



Governance framework

Part D: Operational policies – board expectations for the control and management of the school

Policy	Outcome statements	Approved / reviewed	Next review
1. Responsibilities of the principal policy	Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.	May 2022	As per triennial plan
2. Honouring the Treaty of Waitangi policy	School governance will honour New Zealand's dual cultural heritage and ensure that Māori students can achieve educational success as Māori.	May 2022	Feb 2023
3. Achievement of Māori Students policy	The achievement level of Māori students will be raised to enable equitable access to future educational, occupational, and social opportunities.	May 2022	Feb 2023
4. Curriculum delivery policy	Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.	May 2022	As per triennial plan
5. Personnel policy	The obligations and responsibilities of being a good employer are met.	May 2022	As per triennial plan
6. Appointments policy	The most suitably qualified persons who are best suited to the position are appointed through a fair and sound appointments process that meets the legislative requirements of a good employer.	May 2022	As per triennial plan
7. Financial planning and condition policy	The school is financially viable, manages risks effectively and resources are targeted to where they make the most difference to outcomes for students.	May 2022	As per triennial plan
8. Asset protection policy	Assets of the school are utilised to maximise the best outcomes for students.	May 2022	As per triennial plan
9. Sensitive Expenditure	Board funds are clearly linked to the business of the school and do not provide unreasonable and/or personal benefit to any individual or group of individuals (staff or students).	May 2022	As per triennial plan
10. Protection and sharing of intellectual property (Creative commons) policy	The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of materials created by school staff in the course of their employment.	May 2022	As per triennial plan

11. Health and safety policy	A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff, and other people in the workplace.	May 2022	As per triennial plan
12. Education Outside the Classroom policy	To enable EOTC activities at school to be provided safely.	May 2022	Feb 2023
13. Child protection policy	Students at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.	May 2022	As per triennial plan
14. Behaviour Management Policy	To clarify the behaviours expected at school to ensure a safe and positive environment for all students and staff.	May 2022	As per triennial plan
15. Managing challenging behaviour and physical restraint policy	To minimise the effect of challenging behaviour, the board shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.	May 2022	As per triennial plan
16. Stand Down and Suspension of Students	To clarify the process for stand down and suspension of students.	May 2022	As per triennial plan
17. Concerns and complaints policy	All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.	May 2022	As per triennial plan
18. Protected Disclosures Policy	To clarify the process for making protected disclosures or "whistleblowers".	May 2022	As per triennial plan

D1 Responsibilities of the Principal Policy

Outcome statement

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

Scoping

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

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

Delegations

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

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

The board presiding member/personnel committee has responsibility for the principal's performance review.

Expectations and limitations

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

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

- Meet the requirements of their current job description and employment agreement including the four areas of practice from the Professional Standards for Primary/Secondary Principals.
- Participate in the development and implementation of their annual performance agreement and participate in their annual review process.
- Act as the educational leader and day-to-day manager of the school within the law and in line with board policies.
- Develop, seek board approval for and implement an annual plan that; is aligned with the board's strategic plan; meets legislative requirements; gives priority to improved student progress and achievement; ensures that the school is an inclusive and safe place for all students and staff; honours students' (human) rights and gives effect to Te Tiriti o Waitangi.
- Use resources efficiently and effectively and preserve assets (financial and property).
- Operate within the board's approved annual budget.
- Give effect to good employer policies and practices through effective procedures, instructions, or guidelines.
- Employ, deploy and terminate staff positions in line with board policy and legislative requirements.
- Communicate with the community on operational matters as and where appropriate.
- Refrain from unauthorised public statements about the official position of the board on social, political and/or educational issues that are or have the potential to be controversial.
- Keep the board informed of all information relevant to its governance role and report this in accordance with the requirements set out under Monitoring below.
- Act as protected disclosures officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000.
- Appoint, on behalf of the board, the privacy officer.
- Ensure school procedures meet the legislative statutes and regulations as set down in the appropriate Acts,

Ministry of Education circulars and Education Gazette.

- Ensure systems are developed and implemented to support the smooth running of the school regarding surrender and retention of property and searches of students. Written records and storage of items must be consistent with legislative requirements and associated rules and guidelines.
- Ensure systems and procedures meet requirements set out in the Rules regarding student behaviour management and the use of physical restraint.

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

Procedures/supporting documentation

Board's governance and management definitions

Principal's job description

Principal's employment agreement including relevant Principal Professional Standards

Principal's performance agreement and review report

Annual implementation plan and budget

Personnel-related policy and procedures including appointments and performance management

Monitoring

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

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

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

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

Legislative compliance

[Education & Training Act 2020](#)

[Privacy Act 2020](#)

[Protected Disclosures Act 2000](#)

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

[Collective Employment Agreement for Principals](#)

D2 Honouring the Treaty of Waitangi Policy

Outcome statement

School governance will honour New Zealand's dual cultural heritage and ensure that Māori students can achieve educational success as Māori.

