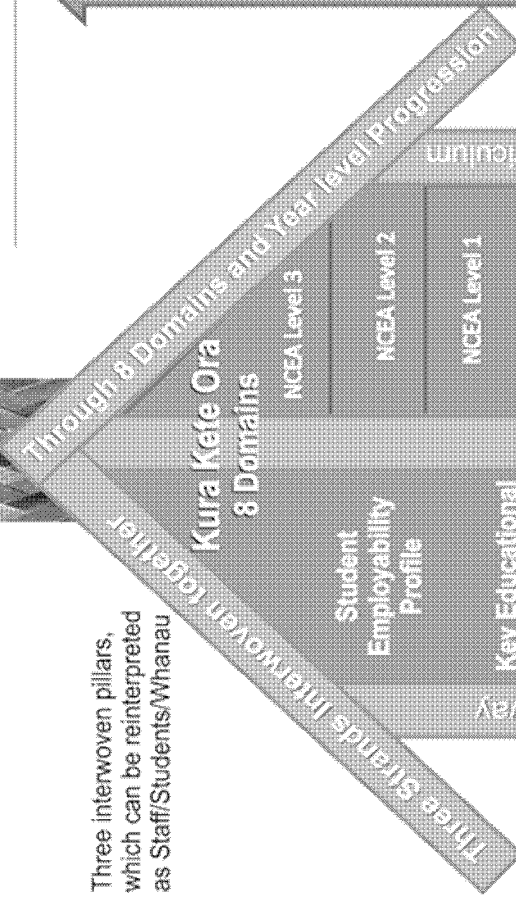
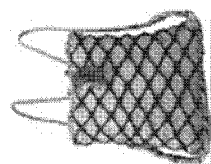


Kura Kete Ora

Whare of Integrated Learning

Development of a Kete of Learning/Wisdom to seamlessly transition to further learning/training/employment opportunities through:

1. A clear vocational goal and pathway, with the key competencies and qualities to become a self-reliant employee
2. Numeracy and Literacy skills to succeed in future study
3. Life skills to become a positive participant/contributor within NZ Society



Three interwoven pillars, which can be reinterpreted as Staff/Students/Whanau

Nō he kakano iti. E puawai ana he Kahikatea

English Translation: From a small seed. A tall tree will blossom

Idea: With careful holistic action, the seed that is the student's is taken and cared for so that they will blossom, grow strong and bear fruit themselves

E tu kahikatea, Hei whakapai ururoa. Awhi mai awhi at, Tatou tatou e

English Translation: Stand like the Kahikatea, to brave the storms. Embrace one another, we are one together

Idea: By interweaving the roots of Manaakitanga, Vocational Pathways and the New Zealand Curriculum with the students' roots, a position of strength and success is developed that will be further supported by Teachers, Tutors, Whanau and the wider Community

Years 7 to 13

Kura Kete Ora Foundational Principles & Vision

Parent / Family / Whanau / Community involvement

4.2.2.1

- a) There is evidence to suggest that utilizing a people-directed approach that promotes real partnerships between the student, their whanau/family, the school/kura and their community can have a direct influence on positive outcomes for individuals and their whanau/family. Ministry of Education Goals, Whanau Ora goals, and indeed goals of Whanau themselves (as identified in (Te Puni Kokiri Tracking Whanau Ora Outcomes, June 2012) is to enable students and their whanau/family to have better outcomes. Access to resources is key to this process.
- b) Whanau/Families/Communities need to be more actively involved in their child's education. To support this the following initiatives could be implemented:
 - Commitment from Whanau/Family/Parent/s to be involved with their child's education whilst attending Kura Kete Ora.
 - Parents will be key components of attendance management. This will be achieved by parents own management within the home environment coupled with their participation as a parent group to manage attendance. This could be achieved by either engaging the services of an attendance officer/s or through management by a sub committee of the parents group themselves.
 - Transport provided to collect students within an agreed catchment area.
 - Support whanau/Family/Parent/s by running mentoring, parenting programs, leadership programs.
 - Providing an environment whereby students will want to attend through improvement to quality and cultural responsiveness to students needs and working towards building on their individual strengths and goals
- c) Because whanau/family involvement will be key to the success of Kura Kete Ora, initiatives will be implemented to encourage, support and inspire whanau to want better outcomes for themselves and their children. To build whanau resiliency for rangatiratanga /self-determination and be responsible for their own economic, cultural and social development. This could be achieved by encouraging and or facilitating proposed courses either on Kura site or off site could be:
 - Parenting courses
 - Literacy and Numeracy courses
 - Money Management/Financial Literacy courses.
 - Healthy Lifestyle courses
 - Drug and Alcohol Education
 - Violence Education
 - Leadership courses
 - Te Reo

- Owning your Own Business Course
- Transport (School Van, Bus)
- Regular meetings/korero between Kura/School and Whanau/Family/Parent/s.

Whanau/Family/Parent/s/Community will be encouraged to offer transferable skills to students. Once again access to resources will be key to successful engagement and involvement of Whanau/Family/Parent/s to the process of becoming more involved in the learning process, as identified in the section b) above.

As well as regular engagement hui/s with Whanau/Family/Parent/s. a formal report will be prepared by the Kura at the end of each term.

<http://www.tpk.govt.nz/documents/Tracking-Whanau-Ora-outcomes>

Community Participation

4.2.2.2

The type of relationships the school wishes to create with community agencies/organisations can be grouped into three main categories;

- I. To enhance the learning and vocational prospects of our students within the eight domains, relationships with local businesses will be created. The rationale for this is to create practical experiences that will further student learning particularly as our students begin to transition into careers or further study.

We would encourage this in a number of ways: a) by asking local business owners to speak to our students about how their learning translates into actual work practice within their businesses, b) by liaising with businesses to create job experience opportunities, and c) by seeking funding from business for prizes and scholarships.

- II. To work with local agencies and organisations to develop good working relationships so that students and Families/Whanau/Caregivers will more easily be able to access resources within the community.

This would be achieved by getting to know what local agencies/organisations are able to provide and how their services might benefit our families, e.g. social workers, counsellors, job search agencies, whanau support agencies etc. In these instances we would work to connect the appropriate agency/organisation with the recognised needs within our Kura community and liaise with them as they become involved with our families.

- III. To encourage our students to be community minded and caring individuals.

This would be achieved by having regular community work days for the students where they work for local businesses and organisations. Working alongside them in this way would help students to understand and appreciate the work done in their community while helping the students to begin to identify their own strengths and skills. We would also want to foster these relationships within our community by inviting these organisations to be part of the Kura's open days.

4.2.2.3

Members of the board have been working to create relationships with organisations and agencies within the Bay Of Plenty region with the intention of creating learning opportunities for both emotional and vocational growth. These contacts include;

s 9(2)(a) OIA

Relationships Aotearoa (RA).

Relationships Aotearoa can support the Kura by providing 'in home' counselling for students and their whanau. They can provide expertise in home based parent coaching services for families struggling with parenting. RA have counsellors who work with adults, young people, and families and their counsellors have specialties in working with disabilities, abuse/trauma backgrounds, head injuries, and behavioural issues. These counsellors would not only be able to work with our families, they would also be able to advise our teachers on how best to respond to and help students with these problems.

RA have educators who can provide educational programmes such as Parenting for Success, Parenting through Separation, Parenting Teenagers and Tautoko Mai (described below) which may be run from the Kura.

s 9(2)(a) OIA

Adult and Community

Education (ACE) and

for ACE and promotes adult education courses to the community. This information will be useful for our students as they leave school and will encourage the continued interests and learning of the adults in our community.

Tautoko Mai which is a programme geared towards supporting and educating Pacifica and Maori families in the area of parenting. This is a unique programme that aims to get alongside those families that would normally find parenting programmes irrelevant or intimidating. A programme such as this would lend itself well to being run from the Kura.

s 9(2)(a) OIA

Te Tuinga Whanau Support Services.

has taught creative writing classes in 100 New Zealand schools for 20 years. He has written 35 books for children and is a favourite storyteller with young and old.

would introduce our students to the art of storytelling with particular reference to Maori culture and the local environment. Students will be encouraged to present stories that reflect their immediate surroundings and give the audience a sense of the origins, culture and landmarks within their local area.

will use storytelling to help build the confidence of our students in both Te Reo and English and in a unique manner that helps students have fun while developing confidence.

██████████ has been part of a mentoring programme for young people and could extend this programme into the Kura to help benefit our students.

██████████ *for Perry Outdoor Education Programme*

██████████ is responsible for developing outdoor education programmes that help children and teenagers challenge themselves to become more confident problem solvers. Their education programmes are aimed at students recognising their own (and others) strengths and how best to use these. ██████████ also works with teachers to develop outdoor education programmes that work with the developmental stage of the child in a way that will help the child to develop a strong sense of self worth and leadership skills.

██████████ has expressed an interest in helping the Kura to develop a successful outdoor education programme.

s 9(2)(a) OIA

██████████ *Nga Kakano Foundation Te Puke.*

Nga Kakano is a low cost health and wellbeing provider. They have a GP practice that offers free medical service for young people up to the age of eighteen and older people over 65 years of age. They provide alcohol and addiction programmes for young people and adults, and have education courses that cover a wide range of relevant issues such as; mental health, asthma, diabetics, kaumatua programme (for the elderly), quit smoking and tamariki ora (plunket). Staff at Nga Kakano present education sessions to whanau groups and schools that can help educate our students on their health and well being. This education can also extend to our teaching staff and could help alert them on how to identify issues and look after the health of our students. Nga Kakano is close to the Kura and our students and their whanau will benefit from access to their health services and community programmes.

s 9(2)(a) OIA

In her role as ██████████ has developed contacts with nearly all the multi-disciplinary groups including Government and Non-government organisations within the wider Bay of Plenty area. She has suggested we could talk about Kura Kete Ora and what it will provide at leadership meetings and group forums and in this way promote our school to a wide range of organisations including – Youth Aid, Police Youth Development, Child Youth and Family, Child and Adolescent Mental Health, WINZ, Housing New Zealand etc. As ██████████ suggested, this would be an efficient way of promoting our Kura to a wide range of organisations within a short period of time while also giving the Kura a wider view of what community help is available for our students and their families.

s 9(2)(a) OIA

s 9(2)(a) OIA

██████████ – *Experienced Farm Owner and Shepherd.*

People such as ██████████ who have a lifetime of experience in some of the Kura's eight domains and who live in the area surrounding the Kura will be crucial to the success of the school.

██████████ has experience in dog training, sheep shearing, dairy and goat farming, breeding

programmes and embryo exporting. [REDACTED] will be able to help with mentoring and teaching our students the practical applications of farming and dog handling and the realities of owning and operating a business.

s 9(2)(a) OIA

[REDACTED] of Comvita New Zealand Ltd.

An initial discussion with [REDACTED] has opened up the possibility of some of our students becoming involved in a training programme for apiarists that is overseen by Comvita. There is also room for some co-operation between the school in working together with apiaries and bee pollination in a manner that would benefit the learning of our students and the goals of Comvita.

School Organisation and Culture

4.2.2.4

Principles

The principles on which the school will be organised is based around the eight domains of:

1) Farming, 2) Visual and Performing Arts, 3) Engineering/Mechanics, 4) Kaitiakitanga and wairuatanga 5) Horticulture kai whennua, 6) Horsemanship, 7) Sport and Hauora, 8) Whanau Awhi, Manaakitanga and Tautoko.

