

St Bernadette's Operational policies – board expectations for the control and management of the school

	Outcome statements	Approved / reviewed	Next review
1. Responsibilities of the principal policy	Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.		
2. Curriculum delivery policy	Curriculum delivery: <ol style="list-style-type: none"> 1. ensures that all knowledge is presented in light of the Gospel, providing a synthesis of culture and faith, and faith and life, thus connecting learning to the lives of the students, 2. reflects charter/strategic plan aims, 3. meets the requirements of the proprietor in the delivery of the Religious Education Curriculum and the Health Curriculum, 4. meets legislative requirements including Schedule 6: Education and Training Act 2020. 		
3. Personnel policy	The obligations and responsibilities of being a good, fair and just employer are met.		
3.1 Appointment's policy	All appointments, including those to Catholic special character (tagged) positions are appointed through a fair and sound appointment's process that meets the legislative requirements of a good employer and Schedule 6: Education and Training Act 2020		
4.1 Financial planning and condition (combined alternative) policy	The board as a good steward ensures the school is financially viable, manages risks effectively and resources are managed prudently and equitably, targeted to where they make the most difference to outcomes for students.		
4.2 Asset protection policy	Assets of the school are utilised to maximise the best outcomes for students. Requirements as set out in Schedule 6: Education and Training Act 2020 and the school's Integration Agreement are met in regard to property.		
5. Protection and sharing of intellectual property (Creative commons) policy	The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of materials created by school staff in the course of their employment.		
6. Health and safety policy	A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff, and other people in the workplace.		
7. Child protection policy	Students at this school are acknowledged as being made in the image and likeness of God, therefore they have innate dignity. They thrive, belong, and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children		
8. Managing challenging behaviour and physical restraint policy	To acknowledge the dignity of all and to minimise the effect of challenging behaviour, the board shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.		

9. Concerns and complaints policy	All complaints, concerns and incidents are attended to promptly, respectfully, restoratively, and professionally, honouring the human dignity of all involved, and seek to bring effective resolution to all parties concerned.		
10. Catholic school student enrolment policy	Student enrolment meets the proprietor's requirements and Ministry of Education compliances.		
11. Privacy Policy	To be added when NZSTA publish it.		

D1. Responsibilities of the principal of a Catholic school policy

Outcome statement

Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.

Scoping

The principal is the key faith leader, the professional leader of the school, and the chief executive of the board in relation to the school's control and management. The board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed. The principal is responsible for the implementation of these policies, including the charter/strategic plan.

The relationship between the board and principal is based on the principles of human dignity, solidarity, mutual respect, trust, integrity and support, with both parties working to ensure no surprises.

Delegations

Authority and accountability for the day-to-day running of the school is delegated to the principal. Reference in documentation to the school, management and staff is to be read as "principal" regarding responsibility for implementation.

Only decisions made by the board acting as a board are binding on the principal unless specific delegations to the presiding member, individual board members, members presiding over committees or committees of the board are in place.

The board presiding member/personnel committee has responsibility for overseeing the principal's professional growth cycle.

Expectations and limitations

The principal shall not cause or allow any practice, activity or decision that is unjust, unethical, unlawful or imprudent or that violates the school's Catholic special character, or board's expressed Gospel values, its charter/strategic plan or commonly held professional ethic.

The responsibilities of the principal are set out in the board's operational policies and include the following:

- To lead the religious life of the school which provides for the formation in faith of its students, staff and community
- To provide leadership in safeguarding and strengthening the Catholic Special Character of the school including its religious observances and Religious Education programme
- To be a role model and Gospel witness to staff, students, and the school community
- Meet the requirements of their employment agreement including the four areas of practice from the Professional Standards for Primary/Secondary Principals the Standards for the Teaching Profession and *Catholic School Elaborations Standards for the Teaching Profession*
- Participate in the development and implementation of their annual performance agreement and participate in their annual review process a professional growth cycle.
- Act as the educational leader and day-to-day manager of the school within the law and in line with board policies
- Develop, seek board approval for and implement an annual plan that; is aligned with the board's strategic plan; meets legislative requirements; gives priority to the faith development of students, works for improved student progress and achievement; ensures that the school

is an inclusive and safe place for all students and staff; honours students' (human) rights and dignity and gives effect to Te Tiriti o Waitangi

- Use resources efficiently and effectively and preserve assets (financial and property)
- Operate within the board's approved annual budget
- Give effect to good employer policies and practices through effective procedures, instructions or guidelines
- Employ, deploy and terminate staff positions in line with board policy and legislative requirements
- Communicate with the community on Catholic special character and operational matters as and where appropriate
- Refrain from unauthorised public statements about the official position of the board on social, political, Catholic, and/or educational issues that are or have the potential to be controversial
- Keep the board informed of all information relevant to its governance role and report this in accordance with the requirements set out under Monitoring below
- Act as protected disclosures officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
- Appoint, on behalf of the board, the privacy officer and EEO officer
- Ensure school procedures meet the requirements of the proprietor, legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and Education Gazette
- Ensure systems are developed and implemented to support the smooth running of the school in regard to surrender and retention of property and searches of students. Written records and storage of items must be consistent with legislative requirements and associated rules and guidelines
- Ensure systems and procedures meet requirements set out in the Rules regarding student behaviour management and the use of physical restraint

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

Procedures/supporting documentation

Board's governance and management definitions

School's Integration Agreement

Principal's job description

Principal's employment agreement including relevant Principal Professional Standards

[Principles of Catholic Social Teaching](#)

[Catholic School Elaborations: Standards for the Teaching Profession](#)

[Catholic Special Character Conversation Starters: A Reflective Toolkit \(Principal\)](#)

[Handbook for Certification in Catholic Special Character and Religious Education for Staff and Boards of Trustees in Catholic Schools in Aotearoa New Zealand \(NCRS, 2014\)](#)

Annual implementation plan and budget

Personnel-related policy and procedures including appointments and performance management

Monitoring

The board will review the principal's performance in line with its policy on principal performance review.

