



Alfriston College
Employment, Finance and Property
Procedures 2019 v1

Ratified: _____

Signed: _____
Board of Trustees

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EMPLOYMENT, FINANCE AND PROPERTY

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EFAP 1

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D4.2**

Grant Applications

Principle:

Alfriston College wishes to benefit from grant funds that are available to schools, provided that the activities and/or materials so funded are aligned with the school's goals and strategic directions. Any requirements of a grant must be achievable, and not conflict with existing school policies.

Guidelines:

1. Written application must be made to a monthly meeting of the Board of Trustees
2. All applications must state:
 - Source of the grant funds (and history of previous grants if any)
 - Amount of grant sought
 - Deadlines for submitting application and meeting grant requirements
 - Any specific conditions attached to the grant
 - Purpose of the grant expenditure
 - Relationship to Alfriston College goals and strategic directions
 - Staff member(s) responsible for administering the application, monitoring grant funds, and supervising the activities and/or materials funded.

References:

- A copy of grant applications and receipts shall be held by the Executive Director
- Grant Application register

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

Theft and Fraud Prevention

Principle:

The Board wishes to protect the physical and financial resources of the School. The Board expects 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.

Guidelines:

1. As preventative measures against theft and fraud the Board requires the School Leader, its chief executive, to establish systems to guard against the actions of theft and fraud:
 - a) The School's physical resources are kept secure and accounted for
 - b) The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Public Finance Act 1989, Section 42 (B) and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand), the Education Act 1989 and the New Zealand Equivalents to International Accounting Standards (NZ IFRS)
 - c) Staff members who are formally delegated responsibility for the custody of physical and financial resources by the School Leader are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities
 - d) All staff members are aware of their responsibility to immediately inform the School Leader should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School
2. In the event of an allegation of theft or fraud the School Leader shall act in accordance with the procedures approved by the Board as below:

Theft and Fraud Prevention Procedure

 - a) Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph
 - b) So far as it is possible and within 24 hours:
 - i. Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud
 - ii. Request a written statement from the person who has informed the School Leader, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft
 - iii. Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation
 - iv. Inform the Board Chairperson of the information received and consult with them as appropriate
 - c) On the basis of advice received and after consultation with the Board Chairperson, the School Leader shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken
 - d) The School Leader shall then carry out the following procedures:
 - i. Investigate the matter further in terms of procedures as set out in sub-paragraph (d):
 - ii. If a prima facie case is thought to exist to continue with their investigations
 - iii. Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member
 - iv. Lay a complaint with the New Zealand Police
 - v. If necessary, commission an independent expert investigation

- vi. In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence
 - vii. Seek legal advice; or
 - viii. Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors
- e) Once all available evidence is obtained the School Leader shall consult the board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken
 - f) If a case is considered to exist the School Leader or a person designated by them shall, unless another course of action is more appropriate:
 - i. Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present
 - ii. Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them
 - iii. Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present)
 - iv. Advise the person in writing of the processes to be involved from this point on
3. Any allegation concerning the School Leader should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the procedures approved by the Board. [2 a – f) above]
 4. Any allegation concerning a member of the Board of Trustees should be made to the School Leader. The School Leader will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph “d” of the Theft and Fraud Prevention Procedure
 5. The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the School Leader shall consider if that person or persons are in breach of confidence and if further action is required. Any action the School Leader considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound
 6. The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
 7. Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the School Leader and if considered appropriate after taking expert advice.

References:

- Public Finance Act 1989
- Education Act 1989

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

Credit Card

Principle:

The Board of Trustees agrees that it has a responsibility to ensure that credit card expenditure incurred by the school must clearly be linked to the business of the school. The Board of Trustees has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the School Leader.

