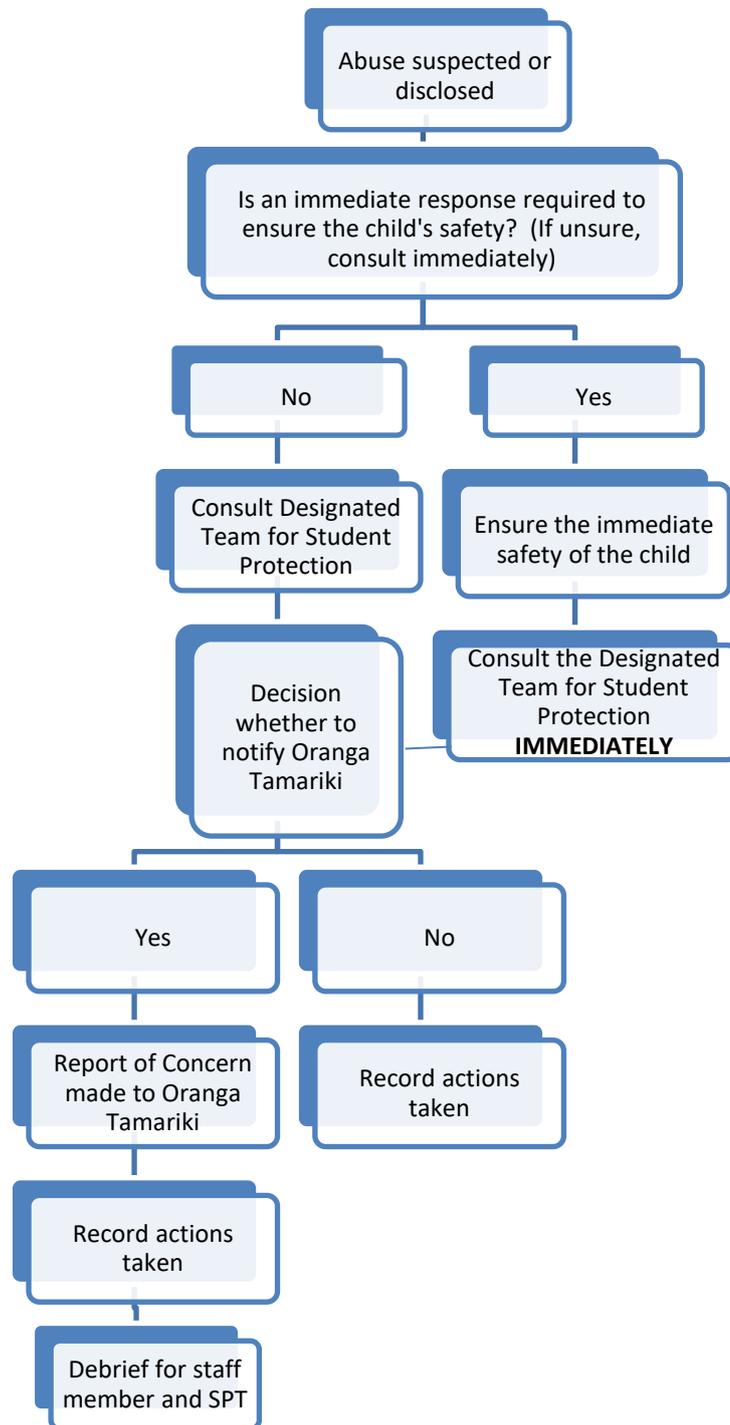
Sharing Information and Confidentiality

- a. The safety of the student is paramount. At times, a student is unable to speak for or protect themselves. Therefore Fairfield College has a greater responsibility to know when and how to share appropriate information with external agencies to protect the safety and wellbeing of students.
- b. Giving information to protect students better is not a breach in confidentiality. Wherever possible the family/whanau should be kept informed of what information has been shared and to which agency and for what purpose. Principle 11 of the Privacy Act (1993) states "disclosure of the information is necessary to prevent or lessen a serious threat"
- c. Should Fairfield College be contacted with a request for information or access to interview a student then the following procedure will be followed:
 - Confirm identity and credentials of person requesting information
 - Designated Team for Student Protection will record visit. If any doubt over legality of visit or access to student, the Team will meet and review. If any doubt, the Principal to be informed and to make a decision as to whether to provide information and/or access.
 - Depending on the reason for the request, and risk to the student as judged case by case, inform the family that information has been requested, by whom and seek permission. If this is a child protection issue, permission from the family is not required.

