

## APPENDIX

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1. Cambridge Curriculum Overview
2. 2014 School Calendar
3. CV: [REDACTED] s 9(2)(a) OIA
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9. Microsoft Excel workbook Financial Forecast

1. The first part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation

$$f(x) = \int_0^x \frac{1}{1+t^2} dt$$

for  $x \in \mathbb{R}$ . It is shown that  $f(x)$  is an odd function and that  $f(x) \in (-\frac{\pi}{2}, \frac{\pi}{2})$  for all  $x \in \mathbb{R}$ . The second part of the paper is devoted to the study of the function  $g(x)$  defined by the equation

$$g(x) = \int_0^x \frac{t}{1+t^2} dt$$

for  $x \in \mathbb{R}$ . It is shown that  $g(x)$  is an even function and that  $g(x) \in (-\frac{\pi}{4}, \frac{\pi}{4})$  for all  $x \in \mathbb{R}$ . The third part of the paper is devoted to the study of the function  $h(x)$  defined by the equation

$$h(x) = \int_0^x \frac{t^2}{1+t^2} dt$$

for  $x \in \mathbb{R}$ . It is shown that  $h(x)$  is an odd function and that  $h(x) \in (-\frac{\pi}{4}, \frac{\pi}{4})$  for all  $x \in \mathbb{R}$ .

# APPENDIX 1

## Cambridge Curriculum Overview

### Destiny School

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2. Cambridge Secondary 1 (Pg4)
3. Cambridge IGCSE (Pg5)
4. Cambridge AS & A Levels (Pg7)

## CAMBRIDGE PRIMARY OVERVIEW

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### Overview

Cambridge Primary, typically for 5-11 year olds, gives schools a curriculum framework to develop English, Mathematics, and Science skills, knowledge and understanding in younger learners. Cambridge Primary provides guidance for curriculum development and classroom teaching and learning. It enables teachers to assess children's learning as they progress with two optional assessments: Cambridge Primary Progression Tests and Cambridge Primary Checkpoint.

Our curriculum frameworks for English also include an English as a second language option.

### Benefits

Foundation for secondary education

Cambridge Primary aids identification of a learner's strengths and weaknesses and can be used to support learning and development. It provides learners with excellent preparation so they can progress seamlessly into Cambridge Secondary 1 and beyond.

### External Benchmark

As an international programme, Cambridge Primary provides teachers with an external benchmark to inform their teaching and easily measure learners' progress over time. It also enables detailed, structured reporting to parents.

### International Curriculum

Appropriate and relevant internationally, Cambridge Primary has been designed to be culturally sensitive. It includes top-quality teaching and assessment resources appropriate for teaching and learning in local and international schools.

### Flexibility

Cambridge Primary complements a range of teaching methods and curricula. No part of the programme is compulsory and schools have freedom to choose the parts that best suit their situation.

### Comprehensive Support For Teachers

As well as face to face and online training, Curriculum Frameworks, Teacher Guides and lists of resources, teachers also have access to a discussion forum where they can share ideas with thousands of other Cambridge teachers around the world.

### Using Cambridge Primary With Other Curricula

The modular nature of Cambridge Primary means that it can either be used as the central teaching curriculum or to complement other curricula.

Teachers may continue to follow a local curriculum, to meet the statutory requirements of their national system, whilst using the Cambridge Primary Progression Tests to enhance their teaching and reporting. Similarly, Cambridge Primary can be used for teaching and tracking the core skills in English, Mathematics and Science while another curriculum is used for any other subjects that may be taught.

### **Cambridge Progression**

Cambridge offers routes learners can follow from post-kindergarten stage through to university entrance. Our provision also includes first-class support for teachers through publications, online resources, training, workshops and professional development.

## CAMBRIDGE SECONDARY 1

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### Overview

Cambridge Secondary 1 provides a seamless progression from Cambridge Primary - or can be used as a standalone curriculum - to develop learners' skills and confidence in English, Mathematics and Science. It offers a curriculum framework for educational success for learners, typically 11-14 years old, with an optional testing structure.

Our curriculum frameworks for English also include an English as a second language option.

### Benefits

International benchmark

Cambridge Secondary 1 incorporates internationally benchmarked tests.

Tests for Cambridge Checkpoint are standardised, set and marked by us, so provide an international benchmark of student achievement enabling teachers to advise learners and parents of the suitability of different progression routes.

### Monitoring Student Progress

Cambridge Progression Tests and analysis software provide detailed feedback on learners' strengths and weaknesses in the core skills of English, Mathematics and Science at the end of each stage. Schools can use this feedback to improve teaching, support learning and report student progress to parents.

### Flexible Programme, Flexible Assessment

Schools can use Cambridge Secondary 1 with other curricula. No part of it is compulsory, so teachers can use the materials to suit their own situation. Teachers can use the progression tests at the end of each stage; or at any point during the year.

Teachers can continue to follow a local curriculum, to meet the statutory requirements of their national system - and at the same time, use the progression tests to enhance their teaching and reporting.

### Links To Other Stages

Cambridge Secondary 1 has been developed to link seamlessly with Cambridge Primary and provides standardised tests to allow careful monitoring of progress from primary to lower secondary phases. It also provides excellent preparation for learners embarking on Cambridge Secondary 2; both for Cambridge IGCSE and Cambridge O Level courses.

At the end of the programme, Cambridge Checkpoint assessments are available to provide detailed feedback on learners' strengths and weaknesses.

### Cambridge Progression

Cambridge offers education from post-kindergarten through to university entrance. Our provision also includes first-class support for teachers through publications, online resources, training, workshops and professional development.

## CAMBRIDGE IGCSE

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### Overview

Cambridge IGCSE is the world's most popular international curriculum for 14-16 year olds, leading to globally recognised and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Schools worldwide have helped develop Cambridge IGCSE, which provides excellent preparation for the Cambridge Advanced stage including Cambridge International AS and A Levels and Cambridge Pre-U, as well as other progression routes. It incorporates the best in international education for learners at this level. It develops in line with changing needs, and is regularly updated and extended. Cambridge IGCSE teachers can draw on excellent resources, training and advice from subject experts.

### Building A Curriculum

Cambridge IGCSE encourages learner-centred and enquiry-based approaches to learning. It develops learners' skills in creative thinking, enquiry and problem solving, giving learners excellent preparation for the next stage in their education. Schools can build a core curriculum, extend it to suit their learners and introduce cross-curricular perspectives. Clearly defined learning outcomes and content, mean Cambridge IGCSE is compatible with other curricula and is internationally relevant and sensitive to different needs and cultures.

Schools can offer any combination of subjects. Each subject is certificated separately. Over 70 subjects are available, including more than 30 language courses, offering a variety of routes for learners of different abilities. Cambridge IGCSE develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to familiar and new situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness

### Assessment

Assessment for Cambridge IGCSE includes written and oral tests, coursework and practical assessment. Schools have the option of assessing learners using only external examinations or, in most subjects, combining examinations with coursework. Coursework is set and marked by the teacher and externally moderated by Cambridge.

Teachers who have received training from Cambridge, or who possess suitable experience of marking coursework may carry out this assessment. In most subjects there is a choice between core and extended curricula, making IGCSE suitable for a wide range of abilities. Each learner's performance is benchmarked using eight internationally recognised grades. There are clear guidelines which explain the standard of achievement for different grades. Cambridge IGCSE examination sessions occur twice a year, in May/June and October/November. Results are issued in August and January.

**Cambridge Progression**

Cambridge offers routes candidates can follow from post-kindergarten stage through to university entrance. Cambridge's provision also includes first-class support for teachers through publications, online resources, training, workshops and professional development.



## CAMBRIDGE AS & A LEVELS

### Overview

Cambridge International AS and A Levels are internationally benchmarked qualifications providing excellent preparation for university education. They are part of the Cambridge Advanced stage.

They are taken in over 125 countries and offer a choice of 60 different subjects. Cambridge International AS and A Level qualifications are widely recognised and valued by universities and employers alike. Some US universities give up to a year's credit as a result. Every year, thousands of Cambridge International A Level students gain places at good universities worldwide - including the UK, USA, Canada, New Zealand and Australia.

Schools and learners find Cambridge International AS and A Levels very flexible. Schools can offer almost any combination of the wide choice of subjects available. Learners have the freedom to select the subjects that are right for them - they either follow a broad course of study, or specialise in a particular area.

### Cambridge International AS Level

Cambridge International AS Levels have half the content of the corresponding Cambridge International A Level and may be completed in one year. Schools can offer Cambridge International AS Level as a qualification in its own right or as a stage on the way to Cambridge International A Level. Learners can study Cambridge International AS Level alongside other subjects to increase breadth in the curriculum and build further knowledge and understanding to other subjects they are studying at Cambridge International A Level.

### Flexibility

Schools and learners find Cambridge International AS and A Levels very flexible. Schools can offer almost any combination of the wide choice of subjects available. Learners have the freedom to select the subjects that are right for them - they either follow a broad course of study, or specialise in a particular area.

Learners can choose from a range of assessment options:

Assessment Options	
Option 1	Take all papers of the Cambridge International A Level course in the same examination session, usually at the end of the second year of study
Option 2	Take a 'staged' assessment route – take the Cambridge International AS Level in one examination session and complete the final Cambridge International A Level at a subsequent session*
Option 3	Take the Cambridge International AS Level only. The Cambridge International AS Level syllabus content is half an Cambridge International A Level programme.

\* The staged assessment route is not possible in all subjects. The outcomes awarded for Cambridge International AS Level language syllabuses cannot be carried forward to Cambridge International A Level.

## **International Relevance**

Cambridge International AS and A Level syllabuses have been created specifically for an international audience. The content of International AS and A Levels is carefully devised to suit the wide variety of Cambridge schools worldwide and avoid any cultural bias. The structure and administration of Cambridge International AS and A Levels are also designed to meet the needs of our schools and learners around the world.

