

7) Performance Standards

In order to ensure all staff maintain highly professional standards, please follow these procedures:

- All staff will adhere to the NZ Education Council Code of Ethics, Royal Oak Primary School Code of Conduct and the Education Council 'Our Code, Our Standards' document.
- A professional image and approach (including clothing, speech, and interactions) is expected from all staff members.
- Children are the reason our school is in operation and therefore all decisions made must be in the best interest of children.
- Interactions with parents and caregivers will be positively conducted with honesty and integrity.
- Highly professional, supportive and collegial interactions are expected between all staff members.
- All staff members will act with loyalty and support of the school's vision and charter.
- School goals will underpin day-to-day operations.
- All staff must attend work free of the influence of drugs and alcohol at all times.
- The school grounds are smoke free and vape free at all times.

8) **Issues, Concerns & Complaints from our Community**

In order to ensure that lines of communication are clearly identified and that the school can respond promptly, respectfully and professionally to any concerns or complaints that may arise in relation to students teaching and non-teaching staff or the principal, please follow these procedures. The procedures apply to all members of the ROPS Community including, but not limited to, parents, whānau and staff:

Definitions:

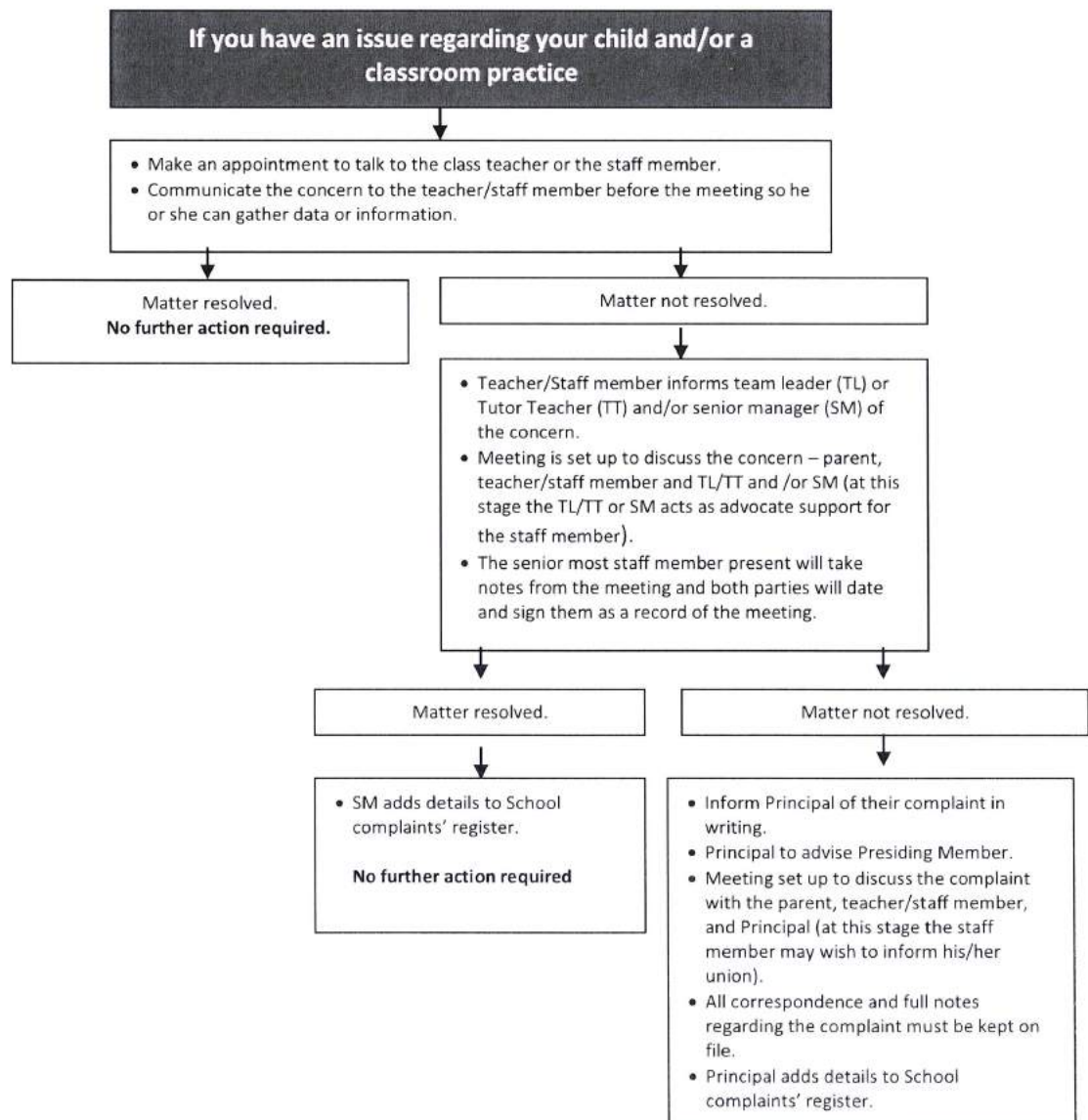
- *Issues* - are related to classroom practice and normal day-to-day teaching matters.
- *Concerns* - are issues that need to be brought to the attention of the leadership team and/or principal but are not serious enough to trigger a formal investigation and disciplinary process.
- *Formal Complaints* – relate to unresolved issues and concerns that require formal investigation and/or disciplinary process. Formal complaints should be lodged with the Principal in the first instance who will set up a meeting with the parties concerned to investigate fully. Formal Complaints that remain unresolved at the Principal level can then be passed on to the School Board.
- *Misconduct* – relates to any unacceptable or improper behaviour, neglect of duties and mismanagement of school resources. All cases of alleged or suspected misconduct are serious matters that will be dealt with formally and may involve external authorities e.g. Police.