Guidelines:

1. Credit cards should only be issued to staff members after being authorised by the Board
2. A register of cardholders should be maintained
3. The limits set for credit card use should not exceed the overall financial delegation of the cardholder, as set out in the Schedule of Delegations. Any variations require Board approval
4. All credit card holders are to be informed of the conditions/terms of use
5. Credit card statements will be examined and all expenditure verified with relevant receipts/authority
6. The cardholder must return the credit card to the School upon ceasing employment there or at any time upon request by the Board

Procedures to be followed when using the credit card

7. The credit card is not to be used for any personal expenditure.
8. The credit card will only be used for:
 - payment of actual and reasonable travel, accommodation and meal expenses incurred on School business; or
 - purchase of goods where prior authorisation from the Board is given.
9. All expenditure charged to the credit card should be supported by:
 - A credit card slip
 - A detailed invoice or receipt to confirm that the expenses are properly incurred on School business
 - For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the GST input credit
10. The credit card statement should be certified by the cardholder as evidence of the validity of expenditure.
11. Authorisation for the expenditure should be obtained on a one-up basis (for example the School Leader should authorise any travel by the Senior Leader and the Board should authorise any travel by the School Leader). Cardholders are not allowed to approve their own expenditure.
12. All purchases should be accounted for within 5 working days of receiving a credit card statement.

Cash Advances

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

Discretionary Benefits

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

Cardholder Responsibilities

16. The cardholder should never allow another person to use the card.
17. The cardholder must protect the pin number of the card.
18. The cardholder must only purchase within the credit limit applicable to the card.
19. The cardholder must notify the credit card company and the school immediately if the card is lost or stolen.

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

Approval

21. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.

References:

- A copy of grant applications and receipts shall be held by the Executive Director
- Grant Application register

Signature Section for Prospective Cardholders

I have read and understood this policy and agree to abide by it.

Signed

Date

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

EFAP 4

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D4.1**

Related Parties

Principle:

Alfriston College understands the need for all financial transactions involving the school to be above question where they involve a related party.

Definitions:

1. A related party is defined as any person that has an interest in Alfriston College; this includes Boards of Trustees, staff members or family members of these parties
2. A related party financial transaction is defined as any arrangement by which financial gain or preferential treatment occurs for a related party

Guidelines:

1. Any transaction with the potential to involve a related party must be reported to the Board of Trustees for approval. Where the related party involves a Trustee/s those individuals must abstain from involvement in any discussion or decision affecting the outcome of the transaction
2. In determining approval, or rejection of a related part transaction the Board must take into account whether the related party transaction is no less favourable financially and poses negligible risk to the school than other unaffiliated third party transactions and the related party's interest in, and terms of, the transaction
3. Where a related party transaction, contract or sub contract involving a Board member of the school exceeds \$25,000 per annum the Board member must have prior approval form the Secretary of Education for the transaction to precede. The Board must provide to the Secretary of Education full information and documentation that demonstrates:
 - Preferential treatment has not occurred
 - A fair transparent tendering process occurred with an independent Project Manager
 - That the Board considered all tenders and quotes and can justify the choice based on cost, performance, quality of service, start and finish timing and profile of all tendering companies
 - That the Boards minutes demonstrate that the Board member declared interest in the contract or transaction and then excluded themselves from any further meetings where the matter was considered
4. Where a related party transaction, contract or sub contract involves a staff member, the staff member will inform the School Leader and Board Chair immediately so that the Board can be assured the transaction does not provide personal gain to the staff member or breach conditions of the employment contract

References:

- MOE, Conflict of Interest for BOT, Finance information [Website]

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

EFAP 5

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019 REFERENCE: D4.2

Alfriston College Travel

Principle:

Alfriston College acknowledges that from time to time employees of the school may be required to undertake business related travel on behalf of the school. Any approved travel expenditure is on the Board's business and the school must obtain an acceptable benefit from the travel when considered against the cost, that expenses are reimbursed on an actual and reasonable basis and staff who are required to travel on business do not suffer any negative financial effect.