Action to be taken by the Designated Team for Student Protection

- a. Concerns regarding alleged or suspected abuse will first be raised to the Designated Team for Student Protection. A decision will be made whether this information needs to be escalated to Oranga Tamariki.

- b. All decisions taken, including if the concern does not require notifying Oranga Tamariki, must be recorded in writing and kept secure, with the reasons clearly identified and explained



10. Safe Recruitment and employment of Staff

- a. To safeguard the safety and welfare of students all staff will be recruited and employed as outlined in the Staff Appointment policy.

11. Training of Staff

- a. All staff will receive child protection training at the level appropriate to their role. The Designated Team for Student Protection will undertake more intensive training. These persons will be accessible to staff to provide advice and support
- b. All staff will be given appropriate training covering basic awareness of child protection. This will include an overview of signs and indicators of abuse, and also the procedure for responding to actual or suspected abuse. This training will include:
 - Roles and responsibility of staff regarding student protection
 - Recognising and responding to the signs and indicators of actual or suspected abuse
 - Ensuring staff understand and can follow the Student Protection Policy and the procedures for reporting a concern
- c. All staff will receive an awareness/reminder re our processes twice a year.
- d. All new staff will be given a working guide of this Policy as part of the induction process. Access to the full Policy to be available through the shared Drives and the school website.

12. Safe Working Practices

- a. A relationship between an adult and a child or young person cannot be a relationship between equals. There is a potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification
- b. Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. Adults who work with children must therefore act in a way that is considered to be safe practice.
- c. Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This include the wider use of technology such as mobile phone, text messaging, emails, digital cameras, videos, web cams, websites, social networking and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child or young person other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.
- d. Any sexual activity between an adult and a child or young person will be regarded as a criminal offence and will always be a matter for disciplinary action.
- e. When physical contact is made with a child this should be in response to their needs at time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should use their professional judgement at all times, observe and take note of the child's reaction or feelings and use a level of contact and/or form of communication which is acceptable to the child for the minimum amount of time necessary.
- f. All staff are expected to behave in manners consistent with the Education Councils 'Our Code, Our Standard'

13. Dealing with allegations made against members of staff regarding inappropriate actions with children

- a. Fairfield College has a duty of care to the students it provides services to. A failure to report a significant concern about a child is a breach of that child's human rights.
- b. Anyone who has reason to make a complaint will be made aware of the Fairfield College complaint process. There is potential that an issue raised as a complaint may also constitute an allegation of abuse. Any such complaint that raises a child protection issue will be referred directly to the Principal.
- c. It must be remembered that making a disclosure or a complaint against someone in a position of power and authority is always difficult. The person making the disclosure may reconsider and express a wish to retract their allegation. At the outset it must be clearly communicated with the child or adult that their concern is being taken seriously and will be responded to in accordance with this policy.

- d. Allegations, suspicions or complaints of abuse against staff, volunteers or representatives of other agencies must be taken seriously and reported to the Principal who will deal with them immediately, sensitively and expediently within the procedures outlined in this policy.

Concerns may be raised in a number of ways eg:

