

- Police Vetting information)
 - Referees Forms
 - Criteria for appointment
 - School/Community Description
 - Interview questions
4. Advertise position (incl. EEO Options).
 5. Decide travel reimbursement for candidates and remuneration for any professional adviser involved.
 6. Charter Board Secretary logs applications and acknowledges receipt by post or email.
 7. Candidates are short listed and interview questions prepared.
 8. Interviews conducted.
 9. In the case of Lead teaching appointments evidence of current teacher registration is confirmation that a satisfactory police vet has been undertaken by the New Zealand Teachers' Council.
 10. In the case of all other employees the Board must obtain a police vet prior to the appointment being made.
 11. Unsuccessful applicants are notified and any relevant documentation is returned.
 12. The Financial Administrator is advised of the appointment.
 13. An induction process and information will be provided for all new appointments.

Teaching Staff Performance Management Policy

Rationale

Performance appraisal is a legislative/contractual requirement. The process is designed to maintain and enhance quality teacher performance within a positive, supportive environment.

Purpose

1. To improve the quality of teaching practices and therefore to enhance learning opportunities in our school.
2. To identify individual teacher strengths and development needs.
3. To enable decisions to be made about appropriate professional development opportunities for staff and to enable resource allocation for these.

Tikanga Principles

This Kura was established as a Charter to school to address the achievement issues for Maori student achievement specifically in Kirikiriroa. Accordingly the, curriculum and management and governance policies and procedures are based on tikanga principles

Guidelines

1. Every staff member will complete an Annual Agreement by 1st March. The annual agreement will include NZTC status, attestation and appraisal (including professional development) information.
2. Every staff member will have a job description that will form the basis for performance and developmental objectives.
3. Attestation will occur annually as outlined in the staff manual.
4. Appraisal occurs once per year per staff member. Each staff member should be appraised in each subject area in which he/she teaches in a three year period. Staff may request an appraisal more frequently particularly if they are in a number of departments.
5. The responsibility for the implementation of the appraisal/attestation policy and process in relation to teachers will be delegated to the Educational Leader(s).
6. Attestation of teaching staff is a requirement of employment and will be hierarchical.
7. Appraisal is a requirement of employment and can be by a peer.
8. The appraisal of the Educational Leader(s) will be the responsibility of the Charter Board as set out in the Policy - Performance Appraisal of the Educational Leader(s).
9. All performance appraisal documentation relating to teachers is confidential to the appraiser and the appraisee except the appraisal information report that must be handed to the Educational Leader(s). Copies of appraisal documentation held by the appraiser should be given to the appraisee. All other copies should be destroyed.
10. Staff who have concerns about their nominated appraiser or about the outcomes of their appraisal may apply either to the Educational Leader(s) or Charter Board to seek a review.
11. The Educational Leader(s) will report to the Board in March and December on the implementation and progress of the performance appraisal cycle and on resulting staff development and training.
12. The Educational Leader(s), in consultation with staff, will be responsible for the organisation of appropriate staff development activities which aim to enhance teaching practice and learning opportunities.

Staff Conduct and Discipline Policy

Rationale:

This Policy details a process to enable concerns or complaints of staff conduct to be addressed in a manner that recognises:

- the interests of the school community,
- the need to ensure the maintenance of professional standards of conduct and behaviour while also recognising the importance of natural justice and the integrity of individual staff.

Purposes:

1. To ensure that there is a consistent and fair approach when dealing with concerns or complaints about staff conduct and behaviour.
2. To provide guidance to those involved in the process and to put in place practical steps that recognise the rights and dignity of those involved and ensure compliance with relevant employment obligations and the principles of natural justice.
3. To achieve outcomes that are fair to all parties and also recognise the wider interests of the school community including the need to uphold professional standards of staff conduct and behaviour.
4. To complement the complaints policy should an issue of staff conduct or behaviour arise out of a complaint received by the school.

Application of Employment Agreement:

Where an issue of staff conduct, behaviour or discipline arises then the relevant provisions in the applicable employment agreement shall be applied in each case and if there is any conflict between the procedure set out in this policy and the applicable provision in the employment agreement; then the provisions in the employment agreement shall prevail.