## **Assessment**

Cambridge International AS and A Level examination sessions occur twice a year\*\*, in June and November, with results issued in August and January respectively.

Cambridge International AS and A Levels use a wide range of assessment processes and techniques to supplement formal written examinations - orals, practicals, projects and coursework of differing types are all used in various subjects where they are the most effective and appropriate means of measuring attainment.

\*\* Some subjects are only available in June or November.

## **Reporting Of Achievement**

Each subject that a Cambridge International student takes at AS and A Level receives a separately certificated grade. From 2010, the Cambridge International A Level will be reported on a grade scale from A\* grade, awarded for the highest level of achievement, to E, indicating the minimum required performance. Cambridge International Centres should note there is no A\* grading in the certification of Cambridge International AS Levels, which will continue to run from Grade A to Grade E.

## **Performance Feedback**

Cambridge International AS Level provides valuable feedback on performance, identifying strengths and weaknesses prior to any final assessment. Taking the Cambridge International AS Level examination part-way through the international A Level course provides feedback that learners can use to set learning goals for the second half of the course. It can also provide learners with the motivation and momentum to complete their programme of study.

## **Cambridge Progression**

Cambridge offers routes candidates can follow from post-kindergarten stage through to university entrance. Cambridge's provision also includes first-class support for teachers through publications, online resources, training, workshops and professional development.

# APPENDIX 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Staff PD Week	20-Jan	21-Jan	22-Jan	23-Jan	24-Jan
Boot Camps for Yrs 7 - 13	Team Building Retreat (Overnight) Staff Appraisal/ Goal Setting / Planning	* Treaty of Waitangi * Team Leaders meeting with Principal * Staff PD & Planning	Health & Safety - Staff Induction - Topics : Accident & Injury Reporting, Emergency Response, Hazard Register, Crisis Management	P.D. Student Attendance procedures and Late students procedures Student IGCSE Exam results emailed	Fire Drill Emergency response Staff induction Staff P.D. Earthquake drill Lock Down Drill
		Treaty of Waitangi Unit	Team Meetings	KAMAR PD (BLA)	Exam results and feedback
			EOTC	e-asTTle	Reporting
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1			29-Jan	30-Jan	31-Jan
	Class preparation	Primary Parent info evening (6pm-7pm) College Parent info Evening (7pm-8pm)	Primary Starts	Junior College starts	College starts
Week 2	3-Feb	4-Feb	5-Feb	6-Feb	7-Feb
	Powhiri for all new students & staff to Destiny School	Scheduled Fire drill	Staff Meeting Health Safety Sun Protection Policy Review Whole School Assembly	Waitangi Day	
Week 3	10-Feb	11-Feb	12-Feb	13-Feb	14-Feb
	Senior Management Meeting		Staff Meeting		Primary School Assessments due Whole Primary Assembly Tabloid Sports (Period 5 and 6)
Week 4	17-Feb	18-Feb	19-Feb	20-Feb	21-Feb
	Senior Management Meeting		Staff Meeting Health & Safety Policy Review Primary Assembly Junior Primary Assembly		
Week 5	24-Feb	25-Feb	26-Feb	27-Feb	28-Feb
	Senior Management Meeting		Whole School Assembly Staff meeting Earthquake drill response		
Week 6	3-March	4-March	5-March	6-March	7-March
	Senior Management Meeting		Staff meeting Property Management Policy Review		Whole Primary Assembly
Week 7	10-March	11-March	12-March	13-March	14-March
	Senior Management Meeting		Staff Meeting	Year 12 AS PE Triathlon, St Kentigern College	
Week 8	17-March	18-March	19-March	20-March	21-March

	Senior Management Meeting		Staff Meeting Stress Management Plan, Employment Stress Assistance Policy - Review		Whole Primary Assembly
Week 9	24-March	25-March		27th March	28-March
	Senior Management Meeting	Earthquake drill	Staff Meeting Earthquake drill response		
Week 10	31-March	1-April	2-April	3-April	4-April
	Senior Management Meeting		Staff Meeting	College Swimming Sports	Whole Primary Assembly
Week 11	7-Apr	8-Apr	9-Apr	10-Apr	11-Apr
	Senior Management Meeting		Staff Meeting	College Athletics Day	Junior Primary Reports due to Principal
	Parent Conference appt form to go home				
Week 12	14-Apr	15-Apr	16-Apr	17-Apr	18-Apr
	Senior Management Meeting	Planning due: Term Two overviews and weekly plans	Term 1 Ends	Teacher's Only Day	
	Parent Meeting College Year 11-13 Regarding Mid Year Exams		Primary Cross Country Day 9.30am - 12.30pm	Teacher Only Day - Staff PD Writing	Good Friday
			Whole School Assembly	Junior Primary Reports to go home	
School Holidays	21-Apr	22-Apr	23-Apr	24-Apr	25-Apr
	Easter Monday				ANZAC Day
	28-Apr	29-Apr	30-Apr	1-May	2-May
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	5-May	6-May	7-May	8-May	9-May
	Senior Management Meeting		College Parent Conferences (3:45pm-6:30pm)		
	Parent Conference appt confirmation to go home				
	Primary School portfolio's to go home				
Week 2	12-May	13-May	14-May	15-May	16-May
	Senior Management Meeting	Primary School Parent Conferences (3:45pm-6:30pm)	Staff Meeting		
			Whole School Assembly (Powhiri for new students)		
			College Parent Conferences (3:45pm-6:30pm)		
Week 3	19-May	20-May	21-May	22-May	23-May
	Senior Management Meeting	Fire Drill	Staff Meeting		Whole Primary Assembly
		Primary School Parent Conferences (3:45pm-6:30pm)			Whole Primary Assessments due
Week 4	26-May	27-May	28-May	29-May	30-May
	Senior Management Meeting	P.D. KAMAR Conference	Staff Meeting		TOD

<b>Week 5</b>	2-Jun	3-Jun	4-Jun	5-Jun	6-Jun
	Queen's Birthday Weekend		Whole School Assembly Staff Meeting		e-AsTTle Testing
<b>Week 6</b>	9-Jun	10-Jun	11-Jun	12-Jun	13-Jun
<b>Staff Appraisals</b>	Senior Management Meeting		Staff Meeting	College Cross Country	Whole Primary Assembly
<b>Week 7</b>	16-Jun	17-Jun	18-Jun	19-Jun	20-Jun
	<b>Mid-Term School wide examinations</b>				
	Senior Management Meeting		Staff Meeting		
<b>Week 8</b>	23-Jun	24-Jun	25-Jun	26-Jun	27-Jun
	<b>Mid-Term School wide examinations</b>				
	Senior Management Meeting			Junior Primary Reports due to Principal	Whole Primary Assembly <b>All exam results to be entered into KAMAR</b>
<b>Week 9</b>	30-Jun	1-Jul	2-Jul	3-Jul	4-Jul
	Parent Conference appt form to go home		Staff Meeting	Term 2 Ends	Teacher Only Day
	Senior Management Meeting		Whole School Assembly	Junior Primary Reports to go home	Teacher Only Day - Staff PD Exam results
<b>School Holidays (Students 7-25th Jul)</b>	7-Jul	8-Jul	9-Jul	10-Jul	11-Jul
	14-Jul	15-Jul	16-Jul	17-Jul	18-Jul
<b>Term 3 Whole Staff PD Week</b>	21-Jul	22-Jul	23-Jul	24-Jul	25-Jul
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	<i>Term 3 Begins</i>		Staff Meeting		
	Senior Management Meeting				Whole Primary Assembly
	Parent Conference appt confirmation to go home		College Parent Conferences (3:45pm-6:30pm)		
	Primary School portfolio's to go home				
<b>Week 2</b>	4-Aug	5-Aug	6-Aug	7-Aug	8-Aug
	Senior Management Meeting	Primary School Parent Conferences (3:45pm-6:30pm)	College Parent Conferences (3:45pm-6:30pm) Whole School Assembly (Powhiri for new students)		
<b>Week 3</b>	11-Aug	12-Aug	13-Aug	14-Aug	15-Aug
	Senior Management Meeting	Primary School Parent Conferences (3:45pm-6:30pm)			Whole Primary Assessments due Whole Primary Assembly
<b>Week 4</b>	18-Aug	19-Aug	20-Aug	21-Aug	22-Aug
	Senior Management Meeting		Parent Option Evening Selection Year 9-12 (option selection form to go home)		
<b>Week 5</b>	25-Aug	26-Aug	27-Aug	28-Aug	29-Aug

	Senior Management Meeting		Whole School Assembly Staff meeting		
	Parent meeting preparation for IGCSE/AS Level Examinations				
Week 6	1-Sep	2-Sep	3-Sep	4-Sep	5-Sep
	Senior Management Meeting		Staff Meeting		Whole Primary Assembly
Week 7	8-Sep	9-Sep	10-Sep	11-Sep	12-Sep
	Senior Management Meeting		Staff Meeting		Tabloid Sports (Period 5 and 6)
Week 8	15-Sep	16-Sep	17-Sep	18-Sep	19-Sep
	Team Leaders Meeting		Staff Meeting		Junior Primary Reports to Terry Whole Primary Assembly
Week 9	22-Sep	23-Sep	24-Sep	25-Sep	26-Sep
	Senior Management Meeting		Staff Meeting	Junior Primary Reports to go home	
	Planning due Term 4 overviews		Whole School Assembly	Term Three Ends	Teachers Only Day
School	29-Sep	30-Sep	1-Oct	2-Oct	3-Oct
Holidays	6-Oct	7-Oct	8-Oct	9-Oct	10-Oct

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# **Job Description** **Destiny School Team Leader**



**Teacher:**  
**Position:** Team Leader  
**Responsible To:** To the Principal

**Responsible For:** Team leaders are expected to provide effective leadership in a defined area of responsibility and implement policies supportive of staff and students within the context of the school charter and strategic plan.