Relational connectedness

In the first four years of attending the school students will be in groups connected with one teacher who will be part of their learning throughout the different domains. This is in keeping with the Kura's desire to create a positive relationship with one teacher and for students to travel through their first four years with a group of peers who learn to care for one another and support one another. As students have new experiences together and start to identify what their individual strengths are they will be doing so in an environment consistent with Maori ideas around whakawhanaungatanga and the belief that people learn best in authentic social settings.

Relational connectedness will also be encouraged by students working closely with whanau and the wider community. Parents and caregivers as well as business people in the community will be encouraged to teach their specific skills and competencies to our students.

Initially younger students will spend one day a month working in the community in a helping capacity. This will help develop life and social skills and grow a spirit of manaakitanga in our students. As students progress through the school community, involvement will become

more frequent and be more vocationally based, helping our students form relationships in the community that may lead to employment opportunities in their future.

Kaupapa Maori and Te Reo Maori will be valued, taught and assessed at the Kura. Community connections with local Marae and 'experts' within the community will be called on to support student learnings around Wairuatana, Manaakitanga, Rangatiratanga and Kaitiakitanga.

Learning by Doing

Learning at Kura Kete Ora will be situated around whenua based authentic learning experiences. The importance of numeracy, literacy and problem solving abilities will not be taught in isolation but will be imbedded in actual projects. In the first four years students will spend each day with their teacher and a specialist tutor who will work with them on learning in two of the eight domains. In this way a student may be learning how to make a go-cart with their mechanics tutor while also spending part of their day writing about and presenting a project to their class in a verbal presentation. In this way students' learning is based on actual experiences and will be more accessible to kinesthetic learners. This will also begin to prepare students for the realities of the work force where this 'way of working' is common.

Pedagogical Connectedness

The Kura Kete Ora learning environment focuses on a pedagogy which is learner and learning centred. This means that not only will students be 'learning by doing' but they will also be doing this through a personalised learning plan. By year 11 students will have had regular learning experiences in the eight domains. They will have kept a journal and a 'Student Employability Profile' and will have gained a clear idea of what areas they are interested in. It is at this point in time that students will start to specialise in their field(s) of interest. This means that they will allocate more of their day to the domain(s) they are interested in and be able to undertake increasingly complex modules that help them gain credits in NZQA industry based qualifications. Older students will also mentor younger students in their area of competency - in this way growing leadership and teaching skills and gaining confidence in their own abilities. Senior students will also be encouraged to extend their learning in their field(s) of interest outside the school, gaining competence and experience in the wider world.

Assessment

International and national research has indicated that assessment is at the heart of the student experience and constitutes a vital and integral component of the teaching and learning process (Alton-Lee, 2003; Mauika & Bishop, 2011; Scouller, 1996). Currently for many in New Zealand secondary education it appears that teaching equals assessment preparation and evidence collection, and learning equals assessment completion.

The Kura Kete Ora approach to assessment is different and reflects the three types of connectedness, working together (relational), pedagogical, and curriculum in harmony. This means careful consideration of who assesses, how assessment occurs and the curriculum content which is the target of assessment.

Relational connectiveness – The unique nature of the Kura will allow many students to be assessed while *doing something*. The student may be demonstrating how to prune plants, recite poetry, groom a horse or explain photosynthesis but the assessment will be interactive, may involve others, and will allow for learning to continue during the assessment process. The students will also be part of the assessment parameters in so far as they may help choose where the assessment is best carried out and by whom. Students will also be encouraged to assess themselves and to help with the assessment of others. In this way assessment is more fluid, more part of the learning process and most importantly part of normal learning rather than something that is sterile and unpleasant.

Personal Connection

In assessments students will be asked to understand their reactions, personal values and things they have struggled with. Our expectation is that many students who come to the Kura will have strong reactions to the idea of assessment as they will likely have experienced not doing well or even failing in the traditional school system. Having an assessment process that allows the student to process their own experience and to have formative feedback, will help them to understand assessment differently and make it personal for them which some research shows is most likely to contribute to ongoing learning and development (Norsworthy, 2008).

Curriculum Connections

Assessment will meet the standards as defined in the New Zealand curriculum and will employ a wide range of assessment methods, including oral, aural, narrative (written), video, musical, drama, artistic presentation or oratory format, group presentation and one on one meetings. Such an approach will reduce the “traditional time constrained pencil and paper tests” which “have proved unreliable indicators of Maori achievement in the past” (Ministry of Education, 1992 p. 13; cited by Mahuika & Bishop, 2011, p. 193).

In summary, assessment will be seen as a continuation of the natural ethos of Kura Kete Ora and will be geared towards encouraging our students and allowing them to be assessed in a manner that fits with who they are and how they best work. Assessment and learning can best be summarised by the following points;

- Personalised learning plans which address specific learning needs (especially those which are critical for learner engagement, literacy, numeracy,

discernment/critical thinking and learning strategies). These learning plans will identify assistive devices as required, on-going coaching and individualised learning support

- Developing life and social skills, though working collaboratively in an integrated learning environment, within a whenua-based setting
- Creativity, innovation and the fostering of divergent thinking
- Targeted learning experiences which are informed by the NZCF learning area Achievement Objectives while maintaining Kura Kete Ora's commitment to learning through doing, within the eight learning contexts
- Provision of appropriate support and learning strategies which enable students to work towards achieving NCEA Level 2 and 3 and to enter into vocational pathways supported by the Kura Kete Ora Programme and local industries
- Place-based education which is educationally and culturally beneficial to all students
- The establishment of partnerships with industry will be developed to identify and assess the learning requirements for future employers and to generate hands-on work experience. The Kura Kete Ora whenua-based partnership school is clearly aligned with primary industries within Tauranga, such as horticulture and agriculture
- Learning which is linked to generic employability skills and /or further study
- Glocal awareness –(glocal = global + local) including place-based education which is recognised as educationally and culturally beneficial to all students

The board of Kura Kete Ora is comprised of a group of people that are very much in touch with struggling families and students within our Bay of Plenty community. We believe that a practical, strengths based learning environment will best serve students that have not done well in main stream education. Creating a school that encourages 'out of the box' thinking and solidly connects what students learn in the classroom with real life scenarios, will help learning to be more useful, more fun, and more achievable.

Safe Learning Environment

4.2.2.6 & 7

Kura Kete Ora's philosophy seeks to provide a safe and caring learning environment for students enrolled in the educational programme it offers. Integral to this learning environment, is the involvement of whānau and the wider community the school is embedded in.

This community-driven focus seeks to identify student, whānau, staff and community strengths and to foster support and encouragement, both vertically and horizontally, within the Kura Kete Ora (KKO) organisation, including all participating stakeholders.

The need to discipline students will decrease as KKO students find clear purpose, identity and passion for learning. The eight domain model will focus on and support kinesthetic learning and the sense of purpose and achievement, combined with engagement and support. This approach in itself motivates pro-social behaviour.

Effective behaviour management strategies are key to ensuring a safe learning environment. The behaviour management strategies listed in the guidelines are designed to support positive student behaviour across the school and to create effective behavioural change in students dealing with specific issues. All staff will be required to follow specific behaviour management guidelines (Refer Appendix 6)

Professional Development

4.2.2.8

KKO is committed to support all staff (principal, specialist tutors, teachers) with on-going professional development both through an annual formal programme and by encouraging staff to pursue personal study and engage in research activities. Rather than a workshop or event being at the heart of professional development, improved practice and particularly transformative learning for our students is at the heart of KKO's approach to Professional Development. To this end, KKO will provide an annual budgeted fund. Principles of equity are important as is the need for alignment with KKO's special character and purpose.

Professional development will be both institutionally focused (ie activities for all staff related to the special character of KKO learning programme) and individually focused (related to staff particular contribution). As a result of our self-review processes and as part of the budget setting process (typically August/September) institutional KPI foci will be identified and an appropriate budgeted amount identified. Early in the school year, individual staff Appraisal Plans will be developed and these will include a particular KPI related to Professional Development for the year, including required financial support for its successful achievement.

Professional development at KKO is for all staff and includes engagement in:

- Activities related to innovative practice and professional knowledge specifically related to implanting the special character of KKO
- Activities related to furthering professional knowledge or skills
- Activities involving collegial sharing of professional knowledge
- Further study at a personal level in order to gain higher qualification.

Professional Development at KKO is guided by the following principles for effective professional development as outlined by Norsworthy (2012) – a summary of these principles is included here. Effective professional development is:

Owned: It arises from the teacher's desire to grow as an effective and responsive educator and is motivated by their commitment to improved student learning. For example, while teacher inquiry or teacher research used to be viewed as belonging to those in the 'ivory tower', such activity is proven to be some of the most effective transformative and equipping professional development. In part, this is because it works with what is, rather than what we think is our practice.

Personalised but where possible Collegial: It connects strongly to the person who is the teacher, and then to everyday components of the teacher's own practice – usually a wondering or observation about that practice. Even when a group of educators may participate in a school, syndicate or group-based programme, it will be designed so that each staff member can explore and apply the learning to themselves and their practice. It involves the whole person. Too often we can see this process as a thinking process only. Far from it – teaching and learning are very emotive, spiritual and social activities. Significantly, for this reason, it is also collegial; involving a critical friend or group of co-travellers. In a school setting, professional development which has long term influence involves those in leadership as participants, as those who also are vulnerable, humble and committed to improved understanding, practice and children's learning.

Inquiry based: Effective learning comes when we bring an 'inquiry stance' to the observation. This inquiry stance involves the educator's disposition, a desire to be wise, a willingness to learn from observation and through a critical reflective cycle.

Practice focused: It is not about gimmicks, the latest educational technology, a 'new' approach to creative writing, etc. There will be new tools, and new ways of using old tools – but these will not be the focus for effective professional development. The focus will be on the teacher's practice SO THAT students are transformed, changed, grown. Consequently, the professional development engagement will continuously invite participants to visualise how their practice and children's learning may look.

Accountable: Humans need accountability – both in terms of an opportunity to celebrate change and growth, but also to provide evidence of fruit for the investment and demonstrate thoughtful and grateful stewardship. Without a phase of accountability we can tend to be careless stewards. Consequential evidence or insight in terms of the owned, personalised goals which were the trigger for the professional development should be required and made public. This could be part of a formal appraisal process, or a teacher's professional portfolio, or collegial discussion.

Iterative: In the first instance, effective professional development occurs over a significant period of time in order to enable multiple phases of interruption, modelling and trialling in and reporting on changed practice. Secondly, the celebration of the accountability phase can lead to the setting of new 'insightful' goals which arise out of the joy of learning and personal, professional growth. Cycles of critical reflection, focused on assumptions which inform and sustain practice together with contribution from others (literature, colleagues, student voice, etc) are the keys to change.

5 BUSINESS PLAN

Governance, Management, and Administration

5.2.1

Ora Trust is the entity that will have a contract with the Crown to operate Te Kura Kete Ora as a Partnership School / Kura Hourua, and it will be the governing body for Kura Kete Ora.

Several members of the Kura Kete Ora Governing Board hold high levels of expertise in financial management, accounting and fundraising. It is envisaged that the establishment of Kura Kete Ora will require key Board Members to support and monitor the development of the school's business plan.