What is the Treaty of Waitangi?

The Treaty, in essence, is a political agreement used to establish a mutually beneficial relationship between hapu (who had been here for centuries) and the Crown (who represented the interests of Europeans and new settlers). It was originally signed on 6 February 1840.

The Treaty is made up of four articles:

Article 1: Kāwanatanga: The right of the British to govern

Article 2: Rangatiratanga: the right of hapū to retain sovereignty

Article 3: Ōritetanga: the guarantee that Māori would have the same rights as others

Article 4: The assertion that Māori customs shall be protected

Articles 3 and 4 envisage Māori enjoying the same rights as others, in culturally appropriate ways.

The term “honourable Kāwanatanga” or “honourable governance”, describes the situation where those on the Crown side of the Treaty relationship, such as the Taupo Intermediate Board, work toward meeting their Treaty responsibilities. In education, this is captured by the objective “Māori achieving educational success as Māori” – teaching based on understandings and practices that are culturally responsive.

Scope

Student Achievement

Charter Review and Development

Principal Appraisal

Employers Role

Review

Policy Framework

Rationale

The Board is responsible to exercise honourable governance in a way that values and reflects New Zealand's dual cultural heritage. The Treaty of Waitangi provides a strategic framework for this responsibility and potential to be met.

Boards of Trustees are legally accountable for “Māori students to achieve educational success as Māori”. Boards play a vital role in recognising and promoting Māori educational success because more Māori are attending English-medium than Māori-medium schools.

Board Commitment to Honourable Governance

At Taupo Intermediate School, honourable governance means, but is not limited to:

Leadership: Te Wahi ki nga Kaiurungi

- Providing quality leadership, teaching, and learning to best influence learner achievement; and
- Effectively engaging with learners and those who are best placed to support them (parents, whanau, Iwi, communities, and businesses).

Representation: Te kanohi Māori

- Develop school-wide, sustainable relationships between school and whanau demonstrating the long-term commitment and actions that affirm Māori language, culture, and identity; and
- Form deep partnerships with whanau based on mutual respect.

Accountability: Te eke angitu a te Māori

- Require timely, accurate and comprehensive Māori specific data to make evidence-based decisions for the

school and to provide quality leadership and authentic responses to the needs of Māori students; and

- Ensure that the goals and strategic aims set for Māori are driven by and with Māori to make the whole school accountable to the overall goal of Māori achieving educational success as Māori.

Employer role: Te manaaki tangata

- Appointment of staff who are culturally responsive and who value Māori educational aspirations and priorities;
- A coherent planned approach to Māori educational improvement;
- Leadership appraisal goals that are challenging, specific and linked to strategic goals about improving Māori teaching and learning;
- Assessment of goals or progress based on a range of information about teacher practices and Māori student learning;
- Recruiting Māori staff and supporting and resourcing them appropriately;
- Effectively resourcing whanau or members of the Māori community to be involved in school decision-making processes; and
- Directly promoting and investing in professional development that:
 - challenges teachers' and professional leaders' beliefs about Māori learners;
 - deliberately increases teachers' and professional leaders' knowledge of what works for and with Māori, based on the evidence;
 - involves and appropriately remunerates whanau of the school in building teachers' abilities to provide excellent teaching for Māori students;
 - documents its effectiveness in improving teaching practices and outcomes for learners, specifically identifying Māori learner outcomes; and
 - continues to build our knowledge of what works for and with Māori and ensures this is integrated into teaching programmes.

Review

The Board will review this Policy annually to ensure that the school is honourably governed as part of the Charter review process. This will be a standing agenda item on the Annual Board Workplan.

D3 Achievement of Māori Students Policy

Outcome statement

The achievement level of Māori students will be raised to enable equitable access to future educational, occupational, and social opportunities.

Rationale

This school accepts the importance of the need to raise the achievement levels of Māori students to enable them to have equitable access to future educational, occupational, and social opportunities. The board has an obligation under NAG 1(v) to consult with our Māori community, to develop and make known to the whole community policies, plans and targets for improving the achievement of Māori students.

Purpose

- To comply with the Treaty of Waitangi obligations
- To implement procedures for improving achievement of Māori
- To obtain the support of the school community in these plans
- To assist staff in meeting the schools aims and obligations.

Expectations and limitations

A schedule of consultation will be drawn up and followed on an annual basis.

The Board will seek to have as a member a Māori community representative where possible.

The Board will provide ongoing information on its deliberations to local Māori

The school management will identify and maintain a register of Māori students, their age, gender academic progress and any issues affecting both individual and collective achievement.