- Directly by staff hearing or observing issues of concern or behaviour of concern
 - Direct disclosure by the child or young person
 - Indirect disclosure (eg through written or art work or through friends)
 - Complaint from a parent or caregiver or whanau member
 - Reports by other colleagues or agencies
 - As an anonymous report
- e. If an allegation is against the Principal then this must be reported directly to the Chair of the Board of Trustees
- f. It is **NOT** the responsibility of staff to investigate allegations of child abuse.
- g. In all student protection cases, Fairfield College will co-operate fully with both Oranga Tamariki and the Police in their investigations and assessments.
- h. If the Police decide to undertake a criminal investigation then the member of staff may be suspended, without prejudice as a precautionary measure. It is important that no internal investigation is undertaken and no evidence gathered that might prejudice the criminal investigation.
- i. If there is insufficient evidence to pursue a criminal prosecution, then a disciplinary investigation may still be undertaken if there is reasonable cause to suspect that abuse or inappropriate behaviour may have occurred. The allegation may represent poor practice by a member of staff, which needs to be considered under internal disciplinary procedures.
- j. A complaint or allegation against a member of staff may require a report to Teaching Council of Aotearoa New Zealand (EDUCANZ).
- k. All staff have a responsibility to understand what constitutes appropriate behaviour in relation to children and young people. All staff have a responsibility to maintain appropriate standards of behaviour and to report lapses in these standards by others. Any concerns or reasonable suspicions of abuse should be reported to the Principal.
- l. A person tendering his or her resignation, or ceasing to provide their services, will not prevent an allegation of abuse against a child being followed up in accordance with these procedures.

5. 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 their rights to personal dignity and safety 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
 - a. that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered.
 - b. board approval is sought for any requests for discretionary staff leave with pay
 - c. board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days
 - d. board approval is sought for any requests for staff travelling overseas on school business
 - e. the board is advised of any staff absences longer than xxx school days
6. that performance agreements are established for all staff and that reviews are undertaken annually
7. a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
8. the requirements of the Health and Safety in Employment Act 1992 are met
9. Advice is sought as necessary from NZSTA advisors where employment issues arise

Review schedule: Triennially

6. Timetable Policy

Policy Statement on: Timetable
Prepared by: Timetable Policy Design Team
Ratified by:
Date first adopted: 2013
To be reviewed: in conjunction with the Personnel Policies

National Administration Guideline 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

(a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and

(b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

PURPOSES

This policy has been developed to enable Fairfield College, in line with the Secondary Teachers' Collective Agreement (STCA), to effectively design and implement the school timetable.

POLICY

1. To ensure the needs of students, as outlined by the New Zealand Curriculum and based on course selection results, are the prime priority in timetable development;
2. To incorporate, through appropriate consultation with teaching staff, relevant collective agreement conditions together with school governance and management decisions;
3. To align the components of various staffing entitlements with their use in generating non-contact hours of work for teaching staff;
4. To establish procedures and schedules to operationalise these purposes in order to:
 - a. Endeavour to produce comparability and fairness in response to workload components and responsibilities;
 - b. Provide transparency by timely publication of such information to teaching staff;
5. To review the procedures and schedules annually before the beginning of each year's timetable development or where new collective agreements are negotiated.

Review

This policy is to be reviewed as part of the Fairfield College Board cycle of review.

7. Appointment of Staff Policy

Policy Statement on: Appointment of Staff
Prepared by: Limited Statutory Manager
Ratified by: Hineihaea Murphy
(Limited Statutory Manager)
Date first adopted: 23 August 2013
To be reviewed: in conjunction with the Personnel Policies

National Administration Guideline 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

(a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and

(b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

PURPOSES

This policy has been developed to:

1. ensure that appointments at the School comply with EEO legislation

POLICY

1. Fairfield College Board of Trustees shall be
2. an equal opportunities employer.
3. The Board will staff the school to reflect the ethnic and cultural profile of its students.
4. The Board's priority in appointments is on increasing the number of Māori and Pasifika staff that it employs across all areas and levels of the school.
5. The Board expects that the most suitable person for a position will be appointed to ensure that high quality education is provided at Fairfield College.
6. Position with more than 1 management unit, a board member should be part of the interview panel.

Review schedule: Triennially

Approved June 2018

8. Financial Management Policy

Prepared by: Finance Committee and Limited Statutory Manager

Ratified by: Hineihaea Murphy (Limited Statutory Manager)

Date first adopted: 23 August 2013

To be reviewed: in conjunction with the Delegations Policy

National Administration Guideline 4

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- i. allocate funds to reflect the School's priorities as stated in the charter;
- ii. monitor and control School expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- iii. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the School's buildings and facilities provide a safe, healthy learning environment for students.

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 Delegations Policy and the associated Schedule of Delegations.