Key Area	Key Tasks	Expected Results
Policy And Programme Management	To set annual goals and targets, and plan programmes within the Teaching Team which meet with the Cambridge curriculum requirements and are consistent with the school's strategic plan.	<ul style="list-style-type: none"> <li>• Contributes to and actively promotes an appropriate direction for the Team Leader;</li> <li>• Within the area of responsibility classroom programmes are developed, are kept up to date and evaluated regularly;</li> <li>• In consultation with the Principal ensures that programme delivery is appropriate to the needs of students.</li> </ul>
	To fully understand the implications of meeting the needs of our predominantly Maori and Pacific Island students	<ul style="list-style-type: none"> <li>• Practices within the area of responsibility are innovative and responsive to student needs;</li> <li>• The report given to the Principal each Term accurately reflects performance within the area of responsibility.</li> </ul>

**Key Area**  
**Professional Leadership**

**Key Tasks**  
To develop responsibility and delegate tasks when appropriate within the Teaching Team

**Expected Results**

- Assists staff in curriculum delivery by organising opportunities for sharing and developing ideas through Professional Development
- Supporting teachers to promote the personal and educational welfare of the students;
- Appropriate delegations are made utilising strengths which provide opportunities for professional growth.
- Ensures classroom programmes within the Teaching Team are being planned co-operatively and delivered to a high standard.

To be responsible to the Principal for the operation of the designated Teaching Team

- The class programmes and organisation within the Teaching Team is of the highest standard.
- The Principal is fully informed of what is happening within the Teaching Team.
- Regular Reports, both written and oral are given to the Principal on a monthly basis in preparation for the Board of Governors report; by the Principal.
- The Team Leader's planning is regularly checked by the Principal.

To ensure that school procedures are carried out by Teaching Team

- All Teaching team are fully aware of these and carry them out.
- Any concerns related to the procedures not being carried out by the staff, are reported to the Principal as soon as practically possible.

Key Area Professional Leadership	Key Tasks To participate in and support the school's performance management system.	Expected Results <ul style="list-style-type: none"> <li>• Staff appraisal will be carried out in conjunction with the Principal.</li> <li>• Reflects on own performance assessment and demonstrates a commitment to ongoing learning in order to improve performance;</li> </ul>
	To ensure Administrative Tasks within Teaching Team are carried out on time and accurately.	<ul style="list-style-type: none"> <li>• Team members are inducted and trained in the administrative tasks such as registers handling of money, timetabling, planning etc</li> <li>• Classroom administrative tasks such as registers etc are carried out on time and accurately.</li> <li>• All KAMAR expectations are met as per the guidelines set.</li> <li>• Support staff in the implementation of the classroom management, etiquette and protocols as set by the Principal.</li> </ul>
	To ensure assessment and evaluation of class programmes is accurately carried out.	<ul style="list-style-type: none"> <li>• School-wide assessment policy is carried out by all team members accurately and within time limits</li> <li>• Class and Team assessments are carried out at least at the end of each Term.</li> <li>• All assessment is evaluated and planning shows the use of this data.</li> <li>• Written reports to parents are honest, based upon accurate data and carried out within set time limits.</li> <li>• All reports are to be signed off by the Principal.</li> </ul>

<b>Key Area</b>	<b>Key Tasks</b>	<b>Expected Results</b>
Building and Sustaining Relationships	To foster relationships between the school and community.	<ul style="list-style-type: none"> <li>• Parents and whanau feel comfortable about visiting the school to discuss their children's progress;</li> <li>• The community are actively involved in the life of the school;</li> </ul>
	To demonstrate a thorough understanding of current approaches to effective teaching and learning.	<ul style="list-style-type: none"> <li>• Acts on opportunities for the improvement of teaching and learning;</li> <li>• Assists staff in monitoring student progress and reporting effectively to parents;</li> <li>• Role models expectations and professional teaching practice.</li> <li>• Role models appropriate relationship with the Principal and management.</li> </ul>
	To provide professional leadership within the area of responsibility.	<ul style="list-style-type: none"> <li>• Works effectively in the senior management team;</li> <li>• Supports the Principal in the leadership and management of the school;</li> <li>• Meets school corporate responsibility professionally.</li> <li>• Works supportively with the team to promote the school wide vision.</li> </ul>
	To always demonstrate leadership and Management to the highest standard	<ul style="list-style-type: none"> <li>• Matters discussed within Management remain confidential to Management unless specifically stated that can be shared.</li> <li>• That personal and management matters that occur within the school remain within the school management</li> <li>• That a positive unified approach once decisions have been made within management always occurs.</li> <li>• Staff/ student /parent issues that raise concern must be reported to the Principal immediately.</li> </ul>



Key Area	Key Tasks	Expected Results
Managing People	<p>To motivate and encourage staff to effectively deliver the curriculum and improve learning outcomes for students.</p> <p>To understand and operate within the limits of the delegated authority.</p>	<ul style="list-style-type: none"> <li>• Staff have a clear sense of direction;</li> <li>• Is readily available to staff for advice and guidance related to educational delivery.</li> <li>• Provides information to the Principal on areas of delegated responsibility in order to assist with the day to day management of the school;</li> </ul>
	To manage conflict appropriately and work to achieve solutions.	<ul style="list-style-type: none"> <li>• Is objective and composed in all situations;</li> <li>• Inform the Principal of any conflict before it escalates.</li> </ul>

Key Area	Key Tasks	Expected Results
Communication	To demonstrate the skills of effective communication with students, colleagues and families.	<ul style="list-style-type: none"> <li>• There is open communication with the Principal and other management personnel;</li> <li>• Speaks and writes clearly and concisely;</li> <li>• Has established good communication processes with staff and between staff;</li> <li>• Is a good listener and actively seeks the views of others;</li> <li>• Gives appropriate and timely advice to those who need it.</li> </ul>

**CLASSROOM TEACHING ASPECT OF THE POSITION – Refer to the ‘Registered Teacher Criteria’.**

**GENERAL**

Carryout any actions/responsibilities as designated by the Principal as long as:-

- It is not illegal
- It is not against the spirit of the rest of this job description
- It is not against the content of any relevant Employment Contract
- It is not against the vision of Destiny School

**Name:** \_\_\_\_\_

**Signed** \_\_\_\_\_ **Principal**

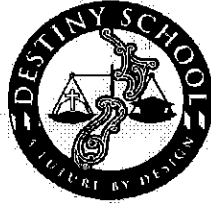
**Name:** \_\_\_\_\_

**Signed** \_\_\_\_\_ **Team Leader**

**Date**     /     /

# APPENDIX 6

NAG 3



## EMPLOYMENT POLICIES / PROCEDURES

### POLICIES

- Employment Authority Delegation
- Equal Employment Opportunity
- Staff Discipline
  - Staff Code of Conduct
- Protected Disclosure
- Performance Appraisal – Principal
- Professional Development

### PROCEDURES

- Teaching Staff Appointments
- Non Teaching Staff Appointments
- Discretionary Leave
- Staff Induction
- Provisionally Registered Teachers
- Use of Volunteers

**Adopted by the Board of Trustees on .....**

### **EMPLOYMENT DELEGATION**

This policy identifies the delegations to the Principal from the Board of Governors in his role as employer on behalf of the Board.

#### **PURPOSE:**

To ensure that the Board of Governors meets all legal requirements in relation to the day to day needs of the school and provides clear identification of when the Principal shall fulfil his role as the employer.

#### **GUIDELINES:**

1. The selection of Destiny School Teachers and Key Staff will be the responsibility of the Employment Board which shall include the Principal.
2. The Principal will act as employer in all instances of the appointment process i.e. Interview, presenting approved contract, negotiating salary according the Destiny School Salary Rate, of staff up to, and including Heads of Department but not more senior positions.
3. An individual employment agreement (*Appendix A*), as written by the Employment Board, will form the foundation of any appointment.
4. The Principal is free to make agreement of additional conditions i.e. Discretionary Leave with the employee as he sees fit as long as that agreement is within legal requirements of the law and is in the 'spirit' of Destiny School and its unique educational vision.
5. The Principal will act as employer when discretionary leave is requested, as per Discretionary Leave Policy.
6. The Principal will act as employer in matters of discipline (verbal warnings, written warnings) where an 'initial' inquiry by the employer (as per relevant employment) is required to be undertaken. This must be in accordance with 'Procedure for Managing Employee Conduct and Behaviour' (*Appendix E*).
7. The Principal shall act as the employer in the instance that serious misconduct is alleged and when there is a necessity to consider suspension procedures. In all instances the Principal shall inform the Chairperson of the Board who will in turn inform the Disciplinary Committee, and at his discretion, seek legal advice. In such cases the Principal will inform the Chairperson of the Board before such a process is embarked upon. In all such cases the Principal must act in accordance with relevant legislation, regulation and employment agreements and in accordance with 'Procedure for Managing Employee Conduct and Behaviour'.
8. Where it is deemed necessary the Discipline Committee of the Board of Governors will meet to consider matters of staff discipline.
9. The Principal must fully inform the Board of Governors of the decisions made under his delegation.

### **EQUAL EMPLOYMENT OPPORTUNITY**

The Board of Governors of Destiny School is committed to removing inequality from the workplace recognising that all people are entitled to equal employment opportunities regardless of race, gender, age, marital status, disability, sexual orientation, creed, involvement in political, union or other activity with the meaning and framework of the Human Rights Act 1993; Employment Contracts Act 1991.

Therefore the Board recognises:

- The need to identify and address discrimination
- The need to provide opportunities that enhance the value and career opportunities of individual staff
- The need to provide a non-discriminatory, culturally sensitive and safe working environment for all staff
- That the most suitable person is to be appointed to any position on the staff

The Employment Board will review the effectiveness of all EEO Procedures and report their findings the Board of Governors based on the following:

1. Appointment procedures ensure that there is no discrimination in the areas of selection of staff, promotion and career development
2. Ongoing staff appraisal process is positive and supportive leading to the development of the abilities of individual teachers
3. Contracts, personnel policies and procedures are in line with the Human Rights Act 1993; Employment Contracts Act 1991
4. All school communications will be expressed in non-sexist and non-racist language

## STAFF INDUCTION

The Board of Governors of Destiny School considers it important that all new staff are provided with the necessary information to allow them to become part of the school community. The Destiny School Staff Handbook is an integral part of the school performance management processes and will assist all new staff to quickly assimilate into the school.