Guidelines:

1. Delegations – The Board delegates the implementation of this policy to the School Leader as Chief Executive. The School Leader may, from time to time, further delegate some of their responsibilities and all such delegations must be attached as appendices to this policy
2. Travel Expenditure – All travel expenditure funded by Alfriston College is to be for the purpose of conducting the school's business and must obtain an acceptable benefit when compared to the costs
3. Reimbursement – Any reimbursement requests for expenses must be accompanied by genuine receipts showing the actual costs to ensure that both the school and traveler do not suffer any negative financial effects. The reimbursement for business related travel expenses is on the basis of actual and reasonable costs. Actual and reasonable expenditure is defined as 'the actual cost incurred in the particular circumstance, provided that it is a reasonable minimum charge'. Reimbursement does not include personal costs; these include mini bar, in-room movies, personal phone calls and laundry
For travel within New Zealand, actual and reasonable expenses are those incurred above the normal day to day costs. For example, a staff member would normally incur personal expenditure for lunch on a daily basis and the cost of lunch when travelling should not be reimbursed unless the costs are greater than that normally incurred
4. Approvals – Under no circumstances can any travel be booked prior to approval by the School Leader and/or the Board of Trustees. International travel can only be approved by the Board of Trustees
5. Booking of travel on the business of the school is to be conducted through the normal school purchasing procedures. This includes booking airfares or other land based travel, rental cars and accommodation
6. All travel either international or domestic is to be at economy class unless otherwise authorised by the School Leader and/or the Board of Trustees
7. Any personal vehicle used in the course of travel will be reimbursed at the standard rate recommended in the appropriate Collective Agreement. Rental cars are to be economy class unless otherwise authorised by the School Leader and/or Board of Trustees. Taxis should be paid from travelers own pocket then reimbursed as part of an expense claim after completion of travel
8. Any accommodation paid for by the school should be fair and reasonable. If the traveler arranges accommodation privately where Koha or a gift is exchanged, then a receipt is required for reimbursement to occur. Any gift or Koha must comply with the Alfriston College Gift policy

References:

- MOE, Conflict of Interest for BOT

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

EFAP 6

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D4.1**

Fundraising

Principle:

The enhancement of school facilities may from time to time require additional fundraising activities. All such activities must be conducted within the school's financial and management protocols.

The school requires that:

- All fundraising activities are appropriately controlled
- All financial activities comply with standard financial management procedures of the school
- Appropriate procedures are followed to obtain authority to carry out fundraising on the school's behalf and that practices in fundraising meet set expectations

Guidelines:

1. All funds raised on behalf of learners, for school approved activities or for the purchase of materials etc becomes the property of the school and subject to school financial management processes
2. All fundraising activities must have the School Leader's prior approval; applicants must use the relevant form
3. The number and type of fundraising activities must be limited according to the School Leader's directions
4. Any student involved in fundraising within the community during school time must be in school uniform and carry the appropriate authorisation
5. Sponsorship is considered as fundraising and must have the approval of the Board
6. Sponsorship of sports teams must meet the requirements of local school sports organisation by-laws [if applicable]
7. Management of all funds raised must meet general school procedures on financial management and accounting
8. No separate bank accounts will be permitted to be held by any fundraising committee, group or individual

References:

- Education Act [section 73]

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

EFAP 7

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D4.2**

Gift

Principle:

The Board of Trustees agrees that it has a responsibility to ensure that expenditure on gifts incurred by the school must clearly be linked to the business of the school and that gifts received comply with the guidelines given.

Guidelines:

1. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority

2. A Gifts Register will be maintained. The Board will review this register periodically

Giving Gifts

3. All gifts should be purchased through the school's normal purchase procedure

4. The cost of a gift should be reasonable and appropriately reflect the benefit received

Receiving Gifts

5. Gifts should not be accepted if there is concern that their acceptance could be seen by others as an inducement or a reward that might place the staff member under an obligation

6. All employees must report to their NZCL all gifts valued in excess of \$50. Any gift valued in excess of \$500 needs prior approval by the School Leader or Board of Trustees, before it can be accepted

7. NZCLs need to determine whether it is appropriate for the employee to accept the gift. All gifts valued in excess of \$50 must be recorded in the Alfriston College Gift Register, maintained by the Executive Office. Email j.roberts@alfristoncollege.school.nz using the subject line 'Gift Register'.

