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# Christchurch Adventist School

## Policies

### **Personnel and employment (NAG 3)**

The third National Administration Guideline relates to the board and management's responsibilities under legislation on personnel and employment matters, with particular regard to personnel and industrial policies, and being a good employer.

# Index

<b>INDEX</b> .....	<b>2</b>
<b>POLICY ON APPOINTMENT OF PERMANENT STAFF</b> .....	<b>3</b>
<b>POLICY ON TEACHER ATTESTATION</b> .....	<b>6</b>
<b>POLICY ON STAFF DEVELOPMENT</b> .....	<b>8</b>
<b>POLICY ON PROTECTED DISCLOSURES</b> .....	<b>10</b>
<b>POLICY ON TEACHER COMPETENCY / DISCIPLINE</b> .....	<b>13</b>
<b>POLICY ON EQUAL EMPLOYMENT OPPORTUNITIES</b> .....	<b>15</b>
<b>POLICY ON EMPLOYEE GRIEVANCES</b> .....	<b>16</b>
<b>POLICY ON STAFF LEAVE</b> .....	<b>17</b>
<b>POLICY ON PRINCIPAL’S REMUNERATION</b> .....	<b>18</b>
<b>POLICY ON EMPLOYMENT OF RELIEF TEACHERS</b> .....	<b>19</b>
<b>POLICY ON STAFF APPRAISAL</b> .....	<b>20</b>
<b>POLICY VETTING PROCEDURE</b> .....	<b>22</b>

# Policy On Appointment of Permanent Staff

## **Rationale**

Appointment procedures must ensure that the best person is selected to uphold the Special Character and academic standards at Christchurch Adventist School.

## **Purposes**

The purposes of this policy are to:

1. To ensure that the Special Character of the school is maintained.
2. To ensure that the best person is appointed to the position.
3. To ensure appointments are made fairly using established appointment procedures and the general guide-lines below.
4. To ensure that all applicants receive equal access and consideration for the position.
5. To outline the responsibilities of all involved in the appointment procedure.

## **Guidelines**

6. Making appointments to the staff of the school is considered by the Board of Trustees to be a major responsibility to be carried out with care, and with regard to all regulations that apply.
7. All appointments to teaching positions in the school will comply with the Private Schools Conditional Integration Act 1975, Education Act 1989, State Sector Act 1988, Human Rights Act 1993, and other applicable Acts.
8. Appointment procedures to all positions will fulfil the requirements of relevant Collective Employment Contracts, the school's own Integration Agreement, the Seventh-day Adventist Integrated Schools' Handbook and will observe the staffing goals and objectives of the Charter.
9. The Appointment Committee will include the Principal, Board of Trustees Chair, relevant Deputy Principal, Proprietors' Representative. The Principal will be the Chairperson. A person who has an interest or expertise in the required criteria for the advertised position, or to ensure a gender mix, may be co-opted to this committee.
10. All appointments will be formally approved by the Board of Trustees.
11. All members of the appointments committee should declare their impartiality before convening.
12. No person involved in making an appointment, whether a Board of Trustee member, Principal, or member of the appointments committee, should act as referee for an applicant.
13. The Appointments Committee and the Board of Trustees will respect the confidentiality of every application, ie; all information regarding who has applied, or information gained from an application, CV, referee's report, interview, discussions and decisions.
14. All permanent and long term relieving positions will be advertised in the Education Gazette or other relevant national publications.
15. The appointments committee must give due weight to the Special Character (SC) qualifications and experience of the applicant when considering positions.
16. In the case of non-acceptability of all applicants, the position will be re-advertised.