### PURPOSE:

The school induction programme will:

- Provide a clear understanding of the uniqueness of the Destiny School vision and its educational objectives.
- Guard the uniqueness of the vision and its educational objectives.
- Provide a process to give support where necessary to newly appointed staff.
- Enable staff to function appropriately within the Destiny School culture.
- Provide clear guidelines on performance expectations for employees helping them to meet the documented standards as set out in Contracts (*Appendix A*), Staff Handbook (*Appendix B*), Job Descriptions Performance Appraisal (*Appendix C*) and the Staff Information section of the Administration Folder.

### GUIDELINES:

1. Systems will be in place to support all newly appointed staff through a programme of induction.
2. All new staff will be made aware of the School Vision and its educational objectives, school organisation documents, school policies and expectations of staff.
3. HOD's / curriculum leaders will provide details on curriculum content and assessment procedures to newly appointed teaching staff in the area/department.
4. All new staff will be provided with a Staff Handbook and made aware of the Administration Folder.
5. All staff will be given a job description, performance agreement and details of the school rules as they relate to staff discipline.

### TEACHING STAFF APPOINTMENTS

The Destiny School Board of Governors is committed to employing teachers that are role models both spiritually and practically.

The Board understands that the quality of our teachers determine the quality of education delivered.

Therefore, the Board is committed to acquiring the most suitable staff to support a diverse range of teaching styles needed to meet the learning goals of students and the educational goals of the Destiny School vision for education.

#### PURPOSE:

- To develop and deliver a first class education system.
- Destiny School aims to meet the educational goals of all students by choosing candidates who can progress the school vision and its educational goals.

#### GUIDELINES:

1. An analysis of the school's curriculum and pastoral needs is carried out annually and used to ensure that staff appointments meet the areas of need.
2. Each full time, permanent part-time, long-term relieving position vacancies will be advertised and CV requested as standard procedure.
3. All applications received are acknowledged in writing.
4. All applications are considered by the Employment Board. Appointments are made on merit. Merit includes all relevant qualifications, skills, experience, personal qualities and commitments that suit the person to the vacancy at Destiny School.
5. A preliminary interview will be carried out by the Principal in a formal manner. Candidates will then be required to meet with an interview panel where they will be given the opportunity to make a personal statement and ask questions.
6. The EEO policy will be applied when merit evaluations are equal.
7. All applicants are encouraged to visit the school, to meet with the Principal and appropriate staff and discuss the position being applied for.
8. With all appointments references must be checked and personal contact made with referees by the Principal.
9. Appointment decisions will be made immediately after the interviews.
10. The Principal will send a formal written letter of appointment to the successful candidate asking for a letter of acceptance in return.
11. The full Board will be advised at the next meeting.

### PROVISIONALLY REGISTERED TEACHERS

The process of becoming a 'Registered Teacher' is one of growth, gaining professional knowledge and experience within an advice and guidance programme under the supervision of a senior teacher.

#### PURPOSE:

- All provisionally registered teachers must meet the Registered Teachers Criteria for quality teaching in New Zealand in order to be recommended for full registration and be able to maintain a practicing certificate.
- Destiny School will provide provisionally registered teachers with a programme of support and development, which meets their needs and gives them the opportunity to gain full registration and be able to maintain a practicing certificate.

#### GUIDELINES:

1. The school will offer an 'Advice and Guidance Programme' (Appendix D) to provisionally registered teachers in accordance with Registered Teacher Criteria as set down by the Teachers Council.
2. Provisionally registered teachers will have an appropriate amount of non-contact time allocated in the weekly timetable.
3. The school will provide an 'experienced teacher/mentor' to support and co-ordinate the 'Advice and Guidance Programme'.
4. The support teacher/mentor will report to the Principal regularly and give recommendations on registration of provisionally registered teachers.
5. The Principal will report annually to the Board on the progress of all teachers engaged in the 'Advice and Guidance Programme'.



### KEY STAFF APPOINTMENTS

The Destiny School Board of Governors will ensure that appropriate key staff are appointed to ensure the smooth business like running of the school. In this way the Board will ensure that the role of the management and teachers are supported thereby ensuring quality teaching and learning.

#### PURPOSE:

This policy outlines the procedures that will allow the Board of Governors to carry out its obligations to meet the National Administration Guidelines. It will also assist in ensuring that the Board of Governors maintains its reputation as a good employer and meets the requirements of the respective employment contracts and policies such as EEO.

#### GUIDELINES:

1. An analysis of the schools administrative/management needs is carried out annually and used to ensure that staff appointments meet the areas of need.
2. Each full time, permanent part-time vacancy will be advertised and CV requested as standard procedure.
3. All applications received are acknowledged in writing and responses are accompanied by a job profile and conditions.
4. Applicants will be notified at this time that they will be required to undergo a police check and the offer of employment will be conditional on that being satisfactory.
5. All applications, with completed police check, are considered by the Employment Board. Any cause for concern with the police check will be discussed by the Board and their judgement is final.
6. Appointments are made on merit. Merit includes all relevant qualifications, skills, experience, personal qualities and commitments that suit the person to the vacancy at Destiny School.
7. An interview will be carried out by the Principal in a formal manner.
8. The EEO policy will be applied when merit evaluations are equal.
9. All applicants are encouraged to visit the school, to meet with the Principal and appropriate staff and discuss the position being applied for.
10. With all appointments, references must be checked and personal contact made with referees by the Principal.
11. Appointment decisions will be made immediately after the interviews.
12. The Principal will inform the Board of Governors of his decision at the next meeting of the Board.

key staff -- Refers to any executive position, financial office, school administrator

## NON TEACHING STAFF/CONTRACTORS APPOINTMENTS

The Destiny School Board of Governors will ensure the appointment of appropriate non-teaching staff/contractors in the school to assist the smooth business-like running of the school. In this way the Board will be sure that the role of the management and teachers are supported thereby ensuring quality teaching and learning.

### PURPOSE:

This policy outlines the procedures that will allow the Board of Governors to carry out its obligations to meet the National Administration Guidelines. It will also assist in ensuring that the Board of Governors maintains its reputation as a good employer and meets the requirements of the respective employment contracts and policies such as EEO.

### GUIDELINES:

1. The Principal will be responsible for the implementation of this policy.
2. An analysis of the schools administrative and support needs is carried out annually and used to ensure that staff appointments meet the areas of need and on-going development of the school.
3. Appointment to a vacancy will be arranged by the Principal in the following way:
  - Job description established
  - Job conditions drafted
  - Advertisement organised
4. As part of the advertisement a CV will be requested.
5. All applications received are acknowledged in writing and responses are accompanied by a job profile and conditions.
6. Applicants will be notified at this time that they will be required to undergo a police check and the offer of employment will be conditional on that being satisfactory. If the Principal has any cause for concern he will discuss it with the Board Chairperson.
7. Following the police check report an invitation to interview will be offered where appropriate.
8. All other applicants will receive a letter saying their application was unsuccessful.
9. The Principal may seconder such appropriate people as necessary to participate in the interview process. Each applicant should receive an agreed set of questions. These should be the same for each applicant.
10. The Principal will inform the Board of Governors of such appointments at the next Board meeting.

## **VOLUNTARY STAFF**

It is the intent of the school to foster, support, and encourage volunteer assistance and activity within the life of Destiny School. Volunteers can promote the communities involvement in the school and enhance school-community relations, while at the same time providing significant services to students, staff, and school programs by supplementing, but not substituting for the work of employees.

### **DEFINITION:**

A volunteer is defined as an individual performing services for the school who does not receive remuneration for his/her services.

Individuals who volunteer to perform services for the school are not employees in relation to employment legislation. However, to assist with the efficient running of the school timetable and in an effort to make the best use of a volunteer's valuable time, Destiny School will ask these individuals to sign a Destiny School Volunteers Agreement outlining duties and responsibilities.

### **PURPOSE:**

To allow the school to take appropriate measures to help ensure protection of the students, the school, and volunteers from safety and liability concerns that could arise as a result of volunteer efforts.

### **GUIDELINES:**

1. Individuals who volunteer that are not registered teachers, and are likely to be with students in an unsupervised capacity, must be police checked.
2. Volunteers for tasks involving students should be known to the school and be carefully selected to ensure they are suitable for the role.
3. Screening of volunteers will be undertaken by the Principal or his/her delegate.
4. Volunteers, other than those who are registered teachers, must not have sole charge of students.
5. Volunteers are subject to the school's code of conduct, health & safety policies and practices, privacy act policy and practices.
6. It is anticipated that volunteers would be used to enhance the delivery of educational programmes to students e.g. culture and sport, assist teachers and perform administrative tasks etc.

## STAFF CODE OF CONDUCT

The Destiny School Board of Governors acknowledges that the quality of our teachers determines the quality of the education delivered to our students. As a good employer the Board wishes to provide clear indications of its expectations regarding the conduct of its employees. Therefore, the Board sets in place this Code of Conduct for all employees of the school.

### PURPOSE:

This policy defines the Board of Governors expectations regarding the conduct of all employees of the Board of Governors of Destiny School, including teachers, support staff, full time or part time, permanent or temporary, together with employees of community agencies and contract workers as well as those on job training placements (all hereafter referred to as staff members).

### PROCEDURES:

General day to day running.

At Destiny School we believe that each student has God-given potential and destiny. Therefore a professional attitude and manner from staff, as role models to our students, is integral to that belief.