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

EFAP 8

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019

REFERENCE: **D4.1**

Entertainment

Principle:

The Board of Trustees agrees that it has a responsibility to ensure that expenditure on entertainment incurred by the school must clearly be linked to the business of the school. The Board of Trustees has delegated responsibility for the implementation and monitoring of this policy to the School Leader.

Guidelines:

1. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority
2. Entertainment expenditure in general will be for the following purposes:
 - Building relations and goodwill
 - Representation of the school in a social situation
 - Hospitality provided in the course of school business to external parties
 - Internal social functions
3. The purpose of all purchases should be transparent and the amount expended able to be demonstrated as reasonable and appropriate

References:

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

EFAP 9

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D4.1**

School Fees

Principle:

The Board of Trustees agrees that family contributions are an important and essential part of school income and wishes to ensure that any contributions made by families are:

- Reasonable and affordable for the parent community
- Used to provide, enhance or improve facilities and resources for the school and its learners

Guidelines:

1. The suggested family contribution will be set and reviewed annually by the Board of Trustees
2. This suggested amount will be published in all school communication
3. Although the family contribution is not compulsory all parents/caregivers will be encouraged to support the school and its learners in this manner

References:

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

EFAP 10

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019

REFERENCE: **D4.1**

Hardship

Principle:

The Alfriston College Board of Trustees recognises that the financial position of a proportion of the community is a barrier to improved outcomes for learners. The Board is determined to assist learners in reaching goals to further educational and personal outcomes. Some of the equity funding received by the Board from decile related Ministry of Education grants will be set aside for hardship grants to assist our learners realise these goals.

Terminology:

A hardship grant is defined as a reimbursement of costs to a learner to enable them to have an opportunity for learning.

Guidelines:

Application should come to the Board of Trustees after vetting by the School Leader and/or Senior Leadership Team:

1. Applications for hardship grant should be in writing and detail:
 - Reason for grant application
 - Proof of hardship (Community Services Card, family financial circumstance)
 - Receipts for costs incurred related to the application or information to support the grant application and how it will enhance learning
2. Upon receipt of a validated application it should be made available as inwards correspondence at the next available Board meeting
3. Each application will be considered on a case by case basis without prejudice or precedence
4. The amount of reimbursement will be determined by the claim amount and budget available. Should the number of applications exceed available budget then the Board may request the EFAP committee to use discretion to allocate funds from related operational budgets.

References:

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

EFAP 11

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D4.2**

Property Maintenance

Principle

The Board of Trustees must meet the requirements of Nag 4iii and 5ii.

The buildings and physical condition of the college contribute to creating a positive learning environment. Buildings and equipment should be well maintained, clean and safe.

Guidelines

1. The five and ten year property plans, in compliance with current MOE requirements and guidelines, will set out developments of the buildings, grounds and facilities. They will also clearly identify new capital works building/facilities, and refurbishment of existing buildings/facilities. The plan will show clear links with:

- MOE grants
- The school strategic plan and annual plan
- Teaching and Learning requirements
- School fundraising

2. The school will have a ten year maintenance plan and within financial constraints will implement it through the budget cycle. The plan will be reviewed and updated annually.

3. The Board of Trustee EFAP Committee will be responsible for the implementation of this policy with the assistance of the Finance and Property Leader and the School Leader in collaboration with the appointed Project Manager / consultant.

Board of Trustee Members and Pecuniary Interest

4. (a) All projects budgeted for over \$10,000 will be submitted to tender and at least three quotations sought. All projects budgeted for under \$10,000 will be implemented at the discretion of the School Leader.

(b) Where a Board of Trustee member is involved in tendering or being asked to complete a job, MOE approval must be gained by the board if the value of the work concerned is likely to exceed \$25000 or any other figure determined by relevant current legislation.

(c) Board of Trustee members must absent themselves from meetings where they have a pecuniary interest.