Evidence gathered for the review will include principal reporting to the board in line with the board's annual workplan and that addresses all matters having real or potential legal considerations and risk for the school including significant trends, implications of board decisions, issues or risk to policy compliance or changes to the basis upon which the board's strategic aims have been developed.

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

- Is timely, accurate and presents information in an understandable form that is not too complex or lengthy
- Provides an update on Catholic special character
- Tracks progress and variance towards strategic aims and key performance indicators
- Includes data and analysis on curriculum delivery, student progress and achievement
- Includes data and analysis on student wellbeing
- Provides evidence of the school's giving effect to Te Tiriti o Waitangi
- Informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration
- Outlines financial income and expenditure and explains any variance against budget
- Summarises and highlights any risks associated with the fortnightly staff usage and expenditure (SUE) report
- Identifies the number of stand-downs, suspensions, exclusions and expulsions during the period and highlights trends over time
- Identifies any instances of physical restraint
- Includes information of any actual or potential risks to health and safety
- Specifies current roll numbers and explains any roll variance against year levels
- Recommends changes in board policies when the need for them becomes known
- Highlights areas of possible adverse publicity or community dissatisfaction
- Addresses any other matter requested by the board within a reasonable, specified timeframe

Legislative compliance

[Education & Training Act 2020](#)

[Privacy Act 2020](#)

[Protected Disclosures Act 2000](#)

[Education \(Physical Restraint\) Rules 2017](#)

[Collective Employment Agreements for Principals](#)

Reviewed: 30 March 2021	Next Reviewed
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D2. Curriculum delivery policy

Outcome statement

Curriculum delivery:

1. ensures that all knowledge is presented in light of the Gospel, providing a synthesis of culture and faith, and faith and life, thus connecting learning to the lives of the students,
2. reflects charter/strategic plan aims,
3. meets the requirements of the proprietor in the delivery of the Religious Education Curriculum and the Health Curriculum,
4. meets legislative requirements including Schedule 6: Education and Training Act 2020

Scoping

The board's primary objectives are to ensure that; every student at the school is able to attain their educational potential; the school is a safe and inclusive environment for all students and staff; students' (human) rights and dignity are protected; the school gives effect to Te Tiriti o Waitangi. In addition, the school's religious goals are not separated from its other educational goals, and the students are supported on their faith journey.

Delegations

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

Expectations and limitations

The principal must ensure:

- An annual plan is developed setting out how progress will be made towards the achievement of charter/strategic goals and is approved by the board
- Religious Education is delivered using the New Zealand Catholic Bishop's Conference (NZCBC) mandated *Primary Religious Education Programme or the Secondary Understanding Faith Curriculum* supported by the *Religious Education Bridging Document for Catholic Schools Teaching Year 1-8 Children in Aotearoa New Zealand* and *The Secondary Religious Education Bridging Document: for Catholic Schools Teaching Year 9-13 Young People in Aotearoa New Zealand*
- Those aspects of the Health Curriculum are set in the context of the teaching of the Catholic Church
- The Director of Religious Studies (DRS) is actively involved in the planning of the personal relationships and sexuality components of the Health Curriculum
- Consultation with both the community and the Proprietor to ensure that the Health Curriculum and its delivery reflect the Catholic special character of the school.
- The Catholic perspective is included in all curriculum areas with particular emphasis on the core principles of Catholic social teaching.
- All resources, including e-resources, which are used in the teaching and learning programme for Religious Education and all other curricula, including those of outside providers, are in line with the key teachings of the Catholic Church.
- The school local curriculum is based, in consultation with the school's community, on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Mātauranga o Aotearoa), which in terms of Catholic special character and Religious Education is teina (younger sibling) and our Aotearoa Catholic Religious Education curricula are tuakana (older siblings)

- The school local curriculum reflects local tikanga Māori, mātauranga Māori and te ao Māori
- School programmes provide students in years 1–6 with opportunities to learn in all areas of the national curriculum and the Religious Education Curriculum.
- The minimum hours for the delivery of Religious Education mandated by the New Zealand Catholic Bishop’s Conference are met
- The principal and DRS are appropriately qualified and certificated, in order to lead Religious Education curriculum development
- Religious Education is delivered by teachers with, or working towards a qualification related to Religious Education, theology or Catholic special character
- the appropriate level of Certification dependent on length of service in a Catholic school
- There is a focus on every child and young person:
 - attaining their educational potential and being supported on their faith journey
 - developing the abilities and attributes outlined in the [national education and learning priorities](#)
 - having an appreciation of the importance of; the inclusion of different groups and persons with different personal characteristics; diversity, cultural knowledge, identity, and the different official languages of New Zealand; Te Tiriti o Waitangi and te reo Māori
- Assessment practices enable the wellbeing, engagement, progress and achievement of students to be monitored and reported
- Board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

Procedures/supporting documentation

[The Religious Education Bridging Document for Catholic Schools teaching Year 1-8 Children in Aotearoa New Zealand](#)

[Time allocation for Religious Education](#)

[He Mea Hanga Mīharo ki tō te atua Āhua Wonderfully Made in God's Image](#)

[Catholic Special Character Evaluation for Development Catholic State Integrated Schools Aotearoa New Zealand](#)

Monitoring

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

- Includes data and analysis on curriculum delivery, student wellbeing, progress and achievement
- Tracks progress and variance towards annual aims and key performance indicators
- Informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration,

Legislative compliance

[Education and Training Act 2020](#)

[New Zealand Curriculum/Te Marautanga o Aotearoa](#)

Reviewed: 2023	Next Reviewed:
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D3. Personnel policy

Outcome statement

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

Scoping

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

Good employer means an employer who acts within the principles of Catholic social teaching and operates an employment policy containing provisions generally accepted as necessary for the just, fair and proper treatment of employees in all aspects of their employment.