## **Procedure**

17. The Principal will advise the Board of Trustees and the Seventh-day Adventist Integrated School's Board of any vacancy.
18. The Principal will consult with the Board of Trustees and staff before writing the advertisement. This should be checked with the New Zealand Seventh-day Adventist Schools (NZSDAS) Education Director to ensure the wording is correct.
19. Application period will be decided upon, being no less than 2 weeks and no more than 4 weeks, from the advertisement of vacancy. Closure date of the vacancy will be specified in gazetted notice of vacancy.
20. No late applications will be received, unless prior arrangements have been made.
21. An information package will be prepared to be posted with the application forms.
22. Applicants will be sent an application form, a job description, person specification, the brief statement describing the Special Character of a Seventh-day Adventist School, and other relevant information pertinent to the position.
23. Applicants for permanent positions will also be required to complete an SC Form, which will be forwarded to the NZSDAS Education Director as soon as applications close.
24. The NZSDAS (through the Education Director) will advise on the acceptability of applicants for all permanent positions.
25. The Principal will shortlist a number of selected applicants for interview purposes using a set of criteria drawn from the job description and person specification.
26. The Principal will contact named referees of shortlisted applicants.
27. Questions pertinent to the appointment criteria will be prepared beforehand by the appointment committee.
28. All interviews will be held on the same day if possible and all applicants will be asked the same or similar questions. The selection of the successful applicant is to be made as soon as is practicable.
29. Notes/minutes of all procedures will be kept and a report written for the Board of Trustees.
30. The appointments committee is empowered to offer positions to successful applicants, to be ratified by the Board of Trustees.
31. The Board Chairperson or a delegate will advise the successful applicant as soon as the appointments committee has reached its decision.
32. The successful applicant must notify the Board of Trustees within 48 hours of his/her acceptance or non-acceptance. Written confirmation of the appointment will then be forwarded to the appointee on this advice.
33. In the case of non-acceptance, the Board of Trustees Chair, or a delegate, will notify the next most suitable applicant.
34. Board of Trustee Members should be verbally notified of decisions made by the Appointment Committee within 48 hours of such appointment being accepted.
35. Unsuccessful applicants will be advised in writing as soon as acceptance has been received by the Board. They will also be thanked for their application and their CV's returned.
36. Documentation relating to referees will be destroyed.

37. The appointee will be expected to take up the position at the beginning of the term following appointment, unless the Board of Trustees gives a specified commencement date in the advertisement, or by consultation with the appointee.
38. Notification of appointment will be sent to the Salary Service Centre.
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\_\_\_\_\_  
Principal

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Date

# Policy On Teacher Attestation

## Rationale

- 1.1 The Seventh Day Adventist Integrated Collective Employment Contract for teachers, 1999, establishes a requirement for schools to assess the performance of teachers against established performance criteria before the teacher progresses to the next highest step on the basic scale. This requirement is detailed in Section 6.5.1 of the Contract.
- 1.2 Clause 6.5.1 of the Contract states that the objective of the changes in redesigning the pay structure are to change the structure “from one which is essentially age/experience related to one which is performance related.”
- 1.3 The application of this policy is governed by the requirements of the State Sector Act 1988 which lays down requirements for the Board of Trustees to act as a good employer in applying this policy.

## Purposes

- 2.1 The purpose of this policy is to outline the process to be followed in attesting that a teacher has satisfactorily met the performance criteria thus enabling that teacher to move to the next step on the basic salary scale.
- 2.2 The policy also outlines the duties of those involved in the attestation process and the steps to be followed should a teacher not meet the minimum performance criteria as detailed in the Professional Standards document.

## Guidelines

- 3.1 The contract sets out the requirement that ‘attestation’ will form the basis of determining whether a teacher is meeting the required performance criteria as “*Assessments are a considered exercise in professional judgement about the level of quality demonstrated by the teacher, taking all relevant factors into account. Some factors are measurable in terms of standards or outcomes achieved, some are observable in terms of characteristics or behaviours displayed. Some factors aren’t easily measured or observed, but may nevertheless be “tested” against inherent or stated criteria. Assessments must be considered fair and capable of reasonable scrutiny.*”
- 3.2 The Board of Trustees as employer has the responsibility for approving the process of attestation and for overseeing the application of the process.
- 3.3 The Board will delegate to the Principal the responsibility for applying the process of attestation in the school and for reporting to the Board on the operation of attestation.
- 3.4 The Principal will report to the Board at regular intervals including the names of those teachers who have been approved for attestation and those teachers who have not been approved for attestation including the reasons for withholding attestation approval.
- 3.5 The Board through the Principal will take steps to ensure that a teacher who has had a salary increment withheld is informed of the aspect of performance which need to be rectified and what steps need to be taken to rectify problems identified, The Board, through the Principal, will ensure that sufficient professional development opportunities and other suitable support are available to assist a teacher to rectify problems identified.
- 3.6 Performance expectations of teachers are detailed in the ‘Teacher Performance Management’ information book.
- 3.7 **Confidentiality:** The parties to the attestation process will be the teacher, nominated peer, and the Principal. The process and outcome of attestation will be confidential to these parties. Records kept of performance assessments will be available to the parties. The Principal will place a copy of the assessment records in the teacher’s personal file. Reports on the attestation process and outcome will be made available to the Board of Trustees.
- 3.8 The Education Review Office will audit the attestation process from time to time. ERO have right of access under the Education Act to school records relating to attestation, including persona; records.