(d) Board of Trustee members involved in tendering must declare a pecuniary interest in any Board of Trustee or EFAP Committee discussion which pertains to selecting a contractor to complete a project.

(e) Work awarded to Board of Trustee members should always be for reasons of competitive offering.

References:

MOE School Property Guide, Managing School Finances

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

Asset Register

Principle

The Board accepts that it has a responsibility to protect the assets of the School. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the School Leader.

In the formulation and approval of this Policy the Board has had due regard to the accepted standards of sound asset management and applied these to the School. The Board wishes to record that it sought the advice of a chartered accountant and consulted with the School's auditor in their role as agent of the Controller and Auditor General before approving this Policy.

The Board requires the School Leader, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The School Leader may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.

This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

Guidelines

Acquisition of Assets

1. The Board agrees to review the asset management plan annually and agree a budget for annual asset acquisitions.
2. The School Leader shall have delegated authority to purchase assets within the annual asset acquisition budget, following good procurement processes, provided that the value of any individual asset is no more than \$10,000.
3. The decision to purchase any asset with a cost of over \$10,000 must be made by the Board, not the School Leader alone.
4. The Board's EFAP Committee shall consider the most cost efficient acquisition method for each new assets acquisition decision i.e. whether to buy or lease, and whether to acquire by operating or finance lease.
5. The Board shall follow good procurement processes for the acquisition of assets over \$10,000. This may include placing a notice on the Government Electronic Tendering System (GETS) for acquiring assets with a combined value over \$100,000; obtaining several quotes to compare value for money; and managing any potential conflicts of interest appropriately.

Information Technology Assets

6. All information technology assets, such as computers and laptops and associated software, must be compatible with the standard operating platform used within the school.
7. The Board aims to provide and maintain a suite of IT assets that provides the best possible learning tools for students, within budget constraints, including a replacement programme that matches the expected useful life of each asset.

Expected Useful Lives

8. The Board agrees on the expected useful lives of the following types of assets:
 - Buildings – School: 18-40 years
 - Building improvements – Crown: 10–20 years
 - Furniture and equipment: 10–15 years
 - Information and communication technology: 4 years
 - Motor vehicles: 5 years
 - Textbooks: 3 years
 - Leased assets: 4 years
 - Library resources: 8 years

Maintenance of Assets

9. The School Leader shall have delegated authority to maintain the school's assets in good working order, within the approved budget.

Asset Records

10. A fixed asset register for all assets with a cost of \$1,000 or more shall be recorded in the fixed asset register.

11. Assets that cost less than \$1,000 shall be recorded in a register of valuable assets.

12. A review of assets against the fixed asset and valuable asset registers shall be undertaken at least once a year.

Disposal of Assets

13. The School Leader shall have delegated authority to dispose of any asset that has reached the end of its useful life (as recorded in the fixed asset or valuable asset registers), provided the original cost of that asset was less than \$10,000. The School Leader shall report to the board about reasons for disposal, disposal process and any net disposal proceeds.

14. The Board shall approve the disposal of any asset that had an original cost of over \$10,000, including the reasons for disposal, disposal process and use of any disposal proceeds.

Approval

15. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.

References:

MOE Managing School Finances

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

Protected Disclosures

Principle:

Alfriston College recognises its responsibility to safeguard an employee or student that wishes to make a disclosure related to genuine serious wrong doing within the school. The purpose of this policy is to provide information and guidance to employees of the school who wish to report wrong doing within the school.