Delegations

The board delegates responsibility to the principal on all matters relating to the day-to-day management of staff in the expectation that they will be managed in a sound, just, fair and respectful manner, acknowledging the dignity of each person, and in accordance with the current terms of employment agreements, school policy and procedures, relevant legislative requirements and identified good practice.

Expectations and limitations

The principal must ensure:

- all employment-related legislative requirements are applied including those in Schedule 6: Education and Training Act 2020 and the school's Integration Agreement
- all employees understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate, fair and restorative manner
- all staff are safe from racism, stigma, bullying and other forms of discrimination within the school
- that the wellbeing of all staff is supported
- teachers are supported in their vocation to serve young people
- that all staff are affirmed and valued for their contribution to the work of the school community
- a smoke-free and vape-free environment is provided
- employment records are maintained
- all employees have;
 - a written letter of offer of employment using the NZCEO Letters of Appointment templates
 - an up-to-date job description that includes their Catholic special character responsibilities
 - for non-union employees, an individual employment agreement (IEA)
- teachers are consulted when developing a procedure to determine the use of units – units for appropriate positions are allocated in a fair and transparent manner
- employee leave is effectively managed and reported so that:
 - the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered

- o board approval is sought for any requests for discretionary staff leave with pay for longer than four days.
 - o board approval is sought for any requests for discretionary staff leave without pay of longer than four days.
 - o board approval is sought for any requests for staff travelling overseas on school business
 - o the board is advised of any staff absences longer than 5 school days
- job descriptions clearly state Catholic special character responsibilities of staff, and these are regularly reviewed
- effective and robust professional growth cycles are in place for all staff that include performance management reviews, attestations for salary increases, and staff professional learning and spiritual formation
- a suitable, regular and planned professional learning and spiritual formation programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the professional learning and formation programme enables the principal and teachers of Religious Education to work towards a formal qualification in Religious Education or Special Character, and that the principal and all teachers are working towards the next level of Certification
- staff seeking the Communities of Learning Kāhui Ako leadership role or teacher across schools role must seek and receive consent from their employing board before applying for the role.
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from NZSTA advisers and the Director of Catholic Education where employment issues arise, and the school's insurer is notified.

Procedures/supporting documentation

[*He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Kura Katorika: Catholic Special Character Evaluation for Development Catholic State Integrated Schools Aotearoa New Zealand*](#)

[*Principles of Catholic Social Teaching*](#)

[*Catholic School Elaborations: Standards for the Teaching Profession*](#)

[*Catholic Special Character Conversation Starters: A Reflective Toolkit*](#)

[*NZCEO Letter or Employment Templates*](#)

[*Handbook for Certification in Catholic Special Character and Religious Education for Staff and Boards of Trustees in Catholic Schools in Aotearoa New Zealand \(NCRS, 2014\)*](#)

Staff leave procedure

Staff Professional Growth Cycle

Unit allocation procedure

Professional development programme/plan

Storage of confidential information

Monitoring

Legislative compliance

[Employment Relations Act 2000](#)

[Education and Training Act 2020](#)

[Collective Employment Agreements](#)

[Smokefree Environments and Regulated Products \(Vaping\) amendment Act 2020](#)

Reviewed: 2020	Next Reviewed
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D3.1 Appointments policy

Outcome statement

All appointments, including those to Catholic special character (tagged) positions are appointed through a fair and sound appointment's process that meets the legislative requirements of a good employer and Schedule 6: Education and Training Act 2020.

Scoping

To assist in the appointment of quality staff and staff who are acceptable to the Proprietor in the case of special character positions:

- For any vacancy that may arise, an appointment committee with expertise relevant to the vacancy may be delegated to carry out the appropriate appointment procedures.
- When the board delegates to an appointment committee the power to appoint a teacher (including the principal and Director of Religious Studies (DRS)) or recommend the appointment of a teacher, the appointment committee must include at least one proprietor's appointee (Schedule 6: Education and Training Act 2020, Clause 46 (2)).
- For any vacancy that may arise in special character (tagged) positions the board or its appointment committee must follow the proprietor's requirements regarding acceptability, prior to considering the suitability of applicants.

In accordance with the regulatory requirements for safety checking under the Children's Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with St Bernadette's School procedures on safety checking, Police vetting and screening.

Delegations

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

Expectations and limitations

The principal must ensure that:

- advertisements for special character positions must meet the requirements of Cl 47 or Cl 50, Schedule 6: Education and Training Act 2020
- advertisements for general positions (untagged positions) should state that the successful applicant will be expected to support, uphold and be positively involved in the Catholic special character of the school
- appointment of the deputy principal/s, DRS, head of departments/senior teachers will involve an appointment committee consisting of the principal, the presiding board member, at least one Proprietor's Appointee, and, at the discretion of the board, a further member of the board
- when appointing a Principal, a Director of Religious Studies and Religious Education teachers, the appointment committee should take into consideration the applicant's Religious Education/Catholic special character qualifications and level of Certification.