General guidelines for issues, concerns and complaints:

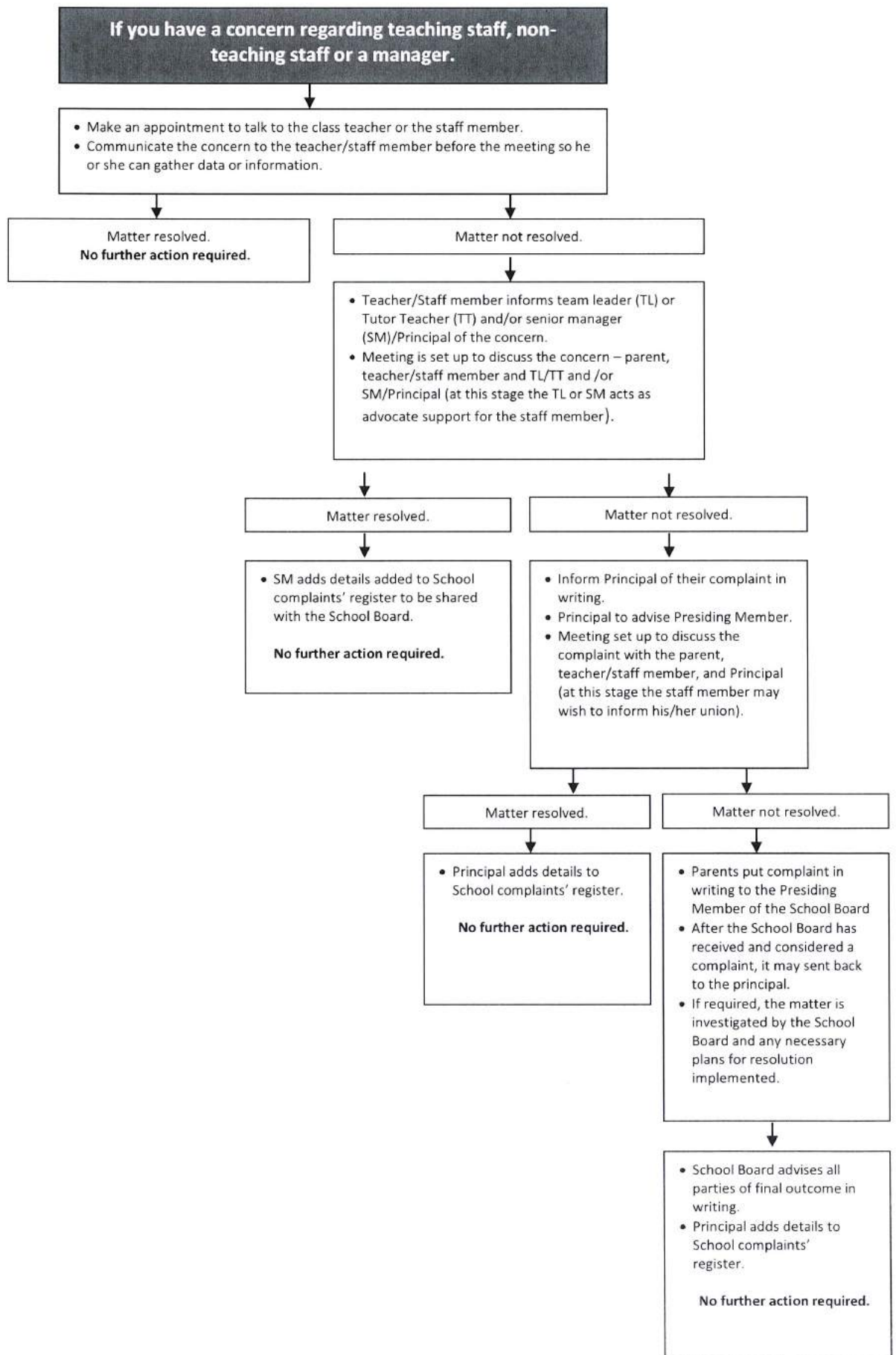
- Wherever possible issues and concerns should be dealt with as close to the source and as early as possible.
- Whenever possible issues and concerns should be resolved at the lowest level possible through good communication.
- Wherever possible, complaints should be received in writing stating the specific nature of the complaint and where and when the incident/matter giving rise to the complaint occurred.
- Formal complaints should be made to the Principal who will advise the Presiding Member.
- Formal complaints should be clearly labelled as such in the heading/subject line. Clarification should be sought from the complainant if there is any doubt whether the communication is a complaint or not.
- Complaints regarding misconduct should be fast tracked to the Principal. In instances where the Principal may be involved, complaints should be fast tracked to the Presiding Member
- Any anonymous complaints will be recorded on the register of complaints but cannot be investigated.
- All issues, concerns or complaints received will be systematically dealt with in order to maintain a school culture of openness, honesty and fairness.

