

Board of Trustees Policies - 2018

Roncalli College

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RONCALLI COLLEGE STRATEGIC PLAN: GOVERNANCE (POLICY) STRATEGY

TRIENNIAL EFFECTIVENESS REVIEW PROGRAMME [NAG 2]																				
(B=Board S=Staff P=Principal)					Year One 2018				Year Two 2019				Year Three 2020				Year Four 2021			
Area	Title	Review Leader	Consul n	Frequency	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Board	Annual Plan (Charter)	Snr S / B	B S P	Annual	✓				✓				✓				✓			
	Strategic Plan (Charter)	Snr S / B	B S P	Annual	✓				✓				✓				✓			
Special Character	Catholic Special Character & Religious Education	P	B S	Triennial									✓							
	Enrolment of Preference and Non-Preference Students	P	B S	Triennial		✓														
Curriculum/ Self Review NAG 1&2	Complaints	B	B	Triennial						✓								✓		
	Equity	LSU	S	Triennial							✓								✓	
	Sexual Harassment	B	B S	Triennial							✓								✓	
	Treaty of Waitangi	Wh	Wh	Triennial								✓								✓
Personnel NAG 3	Appointments	B P	B P	Triennial							✓								✓	
Finance/ Property NAG 4	Financial Management	B	B	Triennial						✓								✓		
	Protected Disclosures	B	B S	Triennial											✓					
	Theft and Fraud	B	B	Triennial			✓													
Health & Safety NAG 5	Health & Safety	P	B S	Triennial	✓															
	Crisis/Emergency	P	B S	Annual		✓				✓					✓			✓		
	Risk Management for EOTC	P	B S	Triennial						✓									✓	
	Child Protection	P	B S	Triennial							✓									✓
Admin. NAG 6	Alcohol & Drugs	P	B S	Triennial											✓					
	Digital Citizenship	P	B S	Triennial											✓					
	First Aid	P	B S	Triennial		✓														
	Media	P	B S	Triennial											✓					
	Social Media	P	B S	Triennial											✓					

ALCOHOL AND DRUGS

ALCOHOL

RATIONALE

Roncalli College recognises children and young adults are more vulnerable to the negative impacts of alcohol on memory and learning, as the brain is still developing up until a person is in their 20's.

Young people up to the age of 25 are at a higher risk of harm from alcohol use than older adults. This is because young adults have the greatest risk of injury and accidents related to alcohol use, an increased risk of alcohol dependence and a lower tolerance to alcohol in comparison to older adults. Other potential risks associated with alcohol which affect younger adults include unwanted and unprotected sex, assaults, arrests and harmful effects on social life, finances and the ability to work/study.

GUIDELINES

1. Alcohol may not be consumed by pupils on the school ground or during school hours under any circumstances. Any social event (e.g. School Ball, Leavers' Dinner) or fundraising event involving pupils of Roncalli College may only have alcohol available with the express authority of the Principal. With any such function or fundraising event for which a licence is required pursuant to the Sale & Supply of Alcohol Act (or any Act passed in substitution thereof) the College will ensure there is strict compliance with the terms of any such licence.
2. At any social or fund raising event involving pupils of Roncalli College, the College reserves the right to screen pupils with a breath alcohol detection device and to prohibit a pupil's entry into the event if, in the reasonable opinion of a staff member, a pupil is adversely affected by alcohol consumption.
3. Alcohol may only be provided as a gift or prize in relation to any fundraising venture associated with Roncalli College in circumstances where the recipient is not a pupil of the College or any other person aged under 18 years.
4. Staff members of Roncalli College and parents who are in charge of any pupil in respect of any school-related activity are not to consume alcohol while they are in the charge of any pupil.
5. A staff member driving a school vehicle will not consume any amount of alcohol prior to operating the vehicle, irrespective of whether pupils are being transported in the vehicle or not.
6. Alcohol programmes will be taught as part of the on-going integrated Health Education curriculum, including the provision of appropriate factual information on the effects of alcohol on the body and mind together with the potential social impacts of alcohol on young people, their families and society.
7. Information will be readily available to ensure pupils can obtain professional assistance from the school community and appropriate outside agencies.
8. Any pupil who consumes, or is affected by, alcohol
 - (a) while at school; or
 - (b) when attending any school activity when alcohol consumption is in contravention of this Policywill be subject to the appropriate disciplinary action and counselling.

DRUGS

RATIONALE

Roncalli College is committed to equipping its pupils with social and personal skills to gain confidence in making responsible choices about drug use. Roncalli College recognises children and young adults are more vulnerable to the negative impacts of drug use on the developing brain and that young people are at higher risk of harm from illicit drug use; such risks of harm including unwanted or unprotected sex, assaults, arrests and harmful effects on social life, finances and the ability to work/study.

GUIDELINES

1. Drug programmes will be taught as part of the ongoing integrated Health Education curriculum, including the provision of appropriate factual information on the effects of drug use on the body and mind together with the potential social impacts of drug use on young people, their families and society.
2. Information will be readily available to ensure pupils can obtain professional help from the school community and appropriate outside agencies.
3. 3 Any pupil who consumes or is affected by drugs at school or at any school function will be the subject of appropriate disciplinary action and counselling.
4. If the College has reasonable grounds to suspect:
 - a. unlawful possession or use of illegal drugs by a pupil; or
 - b. the pupil is addicted or influenced by illegal drugs;

then the College may require the pupil to undergo a drug screening test organised by the College.

The College shall request permission for such a drug screening test (and any follow up tests) and counselling in writing from the pupil's legal guardian. If this permission is refused, or if the pupil refuses to undertake the test, the College may suspend the pupil from attending the school until such time as written permission is received and the test has been undertaken. Any such suspension shall not breach the Education Act's provisions regarding suspension and a disciplinary hearing may be convened to ensure compliance with these legal provisions.

If the results of any drug screening testing indicate the pupil has been using illegal drugs the pupil will begin a rehabilitation programme with either the College's Counsellor or the Timaru A&D Clinic, with such a programme to include re-testing. If these tests indicate a continued use of illegal drugs the College may suspend the pupil and convene a disciplinary meeting pursuant to the Education Act.

5. If the College has reasonable grounds to believe a pupil is in possession of, or is supplying, illegal drugs the College may suspend the pupil prior to a convening a disciplinary meeting.
6. The College acknowledges its staff members are not permitted to undertake searches of a pupil's personal property; whether contained in a pupil's locker, bag or any personal property on their person. However, the College reserves the right to refer any reasonably based suspicions regarding the use and/or possession of illegal drugs by its pupils to the Police and that warrants permitting the search and seizure of a pupil's personal property by the Police may be authorised under the Search & Surveillance Act 2012 (or any Act passed in substitution thereof).

Date approved	Review date
9/6/11	June 2014
3/11/14	June 2017
9/04/18	

RONCALLI COLLEGE POLICY STATEMENT

APPOINTMENTS

RATIONALE

The Board of Trustees shall act as a good employer and considers the appointment of staff as one of its most important responsibilities.

PURPOSE

- 1 To ensure that all staff appointments are made using fair, equitable and transparent procedures that ensure the best available person suited to the position is appointed
- 2 To assist in the appointment of the most suitable applicant for the vacancy, having regard for our nature as a Catholic College
- 3 To clarify the roles of Principal and Board.

GUIDELINES

1. Teaching staff appointments will be within the total entitlement of the Guaranteed Minimum Formula Staffing and any other staffing approved by the Board of Trustees.
2. The curriculum area(s) to be advertised will be determined by the Principal in consultation with senior management. Allocation of Salary Units will be in accordance with approved delegations to the Principal.
3. Teaching appointments will be made in accordance with the relevant legislation and employment contracts, and in terms of the Integration Agreement for the school. The Board will make every endeavour to maintain the ratio of tagged positions as specified in the Integration Agreement.
4. For each permanent position advertised the Principal will prepare a list of key tasks, a person specification and an information package to be sent to each applicant. In the preparation of this package the Principal will consult with senior management (for Assistants' positions) and Human Resources Committee (for PR1 positions and above). In the case of the appointment of a Principal the Board of Trustees will follow a similar agreed procedure.
5. As a general rule the Board or its delegated representatives will interview short-listed candidates before an appointment is made. The short-listing will be done by the interview panels as outlined in 6 and 7 below.
6. For Assistant teaching positions and non-permanent positions the Principal will have delegated Board authority to make the appointment in consultation with relevant senior staff members and Human Resources Committee.
7. For positions of responsibility (Actual vacancy) the interview panel will be as specified by the Board and will have delegated authority to make the appointment. The panel must include the Principal and Human Resources sub-committee members. For Guidance Counsellor Appointments the panel may include a practising Counsellor to assist and advise.
8. For Principal appointments the interview panel will be as specified by the Board. The panel may include the appointments sub-committee and a past or current Principal, to assist and advise. The Principal who is leaving will not be a member of the interview panel or take part in the final decision-making process. The decision will be made by the whole Board.
9. All Support staff are police vetted and screened. (ref *Vulnerable Children's Act 2014*)

Relevant Legislation/References

- *State Sector Act 1988*
- *Education Act 1989*
- *Human Rights Act 1993*
- *Privacy Act 1993*
- *Employment Relations Act 2000*
- *Health & Safety in Employment Act 1992*
- *National Administrative Guideline 3*
- *Vulnerable Children's Act 2014*

Date approved	Review date
23/3/04	March 07
8/4/07	April 10
July 10	July 13
5/8/2013	August 2016
11 October 2016	August 2019

RONCALLI COLLEGE POLICY STATEMENT

CATHOLIC SPECIAL CHARACTER AND RELIGIOUS EDUCATION

RATIONALE

Roncalli College is a Catholic school. This gives the school its special character. The person of Jesus Christ and his values and teaching are at the heart of the school; they permeate every aspect of its life. Each person in the school community shares the responsibility for ensuring that our school continues to provide education with this 'special character'.

PURPOSES

- 1 To ensure that our students and staff are given every opportunity to develop their personal religious faith and the opportunity to participate in the sacramental worship of the Church and the seasonal liturgies
- 2 To build a school community which will provide a learning environment characterised by Christian values
- 3 To ensure that the values of Jesus Christ permeate the curriculum and all decision making within the school
- 4 To ensure that our students are educated to "wholeness" - spiritually, academically, emotionally, physically
- 5 To encourage each member of our school community to build up the Catholic special character through valuing one another and celebrating their links to Parish communities

GUIDELINES

- 1 Staff and board will be given opportunities for reflection and study on the implications of the Catholic special character
- 2 The Religious Education classes offered will not only follow the National Curriculum but also be an important part of the school's teaching programme; the budget allocation and timetable will reflect this importance
- 3 Each department's policy and programme will reflect the Catholic special character
- 4 Regular opportunities will be provided for prayer and worship; our school will offer a daily experience of prayer and opportunities for retreat and reflection days
- 5 Applicants for teaching positions will be informed of the implications of the Catholic special character and new staff offered appropriate in-service training

Date approved	Review date
7/6/00	June 2004
4/05/05	May 2008
7/3/11	March 2014
1/12/14	March 2017
6/3/17	March 2020

CHILD PROTECTION

RATIONALE

Roncalli College (the school) accepts that children have a fundamental right to have their needs met in an environment safe from abuse and neglect.