- if the board determines, the appointment of all other teachers in permanent positions will involve an appointment committee consisting of at least the principal and a proprietor's appointee, and at the discretion of the board, further board members
- unless determined otherwise by the board, appointment of all **part-time** other fixed term, long-term relieving or non-teaching staff will be the responsibility of the principal in consultation with the presiding board member or delegate where deemed necessary. In the case of fixed-term Catholic special character positions the proprietor must first be consulted and confirm acceptability
- the appointment of a guidance counsellor will involve an appointment committee that includes a proprietor's appointee
- when employing a guidance counsellor, the guidelines from the proprietor must be met
- when appointing teachers to Catholic special character (tagged) positions the requirements and expectations of that position are understood fully by the successful applicant
- all newly appointed staff are aware of the expectations associated with accepting a position in a Catholic school
- NZCEO Letters of Appointment are used
- procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff
- all safety checking is completed for all teaching and non-teaching staff prior to commencing employment, and
- safety checking documentation is kept on the new employee's personal file in line with privacy and storage protocols
- any person applying for a teaching position holds a current practicing certificate from the Teaching Council

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

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

* For any position that is fixed term there must be a genuine reason based on reasonable grounds for it being of a fixed term nature, this can include inability to permanently fill a Catholic special character (tagged) teaching position. Refer to s 66 of the Employment Relations Act 2000 and the Court's interpretation thereof. Where the board, principal and/or committee of the board is wanting to appoint to a position believed to be fixed-term, advice will be sought from NZSTA and/or the Catholic diocesan education office as to whether the appointment would meet the requirements for a genuine fixed-term, based on reasonable grounds.

Procedures/supporting documentation

[NZCEO Key Steps in the Special Character Position Employment Process](#)

[Advertising Special Character Positions \(Cl 47 and Cl 50 Schedule 6: Education and Training Act 2020\)](#)

[Determining Acceptability of Applicants for Special Character Positions](#)

[Requirements of the Principal Position in a Catholic School](#)

[Requirements of the Director of Religious Studies Position](#)

[Requirements of a Deputy Principal in a Special Character Position \(Cl 47c\)](#)

[*Guidelines for Filling Special Character \(CL 47c\) Positions Retrospectively*](#)

[*Expectations of Staff in a Catholic School*](#)

Integration Agreement

Police vetting procedure

Safety checklist

Templates – staff recruitment checklist, application form, shortlisting matrix, interview matrix, reference checking matrix, [NZCEO Letter of Appointment Template/s](#) etc.

Storage of confidential information procedure/process

Monitoring

Legislative compliance

[Collective Employment Agreements](#)

[Employment Relations Act 2000](#)

[Education and Training Act 2020](#)

[Privacy Act 2020](#)

[Children's Act 2014](#)

[Public Service Act 2020](#)

[Human Rights Act 1993](#)

Reviewed:	Next Reviewed
2019	

D4.2 Financial planning and condition policy

Outcome statement

The board as a good steward ensures the school is financially viable, manages risks effectively and resources are managed prudently and equitably, and targeted to where they make the most difference to outcomes for students.

Scoping

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

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

Delegations

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

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

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

Expectations and limitations

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

- Reflect the results sought by the board, including its Catholic special character goals
- Reflect the priorities as established by the board
- Comply where the board's requirement is for a balanced budget
- Demonstrate an appropriate degree of conservatism in all estimates.

The principal must ensure:

- Unauthorised debt or liability is not incurred
- Generally accepted accounting practices or principles are not violated
- Tagged/committed funds are not used for purposes other than those approved
- More funds than have been allocated in the fiscal year are not spent without prior board approval
- All money owed to the school is collected in a timely manner
- Timely payment to staff and other creditors is made
- Unauthorised property is not sold or purchased
- All relevant government returns are completed on time
- No one person has complete authority over the school's financial transactions
- When making any purchase:

- of over 2000, comparative prices are sought
- of over \$2,000, an adequate review of ongoing costs, value and reliability is undertaken
- of over \$1000 on a single item, board approval is first sought
- Effective systems are in place to meet the requirements of the payroll system.
- Gifts/koha will be limited to \$150-250, exact amount will be at the discretion of the BoT. Under exceptional circumstances the board may approve a higher amount but this will need to be approved and recorded in the minutes.

Procedures/supporting documentation

Annual budget

Principles of Catholic Social Teaching

Supplementary Schedule of Responsibilities.

Monitoring

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

Legislative compliance

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

Reviewed:	Next Reviewed
2022	

D4.3 Credit Card policy

Credit card expenditure incurred must clearly be linked to the business of the School. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal. In administering this policy, the Board of Trustees will consider the Special Character of the school and the principles of Catholic social justice will be adhered to.

PROCESS FOR ISSUE OF CREDIT CARDS

1. The principal is the Board authorised credit card holder.
3. The limits set for credit card use should not exceed the overall financial delegation of the cardholder. Any variations require Board approval.
4. Prior to the card being issued, the recipient must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.

PROCEDURES TO BE FOLLOWED WHEN USING THE CARD

- The credit card is not to be used for any personal expenditure.
- The credit card will only be used for:
 - payment of actual and reasonable travel, accommodation and meal expenses incurred on School business; or
 - purchase of goods in line with budget expectations. Approval is needed for items purchased outside the budget.
- All expenditure charged to the credit card should be supported by the following documents which are also to be attached to the credit card statement:
- A credit card slip or electronic transaction print-out
- A detailed invoice or receipt to confirm that the expenses are properly incurred on School business
- For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the GST input credit
- The credit card statement should be certified by the cardholder as evidence of the
- validity of expenditure.
- All purchases should be accounted for within 5 working days of receiving a credit card statement.

CASH ADVANCES

Cash advances are not permitted except in an emergency.

DISCRETIONARY BENEFITS

Any benefits of the credit card such as a membership awards programme are only to be used for the benefit of the School.

CARDHOLDER RESPONSIBILITIES

- The credit card must only be used by an approved person who has signed this policy.
- The cardholder must protect the pin number of the card.
- The cardholder must only purchase within the credit limit applicable to the card.
- The cardholder must notify the credit card company and the school immediately if the card is lost or stolen.
- The credit card should not be used on the internet without prior Principal approval.
- The cardholder must return the credit card to the School at any time upon request by the Board.