1. Staff members will fulfil the policies of the Board of Governors, and will carry out all lawful orders and reasonable instructions given by the Principal or his/her delegated representatives.
2. Staff will maintain a high standard of appearance, conduct and performance.
3. Staff will be concerned for the welfare of colleagues and the good standing of the school.
4. Staff members will be concerned for the quality of service rendered to and for the welfare of pupils, their families and the community.
5. Staff members will respect the basic responsibility of parents (as first educators) for the student and will seek to establish a co-operative relationship with them.
6. Staff members will not criticize any pupil to anyone not directly concerned with the welfare or education of that pupil.
7. Staff wishing to have leave of absence from their duties where such falls outside the terms and conditions of their employment contract must request this leave in writing from the Principal.
8. A medical certificate must be produced by any staff member for any absence due to illness when this absence is over above that allowed for in the employee's employment contract.
9. Staff members will not speak in derogatory terms of any other employee, or criticise the work or conduct of any employee in the presence of pupils or to any person or public.
10. Staff who are involved with students outside normal school activities must do so only with the prior permission of the Principal and in accordance with the procedures set out for school trips and excursions.
11. Staff members are forbidden to engage in any form of sexual or other type of harassment of any pupil or fellow employee or any other person connected to the school.

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12. Only the Board of Governors Chairperson, his/her nominated delegate, or the Principal may make comments to the media (as per employment contract) on any matter relating to the Board of Governors, school, staff or Destiny Church and its representatives.
13. No staff member is free to comment about Destiny Church, its members or leaders, divulging personal information or their whereabouts at any time.
14. No staff member is to plagiarise, copy or give any of the Destiny School intellectual property, written documents or trade secrets to any other person without the knowledge and express permission of the Board of Governors.
15. The Board of Governors requests that each staff member signs a copy of this document as acknowledgment that they have read it and will abide by the directives written in it. A copy of the signed document will be added to each employees file.

I have read the Destiny School Staff Code of Conduct and agree to abide by all that is written in it.

Staff Members Name:.....

Signature:.....

Date:.....

## STAFF DISCIPLINE

In dealing with issues of staff discipline it is important that the Board of Governors of Destiny School acts in a fair and reasonable manner as a good employer. Procedures for dealing with discipline issues must be respectful, equitable, consistent and open.

### PURPOSE:

The Board of Governors will comply with all regulations and the provisions of relevant individual contracts/agreement where procedures related to discipline, competence and dismissal are deemed necessary.

In acting on the Boards behalf, when conducting the initial enquiry into matters of discipline, the Principal will act impartially and fairly, being careful to comply with all regulations and provisions of the relevant individual contract/agreement.

### GUIDELINES:

1. All effort will be made by the Principal and the Board of Governors to resolve issues at as early a stage as possible.
2. All procedures for managing employee conduct and behaviour are to be followed as per 'Procedures for Managing Employee Conduct and Behaviour'.
3. As per Individual Contract/Agreement the system of verbal and written warning will be used as disciplinary measures. Verbal warnings will precede written warnings. All warnings will be placed on the staff member's file.
4. Staff members facing alleged breaches of discipline or competence will be advised in writing of the nature of the issue and the right to request representation or support at any stage.
5. Where necessary the Discipline Committee of the Board will meet to discuss matters of staff discipline.
6. The Principal will consult with the Chairperson of the Board of Governors prior to making any decision to invoke relevant clauses of the contracts/agreements relating to discipline or suspension of staff.
7. In dealing with alleged breaches of conduct, or of staff competency all appropriate steps as laid down in relevant contracts will be followed.

## PROTECTED DISCLOSURES

### INTRODUCTION:

The Destiny School Board of Governors accepts its responsibility to have in operation internal procedures for receiving and dealing with information about serious wrongdoing in or by the school. The Board also accepts that it must regularly educate and train its employees on the internal disclosure system.

The Board agrees that this policy must be published widely in the school, will be provided to all new employees and will be republished at regular intervals (at least annually).

### PURPOSE:

The purpose of this policy is to provide information and guidance to employees of the school who wish to report serious wrongdoing within the school. The policy is issued in compliance with the Protected Disclosures Act 2000 and the Education Act 1989.

### DEFINITION:

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

### DEFINITION OF SERIOUS WRONGDOING:

Serious wrongdoing includes any serious wrongdoing of any of the following type:

- an unlawful, corrupt, or irregular use of funds or resources; or
- an act, omission or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
- an act, omission or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to fair trial; or
- an act, omission or course of conduct that constitutes an offence; or
- an act, omission or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement.

### CONDITIONS FOR DISCLOSURE:

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

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

### GUIDELINES:

Any employee wishing to make a protected disclosure should do so using the following procedure.

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- The employee should submit the disclosure in writing to the Board of Governors through the Principal, the Board's nomination under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose. The letter should be formal, dated and signed. The letter should contain;
  - The nature of serious wrongdoing
  - The name or names of the people involved
  - Surrounding facts including details relating to the time and or place of the wrong doing if known or relevant.
- If the employee believes that the Principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then the employee can make their disclosure to the Board chairperson.

#### DECISION TO INVESTIGATE:

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

#### PROTECTION OF DISCLOSING EMPLOYEE'S NAME:

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

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

#### REPORT OF INVESTIGATION:

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

#### DISCLOSURE TO AN APPROPRIATE AUTHORITY IN CERTAIN CIRCUMSTANCES:

A disclosure may be made to an appropriate authority if the employee making the disclosure has reasonable grounds to believe:

- the Board chairperson is or may be involved in the wrongdoing;
- immediate reference to another authority is justified by urgency or exceptional circumstances; or
- there has been no action or recommended action within 20 working days of the date of the disclosure.

#### APPROPRIATE AUTHORITIES INCLUDE (but are not limited to):

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security Ombudsman
- Parliamentary Commissioner for the Environment



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- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- The Head of any Public Sector Organisation

### DISCLOSURE TO MINISTERS OR OMBUDSMAN

A disclosure may be made to a Minister or Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this policy and reasonably believes that the person or authority to whom the disclosure was made:

- Has decided not to investigate; or
- Has decided to investigate but not made progress with the investigation within reasonable time; or
- Has investigated but has not taken or recommended any action; and
- The employee continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

### PERFORMANCE APPRAISAL - PRINCIPAL

As part of its obligations as an employer in the education sector the Board of Governors of Destiny School will conduct in each twelve month period an appraisal of the performance of its staff. The Board understands that it is mandatory to appraise the Principal against MOE Kiwi Leadership for Principals ([www.educationalleaders.govt.nz](http://www.educationalleaders.govt.nz)) and against the 'performance agreement'.

#### PURPOSE:

As a good employer the Board of Governors seeks to raise the performance standards of its Principal. This is done partly through ongoing professional appraisal which assesses areas of performance and provides opportunities for developing and enhancing performance standards. It further seeks assurance that the Principal is meeting the professional standards.

#### GUIDELINES:

1. Responsibility for managing the Principal's appraisal is delegated to a committee of the Board of Governors comprising the Chairperson and one other Board member.
2. The committee may, if deemed necessary, engage in consultation with the Principal, persons with appropriate skills to contribute to the process.
3. The committee and the Principal will through consultation determine a process for conducting the appraisal.
4. The prime focus of the appraisal will be the principal's job description assessed against performance indicators and any further goals decided upon by through consultation between the Principal and Chairperson.
5. Key elements of the appraisal process will be:
  - Negotiation annually of performance and development objectives based upon the 'strategic direction' of Destiny School, identified aspects of performance needing attention and development requirements.
  - Ongoing meetings between the appraiser and appraise (if other than the committee).
  - Six monthly meetings between the Principal and the appraisal committee.
  - Staff appraisal documents.
  - Gathering of performance information from a range of sources which may include: BOG, staff, students, parents as deemed necessary by the committee.
  - Matters of concern arising out of the appraisal process relating to the Principal's performance will, in the first instance, be addressed by the Board Chairperson.
  - A draft report will initially be written following final data gathering and passed to the Principal for comment prior to going to the committee.
  - The appraisal report should be received by the Principal Appraisal Committee in December each year.
  - The final report will be held by the Chairperson and a summary given to the full Board of Governors at its December meeting.

### NAG 3

6. The appraisal process will be recorded in the performance agreement and implemented annually.
7. Any documentation relating to the Principal's appraisal will remain confidential to the Principal and the Board Chairperson, unless the Principal agrees otherwise.
8. Any dispute related to the appraisal process or its findings will be referred to an independent arbitrator mutually agreed upon by the Principal and the Board of Governors.

The Board reserves the right to change the rotation of the Principal Appraisal following a review of the School's Strategic Plan and/or the schools Education Review Office Report. However, the rotation will never be longer than 18 months.

## PERFORMANCE APPRAISAL - STAFF

Destiny School Board of Governors believes that when staff are involved in a programme which appraises their professional practice, professional development will be more purposed and focused with consequent improvement in the quality of teaching and learning at Destiny School.

Implementation of the Destiny School Staff Appraisal Programme will be the responsibility of the Principal or Principal's delegate. Performance Appraisal is a written evaluation of the employee's job performance. Information derived from the performance appraisal may be considered when decisions concerning training, promotion, demotion, increases or continued employment are addressed by the Principal or Employment Committee.

The Destiny School Performance appraisal of staff will achieve organisational and personal goals through systematically:

- Identifying desired work performance
- Evaluating performance
- Assisting personal development
- Ensuring the meeting of the school's curriculum goals
- Supporting the establishment of effective teaching programmes
- Recognising personal achievement
- Giving feedback
- Improving student achievement

Every staff member will have a job description which will include satisfactory Teacher criteria and these will form the basis for performance appraisals.

### GUIDELINES:

- Performance will be appraised in the form of mutually negotiated goals, which will be established between the appraisee and appraiser.
- Appraisal, both formative and summative will take place over a 12 month cycle, in accordance with job descriptions for all staff.
- The Principal will ensure all appraisals are carried out according to school procedure
- The appraisal process will be the shared responsibility of the appraiser and the appraisee.
- Appraisal will establish individual and group strengths and identify areas for personal development.
- All appraisals are confidential to the appraisee, appraiser and the Principal

### NAG 3

- Attestation procedures will be carried out where appropriate, in a process that is distinct from the appraisal procedure

### DISCRETIONARY LEAVE

From time to time staff members may request leave from school either for reasons other than those covered in their individual contract. It is important that all applications be treated fairly and equitably.