The school management will in consultation with staff, in particular Māori teachers, with appropriate community agencies and with local Māori develops for consideration by the Board a programme of interventions, activities and resourcing aimed at raising achievement levels. This may involve targeted funding, procurement of appropriate resources and possible appointment of staff.

Ongoing monitoring of Māori students will be maintained for literacy levels and reported on every six months to the Board.

Progress on Māori achievement will form part of the school's annual report to the community

The school management will ensure that they and the teaching staff meet the appropriate teaching standards relating to te reo Māori and tikanga Māori.

D4 Curriculum Delivery Policy

Outcome statement

Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.

Scoping

The board's primary objectives are to ensure that; every student at the school is able to attain their educational potential; the school is a safe and inclusive environment for all students and staff; students' (human) rights are protected; the school gives effect to Te Tiriti o Waitangi.

Delegations

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

Expectations and limitations

The principal must ensure:

- An annual plan is developed setting out how progress will be made towards the achievement of charter/strategic goals and is approved by the board.
- The school local curriculum is based on the vision, values, principles, and key competencies of the New Zealand Curriculum (or Te Mātauranga o Aotearoa).
- The school local curriculum reflects local tikanga Māori, mātauranga Māori and te ao Māori.
- School programmes provide students in years 7 & 8 with opportunities to learn in all areas of the national curriculum.
- There is a focus on every child and young person:
 - attaining their educational potential.
 - developing the abilities and attributes outlined in the [national education and learning priorities](#).
 - having an appreciation of the importance of; the inclusion of different groups and persons with different personal characteristics; diversity, cultural knowledge, identity, and the different official languages of New Zealand; Te Tiriti o Waitangi and te reo Māori.
- Assessment practices enable the wellbeing, engagement, progress, and achievement of students to be monitored and reported.
- Board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

Procedures/supporting documentation

Curriculum planning

Assessment cycle

Monitoring

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

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

Legislative compliance

[Education and Training Act 2020](#)

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

D5 Personnel Policy

Outcome statement

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

Scoping

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

Good employer means an employer who operates an employment policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

Delegations

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

Expectations and limitations

The principal must ensure:

- all employment-related legislative requirements are applied.
- all employees understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner.
- a smoke-free and vape-free environment is provided.
- employment records are maintained, and all employees have a written letter of offer of employment, an up-to-date job description and for non-union employees an individual employment agreement (IEA).
- teachers are consulted when developing a procedure to determine the use of units – units for appropriate positions are allocated in a fair and transparent manner.
- employee leave is effectively managed and reported so that:
 - the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered.
 - board approval is sought for any requests for discretionary staff leave with pay.
 - board approval is sought for any requests for discretionary staff leave without pay of longer than four (4) days.
 - board approval is sought for any requests for staff travelling overseas on school business
 - the board is advised of any staff absences longer than five (5) school days
- effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development
- a suitable professional development plan, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from NZSTA advisers where employment issues arise, and the school's insurer is notified.

Procedures/supporting documentation

Staff leave form

Staff leave procedure

Staff performance review procedure

Unit allocation procedure

Professional development procedure

Professional development plan

Storage of confidential information

Monitoring

The Board will monitor through the Principal Reports to the Board and regular audits of personnel records and SUE Reports.

Legislative compliance

[Employment Relations Act 2000](#)

[Education and Training Act 2020](#)

[Privacy Act 2020 \(takes effect 1 December 2020\)](#) - repeals and replaces the Privacy Act 1993

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

[Individual employment agreements](#)

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

[Domestic Violence – Victims' Protection Act 2018](#)

D6 Appointments Policy

Outcome statement

The most suitably qualified persons who are best suited to the position are appointed through a fair and sound appointments process that meets the legislative requirements of a good employer.

Scoping

To assist in the appointment of quality staff to any vacancy that may arise, appointment committees with expertise relevant to the vacancy will be selected to carry out the appropriate appointment procedures. In accordance with the regulatory requirements for safety checking under the Children's Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with Taupo Intermediate School procedures on safety checking, police vetting and screening.

Delegations

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

Expectations and limitations

The principal must ensure that:

- Appointment of deputy principals, head of departments/senior teachers will involve an appointment committee consisting of the principal, the presiding board member and, at the discretion of the board, a further member of the board.
- Unless determined otherwise by the board, appointment of all other teachers, permanent and fixed-term, full-time and part-time, long-term relieving teachers and non-teaching staff will be the responsibility of the principal in consultation with the presiding board member or delegate where deemed necessary.
- Procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff.
- All safety checking is completed for all teaching and non-teaching staff prior to commencing employment.
- Safety checking documentation is kept on the new employees personal file in line with privacy and storage protocols.
- Any person applying for a teaching position holds a current practicing certificate from the Teaching Council.