## Attestation Procedures.

- 4.1 The Principal will ensure that the school maintains a record of teacher anniversary dates in its personnel database to ensure teachers do not miss an attestation period.

- 4.2 The Principal will initiate the attestation process and will establish with the teacher how the information for attestation is to be collected. This should be initiated at least 2 months prior to the teacher's salary increment anniversary date.
- 4.3 The Principal will complete an attestation form to attest to the teachers performance.
- 4.4 The Principal will attest to the teacher's satisfactory performance on the basis of the Quality Teaching Criteria. The Principal will also indicate whether the teacher is either *satisfactory* or *unsatisfactory* in relation to each criterion. The reports will indicate what evidence has been used in making the assessment. Records will also be kept of measures taken to collect evidence relevant to the attestation requirements. This information will be retained in the teachers file.
- 4.5 Both the Principal and the teacher will sign the report form and will date this form indicating when the assessment was completed.
- 4.6 The Principal will forward the necessary documentation to the Education Review Office and to the Payroll office once they are satisfied that the attestation process has been satisfactorily completed and the teacher has been judged competent and is able to move to the next step of the basic salary scale.
- 4.7 If some aspects of a teacher's performance is judged not to be satisfactory then the Principal will meet with that teacher to discuss the outcome of the review, to identify what steps the teacher needs to take to rectify the problem(s) identified and to identify what assistance the teacher will receive. At the same time a timetable will be agreed upon which will include the date for a reassessment of the teacher's performance.

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_____ Principal	_____ Chairperson	_____ Date
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# Policy On Staff Development

## **Rationale**

To ensure that quality learning takes place at all levels of the school, it is necessary for a school to plan for, and implement, a staff development programme thereby assisting staff to grow professionally.

Every school has the responsibility to keep its staff informed of techniques, developments and trends relating to the school, its students, teachers, parents, and its special character. Staff must take responsibility for informing other staff members and parents of these issues.

## **Purposes**

1. To promote the professional development of all staff.
2. To identify priorities for staff development according to needs.
3. To include a component for staff development in the school budget.
4. To relate staff development as much as possible to in-depth curriculum development in the school.
5. To implement an ongoing professional development programme thus providing teachers with skills from which children will benefit.

## **Guidelines**

1. All staff regardless of their status within the school will have access to regular, continuing education.
2. Senior staff, through consultation, will determine the needs and priorities within the school, with regard to professional development.
3. External agencies, relevant resource personnel, in-service courses and in-school support will be used in staff development and training.
4. Staff will be encouraged to assist with the dissemination of information, skills and techniques through staff and/or syndicate meetings.
5. Each year Curriculum committees will be established taking into account teacher strengths and interests.
6. Each curriculum scheme or programme will be updated (written) as the result of a wide range of learning experiences for all professional staff.
7. No more than three schemes will be revised in a year.
8. Every year funds, dependent on budget constraints, will be allocated for staff development programmes.
9. Each year staff will attend C.A.P.E (Curriculum Workshop for Adventist Primary Educators) meetings as scheduled.

## **Conclusion**

The Board of Trustees believes that the best way to enhance the educational programme in the school is to invest in the professional and personal development of its staff.

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Principal

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Chairperson

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Date

# Policy On Protected Disclosures

## **Rationale**

The Protection Disclosures Act 2000 came into force 1 January, 2001. The Act applies to Boards of Trustees through reference to an organisation named in the first schedule of the Official Information Act 1982.