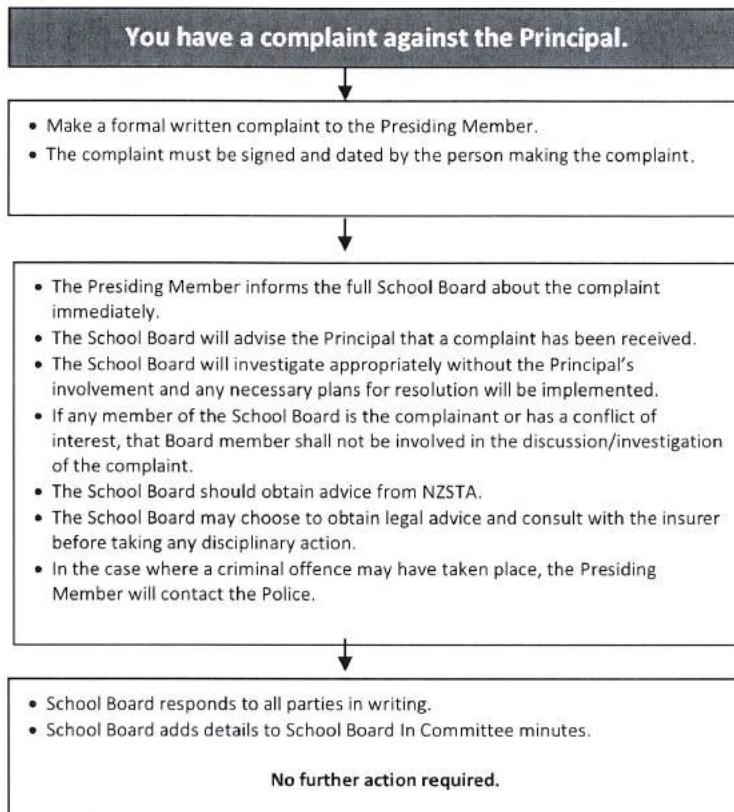
- The person who is the subject of the complaint should be given the opportunity to respond and take advice.
- Confidentiality is always maintained.
- Complainants need to feel they have been fairly heard and the principles of natural justice are complied with.
- Where further discussion or investigation is required, the complainant may be asked to attend an in-committee meeting with the School Board.
- Anyone asked to attend an in-committee meeting will be informed of their right of representation.
- Where appropriate, advice and guidance should be sought from the NZSTA.
- At all times the School Board must act as a good employer.
- The School Board delegates to the Principal full responsibility for ensuring processes are in place and operating effectively and adequately.
- In the event of a complaint or grievance concerning the Principal or a member of the School Board, responsibility lies with the School Board.

Please refer to the following flow charts for more detailed information:

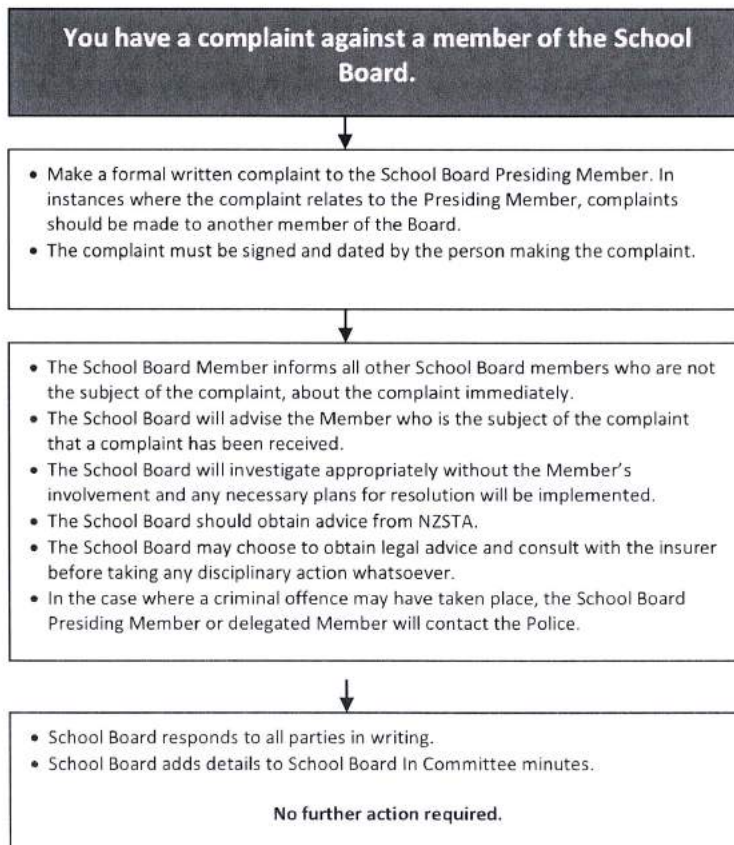


As at: 23/05/2022, 26/06/2023,27/05/2024





Note: There is a difference between a complaint against the Principal and a complaint that the Principal has not been able to resolve.