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

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

* For any position that is fixed term there must be a genuine reason based on reasonable grounds for it being of a fixed term nature. Ref to s 66 of the Employment Relations Act 2000 and the Court's interpretation thereof. Where the board, principal and/or committee of the board is wanting to appoint to a position believed to be fixed-term, advice will be sought from NZSTA as to whether the appointment would meet the requirements for a genuine fixed-term, based on reasonable grounds.

Procedures/supporting documentation

Police vetting procedure

Safety checklist

Templates – staff recruitment checklist, application form, shortlisting matrix, interview matrix, reference checking matrix, letter of offer of appointment etc.

Storage of confidential information procedure/process

Monitoring

The Board will monitor through the Principal Reports to the Board and audits of appointments records as needed.

Legislative compliance

[Collective employment agreements](#)

[Employment Relations Act 2000](#)

[Education and Training Act 2020](#)

[Privacy Act 2020 \(takes effect 1 December 2020\)](#) - repeals and replaces the Privacy Act 1993

[Children's Act 2014](#)

[Public Sector Act 2020](#)

[Human Rights Act 1993](#)

D7 Financial Planning and Condition Policy

Outcome statement

The school is financially viable, manages risks effectively and resources are targeted to where they make the most difference to outcomes for students.

Scoping

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

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

Delegations

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

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

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

Expectations and limitations

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

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

The principal must ensure:

- Unauthorised debt or liability is not incurred.
- Generally accepted accounting practices or principles are not violated.
- Tagged/committed funds are not used for purposes other than those approved.
- More funds than have been allocated in the fiscal year are not spent without prior board approval.
- All money owed to the school is collected in a timely manner.
- Timely payment to staff and other creditors is made.
- Unauthorised property is not sold or purchased.
- All relevant government returns are completed on time.
- No one person has complete authority over the school's financial transactions.
- When making any purchase:
 - of over \$5,000 comparative prices are sought.
 - of over \$20,000 an adequate review of ongoing costs, value and reliability is undertaken.
 - of over \$10,000 on a single item, board approval is first sought.
- Effective systems are in place to meet the requirements of the payroll system.

Procedures/supporting documentation

Annual budget

Monitoring

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

Legislative compliance

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

D8 Asset Protection Policy

Outcome statement

Assets of the school are utilised to maximise the best outcomes for students.

Scoping

Assets may not be unprotected, inadequately maintained or unnecessarily risked.

Delegations

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

Expectations and limitations

The principal must:

- Ensure all board assets are insured.
- Not allow unauthorised personnel or groups to handle funds or school property.
- Not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use.
- Maintain an up-to-date asset register for all items of furnishing, plant machinery, equipment, text, and library books costing more than \$500.
- Ensure the implementation of the 10-year property maintenance plan.
- Engage sufficient property maintenance staff for the school within budget limitations.
- Receive board approval for maintenance contracts over \$5,000 for any one contract.
- Conduct competitive tenders for all contracting.
- Protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication.
- Not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards.
- Not invest or hold operating capital in insecure accounts or in non-interest-bearing accounts except where necessary to facilitate ease in operational transactions.

Procedures/supporting documentation

10 Year Property Plan, Principal Reports

Monitoring

Principal Reports to Board, scheduled Board walk around inspections

Legislative compliance

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

D9 Sensitive Expenditure Policy

Outcome statement

Board funds are clearly linked to the business of the school and do not provide unreasonable and/or personal benefit to any individual or group of individuals (staff or students).

Scoping

The board agrees that it has a responsibility to ensure that all expenditure of board funds is clearly linked to the business of the school and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students).

The board acknowledges that at times there are expenses which may be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.

The board has determined that any expenditure which may be beneficial to individuals or groups of individuals will be carefully scrutinised before approval and will be supported by appropriate fund raising specific to that expenditure.

Reference should also be made to the board's travel policy in considering expenditure which may benefit individuals or groups of individuals.

Delegations

The principal is delegated responsibility to implement and enact this policy.

Expectations and limitations

The board requires the principal, where expenditure may be beneficial to an individual or group of individuals, to take account of the following prior to authorising this expenditure:

- Does the expenditure benefit student outcomes?
- Does the expenditure represent the best value for money?
- Is it in the budget?
- Could the board justify this expenditure to a taxpayer, parent, or other interested party?
- How would the public react if this expenditure was reported by the media?
- Would there be perceived to be any personal gain from this expenditure?
- Does this expenditure occur frequently?

Any proposed expenditure, which may benefit individuals or groups of individuals, will be backed by funds raised for the purpose. The funds will be raised with a full understanding of their purpose known to those contributing the funds – such as parents or other funding sources (e.g., Charities). The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

Accounting for Expenditure

All expenditure incurred on behalf of individuals or groups of individuals, will be fully accounted for and a separate reconciliation will be provided to the board for management reporting purposes to show all funds raised and expenditure incurred.

Amendments

Any amendments or variations to this policy must be made via unanimous approval of the Board.

As part of its approval the board requires the principal to circulate this policy to all staff, and for a copy to be included in the School Policy Manual, copies of which shall be available to all staff. 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.

D10 Protection and Sharing of Intellectual Property (Creative Commons) Policy

Outcome statement

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

Scoping

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

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

Delegations/responsibility

The board delegates to the principal the responsibility to:

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

Limitations and expectations

The board:

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

Resolution of disputed copyright ownership

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

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

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

Definitions

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

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

Associated legislation

[Copyright Act 1994](#)

Associated procedures

See Concerns and Complaints Policy and Procedure.

Monitoring

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

D11 Health and Safety Policy

Outcome statement

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

Scoping

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

Delegations

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

- Develop and implement health and safety procedures.
- Ensure employees have the information and professional development they need to comply with policy and procedures.

Expectations and limitations

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

- Providing a safe physical and emotional learning environment.
- Ensuring a health and safety strategy/plan is in place and engagement and consultation on the strategy occurs with workers and the school community.
- Ensuring there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures and comply with the [Sale and Supply of Alcohol Act 2012](#).
- Providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards.
- Ensuring there is an effective method in place for identifying, assessing, and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents.
- Having a commitment to a culture of continuous improvement.

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

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

- Exercise due diligence in accordance with the provisions of the health and safety legislation and the six due diligence obligations:
 1. Know about work health and safety matters and keep up to date.
 2. Gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations.
 3. Ensure the person conducting a business or undertaking (PCBU) has appropriate resources and processes to eliminate or minimise those risks.
 4. Ensure the PCBU has appropriate processes for receiving information about incidents, hazards, and risks and for responding to that information.
 5. Ensure there are processes for complying with any duty and that these are implemented.
 6. Verify that these resources and processes are in place and being used.
- Take all reasonable steps to protect students, staff, and visitors to the school from unsafe or unhealthy conditions or practices.
- Ensure the staff code of conduct is implemented effectively.
- Ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place.
- Provide a smoke-free and vape-free environment.
- Ensure a risk analysis management system (RAMS) is in place and carried out.

- Seek approval for overnight stays/camps/visits attesting first to their compliance with above.
- Consult with the community every 2 years regarding the health programme being delivered to students.
- Provide information and training opportunities to employees.
- Advise the presiding board member (chair) of any emergency situations as soon as possible.
- Ensure all employees and other workers at the school will take reasonable care to:
 - o cooperate with school health and safety procedures.
 - o comply with the health and safety legislation and duties of workers.
 - o ensure their own safety at work.
 - o promote and contribute to a safety-conscious culture at the school.

Procedures/supporting documentation

Staff induction

Education outside the classroom (EOTC)

Risk Assessment Management System (RAMS)

Health and safety register

Hazard register

Hazard assessment register

Injury and incident reporting (procedure, checklist, board report, investigation form)

Emergency procedures, including for shutdown and evacuation

Administering medication

Accident management

Alcohol, smoking and drugs

Before and after-school care

Behaviour management – managing challenging behaviour and physical restraint (policy and procedures)

Civil defence and crisis procedures

Collection, storage and access to personal information

Concerns and complaints

Court orders against parents/caregivers

Cyber safety

First aid and infection (pandemic plan)

Healthy eating

Parent helpers

Adult behaviour at school (adult conduct at school)

Playground supervision

Police vetting

Protected disclosures

Sexual harassment

Sun smart (sun safety)

Transporting children

Monitoring

Monthly Principal Reports, EOTC Plans, Health, and Safety Plan

Legislative compliance

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

[Children's Act 2014](#)

[Education and Training Act 2020](#)

D12 Education Outside the Classroom Policy

Outcome statement

To enable EOTC activities at school to be provided safely.

What is Education Outside the Classroom (EOTC)?

Education outside the classroom is curriculum-based teaching and learning activities that go beyond the walls of the classroom. EOTC includes any curriculum-based activity that takes place outside the school ranging from a museum or marae visit, to a sports trip, field trip, or outdoor education camp.

Scope

At Taupo Intermediate School EOTC includes, but is not limited to:

- Field Trips
- School Camps including Year 8 camps, Leadership camp, Boys only camps
- Year 7 End of Year Special Activity Week
- Cultural Activities i.e., New Caledonia exchange, Band Competition, J-Rock, DanceNZ Made, Tuwharetoa Festival
- Community Events such as Clean Up Town fundraiser
- Overnight Sports Trips and other Interschool activities i.e., Triathlons

Rationale

Experiences outside the classroom reinforce learning by enabling students to make connections between what they have learnt in the classroom and the world beyond the classroom. EOTC experiences give students opportunities to demonstrate the essential knowledge, skills, values, attitudes, and key competencies identified in the National Curriculum (New Zealand Curriculum and Te Maratanga O Aotearoa).

The EOTC programme is important to Taupo Intermediate School, and aims to provide:

- Opportunities beyond the classroom to support learning in all areas of the curriculum;
- Opportunities for students to discover, enjoy, learn, and develop in outdoor, leisure and recreational contexts; and
- Safe learning experiences across a variety of contexts and environments.

Taupo Intermediate School recognises the potential benefits to staff and students through experiencing acceptable risks. The school's EOTC programme will aim to strike the right balance, so that the real risks are managed and learning opportunities are experienced to the full.

Expectations and limitations

Board of Trustees and Principal

The Board of Trustees and Principal are responsible for ensuring that EOTC activities are carried out safely and to understand the EOTC Safety Management Plan. The Board of Trustees have a responsibility under the National Administration Guidelines (NAG 5) to provide a safe physical and emotional environment for students and comply in full with any legislation currently in force or that may be developed to ensure the safety of students, workers and others.

The Board of Trustees and the Principal will ensure that:

- All EOTC practice is in accordance with the school's overarching Safety Management System and the EOTC Safety Management Plan;
- Resources are provided to establish, implement, maintain, and continually improve the EOTC Safety Management Plan;
- EOTC activities provide an opportunity to build educationally strong partnerships with students and the community and help to reduce inequity between priority learners and at-risk students and provide an opportunity for excellence and extension;

- There are opportunities for adequate ongoing professional learning for all leaders involved in EOTC;
- Responsibility for coordinating EOTC in the school has been assigned to competent staff (the principal, the EOTC coordinator, a senior staff member, or a committee) and is adequately resourced;
- Valid informed consent from parents and caregivers is obtained commensurate with the level of risk; and
- Recommendations from the review of any incidents that either harmed or might have harmed any staff member, volunteer, or student are implemented.

The Presiding Member and Principal will sign the Safety Management Plan at the first Board meeting of each year, or if the Plan is amended, to acknowledge their support and resourcing of EOTC activities planned for the year ahead. This will be a standing agenda item on the Annual Board Workplan.

EOTC Coordinator

The EOTC Coordinator is the person with full overview of EOTC in the school. It is the responsibility of this person to ensure that planning, process, and procedures are in place across all EOTC activities and that these are current, appropriately delegated and implemented.

The EOTC coordinator may be a teacher, senior staff member, or the Principal and will have experience relevant to the school's EOTC programme.

The EOTC Coordinator ensures that:

- EOTC is integrated, as far as possible, into the school programme.
- All EOTC activities comply with the national guidelines and updates: EOTC - Bringing the Curriculum Alive.
- Staff have an appropriate understanding of the EOTC Safety Management Plan, processes, and requirements, and are promptly informed of any changes.
- All staff perform relevant safety tasks and complete safety processes (for example, activity planning, risk identification, incident reporting).
- All incidents are accurately recorded, reported, and properly investigated.
- Emergency response systems are in place, and all staff are prepared to respond to potential emergency situations.
- External review of the EOTC Safety Management Plan is carried out.
- The performance of the EOTC Safety Management Plan is reviewed, evaluated, and reported to the Board of Trustees and Principal annually.
- Strong safety leadership is provided to foster and support an effective safety culture within school education outside the classroom activities.
- The school has a policy in place on health and safety in EOTC (usually incorporated in the EOTC policy and/or the health and safety policy).
- Procedures are in place to support that policy.
- They have a good understanding of the national EOTC guidelines and updates.
- Only a competent person is approved as the person in charge or as an activity leader and that an activity leader's competence is assessed against good practice.
- Competence (skills, knowledge, and experience) and suitability (to work with young people) of all activity leaders and assistants is checked to meet good practice.
- All external providers used for EOTC meet good practice criteria and where outside provision of an adventure activity (as defined by the Health and Safety at Work (Adventure Activities) Regulations 2016) occurs a registered adventure activity provider is used.
- Roles and responsibilities of all persons involved and the procedures to be followed are clarified, understood, and accepted.
- Communication devices are available, and a communications plan is in place for EOTC activities.
- Plans to respond to emergencies or traumatic incidents are in place, including a clear process for dealing with media, and that all staff are familiar with them.
- Where safety equipment and/or clothing is required, it is provided, and systems are in place for its correct use, safe storage, and maintenance.
- Where there is a deviation from the policy, there is clear documentation of the reasons for it and how it is being managed and reported to the Board of Trustees.

D13 Child Protection Policy

Outcome statement

Students at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.