The Principal/Director is responsible for developing a business plan for Kura Kete Ora Governing Board sign off. However, establishing a Partnership School will initially require significant financial management and fundraising expertise and Board Members may be required to be involved at an operational level in the first instance. The involvement of individual Board Members at an operational level will require unanimous approval of all Board Members.

Initially, while the school is being established, the Kura Kete Ora Board will comprise of 12 community members with the expertise and knowledge required to establish the school. This number may be adjusted to 8 once the school is operational. It is expected that within 6-12 months at least four of the founding Board members will step down and 3-4 parent/whanu representatives will be elected (or in special circumstances co-opted) onto the Board.

Processing Kura Kete Ora's day-to-day financial transactions, including payroll, will be sub-contracted to Te Tuinga Trust who have been operating as a social service in Tauranga for twenty five years. This partnership arrangement will support the establishment of Kura Kete Ora's financial management and avoid the unnecessary duplication of back-room services. Te Tuinga Whanau will not have authority to sign cheques or make payments, as this function is delegated to the Kura Kete Ora Principal/Director, as approved by the Governing Board.

5.2.2

The Kura Kete Ora Governing Board will identify the parameter within which the Principal/Director shall operate, including sub-delegations. The Board will delegate the power to make decisions on management matters relating to Kura Kete Ora. The delegation may include:

- Human Resources
- Revenue and funding contracts
- Capital expenditure up to limited delegation
- Other financial delegations up to the limit delegated
- Property matters subject to any conditions in respect of the approval
- Legal matters subject to any conditions specified
- Administration matters subject to any conditions and relevant policies
- Supplies and services subject to any conditions and up to the limit delegated

A clear 'Delegations of Authority Policy' will be developed by the Kura Kete Ora Governing Board and will include conflict of interest procedures, temporary delegations, general principles, avoidance, authority and monitoring and enforcement.

5.2.3

A number of representatives will report to the board to ensure student, parent and teacher representation has a voice within Kura Kete Ora. A Student Counsel will appoint a representative to report to the board and a Parent-Teacher Group will also report to the board via one of their members. These representatives will be consulted with regard to any decisions which may impact on their involvement or the welfare of the school.

Planning and Establishment

5.2.4

Key developments are required to be completed prior to the students enrolling in Kura Kete Ora and the graduated increase in student numbers provides for the development of a school culture which supports excellent learning outcomes and positive social skills. The matrix below details the planned development of the Kura Kete Ora programme.

		Completion Date	Completed
Complete a detailed evaluation of existing buildings/ infrastructure and match against KKO requirements		10 April 2013	
Appoint a Project Manager	Board of Trustees	15 June 2013	
Develop plan to upgrade buildings and purchase portable classrooms etc.		1 July 2013	
Prepare purchasing plan for desks, computers, textbooks etc and detail a schedule for purchase in a graduated manner which corresponds with increasing enrolments		1 July 2013	
Recruit and appoint Principal/Director	Elected members from the KKO Board will be appointed to interview and appoint	15 July 2013	
Principal/Director employment commences	Principal/Director	7 October 2013	
Recruit and appoint teachers and specialist staff	Principal/Director plus Two Board Members	10 October 2013	
Develop a school policy and procedure manual which includes: Government requirements, teaching & behaviour management practices, human resource management, health and safety, financial management, audit processes, etc.	Elected members from the KKO Board or Advisory Group. People appointed to complete this task will be chosen by the KKO Board.	14 October 2013	
Employ contractors to refurbish school and purchase furniture and equipment	Principal/Director	1 December 2013	

Advertisement and marketing for students.	Principal/Director	1 December 2013	
Strategic planning day with Board, Principal, and Staff	Chairperson of BOT	15 December 2013	
Establish relationships with sporting clubs, employers, social service organisations and sponsors etc	Board, Principal and key staff	on-going	
Plan and implement infrastructure for KKO's eight domains	Principal/Director and specialist staff	15 December 2013	
Develop school prospectus	Principal/Director	15 December 2013	
Principal/Director meets families enrolling young people in school	Principal/Director	December 2013- January 2014	
KRAs in place for teaching staff	Principal/Director	17 January 2014	
Enrolment targets met	Principal/Director	17 January 2014	
Insurance in place	Principal/Director	When buildings are in place and plant and equipment purchased	
Principal/Director meets all students and their family	Principal/Director	On enrolment	
Infrastructure for Eight domains to be operational and functioning	Principal/Director	January 10 2014	
Board review of implementation	Board appoints three board members to complete review and report back to board with recommendations to be implemented by Principal/Director	February 2014	
Internal audit completed by Advisory group to evaluate school performance against goals	Selected members of the Advisory Group	September 2014	

Finance

5.2.5

A budget will demonstrate income and expenditure on a month by month basis. The budget will be monitored by the BOT and any variances to the budget will be reported on to the Board by the Principal/Director. Overspending will be controlled through measures such as: delegated authority for spending, and caps on amounts spent.

5.2.6

Please refer to Appendix 1 for Kura Kete Ora's three year financial forecast accompanied with the rationale (Appendix 2) for the income and expenditure figures used.

5.2.7

It is expected that the school will be required to fundraise for capital items not provided for by the Crown. For example, if it was decided that each pupil was to be provided with their own individual computer, this would require fundraising. KKO's fundraising endeavours would need to match the school's philosophy and values. For example, the school may hold its own mini AMP show each year and sell livestock to farmers. The potential exists for farmers in the community to donate calves which could then be raised by the school and on-sold to other farmers at a profit.

The above exemplifies the type of relationship KKO wishes to build with funders, that is, it is based on community involvement and does not further the financial interests of the person providing the funds. For this reason, KKO would not enter into a fundraising relationship with organisations who sold products that were not in the best interests of the community. For example, a tobacco company would be excluded.

Proposed Actions

5.2.8

- a) A clear Delegations of Authority will be developed by the KKO Board and will include conflict of interest procedures, temporary delegations, general principles, avoidance, authority and monitoring and enforcement

An Administration and Accounting Manual will be developed for the school which will detail processes, tasks and reporting procedures.

Te Tuinga Whanau will prepare detailed accounts for the Principal/Director on a monthly basis one week prior to the KKO board meeting. The Principal/Director will include these accounts in each Board Report and provide a narrative re YTD variances to income and expenditure each month.

- b) The KKO Board will appoint an Internal Auditor from the KKO Advisory Group to develop and execute a risk-based sampling and testing approach to determine whether the financial management controls are operating as intended. Any identified issues will be reported back to the board along with an action plan to address them. The board will require the Principal/Director to implement the action plan and monitor progress.

An external auditor will be appointed to conduct a financial audit on an annual basis

- c) KKO would obtain insurance for:

Fire/damage to buildings, plant and equipment

- Damage or theft of vehicles
- Public Liability
- Professional Liability
- Statutory Liability
- Employers Liability
- Fidelity Guarantee
- Employment Disputes
- Legal Expenses

Facilities

5.2.9

- d) The address where the propose school will be located when it opens is:

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

- e) The type of property arrangement and the terms of the tenancy are:

The property will be leased for a three year term with a right of renewal. A tentative and non-binding lease agreement has been negotiated with the current land owner for [REDACTED] per annum.

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

f) The facilities included are:.

- existing school buildings providing three classrooms plus tennis court
- one ablution block with 6 toilets plus 2 other separate toilet facilities
- area for a fourth classroom
- area for a sports field
- area for parking
- equestrian area (1 hectare)
- grazing land for horses (5 hectares)
- horticultural block (0.5 hectares)
- grazing land for other stock (5 hectares)
- essential infrastructure for the implementation of the 8 Domain Model, e.g. milking shed, workshop, sheep shearing shed, tackle shed, large open barn, etc.
- there is existing resource consent for a 100 student school,

e) The upgrading will include:

- Interior and exterior painting of all the buildings
- The bringing of buildings up to government, community, and safety standards (fire escapes, ramps, etc)
- Weed control and ground maintenance

f) Due to the ability of KKO to utilise existing facilities the upgrading can be financed from the one-off set-up payment as outlined in the application. The accumulation and building of less essential resources can be financed from the annual property support provided by the ministry. A project manager will be employed to manage the initial upgrade of facilities in the most cost effective and beneficial way.

Asset Management

5.2.10

Kura Kete Ora has developed a 10 year maintenance and replacement plan which can be found in Appendix 3 This will be further developed and/or fine tuned as the schools resources become established.

Enrolment and School Marketing

5.2.11

- a) A robust marketing programme on a local level, such as local interest stories in local editorials, and a detailed referral process will be utilised to ensure that the students that are referred are an appropriate fit for the school. A team from Kura Kete Ora will visit primary and intermediate schools, local Hauora, local Iwi, Special Education, RTLB/SENCO's in the area to give a presentation on what Kura Kete Ora will provide to students, with projected outcomes and who may be eligible to attend. Parents/whanau will be invited to attend a hui where Kura Kete Ora's programme will be discussed in full.
- b) Kura Kete Ora would invite parents/whanau to be part of a 'learning community', in which a strengths-based approach for whanau health and wellbeing is utilised. As part of the referral process, there will be a meeting with both the young person and their whanau. It will be at this time that the workings of Kura Kete Ora will be explained and an attempt will be made to engage the young person's whanau in the learning process. As part of the process of being accepted into Kura Kete Ora, there will need to be an agreed commitment from the young person's whanau to be part of the learning process (by becoming involved in supporting and/or learning at Kura Kete Ora, and attending hui relevant to the young person's talent and needs-based learning plan).
- c) The team from Kura Kete Ora will be visiting those places they would expect most referrals to come from, such as: schools, RTLB, SENCO, Special Education. The team will comprise professionals already working in the Tauranga/Te Puke Area with local knowledge and skills, such as: teachers, educators, counsellors, family therapists. It is proposed that further engagement from businesses and organisations will be initiated with regard to them becoming part of this community. It is anticipated that working partnerships will be formed with specific local businesses and associated industries. This engagement could be financial, or mentoring, educational, future employment opportunities or other involvement that could be determined in the future.
- d) The community is part and parcel of a rural setting and all neighbours have been advised and there is no opposition to Kura Kete Ora being established at Swift Current Farms.

Enrolment Targets

5.2.12

KKO's full targeted roll of 100-105 students has been set to ensure optimum staff ratios for the eight domain model. As whanau/community involvement is an important aspect of KKO the number is also believed to be a level where whanau and caregivers are likely to feel

comfortable/safe to engage with and become connected with the school community. The target numbers of 17 students for Years 7-11, 15 for Year 12, and 5 for Year 13, has been set to achieve a consistent intake that ensures the school will meet its full enrolment targets. The diminishing numbers for Year 12 and 13 reflect the likelihood (as outlined in other parts of the application) that a number of senior students are likely to move on to either further study (outside the kura), work/industry based training, or employment.

An increasing enrolment has been decided upon with the school commencing the first year of its operation with the 7-10 year age groups. The rationale for this is that with lower student numbers the desired culture of KKO is expected to be more easily established as the younger students are more likely to adapt to and take ownership of a new culture than are older students.

Due to the unique nature of the kura's educational model a full staffing plan has been budgeted for from year one. This is seen as extremely beneficial for the establishment and full development of: clear working processes, required resources, an optimal learning environment, and as mentioned above, a safe and supportive school and community culture. All additional financial requirements to support the increasing role have been outlined in the supplied budget.

Other

5.2.13

Please refer to section 4.2.2 for all non-property resources Kura Kete Ora intends to access and utilise.

6.1.2 STUDENT POLICIES & PROCEDURES

Timeline for Registration and Enrolment

6.1.2.1

The purpose of Kura Kete Ora's Enrolment Policy is to ensure:

1. The school has clear guidelines in targeting a specific demographic and limiting student numbers to its set roll
2. Applications are dealt with in a fair and transparent manner
3. Local student applications are given priority
4. The student population reflects Kura Kete Ora's entrance criteria outlined in the school's Educational Plan i.e. "young people aged 11-16 years, who have been educationally disadvantaged through a range of negative social, environmental and learning experiences"

Guidelines

- Kura Kete Ora will limit itself to a maximum of 105 enrolments at any one time
- No fee-paying foreign students will be permitted to enrol in Kura Kete Ora
- A defined pre-enrolment and selection process will enable the school to limit enrolments
- A Kura Kete Ora information package, with a clear entry criteria will be provided to parents/caregivers upon their enquiry regarding school pre-enrolment
- Parents/Caregivers will meet with Kura Kete Ora's Principal/Director to determine if they meet the entry criteria and wish to enrol their child
- Priority will be given to families who already have existing children enrolled in the school
- If pre-enrolments indicate the maximum roll will be exceeded, a chronological waiting list, based on application dates, will be established
- Parents/Caregivers who are unable to enrol their children, will be provided with the opportunity to meet with the Principal/Director for an explanation
- Applications from local students (Te Puke and Paengaroa) will be prioritised over students travelling in from Tauranga, Rotorua and Whakatane

The criteria for enrolment is based on the target group identified in Kura Kete Ora's Educational Plan

Evidence re students meeting Kura Kete Ora's criteria for enrolment will need to be provided during the pre-enrolment process. Evidence can be sourced from previous school reports, information from government and non-government agencies and professionals who work with the applicant

Policies and Procedures for Withdrawal, Suspension and Expulsion of Students

6.1.2.3

All schools have discipline issues from time to time. Managing behaviour relies on consistently applying both a formal **discipline** plan and strategies to promote positive student behaviour.

Individual programmes and strategies for difficult students are devised with parents and staff, and outside agencies if necessary, and these students are dealt with outside the formal **discipline** plan.

Objectives

- Teachers maintain positive classroom climates and relationships with students.
- The school makes a clear statement of acceptable and unacceptable behaviour known to all staff, parents, and students, and displays it in classrooms and other places around the school.
- The school consistently applies a formal **discipline** plan in all cases of unacceptable behaviour.

Restorative Practice Protocols Proposed

a) School support systems

The most unique characteristic of KKO Farm School will be the placement of the support systems within the overall school structure on a par with most social agencies already in the process of providing support structures in our communities. The principal and senior staff will be responsible for coordinating all staff, agencies and bodies operating within or alongside of the school in providing support.

Such bodies, agencies and people include:

- Outside Volunteers and Committees
- Learning and behaviour support (RTLB's)
- Training and support guidance counsellor
- Vocational Careers advisor
- Rangatahi support personnel
- Social workers & counsellors (when required)
- Volunteer teacher aides
- Special education needs coordinator (SENCO)
- Public nurses

KKO Farm School offers the added benefits of affording troubled students the space away from the school community in times of heightened stress. When stresses run high, there's nothing like allowing a student to ride a horse for a while, or do manual tasks associated with the Farm operations, in order to redirect their attentions and energies into more constructive tasks.

b) Process and Practices

Behaviour management plans will primarily focus on positive reinforcement through acknowledging 'what students are doing right.' This principle under-pins a three-tier approach to behaviour management which involves:

- Creating clear behaviour management goals so that students can practice self-discipline;
- Outlining clear behaviour protocol for teachers to ensure their responses are fair and balanced; and

Most importantly, and as appropriate, KKO will adopt approaches that are:

- Preventative, through positive reaffirmation;
- Corrective, using communication to resolve issues; and
- Supportive, creating a network of support for those involved in conflict.

These three tiers rely heavily upon core behaviour management documents, or group 'Behaviour Plans'. These plans may be developed by all members of a unit outlining individual rights and responsibilities.

School discipline – Behaviour management

KKO Farm School desires to be clear about expectations in relation to training, participation and behaviour. Rules and sanctions need to be fair and firmly applied and all should know what is expected of them. Serious or continuing problems in relation to achievement and/or behaviour needs to be resolved by involving everyone affected; teachers, students, parents and others as appropriate.

Major features are an emphasis on a few simple clear rules, guidelines that apply to teachers as well as students, and responses to infractions that are routinely applied – ‘firmly and fairly’. Most of these rules or guidelines emphasised positive goals such as treating one another respectfully, being honest and doing one’s best rather than spelling out a long list of ‘shall nots’.

Responses to breaches of school rules are graded depending on the seriousness and frequency of infractions and tend to involve more people, more senior staff and more face-to-face interaction as matters move up the scale. Characteristically, minor incidents resulting in harm are usually dealt with by apologies and repair of harm while disruption in the classroom is dealt with by short detentions or withdrawal from the class. Repeated or more serious matters were usually dealt with in meetings involving students, staff and parents, to identify and respond to the reasons for the problem.

Combining traditional and restorative practices

Compromise in the use of restorative practices in conjunction with exclusionary processes can be problematic. Many schools have combined the use of restorative practices with other exclusionary measures such as the stand-down. Some have also used restorative conferences post suspension. But there are problems in achieving quality results when, in order to give a breathing space for everyone and to set in place the processes needed to arrange a meeting, a formal legal process that stigmatises the student is used as the first step. This may be considered a compromise in restorative principles and therefore may harm the overall ability of restorative practices to be identified by students as a non-punitive approach to dealing with behaviour issues. Therefore some changes to stand down and suspension rules may need to be considered.

Use of restorative strategies for conflict resolution

The use of restorative conferences in situations involving serious misbehaviour by students has had the effect of changing the emphasis from exclusion and punishment to inclusion and resolution of problems. The conferences aim to acknowledge any harm that was done, to find a way to make amends, and to develop a plan that enables families and teachers to provide the support that is necessary to achieve this, and to ensure that the student re-engages with schooling.

Central to the success of the proposed process is the empowerment of participants who are traditionally bypassed in decision-making about serious incidents and an emphasis on the resolution of the problem rather than the punishment of an offender. All parties are involved in the discussion about what has happened and in reaching agreement on what should be done to heal the hurts and restore the harmony of the school community. Core to facilitating a resolution is respect for all involved, providing support for change and avoiding shame and stigmatisation.

Affirmation

The emphasis in these schools is usually on a system of recognition, praise and rewards for achievement appropriate to the student's abilities. Success was characteristically recognised for being a good member of the school community, participating and displaying good behaviour or a concern for others as well as for academic, cultural and sporting achievements. Recognition of success could be privately given to the individual or publicly within the class, at assemblies and/or to their whanau.

Note: It is important to note that KKO's behaviour management system will be built on the integration of all key stakeholders from the school community. As a result, not only were teachers and students targeted for involvement in the reinforcement system, but so too were family, whanau/caregivers and community.

Support Networks

The need for strong support networks for all members of the school community was also identified as being central to successful change. Schools need a variety of options to assist with specific needs, a variety of different processes for resolving problems, and diverse strategies that will reinforce the role of students in supporting one another. These were all seen as essential to preventing potential problems and to creating a school climate where constructive solutions to problems can be found.

Relationships

Underpinning all of this, although rarely mentioned explicitly, is the importance of building the relationships between all those in the school community – students with students, teachers with teachers, as well as between teachers and students and their whanau/caregivers.

In cases of extreme and persistent disruptive or unsafe behaviours, KKO school reserves the right to action the procedures outlined by the *Ministry of Education* for the **stand-down, suspension, or exclusion** of students (as outlined in the "**Stand- down, Suspension, and Exclusion Procedures**" below).

Stand-down, Suspension and Exclusion of Students

All New Zealanders between the ages of 5 and 19 have the right to a free education under section 3 of the Education Act, 1989. Between the ages of 6 and 16 it is compulsory for students to attend school.

From time to time it is necessary to stand down or suspend a student from school for his/her own safety and/or to enable other students to pursue their education without severe and/or repeated interruption from another student. A student so stood-down or suspended continues to have a right to an education and is required to attend until the age of 16.

These definitions are taken from the Ministry of Education website:

Stand-down means the formal removal of a student from school for a specified period.

- Stand-downs of a particular student can total no more than five school days in a term or ten school days in a year.

Suspension means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting. Following a suspension, the board may decide to:

- lift the suspension without conditions
- lift the suspension with reasonable conditions
- extend the suspension with reasonable conditions for a reasonable period
- exclude or expel the student.

Exclusion means the formal removal of a student aged under 16 from the school.

The principal is usually the person with the delegated authority to stand-down or suspend a student.

The principles of natural justice must be applied to any process leading to stand down or suspend a student. There must be sufficient grounds to warrant any stand-down or suspension, and the rights of the student and any parent/caregiver must be recognised throughout the process.

There is a clear procedure which must be followed. See Section 158U of the *Guidelines for Principals and Boards of Trustees on Stand-downs, Suspension, Exclusions and Expulsions* on the Ministry of Education website for comprehensive information and resources.

Parents and the Privacy Act

Under the Privacy Act, individuals are entitled to access personal information held about them. There is no age limit to this, children and young people have the same rights as everyone else. This means that parents have no automatic right to access all of the information the school may hold about their child.

Parents and guardians are entitled to access educational information, and are usually able to access other information if they request it, through the provisions of the Official Information Act. This act overrides the Privacy Act in most circumstances. In considering a request from a parent, the school must consider the following:

- Is it information that the parent has a right to, for instance, about their child's academic progress, or is it information the child has a right to keep private?
- Is the parent acting as the child's representative, or acting without the child's consent?
- Is the child of an age or maturity that allows them to decide to give consent or not?
- Is disclosure of the information a breach of the child's confidentiality?
- Is it in the child's best interest?
- Does other legislation affect the decision? For example, the Education Act, 1989, requires principals to tell parents about matters which are preventing or slowing a student's progress at school, or harming the student's relationships with teachers or other students.

In practice there are very few occasions when a school would be justified in withholding any information from a parent. One example of such a situation might be a child at school who finally has confidence to confide in a counsellor who is trying to help the child and the child insists that the parents or (perhaps in a situation of abuse), a particular parent, are not to be told the child's information by the counsellor. A counsellor is required to respect and consider the wishes of the child.

When in doubt, seek advice. A good place to start is the Office of the Privacy Commissioner.

Note: in the case of separated parents, each parent is entitled to educational information about their child, for example, school reports. These should be provided unless there is a Court Order preventing it. It is the responsibility of the custodial parent to alert the school of any such Order.

Parents have no automatic right to request corrections of information held about their child. The school, however, is bound by the principles of the Privacy Act and one of them is to endeavour to keep information about a person up-to-

date and correct. If a parent points out that information is incorrect, the school should correct it.

Parents are not entitled to information about other parents, or students who are not their own children.

Grievance Processes

6.1.2.3

Most grievances can be resolved informally by discussions with the people concerned. If an informal approach is not successful the grievance should be brought to the attention of a senior staff member or the principal.

If the grievance is raised to a Board member, the complainant is encouraged to resolve the issue informally by raising the matter with the person concerned, and the board member must inform the principal.