Initial Procedure:

A complaint or concern about staff conduct or behaviour should be committed to writing and in the first instance dealt with by the Educational Leader(s), or if the complaint is against the Educational Leaders then forwarded to the Charter Chair who will arrange for the establishment of an appropriate subcommittee to undertake the inquiry. If this is the case, then the subcommittee will take the place of the Educational Leader(s) in this procedure.

The Educational Leaders shall notify the staff member of the concern and arrange to discuss the complaint informally with the staff member, following which one of the following may occur:

Dismiss concern/complaint: If the Educational Leader(s) is satisfied after hearing the responses from the staff member and/or from other inquiries, that the complaint is frivolous, vexatious or without any foundation. The process will not continue and the Headmaster will keep a record of the process and notify the complainant and those concerned of the outcome in writing.

Resolution: Where the facts are clear and acknowledged and an agreed outcome (which is considered appropriate by the E.L.) is reached, then this shall be recorded in writing. The concern will have been resolved without the need for initiating formal disciplinary procedures and the Board advised of the outcome.

Initiate formal disciplinary procedures: If the E.L. is satisfied that given the nature of the complaint and/or the parties have not been able to resolve the complaint by informal means, then the concern shall be referred to the Board to initiate formal disciplinary procedures.

At the time of notifying the staff member of the concern, the E.L. shall also advise the staff member of his or her right to seek whanau, family and/or professional support and to the extent that it is practicable, take steps to protect the mana and dignity of the staff member during the process.

The E.L. is empowered at any time during this part of the inquiry to initiate a suspension of the staff member in compliance with the relevant provisions of the applicable employment agreement.

Formal Disciplinary Procedure:

Where the E.L decides that the concern/complaint should be the subject of formal disciplinary procedures, then the matter shall be referred to the Charter Board who in turn shall delegate to a subcommittee the task of undertaking a formal disciplinary procedure.

The following principles shall be observed:

1. The staff member shall be advised of the reason for the disciplinary procedures being initiated, provided with all information that has been collated to date and reminded of his/her right to obtain advice and to be represented throughout the inquiry and disciplinary process.
2. The interview of any witnesses may be undertaken by the subcommittee or delegated to the E.L or other person on behalf of the subcommittee as the subcommittee considers appropriate. All witness statements, interview notes and any other information collated shall be made available to the staff member and representative for response.
3. The staff member (and representative) shall be given the opportunity to provide submissions/responses to the subcommittee in accordance with the principles of natural justice.
4. The subcommittee is empowered during the process to initiate suspension in compliance with the relevant provisions of the applicable employment agreement.

At the conclusion of the formal disciplinary process, the subcommittee shall prepare a report with its findings and if a breach of discipline is held to have occurred, a recommendation on penalty/outcome.

The report (together with any recommendations) shall be provided to the staff member to allow the opportunity to make representations as to findings and any recommendations. The subcommittee will consider any representations before finalising the report and/or recommendations.

The report of the subcommittee shall be considered "in committee" by the Board of Trustees (along with any representations/responses to the report made by the staff member) who shall then make a decision with respect to the sub committee's report and recommendations.

Staff Leave Policy

Rationale

The granting of leave on appropriate occasions is consistent with being a 'good employer' and consistent with the wairua which is the foundation stone of our Kura

Purposes

1. To enable the School to meet Equal Employment Opportunity and good employer obligations.
2. To adhere to relevant employment awards and employment agreements.
3. To provide consistency in the granting of leave.

Guidelines

1. The Kura accepts that staff require leave for a variety of reasons some of which are detailed in Union regulations and some which are not.
2. Staff requiring leave should first discuss the matters with senior staff then if applicable submit to the Educational Leader(s) using our leave application form.
3. Requests for short term leave (up to one week) should be made at least one month in advance.
4. Requests for long term leave (more than one week) should be made at least one term in advance.
5. A teacher may be granted up to one year's leave of absence. If such leave is granted, the teacher must notify the Board (eight weeks) before the end of their leave confirming whether they are returning to school to resume their employment.
6. Leave applications are at the discretion of the Educational Leader(s) for up to one week absence, and at the discretion of the Board on the Headmaster's recommendation for more than one week.
7. Consideration of leave requests will take into account such factors as:
 - terms of the current Secondary Teachers Collective Employment Agreement
 - any curriculum benefits/disadvantages our tamariki or Kura
 - any professional benefits/disadvantages to the staff member
 - availability of suitable relief staff
 - staff members commitment/service to our Kura
8. Sick Leave: All employees are required to advise the Lead teacher or if they are unable to undertake their duties prior to normal commencement time. The Educational Leaders may require a sick leave certificate for absences exceeding three days.

Conclusion

Approval of leave is governed by the relevant employment agreements and the conditions of this policy. The needs of the staff member will be considered along with the needs of students and the Kura in making decisions on leave requests.

Student Behaviour Management Policy

Rationale

Our Kura recognises the right of every person; students, staff and others to work, learn and teach in a supportive, pleasant and safe environment. This means we uphold the traditional values and principles of Maori including but not limited to:

- Manaakitanga: The actions that enhance power, value and respect
- Rangatiratanga: The actions that bind our Kura together
- Wairuatanga: The actions that makes us each improve ourselves
- Whanaungatanga: The actions that connect us a team –whanau

Purpose

1. To develop a school environment in which respect for each and all is a basic tenet
2. To help students to appreciate the right of other students to learn in a caring environment.
3. To help students appreciate and learn the consequences of their actions
4. To create an environment where Maori principles are put into practice and are foundation stones of our Kura

Guidelines

- In consultation with our School community to create a Student Code of Conduct for the Kura.
- That Code of Conduct will transcend the Kura boundaries and touche the lives of all whanau associated with our Kura.
- Whanau are an integral part of our student management Plan in terms of its creation, implementation and its overriding aspirations.
- The Discipline policies and procedures of our Kura will be robust, transparent and consistent. Natural justice and fairness in all circumstances will be adhered to.
- A separate Code of Conduct with appropriate Policies and Procedures will apply to Staff and Board members
- The Code of Conduct will accentuate the positive and restorative justice based on Maori protocols; including but not limited to; anger management, conflict resolution, negotiation, peer mediation and problem solving will be a foundation principle,
- Our Kaumatua will guide and Mentor our Kura

Student Discipline Policy

Rationale

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- Manaakitanga: The actions that enhance power, value and respect
- Rangatiratanga: The actions that bind our Kura together
- Wairuatanga: The actions that makes us each improve ourselves
- Whanaungatanga: The actions that connect us a team –whanau

Purpose

1. To clearly establish the “rules” inherent in the Kura’s Student Management Policy
2. To establish the procedures so that policy is translated into action
3. To identify key roles, responsibilities and guidelines for the Student Management Plan and Code of Conduct.

Principles and Guidelines

- Rules and expectations must be clear, transparent, robust and consistent
- Good behaviour is acknowledged and rewarded
- Consequences of behaviour must be understood by everyone and consistently applied
- Rules must be fair, and seen to be fair
- Staff and adults are to be positive, but firm in dealing with tamariki
- Our Kura will not abide by corporal punishment
- Groups will not be unfairly punished because of the actions of one or two.
- Adults must not use cruel, humiliating or demeaning punishments to reprimand a child
- Parents/whanau will always be involved at the very earliest stages if a student’s behaviour is of concern
- If and when behavioural concerns escalate we will abide by our Maori principles to guide our actions and deliberations

Student Code of Conduct

1 General Conduct

- 1.1 Tamariki are expected at all times to conduct themselves in a sensible, responsible manner while at school, moving to or from School, on school trips, at school activities or events or when representing the school at other venues.
- 1.2 Students conduct should:
 - Show respect, care, concern and consideration for others
 - Show respect for the property of others, including the school
- 1.3 Students are expected to cooperate with all staff member (not just teachers) at our Kura. This includes when requested following the instructions of all staff members
- 1.4 All forms of bullying will not be tolerated including:
 - Physical intimidation and threats
 - Verbal taunts, humiliation
 - Txt and cyber bullying

- Sexist or sexual threats or taunts

1.5 Our Kura is a: Smoke Free, Drug and Alcohol free, Solvent free school. This applies to the school, school events, trips, traveling to and from school and at any time where students are identified as being members of our school.