Guidelines:

1. A protected disclosure is declaration made by an employee or student where they believe serious wrong doing has occurred. Employees or learners making disclosures will be protected from retaliatory or disciplinary action and will not be liable for criminal proceedings related to the disclosure that is proved genuine. The employee or student will be protected in accordance with the following legislation:
 - Personal grievance provisions of the Employment Relations Act
 - The victimisation provisions of the Human Rights Act
2. Serious wrong doing for the purposes of this policy may include any of the following:
 - Unlawful, corrupt or irregular use of public funds or resources
 - An act or omission or course of conduct which:
 - seriously risks health or safety or the environment
 - is oppressive, discriminatory, grossly negligent or constitutes gross mismanagement
 - constitutes serious risk to the maintenance of law
3. Prior to making a disclosure regarding the above an employee or student should be sure that:
 - The information relates to serious wrong doing by the school
 - The employee or student believes on reasonable grounds that the information is true
 - The employee or student believes the wrong doing requires investigation
 - The employee or student requires their disclosure regarding the wrong doing protected
4. Disclosure can be made by an employee or student.
 - Employee is defined as any current or former employee [including School Leader], contractor or sub-contractor supplying a service to the school
 - Student is defined as anyone enrolled at the school attending class sessions for the purpose of learning
5. Employees or learners of the school who make a disclosure and who have acted in accordance with school procedures related to disclosures:
 - May bring a personal grievance in respect of any retaliatory action from their employers or supervisors [Employment Relations Act]
 - May access the anti-discriminatory provisions of the Human Rights Act mentioned in clause 2 in respect of any retaliatory action
 - Are not liable to criminal or civil proceedings or disciplinary hearing as a result of making a disclosure or referred to a disclosure
6. The protections detailed in clause 5 of this policy do not apply when an employee or student makes a disclosure or allegation that is knowingly false or where the employee/student acts in bad faith
7. The School Leader and the Board Chair will be responsible for writing and maintaining the procedure that carries out the intent of this policy.
8. The procedures for handling disclosures will be publicised to all school employees and learners and will be contained within the school's manual of procedures

References:

- Protected Disclosures Act 2000
- Employment Relations Act
- Human Rights Act

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

Discretionary Leave

Principle:

From time to time staff members may request leave from school either for reasons contained in their collective contract or for reasons other than those covered. All requests will be treated fairly and equitably and will adhere to the provisions of applicable collective agreements.

Guidelines:

1. Leave of less than five (5) days:
 - i) The School Leader is delegated the authority to grant leave applications of up to five (5) days (with or without pay)
 - ii) In making decisions the School Leader will consider the following:
 - The reason for application
 - The frequency of requests from that staff member
 - The effect of granting a request on the running of the school
 - The time of year
 - The appropriateness of the length of leave
 - The length of notice given prior to the request
 - The number of staff absent at that time
 - iii) In responding negatively to a request for leave the School Leader will provide a reason for denial
2. Leave for five (5) days or more:
 - i) No staff member is entitled to leave as of right
 - ii) All applications must be submitted in writing to the School Leader before the November Board meeting the year prior to the request to enable the Board to plan appropriately for staff absences
 - iii) Staff should consult the relevant collective contract prior to submitting an application
 - iv) In considering an application, the Board will look at all relevant issues and will consider the following:
 - The reason for application
 - The frequency of requests from that staff member
 - The effect of granting a request on the running of the school
 - The time of year
 - The appropriateness of the length of leave
 - The length of notice given prior to the request
 - The number of staff absent at that time
 - v) Applicants who are seeking leave of one term or over must have served at the school for at least three (3) years consecutively
 - vi) Leave with or without pay will be at the discretion of the Board having due consideration to relevant contracts
 - vii) All decisions will be made in a manner that is consistent, fair and equitable
 - viii) In responding negatively to a request for leave the Board will provide a reason for denial
 - ix) The Board recognise that situations may occur that cannot be foreseen this far in advance and will consider applications outside this timeframe

Request for Leave Procedure

3. This document does not cover absence as a result of unexpected illness. From time to time staff may request leave from school for a variety of reasons contained in their collective contracts or for reasons other than those covered. All requests will be treated fairly and equitably and will adhere to the provisions of applicable collective agreements. Staff should refer to the Discretionary Leave policy (on reverse of Request for Leave form).

Staff are advised to not book any travel arrangements until a leave application has been approved. Requests for leave for five (5) days or more must be approved by the EFAP Committee which has delegated authority. The EFAP Committee usually meet on the third Wednesday of each month.