Scoping

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

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

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

Delegations

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

Expectations and limitations

The principal must:

- Develop appropriate procedures to meet child safety requirements as required and appropriate to the school.
- Comply with relevant legislative requirements and responsibilities.
- Make this policy available on the school's internet site or available on request.
- Ensure that every contract or funding arrangement that the school enters requires the adoption of child protection policies where required.
- Ensure the interests and protection of the child are paramount in all circumstances.
- Recognise the rights of family/whānau to participate in the decision making about their children.
- Ensure that all staff can identify the signs and symptoms of potential abuse and neglect and deal with disclosures by children and allegations against staff members and are able to take appropriate action in response.
- Support all staff to work in accordance with this policy to work with partner agencies and organisations to ensure child protection procedures are understood and implemented.
- Promote a culture where staff feel confident, they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
- Consult, discuss and share relevant information with the board or designated person in line with our commitment to confidentiality and information-sharing protocols in a timely way regarding any concerns about an individual child.
- Seek advice as necessary from NZSTA advisers on employment matters and other relevant agencies where child safety issues arise.
- Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy.
- Ensure that this policy forms part of the initial staff induction programme for each staff member.

Procedures/supporting documentation

Definitions

Identification and reporting of child abuse and neglect:

- Four categories of abuse (emotional, physical, sexual and neglect)
- How to respond to suspected abuse or neglect
- How to respond to disclosures made by a child
- Recording a disclosure

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

Monitoring

Principal Reports to Board.

Legislative compliance

[Children's Act 2014](#)

[Oranga Tamariki Act 1989](#)

More information

[Oranga Tamariki Ministry for Children](#) – further information and sample child protection templates

D14 Behaviour Management Policy

Outcome statement

To clarify the behaviours expected at school to ensure a safe and positive environment for all students and staff.

Rationale

Taupo Intermediate School recognises that students and teachers have a right to enjoy their days at school in a stable and safe environment. Students, staff, and parents are to be responsible for their own actions and show courtesy and respect for each other, their property, and their environment.

The school seeks to assist students to develop appropriate social skills and modes of personal behavior.

Delegations

The principal is delegated to design, lead and implement the behaviour management system.

Expectations and limitations

The behaviour management system at Taupo Intermediate School must:

- Practice a partnership model of teaching where we work alongside students with mutual respect.
- Help students to appreciate the rights of others to learn in a safe secure environment.
- Practice positive discipline, which is anything that encourages positive behavior.
- Negotiate class agreement of behavior so the class develops a sense of group control and ownership.
- Help students appreciate the consequences of their behavior and understand that unhelpful behavior is a choice.
- Teach and help learn alternative strategies for managing behaviour.
- Develop a clear set of disciplinary steps to deal with challenging behaviour.
- Ensure that students who are adversely affected by another student's behaviour are supported and feel safe at school.
- Encourage restorative practices.
- Involve parents with the ongoing implementation of our behavior policy.

Guidelines

- The behavioural code – **Code of Conduct** - must be promoted regularly and understood by the whole school, and its community.
- All members of the school community are expected to abide by the code.
- Parents/caregivers, where necessary, will be involved when a child's behavior is causing concern to enable their co-operation.
- A clear set of consequences and disciplinary steps will be taken to deal with behavior that is causing concern.
- It is desired that restorative practices will be used to support any students or staff adversely affected by concerning behaviour, with safety always a primary focus.
- The behavior code is applicable during the school day, coming to and going from school, on school trips and at all events organised by the school.
- Behaviour on buses to and from school is also subject to the code.
- The school is committed to regularly review and update the behaviour management policy in line with best practice.

D15 Managing Challenging Behaviour and Physical Restraint Policy

Outcome statement

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

Scoping

This policy applies throughout the school.

All staff are required to familiarise themselves with Ministry of Education [Guidelines](#) for registered schools in New Zealand on the use of physical restraint and to undertake appropriate professional development.

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

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

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

Delegations

The board delegates to the principal:

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

Limitations and expectations

- Physical restraint is defined as using physical force to prevent, restrict or subdue the movement of a student's body or part of the student's body against the student's will and is a serious intervention.
- Staff shall be well versed in prevention and de-escalation strategies used to limit the need to physically restrain a student.
- Use of physical restraint is limited to teachers or authorised staff members and only where:
 - the physical restraint is necessary to prevent imminent harm to the student or another person; and
 - the teacher or authorised staff member reasonably believes that there is no other option available in the circumstances to prevent the harm; and
 - the physical restraint is reasonable and proportionate in the circumstances.
- Authorised staff are employees trained and authorised by their employer (the board) to use physical restraint.
- Teachers and staff members who are authorised to physically restrain students shall receive suitable training and support.
- Corporal punishment and seclusion of students is prohibited. Seclusion of students is defined as placing a child or student in a room involuntarily, alone and from which they cannot (or believe they cannot) freely exit.

Associated legislation

[Education and Training Act 2020](#)

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

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

Monitoring

Instances, matters or risks in relation to this policy shall form part of the principal's report to every board meeting, taking care that individual students cannot be identified. The board shall monitor the use of physical restraint, looking for trends and any action that could be taken at governance level to support reducing such incidents.

D16 Stand Down and Suspension of Students Policy

Outcome statement

To clarify the process for stand down and suspension of students.

Rationale

From time to time it may be necessary to suspend a student from school if that student's behaviour is deemed to present a danger to him/herself or to other students/staff or if that behaviour constitutes gross misconduct or repeated, unacceptable behaviour.

Purpose

- To ensure that the learning environment is orderly and safe.
- To ensure that all regulatory requirements are met.
- To ensure that the rights of all students are upheld

Guidelines

- The school will take all reasonable steps to modify a student's behaviour before resorting to suspension or stand down.
- A database of student behaviour patterns will be kept, this will include actions taken.
- Full advice and guidance are available to students.
- The best interests of all students are considered in final decision-making.
- The principal has the authority to stand down students without referral to the Board.
- When the principal suspends a student, the Board must meet and hold a Student Disciplinary Meeting to review the incident and decide whether to lift the suspension (with or without conditions), to extend the suspension or to exclude the student.
- Clear procedures are established for handling suspension. These procedures will:
 - Meet legal requirements.
 - Specify records to be made and arrangements for storage of records.
 - Indicate the people/agencies to be notified.
- Procedures will follow the appropriate Ministry of Education guidelines and requirements.
- Families will be notified as soon as possible of the suspension and of its implications.
- Guidance and advice are available throughout the whole process.

D17 Concerns and Complaints Policy

Outcome statement

All complaints, concerns and incidents are attended to promptly, respectfully, and professionally and seek to bring effective resolution to all parties concerned.

Scoping

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

Delegations

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

Expectations and limitations

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

- Implement and maintain robust procedures to meet the policy requirements.
- Ensure that the process for complaints or grievances is clearly communicated and posted on the school website and app, and copies of the complaint's procedure are available at the front administration office.
- Ensure that the complainant has previously followed the school's concerns and complaints procedure before escalating to board level.

Should the board receive a complaint regarding the principal or determine that any policy violation may have occurred, the board in the first instance will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal).

Where the board considers the degree and seriousness of the concern or any violation sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

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

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

Procedures/supporting documentation

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

Monitoring

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

Legislative compliance

[Education and Training Act 2020](#)

Relevant employment agreements

Relevant professional standards

For further advice please contact the Advisory and Support Centre on 0800 782 435, option 1 or email govadvice@nzsta.org.nz

D18 Protected Disclosures Policy

Outcome statement

To clarify the process for making protected disclosures or “whistleblowers”.

Rationale

The Taupo Intermediate School Board of Trustees ensures procedures are in place to meet the requirements of the Protected Disclosures Act 2000.

Purpose

To comply with the Act boards are required to have an internal procedure in place that enables employees, past and present, and contractors to make protected disclosures. These procedures need to be publicized to staff on a regular basis.

Delegations

The board delegates to the principal full responsibility of managing protected disclosures issues except for where the issue is about the principal, whereby the Deputy Principal would be responsible.

Expectations and limitations

All disclosures will be made to the principal. For this policy, the principal will be referred to as the protected disclosures recipient (PDR).

There may be situations where the disclosure is about the principal, and in this case the PDR will be the Deputy Principal.

The principal will manage the disclosure through the concerns and complaints process or as otherwise required by the situation. On a case-by-case basis the board will delegate authority to the PDR to investigate a complaint discreetly and in a thorough and timely way. If the PDR is related to an employment issue, the PDR can:

- Call a meeting of a committee of the board that deals with confidential employment issues.
- Contact the NZSTA advisor: personnel/industrial relations for advice on investigating the wrongdoing.
- Contact the board’s insurer on employment matters.
- Refer the matter to another appropriate authority (this would normally be the police) if urgency or seriousness dictates.

The Board expects the PDR to act or recommend action within 20 working days of a disclosure being made. If the PDR fails to act or recommend action within 20 working days, then the person who has made the disclosure is entitled to take the matter to an appropriate authority and ask them to investigate.

Information which would identify the person who makes the disclosure is confidential to the PDR.

Procedures/supporting documentation

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

Monitoring

Protected disclosures will be discussed in-committee.

Legislative compliance

[Privacy Act 2020](#)

[Protected Disclosures Act 2000](#)

[Collective Employment Agreement for Principals](#)

For further advice please contact the Advisory and Support Centre on 0800 782 435, option 1 or email govadvice@nzsta.org.nz