#### PURPOSE:

The policy on leave is to ensure:

- That all staff are aware of the application process.
- That all leave applications are treated fairly and equitably.
- Maintain appropriate staffing levels.
- Follow the provisions allowed for in individual employment agreements.

#### GUIDELINES:

##### 1. For five days or fewer:

- a. The Principal is delegated the authority to grant leave applications up to five days.
- b. In making decisions the Principal will consider the following:
  - The reason for application
  - The frequency of requests from that staff member
  - The effect of that request on the running of the school
  - The time of the year
  - The appropriateness of the length of leave
- c. In responding negatively to a request for leave the Principal will provide a reason for the denial.

##### 2. For more than five days:

- a. No staff member is entitled to leave as of right.
- b. All applications must be submitted to the Principal in writing prior to a Board of Governors monthly meeting.
- c. In considering an application the Board of Governors will look at all relevant issues.
- d. Applicants who seek one term or over must have served at the school for at least 5 years consecutively.
- e. Leave with or without pay will be at the discretion of the Board having due consideration to relevant contracts/agreements.
- f. All decisions will be made in a manner that is consistent, fair and equitable.

# **DESTINY SCHOOL PROCEDURE FOR MANAGING EMPLOYEE CONDUCT AND BEHAVIOUR**

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## **Rationale**

Destiny School requires that all employees meet the standards and expectations set down in its contracts, staff code of conduct, staff handbook, job descriptions, and policies and practices. In addition, employees are required to comply with the law at all times.

Where it is considered that standards and expectations may have been breached or not met, Destiny School will ensure fair and objective processes to determine whether or not misconduct or non-performance has occurred. These processes will also take account of the obligation to:

- Exercise fairness, grace and justice for all
- Seek to understand before drawing conclusions or making judgments
- When dealing with grievances and complaints, look for the most positive outcome for all parties
- Operate in good faith at all times

### **1. Procedure – Contents**

- Standards and Expectations
- Principals Responsibility
- Employees Responsibility
- Investigations
- Separation of Investigator and Decision Maker
- The Investigation Report
- Suspension
- Warnings
- Dismissal
- Records
- Poor Performance
- Resignation during an Investigation or Disciplinary Process
- Advice
- Relevant Documents
- Applicable Legislation

### **2. Standards and Expectations**

The standards and expectations of employees in Destiny School are clearly set out in the Employment Contract, Job Descriptions, Staff Handbook, Staff Code of Conduct, Administration Folder and Policy Folder.

#### **Staff Handbook**

The Staff Handbook contains Destiny School's requirements and should be read in conjunction with all the above material. The Staff Handbook specifies the broad standards of conduct expected of all employees whilst they are employed with Destiny School. The Staff Handbook further provides examples of the sorts of behaviours and actions that are unacceptable in Destiny School. It should be noted however, that the Staff Handbook is not intended to be exhaustive and there are other standards that must be adhered to or met in the course of employment with Destiny School.

#### **Policies & Practices**

Employees are required to comply with all Destiny School policies and practices.



## **Performance**

Performance expectations for employees will be set out clearly in Contracts, Staff Handbook, Job descriptions, Performance Appraisal and the Staff Information section of the Administration Folder. Employees are expected to meet the *documented* standards.

### **3. Destiny School's Accountability**

- (a) The Principal and School Leadership are accountable for ensuring that employees are informed of the standards they should comply with during the course of their employment with Destiny School. These standards may exist by way of policy and practice and/or law. The Principal is also responsible to set clear performance expectations for the teachers/staff, monitoring the outcomes.
- (b) Where The Principal is made aware of an employee's possible noncompliance with a School standard or legal requirement, he is accountable for conducting an objective employment investigation and recommending disciplinary action wherever appropriate.
- (c) Where The Principal and School Leadership are made aware of an employee's failure to meet performance expectations, they are accountable in the first instance, for ensuring a process to identify the reasons for failure and options to assist improvement. Disciplinary process may be instituted **when** improvement does not occur in a reasonable timeframe.
- (d) In the event of an employee breaking the law or on going failure to meet performance expectations the Principal will inform the Chairperson of the Board of Governors.
- (e) Should an employee be having problems of personal nature they will be offered Pastoral support.

### **4. Employee's Responsibility**

- (a) Employees are responsible for complying with the Staff Code of Conduct, School policies and practices, directives in the Staff Handbook, and for raising with the Principal any matters they do not understand. Failure to comply may result in disciplinary action.
- (b) Employees are also required to comply with the law both in the course of their employment and privately. An employee who commits a breach of the law either at work or privately may put their ongoing employment with Destiny School in jeopardy.
- (c) Employees are responsible for setting and meeting agreed standards of performance.

### **5. Employment Investigations**

- (a) **Non-compliance with Destiny School policy and practice or the law amounting to serious misconduct**

When an allegation/complaint of non-compliance with Destiny School's policy and practice or law amounting to serious misconduct by an employee is identified or made known to The Principal, an investigation should begin into the facts of the matter. It is at this point that the Chairperson of the Board of Governors is informed and a representative of the Disciplinary Committee is appointed to become the Investigating Administrator. It is important that the Investigating Administrator

approaches this investigation from an entirely objective position. The Board of Governors is notified and kept informed.

**(b) When to involve the Police**

In the event that an employee is alleged to have committed a criminal offence in the workplace, The Principal must contact the Chairperson of the Board of Governors immediately and call the police without delay. Wherever Police decide to conduct an investigation, any employment investigation should be set aside until such time as the Police investigation is concluded. This would also include the outcome of any prosecution. The Board of Governors is notified and kept informed.

The Principal will still need to conduct an employment investigation into the breach and reach a conclusion based on the facts of the matter. This could only begin however at the point the Police investigation is concluded. It should also be noted that the conclusion reached by an employment investigation in these circumstances may, or may not be the same as the conclusion reached by the Police.

**In the case of an allegation involving child abuse, The Principal is to notify the Police IMMEDIATELY.**

**(c) Preliminary Meeting**

To begin any employment investigation, it will be necessary for the Investigating Administrator to have a preliminary meeting with the employee to:

- Outline the matter causing concern (allegations/complaint etc) and provide any written information that supports the allegation or complaint.
- Inform the employee that a thorough investigation into the facts will take place.
- Outline the investigation process and timelines to be followed.
- Advise the seriousness of the matter, i.e. that the allegation, if proven, could involve disciplinary action which may result in a warning or dismissal.
- Advise that they may have representation (union, legal or other) prior to making any statement or comment on the issue(s) and that they may have a representative at all meetings.
- Request the names of any people the employee believes should be interviewed in connection with the allegation /complaint against them.

**The purpose of this preliminary meeting is not to hear the employee's response but to inform them of the investigation process to be undertaken and their rights in respect of that process.**

**(d) Substantive Interview (s)**

At these interviews, the Investigating Administrator must seek the employee's response to the allegations and any further information that he/she has gathered as the Investigating Administrator during the course of their investigation and which they may rely on in reaching their conclusions.

An Investigating Administrator may gather information from files or other documentation and further may interview staff members and other persons who may have information relevant to the complaint(s) or allegation(s).

**All information gathered must be given to the employee for his/her comment or response.**

The Investigating Administrator must carefully consider both the information gathered and the explanation or response by the employee and give appropriate weight to the facts before reaching a conclusion.

**(e) Findings and preliminary view on penalty**

Once the Investigating Administrator has had time to consider all the facts and the employee's explanations and comments, he/she would present the findings to the employee along with recommendations as to how to proceed and conclude the matter in a meeting. This meeting is to explain to the employee what decision has been reached by the Investigating Administrator with regard to the substance of the allegation(s) or complaint(s) and how the Investigating Administrator has come to that decision. The employee will be offered an opportunity to respond to the findings within an agreed timeframe, usually 24 hours.

The employee's response to these findings would then also be carefully considered and included in the final report of findings which would be presented to The Principal and Board of Governors Disciplinary Committee (the delegated decision maker) for action and conclusion.

The Principal and Disciplinary Committee would assess the information provided, decide whether or not they need to gather further information and then accept, or otherwise, the findings and recommendations. Where these are not accepted, it may be that the Investigating Administrator has to do further work on the investigation because the facts do not support the findings. In this case the report would be returned to him/her for further action and the employee would be advised of the reasons for such a decision.

Where the findings and recommendations are accepted and they point towards disciplinary action, the Principal will organise a meeting with the employee, this meeting is to confirm the acceptance of the findings by The Principal and to discuss the proposed penalty. It should be stressed that while the allegation or complaint against the employee has been proven, the penalty has not yet been finalised. The Principal and Disciplinary Committee will be open to receive submissions from the employee on the appropriateness of the penalty.

**(f) Submission on penalty**

The submission on the penalty may be in writing. A period of 24 hours for the employee to make a submission on penalty is reasonable.

If, and when a submission is made, the Principal and Disciplinary Committee needs to consider that submission and decide if it alters his/her preliminary view on penalty.

**(g) Final Decision on Disciplinary Action**

A final meeting must then be held with the employee based on the submissions received. The Principal (on behalf of the Disciplinary Committee) must explain whether the preliminary view on penalty has been altered on the basis of the submission or not and the reasons for this.

Finally, the penalty should be actioned at this meeting.

**6. The Investigation Report**

The Investigating Administrator needs to provide a clear written account of the investigation to assist The Principal and Disciplinary Committee conclusions. The

investigation report should be structured along the following lines:

**Who** - name who the report is being written to ie the delegated decision maker

**Purpose** - detail the allegation or complaint being investigated

**Process** - set out how the investigation was conducted and the timeframe

**Background** - include any relevant information about the employee being investigated eg position, location etc

**Interviews conducted** - who was interviewed and why

**Evidence** - gathered from interviews, submissions and other documents (append interview notes and any documents being relied on)

**Findings** - set out conclusions based on and linked to the evidence gathered. Be clear about what was relied on and what was dismissed

**Recommendations** - set out whether or not disciplinary action should be taken and whether or not there are any systems/process issues that should also be attended to

## 7. **Suspension**

Suspension is considered to be a punitive action in that it takes an employee out of the workforce before misconduct is finally proven or accepted and therefore may cause them some disadvantage regardless of outcome.

Given this, Destiny School will not generally approve the suspension of an employee unless there are clearly no other options for managing an ongoing situation.

In the event of The Principal considering suspension of an employee he/she should present the issues for the approval to the Disciplinary Committee.

## 8. **Warnings**

Where the employee's proven breach of policy and practice is not one of serious misconduct warranting dismissal, it may be appropriate to issue a warning.

Prior to issuing a verbal warning, the Principal must inform the Chairperson of the Board of Governors who will in turn inform the Disciplinary Committee.

Any such meeting with the employee must be outside of school hours, and written record of the meeting with the employee must be taken and signed by the Principal and the employee.

The employee must be advised that they may request a support person to be present.

The Principal may also request, Pastoral Staff or a representative of the School's Disciplinary Committee be present.

**All warnings, both verbal and written, must be recorded on the employees personal file and removed as stated under the Written Warnings procedure.**

There are two types of warnings that may be issued to employees, ie verbal or written.

#### **(a) Verbal Warnings**

A verbal warning may be the first formal step in a disciplinary process. It is normally given in relation to lower level misconduct issues, rather than matters of serious misconduct. Where The Principal issues a verbal warning, he/she must ensure that the employee understands that they are receiving a warning. The Principal must specify what behaviour is required of the employee to improve their conduct and provide a timeframe for improvement. Because a verbal warning is usually issued in relation to a low-level matter, the duration of the warning would normally be relatively short. A report of the matter must be submitted by the Principal to the Disciplinary Committee.

#### **(b) Written Warnings**

##### **First written warning**

The first warning is an early warning mechanism, the aim of which is to encourage the employee to return to an acceptable standard of behaviour or performance. It must give details of the matter that was discussed, any explanations given, the action the employee must take in order to improve and avoid any further disciplinary action and the duration of the warning.

Prior to issuing a written warning, the Principal must inform the Chairperson of the Board of Governors who will in turn inform the Disciplinary Committee.

A report of the matter, with a copy of the written warning, must be submitted by the Principal to the Disciplinary Committee.

##### **Final written warning**

A final warning is usually issued when the employee fails to improve their performance, conduct or offends again after receiving a first warning. However, it may also be given in the first instance, for a more serious case of misconduct, which does not warrant summary dismissal.

Prior to issuing a written warning, the Principal must inform the Chairperson of the Board of Governors who will in turn inform the Disciplinary Committee.

This warning must contain the same information as the first written warning, but in addition should make it clear to the employee that any further similar breach could result in their dismissal.

A report of the matter, with a copy of the written warning, must be submitted by the Principal to the Disciplinary Committee.

Destiny School Principal and Disciplinary Committee (on behalf of the Board of Governors) determines the appropriate sanction (warning/final warning/dismissal) after considering the nature of the offence/behaviour and the employee's explanation for it.

#### **Note:**

- **All warnings** must have a timeframe in which the behaviour is to have improved. At the end of the stipulated timeframe the administrator is bound to review the employee's progress and behaviour.

- **To remove a warning** the employee should have normally met all of the conditions of the warning and the Principal must have confidence that the behaviour has been rectified. If the Principal does not have confidence that there has been a real change in behaviour then they may wish to consider extending the warning or issuing a more serious warning.

## 9. Dismissal

Where the employee commits an act of serious misconduct or continues to breach policy after warning(s) have been given, or where the required improvement in the standard of performance has not been forthcoming after reasonable attention, dismissal is a likely outcome.

The decision to dismiss an employee can only be taken by the Principal in consulting with the Disciplinary Committee.

Prior to the decision to dismiss being made, the employee concerned must have been given the opportunity to have his/her case presented to the Principal and Disciplinary Committee. The decision makers must evaluate all written material relating to the case along with the recommendation to dismiss before making a final decision.

Letters of dismissal should state:

- the nature of the allegation/matter that was discussed;
- refer to all meetings held;
- the explanations provided;
- the reasons for not accepting the explanations;
- the reason(s) for dismissal as the outcome;
- the date on which the contract will terminate; and
- whether the dismissal is with or without notice.

## 10. Records

Throughout the disciplinary process, it is imperative that clear and detailed written accounts of all meetings, submissions, professional advice received and decisions made are kept.

This is both to assist in the preparation of reports and letter(s) to the employee, and as a record in case of any legal action taken by the employee.

### **Note:**

Employees have 90 days, beginning with the date on which the action alleged to amount to a personal grievance has occurred or has come to the notice of the employee, to raise a claim of Personal Grievance.

However, "Employment Relationship Problems" may be raised with the employer at any time. Therefore it is vital that the school representatives keep good records of all interactions with employees over employment relationship problems.

## 11. Poor Performance

Where an employee has failed to improve their standards of work performance after a

period of performance counselling and assistance, a disciplinary process may be embarked on.

Such a process will involve a successive warning system as outlined in this policy. The warnings must clearly state the standard to which the employee must improve, the time in which they have to make the required improvement and how the improvement will be measured.

They should also detail what assistance will be given to the employee to facilitate that improvement.

**12. Resignation during a Disciplinary Process**

Where an employee offers to resign at any point during an employment investigation or disciplinary process, the reasons for the resignation should be discussed with the employee.

Where dismissal is the likely outcome of the disciplinary process and the employee offers their resignation, it should be made clear that it is not Destiny School's intention to induce a resignation but to conduct a full and fair investigation into the facts before coming to any decision.

Discussions regarding resignation should be recorded as part of the process and reported on accordingly. Generally, an employee should be discouraged from resigning but where they are insistent all attempts to dissuade them should also be recorded.

**13. Advice**

It is critical, prior to, and during, any investigation and subsequent disciplinary meetings that the Disciplinary Committee seek professional industrial relations advice.

**14. Definition**

For the purposes of this document the Investigating Administrator will be a person appointed by the Destiny School Disciplinary Committee on Behalf of the Board of Governors.





# **CESSATION AND EXIT POLICY**

## **CONTENTS**

**Policy Statement**

**Policy Guidelines – Contents**

- Management Responsibility
- Exit Interviews
- Certificate of Service
- Documentation

**Exit Interview Form**

## **Policy Statement**

Destiny School will ensure that a smooth process exists when employees leave their employment. That good management information is gained from those leaving employment, ascertaining the reason for them leaving.

An exit interview will take place with the employee being asked to fill in an exit interview form as to the reasons for them leaving. This information will then be kept on file and used as a guide to providing better employment conditions for all employees.

## **Policy Guidelines**

### **1. Contents**

- Management Responsibility
- Exit Interviews
- Certificate of Service
- Documentation – Exit Interview Form

### **3. Management Responsibility**

Management will ensure that where employees are resigning their position, that the notice requirements have been complied with in accordance with their employment agreement. If there is a mutual agreement to a lesser or greater period of notice requirement the former will not apply.

Management should ensure that resignations are in writing and they accept in writing.

Regardless of the reason for leaving the organisation, Management must ensure that employees return all items belonging to Destiny School upon leaving. This includes, but is not limited to,

- Uniforms.
- Protective clothing/gear.
- Keys/security cards.
- Confidential material pertaining to the School.
- Books, etc.

Employees should be advised that in the event of items such as uniforms not being returned, that a deduction from their final pay may be made.

Management must ensure that the payroll administrator is given clear information so that payments to the employee are terminated.

3. **Exit Interviews**

Destiny School recognises the value of interviewing employees who are departing the School as it can provide useful information on how employees are managed and the School's performance generally.

Management should ensure that there is a process in place that offers opportunity for an exit interview to every departing employee.

Destiny School's exit interview format is attached. If an employee declines an exit interview Management should offer the form to the employee for their own completion and ask that they send the completed form to Senior Management.

Management should also note on the employee's file that they declined to have an exit interview, the date that it was set for, and that an exit interview form was given to them to fill in and post back to Senior Management.

4. **Certificate of Service**

Where Management agrees to provide a reference for an employee, this must be deemed a personal reference and therefore must **not** be on the School's official letterhead.

A certificate of service however, clearly stating the periods of employment and positions held may be provided on the School's official letterhead.

5. **Documentation**

An exit interview form is to be given to all employees terminating their employment with Destiny School. The completed forms should then be kept in a confidential file for the purpose of helping Management in implementing any changes that would make employment conditions better for current and future employees.

## DESTINY SCHOOL'S EXIT INTERVIEW QUESTIONNAIRE

Destiny School is committed to gaining useful information from employees leaving the School as to reasons for leaving and will be used for statistical reasons only.

1. Name \_\_\_\_\_ (optional)

2. How long have you been employed by Destiny School?

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 0-12 months <input type="checkbox"/> | 10-15 years <input type="checkbox"/> |
| 1-2 years <input type="checkbox"/>   | 15-20 years <input type="checkbox"/> |
| 2-5 years <input type="checkbox"/>   | 20 years + <input type="checkbox"/>  |
| 5-10 years <input type="checkbox"/>  |                                      |

3. Position Held \_\_\_\_\_

**Using the scale below please indicate in the boxes your level of agreement/disagreement with the following statements.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither/Nor	Agree	Strongly Agree

- |   |                          |
|---|--------------------------|
| 4. When I first joined Destiny School I was given a good understanding of my job.                           | <input type="checkbox"/> |
| 5. I was given the training to do the job well.   | <input type="checkbox"/> |
| 6. I felt that my contributions were recognised by Management/Supervisors.                                  | <input type="checkbox"/> |
| 7. I received the equipment and resources to do my job well.  | <input type="checkbox"/> |
| 8. I received the support and guidance I needed from Management/Supervisor that I needed to do my job well. | <input type="checkbox"/> |
| 9. I had a good working relationship with Management/Supervisor.  | <input type="checkbox"/> |
| 10. I had a good working relationship with staff I worked with.   | <input type="checkbox"/> |

11. Did your job with Destiny School meet with your expectations?

Yes

☐

No

☐

If you answered no, could you please explain your reasons below.