As at: 23/05/2022, 26/06/2023, 27/05/2024

9) Harassment

In order to ensure that we have an environment, which is free from sexual, verbal and physical harassment, please follow these procedures:

- All staff will adhere to the NZ Education Council Code of Ethics, Royal Oak Primary School Code of Conduct and the Education Council 'Our Code, Our Standards' document.
- Staff are required to act in a professional manner at all times.
- Staff should refrain from any offensive behaviour that could be construed as sexual, verbal or physical harassment.
- Staff should confront an offender verbally or in writing that such behaviour is offensive or unacceptable.
- Staff could talk confidentially with another person for advice and support, including school leaders or the Principal.
- Competency or complaints procedures may be followed if the complainant is still dissatisfied at this stage of the procedure.

10) Classroom Release Time

In order to ensure that we meet the requirements of the 2020-2022 Primary Teachers Collective Agreement the following procedures will be followed:

- Classroom Release time (CRT) is to be used to address teacher workload and maximise student learning.
- Each eligible teacher will be allocated the equivalent of 1 hour per week. The roster will be generated by the Principal.
- CRT will be additional to management, provisionally registered teachers and/or other responsibilities release time.
- All part time teachers with class responsibility (other than release teachers) will be allocated a corresponding allocation at the discretion of the Principal and as funds allow.
- CRT will be resourced by the Ministry of Education for entitled full time staff.
- Staff employed above entitlement will be resourced through school finances.
- CRT will be used to plan work, write reports, carry out assessment tasks and analysis, attend to pastoral care of students, any other general administrative tasks and professional learning opportunities.
- A review of CRT delivery will be carried out annually or as deemed appropriate by the Principal.
- If CRT is unable to be provided, a log will be maintained to ensure the CRT is provided as soon as practicable.
- CRT will be taken on site unless negotiated with the Principal to occur elsewhere.

11) Management and Responsibility Unit Allocation

In order to ensure that roll generated staffing allocations are fairly distributed, the following procedures will be followed:

- Use of M and R units will result in a management structure that meets the particular needs of the school whilst encouraging a wider range of staff to be involved in the management of the school.
- The number of permanent management units allocated will not exceed the entitlement of the school.
- The Principal, in consultation with the senior management team, will allocate fixed term units each year and report to the School Board for approval.
- Fixed term units may be allocated for a whole or part of a year.
- The number of fixed term management units will not exceed 40% of all allocated management units.
- The Principal is ineligible for allocation of fixed term units
- The final decision of allocation will rest with the School Board, via delegation to the Principal.
- All management units allocated to the school will be used.
- Permanent units will be allocated to senior managers and school leaders (advertised nationally as appropriate).
- Designated projects may be advertised internally in Term 4 each year and written applications required.
- Units may be redistributed upon the resignation of the holder or if they relinquish them in writing.
- All unit holders will have their management tasks (leadership, curriculum, designated projects responsibilities) included in their job description for that year.
- The Principal will compile a record of unit holders for the purpose of informing the School Board at the December School Board meeting and notifying the Payroll Service.

12) Performance Growth Cycle of the Principal

To ensure that the tasks of leadership and management of the school by the Principal are being carried out in accordance with the NEGs, NELPs, Charter, and all relevant legislation, and to provide feed back for both the Principal and the ongoing development of the School, the following procedures will be followed:

- The Principal will have a job description, developed from the NZ Education Council Professional Standards for Primary Principals, and an annual Performance Agreement. These will form the basis of the PGC.
- The Principal's PGC will be carried out by an external appraiser as agreed by the Principal and the Presiding Member of the School Board and approved by the School Board members.
- The PGC period will cover a twelve month period, generally worked from July to June.
- The performance will be monitored in the form of achievement against mutually negotiated goals and objectives. The Principal will provide evidence of achievement. Feedback may be sought from various stakeholders for aspects of which they have direct experience relating to the Principal's performance. Comments and information provided to the Principal during the course of the growth cycle interview should be sufficiently clear and concise to enable a response.
- PGC and associated documentation are confidential between the Principal, the Growth Cycle Mentor and the Presiding Member of the School Board. Final formal documentation will only be held by the Growth Cycle Mentor and the Principal.
- At the conclusion of the PGC an executive summary agreed between the Mentor, the Presiding Member of the School Board and the Principal will be presented to the School Board. This will report against the agreed performance objectives and interim professional standards and focus on areas of commendation, areas for development, and recommendations that will form the basis of the next year's Performance Agreement. This Performance Agreement will be ratified by the School Board.
- The School Board will provide the Principal with opportunities to be involved in professional development in both curriculum and administration leadership and management.
- The Principal can expect that fees and related expenses for approved courses in professional development and PGC will be paid for by the School Board.

13) Professional Growth Cycle of Teaching Staff / Team Leaders / Senior Managers

In order to ensure all staff follow the Professional Growth Cycle annually please follow these procedures:

- All staff will be provided with a performance growth cycle document online by the Principal, which will include a job description outlining the applicable performance criterion and personal and/or school wide goals.
- During Term 3 teaching staff will be issued with their job descriptions online. Staff will read and sign their job descriptions, along with their PGC Mentor and the Principal. A copy of the job description will be retained by the Principal for the personal file and one given to the PGC Mentor.
- Staff will be visited by their PGC Mentor at least twice a year. PGC Mentors may give written feedback and feed forward but will work more in a coaching role. At least once a term a meeting will need to be held to discuss progress between the mentor and mentee.
- Senior Managers' growth cycle will be based on the Professional Standards for Deputy and Assistant Principals. An external mentor may be used as agreed by the Principal and Presiding Member of the School Board and approved by the School Board.
- Please note that the growth cycle process is part of the school's professional learning programme and therefore, PGC Mentors should be looking to assist and guide mentees as they improve and develop their teaching practices in line with school and personal goals.
- Mentees will document evidence of action taken in response to coaching and suggestions from PGC Mentors in an ongoing journal.
- It is expected that mentors will confer with relevant leadership staff as the need arises throughout the year. This may be done formally or informally.
- The Principal will have the ability to follow the Professional Growth Cycle process through the use of One Drive.
- Staff will discuss their goals for the year with their mentor.
- When selecting and writing personal goals it would be advisable for staff to try and ensure that these are SMART goals (specific, measurable, achievable, realistic and timely).
- PGC Mentors should ensure regular reading of the mentee's journal with comments as appropriate.
- A coaching model will be promoted throughout the process, with appropriate training given to PGC Mentors.

14) Appraisal of Staff (other than teachers)

In order to ensure all staff are appraised annually please follow these procedures:

- All non teaching staff will be provided with a performance appraisal document by the Principal, which will include a job description outlining the applicable performance criterion.
- During Term 3 staff will read and sign their job descriptions, along with their appraiser and the Principal. A copy of the job description will be retained by the Principal for the personal file.
- Staff will be visited or interviewed by their appraiser throughout the year. Appraisers will give written feedback and feed forward at the end of each year.
- Please note that the appraisal process is part of the school's professional development programme and therefore, appraisers should be looking to assist and guide appraisees as they improve and develop their practices in line with school goals.
- It is expected that appraisers will confer with relevant leadership staff as the need arises throughout the year. This may be done formally or informally.
- The final performance appraisal report will be completed and sent to the Principal to be approved and signed off in June/July. In the final report appraisers should focus on aspects that acknowledge areas of success along with goals that improve aspects of the individual's job performance.