The school accepts its responsibility under the legislation for engaging in safe employment practices and playing a role in the prevention and identification of child abuse and neglect.

PURPOSE

The school is committed to modelling and providing a safe environment, free from physical, emotional, verbal or sexual abuse.

The school recognises the important role and responsibility that all staff have in identifying and responding to suspected child abuse or neglect and in responding appropriately to concerns about the wellbeing of a child.

The school is committed to working with other children related agencies to improve the well-being of vulnerable children.

The school's Board of Trustees, in accordance with the requirements of Part 2, Section 18 (a), (b), (c) & (d) of the Vulnerable Children Act 2014 will:

- a) adopt this child protection policy
- b) ensure that the policy is available on the school website and is available upon request from the school office
- c) ensure that all agencies, contracts or funding arrangements fulfil the requirements of this policy
- d) review the policy every three years

GUIDELINES

- 1 The Principal is required to ensure that leaders within the school work together with other children's agencies (such as the Police, Child Youth and Family etc.) to improve the well-being of vulnerable children by:
 - protecting them from abuse and neglect
 - improving their physical and mental health and their cultural and emotional well-being
 - improving their educational outcomes and their participation in cultural and extra-curricular activities
 - strengthening their connection to their families, whānau, hapu and iwi, or other culturally recognised family groups
 - increasing their participation in self-decision making and their contribution to society
 - improving their social and economic well-being
 - 2 The Principal will ensure that there are procedures in place to identify and respond to allegations regarding abuse.
 - 3 The Principal will ensure that there are procedures in place to deal with the possibility of an allegation involving a staff member.
 - 4 The Principal will appoint a Child Protection Coordinator and ensure that the role is adequately resourced.
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DEFINITIONS:

Child abuse:

Child abuse is a broad term which includes physical, emotional and sexual abuse and neglect which is the direct consequence of a deliberate act or omission by an adult and which has the potential to cause or effect serious harm to a child.

Child neglect:

Child neglect is the failure or omission to care for a child. This failure or omission to care can be physical, emotional, medical or educational or involve a lack of supervision.

Core worker: Core worker means a children's worker whose work in, or providing a regulated service requires or allows that, when the person is present with the child or children in the course of that work, the person is either:

- The only person present; or
- Is the children's worker who has primary responsibility for, or authority over the child or children present

Non-core worker: means a children's worker who is not a core worker

CONFIDENTIALITY AND INFORMATION SHARING

The Privacy Act 1993 and the Children, Young Persons and their Families Act (CYPF) 1989 allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated.

RECRUITMENT AND EMPLOYMENT

- 1 The Principal will ensure that safe recruitment practices in line with the Vulnerable Children Act of 2014 and Section 78C and 78CA of the Education Act are in place. In accordance with these Acts, the school is required to police vet all core and non-core workers, including contractors and their employees, who work at the school if they are likely to have unsupervised access to students at the school during normal hours.
- 2 In addition to a police vet, core and non-core workers will also be subject to identity verification, references and an interview. A work history will be sought and previous employers will be contacted. If there is any risk that an applicant might pose a risk to a child that applicant will not be employed. A checklist is to be used for all appointments.
- 3 Notwithstanding 1 & 2 above, if core children's workers e.g. Public Health Nurses, Family Planning Nurses, Youth Workers, who have been safety checked by their own employer have unsupervised access to students, the school will not proceed with a police vet but will seek an assurance from their employer by letter that this has been done.

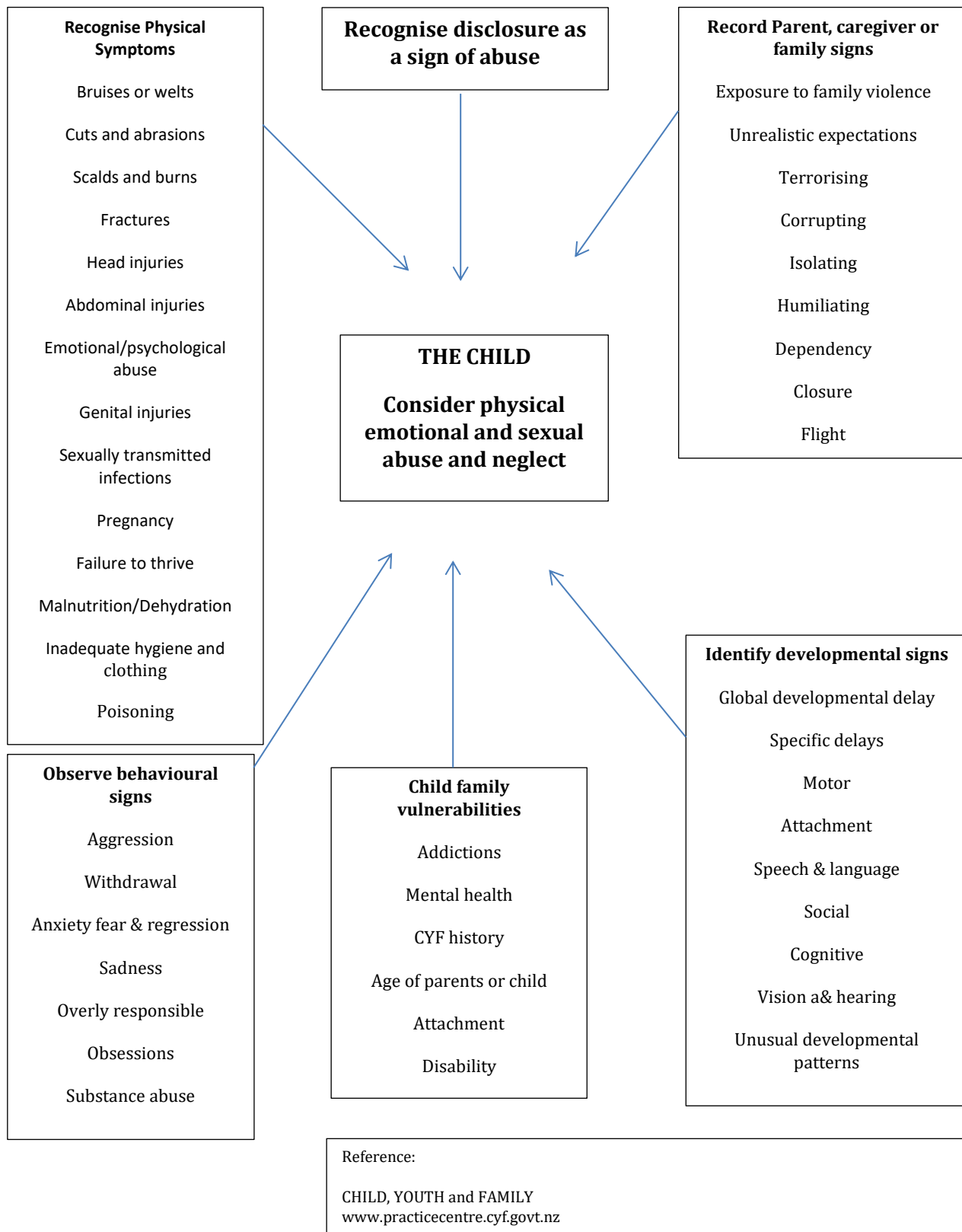
APPOINTMENT OF CHILD PROTECTION COORDINATOR

The school will appoint a Child Protection Coordinator whose responsibilities will include:

- 1 Coordinating the review of the Child Protection Policy and procedures as required
 - 2 Co-ordinating the school's response to child abuse and neglect
 - 3 Developing a training plan relating to the identification and prevention of child abuse or neglect and
 - 4 Ensure training of staff is available cyclically
 - 5 Ensuring documentation tools are in place and accessible to staff for the recording of care and protection concerns
 - 6 Ensuring regular audits of child protection practice occur
 - 7 Applying for and accessing and the resources required to support the programme
 - 8 Providing support and advice to staff regarding child abuse
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IDENTIFYING THE SIGNS ABUSE OR NEGLECT

The physical and behavioural signs, symptoms and history listed below may indicate abuse or neglect. However they are not specific to abuse or neglect. In certain situations, contexts and combinations they may indicate other conditions. All signs must be examined in the total context of the child or young person's situation.



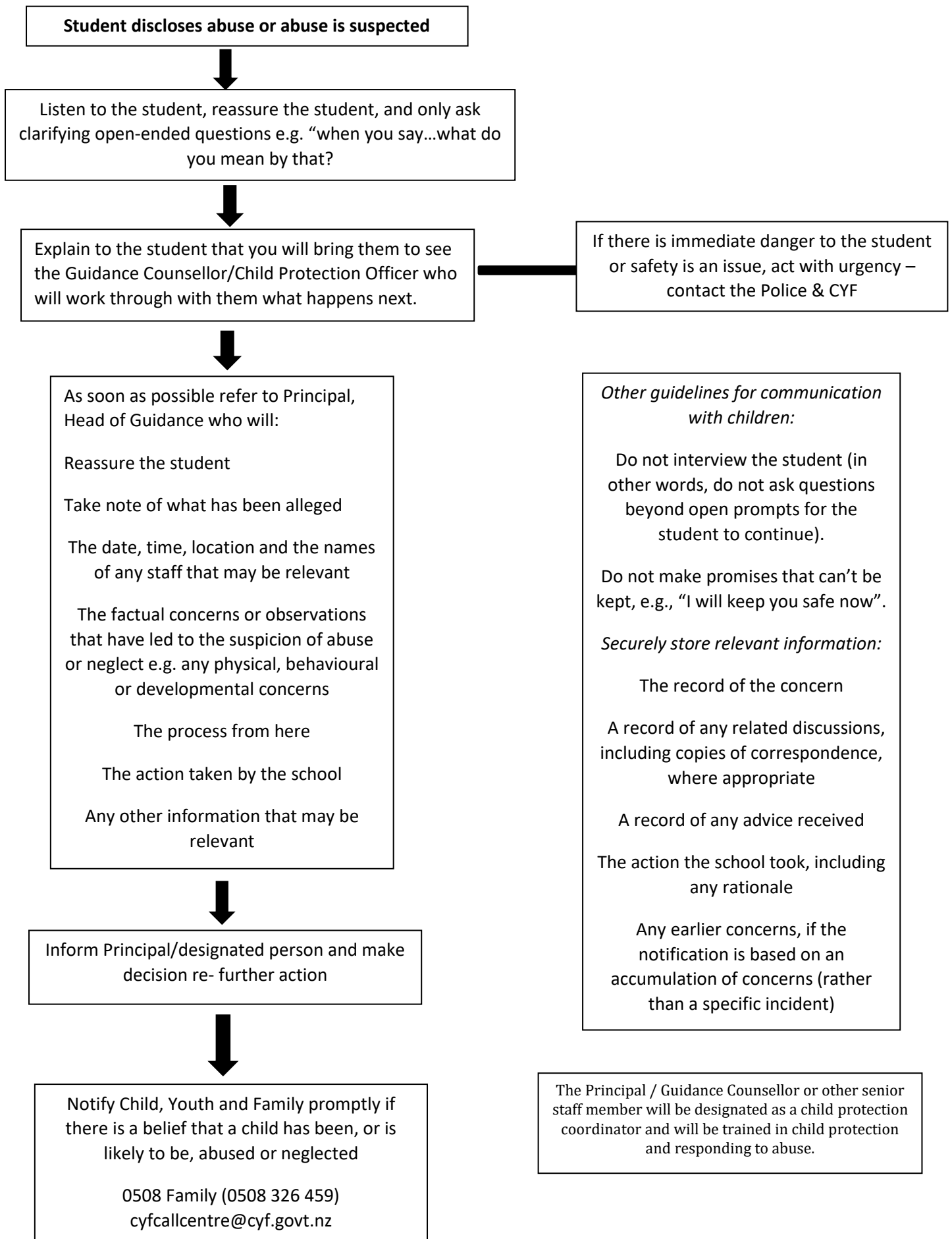
RESPONDING TO SUSPECTED ABUSE OR NEGLECT - FLOWCHART 1.

- 1 There is a process to follow when an incident or suspicion of abuse or neglect is reported. See the '*Child Abuse Reporting Process*' flowchart below
- 2 All suspicions or reports of incidents will be reported to and discussed with the Child Protection Coordinator as soon as possible.
- 3 S/he will make a written report of the incident.
- 4 If there is clear evidence or reasonable cause to believe an instance of child abuse has taken place, the Child Protection Coordinator will immediately take steps to protect the child and will notify Child, Youth and Family (CYF).
- 5 CYF are able to also engage community services on behalf of the family to help address any factors that are impacting on the child's or parents/caregivers lives and impacting on the care they are able to provide.

ALLEGATIONS OR CONCERNS ABOUT ABUSE FROM CURRENT STAFF MEMBERS – FLOWCHART 2.

- 1 There is a process to follow when an allegation of child abuse is made in relation to a staff member. See "When an allegation of abuse is made against a staff member" flowchart.
 - 2 If there is a need to pursue an allegation as an employer, the Principal or delegated person will consult with Child, Youth and Family or the Police before advising the person concerned and informing them that they have a right to seek legal advice. The Principal will provide the staff member with an opportunity to respond.
 - 3 The staff member should be informed of their right to seek support from the relevant union/representative body. It is vital to follow ordinary disciplinary policies, guided by the employment contract/collective employment contract and relevant statutory obligations.
 - 4 The school commits to not using *settlement agreements* where these are contrary to a culture of child protection. Some *settlement agreements* allow a member of staff to agree to resign provided that no disciplinary action is taken, and a future reference is agreed. Where the conduct at issue concerns the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.
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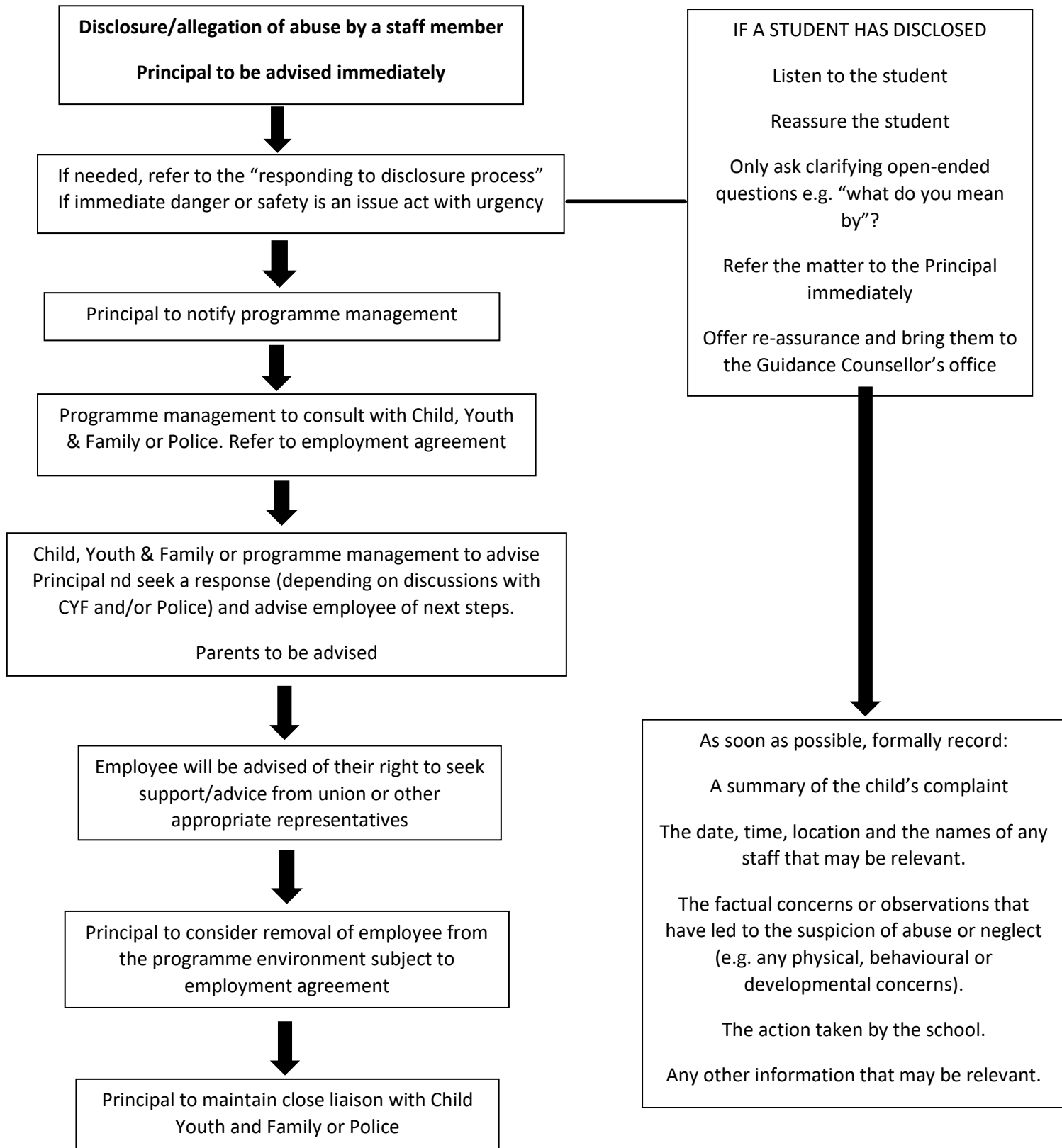
CHILD ABUSE REPORTING PROCESS - FLOWCHART 1.



WHEN AN ALLEGATION OF ABUSE IS MADE AGAINST A CURRENT STAFF MEMBER – FLOWCHART 2

Where it is suspected that child abuse has been carried out by a staff member (paid, unpaid or in any school-related role), the matter must be reported promptly to the Principal.

Under no circumstances should the student making the allegation be exposed to unnecessary risk. This may require the school to consider removing the staff member from the school environment subject to the requirements of the applicable employment contract. All actions will be undertaken with appropriate care to maintain confidentiality.



PREVENTION OF POSSIBLE ABUSE OR NEGLECT

The school is committed to ensuring that all staff can identify the signs and symptoms of potential abuse and neglect and know how to respond.

The school will provide training, resources and/or advice to enable all staff to carry out their roles in terms of this policy.

Core and non-core workers will attend training, refresher training and regular updates which will ensure that they have the competence to identify and manage actual or potential abuse or neglect and empower them to keep our students safe.

This training will ensure that staff:

- 1 Are conversant with the school's Child Protection Policy
- 2 Understand child abuse and neglect and the indicators of child abuse and neglect
- 3 Understand the standard of adult behaviour expected of adults in relation to children
- 4 Understand how to minimise the risk of child abuse
- 5 Understand their need to seek advice when child abuse or neglect is suspected.
- 6 Understand the school's process once child abuse or neglect is identified or suspected
- 7 Understand their legal obligations and responsibilities with regard to this process
- 8 Understand that the school supports the roles of the New Zealand Police and Child Youth and Family in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies
- 9 Understand the statutory referral processes and agency management of identified or suspected child abuse or neglect

PROCESS FOR SECURITY OR STORAGE OF INFORMATION

Records should be kept separate from the usual system of student records and access to the records should be restricted. They should be held for at least ten years.

SUPPORTING PROCEDURES

- Staff Code of Conduct
- Appointment (recruitment) process
- Online publication of student images and work
- All NAG #5 policies (Health and Safety)

SUPPORTING DOCUMENTS

- Safer Organisations Safer Children – Guidelines for child protection policies to build safer organisations
- Vulnerable Children Act 2014
- Health and Safety and Employment Act 1992
- Children, Young Persons and Their Families Act 1989
- “Working together to keep children and young people safe” is a resource for helping people recognise when families are vulnerable and how they can help, through to spotting the signs of abuse, who to talk to, how to report their concerns, and what happens when a report of concern comes through to Child, Youth and Family.
- <http://www.cyf.govt.nz/working-with-others/working-together-to-keep-children-and-young-people-safLe.html> (Click “Working together to keep children and young people safe”)
- The various indicators of different types of abuse that can be found here: <http://www.childmatters.org.nz/56/learn-about-childabuse/recognise-the-signs>

Date approved	Review date
June 2006	June 2009
7/12/09 1/3/10 (amended)	December 2013
31/8/2015	August 2018
1 August 2016	August 2019

COMPLAINTS BROUGHT AGAINST MEMBERS OF STAFF

RATIONALE

Roncalli College acknowledges the importance of offering quality education within a “safe and caring Catholic educational environment” (Charter).

From time to time members of the Roncalli community may not be entirely happy with some aspect of the education being delivered and may wish to complain about a member of staff. We want to ensure that such complaints are dealt with appropriately and in accordance with natural justice.

PURPOSE

- 1 To set down a procedure to be followed when there is a complaint made against a staff member.
- 2 To settle the issue as close to its source as possible.
Note: in the guidelines that follow, ‘members’ includes parents, guardians and caregivers, and students.
- 3 The policy should, with goodwill on all sides, lead to the resolution of the complaint and ensure that justice is done and seen to be done.

GUIDELINES

- 1 First point of contact by members, where appropriate, is to make complaint known to staff member concerned.
- 2 The member will inform the appropriate area of management about the nature of the complaint if it remains unresolved eg complaints about the Principal would be referred to the Board Chairperson, senior management to the Principal.
- 3 All complaints will be taken seriously. Formal complaints against staff should identify both parties and relate to specific incidents, and be in writing.
- 4 Where appropriate, there will be early consultation with all parties.
- 5 Guidance and support will be available to staff and students when desired.
- 6 Complainants will be kept informed of the outcome of any investigation.
- 7 Any comment to the media on the part of the College will be made only by way of joint statements agreed to by the Principal and Board chairperson.
- 8 The Principal will inform the Board when the complaints are significant in substance or happen more than once with the same staff member.
- 9 Any disciplinary investigation arising from a complaint or otherwise must be in accordance with relevant employment contract provisions.

Date approved	Review date
March 2010	March 2013
5/8/2013	August 2016
7 June 2016	May 2019

CRISIS/EMERGENCY POLICY (SEE UPDATED PLAN)

RATIONALE

This crisis Policy is designed to ensure a planned and appropriate response to a school crisis situation which will assist in avoiding confusion and stress amongst staff and students.

1 CRISIS TEAM

Principal and Senior Leadership Team (SLT)
Guidance Counsellor
International Students Administrator
Board Chairperson
Any other person as may be deemed necessary.

2 PROCEDURE

- 2.1 The Business Manager shall maintain a Crisis/Emergency Response Plan designed to assist the school in responding to situations reasonably foreseeable as occurring and are capable of being viewed as a crisis or emergency. The Crisis/Emergency Response Plan shall be reviewed annually by the Health & Safety sub-committee of the Board of Trustees.
 - 2.2 After initial notification the Principal (together with Senior Management and the Guidance Counsellor) will verify the information and decide on any initial urgent action. The SES Trauma Team may be considered at this time.
 - 2.3 The Principal will inform the Chairperson of the Board of Trustees and the Proprietor. The Deputy Principal will inform other schools as deemed appropriate.
The Business Manager will inform Support staff including the Librarian, Grounds and Maintenance Staff.
The Director of International Students will inform parents, guardians and students of international students.
 - 2.4 It is accepted that any crisis or emergency which impacts on the school will need an individual response acknowledging the particular issues behind the crisis or emergency and such a response will be generally determined by the Crisis/Emergency Response Plan.
 - 2.5 The Crisis Team will be called together by the Principal to prepare an individual crisis plan and prepare a statement that will accurately inform the school of what has happened and the support services that will be available as appropriate. Roles for members of the Crisis Team will be allocated. The Deputy Principal will take responsibility for managing Staff and Student support. The Principal will deal with any media issues.
 - 2.6 The telephone tree or text stream will be activated during weekends/evenings and holidays.
 - 2.7 The staff will be informed of the initial information at briefing and the planned response to the situation will be discussed. Each staff member will be given a copy of the statement to be read to their House Group.
 - 2.8 Particular students, family or classes may require an individual approach which will be decided by the Crisis Team. Any staff member who feels unable to deal with the matter will be replaced for House Group time by a member of the Crisis Team.
 - 2.9 Normal routine is to be followed but staff and students who need to withdraw will be able to do so. A room within the property will be designated as a Support Room and the Guidance Counsellor will be available with whatever other assistance is deemed necessary by the Crisis Team.
 - 2.10 At intervals and lunchtimes all staff are asked to be on duty, circulating and available to students.
 - 2.11 All staff members are asked to be sensitive to those showing signs of non-coping and to refer them to the Support Room if deemed appropriate.
 - 2.12 It may be necessary to suspend or adjust lessons for the day for the House Group or any other class or individual students as deemed appropriate.
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- 2.13 At the end of the school day staff will be offered a cup of coffee and a chance to debrief in the staffroom.
- 2.14 If appropriate a mass or liturgy will be held for the whole school community at the earliest available opportunity. This is to be decided by the Crisis Team after considering all the facts.
- 2.15 Once a crisis or emergency has been managed in accordance with the individual crisis plan the Crisis Team will be called together again by the Principal to decide if any further action is necessary.

This Policy will be reviewed annually.

Date approved	Review date
June 2012	June 2013
1/7/13	June 2014
2/6/2015	Term 2 2016
11 October 2016	August 2017

DIGITAL CITIZENSHIP POLICY

RATIONALE

- 1 Roncalli College supports a Digital Citizenship model for the promotion of safe and responsible use of technology.
- 2 The board recognises that by fostering a culture of successful digital citizenship in our students, staff and our wider community we are encouraging everyone to take responsibility for themselves and others in their use of ICTs. This allows us to harness the potential that technology brings to the teaching and learning process, while minimising *and* learning to effectively respond to the challenges we may experience while using them in a learning context.
- 3 The board is aware that preparing our students to make effective use of ICTs is an important part of their preparation for participation and contribution in society today and into the future.
- 4 It is our belief that we must prepare our students to actively participate in the world in which they live. It is clear that a key skill in this new world will be their ability to participate as effective digital citizens. An important part of learning these skills is being given the chance to experience the opportunities, and the challenges presented by technology in a safe, secure and nurturing environment, where clear, effective guidance can be sought as students and teachers learn.
- 4 The board recognises that its obligations under the National Administration Guidelines extend to use of the internet and related technologies.

POLICY

- 1 Roncalli College will develop and maintain procedures around the safe and responsible use of the internet and related technologies (ICTs). These internet safety procedures will recognise the value of the technology and encourage its use in a teaching and learning context while helping to minimise and manage the challenges that may be experienced by students, teachers and the wider school community.
- 2 The school will consult with parents and the wider school community, as to how it intends to use ICT and where possible explain how it benefits the teaching and learning process.
- 3 These procedures will aim to not only maintain a safer school environment, but also aim to address the need of students and other members of the school community to receive education about the safe and responsible use of information and communication technologies.

Date approved	Review date
2005	2009
3/11/2014	June 2017
02/10/2017	June 2020

ENROLMENT OF PREFERENCE AND NON-PREFERENCE STUDENTS

RATIONALE

The College will abide by the Section 29 of The Private Schools Conditional Integration Act and the Integration Agreement for Roncalli College.

PURPOSES

- 1 To ensure that appropriate documentation is obtained prior to the acceptance of each enrolment and such documentation is regularly reviewed by the Special Character sub-committee of the Board of Trustees.
- 2 To ensure that the ceiling of 5% of the maximum roll for non-preference students is not exceeded.
- 3 To ensure that there is a systematic process in place to comply with the preference and non-preference requirements.
- 4 To provide the guidelines for selection of preference and non-preference students if needed.

GUIDELINES

- 1 The Board of Trustees will abide by the New Zealand Catholic Bishops Conference's criteria for the granting of preference of enrolment in New Zealand Catholic Schools (June 2003) and the consequential Diocesan procedures for the enrolment of preference students. The Special Character sub-committee of the Board of Trustees will ensure that the criteria as set out in the Rationale are being met.
- 2 Parents who want their sons/daughters who are non-preference enrolled, will be asked to complete an enrolment form and submit a letter to the Principal outlining their reasons for the application.
- 3 The Principal will expect that the reasons for application will include reasons for wanting to attend, and benefit from the Special Character of the College.
- 4 The Principal will maintain a waiting list based on time of application. Parents will be informed at the time of application that there is a waiting list.
- 5 The Principal will be cognisant of the need to 'hold' a place to ensure siblings of already existing non-preference students are able to attend.
- 6 The Principal will provide a report to the Special Character sub-committee of the Board of Trustees which regularly updates the situation.

THE PROCESS

- 1 All applications for enrolment are to be in writing and on the prescribed College form.
 - 2 Preference Certificates signed by the parents/caregivers Parish Priest or a member of the Bishops' Preference Committee are to be attached to the enrolment form.
 - 3 Where applications for preference places exceed the number of places available, these places shall be allocated by the Principal using the criteria agreed to by the Board of Trustees which are:
 - Siblings of present students
 - Students from contributing Catholic Primary schools, Sacred Heart, St Joseph's Timaru, Temuka, Pleasant Point and Fairlie and St Patrick's Waimate
 - Siblings of former students
 - Board employees and Board member's children
 - Date of application
-

- 4 All preference applications not accepted for a place on the roll are to be offered a place on the waiting list in their date order of receipt.
- 5 Preference students can go onto a waiting list no earlier than 2 years before the first likely day of attendance.

Date approved	Review date
June 2009	June 2012
June 2012	June 2015
4/5/15	Term 2 2018
7/5/2018	Term 2 2021

EQUITY

RATIONALE

The College is committed to provide equity regarding:

- Learning and teaching programmes
- Access by all students and staff to learning programmes and resources

PURPOSES

- 1 To provide learning experiences and activities that allow students to achieve success and to develop positive wellbeing
- 2 To ensure that the selection of materials is such that all students have equitable access to learning programmes and resources

GUIDELINES

- 1 All students, regardless of their individual needs, gender or race who are enrolled at the school shall be given full opportunity to participate and succeed in the full range of school activities
- 2 The curriculum will allow equitable access to all learning programmes offered
- 3 The school promotes acceptance of all persons regardless of gender, sexual orientation, religion, ethnicity, culture, family background, ability or disabilities
- 4 Learning areas will endeavour to use resources that contain no bias, prejudice or innuendo
- 5 When particular learning needs are presented, the school will explore avenues of support and assistance appropriate to that need and will submit appropriate applications for funding
- 6 Identifying specific detail of a student's individual needs is to be joint and co-operative exercise involving home, school and support agencies where possible. Caregivers should be part of the Individual Education Programme process.
- 7 SENCO has the responsibility of ensuring that a register of learning needs is maintained and that the details of this document be kept confidential
- 8 Where disadvantage is detected, senior staff will initiate processes to remedy the situation
- 9 It is possible that a student's needs may be become beyond the resources of the school, in which case the student will be referred to the appropriate agency

Date approved	Review date
16/8/10	September 2013
5/8/2013	August 2016
5/9/16	August 2019

FINANCE POLICY

RATIONALE

- 1 One of the important governance responsibilities that the Board has, relates to the Financial Management of the school.
- 2 Section 75 of the Education Act 1989 places responsibility for the management, organisation and administration of a school on the Board of Trustees. Section 66 of the Act allows a Board to create special committees (e.g. a Finance Committee or a Property Committee) and delegate any of its powers or functions to those committees. It also allows a Board to delegate any of its powers or functions to its employees.
- 3 This responsibility covers the accounting for funds received and paid out, and the reporting of those activities to the School Community, the Ministry of Education and other third parties.
- 4 The Board discharges this responsibility via the appointment of a Finance Committee and also by the delegation of various tasks to the Principal, Business Manager, and Staff and the nature and conditions of these delegations need to be specified in writing and provided by notice to the delegated person(s).

GUIDELINES

- 1 The financial affairs of the Board will be correctly recorded and moneys accounted for so as to provide accurate and adequate reporting to the Board on their financial affairs.
- 2 The undertaking of the tasks involved in the financial management of the school will be undertaken by the Board Finance Committee, Principal and Business Manager and reported to the Board on a monthly basis.
- 3 Internal controls will be put in place that will outline policies, procedures and systems used to safeguard its resources. These internal controls will cover policies on various expenditure items, delegations and segregation of duties.
- 4 At the end of the financial year (31 December) the Annual Accounts will be prepared, audited and forwarded to the Ministry of Education and School Community.
- 5 Although the responsibility to perform various functions is delegated to others, the Board is finally accountable for the financial management of its operations.

PROCEDURES

- 1 The attached procedures cover the method by which the Board will meet the above requirements to ensure that adequate systems are in place to account for and protect the funds of the Board and for the reporting of those activities.
- 2 These procedures were adopted by the Board at the Board meeting held on 12 October 2009 and can be amended with the approval of the Board.

Date approved	Review date
14/9/05	
October 2009	October 2012
27/5/13	May 2016
7 June 2016	May 2019

FINANCE PROCEDURES

Purpose

The following procedures are designed to ensure that the Board:

- a. Manages the funds responsibly in the interest of our pupils
- b. Accounts correctly for the funds received and paid in relation to the running of the school
- c. Complies with the appropriate legal requirements applying to the Education Sector
- d. Prepares the Annual Accounts in accordance with the requirements of the Crown Entities Act 2004, the Education Act 1989, and in accordance with generally accepted accounting practices in New Zealand and ensuring audit requirements are met.
- e. This also includes the declaration of a financial interest by any member of the Board And/or staff in any matters that the Board is considering and any decision(s) that the Board may make.

Budget

Background:

The Board needs to ensure that the funds received are spent wisely to support the educational requirements of the school.

Adherence to the process will provide details on how the various activities of the Board will be financed and will also allow the Board to set priorities in cases where resources are limited.

Procedure:

All figures in the budget are to be GST Exclusive.

The preparation of the budget for the year should commence in Term 4 of the previous year when the budget holders are requested for their initial expenditure requirements for the following year.

These requirements should take into account the focus of the school, the requirements of the School Annual Plan and any other education incentives that the school wish to undertake. In all cases it must be tied into the “teaching and learning goals of the school.”

Budget holders are managing public funds. Therefore they must be accountable for the management of those funds and the resources entrusted to them.

The budget template should be set up taking into account the initial funding that the school should receive for the following year and also the initial requirements as provided by the budget holders.

At the start of the year the budget should be updated using the latest information available in relation to the Operations Grant from the Ministry, what is expected from international students, funds from charities and any other known funding. These funding streams should be only included if they are based on realistic and achievable assumptions.

In relation to the revenue from the Operations Grant, this is calculated based on the likely roll of the school – where this roll number is at risk of not being achieved the financial effect of this must be taken into account when including this item in the budget.

No provision should be made for any roll increases at this stage.

Expenditure details from the budget holders should also be checked as to the basis of their calculation.

The budget should also take into account expenditure on Capital Items (CAPEX), Cyclical Maintenance and also the likely amount of depreciation for the year.

Once the budget is finalised it is to be approved by the Board, normally at its January / February Meeting.

Authority for Expenditure:

Background:

In order for the school to operate on a daily basis, the Board may delegate financial authority to individuals to act on behalf of the Board.

Procedure:

Delegations may be specified in Board Minutes, letters or can be implied by authorising certain individuals to carry out certain activities. Individuals acting within these delegations shall be deemed to be acting on behalf of the Board. Any actions outside these delegations the Board will not necessarily be liable for.

Where necessary and appropriate the Principal may provide to staff the authority to purchase items.

The spending of funds is undertaken at the time the goods are ordered, and not when they are paid for.

In the case of leasing of equipment, the cost that the Board is committed to is the total cost of the lease, not just the individual monthly / yearly payments. Thus in most cases, leases will need to be approved by the Board, as signing the lease will also commit future Boards to incurring this expenditure.

Authority is only given to spend up to the amount stated in the budget; any expenditure in excess of this needs the prior approval, depending upon the amount, of either the Principal or the Board.

Although the budget may include provision for expenditure on Capital Items (CAPEX), the purchase of these items needs to be approved by the Board.

CAPEX expenditure funded by Ministry Grants needs to be controlled and monitored so that it can be proved to the Ministry that the funding was used for the purpose it was provided for.

For any expenditure on items, although they may be allowed for in the budget, but that may be seen by the staff / pupils / community / public to be of a "sensitive nature", needs to be approved by the Board.

A full listing of the Delegated Financial Authorities is attached.

Bank Account / Operating Cheque Account:

Background:

The Board of Trustees will have a banking arrangement with an approved bank as allowed for in the Education Act. Currently the Board has its banking arrangements with ASB, Timaru Branch.

Procedure:

All receipts and payments will be processed through one Operating Bank Account. Up to five authorised signatures will be allowed with any two needed to sign cheques - any alteration of such will require approval of the Board.

The authorised signatures shall be the Board Chairperson, Principal, Deputy Principal, and Business Manager.

The Board will, where necessary, make use of other services that the Bank offers.

The Business Manager will ensure that sufficient funds are in the Operating Bank Account to cover the value of payments made.

Where necessary, arrangements are to be made to transfer funds from the Business Saver Account into the Operating Bank Account to cover such payments.

Bank Accounts / Business Saver and Term Deposit Accounts:

Background:

To maximise the interest revenue and to control the funding of large projects, Term Deposit and Call Accounts with the bank will be opened.

These accounts are to relate to specific projects or activities of the Board and the funds are only to be used for that purpose.

Procedure:

The Board will operate a Business Saver Account, where any day to day surplus funds will be invested.

The Board will invest any funds for specific purpose in separate Term Deposit Accounts.

Funds may be moved into and from these Investment Accounts by the Executive Officer.

All movements to / from the Investment Accounts are to be detailed in the monthly report to the Finance Committee.

Arrangements are to be made with the Bank to have the Interest earned on these Investments either reinvested into the Investment Account or credited to the Operating Bank Account.

No monies/income for the school can be paid directly to a service provider trust account, proprietors account or the account of any third party.

No individual bank accounts can be operated in the school's name without the prior approval of the Board.

Accounting Function / System:

Background:

The Board is required to account and record for all the financial transactions that it is responsible for.

Currently the Board uses MUSAC Accounting software and the accounts are done in house by the Business Manager.

Solutions and Services are the Service Provider who assist with the annual accounts.

Procedure:

The Business Manager is responsible for ensuring that all financial transactions are entered into the accounting system. Income received, payments made and transfers of funds are updated daily.

Debtors are to be reconciled monthly.

Bank reconciliations are carried out at least weekly.

Backups of the accounting software will be made daily and taken offsite to ensure no loss of data at any stage.

Receipt of Money:

Background:

All funds received by the Board, via the school are to be banked intact into the Operating Bank Account; no funds are to be used to pay for expenses.

Procedure:

Receipts are issued for all funds received by the College. On a regular basis, these funds are to be banked so that large amounts of funds are not kept on school grounds.

The amount banked is to be coded to the relevant revenue code and entered into the accounting software package.

Issue of Invoices for Amounts Owing:

Background:

The Board may need to issue an invoice to a third party for services that were provided or goods sold by the Board to that party

In these cases it will be necessary to issue a Tax Invoice, as stated in the Goods and Service Tax Act.

Procedure:

Invoices are issued through the MUSAC Accounting software.

If a replacement Tax Invoice is requested, this is to be issued with the words COPY ONLY clearly displayed.

Any invoices unpaid at year end are to be included in the annual accounts of the Board as Debtors.

Purchase / Payment of Goods and Services:

Background:

All purchases on behalf of the school are to be made, where possible from regular suppliers and full documentation is to be obtained and retained regarding each purchase.

Procedure:

Orders will be placed with suppliers on a regular basis and order numbers or references will be provided to the supplier.

Orders will normally be placed that relate to a terms use of that item and attention will be made in Term 4 not to over order items that will not be used during that term. The management of cash flow for budget holders is important and it is expected that they will budget expenditure as evenly as possible throughout the year.

Operations grants are received in quarterly instalments. It is expected that these instalments will be reflected against the expenditure by each department.

The period covered by each quarterly grant is:

1 January – 31 March

1 April – 30 June

1 July – 30 September

1 October – 31 December

All goods and services received are to be supported by an Invoice received from the supplier and if the supplier is GST Registered then the invoice needs to be a Tax Invoice.

If the supplier does not provide a Tax Invoice, in the format stated in the Goods and Services Act, then GST cannot be claimed on the purchase and where payment is made to such suppliers, then it is to be clearly shown in the P&L ledgers that no GST is to be claimed on this purchase. If it is unclear if the supplier is GST Registered or not, then the supplier is to be contacted for clarification.

All invoices are to be certified that the goods or services have been received and the correct price charged, they are to be coded by the budget holder and approved by the Business Manager before the invoice is paid.

Where appropriate payments will be made electronically.

Credit Cards

Background

Credit card expenditure incurred by the College must clearly be linked to the business of the College.

Credit cards should only be issued to staff members after being authorized by the Board and the limits set for credit card use should not exceed the overall financial delegation of the cardholder.

Procedure

The credit card is not to be used for any personal expenditure and should only be used for payment of actual and reasonable travel, accommodation and meal expenses incurred on College business; or purchase of goods where prior authorization from the Board is given.

All expenditure charged to the credit card should be supported by:

- A credit card slip
 - A detailed invoice or/receipt to confirm that the expenses are properly incurred on College business
 - For expenditure incurred in New Zealand of value greater than \$50 there should also be a GST invoice
-

The credit card statement should be certified by the cardholder and authorised by the Chairperson of the Finance Committee as evidence of the validity of the expenditure. All purchases should be accounted for within five working days of receiving a credit card statement.

Cash advances are not permitted except in an emergency. Where cash advances are taken, the cardholder must provide a full reconciliation, with receipts of how the cash was used. Any unspent monies must be returned to the College.

Any benefits of the credit card such as a membership awards programme are only to be used for the benefit of the College. They should not be redeemed for personal use.

Cardholder Responsibilities

The cardholder must protect the pin number of the card and should never allow another person to use the card.

The cardholder must only purchase within the credit limit applicable to the card and must notify the credit card company and the College immediately if the card is lost or stolen.

The cardholder must return the credit card to the College upon ceasing employment there or immediately at any time upon request by the Board.

Payroll Services and Financial Management relating to employees:

Background:

All school Staff are paid via a centralised Payroll System, operated on behalf of the Ministry of Education by Novopay. No "salary / wage" payments are to be made to staff, outside of the above system.

Procedure:

All the necessary details regarding payments that are to be made to staff are to be provided to Novopay promptly. On a fortnightly basis the cost that is to be paid for by the school from the Operations Grant will be notified to the school via the Staff Usage and Expenditure Report (SUE Report).

This report is to be checked by the Business Manager to ensure that the entries are correct and that the staff names on the report are those employed by the Board.

The Business Manager is to ensure that sufficient funds will be in the Operating Cheque Account to cover the payment.

The school can use the flexibility to manage staffing through banking staffing. The Business Manager will monitor staffing entitlement to ensure no over-usage of banking staffing at 27 January each year. The only variation would be if the Board had approved operational funding within the current budget to allow for the employment of teaching staff over approved MOE staffing entitlement (FTTE's).

Monthly Reports:

Background:

It is important that the Board is provided with timely, accurate and relevant information in relation to their financial position.

For this to happen, then the various systems must be accurate and those involved in the process must undertake their role with the highest degree of integrity and professionalism.

The Board delegates to the Principal working with the Business Manager the responsibility for the quality of the reports and for ensuring that reports are prepared and presented on time.

Procedure:

The Business Manager shall prepare a written monthly report to be tabled at the meeting summarising key financial information and identifying significant variances and areas that may need attention. Information to be included in the report ideally would include the following:

- a) Balances in each of the Bank Accounts
- b) Details of funds transferred to and from the investment accounts showing the date of the transfer, the amount and the reason why
- c) Comments on significant cash receipt and payments items that have occurred during the month
- d) Details of expenditure on CAPEX Projects that are been undertaken by the Board
- e) Details of funds from any Community Trust / Pub Charity organisation and detailing how these funds were spent
- f) Details of any Term Deposits that are maturing and a recommendation as to their reinvestment
- g) Any other information that needs to be brought to the attention of the Board including highlighting areas where possible over expenditure at year end may occur and/or shortfall in revenue may occur

In addition to the above report the following documents are also to be attached:

- a) Banking Staffing Report
- b) International Students Report

The above information shall be forwarded to the Finance Committee before the meeting.

Any action points arising from the meeting are to be followed up and reported at the next Board Meeting.