PURPOSES

This policy has been developed to:

- enable the college to operate efficiently on a day to day basis
- ensure that the college can meet the costs of maintenance, resources, and other commitments that may arise outside the annual budget
- ensure that the Board of Trustees can fulfil its responsibilities for the financial management of the School in terms of the Education Act 1989, the Public Finance Act 1989, Crown Entities Act 2004; and the Financial Reporting Act 1993.

POLICY

1. The Board will ensure that adequate internal controls and procedures are developed and documented:
 - Controls and procedures will be regularly monitored for effectiveness and staff compliance.
 - Controls and procedures will comply with current legislative requirements.
 - Controls and procedures will reflect current best practice.
 - Controls and procedures will ensure that financial systems provide accurate and reliable data.
2. The Board will regularly review long term financial management planning.
3. The Board will ensure the timely preparation and authorisation of an effective, attainable annual financial budget. The budget will reflect the Board's priorities as outlined in its charter, support the effective delivery of the national curriculum, and comply with current legislation.
4. The Board will not approve a deficit annual budget.

5. The Board will monitor financial performance on a monthly basis. This will include a comparison of actual performance against budget.
6. The Board will ensure that the annual financial statements are accurate, and are prepared within the statutory timeframe. The annual financial statements will meet all current legislative requirements.

Sensitive Expenditure

7. The Board will ensure that all expenditure of Board funds is clearly linked to the business of the School and does not, at any time, provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students).
8. The Board acknowledges that at times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.
9. The Board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised before approval and will be supported by appropriate fundraising specific to that expenditure.
10. All expenditure which is incurred on behalf of individuals or groups of individuals will be fully accounted for and a separate income statement for management reporting purposes showing all funds raised and expenditure incurred will be provided to the board.
11. The Principal will report to the Board regularly and in a timely manner, on all income and expenditure associated with sensitive activities such as travel, entertainment costs and staff activities.

Travel

12. The Board will ensure that travel expenditure incurred by the School is clearly linked to the business of the School and that the School obtains an acceptable benefit from the travel when considered against the cost.

Prevention of Theft and Fraud

13. The Board requires the Principal to establish systems and procedures to guard against the actions of theft and fraud.
14. The Principal is to report immediately to the Board Chairperson on any accusation or suspicion of theft or fraud.
15. Any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.

Borrowing and investing funds

16. The Board may from time to time borrow funds.
17. The Board may invest funds. No investments may be made in equity stocks or in synthetic money market products.
18. The Board delegates responsibility for the implementation and monitoring of this Policy to the principal (as the chief executive and the board's most senior employee).

Entertainment

19. The Board will ensure that expenditure on entertainment incurred by the School is clearly linked to the business of the School. The purpose of all purchases should be transparent and the amount expended able to be demonstrated as reasonable and appropriate.

Fundraising

20. The Board requires all fundraising activities to be conducted within the School's financial and management protocols.
21. All fundraising activities must be approved by the Board of Trustees on advice from the Principal.

Student Debt

22. In principle the Board does not support students incurring debt at the School.
23. The Board will set a maximum level of student debt tolerance. The level may be reviewed at any time.
24. The Board requires the Principal to establish systems and procedures to ensure that students are not able to incur a level of school-related debt beyond the level set by the Board.
25. The Board delegates to the Principal the discretion to extend the level of student debt set by the Board on a case by case basis. The decision to extend this level in a particular instance and the rationale for that decision must be documented.
26. Student debt cannot be carried forward to another year.

Approval

When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.

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.

Review schedule: Triennially

9. Asset Protection Policy

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 ensure that:

1. all board assets are insured
2. unauthorised personnel or groups not be permitted to handle funds or school property
3. plant and equipment are not subjected to improper wear and tear or insufficient maintenance or inappropriate use
4. an up to date asset register is maintained for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00
5. the 10 year property maintenance plan is implemented
6. sufficient property maintenance staff for the school is engaged within budget limitations
7. board approval for maintenance contracts over \$5000 for any one contract is received
8. competitive tenders or quotes are conducted for all contracting
9. intellectual property, information and files are protected from loss or significant damage or unauthorised access or duplication
10. funds under controls are not received, processed or disbursed that are insufficient to meet the board-appointed auditor's standards
11. operating capital is not invested or held in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

Review schedule: Triennially

10. Health and Safety Policy

Policy Statement on:	Health and Safety
Prepared by:	BOT Health and Safety subcommittee 2013
Ratified by:	Not stated
Date first adopted:	Not stated
These policies replace the pre-existing policies	5.18, 5.15, 5.17, 5.19, 1.10

National Administration Guideline 5

Each board of trustees is also required to:

- (i) provide a safe physical and emotional environment for students;
- (ii) promote healthy food and nutrition for all students; and
- (iii) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

PURPOSES

This policy has been developed to enable the Principal, Senior Leadership team and the Health and Safety Team of Fairfield College to meet the requirements of NAG 5 and Section 19C "employee participation" of the Health and Safety in Employment Act 1992.

POLICY

1. Fairfield College is committed to providing a safe physical and emotional environment for students, staff and visitors.
2. Specific procedures, included but not limited to the following circumstances can be found in the schools procedures folder.

- a. Health and Safety representation, Hazard management and Accident register
- b. Education out of the classroom (EOTC)
- c. Use of chemicals in and around the school
- d. Use of Fairfield College Mini Van
- e. Personal Hygiene Assistance in the Active Learning Centre
- f. Cyber safety
- g. Healthy food and nutrition
- h. Working at heights

Review schedule: Triennially

11. Physical Restraint Policy

Policy Statement on:

Physical Restraint Policy

Prepared by:

Pastoral Team / Deputy Principal

Ratified by:

Date first adopted: 2018

Fairfield College has procedures in place for managing student behaviour and guidelines around the care and management of students. The key point is to safeguard the well-being of students, staff, and others whenever behaviour management issues arise.

Staff use de-escalation techniques (see the Ministry guidelines) if a student's behaviour is becoming out of control and/or poses a danger to themselves or others. However, in an emergency situation, it may be necessary to use physical restraint. This is a serious intervention and only used when there is a high likelihood that the student will injure a staff member, another student, themselves, or others. It may be necessary to move people out of the area to de-escalate the situation and keep them safe. In some cases, it may be necessary to involve the police.

All teaching staff are authorised to apply restraint. Non-teaching staff can apply restraint if they have been authorised, in writing, by the board.

If physical restraint is warranted, the level of restraint should be proportional to the level of risk the student or their behaviour poses, and should end as soon as the safety of everyone involved is assured. The student's physical and psychological state should be monitored during the restraint. The student, and the person who applied the physical restraint, should be monitored for signs of distress or shock in the aftermath of the incident. The school holds a debrief after the incident, examining the events leading up to it, the interventions used, and what could have been done differently. The Ministry of Education, and the board, is notified of any incident involving physical restraint.

Parents/caregivers whose child was involved in the incident should be notified as soon as practically possible. They should be invited to offer suggestions to avoid the use of restraint in the management of their child's behaviour. Any complaints from parents should be dealt with through the school's complaints process, and the Ministry of Education contacted for advice, if necessary.

Students with high-risk behaviours should have an Individual Behaviour Plan in place. Key staff members and parents/caregivers are involved in the development of the plan. All staff working with the particular student are fully briefed on the agreed protocols in the plan, and all staff are made aware that there is an Individual Behaviour Plan in place for the student.

Monitoring the use of physical restraint

The Ministry of Education requires all incidents of restraint to be reported using an incident of physical restraint form. The principal, or delegate, monitors the use of physical restraint and collates information about any incidents.

The principal shares this information with the board through the principal's report at board meetings (in a public-excluded session).

Physical restraint forms and debriefs

The Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint includes reporting and debriefing forms. See Physical Restraint Forms and Debriefs for more information and links to the forms.

12. Firearms Policy

Policy Statement on:	Firearms Policy
Prepared by:	Richard Crawford
Ratified by:	Not yet ratified
Date first adopted:	9 th November 2018

This policy should be read in conjunction with the Arms Act 1983 and Health and Safety at Work Act 2015: A Practical Guide for Board of Trustees and School Leaders.

PURPOSE

The board of trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with the Arms Act 1983 and Arms Regulations 1992.

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

The Arms Act 1983 defines a firearm as anything from which any shot, bullet, missile or other projectile can be discharged by force of explosive. It includes anything that has been adapted so that it can discharge any shot, bullet, missile or other projectile by force of explosive. This also includes especially dangerous air guns.

It also includes anything that for the time being is not capable of discharging any shot, bullet, missile or other projectile by force of explosive, but which by its completion or repair would be capable of doing so.

PROCEDURE

- Firearms are only to be brought on to school grounds as outlined in the Ministry of Education guidelines. These include for educational purposes, Defense Force and NZ Police visits, careers days, firearms safety courses, antique auctions, pest control or special events such as Anzac day.
- All firearms brought on to school grounds must be unloaded. Where possible, their bolts should also be removed.
- No ammunition shall be brought on to school grounds with firearms.
- Before firearms are brought on to school grounds a risk analysis management plan shall be completed and made available to parents of children involved in the firearms programme.
- Outside of the processes outlined above, firearms should only be brought onto school grounds in emergency situations (eg. NZ Police).
- Firearms on school grounds shall, at all times, be under the control and responsibility of an authorised user who shall also hold an appropriate firearms license (unless the activity is endorsed by the school and involves board approved student participation.) The principal or appointed member of staff shall sight the firearms license of each authorised user bringing firearms on to school grounds.
- The principal or a delegated person shall maintain a log of all firearms brought on to school grounds, arrival and departure time, the name and signature of the authorised user and their firearms license number and expiry date.
- The authorised user shall comply with the seven firearms safety rules as specified by the NZ Police.
- These procedures will not need to be followed by the NZ Police or Armed Forces personnel in the event of a security incident where they need to come on to school premises for law enforcement or national security purposes.
- All firearms learning activities that are conducted off site need to complete a RAMS form and gain Board approval (A current firearms license is required by the person responsible for the learning activity).

- Firearms are not permitted to be stored at the school. If firearms are required for a learning activity they must be brought on to the school site for the duration of the activity only.

The use of mock firearms in the services academy Specific procedures/protocols for mock rifle use relevant to US 24099:

1. A maximum of x10 mock rifles will be stored on school site. Mock rifles will be stored in a bag or hard case that is clearly labelled and locked. It is then stored, when not in use, in a cupboard inside a DPs (BMA) office.
2. Mock rifles will only be used within the school hall for marching / ceremonial drill practice.
3. Mock rifles will be counted out and counted back in at the beginning and end of each lesson. A register will be kept to record of this and rifles will be numbered – an accounting system. (this was not discussed today but a reasonable expectation)
4. Mock rifles will be confined to the front reception, school hall and top corridor. These will not be visible in any other area in or around school unless prior permission from the school principal.
5. Mock rifles will not be used for any battle scenarios. They are only for the practice and demonstration of ceremonial foot drill.
6. Students are not to take photos of mock rifles or the use of mock rifles.

The Seven Firearms Safety Rules

In this section:

- Rule 1: [Treat every firearm as loaded](#)
- Rule 2: [Always point firearms in a safe direction](#)
- Rule 3: [Load a firearm only when ready to fire](#)
- Rule 4: [Identify your target beyond all doubt](#)
- Rule 5: [Check your firing zone](#)
- Rule 6: [Store firearms and ammunition safely](#)
- Rule 7: [Avoid both alcohol and drugs when handling firearms](#)

<https://www.police.govt.nz/advice-services/firearms-and-safety/arms-code/seven-firearms-safety-rules>

13. Legal Responsibilities Policy

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

Review schedule: Triennially

14. Crisis Management Policy

Policy Statement on:	Crisis Management
Prepared by:	Richard Crawford
Ratified by:	Not yet ratified
Date first adopted:	Not yet ratified

PURPOSE

To enable Fairfield College to respond to a crisis situation in a positive constructive manner that ensures the safety and well-being of the school community in both the short and long term.

POLICY

A crisis can involve death whether accidental or intentional, serious injury and threat or the physical and emotional safety of any school community member. An appropriate response will be determined by the Principal and/or Crisis Management Team. An action plan will be formed and the Crisis Management Policy will be applicable in whole or part.

PROCEDURE

1. When a crisis has been identified the Principal must be informed.
2. The Principal/Board will determine whether the Crisis Management Team (CMT) needs to be involved and, if so, an initial meeting will be convened. The CMT will consist of the Principal, Senior Leadership Team, School Guidance Counsellor and other delegated personnel.
3. Ministry of Education ‘Managing Emergencies and Traumatic Incidents’ checklist is to be used as a guide.
4. Accurate information regarding the crisis situation is to be gathered and considered in crisis management decision making
5. All media communications are the responsibility of the Board Chair/Principal or an approved person.

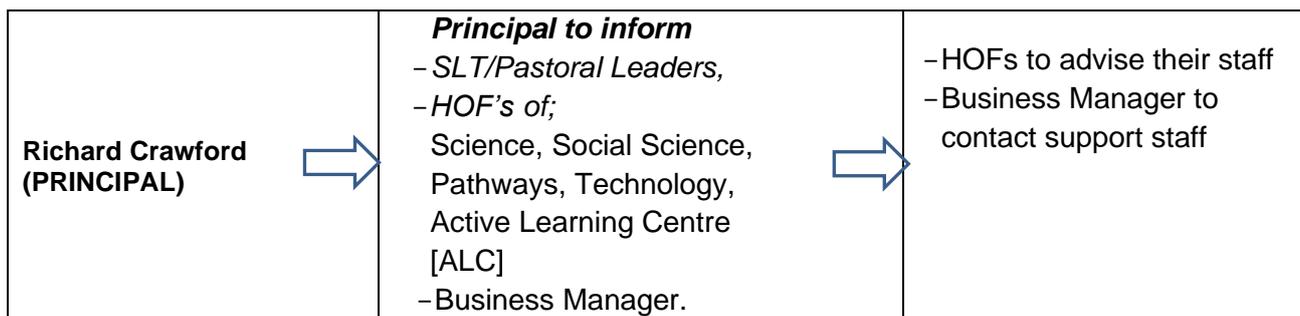
A crisis at school when immediate action is required:

1. The Principal, SLT and School Guidance Counsellor are to be notified immediately.
2. One of the above is to gather accurate information:
 - a. The information required is the name of the student, whether drugs, alcohol or a weapon is involved, is it life threatening, is he/she irrational or incoherent.
3. Use this information to determine contact of the relevant service:
 - a. Police – 111
 - b. Nga Ringa Awhina (adolescent mental health) – (07) 839 9916
 - c. Ministry of Education –
4. The parent/caregiver/s are to be notified.
5. The school nurse is to be informed.
6. Except for a police issue whereby a student has been arrested a staff member will accompany the student if he/she is removed from the school by an external agency (unless appropriate caregiver is present). For a police arrest situation the school will endeavour to inform parents/caregivers of the situation as soon as practically possible.
7. Staff and students immediately involved are invited to attend a de-briefing session together as soon as possible. These staff will then be asked to meet the next day to review our processes and the student will be followed up by the school Guidance Counsellor and the school Nurse.
8. Staff who require counselling support can contact the schools staff counselling partner (Vitae – 0508664981)

Crisis Management Team:

Richard Crawford	Principal	ext 803
Sarah Summerfield	Deputy Principal	ext 807
Malgosia Cholewa	Deputy Principal	ext 806
Braden MacPherson	Deputy Principal	ext 805
Vinnie Monga	Guidance Counsellor	ext 813
Shelley Bowe	Nurse	ext 811
Braden MacPherson	Health & Safety Officer	ext 805

Telephone Tree to inform staff:



<p>Sarah Summerfield (DEPUTY PRINCIPAL)</p> 	<p><i>Deputy Principal to inform;</i> - <i>HOF's of;</i> English, Maths, Physical Education, Performing Arts - Guidance Counsellor.</p> 	<ul style="list-style-type: none"> - HOFs to advise their staff - Guidance Counsellor to inform the school nurse
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