2 Attendance at School

2.1 School hours are from 8.45 to 3.15 Monday to Friday during School terms. Students must attend school every day. If and when absent from School parents must alert the school on the morning of the absence

2.2 The school will use their own resources and that of the attendance Service to assist Whanau where students are not attending school regularly

2.3 Students must be at school on time.

2.4 Students must attend every class during the school day.

2.5 Students must not leave the school grounds without the permission of staff.

2.6 In all cases above the Kura will work with whānau to impose very high standards of attendance at school and in class. Restorative practices will be used but in the event that students do not take responsibility for their own behaviour then more punitive measures may be taken.

Stand Down, Suspension, Exclusion and Expulsion

Policy

The Charter Board must follow the procedures as defined by the criteria and flow charts provided by the Ministry of Education when managing student stand down, suspension, exclusion and expulsion.

Purpose

- To ensure that the students' best interests are first priority.
- To protect staff and other students from the consequences of a student's activities.

Procedures

- 1 The Charter Board CEO will run the hearings and in his/her absence an acting Chair will run the hearing.
- 2 A committee would usually include the chairperson of the Disciplinary Committee and one other Board of Trustees member.
- 3 The Disciplinary committee is delegated the full powers of the Board for all matters of student discipline.
- 4 The Deputy Principal/s has full power to act in the absence of the Principal.
- 5 Before the start of the meeting trustees must meet to determine if there are any conflicts of interest.
- 6 All meetings of the Disciplinary Committee will be held "in committee".
- 7 All relevant evidence must be gathered in written form as impartially as possible. Names, dates and times are important.
- 8 Parents/caregivers must be informed as soon as possible that a stand-down/suspension may have to be considered. If parents/caregivers are not available it may be important to have a student advocate eg: Guidance Counsellor, Dean or older sibling.
- 9 Careful consideration of all information must precede a decision to remove the student from school.
- 10 Students rights must be met at all times – full information must be provided to the student and the family.
- 11 Having decided to remove the student, adequate supervision and care must be given until the student is delivered to a parent or caregiver. Students must not be sent home alone without parent consent.
- 12 A face to face discussion and explanation of the circumstances should be given to the parent/caregiver at the time that the student is given over to their care should parents collect the student.
- 13 A written summary report provided by the Deputy Principal and details of meeting times and any other relevant information must be provided with as soon as possible.
- 14 On-going guidance and counselling must be available to the student, and to parents/caregivers, throughout the period leading up to the meeting. Deputy Principal to refer for guidance upon decision being made. The procedures and their implications must be fully understood. Appropriate processes must be put in place in consultation with the family. Consideration should be given to culture, religion, language, family history, other helping agencies, race, gender and so on. Student safety should be a guiding principle.
- 15 The stand down/suspension process is to be transparent. Key questions for parents and students include:
 - How public is this process? Will the student have a bad reputation from this time on?
 - Does suspension mean expulsion?
 - Will my student have a life-long record?
 - What happens to the suspension documents?

- Do I need a lawyer?
- What do the possible outcomes of suspension mean for my student's schooling?
- Will my student be discriminated against by other students and teachers?
- Why didn't the school tell me that things weren't going well?
- Why didn't the school explain possible consequences for bad behaviour?
- Has the school been fair?

Review

This policy is reviewed as part of the Board's Review Cycle.

Appendix 4: Curricula Vitae and Position Description

- Mariameno Kapa Kingi – Director & Chair Te Kohao Health Ltd
- Te Rangi Martell – Director Te Kohao Health Ltd
- Matiu Dickson – Director Te Kohao Health Ltd
- [REDACTED] – Director Te Kohao Health Ltd
- Tahī Tait – Director Te Kohao Health Ltd
- Koroneihana Cooper Qsm, JP – Director Te Kohao Health Ltd
- Tureiti Moxon – Managing Director, Te Kohao Health Ltd
- [REDACTED] General Manager
- [REDACTED] Financial Administrator
- Position Description: Lead Teacher - Kaiwhakahaere

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