Reporting to Budget Holders:

Background:

It is important that budget holders be informed of their actual expenditure compared to budget so they can make appropriate spending decisions and also highlight to the Principal and / or Board areas where there is a risk of over / under expenditure.

Monitoring of expenditure on a monthly basis will ensure the accuracy of the information going to the Board and also assist with regular forecasting of the year end result and with the preparation of budgets in future years.

Procedure:

On a monthly basis, budget holders are to be given copies of the Monthly Management Reports that relate to their area of responsibility.

The budget holders are to check that the expenditure charged to the codes is what is expected and if they have any queries they are to be made to the Business Manager who can provide to them details of individual items charged to their codes

It may be appropriate in the cases of Property Expenditure for the Business Manager to also discuss the monthly expenditure with the Property Manager.

In cases where the budget holder is concerned with likely budget over-runs at year end then this is to be raised with the Business Manager who will report to the Finance Committee.

Forecasting:

Background:

Although the budget for the year will be established at the end of the previous year, it is necessary for the Board to be made aware of what the likely financial outcome will be at the end of the year.

This will allow the Board to be aware of any risk of not meeting budget, and of any potential of not being financially solvent at year end.

Procedure:

At any time during the year, if circumstances change that may put at risk the financial status of the Board then these matters are to be raised ASAP with the Board.

Cases where the above could arise may relate to major roll differences, which will alter the amount the Board will obtain from the Ministry via the Operations Grant, other funding streams which may change compared to budget, unforeseen expenses that the Board may be liable for or budgeted expenditure items where major over / under expenditure may occur.

Once the June results are available (6 months into the year) the Business Manager and Finance Committee will formally review the actuals to budget and will make an assessment as to the likely year end result.

This will be reported to the Board, and where necessary the Board will take any actions that they may deem necessary.

The same exercise will be undertaken when the process commences for the preparation of the budget for the following year.

In the above cases the budget for the year is NOT changed, however year end variances from actual to budget expenditure can be explained by reference to the above discussions and decisions.

Annual Accounts / Annual Report:

Background:

The Board is required, under Section 87 of the Education Act, to provide to the Ministry and School, Community audited Annual Accounts.

The Annual Report must be provided to the Ministry by the 31st May each year.

The Annual Accounts are to be part of the Annual Report provided by the Board.

The Annual Report 'belongs' to the Board. Regardless of who prepares the financial statements, writes the reports, or audits the final document, the Chairperson and Principal sign the Statement of Responsibility on behalf of the Board.

Procedure:

The Board will ensure that the information required to be included in the Annual Accounts is accurate to the best of their ability.

The budget figures shown in the Annual Accounts are those authorised at the start of the year by the Board.

The Board will ensure that the time requirements stated in the Act are adhered to.

The Board shall appoint an Auditor based on the guidelines issued by the Controller and Auditor General (the Audit Office).

The draft Annual Accounts are to be adopted by the Board and sent to the auditor by the 31st March each year. (Section 87A of the Education Act)

All the necessary information and assistance shall be given to the Auditor during the Audit.

The Auditor may be consulted during the year on any issues that the Board may want guidance on.

At the conclusion of the audit, the Auditor shall communicate to the Board, via an Audit Management Letter any concerns or problems relating to the Audit and the Board shall consider the report and take the necessary actions to overcome any deficiencies highlighted.

The completed Annual Report must be provided to the Ministry of Education by the 31st May each year.

Fixed Assets Register (FAR):

Background:

The Board is required, both for financial management and also for insurance purposes, to maintain a Fixed Asset Register (FAR) that will list all the assets owned by the school.

The FAR will also be used to allow the depreciation charge to be calculated.

The Board has decided that individual items purchased with a value of greater than \$1,000 (excl GST) are to be accounted for as Fixed Assets and recorded in the Balance Sheet and therefore are to be recorded in the Fixed Asset Register.

Minor Capital Purchases (individual items < than \$1,000) are to be accounted for as an expense for the year.

Procedure:

All fixed assets of the Board shall be recorded in the Fixed Asset Register.

This Register will be maintained by the Business Manager and be updated for any additions or disposals of assets.

For assets that are “donated” to the Board, then it is appropriate to record these items in the Fixed Asset Register at the \$ value of the goods donated. The donated assets will also be recognised as donated income (asset) in the financial accounts, as this will prove that the assets are owned by the Board and not by any individual or *group*. Some documentation should be obtained supporting the donation of these assets to the school.

The same applies to “Low \$Value Assets” that may be deemed attractive to own and these can also be recorded in the Fixed Asset Register again at \$nil value.

The items listed in the Fixed Asset Register are to be audited on a periodic basis, and the Fixed Asset Register shall be updated with any changes found during the audit.

Depreciation:

Background:

Depreciation is an allowance made in the accounts to recognise that the value of Fixed Assets reduces over the time that they are used.

Procedure:

The Board shall follow the guidelines stated in the Public Sector Conventions of the New Zealand Institute of Chartered Accountants.

The rates of depreciation shall be approved by the Board and the IRD rates can be used as a guideline.

Depreciation shall be included in the budget and in the Annual Accounts of the Board.

The monthly accrual for Depreciation will be Included in the Monthly Management Accounts.

Taxation:

Background:

The Board is required to adhere to the Taxation Laws relating to organisations in New Zealand.

Procedure:

The Board shall be registered for GST on a 2-monthly cash basis and its GST Number is 15-028-673.

The Board of Trustees is not required to be registered for PAYE or under 6th Schedule of the Education Act is not required to pay Income Tax on any” surplus” it makes.

The Board does not provide any Fringe Benefits to staff and therefore is not liable for Fringe Benefit Tax.

Responsibility for paying the A.C.C. Levies for School staff is that of the paying authority, with the Ministry responsible for the teaching staff and the Payroll Service Centre for non-teaching staff.

Fundraising

Background:

Student groups associated with the school will undertake a variety of fundraising activities, sometimes using associated groups to organise activities from time to time. This would also include overseas travel. The Board is responsible for the collection and subsequent holding of any funds raised.

Procedure:

Careful controls on cash in and out should be agreed before the fundraising activity starts.

All monies raised under the umbrella of Roncalli College should be collected and recorded through the school financial system.

Funds raised for overseas school trips will be held on behalf of the students as Trust funds in the school bank account. These funds will be clearly identified in the schools financial report. All monies will be managed by the school and cash will not be provided to any third party who is not directly associated with the school and the Board. All personal funds held on behalf of a student will be refunded in the event that the student cannot attend or take part in the activities less any non-refundable deposit.

Accounting Records

Background:

The Board is required to keep its “general” accounting records for a period of 7 years as stated in Section 22 of the Tax Administration Act 1994. Most places use a general rule of 10 years and this covers most requirements.

Procedure:

Due to security reasons the Board allows the Business Manager to take home the various accounting records that relate to the current year.

At the end of the year and once the auditors have completed the audit the files will be stored at school and disposed after the required retention period.

In some cases the Board may decide to keep some records permanently, as they form part of the history for the school.

Delegated Financial Authorities

<u>Category</u>	<u>Board</u>	<u>Finance Committee</u>	<u>Chairperson</u>	<u>Principal</u>	<u>Business Manager</u>	<u>Other</u>
Any OPEX invoice	Unlimited	Unlimited	Up to \$10,000 providing that budget for year won't be exceeded	Up to \$10,000 providing that budget for year won't be exceeded	Up to \$10,000 providing that budget for year won't be exceeded	
Principal Reimbursement / Expense Claim	Unlimited	Unlimited	Unlimited providing that budget for year won't be exceeded	Nil	Nil	Nil
Any CAPEX invoice	Unlimited	Provided within CAPEX budget	Nil	Up to \$10,000 providing that budget for year won't be exceeded and capital asset has Board approval	Up to \$10,000 providing that budget for year won't be exceeded and capital asset has Board approval	Within CAPEX budget
Disposal of Assets	Unlimited	Up to \$5,000	Nil	Nil	Nil	Nil
Fund transfers to/from Ready Access Account	Nil	Nil	Nil	Nil	Unlimited and to be reported to Board	Nil
Funds to Term Deposit	Unlimited	Nil	Nil	Nil	Unlimited and to be reported to Board	Nil
Reinvest Term Deposit on maturity	Unlimited	Nil	Nil	Nil	Unlimited and to be reported to the Board	Nil
Breaking Term Deposit	Unlimited	Nil	Nil	Nil	Unlimited and to be reported to the Board	Nil
Signing of Leases	Unlimited	Nil	Nil	Nil	Nil	Nil
Signature on Legal Agreements	Unlimited	Nil	Nil	Nil	Nil	Nil
Communication with Government Departments	Unlimited	Nil	Nil	Unlimited	Unlimited	Nil
Communication with IRD	Unlimited	Nil	Nil	Unlimited	Unlimited	Nil

FIRST AID MEDICATION / PRESCRIBED MEDICATION

RATIONALE

The health and safety of students are of paramount importance. The school will provide adequate first aid supplies and services for the students.

GUIDELINES

- 1 An Administrative staff member shall be responsible for the maintaining and dispensing of the first aid supplies. The person and their alternate will be suitably trained to carry out this role.
- 2 Prescribed medication for a student shall be controlled and dispensed through the School office.

IMPLEMENTATION

- 1 First aid supplies shall be kept in the School Sickbay and other secure locations.
- 2 All medication shall be dispensed from the School Office.
- 3 An Administrative Staff member or other approved people shall dispense medication in accordance with the specific instructions of the medication.
- 4 A Register of all dispensed medication shall be kept in the School Office. In each instance of medication being dispensed, details including the date, time, the name of the student and the medication dispensed are to be recorded. The staff member dispensing the medication must sign the register.
- 5 First Aid supplies and kits are to be checked and restocked at the commencement of each school term.
- 6 Generic paracetamol or aspirin shall be the only pain relief dispensed to students through the School Office, without prescription and only if parental permission has been given.
- 7 Prescribed medications shall be handed in to the school office, kept securely and dispensed only by an Administrative Staff member.
- 8 Where a student is in need of medical attention beyond basic first aid, the student's parent/caregiver will be contacted by an Administrative Staff member.
- 9 Suitable First Aid kits are to be taken by all groups involved in Education Outside the Classroom activities – this will by necessity be more advanced first aid supplies which could be suitable for attending to remote injuries. See EOTC policies.
- 10 Parents shall be informed at the time of enrolment of the procedures for prescribed and generic medications, and provision of First aid.
- 11 An AED (automated external defibrillator) is stored in the casualty room.

Date approved	Review date
August 2007	August 2010
June 2012	June 2015
2/6/2015	Term 2 2018
7/5/2018	Term 2 2021

HEALTH AND SAFETY

RATIONALE

The Board of Trustees is committed to ensuring the health and safety of all workers (staff), students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards and approved codes of practice.

GUIDELINES

The Board of Trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students and other people in the workplace. We will achieve this through:

- Making health and safety a key part of our role
- Working with our workers to improve the health and safety system at our school
- Doing everything reasonably possible to remove or reduce the risk of injury or illness
- Making sure all incidents, injuries and near misses are recorded in the appropriate place
- Investigating incidents, near misses and reducing the likelihood of them happening again
- Having emergency plans and procedures in place
- Training everyone about hazards and risks so everyone can work safely
- Providing appropriate induction, training and supervision for all new and existing workers
- Helping workers who were injured or ill return to work safely
- Making sure contractors and sub-contractors working at the school operate in a safe manner
- Ensuring union and other employee representatives are consulted regarding health and safety management
- Board of Trustees commitment to continuous improvement in health and safety
- Board of Trustees commitment to comply with all relevant health and safety legislation
- Supporting the safe and early return to work of injured employees
- Ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy

All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

- Being involved in improving health and safety systems at work
- Following all instructions, rules, procedures and safe ways of working
- Reporting any pain or discomfort as soon as possible
- Reporting all injuries, incidents and near misses
- Helping new workers, staff members, trainees and visitors to the workplace understand the safety procedures and why they exist
- Reporting any health and safety concerns or issues through the reporting system
- Keeping the work place tidy to minimise the risk of any trips and falls
- Wearing protective clothing and equipment as and when required to minimise your exposure to workplace hazards.

Others in the workplace

All others in the workplace including students and visitors are encouraged to:

- Follow all instructions, rules and procedures while in the school grounds
- Report all injuries, incidents and near misses to their teacher or other staff members
- Wear protective clothing and equipment as and when required to minimise your exposure to hazards while learning.

Health and safety is everyone's responsibility.

Date approved	Review date
1/12/2008	December 2011
September 2011	September 2014
30/3/15	March 2018
11 October 2016	March 2018

MEDIA

1 RATIONALE

- 1.1 This policy applies to all staff, students and Board members of Roncalli College and any other College community groups operating under or associated with this name.

2 PURPOSES

- 2.1 Roncalli College is a public institution and media attention has the potential to enhance, and to detract from, its reputation; it is important, therefore, to manage the College's engagement with the media positively, constructively and professionally.

- 2.2 The purpose of this policy is to set out principles and procedures with respect to use of and engagement with the media.

- 2.3 Media is defined as

- external media publications such as TV, radio, newspaper, website or any other journalistic mechanisms
- electronic public sharing or relationship developing mechanisms such as Twitter, Facebook, Foursquare, Myspace, LinkedIn or any other public communication forum
- internally produced electronic, print or visual media publications

3 SCOPE

- 3.1 This policy applies to engagement with journalists and communications through all forms of media that are, or are likely to be, reported or published in the public arena, including print media, broadcast media and the internet.

4 RELATED DOCUMENTS

- 4.1 This policy should be read in conjunction with the following documents:

- Social Media Policy
- Teacher Professional Standards
- Teacher Registration Criteria
- The College Charter
- The Integration Schools Agreement
- Section 161 of the Education Act 1989 (academic freedom)
- Personal Information and Privacy Policy

5 PRINCIPLES

- 5.1 The following principles apply with respect to institutional and individual engagement with the media:
- a. The College is a public institution that is accountable for its actions.
 - b. The College is truthful with the media.
 - c. The College takes a proactive approach in its dealings with the media and seeks to engage with them in an effective and constructive manner in order to build the College's reputation.
 - d. Responsibility for the management of the College's relationship with the media rests with College's Senior Leadership team.
 - e. Confidentiality and privacy must be respected.

6 ENGAGEMENT WITH THE MEDIA

- 6.1 Only the Chairman of the Board and Principal (or Deputy Principal, referred to below as the Head of Communications and External Relations, in the Principal's absence or as assigned by the Principal or Chairman of the Board) may communicate with the media on behalf of the College.

- 6.2 Any and all external media enquiries must be referred to the Principal, the Chairman of the Board and/or the Head of Communications and External Relations in the first instance. They may then inform and delegate responsibility to staff with specialist knowledge who may communicate with the media on behalf of the College after consultation with the Principal, Chairman of the Board and Head of Communications and External Relations.
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- 6.3 Staff must report any contact with the media to the Principal and/ or Head of Communications and External Relations, so that any consequent media enquiries can be managed and monitored in a timely and constructive manner.
- 6.4 Staff who become aware of a matter that has the potential to become public and impact significantly on the College's reputation must alert the Head of Communications and External Relations and/or the Principal as soon as practicable.
- 6.5 Any request by media photographers or film crews to use the College campus for photography or filming purposes must be referred to the Head of Communications and External Relations and/or Principal.
- 6.6 The Head of Communications and External Relations and/ or Principal is responsible for ensuring that media photographers and film crews complete the relevant permission request before photographing or filming on the College Site.
- 6.7 Staff who engage with the media as experts must make it clear that their opinions and comments are their own and not on behalf of the College.
- 6.8 Only the Principal, in consultation with the Chairman of the Board, the Head of Communications and External Relations, and any other relevant staff, may release information to the media about an emergency situation on campus.

7 COMPLIANCE WITH RELEVANT CODES AND LEGISLATION

- 7.1 In their dealings with the media, staff must act in the best interests of the College at all times in accordance with the Staff Code of Conduct, Teacher Professional Standards, College Charter and other supporting documents.
- 7.2 In their dealings with the media, staff must comply with the Teacher Professional Standards and Staff Code of Conduct, which states that staff should treat students and other staff with respect at all times, and should take all due care and responsibility to uphold the reputation of the College and not engage in activities which would unjustifiably bring the College into disrepute.
- 7.3 Confidential information must not be disclosed to the media in any circumstances; requests for information that may be confidential, or otherwise quoting the Official Information Act 1982 or the Privacy Act 1993, must be referred to the Principal, Chairman of the Board or Head of Communications and External Relations who will deal with them as appropriate.

8 RESPONSIBILITY FOR MONITORING COMPLIANCE WITH THIS POLICY

- 8.1 Staff who are aware of any actual or potential breaches of this policy shall report them to the Head of Communications and External Relations, who will deal with them as appropriate.
- 8.2 The Head of Communications and External Relations is responsible for monitoring compliance with this policy, and reporting any breaches to the Principal and Chairman of the Board.
- 8.3 Breaches of this policy may result in disciplinary action under the Staff Code of Conduct.

Date approved	Review date
4 February 2013	June 2014
3 November 2014	June 2017
02/10/2017	June 2020

PROTECTED DISCLOSURES

PURPOSE

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

Serious wrongdoing for the purposes of this policy includes any of the following:

- Unlawful, corrupt, or irregular use of public funds or resources
- An act or omission or course of conduct:
 - which seriously risks public health or safety or the environment; or
 - that constitutes an offence; or
 - that is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement; or
 - constitutes serious risk to the maintenance of law

1 GUIDELINES

- 1.1 Before making a disclosure the employee should be sure the following conditions are met:
- the information is about serious wrongdoing in or by the school; and
 - the employee believes on reasonable grounds the information to be true or is likely to be true; and
 - the employee wishes the wrongdoing to be investigated; and
 - the employee wishes the disclosure to be protected.
- 1.2 Any employee of the school can make a disclosure. For the purposes of this policy an employee includes current employees and principal, former employees and principals and contractors supplying services to the school.
- 1.3 An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:
- may bring a personal grievance in respect of retaliatory action from their employers;
 - may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
 - is not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
 - will, subject to Clause 5 of the Procedure, have their disclosure treated with the utmost confidentiality.
- The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

2 PROCEDURE

- 2.1 The employee should submit the disclosure in writing.
- 2.2 The disclosure should contain detailed information including:
- the nature of the serious wrong doing
 - the name or names of the people involved
 - surrounding facts including details relating to the time and/or place of the wrong doing if known or relevant
- 2.3 A disclosure must be sent in writing to the Principal

Or

If you believe that the Principal is involved in the wrong-doing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the Chairperson of the Board.

- 2.4 On receipt of the disclosure
-

- The Principal must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by an appropriate sub-committee of the Board of Trustees or arranged by him/her as quickly as practically possible, through an appropriate authority.)
- The Principal and/or the Board Chairperson will contact, or arrange to contact, the Board's insurers.

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

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

2.6 At the conclusion of the investigation the sub-committee will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Chairperson.

2.7 A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:

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

Appropriate Authorities include (but are not limited to)

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- Ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- Health and Disability Commissioner
- The head of every public sector organisation

2.8 A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure

- has made the same disclosure according to the internal procedures and clauses of this policy
- reasonably believes that the person or authority to whom the disclosure was made has decided not to investigate; or has decided to investigate but not made progress with the investigation within reasonable time; or has investigated but has not taken or recommended any action; and continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

Date approved	Review date
23/5/05	April 08
July 2008	July 2011
August 2011	August 2014
3/11/14	June 2017

RISK MANAGEMENT POLICY FOR EDUCATION OUTSIDE THE CLASSROOM

RATIONALE

The social, intellectual, spiritual, emotional and physical development of students and staff are important outcomes of education. Learning in all curriculum areas is enhanced by relevant, enjoyable and progressive experiences beyond the classroom. Risk is an inherent part of the environment outside the classroom. The managing and minimising of this risk is the most important part of supporting young people in different environments and situations. Processes to identify the severity and frequency of risk and to minimise and eliminate them will be implemented.

Empowering teachers to create and pursue education activities outside the classroom are intended

- To assist development of students' personal confidence and self-esteem.
- To enhance learning through enjoyable, safe, first hand experiences in a range of contextual learning environments.
- To increase staff and students' knowledge, understanding, skill levels and appreciation of life through working and living with others in a range of situations and environments.
- To increase students' awareness of, and respect for creation and environment.
- To provide opportunities for adventure and challenge, both individually and through the support available within a group.
- To empower students' ability to take responsibility for their own safety in the outdoors and wider community.
- To assist in students forming respectful, positive relationships with peers and members of the public.

PURPOSE

To ensure that when students are involved in activities outside the classroom, staff are equipped and systems are in place to minimise and eliminate the likelihood of incidents and/or accidents.

GUIDELINES

- 1 All EOTC practices are in accordance with sound risk management procedures and meet all relevant industry and legal standards.
- 2 While at Roncalli College, students shall be offered a progressive and wide variety of EOTC experiences.
- 3 Regular, systematic and adequate on-going evaluation and review of EOTC programmes shall be maintained.
- 4 At least 1 member of staff on each EOTC trip must hold a current first aid qualification.
- 5 All equipment used in EOTC is appropriate and in good condition to ensure the safety of staff and students. The selection, regular checks and inspections, maintenance, damage reports and retirement processes are part of maintaining the equipment. Where specialist equipment is required, training in the use of it is provided.
- 6 For students to participate in any education opportunity outside the classroom, parental permission must be obtained through the Event Proposal and Approval Process.
- 7 College rules apply at all times and the right to withdraw a child from any trip for serious misbehaviour or the breaking of College rules, (especially regarding alcohol, smoking, drugs, theft) rests with the Principal or his representative.
- 8 Board approval will be sought for all overseas trips where student/s are representing the College and/or as part of their educational programme.

REFERENCES TO OTHER DOCUMENTS

- 1 This policy should be read in conjunction with
 - The Health and Safety policy
 - The College Management Guidelines for Education Outside The Classroom
 - The Crisis Management Plan
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2 All EOTC activities shall be submitted for approval to the Senior Leadership Team and/or their nominee.

Relevant Legislation/References

- Health and Safety at Work Act (2015)
- Health and Safety at Work (Adventure Activities) Regulations (2016)
- EOTC Guidelines – Bringing the Curriculum Alive (2016)
- Outdoor Activities – Guidelines for Leaders
- Event Proposal & Approval forms and planning systems.
- Education Act 1989
- Vulnerable Children’s Act 2014

Date approved	Review date
27/1/00	
16/5/02	May 04
3/10/07	October 2010
6/6/13	June 2016
7/6/16	June 2019

SEXUAL HARASSMENT

RATIONALE

Sexual harassment in any form is against the core values of the College. It is not acceptable. The school stresses the value of each person, their right to respect, and to live/learn/teach in a positive, friendly and respectful environment.

PURPOSES

- 1 To encourage a school 'atmosphere' where each person is treated with respect and is free from sexual harassment in any form.
- 2 To ensure that complaints brought by members of the staff or students are taken seriously, investigated, and appropriate action taken.
- 3 To ensure that persons bringing the complaint are treated sympathetically and those responsible for the alleged harassment are dealt with fairly.
- 4 To provide guidelines for dealing with complaints and settling them with justice and in the most appropriate and sensitive way.
- 5 The problems will be settled as close as possible to their source.

GUIDELINES

- 1 The complainant, in the first instance, may approach a variety of staff members – eg her/his Dean, House Group teacher, Guidance Counsellor, one of the senior administration.
- 2 The staff member will listen sympathetically, note in writing the details of the alleged harassment, and inform the complainant that she/he (i.e. the staff member) will consult the Guidance Counsellor and/or appropriate senior staff.
- 3 After this consultation, appropriate investigations will be made by a person appointed by the Guidance Counsellor and/or senior staff and agreed to by the complainant. The appointed person must not be the person to which the initial complaint was made and must be deemed sufficiently independent such that a non-biased investigation can be undertaken.
- 4 If the complaint is substantiated and the complainant agrees, the person or persons responsible for the harassment will be informed that their behaviour is unacceptable and must stop, that they will apologise, and that there will be no victimisation of the complainant.
- 5 If the complainant wishes to take further action, she/he and/or their representative(s) should discuss the matter with the Principal. The Principal will advise them of the various avenues through which their complaint may be pursued, including:
 - a) The Board of Trustees
 - or b) The special PPTA facilitator (where teachers are subject to sexual harassment) according to Section 9 of the Secondary Teachers CEC
 - or c) the Human Rights Commission
- 6 If the complaint involves a staff member the Principal will inform the Board of Trustees

Date approved	Review date
14/5/10	June 2013
5/8/2013	August 2016
11 October 2016	August 2019

SOCIAL MEDIA

1 RATIONALE

1.1 This policy applies to all staff of Roncalli College and College community groups operating under this name.

2 PURPOSE

- 2.1 The purpose of this policy is to
- provide guidance to students, staff and community groups with respect to both personal and official College use of social media, and
 - Ensure that the use of social media by students, staff and community groups is consistent with the College's strategic goals.

3 SCOPE

3.1 This policy is broad in nature to accommodate the fast changing landscape of social media.

4 RELATED DOCUMENTS

- 4.1 The following documents must be read in conjunction with this policy
- Media Policy
 - Teacher Professional Standards
 - Teacher Registration Criteria
 - Staff Code of Conduct
 - Computer Systems Regulations

5 DEFINITIONS

- 5.1 In this policy
- **social media** means a dialogue allowing people to socially interact with one another online; some examples of social media sites and applications include Facebook, YouTube, Twitter, blogs and other sites that have content based on user-participation and user-generated content
 - **Roncalli College social media presence** means a unit, department, learning area, College, or community group using the Roncalli College banner presence on a social media site or application that has been approved by the Head of Communications and External Relations.

6 PRINCIPLES

- 6.1 Roncalli College supports the use of social media as a way of facilitating communication and dialogue between its various audiences e.g. students, staff, alumni, the business sector, the research community and media but needs to be consistent with the principles presented in the Media Policy.
- 6.2 Staff must always be alert to the fact that postings on social media sites can be **immediate, public and permanent**. Note: consequential actions to modify or delete content can aggravate and escalate situations.

7 PERSONAL SOCIAL MEDIA

- 7.1 A staff member using a social media site as a private individual
- must not post confidential or proprietary information about Roncalli College, its students, staff (including former staff), former students and community members
 - when posting about the College, staff must do so in a professional manner and must always consider how the post may reflect on the College; this is particularly relevant when the subject matter is controversial
 - must consider the privacy of co-workers, and must not post photos, videos, or details of internal conversations that may identify them without their permission
-

- d. must not use the Roncalli College crest on personal social media pages
- e. must not use the Roncalli College name or crest to promote a product, cause, political party, or national or local government candidate
- f. must ensure that any information posted about the Roncalli College and its community members is factually correct

8 RONCALLI COLLEGE SOCIAL MEDIA PRESENCE

- 8.1 A member of staff or the College community who wishes to establish an official Roncalli College social media presence must seek prior approval to do so from the Head of Communications and External Relations.
- 8.2 Authority to approve the establishment of any College social media presence rests with the Head of Communications and External Relations and Principal; as part of the approval, he or she will identify a staff member in the relevant area as having a responsibility for maintaining it.
- 8.3 A staff member identified by the Head of Communications and External Relations as having responsibility for a College social media presence must ensure that the information posted on the site is
 - a. up to date and includes appropriate links to the Roncalli College webpage
 - b. accurate and factually correct
 - c. professional in tone and style
- 8.4 The Head of Communications and External Relations has authority to moderate any Roncalli College content on any social media site and to delete any posts that, in his or her opinion, pose a reputational risk to the College.
- 8.5 Staff and College community groups who wish to have any social media site content relevant to the College moderated may only do so in consultation with the Head of Communications and External Relations.

9 RESPONSIBILITY FOR MONITORING COMPLIANCE

- 9.1 The Head of Communications and External Relations is responsible for monitoring staff compliance with this policy and reporting any breaches to the Principal.

10 BREACHES OF THIS POLICY

- 10 Breaches of this policy by staff may result in disciplinary action under the Staff Code of Conduct.
 - a. Infringement of this policy by staff may lead to suspension of access to social media or other disciplinary action which will be carried out in consultation with the appropriate Learning Area Leader or with the Principal or delegate.
 - b. Complaints about the misuse of Roncalli College-related social media will be made to the Head of Communications and External Relations in the first instance.
 - c. All Roncalli College staff using social media must adhere in particular to the College's policies:

Date approved	Review date
4 February 2013	
3 November 2014	June 2017
02/10/2017	June 2020

THEFT AND FRAUD PREVENTION POLICY

RATIONALE

- 1 The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that through its chief executive, the Principal, the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.
- 2 The Board, therefore, requires the Principal to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Board Chairperson as prescribed in the guidelines set out below.

GUIDELINES

- 1 As preventative measures against theft and fraud the Board requires the Principal to ensure that:
 - 1.1 The School's physical resources are kept secure and accounted for.
 - 1.2 The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by the NZ Institute of Chartered Accountants of New Zealand.
 - 1.3 Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
 - 1.4 All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.
- 2 In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
 - 2.1 Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
 - 2.2 So far as it is possible and within 24 hours:
 - (a) Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
 - (b) Request a *written statement* from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
 - (c) Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
 - (d) Inform the Board Chairperson of the information received and consult with them as appropriate.
 - 2.3 On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a *prima facie* case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
 - 2.4 The Principal shall then carry out the following procedures:
 - (a) Investigate the matter further;
 - (b) If a *prima facie* case is thought to exist to continue with their investigation;
 - (c) Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
 - (d) Lay a complaint with the New Zealand Police;
 - (e) If necessary, commission an independent expert investigation;
 - (f) In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
 - (g) Seek legal advice; or
 - (h) Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.

- 2.5 Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
- 2.6 If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
- (a) Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
 - (b) Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
 - (c) Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
 - (d) Advise the person in writing of the processes to be involved from this point on.
- 3 The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.
- 4 The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
- 5 Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

Allegations Concerning the Principal or a Trustee

- 1 Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 4 of this Policy.
- 2 Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 4 of this Policy.

Approval

- 3 When the Board approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Board.
- 4 As part of its approval the Board requires the Principal to circulate this Policy to all staff, and for a copy to be included on the Roncalli College website. The school policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Date Approved	Review Date
September 2012	September 2015
February 2015	February 2018

TREATY OF WAITANGI

RATIONALE

The Treaty of Waitangi is a founding document of New Zealand's constitution. (<http://gg.govt.nz/role/constofnz.htm>) As part of our vision at Roncalli College we wish to recognise the special place of the Treaty of Waitangi in New Zealand's history. Through the principles of Partnership, Protection and Participation we value and reflect New Zealand's bicultural heritage and recognise Maori as tangata whenua.

PURPOSES

At Roncalli College we strive to provide every student with an appropriate and effective educational programme and we will:

- 1 Provide appropriate Maori resources and PD to assist all staff to meet the needs of all our students and ensure that the curriculum reflects Te Āo Maori perspectives. (Māori Strategic Plan, Māori Education Strategy – Ka Hikitia – Accelerating Success)
- 2 Monitor the progress of Maori students as part of the NAGs and implement strategies to improve their educational outcomes. Meet the spiritual and emotional needs of Maori students and incorporate current Catholic Church teaching on New Zealand's bi-cultural heritage in the curriculum.
- 3 Develop and nurture closer relationships between the school, whanau, Te Hurirapa Marae, Arowhenua and Te Aitarakihī Marae, and Iwi/Multicultural Centre.
- 4 Encourage, facilitate and co-ordinate all facets of Te Ao Māori in the provision of leadership, teaching and learning. Support this by effective governance.
- 5 Provide appropriate and effective Maori language/ Arts and Tikanga programmes for all who wish to learn. This will be carried out within the framework of the school's financial and staffing resources.
- 6 Work with the local community, and beyond, to address advanced levels of Te Reo, tikanga and kawa.
- 7 Further develop the Maori dimension within the overall school climate through recognition and practice of the values of manaakitanga (reciprocal care) and whanaungatanga (relationships and connections). This will sit alongside the visual enhancement of the physical environment.

1

GUIDELINES

- 1 The Maori achievement plan outlines the expectations for Tikanga Maori in all curricula.
 - 2 All students are to study the history and points of view of both parties to the Treaty of Waitangi at an appropriate point in their schooling.
 - 3 Recent Church teachings on New Zealand's bicultural heritage are to be incorporated into the curriculum.
 - 4 The Principal is responsible for consultation with local Maori and educational authorities to determine how the College can best meet the needs of its Maori students.
 - 5 The Principal is to ensure that students and their parents can freely express their wish to learn Maori language and culture.
 - 6 The College is to provide for students wishing to learn Maori language and culture.
 - 7 Staff training is to be provided in the Treaty and in the incorporation of Maori perspectives into the curriculum.
 - 8 Maori values are to be considered in the provision of resources and facilities, and in the operations of the College.
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9 There is to be an equitable allocation of staffing, resources, and facilities to implement this policy.

CONCLUSION

The integration of a Maori dimension into the life of the College will assist students to better understand the bicultural heritage of New Zealanders.

Date Approved	Review Date
1/11/99	November 03
23/3/05	November 07
4/10/10	October 2013
2/2/15	October 2016
8/5/17	October 2019