---

---

---

12. Did you find your job challenging and satisfying?

Yes

☐

No

☐

If you answered no, could you please explain your reasons below.

---

---

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13. What was the reason(s) for your resignation? Please tick the appropriate box(es)

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Family/Personal reasons (e.g. partner moving, children, health)

Another job opportunity

Dissatisfaction with present job

Other (Please state) \_\_\_\_\_

---

---

If your answer to question 13 was ...

- (a) **Family Reasons** then please complete questions 16 and 17.
- (b) **Another Job Opportunity** then please complete questions 14, 16 and 18.
- (c) **Dissatisfaction with Present Job** then please complete questions 15, 16 and 17.

14. My new job opportunity offers...

<input type="checkbox"/>	Better pay
<input type="checkbox"/>	More job security
<input type="checkbox"/>	Better conditions of employment (e.g. leave, allowances, etc.
<input type="checkbox"/>	Better working environment (e.g. people, resources, working conditions)
<input type="checkbox"/>	More opportunities for personal development (e.g. training, further education)
<input type="checkbox"/>	Career challenge
<input type="checkbox"/>	Other (Please state) _____

Any further comments?

15. I was dissatisfied with the job because...

<input type="checkbox"/>	Uncertainty about employment due to proposed changes
<input type="checkbox"/>	Pay rates
<input type="checkbox"/>	Incentives to stay
<input type="checkbox"/>	External customers/clients placing heavy demands on me
<input type="checkbox"/>	Management/Supervisor's style
<input type="checkbox"/>	Other staff attitudes and lack of co-operation
<input type="checkbox"/>	Boring/mundane job/tasks

<input type="checkbox"/>	Harassment (e.g. racial, sexual)
<input type="checkbox"/>	Lack of on the job support
<input type="checkbox"/>	Lack of recognition/rewards for my contribution
<input type="checkbox"/>	Lack of training
<input type="checkbox"/>	Lack of resources/supplies/equipment to do my job
<input type="checkbox"/>	Working conditions/environment
<input type="checkbox"/>	Lack of Career Opportunity
<input type="checkbox"/>	Other (Please state) _____

\_\_\_\_\_

\_\_\_\_\_

Any further comments?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. What do you thin Destiny School can do to better retain their staff?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

17. Please make any further comments.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**We appreciate you taking the time to complete this questionnaire. The information you have provided will be very valuable to the School.**





# APPENDIX 7



## Non Registered / TEP Voluntary Staff Work Agreement

Thank you for the valuable gift of your time and expertise.

In the fulfilling of your duties and responsibilities we request that you:

- Be punctual
- Be committed
- Please ring the Principal and let him know if you are unwell or unable to fulfill your timetabled responsibilities
- Faithfully serve and promote the interests of the School at all times and not do anything that may adversely affect the reputation or goodwill of the School
- Carry out the tasks requested of you to the fullest extent of your ability
- Comply with the directions given to you by the Principal, Teachers or Manager
- Keep confidential information about the students, parents or staff of Destiny School
- Regard as confidential what is seen or heard in the Destiny Church complex
- Comply with the School's Health and Safety procedures
- Read and comply with the directions given in the **Staff Handbook** and the **Administration Folder**

I understand that if management finds my conduct or work unsatisfactory that it could result in my services not being required.

**Disclaimer:** Should I fail to follow any of the School's; policies, procedures, instructions or directions, I agree that the School, under no circumstance, shall be liable for any loss, damage, compensation, cost or injury sustained by myself.

I have read the above agreement and will comply with all that is written.

Name.....

Signature.....

Date.....



# APPENDIX 8

**DESTINY SCHOOL**

**FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2011**

## DESTINY SCHOOL

### Contents of Financial Statements

For the Year Ended 31 December 2011

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Statement of Financial Position	7 - 8
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## DESTINY SCHOOL

### Directory

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As at 31 December 2011

Nature of Business	Private School
Trustees	Ps Hannah Tamaki (Director) [REDACTED] s 9(2)(a) OIA Terry Senior (Principal)
Beneficiary	As per Trust Deed
Auditors	JSA Audit Newmarket AUCKLAND
Accountants	Walton Railton & Co Ltd Chartered Accountants 415 Cameron Road TAURANGA
Bankers	Westpac Pakuranga Branch PAKURANGA
Solicitors	[REDACTED] s 9(2)(a) OIA ROTORUA
IRD Number	085-556-916

s 9(2)(b)(ii) OIA

**REDACTED**

s 9(2)(b)(ii) OIA

**REDACTED**

s 9(2)(b)(ii) OIA

**REDACTED**



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**REDACTED**

## DESTINY SCHOOL

### Notes to and forming part of the Financial Statements

For the Year Ended 31 December 2011

#### 1 Statement of Accounting Policies

##### Reporting Entity

Destiny School is a private school registered under the Education Act 1989. The School is governed by its constitution dated 5th January 2003 and under the direct control of a Board of Governors

As it is not publicly accountable and is not classified as large, advantage has been taken of all differential reporting standards in the preparation of these general purpose financial statements

##### Statement of Compliance and Basis of Preparation

The accounting principles recognised as appropriate for the measurement and reporting of the Statement of Financial Performance and Statement of Financial Position on an historical cost basis are followed by the trust. The information is presented in New Zealand dollars.

##### Specific Accounting Policies

The following specific accounting policies which materially affect the measurement of the Statement of Financial Performance and Statement of Financial Position have been applied:

##### (a) Revenue

Revenue is recognised when fees invoiced to the customer and when Ministry of Education funding received

##### (b) Expenses

Expenses have been classified on their business function.

##### (c) Trade Receivables

Trade Receivables are recognised at estimated realisable value.

##### (d) Property, Plant & Equipment

Property, Plant & Equipment are recognised at Cost (unless otherwise noted below) less aggregate depreciation. Depreciation has been calculated using the rates permitted by the Income Tax Act 2007. Gains and losses on disposal of fixed assets are taken into account in determining the operating result for the year. Depreciation rates has been applied as follows:

	DV
Leasehold improvements	4 - 30%
Plant & Equipment	8 - 60%
Motor Vehicles	50%
Books & Resources	12.5 - 48%

##### (e) Income Tax

The School is registered with the Charities Commission (CC 30131) and is exempt from income tax

##### (f) Goods and Services Taxation (GST)

Revenues and expenses have been recognised in the financial statements exclusive of GST except that irrecoverable GST input tax has been recognised in association with the expense to which it relates. All items in the Statement of Financial Position are stated exclusive of GST except for receivables and payables which are stated inclusive of GST.

##### (g) Changes in Accounting Policies

There have been no changes in accounting policies. All policies have been applied on a basis consistent with those from previous financial statements.

These financial statements are to be read in conjunction with the accompanying Notes and the Audit Report.

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**REDACTED**

## DESTINY SCHOOL

### Notes to and forming part of the Financial Statements (continued)

For the Year Ended 31 December 2011

#### 6 Ministry of Education Funding

The funding provided to the School in the year ended 31 December 2011 relates to ongoing operations of the School and the funds are not permitted to be used for capital accommodation

#### 7 Working Capital

The School continues to record negative working capital owing to increase in staff cost and capital improvements. However the School has been financially supported by Destiny Church, a related entity. Destiny Church has undertaken to continue to provide ongoing financial support to the School as and when required. Another related entity, Te Hahi o Nga Matamua Holding Limited, has also undertaken to provide ongoing financial support to the School.

We this reason we continue to adopt the going concern principle in the preparation of the financial statements

#### 8 Commitments Note

Rental of Digital Copier System



s 9(2)(b)(ii) OIA

#### 9 Contingent Liabilities

The Trust has no contingent liabilities as at 31 December 2011, (2010 Nil).

#### 10 Capital Commitments

The Trust has no capital commitments as at 31 December 2011, (2010 Nil).

## INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of Destiny School.

### **Report on the Financial Statements**

We have audited the financial statements of Destiny School on pages 3 to 17, which comprise the statement of financial position as at 31 December 2011, and the statement of financial performance, statement of changes in trust funds for the year then ended, and a summary of significant accounting policies and other explanatory information.

### ***Board of Trustees Responsibility for the Financial Statements***

The Board of Trustees are responsible for the preparation and fair presentation of these financial statements in accordance with generally accepted accounting practice in New Zealand and for such internal control as the Board of Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditor's Responsibility***

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing (New Zealand).

Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers the internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates, as well as evaluating the overall presentation of the financial statements.

We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Other than in our capacity as auditor we have no relationship with or interests in Destiny School.

### ***Basis for Qualified Opinion on Financial Position and Financial Performance***

In common with many charitable organisations, the School derives some of its revenue from donations, the completeness of which is not susceptible to audit verification. Accordingly, our examination of revenue from this source was limited, and we were not able to determine whether any adjustments might be necessary to revenue, assets and fund balances. However we believe that we have been furnished with information and explanations that indicate all appropriate controls over donations actually received and recorded are adequate.

***Qualified Opinion on Financial Position and Financial Performance***

In our opinion except for the possible effects of the matter described in the Basis for Qualified Opinion paragraph the financial statements on pages 3 to 17 present fairly, in all material respects the financial position of Destiny School as at 31 December 2011 and its financial performance for the year then ended in accordance with generally accepted accounting practice in New Zealand."

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JSA Audit

June 2012

Newmarket  
AUCKLAND