## **Purposes**

The purpose of this policy is to provide information and guidance to employees of the school who wish to report serious wrongdoing within the school.

## **Guidelines**

A protected disclosure is a declaration made by an employee where they believe wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

## **Definition of Serious Wrongdoing**

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

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

## **Conditions of Disclosure**

Before making a disclosure the employee should be sure the following conditions are met:

- The information is about serious wrongdoing in or by the school; and
- The employee believes on reasonable grounds the information to be true or is likely to be true; and
- The employee wishes the wrongdoing to be investigated; and
- The employee wishes the disclosure to be protected.

## **Who can make a disclosure**

Any employee of the school can make a disclosure. For the purposes of this policy, an employee includes:

- Current employees and principal
- Former employees and principal
- Contractors supplying services to the school.

## **Protection of employees making disclosures**

An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:

- May bring a personal grievance in respect to retaliatory action from their employers;
- May access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from employers;
- Is not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
- Will, subject to clause 5 of the procedures, have their disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

## **Implementation Procedures**

An employee of Christchurch Adventist School who wishes to make a protected disclosure should do so using the following procedure:

### **1. How to submit a disclosure**

The employee should use the attached form : Protected Disclosures

### **2. Information to be contained**

The nature of the serious wrongdoing

The name or names of the people involved

The surrounding facts relating to the time and/or place of the wrongdoing

### **3. Where to send disclosures**

A disclosure must be sent to NZ Education Director who has been nominated by the Board of Christchurch Adventist School under the provision of Section 11 of the Protected Disclosures Act 2000.

If an employee believes that the above is involved in the wrongdoing or has an association with the person/persons committing the wrongdoing that would make it inappropriate to disclose them, then the employee can make the disclosure to NZ Education Director .

### **4. Decision to investigate**

On receipt of a disclosure NZ Education Director must, within 20 working days, examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted, a full investigation will be undertaken by NZ Education Director or arranged by him/her as quickly as practically possible, through an appropriate authority.

### **5 Protection of disclosing employees name**

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing a report, NZ Education Director will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the

person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:

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

## **6. Reporting of investigation**

At the conclusion of the investigation NZ Education Director will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to Christchurch Adventist School Board of Trustees..

## **7. Disclosure to an appropriate authority in certain circumstances**

A disclosure may be made to an appropriate authority if the employee making the disclosure has reasonable grounds to believe that:

- The last resort person in the school responsible for handling the complaint is, or may be, involved in the wrongdoing or
- Immediate reference to another authority is justified by urgency or exceptional circumstances; or
- There has been no action or recommended action within 20 working days of the date of the disclosure.

Appropriate authorities include, but are not limited to:

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

## **8. Disclosure to Ministers and Ombudsman**

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

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

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Principal

Chairperson

Date

# Policy On Teacher Competency / Discipline

## **Rationale**

To ensure that all disciplinary matters are dealt with expeditiously, and fairly, in the interests of all parties.

## **Purposes**

39. 1. To provide guidelines for the Principal and Board of Trustees to follow when dealing with disciplinary matters relating to teaching and ancillary staff.
40. 2. To establish the framework in which disciplinary issues are to be handled.
41. 3. To establish the framework by which the results of disciplinary matters are reported to the Board of Trustees, the Proprietors, the individual concerned, and the Community.

## **Guidelines**

42. 1. In all matters relating to discipline, the requirements of the Christchurch Seventh-day Adventist Integrated School Individual Employment Contract for Composite (Area) Teachers, MoE policy, legislation, and the School Charter are to be followed.
43. 2. In all instances the following process is to be followed by the school administration:
  - a. Ascertain if there is a problem which warrants disciplinary follow up.
  - b. First warning will be verbal or written, and a note shall be made on the personal file of the individual concerned, signed and dated by both parties. The individual will be given opportunities to improve, eg. attend courses, visit another school or Counsellor, etc.
  - c. If there is no improvement, or the offence is repeated, then a written warning will be given. The Principal or Board Chairperson will outline the matters of concern, and will make reference to the previous verbal or written warning. This is to be signed and dated by both parties.
  - d. If behaviour persists a Final written Warning is to be issue. Continued or repeated misconduct may result in suspension or dismissal. This is to be signed and dated by both parties.
  - e. If no improvement is evident, then a subcommittee of the BOT should be established. It is their function to review the process followed by the Principal and to make a recommendation to the full BOT. The Board is then required to act on the recommendation. This information should be given to the person concerned in writing.
44. 3. Where serious misconduct is evident, the Board of Trustees may suspend without notice. Matters consisting of serious misconduct may include:
  - a. Theft of School Property, deliberate misuse or unauthorised use of School Property
  - b. Fraud
  - c. Physical Violence and /or Assault
  - d. Bringing non-prescription drugs or alcohol to school, or consuming them at work
  - e. Drunkenness at work or under the influence of non-prescription drugs
  - f. Lying or providing false information
  - g. Undermining Board policy, the image of the school, or seriously affecting or damaging the integrity of the School or the Board of Trustees

- h. Conduct of an indecent or sexual nature, or a serious breach of trust which renders the staff member unsuitable for employment in the school environment
  - i. Any conduct that is not consistent with, or adversely affects the special character of the school.
45. 4. Where an allegation of misconduct is made against the Principal, the Board of Trustees will undertake all the above steps (as necessary) itself. This can either be done by a sub-committee brought together for the purpose or by the whole Board.
46. 5. If, at any level of the discipline procedure, the employee is dissatisfied, they may follow through the procedures of the Grievance Policy.
47. 6. The Board of Trustees should be aware that following through on a disciplinary matter can be stressful for all parties. It is important, therefore, that Board of Trustee members are aware that the Board's role as employer in relation to these matters is for Board members' information only and is covered by the Privacy Act. There is a requirement for complete confidentiality. Any Board member breaching confidentiality is him/herself liable to discipline procedures, which could result in their dismissal from the Board.
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Principal

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Chairperson

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Date

# Policy On Equal Employment Opportunities

## **Rationale:**

Christchurch Adventist School has a commitment to removing inequality from the workplace and will make continuing efforts towards becoming an Equal Employment Opportunities (EEO) employer in accordance with the state Sector Act 1989 and the State Sector Amendment Act 1989.

## **Purposes:**

1. To establish and maintain affirmative action on behalf of gender, culture, ethnicity and persons with disabilities.
2. To ensure that all the school's policies and procedures will reflect a commitment to EEO requirements.
3. To identify and address discriminatory practices and policies.
4. To ensure that the Board of Trustees provides opportunities that enhance the value and career opportunities of individual staff members.
5. To provide a non-discriminatory, culturally sensitive and safe working environment for all staff.

## **Guidelines:**

1. Personnel policies and procedures will ensure that there will be no discrimination in the areas of recruiting and selection, or in promotion and career development.
2. The Board of Trustees as employer will ensure that all employees maintain proper standards of integrity, conduct and concern for the community's interest.
3. The school will have a harassment policy.
4. The school will develop and implement an annual EEO programme in consultation with staff members.
5. A member of the Board of Trustees will be designated responsible for coordinating development and implementation of the EEO programme.
6. The school will implement on-going staff appraisals in a positive and supportive way that leads to the development of the abilities of individual teachers.

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Principal

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Chairperson

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Date

# Policy On Employee Grievances

## **Rationale**

To ensure that any matter where employees and the administration, or Board of Trustees, are in disagreement, can be dealt with fairly and in the interests of all parties.

## **Purposes**

1. To provide procedures that employees can follow in a grievance situation.
2. To establish what constitutes a grievance situation.

## **Guidelines**

1. In all matters of grievance the requirements of the Teachers Individual Agreement, MoE policy and legislation and the School Charter are followed.
2. A personal grievance means any grievance that employees may have against their employer or the employer's representative at the school, the Principal or Deputy Principal, because of a claim that:
  - a. the employee has been unjustly dealt with under the Employee Discipline Policy/Competency Policy
  - b. the employee has been unjustifiably suspended or dismissed
  - c. the employee's employment, or one or more conditions thereof, are affected to the employee's disadvantage by some unjustifiable action of the employer
  - d. the employee has been discriminated against in their employment
  - e. the employee has been sexually harassed in their employment
  - f. the employee has suffered duress

**Note:** Definitions of discrimination, sexual harassment and duress are set out under clauses 9.3, 9.4, 9.5 of the Christchurch Seventh-day Adventist Integrated School Collective Employment Contract for Area Teachers.

3. The procedure for settlement of a personal grievance claim shall be the standard procedure set out in the first schedule of the Employment Contracts Act. The employer shall act, if the Commissioner so requires, together with, or in consultation with, the Commissioner.
4. Employees shall have, as an alternative the right to use the personal grievance procedures of the Seventh-day Adventist Church as set out in clause 9.6 of the Christchurch Seventh-day Adventist Integrated School Individual Employment Contract.

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Principal

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Chairperson

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Date

# Policy On Staff Leave

## **Rationale**

This school is committed to being a 'Good Employer' of its staff. As part of this philosophy, we will endeavour to meet the needs of our employees for leave beyond statutory requirements.

## **Guidelines**

To honour this commitment, the following guidelines shall apply:-

1. Leave shall be granted in accordance with the award under which a staff member is employed.
2. Leave additional to that specified in the award shall be granted at the discretion of the Principal, whose decision shall be ratified by the Board of Trustees. Where the leave requested is greater than two school days, the Principal shall consult with the Board of Trustees Chair.

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Principal

Chairperson

Date

### **Rationale**

To establish a process to recognise the Principal's performance and achievements fairly and equitably through an increase in salary.

### **Policy Statement**

The Board of Trustees will ensure that the Principal is remunerated fairly in terms of his/her base salary and any supplementary grants provided these are approved by the State Services Commission.

### **Guidelines**

1. The Principal's base salary is set according to the rates determined by the State Services Commission. The Principal is to sign the appropriate IEC.
2. Any further payment of a bonus or salary increase must be recommended by the Board of Trustees on the basis of the results of the principal's performance agreement and must further be approved by the State Services Commission. Such extra payments may be awarded on the basis of any or a combination of the following factors:
3. to assist in the recruitment or retention of a high quality Principal
4. to provide a reward system, based on the performance agreement, which relates to both Board policies and student achievements
5. in recognition of additional responsibilities; special projects; complex work; or the acquisition of additional skills and knowledge relevant to the position.
6. The Principal's pay is to be reviewed annually on the basis of the results of the performance appraisal undertaken in that year. The review should be within six months of the completion of the annual appraisal.
7. In determining whether the Principal's pay should be increased the Board is also to take into account the long-term financial impact of its decisions ensuring that any future liabilities can be met from funding available for payment of the Principal's salary.
8. The Principal shall be given the opportunity, if requested, to present his/her case for an increase in pay or change in remuneration to the Board of Trustees.

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Principal

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Chairperson

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Date

# Policy On Employment Of Relief Teachers

## **Rationale**

The Board of Trustees as the employer of all staff at Christchurch Adventist School is responsible for ensuring that the employment of relief staff is done in the best interests of the education of students.

## **Guidelines**

This process shall be in accordance with the principles of being a "Good Employer" and in compliance with any legal requirements as set out in the applicable employment agreements.

1. Whenever possible, the employment of a particular day reliever will be determined by, in order of priority,
  - a. Subject and curriculum expertise, teaching and management skills
  - b. Balance of classes to be covered
  - c. Availability.
2. Reliever cost is not a priority in determining who should be employed, unless relievers of equal status (in terms of the criteria in (1)) are available. In such a case the least costly will be employed.
3. Preference must always be given to a registered teacher.
4. The selection of relieving teachers will be made by the Principal and Deputy Principal.
5. Employment and payment of relieving staff will always be in accordance with the relevant employment contract.
6. Relieving teachers will, when necessary, be required to perform the same duties as a full time teacher for example: playground duty, marking of work, supervision of sport, etc. Where a trained Technocraft relief teacher is unavailable the relieving teacher is not allowed to use specialised technocraft equipment.
7. If relief is required for the same teacher for more than one day, every effort will be made to provide continuity of cover. Pupils should not be faced with a different replacement teacher each period/day.
8. Permanent staff may be required to relieve in the classes of absent teachers in non-contact periods but this will be avoided where possible.

This policy should be read in conjunction with all policies pertaining to the employment of staff. The Staff Appointment Policy, The Staff Employment Policy and the Equal Employment Opportunities Policy will, whenever possible, apply to relieving staff.

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Principal

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Chairperson

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Date

# Policy On Staff Appraisal

## **Rationale**

For a school to be effective, staff need to be in a supportive environment where they are encouraged to evaluate their own teaching and to undertake ongoing professional development. In order to pursue excellence, a comprehensive teacher appraisal system needs to be in place.

## **Purposes**

To provide a system of staff appraisal which will:

1. be useful for the professional development of staff.
2. provide a supportive and positive climate in which staff may work and develop.
3. provide direct, confidential feedback which allows staff to improve their practice.
4. provide a basis for planning ongoing staff development and in-service work.

## **Guidelines**

1. A performance agreement will be written and based on the appraisees job description and school development programme.
2. The performance agreement will be negotiated annually after collaboration and will be signed by negotiating parties.
3. The agreement will provide for the professional development of the individual and effective monitoring of teacher competency within the total school development programme.
4. All information gathered in the appraisal process is subject to the Privacy Act.
5. The Board of Trustees has appointed the principal as the appraiser for all staff. A review process is available for those who are:
  - a. uncomfortable with their appraiser, or
  - b. dissatisfied with the results of their appraisal.

The first provides opportunity for a different appraiser to undertake the evaluation, while the second provides for the appraisal to be carried out a second time by a different appraiser.

6. The review process is as follows:
  - i. Principal, BOT Chairperson/Appraiser are notified.
  - ii. Discussion with participants determining the grounds for a review.

If a review is considered necessary:

1.
  - i. A different reviewer will evaluate the staff member on the same criteria.
  - ii. A negotiated conclusion is arrived at between appraisee/appraisers 1 & 2 and the Principal/BOT Chairperson.
  - iii. A joint report is to be signed and filed with any points of disagreement documented.
7. The Professional Standards will be applied in the appraisal process. (see associated file : Performance expectations of teachers are detailed in the 'Teacher Performance Management')

information book and ‘Professional Standards: Criteria for Quality Teaching Area School teachers and Unit Holders’ publication by MoE, August 1999..

## **Procedures**

The appraisal process is as follows:

1. An interview will take place during the first 4 weeks of Term 1 between the appraiser and the appraisee at which the following will be achieved:
2. a. an agreement on performance expectations
3. b. objectives set
4. c. a time frame for evaluation and review.
5. Ongoing consultation and development will take place between the appraiser and appraisee during the remainder of Term 1 & Term 2. Peer or self-appraisal may be used when appropriate.
6. The evaluation and review will take place in Term 3 or 4, between the appraisee and Principal.
7. The Board of Trustees, through the principal, is responsible for the implementation of the appraisal process and that the outcomes are acted upon.

## **Conclusion**

An appraisal is aimed at the enhancement of student learning through an improvement in the quality of teaching. Effective appraisal meets the individual staff member’s needs and is in harmony with the School Charter, Goals and Special Character.

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Principal

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Chairperson

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Date

# Police Vetting Procedure

## **Rationale**

Every board is responsible for taking reasonable measures to protect students from harm (NAG 5) and ensure all employees, contractors or volunteers maintain proper standards of integrity and conduct.

## **Purposes**

1. To provide procedures to fair and reasonable police vetting of employees, volunteers, contractors volunteers and visitors to Christchurch Adventist School.

## **Guidelines**

1. A police vet is part of the screening process – not a selection criterion.
2. Offences that the board considers relevant are a function of the specific position in which a paid employee or volunteer person will serve.
3. When establishing screening criteria, the board will take into account employment and related legislation.
4. The appropriate form, from the Teachers Council, is to be used.

## **Procedures**

1. The appropriate form is to be filled out by prospective employee or contractor.
2. The form is then to be sent through to the Teachers Council as appropriate.
3. Returned Police Vets are to be filed, confidentially, with the principal.

## **Conclusion**

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Principal

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Chairperson

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Date