Generally, an anonymous complaint cannot be processed unless there is a sound legal reason for protecting the identity of the complainant.

This procedure enables us to:

- deal with complaints fairly, effectively, and promptly
- maintain confidentiality
- preserve school/community relationships and communication.

Guidelines for Parents with a Complaint

KKO school will have a robust procedure for a parent or student making a formal complaint if informal discussion doesn't resolve the issue.

Complainant

Principal (if complaint is about a staff member)

Board chair (if complaint is about the principal)

1. Put your concerns in writing, and sign the letter. Give as many details as possible, including details of efforts that have been made to resolve the issue. Include names and contact phone numbers.
2. Send the letter marked Confidential to the school principal or, if the complaint is about the principal, to the chairperson of the board of trustees. The contact details are available from the school office.
3. Acknowledge receipt of the complaint in writing or by email to the complainant. Give a copy of the complaint to the staff member concerned.
4. Inform the chairperson of the board of trustees.

For complaints concerning harassment, see **Harassment** (on page xx). For allegations of theft or fraud, see **Theft and Fraud Prevention** (on page xx).

If you have a complaint about a staff member, contact the person involved and discuss the matter. We ask that parents approach the staff member concerned directly, and as soon as possible, to prevent issues escalating or remaining unresolved.

If the matter doesn't involve a particular staff member, or you do not wish to contact the staff member concerned, or you are unhappy with the outcome of meeting with the staff member, contact a senior staff member or the principal to discuss further resolution.

If the matter concerns the principal and you have not resolved it by discussion with the principal, and feel uncomfortable directly approaching the principal, contact the chairperson of the board of trustees.

If an informal meeting does not resolve your concern, you can make a formal complaint. In the interests of fairness, any formal complaint or serious allegation must be made in writing and resolved in a timely fashion. All parties should respect confidentiality.

Investigating Serious Complaints

When a formal complaint or serious allegation is received, the school may choose to investigate it if it is deemed serious enough to warrant it after considering the initial response from the person the complaint is about. Not all complaints require an investigation but all written complaints should be disclosed to the staff concerned at the earliest opportunity. Relevant collective employment agreement provisions for dealing with complaints and discipline must be observed including allowing representation of staff at any meeting to discuss a written complaint.

The School Trustees Association or legal counsel should be contacted for advice before proceeding to investigate. For Trusteeship inquiries call STAhelp (0800 STAhelp)

New Zealand School Trustees Association Head Office

Te Whakaroputanga Kaitiaki Kura O Aotearoa P O Box 5123 Wellington New Zealand

Phone: +64 4 473 4955 Fax: +64 4 473 4706

Website: <http://www.nzsta.org.nz> Feedback/Email: admin@nzsta.org.nz

Note: if the complaint is against the principal, the principal should not take part in the investigation.

The following guidelines assist in conducting an investigation:

Responsibility:	Action
Principal and chairperson of the board of trustees	1. Determine the scope of the investigation, and involvement of the board in an investigating committee.
	2. Inform the school's insurance company of the complaint and steps taken to resolve it. This is a strict insurance policy requirement to maintain cover.
	3. Inform the staff member involved that an investigation is planned, and the scope of the investigation.
	4. Advise the staff member in writing to seek union or legal advice and representation.
Staff member concerned	5. Make a written response to the complaint.
Principal/investigating committee	6. Complete and take notes on relevant inquiries and interviews. Note that taping such meetings is permitted.
	7. Make detailed reports of all discussions, interviews, questions and answers.
	8. Consider the staff member's written response, and determine the outcome of the investigation on the balance of probability.
	9. Inform the staff member in writing of a preliminary outcome and invite the staff member and any support people to a board meeting.

Investigating committee	<p>Brief the board in committee on the scope and outcome of the investigation and preliminary findings.</p> <p>Invite the staff member to respond to the findings at the board meeting.</p>
Staff member and representatives	<p>Withdraw from the meeting.</p>
Board of trustees	<p>Determine any action and inform the staff member of the preliminary decision and any proposed penalty.</p>
Staff member and representatives of Board of trustees	<p>Make a final submission on the preliminary decision and proposed penalty.</p> <p>Adjourn to consider the submission and then reconvene to confirm an outcome. If it is a disciplinary sanction (including dismissal) confirm it in writing after legal advice and prior consultation with the insurance company.</p> <p>You may adjourn to seek further advice or to further investigate any matter raised during the meeting.</p>

6.2.2.2

All teachers and principals employed by the school for more than ten days must be registered by the *New Zealand Teachers Council*. Teachers are responsible for renewing their registration every three years. The cost of this will be met by the school.

KKO will contact the Teachers Council for the necessary documentation and guidelines. To ensure standards are adhered to during recruitment, the following Employment Legislation will inform and guide the process:

- Education Act 1989/1964 (and any Subsequent Amendments)
- State Sector Act 1988 (and any Subsequent Amendments)
- Employment Relations Act 2000
- Privacy Act 1993
- Protected Disclosures Act 2000
- Health and Safety in Employment Act 1992
- Injury Prevention, Rehabilitation and Compensation Act 2001
- Smoke-Free Environment Act 1990
- Human Rights Act 1993
- Parental Leave and Employment Protection Act 1987
- Holidays Act 1991
- Wages Protection Act 1983
- Accident Rehabilitation and Compensation Insurance Act 1992
- Official Information Act 1982
- New Zealand Bill of Rights 1990
- Local Government Official Information and Meetings Act 1987
- Crown Entities Act 2004
- Crimes Act 1961 *new section 59 substituted 2007*

All hiring will be in consultation with the New Zealand Teachers Council (Te Pouherenga Kaiako o Aotearoa)

Level 7
93 The Terrace
PO Box 915
Wellington

Phone: 04 470 9079 Fax: 04 471 0870

<http://www.teacherscouncil.govt.nz>

The Board of Trustees will engage in fair and equitable hiring standards which will involve:

- **Right** to be *consulted* in negotiation of CEA's (through NZSTA).
- **Obligation** to *submit* IEA's for MoE concurrence where changes are made to model IEA's promulgated by MoE.
- **Power** to *appoint, suspend, dismiss* within requirements of Agreements.
- **Obligation** to *develop* personnel practices (policies, procedures, programmes).
- **Comply** with *good employer* principles.

See detailed job descriptions for Kura Kete Ora staff in the appendices

Qualifications of School Staff

6.2.2.3

KKO intends that all teaching staff will be registered teachers, including the Principal/Director and will have recognised qualifications in teacher education. For comprehensive detail refer Appendix 4.

6.2.2.4

The KKO will strive to be a good employer of all staff. In particular, the school will:

- develop a plan that enables it to review the effectiveness of the school as an EEO employer
- meet requirements specified in all policy and procedural frameworks set by the Government
- honour the conditions in all collective agreements that concern staff
- measure the performance of staff annually
- promote staff wellness and safety
- consult staff on key issues as required

Police vetting of new staff is required under the Education Act 1989 ensuring that students are not exposed to an unacceptable risk by people they come into contact with at school.

There are different vetting requirements for teachers and non-teachers (see "Vetting Requirements for Non-Teachers").

The NZ Teachers Council vets teachers as part of the renewal of their registration, but the school must apply for police vetting of non-teachers (see "Apply for Police Vetting for Non-Teachers"). Appointment packs for support staff must include details about vetting requirements and the candidate's agreement to be vetted.

The school will maintain strict confidentiality throughout the process, sharing the vetting information with the person concerned only.

Vetting Requirements for Teachers

Who?	Who by?	How often?	Who pays?
Teachers and Limited Authority to Teach (LAT) employees	Teachers Council	Every three years when they seek renewal of their teaching registration.	The cost is contained in the registration fee.

Vetting Requirements for Non-Teachers

KKO will contact the New Zealand Police Licensing and Vetting Service Centre for vetting of non-teachers.

Note: KKO will not be required to vet staff who do not work during normal school hours or service opening hours.

Who?	How often?
Support staff	Before they are appointed and then every three years.

Contractors (and their employees) if they have, or are likely to have, unsupervised access to students at school during normal school hours or opening hours.	<p>The definition of unsupervised access, as defined in the Education Act, is as follows:</p> <p>Unsupervised access to students, in relation to a school, means access to any student on the school's premises that is not access by, or supervised by, or otherwise observed by, or able to be directed (if necessary) by, any one or more of the following:</p> <ul style="list-style-type: none"> • a registered teacher or holder of a limited authority to teach • an employee of the school on whom a satisfactory Police vet has been conducted within the last 3 years • a parent of the student. <p>For a permanent position, before they start, and then every two years.</p>
Designated caregivers, supervisors, and temporary/voluntary helpers.	For a temporary position, within two weeks of their start date.

Applying for Police Vetting for Non-Teachers

This applies to all non-teachers, including support staff and contractors and their employees. Police vetting is not a complete background check and should be used as part of a robust recruiting and screening process.

Note: This process does not apply to parent volunteers. Parent volunteers are not required to be vetted, although the school board or management may choose to do so. The application must be directed to the Vetting and Validation Section of NZ Police (see "New Zealand Police Licensing and Vetting Service Centre"). For further information, refer to the NZ Police website.

It is the Board of Trustees' or principal's duty to apply for the vet; a vet supplied by the person concerned, or obtained from a previous employer cannot be used. KKO Farm School will apply to the police to receive vetting services, and is provided with the correct *Consent to Disclosure of Information* forms. Board or management are also responsible for verifying the identity of the person concerned.

Vetting can only be carried out with the consent of the applicant given on the correct form. Applicants should be told they are to be vetted and offered an explanation of the process.

KKO will adhere to Police Vetting Guidelines for an explanation of the vetting process. Completed vetting requests are returned to the organisation and are dealt with in confidence. If the person passes the vet, go on with the appointment procedure.

If the person has a police record, review it and decide how to proceed. Depending on the nature of the record, you may choose to offer them the opportunity to explain the result, and if satisfied, may continue with the appointment procedure.

The following considerations will be necessary:

- The nature of the offence and relevance to employment.
- The length of time since the crime was committed.
- The person's age and maturity now, compared with when the crime was committed, the seriousness of the crime, e.g., length of sentence, use of a weapon, the circumstances at the time of violent behaviour.
- The pattern of crime, e.g., a short spate may indicate a "phase" but a regular pattern may indicate continuing inappropriate behaviour.
- The proximity of the person undergoing vetting to the vulnerable person(s). That is, are they likely to have unsupervised access to these vulnerable people?