Date Reviewed: Term 4, 2020

To be Reviewed: Term 4, 2024

D4 Asset protection policy (Property)

Outcome statement

The integrated assets of the proprietor, as detailed in the school's Integration Agreement, are maintained and utilised to maximise the best outcomes for students.

Scoping

The board recognises:

- as a good steward, that assets may not be unprotected, inadequately maintained or unnecessarily risked
- the proprietor owns the land and buildings and other improvements that are specified in the Integration Agreement
- the proprietor is responsible for any costs associated with the non-integrated areas such as chapel or hostel
- the proprietor meets insurance costs associated with the land and buildings and other improvements that are specified in the Integration Agreement
- the need for a long-term maintenance plan and implements it effectively in collaboration with the proprietor's long term major maintenance plan and all property is compliant with the Health and Safety Act 2015
- Crown funding provides for the school's ongoing maintenance including the contents (furniture and equipment) through:
 1. Operations grant directly to the board - minor maintenance under \$5000
 2. Policy One funding to the proprietor who ensures the standard of property is maintained to the equivalent of non-integrated state schools – major maintenance over \$5000
- it will work in close consultation with the proprietor to ensure that the school property is not neglected by informing the proprietor of any maintenance that is in the major category
- it cannot dispose of any part of the school premises, or otherwise alter its boundaries or dimensions, without the written permission and active involvement of the proprietor. Such changes will be recognised by a Supplementary Agreement to the school's Integration Agreement between the proprietor and the Minister of Education, which the proprietor initiates
- capital works belong to and are usually the responsibility of the proprietor
- the board cannot use its own (Crown) funds to construct a building or other facility on the school premises without the prior agreement of the proprietor and the Ministry of Education (under a Memorandum of Understanding). In these special cases maintenance of such buildings is the responsibility of the board.
- the proprietor may raise funds in relation to school property and school communities may raise funds on behalf of the Proprietor with their approval and subject to the statutory requirements of fundraising issued by the Ministry of Education
- funds raised by the board are crown funds and therefore cannot be used to fund buildings that will legally belong to the Proprietor

Delegations

The principal is delegated day-to-day responsibility for ensuring that the programming and funding of general minor maintenance of the school grounds, buildings, facilities and other assets occurs within budget, and in conjunction with the Proprietor's 10-year property plans, in order to provide a clean, safe, tidy and hygienic work and learning environment for staff and students.

Expectations and limitations

The principal must:

- Ensure all board assets are insured
- Work with the board and/or proprietor to ensure that all school property covered by the school's Integration Agreement meets minimum standards to ensure it is safe, in a fit state of repair and meets all statutory, regulatory and Ministry of Education design standards
- Work with the proprietor to ensure buildings have a current Building Warrant of Fitness
- Permit the proprietor to use the school premises or equipment when they asks to do so
- Not allow unauthorised personnel or groups to handle funds or school property
- Not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
- Maintain an up-to-date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500
- Ensure the implementation of the 10-year property maintenance plan
- Engage sufficient property maintenance staff for the school within budget limitations
- Receive board approval for maintenance contracts over \$5,000 for any one contract
- Conduct competitive tenders for all contracting
- Protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
- Not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
- Not invest or hold operating capital in insecure accounts or in non-interest-bearing accounts except where necessary to facilitate ease in operational transactions

Procedures/supporting documentation

Integration Agreement

[Handbook for Boards of Trustees of New Zealand Catholic State Integrated Schools](#) particularly Property:

Resources and Appendices

Board to enter own documentation.

Legislative compliance

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

[Schedule 6: Education and Training Act 2020](#)

Reviewed: December 2019	Next Reviewed
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D5. Protection and sharing of intellectual property (Creative Commons) policy

Outcome statement

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

Scoping

The Copyright Act 1994, section 21(2) recognises the copyright ownership rights of school boards of works produced by their employees in the course of their employment.

By licensing its copyright, the board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the board.

Delegations/responsibility

The board delegates to the principal the responsibility to:

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

Limitations and expectations

The board:

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

Resolution of disputed copyright ownership

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

1. In the first instance, the dispute should be documented and presented to the school principal
2. If the dispute is still not resolved, the documentation should be presented to the presiding member (chair) of the board
3. If the dispute is still not resolved following steps 1 and 2, mediation with an appropriate authority will be undertaken

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

Definitions

Creative Commons Aotearoa: The New Zealand affiliate of an international non-profit movement that provides free open licences that copyright holders can use to share their work.

Teaching materials: Copyright works produced by employees of the school for the purposes of teaching.

Associated legislation. [Copyright Act 1994](#)

Monitoring.

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

Reviewed:	Next Reviewed
December 2019	

D6. Health and safety policy

Outcome statement

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

Scoping

The board is responsible for ensuring health and safety procedures are developed, implemented and their effectiveness is monitored. However, employees need to be aware of their responsibilities and comply with the board's health and safety policy and school procedures.

Delegations

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

- develop, implement, and report to the board on the effectiveness of health and safety procedures
- ensure employees have the information and professional development and formation they need in order to understand and comply with policy and procedures.

Expectations and limitations

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

- providing a safe spiritual, physical and emotional learning environment where the dignity of all is upheld
- ensuring staff are known, respected, cared for, affirmed and appreciated, and their wellbeing is supported
- ensuring a health and safety strategy/plan is in place and engagement and consultation on the strategy occurs with workers and the school community
- having effective measures in place to consult with and report to the proprietor on health and safety matters pertaining to the Catholic special character particularly
 - morally sensitive areas such as matters dealt with by the school guidance counsellor
 - how the board and principal effectively manage and monitor the work of any health professional who are employed or who come on site
 - the general ethos, environment and culture of the school
 - the relationships between staff members, and their colleagues, their students and the school community
- advising the proprietor of health and safety risks requiring major capital works
- ensuring there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures and comply with the [Sale and Supply of Alcohol Act 2012](#)
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents
- having a commitment to a culture of continuous improvement.

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

- exercise due diligence in accordance with the provisions of the health and safety legislation and in particular the six due diligence obligations²
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices including during capital works projects or when awaiting the proprietor's action on remedial capital works
- advise the proprietor and board if there are any serious health and safety issues
- ensure the *Code of Ethics for Staff and Boards of New Zealand Catholic Schools* and the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, racism, stigma and any other form of discrimination, and that there are effective processes in place to eliminate them that reflect the Special Character of our school.
- provide a smoke-free and vape free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- meet the proprietor's requirements on the delivery of the Health Curriculum are adhered to (see D2 Curriculum Policy)
- consult with the community every two years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the presiding board member (chair) of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
 - o cooperate with school health and safety procedures
 - o comply with the health and safety legislation and duties of workers
 - o ensure their own safety at work
 - o promote and contribute to a safety-conscious culture at the school

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

2. These are to:

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

Reviewed:	Next Reviewed
June 2021	

D7. Child protection policy

Outcome statement

Students at this school are acknowledged as being made in the image and likeness of God, therefore they have innate dignity. The Board of Trustees has an obligation to ensure the well-being of the children in our care so they thrive, belong, and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.

Scoping

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

Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with Section 15 of the [Oranga Tamariki Act 1989](#), any person in our school who believes that any child or young person has been or is likely to be harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected or deprived must follow school procedures and may also report the matter to a social worker or the local Police.

Delegations

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

Expectations and limitations

The principal must:

- ensure that all staff understand the Catholic social teaching (CST) principles of human dignity, human equality, respect for human life, the common good and preferential option for the poor and vulnerable, and their application to children.
- develop appropriate procedures to meet child safety requirements as required and appropriate to the school
- comply with relevant legislative requirements and responsibilities
- comply with the overriding principle (essence) of the safeguarding policy of the Proprietor and/or the Bishop of the diocese and with the Catholic Church in Aotearoa New Zealand's national guidelines for safeguarding children and vulnerable adults
- make this policy available on the school's internet site or available on request
- ensure that every contract or funding arrangement that the school enters into requires the adoption of child protection policies where required
- ensure the interests and protection of the child are paramount in all circumstances
- recognise the CST principle of subsidiarity linked to the rights of family/whānau to participate in the decision making about their children
- ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
- support all staff to work in accordance with this policy to work with partner agencies and organisations to ensure child protection procedures are understood and implemented
- promote a culture where staff feel confident, they can constructively challenge poor practice or raise issues of concern without fear of reprisal

- consult, discuss and share relevant information with the board or designated person in line with our commitment to confidentiality and information-sharing protocols in a timely way regarding any concerns about an individual child
- The Principal will keep the Board Chair informed about any notifications or disclosures made under the Child Protection policy. On occasions it may be prudent that the whole Board is aware of a disclosure and this decision to do this will be made by the Board Chair in consultation with other personnel involved. This will always be made 'in committee'.
- seek advice as necessary from NZSTA advisers on employment matters and other relevant agencies where child safety issues arise
- make available professional development and formation, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
- ensure that this policy forms part of the initial staff induction programme for each staff member.

Procedures/supporting documentation

[*Principles of Catholic Social Teaching*](#)

Documents and Policies-[*National Office for Professional Standards: The Catholic Church in Aotearoa New Zealand*](#)

Proprietor's and bishop of the diocese's safeguarding policy

- Identification and reporting of child abuse and neglect
 - Four categories of abuse (emotional, physical, sexual and neglect)
 - How to respond to suspected abuse or neglect
 - How to respond to disclosures made by a child
 - Recording a disclosure
 - Reporting suspected child abuse and neglect
- Confidentiality, information sharing and recording
- Safety checking – safety checklist
- Police vetting
- Staff capability and professional development
- Safe at work practices
 - Physical contact with children
 - Working one on one with children
 - Transporting children
 - Overnight stays/camps
 - Social media and technology (internet protection, photo storage)
 - Parent help
 - Visitors on site
 - External contractors
 - Before and after-school programmes
 - Gifts and rewards
 - Intimate care – toileting
 - Application of medication and sunscreen
- Managing challenging behaviour and physical restraint policy and procedures
- Allegations against staff
- Staff induction

Legislative compliance [Children's Act 2014](#) / [Oranga Tamariki Act 1989](#)

Reviewed: October 2019	Next Reviewed
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D8. Managing challenging behaviour and physical restraint policy

Outcome statement

To acknowledge the dignity of all and to minimise the effect of challenging behaviour, the board shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.

Scoping

This policy applies throughout the school.

All staff are required to familiarise themselves with Ministry of Education Guidelines for registered schools in New Zealand on the use of physical restraint and to undertake appropriate professional development and formation including on the Catholic social teaching principles of human dignity, human equality, the common good and preferential option for the poor and vulnerable.

The board will ensure that any incident of physical restraint is notified to parents or caregivers and reported to the Ministry of Education.

The board will ensure that parents or caregivers are notified if physical restraint is an element in a student's individual behaviour plan.

Complainants with concerns regarding use of physical restraint must follow the school's prescribed concerns and complaints procedure.

Delegations

The board delegates to the principal:

- Responsibility for ensuring that adequate staff training, formation and support is in place
- The reporting of incidents of physical restraint to parents, caregivers and the Ministry of Education
- Notification to parents and caregivers if an element of physical restraint is in a student's individual behaviour plan

Limitations and expectations

- All children will be acknowledged as being made in the image and likeness of God; therefore, they are invaluable and worthy of equal respect as a member of the human family
- The common good will be exercised in terms of respecting the rights and responsibilities of all people
- Physical restraint is defined as using physical force to prevent, restrict or subdue the movement of a student's body or part of the student's body against the student's will and is a serious intervention
- Staff shall be well versed in prevention and de-escalation strategies used to limit the need to physically restrain a student
- Use of physical restraint is limited to teachers or authorised staff members and only where:
 - the physical restraint is necessary to prevent imminent harm to the student or another person; and
 - the teacher or authorised staff member reasonably believes that there is no other option available in the circumstances to prevent the harm; and
 - the physical restraint is reasonable and proportionate in the circumstances

- Authorised staff are employees trained and authorised by their employer (the board) to use physical restraint
- Teachers and staff members who are authorised to physically restrain students shall receive suitable training and support
- Corporal punishment and seclusion of students is prohibited. It diminishes their dignity and the dignity of the person enacting it. Seclusion of students is defined as placing a child or student in a room involuntarily, alone and from which they cannot (or believe they cannot) freely exit.

Associated legislation

[Education and Training Act 2020](#)

[Education \(Physical Restraint\) Rules 2017](#)

[Health and Safety at Work Act 2015](#)

Associated procedures and supporting documentation

[Principles of Catholic Social Teaching](#)

School to enter appropriate procedures.

Monitoring

Instances, matters or risks in relation to this policy shall form part of the principal's report to every board meeting, taking care that individual students cannot be identified.

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

Reviewed: February 2023	Next Reviewed
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D9. Concerns and complaints policy

Outcome statement

All complaints, concerns and incidents are attended to promptly, respectfully, restoratively and professionally, honouring the human dignity and equality of all involved, and seek to bring effective resolution to all parties concerned.

Scoping

In order to maintain a safe and comfortable environment for all students, staff and visitors, an accessible procedure for handling complaints and grievances will be implemented and maintained to provide an open and fair way of resolving issues and will comply with all relevant legislation.

Delegations

The board delegates to the principal full responsibility of ensuring processes are in place and operating effectively and adequately. In the event of a complaint or grievance concerning the principal, responsibility lies with the board.

Expectations and limitations

In complying with the policy, the principal shall not fail to:

- Ensure the equality of all people is acknowledged and their human dignity maintained when following all concerns and complaints procedures
- Implement and maintain robust procedures to meet the policy requirements
- Ensure that the process for complaints or grievances is clearly communicated and posted on the school website (if applicable)
- Ensure that the complainant has previously followed the school's concerns and complaints procedure before escalating to board level

Should the board receive a complaint regarding the principal or determine that any policy violation may have occurred, the board in the first instance 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 any violation 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.

Should the board receive a complaint about historic abuse or harm, it should refer to the National Office for Professional Standards of the Catholic Church in Aotearoa New Zealand guidelines.

The board shall advise its insurance agent of any complaint escalated to the board.

Once the dispute Resolution Scheme comes into effect, in the event that a serious dispute is not able to be resolved, the board shall advise the parent of their right to apply to the Chief Referee for the dispute to be resolved by a dispute resolution panel.

Procedures/supporting documentation

Parent and staff concerns and complaints process – C4 – NZSTA [Governance framework](#)

[Principles of Catholic Social Teaching](#)

[National Office for Professional Standards of the Catholic Church of Aotearoa New Zealand](#)

Monitoring

The principal shall maintain a register of complaints and resolutions and report to the board at least quarterly per annum outlining numbers of complaints, resolution success figures and any areas of concern for board deliberation.

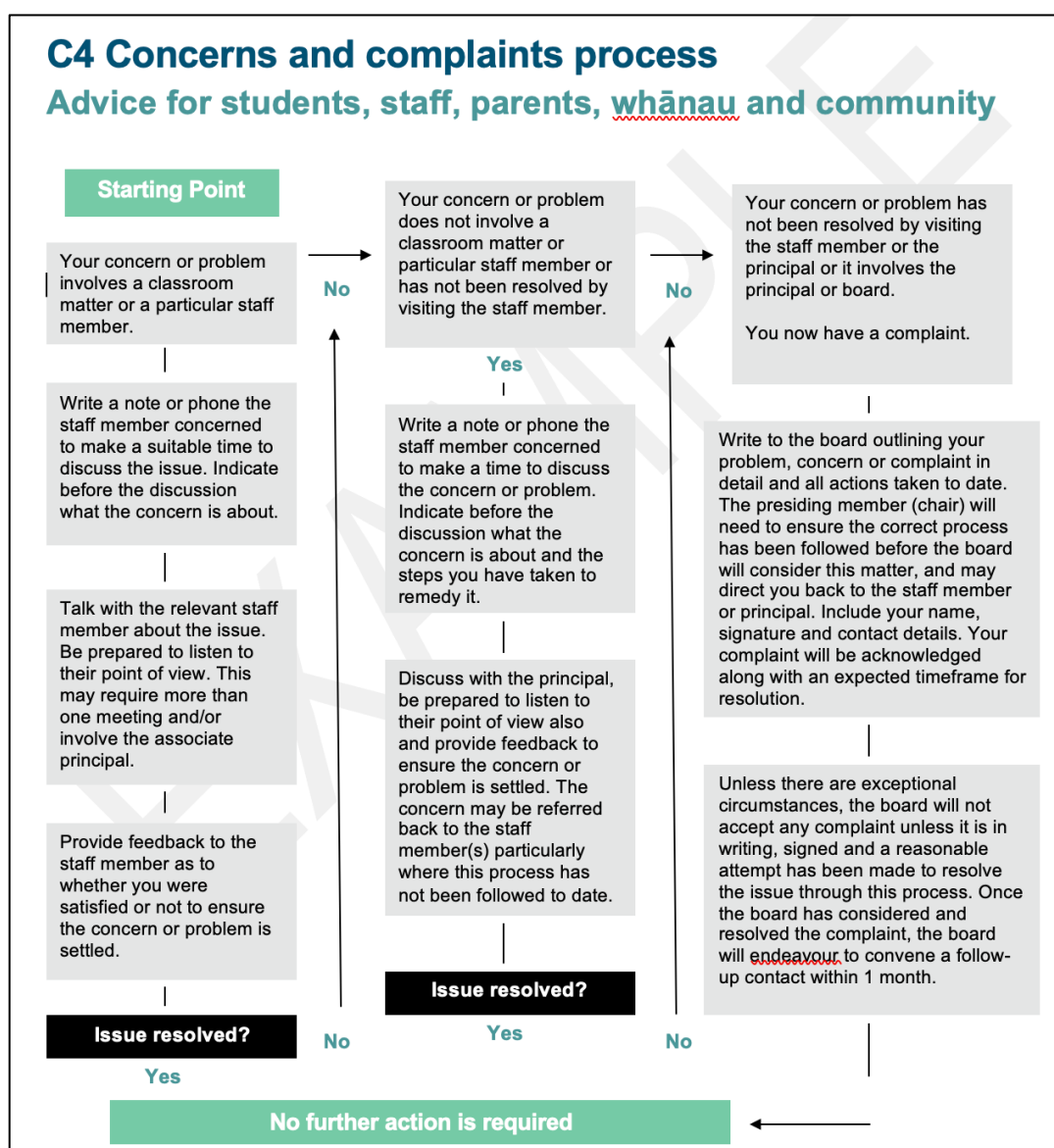
Legislative compliance

[Education and Training Act 2020](#)

Relevant employment agreements

Relevant professional standards

Reviewed:	Next Reviewed
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D10. Catholic Schools student enrolment policy

Outcome statement

Student enrolment meets the Proprietor's requirements and Ministry of Education compliances.

Scoping

The board recognises the enrolment requirements under the Education and Training Act 2020 and the school's Integration Agreement and meets them. The board acknowledges that the granting of preference to enrol a student is the prerogative of the Proprietor (or their nominated agent). The Proprietor states in writing that the parents of the child meet the criteria to gain this preference.

Definitions

Preference students	Students whose parents have established a particular or general religious connection with the special character of the school in line with New Zealand Catholic Bishops' policies.
Non-Preference students	Students who do not meet the criteria for preference.

Delegations

The board delegates to the principal all matters relating to:

- the day-to-day management of preference and non-preference enrolments
- managing the school roll in accordance with legislation and the school's Integration Agreement and identified good practice.

Limitations and expectations

The principal ensures:

- Preference or non-preference is determined before enrolment
- For preference students:
 - Each student has their own preference certificate
 - The school holds the student's preference certificate before the student commences at the school
 - The preference certificate is for the current school
 - The preference certificate is signed by an authorised agent of the Roman Catholic Bishop.
- The [enrolment process](#) as set out by NZCEO is followed.
- Students are to be enrolled in the following order:
 1. Students who have been given preference by the proprietor
 2. Non-preference students (if any), up to the maximum number allowed by the Integration

Agreement.

- The non-preference number and maximum roll are not exceeded without the written permission of the proprietor
- The master roll of the school states whether each student has preference or not, and for preference students the criteria under which they are given preference
- The board's selection criteria for non-preference students must be objective, fair and transparent. These criteria must be readily available to the school community via the school website or written documentation from the school office
- The board's selection criteria for non-preference students are adhered to especially when the number applying to enrol is greater than allowed by the Integration Agreement. These criteria must be readily available to the school community via the school website or written documentation from the school office
- At the time of enrolment, parents/caregivers of non-preference students are fully aware of the school's Religious Education and religious observances, and what it means to be part of a Catholic school faith community
- The student enrolment form contains, besides the information that the school requires for general use, a statement that:
 - The parents/caregivers accept as a condition of enrolment that the student will participate in the general school programme that gives the school its special character
 - The parents/caregiver's contract, as a condition of enrolment, to pay compulsory attendance dues as determined by the proprietor from time to time and approved by the Ministry of Education, acknowledging the right of the school to discontinue the attendance of their children if they default on payment without making prior arrangements.
- Parents/caregivers are to attest by signature that they are aware of and consent to the conditions set out in the enrolment form
- Where parents/caregivers are not able to meet payment, due to financial stresses, of attendance dues or payment of attendance dues would stop them from enrolling their child, the parents/caregivers are given advice on gaining assistance
- When the actual school roll reaches/exceeds 85% of the maximum roll and/or physical capacity of the school, the Diocesan Vicar/Manager for Education is contacted to offer guidance and assistance in the management of the school roll and future enrolments. This will include the closing of the non-preference roll, the Board implementing their enrolment policy and/or developing a Ministry of Education approved scheme in consultation with the Proprietor
- That the board consults with the Proprietor when setting the number of international students to be enrolled in the school.

Associated legislation

[Education and Training Act 2020](#)

[Education \(Physical Restraint\) Rules 2017](#)

[Health and Safety at Work Act 2015](#)

Associated procedures

Integration Agreement

[Handbook for Boards of Trustees of New Zealand Catholic State Integrated Schools](#) in particular the section Employment: Resources and Appendices

School to enter appropriate procedures.

Monitoring

The principal must report to every board meeting on instances, matters, or risks relation to this policy, taking care that individual students cannot be identified.

The board shall monitor the number of preference and non-preference students and the maximum roll.

Reviewed:	Next Reviewed
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