15) Staff Induction

In order to ensure all staff new to the school are able to carry out their role as quickly and efficiently as possible please follow these procedures:

- The Principal or delegated senior manager informs the successful applicant and announces the new appointment as soon as the appointment is confirmed.
- The Principal confirms to the School Board the appointment at the following School Board meeting.
- Phone the successful applicant at the earliest convenience to welcome him/her as a new staff member and arrange a meeting – this call should be made by the person with immediate responsibility ie: teaching staff – team leader, support staff LSC etc
- Walk the new staff member around the school and orientate him/her with the school environment and storage of relevant resources.
- Invite relevant personnel to be available to meet the new staff member at the initial meeting.
- Invite the new staff member to any team social events that may take place before he/she begins at Royal Oak Primary School.
- Provide the School Organisation and Procedures link, current staff list and any other relevant documentation eg: team plans, school timetables etc
- Talk through the staff School Organisation and Procedures and answer arising questions.
- Introduce the new staff member to the staff at 11:10am on the first day and by email to all staff.
- Welcome the new staff member in the first newsletter and the first whole school assembly after the commencement of the position.
- The Administrative Assistant ensures an email address, password and laptop if appropriate are supplied prior to the starting date (supporting staff should ensure the information regarding new staff is passed on to the administration team).
- The property manager and executive officer ensure a key and security code are supplied prior to the starting date.

- At the end of the first week, support staff will contact the new staff member and introduce themselves (roles and responsibilities) and offer any support required. Support staff include: librarian, administration team, property manager, ESOL teacher, executive officer.
- After 4 weeks, the relevant senior manager meets with the new staff member and evaluates the effectiveness of the induction process.
- Should after 4 weeks, the process be deemed incomplete the senior manager will take with the relevant person with responsibility to provide further support.

16) Equal Employment Opportunity

In order to ensure Equal Employment Opportunities are afforded to all staff, the following procedures must be followed:

- Appointment procedures ensure there will be no discrimination in the areas of recruitment and selection, or in promotion and career development.
- All employees maintain proper standards of integrity, conduct, and concern for the community's interest.
- Ongoing staff Professional Growth Cycles are carried out in a positive and supportive way that leads to the development of the abilities of both individual teaching and non-teaching staff members.
- The Staff School Board Member is responsible for monitoring EEO procedures on behalf of the staff.
- Guidelines for handling employment related grievances are adhered to.
- EEO data will be collated and reported to the School Board annually and form part of the school's annual review.

17) **Teacher Registration**

In order to ensure teachers comply with New Zealand Registered Teacher Criteria, the following procedures must be followed:

- All teachers must hold a current registration, issued by the New Zealand Education Council
- It is the individual teacher's responsibility to ensure that application for registration is completed, online and submitted to the Education Council in adequate time for re-issuing to take place
- Immediately upon receipt of the Education Council reminder (which is sent 3 months prior to registration expiry) action is taken to make the necessary application
- A reminder letter from the Office Administrator will be sent two months prior to registration expiry
- A record of registration details and expiry dates will be kept by the Office Administrator
- Should a registration be submitted late for any reason, the principal must be notified
- Should a registration lapse through a teacher not following due process, the teacher may be stood down on unpaid leave until an extension can be sought.
- As of February 2021 teachers need to renew registration online annually.

18) Tertiary Study

In order to ensure effective professional upskilling opportunities are made available and appropriate funding and study time provided, the following procedures must be followed:

- All tertiary study undertaken must be approved by the principal
- Tertiary study undertaken must contribute to professional, educational development and be through a recognised tertiary institution
- Times of lectures and/or online commitments must be before 8.30am and after 3.30pm during week days, unless negotiated with and agreed to by the principal
- At the end of any personally funded study, the school will contribute \$500.00 upon receipt of the passed paper
- School funding is not provided for MoE-funded scholarships
- One day of study leave per assignment is provided (up to three days per semester) following the school leave application process