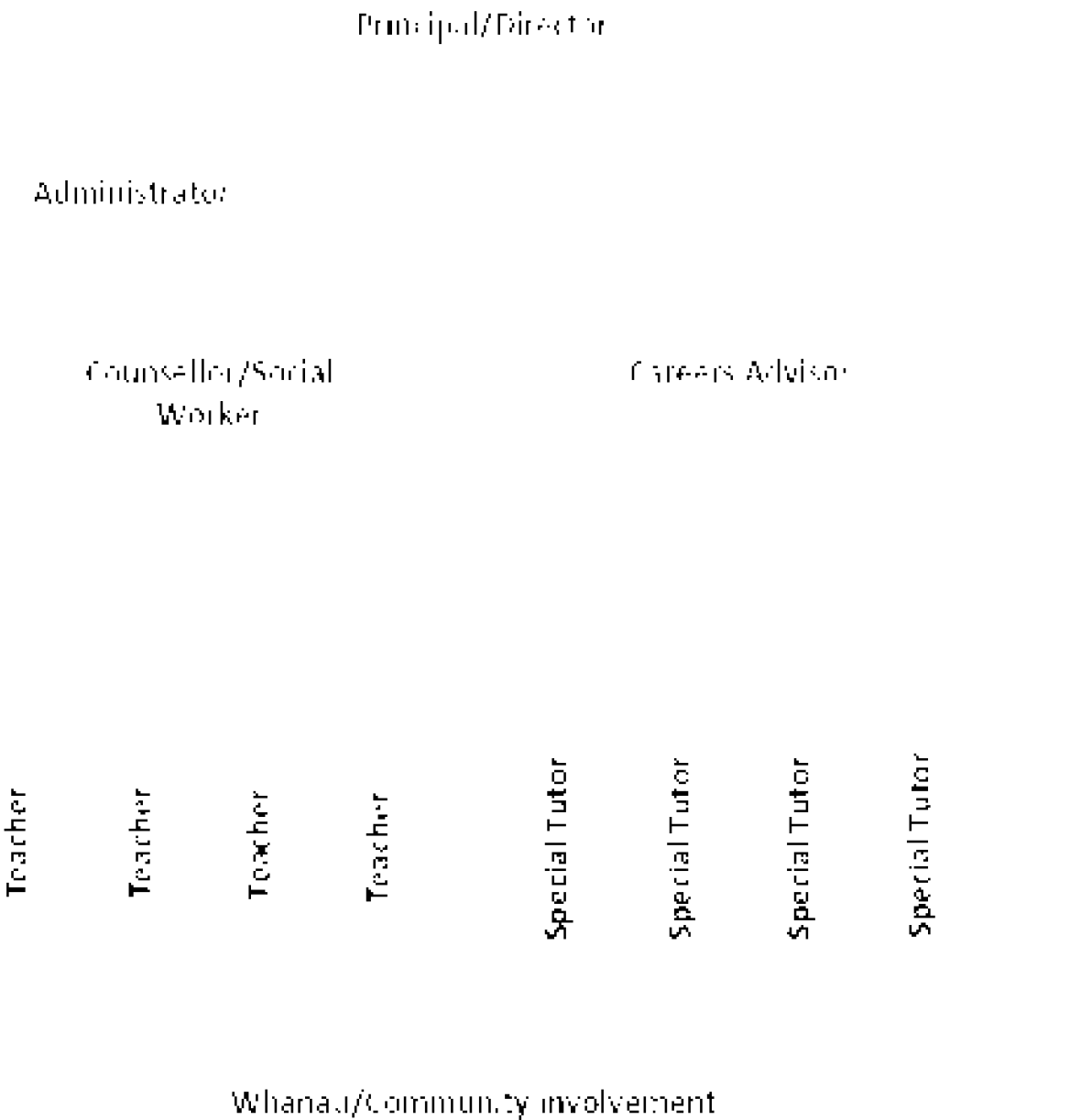
The subject of the vet should be given the opportunity to view and correct the information supplied by the police, and should take up any discrepancies directly with the police. No adverse action should be taken until the person has validated the information in the vet.

Confidentiality must be observed for police vets: in applying and receiving the vet, and in storing the results. Only those requiring the information should have access to the files, and they should be destroyed (shredded) when no longer needed.

School Staffing Plan

6.2.2.5

Please refer to the staffing chart on the following page to gain an outline of the proposed staffing plan. Staff to student ratio is expected to be 1 to 7 in year one of KKO’s operation and increase to 1 to 10 by year three.



Employment Policies

6.2.2.6

The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination. All schools are required by the State Sector Act to be “good employers”, that is, it is illegal to discriminate on the grounds of age, sex, race, colour, ethnic or national origin, disability, employment status, ethical or religious belief, family status, marital status, sexual orientation, political opinion.

See the legislation for exemptions that may apply in certain circumstances.

The Board will maintain, and comply with their school's Equal Employment Opportunities policy, and to include in the Annual Report a summary of the year's compliance.

To achieve this, the Board of Trustees commits to:

- appoint a member to be the EEO officer. This role may be taken by the principal.
- show commitment to equal opportunities in all aspects of employment including recruitment, training, promotion and conditions of service
- maintain an EEO database, such as a folder of EEO surveys.
- recognise the value of attracting people from all possible sources of talent
- select the person most suited to the position in terms of skills, experience, qualifications and aptitude
- recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, hours of work, etc) and the employment requirements of diverse individuals/groups
- ensure that employment and personnel practices are fair and free of any bias.

An application package will be distributed and is likely to include:

- a detailed job description
- a person specification
- an application form to be developed on approval of contract
- an EEO Data Collection form
- information about employment conditions including tenure, remuneration and the relevant employment agreement
- information about the school and its community
- information about appointment procedures including how applications are made, and the timeline of the appointment procedure.

Information (including templates) found on the NZSTA website will be utilised.

Appointment Committee – decision-making process

Principal	A sub-committee of at least three board members, an outside agency or professional.
Permanent teaching staff	A sub-committee of at least two board members, the principal, and a staff member. For AP and DP positions, an outside agency or professional may be used as well. For team leaders and other leadership roles: principal, member of staff, and a board member.
Part-time teachers, relievers and other staff (fixed-term of more than one term)	Principal, member of staff, and a board member.
Part-time teachers, relievers and other staff (fixed-term of up to one term)	Principal, and a staff member.
Volunteers and Support staff	Principal, and a staff member.

The ***Appointment Committee's*** responsibilities include:

- creating a timeframe for advertising and filling the position
- creating the advertisement for the Education Gazette (and local newspapers, depending on the position)
- compiling the application package
- selecting candidates to interview
- conducting the interviews
- recommending the preferred candidate to the Board of Trustees
- notifying the successful and unsuccessful applicants within the agreed timeframe
- completing and forwarding a New Appointment form to Payroll
- initiating the school's induction process.

The committee will decide how many applicants to shortlist and will select applicants using the criteria listed on the job description and person specification.

The committee may decide to contact one or more referees (see "Referee Check Form") for top applicants on the emerging shortlist.

Each shortlisted applicant will be contacted to arrange an interview time and explain the interview process.

Negotiate in advance any travel expenses incurred by the candidate.

Guidelines for Interviewing Applicants

Interviews must be consistent, with each candidate receiving the same treatment and a fair hearing. KKO interviewers will adhere to EEO guidelines by:

- Respecting the candidate's confidentiality, for example, by ensuring that the interviews are arranged with plenty of time between them for a candidate to leave before another arrives.
- Asking questions relating to the job description, person specification, written application and referee statements. Avoid loaded, discriminatory and irrelevant questions. You may decide to supply interviewees with questions prior to the interview.
- Giving applicants the opportunity to ask questions and/or make a statement or presentation.
- Clarifying any special conditions applying to the position, and asking the applicant to respond to these.
- If any member of the Appointment Committee is unhappy about the process during an interview, asking the applicant to leave the room while the issue is discussed.
- At the end of the interview applicants will be informed how and when they will be told the result of the interview.

Before making a teaching appointment, the board must be sure that the applicant is:

- fully registered as a teacher registered subject to confirmation or
- provisionally registered

Only if the board is unable to appoint a registered teacher, may they consider employing an applicant with a limited authority to teach (LAT).

Note: any untrained or unqualified applicant for a teaching position must obtain a "limited authority to teach" from the NZ Teachers' Council.

Appointment of New Staff

In making an appointment, the Committee will consider:

- who is the best person for the position according to all criteria
- EEO principles (see "Equal Employment Opportunities")
- the candidate's eligibility for appointment.

The committee will check the applicant's references and police vetting (see "Teacher Registration and Police Vetting" status, and contact at least two of the referees (use a "Referee Check Form") listed on the application form.

The committee's choice is ratified by the board before the successful candidate is offered the position.

The appointment committee contacts the successful candidate by phone initially, and then with a written letter of appointment which includes:

- specific details of appointment
- the starting date the starting salary.

Note: For fixed-term appointments, the letter of appointment must state the dates of the fixed-term, the reasons for the position being fixed-term, and the way in which the appointment will end.

Candidates will be asked to present a signed written acceptance of the job offer.

When the candidate has accepted the offer, and the appointment has received Board approval, they will be deemed appointed.

Personnel Files

KKO administration staff will ensure that the following are included in the personnel file:

- Letter of appointment countersigned by the employee
- IR330 tax declaration
- New employee payroll form
- Signed Cyber Safety Staff Use Agreement
- Current Curriculum vitae
- Police vet response
- Any other relevant correspondence

Employment Contracts

See NZEI Employment Contracts for information about:

- Primary Teachers' Collective Agreement
- Secondary Teacher's Collective Agreement
- Support Staff Collective Agreement

See the Ministry of Education for information about:

- Individual Agreements
- Caretakers' and Cleaners' Collective Agreement.

Senior Management Units

The purpose of performance management is to develop and utilise staff skills, knowledge, training and talents in ways that maximise learning outcomes for students. With effective performance management, the Board of Trustees can have confidence that all staff are meeting the educational needs of the students and the goals of the school.

Performance management will ensure that all staff:

- receive clear direction on their expected performance
- set priorities for improvement and achievement consistent with direction set by the Board of Trustees and principal
- receive assistance and support to achieve their expected performance
- receive feedback on their performance and recognition for their achievements
- are assured of the confidentiality and privacy of the appraisal process.

The school's performance management system is an annual cycle of appraisal meetings, monitoring activities and an appraisal review. If serious concerns are identified, this annual cycle may be replaced with more targeted support and guidance, or a competency process.

Relevant Legislation

- Education Act, 1989
- State Sector Amendment Act, 1989
- State Sector Amendment Act, 1999 (Part VII and s77C)
- Guidelines for Pay Policies for Area and Secondary Principals, April 1997
- Performance Management Systems – Appraisal of the Principal, May 1997

- Primary Principals' Collective Agreement
- Secondary Principals' Individual Employment Contract Remuneration Framework and Employment
- Contract Arrangements Circular Number 1998/16
- Revised Professional Standards for Secondary and Area School Principals Circular 1998/32
- National Administration Guideline 3 (2000)
- Secondary Teachers' Collective Employment Contract
- Primary Teachers' Collective Agreement, 2007 - 2010
- Support Staff in Schools Collective Employment Contract
- Cleaners and Caretakers Collective Employment Contract

Volunteers and Contractors

6.2.2.7

- a) As the aim of KKO is to foster a sense of community and connectedness it is intended that opportunities and possible roles for volunteers will be in all areas of the eight domain model
 - b) The volunteers and contractors will work with the teaching and specialist tutors to demonstrate and support young people to engage in the learning opportunities associated with milking goats, bee keeping, cropping etc...
 - c) They will be treated exactly the same as professional staff, with vetting, job descriptions, training and supervision.
-

Performance Management and Appraisal

6.2.2.8

Assessment and the Appraisal Process

Teachers are measured against student achievement, observational practice, and formal performance appraisal processes. As noted in previous sections.

- 1) As early as possible within the first term of the school year, or within the first term after commencing employment, each member of staff is allocated an appraiser.

- 2) Appraisals are made for teaching staff member, non-teaching staff member and the principal.
- 3) Within the first term of the school year, each appraisee and appraiser agree on development objectives to be met during the appraisal period. These arise from the job description, and reflect matters raised in the previous year's appraisal report, and school and departmental goals established for the year.
- 4) For each development objective identified, the parties discuss the assistance or support needed to meet it.
- 5) During the year, the appraisal process involves:
 - checks by the appraiser, including observation
 - self-appraisal, against the appraisee's agreed objectives.

If an appraiser leaves during the year, arrangements are made to replace them as soon as is practicable.

- 6) Before the end of the year appraisal meeting, the appraisee gives their completed self-appraisal report to their appraiser.
- 7) Both parties meet and discuss how the objectives set at the start of the year have been met.
- 8) The appraiser writes an appraisal report, taking into account the self-appraisal form. The report recognises areas worthy of commendation, and professional development needs for the following year.
- 9) The appraisal report is signed by both parties and a copy is given to the principal and put in the appraisee's personnel file. The copies of the appraisal are confidential to the parties mentioned.

The Education Review Office has the legal right, under the Education Act, to access appraisal reports to ensure that the procedures outlined in this policy are being followed. To this end, a separate folder, containing only copies of appraisal and attestation reports, is kept within each staff member's personnel file and, in accordance with the Records Retention requirements (see "Personnel"), kept by the school for seven years, and then destroyed with the permission of the Board of Trustees.

A staff member who believes that the appraisal process has not been correctly followed and/or that the conclusions of their performance appraisal are inaccurate, can lodge an appeal with the principal. The principal, or their nominee, will conduct a review (see "Review an Appraisal").

Appraisals are open, frank, positive and confidential, and based on:

- job descriptions
- school priorities
- the staff member's professional development requirements.

The principal reports the completion of the appraisal process to the KKO Board of Trustees.

Review an Appraisal

An appraisee has the right to a review of their appraisal if they believe that the appraisal process was not correctly followed, the conclusions are inaccurate, or there is evidence of discrimination against them.

- 1) The appraisee informs the principal in writing of his intent to request a review outlining the grounds for doing so. The grounds for a review will relate to specific detail which the appraisee believes were discriminatory and/or which in some way led to the appraisee being disadvantaged.
- 2) The principal sets up a meeting with the appraisee to discuss the issues.
- 3) The principal sets up a meeting with the appraiser to discuss the issues.
- 4) If necessary, the principal will meet both the appraisee and the appraiser to further discuss and/or clarify the issues.
- 5) The principal will consider the issues and make a ruling on the action, if any, to be taken. The decision of the principal shall be final.
- 6) Both the appraisee and the appraiser must be informed of their right to have representation/ support during the process.
- 7) The appraiser writes an appraisal report, taking into account the self-appraisal form. The report recognises areas worthy of commendation, and professional development needs for the following year.
- 8) The appraisal report is signed by both parties and a copy is given to the principal and put in the appraisee's personnel file. The copies of the appraisal are confidential to the parties mentioned.

Beginning Teachers' Appraisal

Beginning teachers receive staffing support from the Ministry of Education during their first two years. The Beginning Teacher support component is 0.2 FTTE in the first year and 0.1 FTTE in the second year for each position. This is time that is used in a variety of ways for the support and guidance of the beginning teacher.

A tutor teacher is appointed to work with the beginning teacher.

Tutor teachers:

- are appointed as soon as practicable after a beginning teacher has been appointed
- may be current staff members, or experienced teachers appointed to a fixed term position specifically for this role from outside the school
- work with the beginning teacher to develop a personalised programme of advice and guidance. This programme is submitted to the principal.
- may use the release time for observation and guidance, professional support of the beginning teacher, appraisal processes, and other professional tasks related to support of the beginning teacher
- are eligible for an MOE funded allowance on top of their salary (see the Collective Employment Agreement at www.nzei.org.nz).

Beginning teachers:

- may use the release time for planning and assessment, professional development, attendance at relevant courses, observations in other classes within and outside the school, and other professional tasks approved by the tutor.
- are encouraged to suggest areas to the tutor teacher, for their own future professional development.
- should raise any concerns relating to their support and guidance programme, with the tutor teacher, or if necessary, with the principal.

The tutor and beginning teacher discuss the personalised advice and guidance programme, record of observation, and feedback reports. A copy is filed by the principal as evidence for full registration.

Appraisal of the Principal

It is the policy of the Board of Trustees to review the principal's performance on an annual basis with the objective of ensuring high quality education opportunities for the students of the school.

The principal's performance is the responsibility of the chairperson or delegate/s. The chairperson and the principal set the time frame for the year's appraisal. The initial meeting is held early in the first term. The chairperson may use an independent appraiser or consultant.

Any teaching duties are appraised by either:

- a peer principal
- an appointed professional (agreed by both parties).

The chairperson or delegate reports the outcome to the Board of Trustees. The principal will have an opportunity to directly address the Board before it discusses or makes any decision on the adoption of the report. The report remains confidential to the principal and Board and their agents unless both parties agree to wider distribution.

Appraisal of the principal has two elements:

- 1) Accountability - in leading the school and managing the quality of teaching.
- 2) Development - objectives relating to both organisational goals and personal professional development goals.

The Annual Performance Agreement includes:

- the time frame of the initial meeting, monitoring events, the formal end-of-appraisal interview and final report to the board
- an outline of performance expectations: key tasks, expected results, and

performance indicators

- the professional standards for principals according to Schedule 2 of the Principals' Collective Agreement
- job description
- the school's strategic and annual operating plans
- the New Zealand Teachers Council criteria for registration as a teacher
- sign-off by both principal and board chair.

The appraisal of teaching staff, including part time and long term relieving teachers, is an annual process that has been developed to enhance teacher effectiveness and so promote student learning.

Appraisals are open, frank, positive and confidential, and based on:

- job descriptions
- the curriculum development needed
- Ministry of Education initiatives
- strategic planning objectives.

The principal reports the completion of the appraisal process to the Board of Trustees. Non-teaching staff are normally appraised by the person to whom they are directly responsible.

Legislative and Health and Safety

6.3.2.1

Kura Kete Ora will ensure all practicable steps are taken to ensure the safety and health of all employees, contractors and visitors, and volunteers in our workplace as required by the Health and Safety in Employment Act 1992 and the Health and Safety Regulations, 1995. We also recognise our responsibilities and obligations under *Te Tiriti o Waitangi* and the *Resource Management Act 1991*. As an employer, the school is expected to:

- take all practicable steps to ensure a safe and healthy workplace
- identify hazards and eliminate them where possible
- isolate, or at least minimise, hazards that cannot be eliminated provide information about hazards
- provide protective equipment and/or clothing, when and if required
- ensure adequate training and supervision of all staff

- maintain an up-to-date accident register
- report all employee serious harm injuries to *Occupational Safety and Health*

Kura Kete Ora management and staff will:

- Provide a safe working environment and facilities, such as first aid kits and protective equipment, for employee safety and health. A first aid kit is kept in the sick bay, along with a current first aid manual, a list of staff with current First Aid Certificates, and a list of student conditions.

First aid kits should contain gloves, disposable wipes, and plastic bags for contaminated waste. Ice packs are kept in the sick bay. The school will also maintain a small travelling first aid kit which must be uplifted by any teacher taking a class on a visit away from school. Any items used during an outing should be recorded and the school secretary notified on return so that they can be replaced.

- Ensure any plant or equipment we use is designed and made safe for the employee to use and is properly maintained
- Develop emergency procedures. E.g. Fire evacuation, pandemic management, vehicle accidents or breakdowns
- Develop a system to identify new and existing hazards then eliminate, isolate, or minimise significant hazards
- Record the details of any incidents or accidents and investigate to determine what needs to be done to prevent it happening again.
- Report any serious harm incidents to the Department of Labour
- Involve our employees in developing ways to improve health and safety
- Ensure that employees are aware of hazards that may affect them in the work they do and the controls that are in place to prevent harm
- Make sure that all employees are adequately trained in safe operating procedures and supervised as they learn
- Keep a first aid kit in each place where people are working. Kits will be a sufficient size to cope with the number of people needing to use it

Staff and students are expected to:

- follow instructions
- use protective equipment
- report hazards and accidents
- report any unsafe work condition or equipment
- take all practicable steps to ensure their personal safety and the safety of others.

Set Goals and Plan

In order to maintain the appropriate standards and ensure best practice we will set goals and objectives, detailing what steps we need to take to make our improvement strategies happen. It is our intention to gain secondary accreditation under the ACC WSMP audit requirements within our first year of operation and tertiary within two years. Furthermore, the plan will allow for:

Selection of a Health and Safety Committee on an annual basis. The Health and Safety Committee's responsibilities will include:

- informing staff of the committee's makeup, roles, and responsibilities
- monitoring and reviewing the school's health and safety compliance
- conducting an internal audit each year
- safe practices are followed by ensuring:
 - Signed & dated health and safety induction for all employees, students, visitors and contractors before tasks are undertaken or new environments are proposed
 - All tasks are risk assessed (including student activities)
 - Signage and posters are used extensively to warn or advise
 - Licenced operators for training activities are recorded in the Hazard Register
 - Licence check systems are in place, issue and renewal dates documented and monitored
 - Police Vetting undertaken for all employees, contractors and volunteers

Action

We will develop, implement and monitor health and safety systems and practices (refer to operational and administration system section below)

Review

We will assess how well our organisation is doing at preventing workplace injuries, and look to continually improve. This will include maintaining records of all incidents and accidents including near misses and carrying out accident causation investigations to ensure hazards are controlled effectively

Commitment

We acknowledge all organisations require a strong foundation for health and safety. We will ensure health and safety policy and procedure has the same status within our workplace as other business and teaching goals. A Health Safety and Environmental Policy Statement of Commitment will be signed and dated by the Board Chairman and reviewed annually

Communication

The lines of communication within our organisation will be open and effective so that health and safety messages can be given efficiently and accurately. We will ensure all staff and students have opportunities to participate in the planning and management of Health and Safety

6.3.2.2

Health and Safety Operational and Administration Systems

Our operational and administrative Health and Safety Management Systems will enable us to:

- provide a safe physical and emotional environment for students and staff
- meet our legal requirements (see "The Health and Safety in Employment Act") to ensure the safety of students, employees, and visitors
- manage hazards
- report accidents by including:

Hazard Management

- Hazard Identification by:
 - task and area analysis
 - Injury type analysis/investigation outcomes
 - Regular audits and inspections (including assessment of equipment requirements, application of manufacturer's instructions and requirements)
 - Maintenance reports
- Hazard assessment to identify significant hazards (i.e. capable of serious harm)
- Prioritising hazards to ensure **all** hazards are controlled to some degree (priority is given to significant hazards). Eliminate, Isolate, Minimise
- Developing and implementing controls for all hazards that can't be eliminated
- Monitoring and evaluating the effectiveness of all hazard controls
- Hazard registers compiled for all work areas and tasks (including trainer/ user competency requirements (e.g. quad bike certification, chainsaw use etc.)
- Personal protective equipment issued and maintained (e.g. gloves for blood injury care, helmets for horse riding, quad bike etc.)

Incident and accident reporting investigation

Each school maintains an accident register which includes reports of all accidents and near misses to students and staff. It is not a separate form, it is the collection of pages of the first aid log, accident investigation forms, and notifications of serious harms. At this school the accident register is maintained by the administration staff and kept in the office.

All serious harm incidents, or near misses that could have caused a serious harm, must be reported to the Department of Labour.

Accidents and incidents are recorded as follows:

Students	
Minor (not reported to parents)	Record in the 'First Aid Log'
Moderate (reported to parents)	Record in the 'First Aid Log'
Serious harm accidents (see 'Managing Serious Injury') (reported to parents)	Record on a 'Notification of Serious Harm' form (see 'Notification of Accident or Serious Harm') and an 'Accident Investigation' form. A serious harm must be reported to the Department of Labour by phone as soon as possible, and the completed forms sent within seven days of the accident.
Reporting to the Department of Labour is the responsibility of the principal	Contact Centre: (insert appropriate call number here)

Employees	
Minor	Record in the 'First Aid Log'
Moderate	Record on the 'Accident Investigation Form'
Serious harm reporting to the Department of Labour is the responsibility of the principal.	<p>Record on a 'Notification of Serious Harm' form and an 'Accident Investigation' form. Serious harm must be reported to the Department of Labour by phone as soon as possible, and the completed forms sent within seven days of the accident.</p> <p>Note: This applies whether the employee is at work, or in another place as part of their work, for example, on a school camp or with a sports team.</p>

Visitors and Contractors	
Moderate	Record on an 'Accident Investigation Form'
<i>Serious harm</i>	Record on a 'Notification of Serious Harm Form'
Reporting to the <i>Department of Labour</i> is the responsibility of the principal.	<p>A serious harm must be reported to the Department of Labour by phone as soon as possible, and the completed forms sent within seven days of the accident.</p> <p>Contact Centre: (insert appropriate call number here)</p>

Note: If a hazard is identified through an accident or near miss, a 'Hazard Identification' form must be completed. If the hazard is not eliminated, it must be entered on to the 'Hazard Register'. The Chairperson of the Board of Trustees must be notified in the event of a death or serious harm injury. Depending on the seriousness of the accident, and its effect on the school community, the school may need to employ the 'Crisis Management Plan'. Corrective action steps are time bound and assigned

In the case of serious harm or injury the following procedures are followed:

- **Note:** Always follow the correct procedure for dealing with blood and other body fluids. Whenever possible, get the patient to deal with their own blood spill. Instruct them quietly and firmly to apply a band aid, hanky, towel or jersey to the area, and to apply pressure and elevate the bleeding area if possible
- **Do not** let a student attend to another student's injury
- Use disposable gloves and wash your hands thoroughly with soap and water after you remove the gloves. If you don't use disposable gloves, thoroughly wash your hands, lower arms and anywhere else that has been in contact with or splashed by blood, after handling blood
- Avoid contact with blood if your hands or lower arms have open cuts or unhealed wounds
- Keep people away from body fluid spills
- Comfort the patient but **do not** move them, or leave them unattended. Assess the scene to ensure your own safety and that of the first aiders. Keep calm.
- Ask for help to:
- Summon the trained first-aiders
- Call an ambulance, if necessary. **Do not hesitate to do this.**
- Prevent further injury if a hazard was involved, for example, direct traffic away
- Notify the principal
- Secure the scene
- Record names of witnesses
- Keep unnecessary people away from the site

If the injured person is a student, contact their caregivers as soon as possible. Notifying parents/caregivers in the event of an injury has two purposes:

- 1) It keeps parents informed.
- 2) It protects the school by allowing the parent to come and see for themselves how the child is, and whether further action is necessary.

The school has family and emergency contact numbers filed in the office and available on the school's computerised student files. Parents must be contacted if their child has received a head or spinal injury.

When in doubt, contact the parents.

Note: The accident report should state who will contact the parents and should be initialed when they have been contacted.

Record and Report.

The Chairperson of the Board of Trustees must be notified in the event of a death or serious harm injury. Depending on the seriousness of the accident, and its effect on the school community, the school may need to employ the 'Crisis Management Plan'

Information, Training and Supervision

- Signed and dated health and safety induction for all employees, students, visitors and contractors before tasks are undertaken or new environments are proposed
- All tasks and outdoor activities are risk assessed (including student activities)
- Signage and posters are used extensively to warn or advise
- All activities or training requiring licenced operators are recorded (Hazard Register). Licence check systems are in place, issue and renewal dates documented and monitored.
- Police checks undertaken for all employees, contractors and volunteers
- Literacy/understanding issues are addressed appropriately

Employee Participation

- A commitment to ensuring employee and student involvement in the management of our policy statement
- Include health and safety discussions and reports in all our team meetings and other forums e.g. Board Meeting, team meetings, Student Council
- If applicable, provide external Health and Safety training for key staff e.g. outdoor activity instructors and senior management

Emergency Readiness

- Documented emergency plans and business continuation procedures for all anticipated emergencies e.g. fire, flood, earthquake, pandemic alerts, vehicle accidents or breakdowns, injury accidents on trips or onsite, violence or aggressive behaviour and bomb threats
- Training in emergency procedure for key staff e.g. First Aid and Fire Wardens
- Emergency equipment supplied and maintained. This would include First Aid kits, cell phone connectivity or if appropriate, satellite phones, emergency beacons for remote activities etc.

Contractor and Visitor Management

(Ensuring protection for staff from on-site work undertaken by contractors or other visitors)

- All contractors and visitors will undergo Health and Safety Induction
- Contractor competencies, qualifications and Health and Safety performance assessed prior to starting work
- Monitoring and observation systems for contractors and visitor activities
- Site sign-in procedures

Sources of Information Used

Health and Safety in Employment Act 1992

ACC WorkSafe Cycle

ACC Workplace Safety Management Practices – Audit Standards

Health and Safety Code of Practice for Schools

6.3.2.3

All school records of enrolment, attendance and achievement will be recorded electronically. Student attendance is recorded daily by the group teacher and entered into the database electronically by the school administrators. The school administrators is responsible for following up any absences. All student records, including disciplinary issues, will be recorded electronically and backed up. A hard copy file of school attendance and complaints will be kept in a locked filing cabinet.

Income and Expenditure Rationale

INCOME

At this time all income is derived from MOE funding guidelines. If KKO's application is successful and is contracted by MOE to provide an education programme, fundraising ventures will supplement MOE income to further enhance the learning opportunities for students.

EXPENDITURE

Project Management

The setting up of KKO will require expertise and extensive project management to ensure the schools buildings are up to standard and that the appropriate infrastructure is in place to implement the Eight Domain Model.

Salaries

The budgeted salaries are intended to attract appropriate personnel with the required levels of expertise that will ensure the educational/vocational success of the students attending the school. Auxillary staff noted in the staffing plan are required to ensure the effective functioning of the KKO. Remuneration noted in the Staffing Plan is based on market rates.

Accountancy Fees

The fees account for operating a Trust, filing GST returns, advice, the completion of school accounts and the provision of regular reports.

Audit Fees

The fees will ensure the financial management of the trust is sound and will meet MOE requirements.

BOT Fees

Will cover Board members expenses incurred from travel and attending monthly BOT meetings, etc

Communication

To cover the cost of operating a school which uses internet, faxing, telephone, postal services, etc

Consumables

Based on benchmarking similar schools and covers such things as photocopy paper, ink cartridges toner, stationery, etc

Animal Health

Veterinary and health costs for the horses

Engineering, Carpentry and Food Technology Supplies

Based on [REDACTED] per student per domain and covers the cost materials used

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Horticulture Supplies

Based on a working model that has been extrapolated to a garden of 0.5 hectares (please note the horticulture domains intends to bring students and whanau together)

Crops & Harvesting

Based on an experienced farmer's indicative costs

Fertilizer

Necessary for the growing of crops

Weed and Pest Control

To preserve the biological sustainability and enhance the performance of the whenua based school

Health & Safety

Health and safety is paramount as students will be working/studying in a environment that is dangerous if incorrectly managed. The costs relate to safety equipment, first aid supplies, training, sunblock, hats, etc. It will also support the development of a first class Health and Safety Manual.

Hospitality

Hospitality is an essential strand of KKO's operation as it is culturally relevant and supports the involvement of whanau, community and relevant stakeholders.

Staff Development

It is intended that KKO staff are kept up-to-date with trends and changes in education. In addition, the schools desire to be a leading edge education provider that achieves excellent results demands well trained staff.

Feeding Vulnerable Students

In reviewing successful Charter Schools it was noted that providing food to vulnerable students yielded positive results and KKO intends to follow this approach.

Wet Weather Gear

Due to KKO being an experientially based educational facility, learning will regularly involve outdoor activity. It would be unreasonable to expect families with limited resources to supply students with gumboots, rain coats, and waterproof leggings hence a small allowance has been set aside for this.

Library & Reference Books

KKO has taken a balanced approach in developing a library with the knowledge that students are likely to prefer using technology (internet) to access information. KKO does, however, wish to promote the use, enjoyment and value of reading books so has made allowance for this to be developed.

Text Books

The students are expected to integrate their learning with the New Zealand curriculum and standard text books will be required.

Vehicle Fuel, Repairs & Maintenance

Essential for the day to-day-running of the school and its farm operation

IT Support

A minimal cost has been allowed to effectively support staff and student use of IT.

Power and Water

The power requirements to operate classrooms, a milking shed, engineering workshop and shearing shed, etc will be substantial (based on discussions with farmers etc)

Sports Equipment

Based on research of students needs.

Sports Area

Based on costs associated with developing and maintaining a large flat grassed area.

Prizes, Trophies & Awards

A nominal sum for the tangible recognition of effort and success.

School Trips & Camps

KKO fosters experiential learning and educational trips are deemed essential.

Advertising & Publicity

Staff recruitment & school publicity is essential in attracting staff and students and creating a school identity.

Parenting Courses

KKO is holistic in its approach and considers parenting and adult education to be important strands of school life.

Standing Charges

Based on government rates, quotes from insurance brokers, and an agreed lease cost with the property owner.

Replacement & Maintenance Costs

Linked to KKO's ten year replacement and maintenance plan. The maintenance costs will be low in the first few years due to plant, equipment, and capital items being new, or in relatively new, condition.

Capital Costs

The capital expenditure for the initial setting of the school (2013) will include the listed items and it is based on firm and indicative quotes. These quotes have been derived from extensive viewing of the property, discussions with teachers, farmers, and relevant industry experts.

The bulk of computer needs will be accounted for in the establishment phase but further allowance has been made for increasing roll numbers in the first two years. Subsequent computer needs will be met from KKO's 10 year replacement and maintenance budget.

Allowance has been made for a new engineering shop to be built in 2014 as the current engineering workshop will not be adequate for the proposed full roll.

Allowance has also been made for the purchase of horses which are essential for one of the 8 domains.

Research

Allowance has been made for the researching of KKO's performance so as to effectively examine, measure, and quantify the outcomes. The expectation is that by year three this will include the dissemination of research findings through conference presentations and publications.

Contingencies

KKO acknowledges the likelihood of unexpected costs and wishes to ensure adequate allowance is made for these by planning ahead and setting aside reserve funds

Net Surplus

As noted on the budget, part of the budget surplus will be put into a building development fund for the construction of a wharenuī/hall. This is expected to be completed by the time KKO reaches its full roll. This is in keeping with the high emphasis KKO places on whanaungatanga and community involvement. It will also be a place where manaakitanga can be lived

APPENDIX 3

ORA TRUST BOARD

(please refer Kura Kete Ora Board for CV details)

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