4. The application should state:

- The relevant clause of the contract
 - Specific dates of leave requested
 - Whether leave with or without pay is requested
 - The reason you will be unable to carry out your duties
 - In the case of study leave, the benefits to the school should be explained
- i) Applicants who are seeking leave of one term or over must have served at the school for at least three (3) years consecutively
- ii) Leave with or without pay will be at the discretion of the Board having due consideration to relevant contracts
- iii) All decisions will be made in a manner that is consistent, fair and equitable
- iv) In responding negatively to a request for leave the Board will provide a reason for denial
- v) The Board recognise that situations may occur that cannot be foreseen this far in advance and will consider applications outside this timeframe

5. Leave may be granted with or without pay. Eligibility for leave is described in the:

- Secondary Teachers' Collective Agreement
- Support staff in Schools' Collective Agreement
- School Caretakers' and Cleaners' Collective Agreement
- Secondary and Area School Groundstaff Collective Agreement

References:

- Collective or individual employment agreements
- State Sector Act 1998
- Employment Relations Act
- Education Act 1988 and amendments
- Parental Leave & Employment Protection Act (Amended 1991) Act 1987
- Parental Leave & Employment Protection (Paid Parental Leave) Amendment Act 2002
- EEO policy
- Other relevant agreements

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

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AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: D3.1

Appointments

Principle:

To enable all teaching and non-teaching positions to be filled by the best possible candidates.
To ensure that the board is a good employer and abides by the terms and conditions of all relevant acts and employment agreements.

Guidelines:

1. Those involved in supervising the position to be filled should be involved in the appointment process.
2. Teaching staff must meet legal requirements with respect to teacher registration.
3. The police vetting of non-teaching staff will be carried out in accordance with the Privacy Act and the Bill of Rights.
4. All positions will be advertised to encourage a wide field of suitable applicants.
5. Job descriptions will be available for advertised positions.
6. Selection of staff will be impartial and EEO principles will be considered.
7. The composition of appointment panels and the responsibilities they possess will be as follows:
 - Group 1:
 - a) School Leader - the full Board
 - b) Senior Leadership Team - the full Board after initial pre-selection by the School Leader
 - Group 2 - senior staff (greater than 4MU) - the School Leader in consultation with the BoT appointments committee
 - Group 3 - all other appointments – the School Leader and an appropriate leadership team.
8. Management units will be allocated by the School Leader in consultation with the leadership team.
9. All appointments will be ratified by the Board of Trustees.
10. Material relevant to the appointment will be provided to people or organisations necessary to ensure payment and induction.
11. Documentation will be kept in the employee's personal file.
12. Appropriate and relevant induction, monitoring and review of appointment is carried out within 12 months

References:

- Collective or individual employment agreements
- State Sector Act 1998
- Employment Relations Act
- Education Act 1988 and amendments
- EEO policy
- Other relevant agreements

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

Growth and Development Coaching Programme

Rationale:

Alfriston College recognizes the need for the Improvement of teaching and learning at all levels relative to agreed standards of teaching performance and to the school's goals and objectives as expressed in the strategic plan. Our aim is to do this through a growth and development focus centered on reflective practice, coaching and evidence based decision-making.

Guidelines:

1. The School Leader has the delegated responsibility for the implementation of the Growth and Development Coaching Programme (GDC)
2. Resourcing to implement the GDC programme will be made available where appropriate
3. School wide implementation, accountability and reporting will be driven by the Senior Leader Learning Leadership in collaboration with all school leaders.
4. Every Learning Leader in the school will develop an individual School Improvement Plan (SIP), which is the documentation of agreement and accountability for the current cycle of growth and development coaching
5. The SIP should detail the deliberate acts (personal actions) that will contribute to improved learner outcomes and the School wide Annual Goals. It should be comprehensive and align to the individual's own classes and Whaanau.
6. Every Learning Leader in the school will be assigned a Coach, who may not necessarily be their school leader.
7. The coach and coachee will set SIP objectives and agree on the timeline and coaching support required, including timely reflect, review and act (RRA) coaching conversations.
8. The Coachee will engage in ongoing and critical reflective practice, scrutinizing current practice and its outcomes for all learners, curating a personal Learning Story highlighting evidence of effective deliberate acts and learning.
9. The coachee's curated Learning Story will form the basis for RRA conversations and growth coaching as well as the evidence for informed decision-making about growth and development by respective school leaders.
10. The coach will
 - Continue to develop a culture of learning that supports professional growth.
 - Uphold and ensure robust interrogation of evidence with an improvement focus (so what, what next), engaging in critical feedback/feedforward to ensure growth focussed learning conversations and development in practice.
 - Ask challenging and complex questions to make sense and build knowledge of impact on practices and impact on outcomes.
 - Have high expectations and ensure quality meaningful evidence centres all discussions on Learning Leader growth and development.
 - Collaborate with their coachee's school leader to make sense of learning needs to support change through professional learning.
 - Support their coachee's school leader to complete timely summary documentation of the learning conversation – linking evidence presented to the Practicing Teacher Criteria, Learning Leader next steps and areas needing to be addressed immediately, where applicable.
11. Evidence of effectiveness of deliberate acts that will allow for informed decision-making must come from the strategic actions detailed in the current School Improvement Plan.
12. All documents are confidential to the coachee, coach and respective school leader. Information that is no longer relevant to the coachee will be destroyed.
13. The GDC cycle will be from Term 1 to Term 1 of the following year. Attestation will be embedded as part of the GDC programme, in consultation with respective coaches and school leaders.

14. The process for renewal of full practicing certificates will be embedded as part of the Growth and Development programme. Appropriate documentation from respective school leaders as well as a coachees' series of curated learning stories, backmapping the reflective practice and coaching, will form part of official documentation towards evidence of meaningful assessment against the Standards for the teaching profession and renewal of Practicing Certificates.
15. Reports will be provided to the Board of Trustees through the EFAP Committee when appropriate and will be of a general nature to facilitate funding
16. In the event of a dispute, the Coachee and the respective school leader will meet with a third party acceptable to both. If a compromise cannot be reached a mediator is appointed who establishes guidelines for the outcome of the mediation.
17. The appraisal of the School Leader is the responsibility of the Board of Trustees

References:

- Alfriston College Growth & Development Coaching Model - A growth focused approach to appraisal and performance management
- Collective or individual employment agreements
- State Sector Act 1998
- Employment Relations Act
- Education Act 1988 and amendments
- EEO policy
- Other relevant agreements

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date:

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AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: D3.1

Equal Employment Opportunities (EEO)

Principle:

The Alfriston College Board of Trustees will fully comply with the requirements of the State Sector Act relating to providing fair opportunities for all employees and potential employees to gain employment at the school. This is to ensure that all employees and applicants for positions are given fair and equitable treatment according to their skills, qualifications, abilities and aptitude without regard to peripheral or irrelevant factors.

Guidelines:

1. An EEO convener will be appointed (this may be the School Leader)
2. An EEO programme will be developed and its implementation monitored by the Board of Trustees
3. An annual report will be available to the school community and provided to the Education Review Office
4. An employee database will be developed so that employment patterns with respect to gender, ethnicity, disability and age factors can be monitored
5. All school policies, practices and procedures will be reviewed having due regard to EEO consideration
6. The Board of Trustees will recognise the aims and aspirations of Maori, the employment requirements of Maori and the need for greater involvement of Maori in education
7. The Board of Trustees will recognise the aims, aspirations and cultural difference of ethnic and minority groups
8. The Board of Trustees will recognise the employment requirements of women and of the disabled

References:

- Collective or individual employment agreements
- State Sector Act 1998
- Employment Relations Act
- Education Act 1988 and amendments
- EEO policy
- Other relevant agreements

BOT COMMITTEE: EFAP

Date Ratified / Reviewed:

Signature:

Next Review Date: