

Sherwood School



Operational Policy

For the period: 2010-2012

Part 3: The Policys

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Operational Policies

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SHERWOOD SCHOOL

Operational Policy

The Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's charter or expressed values or commonly held professional ethic.

The key contribution is **day-to-day management** of the school.

Delegations to the Principal

- Meet the requirements of the current job description
- Meet the requirements of the Principal's Professional Standards
- Act as the education leader of the school
- Maintain the internal culture including the special character
- Manage the school effectively on a day-to-day basis within the law and in line with board policies.
- Implement the (annual) operational plans and give priority to the school's annual targets.
- Use resources efficiently.
- Put good employer policies into effect.
- Oversee teacher appraisals and staff professional development.
- Hire, deploy and terminate relieving and auxiliary staff positions
- Preserve assets (financial and property)
- Communicate with the community on operational matters
- Keep the board informed of information important to their role.
- Report to the board on the compliance with their policies.
- Organise operations within the boundaries of prudence and ethics established in board policies on Operations
- Act as Protected Disclosures Officer [see STA Link 2001/01]
- Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

Only decisions made by the board acting as a board are binding on the Principal. Decisions or instructions of individual board members, portfolio holders or committees are not binding on the Principal except in rare circumstances when the board has specifically authorised it. The relationship is one of trust and support. Both parties work to ensure 'no-surprises'. The Principal is not restricted from using the expert knowledge of individual board members acting as volunteers.

Principal's Performance Appraisal

The Principal's performance is monitored against the strategic plan, professional standards and board policies on Operations.

The board monitors those parts of the Principal's objectives that have been identified and agreed upon by both parties in advance.

There will be an agreed time established when board chairperson (or designated person or committee) and the Principal meet to carry out formal appraisal based on agreed criteria. The format and process for this meeting will be negotiated and agreed upon by the board chairperson/delegate and the principal.

The Board will receive a summary report, formally once a year at a board meeting that has "excluded the public".

Disciplinary Process

In the event the board determines that policy violation(s) has (have) occurred and the board judges the degree and seriousness of the violation(s) to warrant initiating a disciplinary process, the board shall seek advice and follow due process.

Principal Professional Expenses

A budget for professional expenses and for professional development will be established annually.

These expenses may include continuing education, books and periodicals, and attendance at professional conferences.

Reporting to the board (as Limitations)

The principal reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of programmes and services; financial position; and all matters having real or potential legal considerations for our school. Thus the board is supported in its strategic decision-making and risk management. Therefore, the principal may not fail to:

- Inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic goals are based.
- Submit the monitoring data required in a timely, accurate and understandable fashion.
- Report and explain financial variance of 10% against budget.
- List individual items purchased over \$400.00 outside Teaching Resources.
- Present information in a suitable form – not too complex or lengthy.
- Inform the board when, for any reason, there is non-compliance of a board policy.
- Recommend changes in board policies when the need for them becomes known.
- Limit public statements about the official position of the board on controversial social, political, and/or educational issues to what the board has formally adopted as positions of record.

Policy: Curriculum delivery [linked to NAG 1]

Delivery of the curriculum shall foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007*. Therefore the principal may not fail to:

- develop and implement teaching and learning programmes
- ensure opportunities for success in all essential learning areas and skill areas of the New Zealand curriculum.
- ensure the progress and achievement of students is evaluated, giving priority to
 - first, literacy and numeracy especially in years 1-6 and then to
 - the breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand Curriculum
- give priority to literacy and numeracy especially in Y1-6
- report on progress and achievement of students from good quality assessment information.
- identify students who are not achieving or who are at risk of not achieving including those gifted and talented students and implement teaching and learning strategies to address those needs.
- consult with our school's Maori community about the policies/plans for improving the achievement of Maori students.
- ensure achievement of the Charter goals and targets

Policy: Documentation and Reviewing [linked to NAG 2 and 2a]

The board with the Principal will develop a strategic plan and review plan including reference to the National Standards and also their plans to give effect to the National Education Guidelines. The Principal shall not fail to:

- report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups including the achievement of Māori students against the plans and targets developed
- include school-level data in the board's annual report
- include in the school's annual report the numbers and proportions of students achieving at, above, below and well below the standard, including Māori, Pasifika and gender (where this does not breach an individual's privacy).
- develop an operational plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development.
- maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year. [for students Y1-6]
- report school-level data in the board's annual report on National Standards under three headings:
 - school strengths and identified areas for improvement;
 - the basis for identifying areas for improvement; and
 - planned actions for lifting achievement.
- report in the board's annual report on:
 - the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and
 - how students are progressing against the standards as well as how they are achieving.

Policy: Personnel [linked to NAG 3]

The board delegates responsibility to the Principal on all matters relating to the 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 documents. Therefore, the chief executive may not fail to:

- Ensure that employees are not discriminated against on other than clearly job-related criteria, individual performance or qualifications.
- Ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process.
- Ensure that all required staff are registered or have a current Limited Authority to Teach.
- Provide a smoke free environment
- Provide for all staff a contract, either individual or collective.
- Ensure that all staff have an annual performance appraisal
- Meet current employment legislation
- Take reasonable steps to protect staff from unsafe or unhealthy working conditions.
- Provide Protective Disclosure protection.

Policy: Financial Planning [linked to NAG 4]

Budgeting shall not fail to reflect the board's strategic results, risk financial jeopardy nor fail to show a generally acceptable level of foresight. Thus the budget should not neglect to:

- Reflect the results sought by the board.
- Reflect the priorities as established by the board.
- Comply with the board's requirement of a balanced budget.
- Ensure adequate working capital.
- Demonstrate an appropriate degree of conservatism in all estimates.

Policy: Financial Planning [linked to NAG 4]

The financial viability of the organisation must be protected at all times. Therefore, The Principal shall not:

- Incur unauthorised debt.
- Violate generally accepted accounting practices or principles.
- Use tagged funds for purposes other than those approved.
- Spend more funds than have been allocated in the fiscal year.
- Fail to ensure all money owed to the school is collected in a timely manner.
- Fail to make timely payment to staff and other creditors.
- Sell or purchase unauthorised property.
- Spend on single items beyond a board-established limit.
- Fail to ensure that all relevant government returns are completed on time.
- Fail to ensure that no one person has complete authority over the school's financial transactions.
- Have an operating expenditure of more than \$400 or dispose of fixed assets with a cost in excess of \$500

Policy: Asset Protection [linked to NAG 4]

Assets may not be unprotected, inadequately maintained or unnecessarily risked. Accordingly, the chief executive may not:

- Fail to insure assets.
- Allow unauthorised personnel to handle funds or school property.
- Subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use.
- Fail to ensure the implementation of the 10 year property maintenance plan
- Fail to protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication.
- Receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards.
- Invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions.
- Access the funds from the cattle scheme.

Policy: Theft and Fraud [Linked to NAG 4]

The Board accepts that it has a responsibility to protect the physical and financial resources of the school. The Principal is delegated the responsibilities 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.

Therefore, the Principal shall establish systems and procedures to guard against the actions of theft and fraud and report on the outcomes of this policy as required.

Policy: Health & Safety [linked to NAG 5]

Students, staff and visitors shall have a safe physical and emotional learning environment .
Therefore, the Principal shall not fail to:

- take reasonable steps to protect students from unsafe or unhealthy conditions.
- provide a smoke free environment
- ensure a risk analysis management system (RAMS) is carried out where and when appropriate.
- consult with the community regarding the health programme being delivered to students.
- provide privacy of personal documentation held at school.

Policy: Legal Responsibilities [linked to NAG 6]

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette

Associated Operational Processes

- a. Performance Management System
- b. Complaints Process
- c. Student Disciplinary Process



SHERWOOD SCHOOL

Supporting Documentation for the Annual Plan (also listed in The Charter)

The annual plans are supported by documentation found in the Management Operations Manual including:

- School Curriculum Plan
- Professional Development Plan
- Performance Management Programme (including Principal and Staff Appraisal processes)
- EEO Plan
- Annual budget
- 10 year Property Plan
- 5 year Property Programme
- Health and Safety Management Policies and Procedures
- Special Needs Programme
- Management procedures including those for:
 - Complaints [STA News May 2000]
 - Child protection [refer NZSTA Helpdesk]
 - EOTC [MoE Guidelines 2002]
 - Health & Safety [NZSTA/ACC material]
 - Compulsory Police vetting [STA Link 2002/14 & 2002/18]
 - Protected Disclosures [NZSTA Admin Advice 2001/1]
 - Appropriate Ministry circulars, Gazette notices, NZSTA Administrative Advices