

Al-Madinah School

School Policies

Policy No.		Approved Date	Review Date	Review Date	Review Date	Review Date
	Curriculum (NAG1)					
1.1	Assessment and Evaluation	7-02-08	24-11-14		26-10-19	
1.2	Curriculum Delivery	7-02-08	24-11-14		26-10-19	
1.3	Assessment for National Qualification	7-02-08	24-11-14		26-10-19	
1.4	Equity	7-02-08	24-11-14		26-10-19	
1.5	Treaty of Waitangi	7-02-08	24-11-14		26-10-19	
1.6	Education Outside the Classroom	7-02-08	24-11-14		26-10-19	
1.7	Islamic Perspectives	7-02-08	24-11-14		26-10-19	
1.8	Homework	7-02-08	24-11-14		26-10-19	
1.9	EOTC - Off-site, Practical & Work-Based Delivery of Curriculum	7-02-08	24-11-14		26-10-19	
1.10	Students with Special Needs	7-02-08	24-11-14		26-10-19	
1.11	Children with Special Abilities (Gifted and Talented)	7-02-08	24-11-14		26-10-19	
1.12	Career Education	7-02-08	24-11-14		26-10-19	
1.13	Transition	7-02-08	24-11-14		26-10-19	
1.14	Annual Report by Department to Board of Trustees	7-02-08	24-11-14		26-10-19	
1.15	Proposal for Outline of Curriculum Implementation Plan (CIP)	7-02-08	24-11-14		26-10-19	
1.16	NCEA Policy	7-02-08	24-11-14		26-10-19	
1.17	The Arts Policy	7-02-08	24-11-14		26-10-19	
1.18	English for Speakers of Other Languages (ESOL)	7-02-08	24-11-14		26-10-19	
1.19	Policy Library Collection and Development Policy	7-02-08	24-11-14		26-10-19	
1.20	Visual Display Policy		24-11-14		26-10-19	
1.21	Library Use Policy		24-11-14		26-10-19	
	OPERATIONS (NAG2/2A)				26-10-19	
2.1	School Review	7-02-08	30-03-15		26-10-19	
2.2	Community Partnership	7-02-08	30-03-15		26-10-19	
2.3	Curriculum Self Review	7-02-08	30-03-15		26-10-19	
2.4	Strategic Planning	7-02-08	30-03-15		26-10-19	
2.5	Submissions to Board of Trustees	7-02-08	30-03-15		26-10-19	
2.6	Complaints & Procedures	7-02-08	30-03-15		26-10-19	
2.7	Students Dress/Uniform	7-02-08	30-03-15		26-10-19	
2.8	Reporting to Parents	7-02-08	30-03-15		26-10-19	
2.9	Attendance Policy and Procedure	7-02-08	30-03-15		26-10-19	
2.10	Video Surveillance	11.06.12	30-03-15		26-10-19	
2.11	ICT User Policy and Acceptable Use Guidelines.	27-09-12			26-10-19	
	PERSONNEL(NAG3)				26-10-19	
3.0	Parents/Caregiver-Agreement on ICT Safety Policy	27-09-12			26-10-19	
3.1	Equity Policy		24-11-14		26-10-19	
3.2	Equal Employment Opportunities	7-02-08	24-11-14		26-10-19	
3.4	Human Resource Management	7-02-08	30-03-15		26-10-19	
3.5	Management of Unit Allocation	7-02-08	30-03-15		26-10-19	
3.6	Middle Management Allowance Allocation	7-02-08	30-03-15		26-10-19	

3.7	Performance Management	7-02-08	30-03-15		26-10-19	
3.8	Staff Induction	7-02-08	30-03-15		26-10-19	
3.9	Protected Disclosures	7-02-08	24-11-14		26-10-19	
3.10	Staff Discipline	7-02-08	30-03-15		26-10-19	
3.11	Principal's Appraisal Process	7-02-08	30-03-15		26-10-19	
3.12	Police Vetting	7-02-08	30-03-15		26-10-19	
3.13	Code of Conduct	7-02-08	30-03-15		26-10-19	
3.14	Harassment	7-02-08	30-03-15		26-10-19	
3.15	Professional Development of Provisionally Registered Teachers (PRTs)	7-02-08	30-03-15		26-10-19	
3.16	Staff Leave/Discretionary Leave of Absence	7-02-08	30-03-15	5-02-18	26-10-19	
3.17	Staff Appointment Policy	7-02-08	30-03-15		26-10-19	
3.18	Exit Interview	7-02-08	30-03-15	31-10-16	26-10-19	
3.19	Segregation Policy	7-02-08			26-10-19	
3.20	Communication Policy	7-02-08	30-03-15		26-10-19	
3.21	Staff Dress Code Policy	7-02-08	30-03-15		26-10-19	
					26-10-19	
	FINANCE (NAG 4)				26-10-19	
4.1	Financial Management	17-11-09	30-03-15		26-10-19	
4.2	Fees Refunds for International Students	17-11-09	24-11-14		26-10-19	
4.3	Fund Raising	17-11-09	24-11-14		26-10-19	
4.4	Fixed Assets	17-11-09	24-11-14		26-10-19	
4.5	International Student Fee Protection	17-11-09	24-11-14		26-10-19	
4.6	Theft and Fraud Prevention Policy	17-11-09	24-11-14		26-10-19	
4.7	Credit Card Policy				26-10-19	
4.8	Attendances Dues Policy	8-12-17			26-10-19	
	➤ Financial Procedures (FP) <i>FP1 Delegations</i> <i>FP2 Budget Process</i> <i>FP3 Capital Expenditure Budget</i> <i>FP4 Internal Approval Levels</i> <i>FP5 Contracts</i> <i>FP6 Internal Reporting</i> <i>FP7 Purchase Orders</i> <i>FP8 Cheque Payments</i> <i>FP9 Inwards Cash</i> <i>FP10 Students Payments</i> <i>FP11 Sundry Debtors</i> <i>FP12 Petty Cash</i> <i>FP13 Payroll</i> <i>FP14 GST</i> <i>FP15 International Student Program</i> <i>FP16 Incidentals/Expenses/Entertainment</i> <i>FP17 Gifts</i> <i>FP18 Support Groups</i> <i>FP19 Minivans</i> <i>FP20 Travel</i> <i>FP21 Internet Banking Control</i>	17-11-09	24-11-14		26-10-19	
				19-09-18		
	PROPERTY (NAG 5)				26-10-19	
4.9	Property Management Policy	7-02-08	30-03-15		26-10-19	
4.10	Health Policy	7-02-08	30-03-15		26-10-19	
4.11	Emergency Policy	7-02-08	30-03-15		26-10-19	

	STUDENTS (NAG 5)				26-10-19	
5.1	Student Management Policy	7-02-08	30-03-15	23-11-17	26-10-19	
5.2	Sexual and Physical Abuse Policy	7-02-08	30-03-15		26-10-19	
5.3	Enrolment Policy	7-02-08	30-03-15		26-10-19	
5.4	Student Discipline Policy	7-02-08	30-03-15	23-11-17	26-10-19	
5.5	International Students Welfare & Safety Policy	7-02-08	24-11-14	26-11-15	26-10-19	
5.6	International Students Annual Review of Information Policy	7-02-08	24-11-14	26-11-15	26-10-19	
5.7	International Students Medical and Travel Insurance Policy	7-02-08	24-11-14	26-11-15	26-10-19	
5.8	International Students Annual Review of Compliance to Code Policy	7-02-08	24-11-14	26-11-15	26-10-19	
5.9	Road Safety Policy	7-02-08		30-03-15	26-10-19	
5.10	Child Protection Policy			05-12-18	26-10-19	

NATIONAL ADMINISTRATION GUIDELINES

1

SIGNED: _____ (BOT Chairperson) DATED: _____

Next Review Date: _____

NAG #1 CURRICULUM

According to legislation each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, key competencies and attitudes and values) as expressed in National Curriculum Statements.

Each Board, through the Principal and staff is required to:

- (i) Develop and implement teaching and learning programmes;
 - to provide all students in years 9 -10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
 - Giving priority to student achievement in literacy and numeracy.
 - Giving priority to regular physical activity that develops movement skills for all students, especially in years 1-6 (2006)
- (ii) Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to;
 - Student achievement in literacy and numeracy, especially in years 1-4; and then to;
 - breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements);
- (iii) On the basis of good quality assessment information, identify students and groups of students;
 - who are not achieving
 - who are at risk of not achieving
 - who have special needs; including Gifted and Talented students
 - aspects of the curriculum which require particular attention;
- (iv) Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above.
- (v) In consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;

Provide appropriate career education and guidance for all students in the year 9 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace of further education/training.

The Principal's Role:

The Principal is the professional leader of the School – responsible for curriculum leadership, delivery and day to day operation.

The key tasks for the curriculum portfolio (Curriculum & Personnel Committee) are:

- To implement NAG 1 policies, procedures and maintain supporting documentation.
- To budget for and support the staff development and curriculum development programmes.
- To prepare and implement annual plans with reference to meeting the learning needs of all students.
- To ensure that local achievement goals are funded for and implemented.
- To have a range of assessment practices in place to enable the progress and achievement of all students to be evaluated.
- To target the improvement of Maori student achievement.
- To implement curriculum review.

Al-Madinah School has attempted to meet the requirements of National Administration Guideline 1 through the implementation of policies, procedures and supporting documents as listed below.

Policies:

- Assessment and Evaluation
- Curriculum Delivery
- Assessment for National Qualification
- Equity
- Treaty of Waitangi
- Education Outside the Classroom
- Islamic Perspectives
- Homework
- Off-site, Practical & Work-Based Delivery of Curriculum
- Students with Special Needs
- Children with Special Abilities (Gifted and Talented)
- Career Education
- Transition
- Annual Report by Department to Board of Trustees
- Proposal for Outline of Scheme
- Acceptable use of the Internet and E-mail
- NCEA
- The Arts
- Library Collection and Development
- English for Speakers of Other Languages
- Visual Display

Supporting documents:

- Assessment Manual
- Special Abilities *Special Needs Programme*
- Special Needs *Special Needs Programme*
- Curriculum Schemes
- Library Procedures
- Curriculum Review Process
- Offsite, practical and work-based delivery of curriculum
- Staff Administration Handbook
- Sports *Staff Admin Handbook*
- BOT Manual
- Homework *Staff Admin Handbook*
- ICT Plan *AP Curriculum*
- Education outside the Classroom Procedures – *AP Staff Administration.*

Al-Madinah School

1.1 Assessment and Evaluation Policy

Rationale

Assessment is the process of collecting information about learner achievement and performance. Evaluation is analysing its significance and using it to make decisions about subsequent teaching and learning programmes.

Assessment is a school requirement as specified in the **National Education Goals** and the **National Administration Goals**.

Purpose

- To ensure assessment is fair, valid, reliable and consistent for all students.
- Sound assessment practice empowers learners to achieve more successfully in the academic world thereby increasing their options and life opportunities.
- Sound assessment practice helps teachers to improve the quality of curriculum delivery through improved planning and reflection upon practice /support inquiry teaching pedagogy.
- Sound assessment practice leads to improved recording and reporting of learner achievements.

Guidelines

Assessment procedures and practices at Al-Madinah School will:

1. Be in accordance with the school Assessment Policy and Quality Management Systems.
2. Provide accurate achievement information about National Curriculum objectives / statements.
3. Reflect a range of procedures and assessment types to reflect the different purposes of assessment (including diagnostic, formative and summative assessment).
4. Be integrated into programme plans.
5. Be fair to learners, valid, reliable and consistent in design.
6. Judgements are made based on clear and measurable learning outcomes and barriers to learning identified as a result of analysis.
7. Actively involve learners in the assessment process as appropriate to their stage of development.
8. Enable reliable and explicit reporting of individual learner achievements which will enable individual progress to be tracked.
9. Be implemented by subject HODs/APs who will monitor the assessment work of teachers.
10. Ensure that for the key competencies and values (both MOE/Special character based) goals are set and assessed.
11. Assessment caters for all individual needs in class.

12. Be reviewed regularly.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

1.2 Curriculum Delivery Policy

Rationale

According to National Administration Guideline No 1 the needs of individual students are at the centre of all teaching, learning and assessing.

At Al-Madinah School students are encouraged to build independence to acquire knowledge, skills, strategies and understanding of the national curriculum as well as their attitudes, values and key competencies.

The curriculum is to be delivered in accordance with the National Education Guidelines.

Purpose:

The purpose of the curriculum delivery policy is to cater for the achievement of all students attending the school.

Guidelines:

1. The school curriculum implementation plans (IP) will define the learning philosophies, principles, aims, attitudes, **values** and achievement objectives together with the essential learning skills. They will include clear learning objectives against which student **key competencies** can be assessed.
2. All courses will have a formally written implementation plan (IP) .
3. Curriculum Unit planning will ensure students are able to achieve to the best of their ability, through the provision of a range of programmes and an innovative approach to planning and delivery.
4. A variety of 21st century learning and teaching approaches, styles and strategies will be employed as appropriate to the needs of students.
5. Student progress will be monitored and recorded against the National Achievement Objectives using a range of planned assessment procedures.
6. Senior courses will lead to recognized qualifications.
7. Teachers will work from CIP and prepare units of work. Teachers will plan a series of lessons with clear learning outcomes that are shared with students. **Success Criteria's (SC) will be shared with students and if need be co-constructed with students.**
8. The school will identify issues, which cause barriers to students' learning, and it will seek to implement appropriate strategies to address these.
9. Equal educational opportunities will be provided to all groups of learners and for individuals **including the special needs and gifted and talented (GAT) students.**

10. The school recognizes the need to consider the implications of the Treaty of Waitangi and to foster the requirements set out in the Treaty.
11. Programmes will draw upon the **Islamic context** and significant features of New Zealand's diverse ethnic and cultural heritage.
12. A self-review programme will maintain the requirements laid out in this policy and the requirements of the learning areas.
13. Professional development of teachers will provide ongoing support to teachers to maintain a sound foundation for curriculum delivery.

Board Chairperson: _____ **Review Date: 29 August 2019**

Al-Madinah School

1.3 Assessment for National Qualifications Policy

Rationale

Systems for assessment for National Qualifications will be valid, consistent, fair and accurate. They will result in assessment outcomes for Al-Madinah School students that will be highly regarded by the community.

Purpose

- To ensure assessment is fair, valid and consistent for all students.
- To ensure school-wide consistency of internal assessment procedures.
- To define roles and responsibilities of staff and students.
- To meet NZQA requirements for internal assessment.

Guidelines

1. Procedures are transparent and well publicised so that all students and staff are aware of their responsibilities. Students receive assessment guidelines and course information at the beginning of the year and course information.
2. Where assessments are not of an on-going nature, assessment dates, due dates and practice external assessments are spread over the year to minimise clashes. The Principal's Nominee coordinates the school calendar.
3. Departments ensure that all assessment activities and schedules are moderated and that samples of assessor judgements are verified.
4. Programmes of learning and assessment allow for and assist students to reach their potential. Departments determine suitable strategies for collecting evidence of student achievement and ensure that they are used consistently within the Department. Where manageable, and after further learning, has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.
5. Accumulated evidence for each standard is kept to provide evidence of student achievement including for cases of compassionate consideration for external assessment.
6. Record keeping allows for regular feedback to students and caregivers about progress and will provide data for NZQA. The Privacy Act is observed.
7. Students with special needs are provided with valid and fair special assessment conditions.
8. Departments determine suitable procedures to ensure authenticity for each internal assessment.
9. Completed student assessments (if required for external moderation etc) and results are stored in a secure and readily retrievable way).
10. Appeals procedures are well publicised and allow students to be assured that assessment outcomes and procedures are fair.

11. The Principal's Nominee maintains regular communication with NZQA to ensure that the school's policy and procedures comply with requirements.
12. School assessment policy and procedures together with departmental implementation are subject to the school's annual quality assurance audit.

Board Chairperson: _____ **Review Date:** August 2019

Al-Madinah School

1.4 Equity Policy

Rationale

All students shall have access to the National Curriculum regardless of race, gender or ability.

Purpose

- To ensure students are not subject to discrimination
- To ensure the curriculum is presented in a culturally sensitive way
- To ensure that all students are treated with respect to their ethnic background.
- To ensure the curriculum is presented to all students irrespective of their ability.

Guidelines

1. Al-Madinah School will endeavour to provide positive role models in terms of gender, race and ability so that students can understand the importance and follow equity in their behaviour and of others.
2. Teachers will endeavour to be aware of the cultural background of each student.
3. Senior Staff will ensure that equity goals are being met when planning and monitoring teaching programmes.
4. Access to resources will be fair to all groups in the school.
5. Al-Madinah school will provide equity in staff, gender and ethnicity.
6. Opportunities will be provided to staff to develop familiarity in Maori language.
7. Where applicable culturally appropriate methods of teaching and assessing will be practiced.

Board Chairperson: _____ **Review Date: August 2019**

Al-Madinah School

1.5 Treaty of Waitangi Policy

Rationale

The Treaty of Waitangi is the founding document of our nation. It provides a framework for partnership today and in the future. Our school accepts its responsibility for attempting to fulfil the intent of the Treaty.

Purpose

- To ensure the curriculum reflects Maori perspective.
- To make equitable provision for the needs of Maori.
- To provide opportunities for all students to learn some Maori language and culture.
- To recognise Maori values in resourcing the school.

Guidelines

The Board, through the Principal, shall

1. Promote and fund the professional development of staff in respect of Treaty of Waitangi issues.
2. Support and ensure that Departments through their annual review of teaching programmes develop curricula that include the Maori perspective.
3. Opportunities will be provided for all students to learn tikanga Maori.
4. Pastoral care is provided through culturally appropriate ways.
5. Provide for the specific learning needs of Maori students through consultation with parents, the Maori community and Maori education experts.
6. Consult with the Maori community so that the school environment reflects the cultural heritage of tangata whenua o Aotearoa.
7. Provide training for Board of Trustee members in Treaty of Waitangi issues.
8. Review all policies to ensure that they embrace the intent of the Treaty of Waitangi.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

1.6 Education outside the Classroom Policy

Rationale

Education trips and visits enhance learning in all curriculum and curriculum-related areas. The range encompasses visits to places of educational interest, curriculum-related trips and sports trips. Trips covered by this policy are those involving leaving the school premises

Purpose:

- To enrich the school programme and enhance learning by providing first hand experiences.
- To utilise the community (both parents and wider community) to further students' learning by sharing knowledge, experiences and skills. This will be visualized by attendances to school camps and day trips.
- To assist in understanding and appreciating other cultures both past and present.
- To assist in understanding different aspects of the local environment.
- To provide a range of motivating activities to support and give practice in using learned behavioural strategies.

Guidelines:

1. Planning of trips must take into consideration the needs of students, their financial resources and the availability of school financial resources and parental permission.
2. Educational objectives relating to the curriculum must be established and show clearly the relationship with the curriculum being delivered in the school.
3. First priority will be given to using the local area.
4. Adequate adult/student ratio must be maintained throughout the trip. (Refer to Health and Safety and Staff Manual documentation for requirements)
5. The Principal/Board and delegated Senior Leadership Team has overall responsibility for all school trips.
6. General school rules will be applied both in planning and managing the trip throughout its duration.
7. A first aid kit should be taken on all trips. Staff to carry their cell phones.
8. Permission slips, and risk assessment management (RAM) forms, EOTC, event proposal forms and EOTC checklist must be completed prior to trips in accordance with the requirements.
9. Overnight and high risk trips i.e., water related, caving, rock climbing, abseiling etc require BOT approval at least one month in advance.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

1.7 Islamic Perspectives Policy

Rationale

The whole life of the school should recognize, value and honour the heritage of Muslim pupils so that all pupils are aware of our dual cultural heritage and Muslim students will grow in self-esteem.

Purpose

- To recognise and value Islamic heritage in the school.
- To ensure that topics dealing with the heritage of the Muslims are included in the curriculum.
- To provide opportunities for students to look at curriculum topics from an Islamic/special character perspective.
- To recognise and promote learning styles that do not disadvantage Muslim students.

Guidelines

1. The use of the Arabic and other home languages will be valued in the school.
2. Staff should be given opportunities to improve their confidence and knowledge in this area.
3. Curriculum areas should include an Islamic perspective.
4. The provision of resources should reflect the importance of Islam with emphasis on school's special character within the school.
5. Teaching and management styles should reflect and enhance the group orientation and oral traditions of Muslim students.
6. Mosque visits will be encouraged.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

1.8 Homework Policy

RATIONALE

Homework provides an extension and preparation to classroom experience and leads to a better understanding of the work done in the classroom.

PURPOSES

- To provide teachers guidelines to follow while giving homework to students.
- To provide extension, revision and preparation of the classroom programme.
- To provide opportunities to students to develop skills and strategies learnt in the classroom.
- To provide means of communication and involvement with parents and caregivers.
- To help parents and caregivers in their effort to support students' learning at home.
- To add another dimension to classroom programmes.

GUIDELINES

1. Homework, which may include research and investigation, must be an extension to the work done in the classroom. Teachers must provide framework or outline for all research work or project.
2. Homework in Primary School (year 1 to 6) will be given on the last day of the week and (or projects with the due dates) and collected on Wednesday. All homework is to be kept in the homework books.
3. Homework in secondary school may be given on either daily or weekly basis.
4. Where appropriate all research-based homework must be provided with the references and Internet site addresses.
5. Homework is to be discussed and feedback shared with students on their achievements and needs.
6. The following length of time per day is a guideline in deciding in giving the amount of homework:
 - Years 1 to 6: up to 30 minutes.
 - Years 7 to 10: up to 60 minutes.
 - Years 11 to 13: up to 120 minutes.
7. Teachers are to keep records of all homework.
8. Students not completing the homework must be dealt with on time. Parents must be kept informed.
9. Parents are to be encouraged to sign the homework sheets / diaries.
10. Parents are required to monitor their students.

Most subjects require homework to be done by students in order for the curriculum to be covered adequately. Consistent expectations and regular checking by staff that the homework they set is completed is the best way to ensure that it is.

Board Chairperson: _____ **Review Date:** _____

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Al-Madinah School

1.9 EOTC - Off-Site, Practical & Work-Based Delivery of Curriculum Policy

RATIONALE

The school recognises the important role played by the EOTC in enriching the school programme in order to enhance the learning by providing practical experiences for students.

PURPOSES

- To provide the students with practical knowledge and work based delivery of curriculum.
- To broaden the students' knowledge of the real world.
- To utilise opportunities offered by other educational institutes.

Guidelines

1. The Curriculum Committee oversees programmes taking place off the school premises. The Transition HODs/Team Leaders are responsible for the day to day managing of all off-site, practical and work based delivery of curriculum.
2. Where such activities (as above) are components of school programmes, they will be integrated as fully as possible into regular programmes and be subject to the school quality management system.
3. Where off-site activities are purchased by the school as a part of school programmes, or as stand-alone programmes, any NZQF achievements will be reported independently by the registered external assessor using their own quality management system.
4. Relevant school teaching departments will review annually off-site components to ensure:
 - a. such programme components are effective learning experiences
 - b. off-site assessment is in accord with NZQA and school criteria
 - c. off-site courses are in accord with health and safety regulations, and Risk Analysis Management is satisfactorily done
 - d. There are off-site delivery agreements in writing to cover issues of safety, responsibility, unit standard requirements, assessment and reporting obligations and responsibilities, moderation, and the awarding of qualifications.
5. Written communication to parents / guardians about off-site procedures and programmes, including health and safety assurances, will be given well in advance of programme delivery. Written permission will be gained and filed where required.
6. Responsibility for off-site, practical and work-based components will rest with the HOD/APs/P of Transition in consultation with the relevant teaching department offering or overseeing the course.
7. Memoranda of Understanding with external providers to be completed and signed to indicate good faith and will carry legal status for all parties involved.

8. Students, school staff, and off-site providers will contribute to an annual review of programmes which will be reported via the HODs/Team Leaders to the Curriculum Committee.
9. Where such programmes are found to be deficient in any way according to the Memorandum of Understanding entered into, they will be immediately rectified where possible, or cancelled.
10. HOD/Team Leaders will work together to ensure primary/secondary curriculum are linked.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

1.10 Students with Special Needs Policy

Rationale

The Board of Trustees recognises that some students have special needs in one or more of the following areas of development: intellectual, physical, sensory, emotional, behavioural, speech, language and also students with special ability which includes academic, cultural, leadership, religion and sporting.

Purpose

1. To provide such specialised learning experiences that are required for those students with special needs in order for them to realise their potential.
2. To acknowledge the human and legal rights of people with special needs / abilities and to provide them with education in the same school environment as their peers.
3. To make adaptations to the curriculum, materials and methods that is required to support the learning of students with special learning needs as well as enrichment and acceleration programmes in appropriate educational settings.
4. To explore, identify and rationalize community resources in personnel and material elements including funding.
5. To cater for the mobility of students with physical needs that they have equal access to facilities.

Guidelines

1. The school should ensure that all legal and other requirements relevant to this policy are met.
2. The school should ensure that the budget makes provision for the implementation of this policy. Resources should be allocated equitably.
3. The school should ensure the orderly distribution of in-school resources and the attainment and distribution of any discretionary resources required.
1. There should be a raising of teachers' consciousness/awareness of children with special needs through professional development programmes and strategies that can be used to enhance their students learning.
5. There should be criteria for the identification of special needs and these needs of students should be identified as soon as possible after enrolment. For gifted and talented students from Year 4 to Year 13 should be included in the program.

Liaison with contributing schools would enable the maintaining of any appropriate on-going individual programmes by providing adequate time, resources, staffing and space for programmes.

6. Deployment of resources to meet individual needs should involve those most closely associated with the education of the student including parents and caregivers.

7. Needs should be met in the establishment of in-school programmes and where possible by adapting regular programmes in the mainstream or through learning support, otherwise by the provision of special programmes e.g. correspondence or use of outside resources in the community.
8. There should be oversight of development, implementation, monitoring and evaluation of programmes.
9. There should be provision of guidance, support, information and opportunities for teacher training and liaison with support agencies through agreed channels and representatives.
10. There should be liaison with support agencies through agreed channels and representatives.
11. There should be good communication networks within the school and between home and school concerning students with special needs.

Conclusion

Special Needs education is accorded a high priority in the school and every effort will be made to secure the appointment of suitable well-trained special education staff with the aim that every student can be extended and accelerated according to his/her needs.

Every effort will be made to meet the needs of all children in the school who have special needs by ensuring organisational structures are in place which will enable early identification of needs, appropriate programming and support by staff in implementing the programmes and developing their skills in meeting the special needs of the students.

Review

This policy will be reviewed annually with special reference to student data, the Equity Grant, the staff involved with learning support.

Delegation

SENCO, Assistant Principal Pastoral, Assistant Principal Curriculum.

Other Relevant Policies

Equity, Special Abilities, General Curriculum

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

1.12 Career Education Policy

Rationale

Careers Education is recognised as an integral part of the curriculum at Al-Madinah School. A rich and varied approach to learning about careers will be promoted to all students and subject content then has greater relevance. This develops student's understanding of education and training options that lead to employment opportunities.

Purpose

- To provide a range of information, opportunities and experiences which will encourage our students to make informed choices about their future education, training and employment.

Guidelines

1. Career Education should be seen as ongoing programmes within the curriculum throughout the whole school.
2. It should provide a plan of continuing enquiry for our students to assist them to develop achievable plans and goals using acquired information to make career and life choices.

Conclusion

Our students are helped to achieve the self-understanding and self-direction necessary to make informed choices to stimulate career and education growth.

Review

The Board of Trustees will review this policy on a regular basis in line with other policies.

Delegation

Careers Education will be delegated to the Careers Co-Ordinator (AP), HODs and subject teachers.

Board Chairperson: _____ **Review Date:** _____ August 2019

Al-Madinah School

1.13 Transition Policy

Rationale

Transition Education is an approach to learning which aims to empower students to cope more effectively with a range of personal, social, school and work-related factors.

Purpose

To develop students' knowledge and understanding of social interaction including:

- Effective communication in a variety of settings
- Awareness of the community
- Cultural and gender sensitivity
- Family and associated responsibilities

To provide a range of opportunities and experiences which will encourage students to make informed choices about their future education, training and employment.

Guidelines

1. Transition education should be available to all students.
2. Transition education should be integrated across the curriculum and be delivered at individual, group and class levels.
3. Transition education should be student-centred, empowering students to take responsibility for themselves and their own learning.
4. Transition education should focus on the skills and processes of students' learning and development.
5. Transition education should encourage teaching methods which are experiential, emphasize a problem-solving approach and foster co-operative learning.
6. Transition education should reflect a dynamic partnership between the school and the community.
7. Transition education should be flexible in meeting changing needs and priorities.
8. Transition education should be evaluated in order to meet specific Transition education goals and school and national guidelines.
9. The school should ensure that specialist staffing, and staff training, is available as appropriate.
10. The school should ensure that the provision of time and other essential resources relevant to this policy are adequate for its successful implementation.

Conclusion

All students leaving this school should be empowered to make their transition to adult life with the confidence, knowledge and skills needed to achieve their potential.

Review

This policy will be reviewed annually with special reference to the Principal.

Delegation

The implementation of this policy is delegated to the Curriculum Co-Ordinator, HODs and subject teachers.

Board Chairperson _____ **Review Date** _____ **August 2019** _____

Al-Madinah School

1.14 Annual report by Department to Board of Trustees Policy

The report to the Board which will be presented early term one each year.

1.1 Staffing

Staff Name	Senior Subject Area	Junior Subject Area	Responsibilities	Years Teaching	Relevant Qualifications

- 1 Staffing changes during the past year.
- 2 Staffing requirements or needs for this year.
- 3 Ongoing staff development.

1.2 Physical and learning Resources

- 1 Rooms facilities used
- 2 Ancillary staff available
- 3 Use of out of school resources eg Subject associations

1.3 Department Long Term Goal

Looking ahead 5 years

1.4 Department Goals for the Year

- 1 Areas of resources and staff development
- 2 Integration of Junior and Senior School
- 3 Achievement of students (most of this will be covered in specific subject areas).

1. History Senior Subject Area

1. History 1 Subject Results

- 1 For each **subject** area and **level**:
 - a. Number of students doing each subject and the number of students on the NQF
 - b. External Grade Point Average of the subject compared with the National GPA
 - c. Grade Point Average of the subject for all achievement standards compared with the national.
 - d. For Unit Standards need to show the number of students enrolled in the subject, the number of standards offered and the percentage completed.
 - e. Last five years of results showing:
 - i. The difference between external GPA compared with national externals.
 - ii. The difference between all AS GPA compared with all national GPA.
 - iii. Percentage completion rate for each level of Unit Standards.
- 2 For each **subject** area and **level** a comparison between grade point average in both externals and all achievement standards as well as completion rate of unit standards between Maori and All students.

3 Any extra results for example Australasian Maths Competition, Education Perfect.

1. History 2 Identify Subject Specific Barriers to Learning

There are no rules about what constitutes a barrier to learning. No official definition of the phrase exists and there is no "one best way" to address barriers to learning.

- What action is taken in schools and by central agencies to remove barriers to learning?
- Are barriers to learning being identified and addressed at every level of the system?
- Is every student being given the opportunity to achieve his or her personal educational potential?

Examples could be:

- Resourcing
- Teaching
- Pressure of timetable
- Students prior knowledge
- ETC
- Subject Choices
- Vocational Subjects
- Correspondance Subjects
- Covering of Special Character needs.

1. History 3 Results from External Moderation Reports

1. History 4 Goals for this Year

- 1 No more than five
- 2 Specific and measurable/Performance indicators.
- 3 Must outline how (tactics) which will be used to achieve that goal.
- 4 Must include improvement of Maori students

1.Social Studies Junior Subjects

1. Social Studies.1 For each year level (9 and 10) what are the 5-6 key learning outcomes. This does not have to be a regurgitation of the curriculum document.

EG

Year 10 Social Studies

- 1 Able to write essays with excellent structure
- 2 Drawing Maps and graphs accurately
- 3 Knowledge of Maori Pakeha interaction leading up to and including the Treaty of Waitangi.
- 4 Understanding and ability to compare various governments

(These would need to be more specific)

1.Social Studies.2 Measure of students performance

How did students perform the previous year in these areas?

1. Social Studies.3 Barriers to learning in the Junior Subject Areas

- Resourcing
- Teaching
- Pressure of timetable
- Students prior knowledge
- EOTC

1.Social Studies.5 Goals for this Year

- 1 No more than five
- 2 Specific and measurable/Performance Indicators.
- 3 Must outline how (tactics) which will be used to achieve that goal.
- 4 Must include improvement of Maori students

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

1.15 Outline of Curriculum Implementation Plan (CIP) Policy

Part One

Part One will be the report to the Board which will be presented early term one each year. (This can then also be placed in the first section of your ring binder.)

1.1 Staffing

Staff Name	Senior Subject Area	Junior Subject Area	Responsibilities	Years Teaching	Relevant Qualifications

- 1 Staffing changes during the past year.
- 2 Staffing requirements or needs for this year.
- 3 Ongoing staff development.

1.2 Physical and learning Resources

- 1 Rooms facilities used
- 2 Ancillary staff available
- 3 Use of out of school resources eg Subject associations

1.3 Department Long Term Goal

Looking ahead 5 years

1.4 Department Goals for the Year

- 1 Areas of resources and staff development
- 2 Integration of Junior and Senior School
- 3 Achievement of students (most of this will be covered in specific subject areas).

1 Senior Subject Area

1 Subject Results

- 1 For each **subject** area and **level**:
 - a. Number of students doing each subject and the number of students on the NQF
 - b. External Grade Point Average of the subject compared with the National GPA
 - c. Grade Point Average of the subject for all achievement standards compared with the national.
 - d. For Unit Standards need to show the number of students enrolled in the subject, the number of standards offered and the percentage completed.
 - e. Last five years of results showing:
 - i. The difference between external GPA compared with national externals.
 - ii. The difference between all AS GPA compared with all national GPA.
 - iii. Percentage completion rate for each level of Unit Standards.
- 2 For each **subject** area and **level** a comparison between grade point average in both externals and all achievement standards as well as completion rate of unit standards between Maori and All students.
- 3 Any extra results for example Australasian Maths Competition.

1.2 Identify Subject Specific Barriers to Learning

There are no rules about what constitutes a barrier to learning. No official definition of the phrase exists and there is no "one best way" to address barriers to learning.

- What action is taken in schools and by central agencies to remove barriers to learning?
- Are barriers to learning being identified and addressed at every level of the system?
- Is every student being given the opportunity to achieve his or her personal educational potential?

Examples could be:

- Resourcing
- Teaching
- Pressure of timetable
- Students prior knowledge
- ETC

1.3 Results from External Moderation Reports

1.4 Goals for this Year

- 1 No more than five
- 2 Specific and measurable/Performance indicators.
- 3 Must outline how (tactics) which will be used to achieve that goal.
- 4 Must include improvement of Maori students

1. Junior Subjects

1.1 For each year level (9 and 10) what are the 5-6 key learning outcomes. This does not have to be a regurgitation of the curriculum document.

EG

Year 10 Social Studies

- 1 Able to write essays with excellent structure
- 2 Drawing Maps and graphs accurately
- 3 Knowledge of Maori Pakeha interaction leading up to and including the Treaty of Waitangi.
- 4 Understanding and ability to compare various governments

1.Social Studies.2 Measure of students performance

How did students perform the previous year in these areas?

1.Social Studies.3 Barriers to learning in the Junior Subject Areas

- Resourcing
- Teaching
- Pressure of timetable
- Students prior knowledge
- ETC

1.Social Studies.5 Goals for this Year

- 1 No more than five
- 2 Specific and measurable/Performance Indicators.

- 3 Must outline how (tactics) which will be used to achieve that goal.
- 4 Must include improvement of Maori students

Part Two

a. Development Delivery and Review of Programmes

- 2.1 Prescription to be covered at each level
 - Include content *and* skills
 - Include National course statements.
 - Include copy of all prescription statements given to students
- 2.2 Timetable for topic coverage by each class
(2.1 and 2.2 could profitably be combined)
- 2.3 Provision for accelerate and remedial classes
- 2.4 School Examinations: dates, format, coverage
- 2.5 Other assessment items - common and individual. Outlines of and deadlines for each common item. Departmental/school policies regarding marking and deadlines.
- 2.6 Recommended teaching techniques
- 2.7 Resources available for particular topics and levels.
- 2.8 Monitoring and review of programmes

Part Three

3.1 Governance

Clear organisational structure, roles and responsibilities, lines of reporting and accountability.
How the principles of the Treaty of Waitangi are addressed.
Financial management practise-budget.
Internal review process- how does the Department review its performance

Student Information and Support

Subject information for the course book
How special learning needs are identified.

Reporting on Student Achievement

Report format
Policy on report evenings and contacting parents.
Feedback from students and parents/caregivers

Board Chairperson: _____ **Review Date:** August 2019

Al-Madinah School

1.16 NCEA Policy

Rationale

Assessment of student achievement at Al-Madinah School will be used to provide information to parents and students of the progress in specific learning programmes.

Policy

- All assessment processes will be based on the New Zealand curriculum statements.
- Student progress will be assessed against the achievement objectives in their curriculum statements.
- As required in NAG 1 priority in Assessment practices will be given firstly to student achievement in literacy and numeracy and secondly to a breadth indicated by the New Zealand curriculum.
- Assessment at Al-Madinah School will be fair, valid, reliable and consistent.
- Assessment for National Qualifications will be at the National Standard.
- Achievement information gathered will be stored with regard to the implication of the Privacy Act.
- Schemes of work will make reference to what assessment is occurring in each programme of learning.
- Assessment information will be used to determine students who are not achieving or who are at risk of not achieving and to provide programmes for those students.

PROCEDURES RELATED TO ASSESSMENT FOR QUALIFICATION- NCEA

Lateness and Extensions

- Students must hand in all assessment items on the due date. In a case of exceptional circumstances or legitimate reasons, an extension may be granted using the process described below.
- Students to fill in the 'missed assessment opportunity' form.
- Where there is a legitimate reason for lateness i.e. Illness, bereavement etc documentation must be presented to the Principal's Nominee (PN). The PN must be satisfied that the absence is legitimate by note from a parent/caregiver or a medical certificate. The PN, in consultation with the HOD, will either give an extension, approve a further assessment opportunity, withdraw if no opportunity for assessment is possible, or indicate a no credit award.

Appeals

- Teachers at all times will endeavour to avoid appeals by making students fully aware of the reasons for the assessment judgements made.
- A student has the right to appeal a grade given for any assessed item. The following procedure is to be used.

Appeal Process

Step 1: Student/parent/caregivers enter into discussion with teacher concerning grade. This must be done within five school days of the return of the students assessment work.

Step 2: If not resolved the student/parent/caregivers approach the Assistant Principal in writing and provide information relevant to the appeals. The principal will mediate.

Step 3: If the matter is still not resolved the school will arrange for another school to mediate.

Authenticity

Teachers are responsible for the authenticity issues relevant to a particular task. Before commencement of task a teacher will evaluate if in their area any authenticity issues are involved and take steps to make sure they are minimized.

All students must sign an authenticity statement when a task has been judged to have authenticity issues.

The following are other steps that a teacher may consider when a task is set. A number of these steps should be chosen.

- Ensuring that a proportion of a task is completed in the classroom
- Changing the context of the assessment from year to year
- Supervising the research process by including regular checkpoints
- Requiring plans, resource material and draft work to be submitted with the final product
- Keeping on-going work on site
- Oral questioning to confirm a student's understanding
- Requiring a repeat performance where there is doubt
- Being familiar with or controlling the resources available
- Controlling group work by breaking the task into group and individual components

It is important to note that it is appropriate for students to learn from others at home and gather information from a variety of sources. However, teachers must be clear that the assessment work has been processed and produced by the student.

National Standards of Tasks

Teachers are responsible for ensuring that tasks are at the National Standard before they are sat by the student.

If tasks have come from a pre-moderated source (e.g. Ministry of Education developed tasks) then no further action is required.

Moderation of tasks that have been written by a staff member or that are not known to be pre-moderated must be discussed with the Principal before the task is sat. Moderation in this case should:

- Have another staff member from within the school check a task for correctness
- Involve teachers from beyond the school to check for the National Standards
- Involve members of subject associations where appropriate
- Get support from other agencies where appropriate

Internal Moderation

- Liaison with other schools in the area cluster will be used to make that assessment is occurring at the National Standard.

Further Assessment Opportunities

Teachers will offer further assessment opportunities to students who have not attained credit where it is practicable to do so. The practicability of further assessment will be decided by the PN and HOD, and will be based on factors like:

- The time required for reassessment
- The difficulty of managing the reassessment
- Cost of reassessment

Security

Teachers will be responsible for making sure that tasks would be stored securely before they are sat. Student's work will be stored securely until for the purposes of MNA and until the end of any appeal procedure

Misconduct

Students found to be involved in instances of misconduct will be referred to the Principal. The Principal may decide that the student is unable to receive a grade in that particular achievement standard.

Recording

Staff will record the results on the school's computer administration package immediately after the work is assessed. Students will have the opportunity to check and sign off results before transfer to NZQA. A paper print-off results will be stored every term.

Board Chairperson _____ **Review Date** _____

Al-Madinah School

1.17 The Arts Policy

Rationale

The arts in the New Zealand Curriculum emphasises that the Arts discipline offers students unique opportunities for imaginative and innovative thought and action for emotional growth and off deeper understanding of culture traditions and practices in New Zealand and Overseas. It provides students with opportunities to express themselves through making and presenting artworks Such learning includes developing an understanding of art forms in relation to the tangata whenua, to biculturalism in New Zealand, and to the multicultural nature of our society and its traditions and having learning that inculcates the Islamic perspective imbedded in the special character of the school.

Purpose

1. To enable students to develop literacies in dance, drama, music and the visual arts.
2. To assist students to participate in and develop a lifelong interest in the arts.
3. To broaden understanding of and involvement in the arts in New Zealand.
4. To develop student's Islamic perspective of the arts.

Guidelines

1. Be culturally sensitive to our unique school community.
2. We will endeavour to take into consideration the important links between the school and the community and value their aspirations and cultures in implementing various topics in the arts.
3. The Arts is a compulsory subject from Year 1 to Year 10.
4. Year 7-10 will study body-movement, drama, music(Islamic nasheet) and visual arts as mandatory requirements.

Board Chairperson _____ **Review Date** _____

Al-Madinah School

1.18 English for Speakers of Other Languages (ESOL) Policy

Rationale

The ESOL programme is a necessity as a large percentage of students at Al-Madinah are from Non English Speaking Background (NESB) and have a need to improve their English and learn about New Zealand as their new home country. This knowledge should grant the NESB student more contentment and self-esteem, and increase the probability of being integrated into the New Zealand community and workforce.

Purpose

- To ensure that all of our NESB students are able to communicate and learn effectively
- To deliver an adequately resourced and high quality ESOL programme
- To withdraw students for intensive tuition (and low level students into a reception class where), but always with the aim of integrating them back into mainstream classes
- To expect all teachers to take responsibility for students with limited English by assimilating them into a multilevel teaching approach.
- To ensure ESOL funding is used for its intended purpose.
- To ensure that all teachers and teacher aides are working in collaboration for the benefit of the ESOL students.

Guidelines

Process of Identification

- Subject/classroom teachers are to identify students** with minimal English skills and refer them to the ESOL team.
- Students with minimal English abilities are to be placed into the ESOL programme immediately.
- For those students who are accepted into the ESOL programme, an in-depth assessment is to be done by the teacher **in charge of ESOL (Specialist Teacher in the secondary school) and the class teachers in primary school** over a few weeks, depending on the due date of the status list
- If applicable, the ESOL/AF form is to be requested and received from the student's previous school.
- Eligibility is to be confirmed, and distinction drawn between refugees and other migrants for funding purposes.
- Ongoing ESOL support and assessment in class should be given until exit criteria are met.

Process of Intervention

- Withdrawal of ESOL classes – intense small-group tuition, with emphasis on oral language and reading in younger classes, personal development themes, plus social and cultural issues
- In-class teacher aide support - support at discretion of classroom teacher, weekly meeting or as need arises of teacher aide with ESOL teacher to discuss needs and progress
- Psychological support by ESOL teacher – encouragement, preventing put-downs, motivational issues and behaviour issues
- Ongoing integrated assessment strategies – assess on three levels, record assessments ESOL/AF form, maintain personal folders with work samples
- An ESOL option class within English curriculum and multilevel teaching is to be provided in all other secondary subjects
- Liaising with Special Needs teacher regarding behaviour, psychological and learning needs, with the special needs referral form used to document more serious cases
- Secondary students with no previous schooling to be put into the reception class
- Those who do not meet the ESOL criteria to be referred to the Special Needs department
- Teachers are to continue the practice of pairing students of the same nationality
- Teachers to work along with the RTLB team with the purpose of incorporating co-operative learning strategies into the classroom programme
- Management auditing to ensure that ESOL funding is used for ESOL teachers, teacher-aides and learning resources
- Funding received for refugee students may be used for the pastoral care of refugees.

Approved: _____

Chairperson's signature _____

Reviewed:

Al-Madinah School

1.19 Library Collection and Development Policy

1. Rationale

The library at Al-Madinah School is accessible, effectively utilized, visually attractive, well-resourced centre that accommodates cultural diversity and Islamic values; and supports teaching and learning programmes in the school in order to create life-long learners.

2. Purposes

To create a stimulating, accessible learning environment in which students develop an enthusiasm for information and an enjoyment of reading.

- To provide centralized access to resources that support the school's teaching and learning programmes and student's recreational reading interests.
 - To offer a variety of opportunities and resources for students and staff to develop information literacy skills for life- long learning.
 - To assist students to acquire Islamic values and develop their self-identity as Khalifas of Allah Subhanahu wa Ta'ala.
 - To help students to gain knowledge and appreciation of New Zealand's cultural heritage and to broaden their understanding of the diversity of cultures.
- **Information literacy**
 - The Library Staff collaborates with teaching staff to actively encourage and support the development of a school-wide, cross-curricular information literacy programme overview.
 - **Service**
 - The library supports the school's equity goals (with regards to age levels, gender, cultural groups, learning abilities and styles and commitment to the Treaty of Waitangi) in its facilities, resources, services and programmes.
 - Job descriptions, performance appraisals and professional development are available for all library staff and comply with Ministry of Education requirements and employment contracts.
 - Student Librarians are trained and supervised to assist with the daily operation of the library.
 - The TLR and Librarian prepare and submit a budget proposal to the Principal.
 - The TLR and Librarian prepare and present an annual report on progress made in implementing the Library Policy and Library Development Plan.
 - The Librarian has financial responsibility for the library and is required to monitor and maintain spending within the allocated budget.
 - **Reading**
 - The Library supports reading and literacy development at all levels, across the curriculum.
 - The Library provides a wide range of resource to cater for the reading needs and interests of our students.
 - The TLR and the Librarian help to organize *Book Week* – a bi- annual programme of reading and promotional activities to raise the profile of the library within the school community.
 - **Access**
 - The library is open and available during school hours for class visits according to the library time table, as well as for individual reading and research during lunch hour.
 - Classroom teachers have responsibility for supervising classes when using the library.
 - The Library Staff have responsibility for supervising students during morning break and lunch hour. Student Librarians are rostered to assist with supervision during lunch-time.
 - The Library Staff ensure that access to the library catalogue (OPAC) is school-wide.

- The Library Staff promote and encourage use of the OPAC; and provides on-going training for teachers and students as needed.
- Standardised systems of operation, including cataloguing, processing, and issuing of resources, are maintained according to the guidelines in the Procedures Manual.

- **Information resources**

- The Library Staff co-ordinate the planned development of the collection in accordance with the Collection Development Policy, with priorities established in a Collection Requirement Plan.
- Criteria for selecting and weeding resources and procedures for handling donations and handling complaints are documented in the Collection Development Policy.
- Library users are made aware of their responsibilities under the Copyright Act (1994) and the school's Acceptable Use of ICT Policy (2.11).
- The Library Staff promote and encourage the use of all library resources including on-line resources; and provide on-going training to teachers and students in regards to these resources.
- All teachers are responsible for making effective and appropriate use of outside resource agencies, organisations and individuals, such as the National Library, to supplement the school's resources and for promoting these to students.
- A stocktake is completed annually, complying with Ministry of Education requirements and guidelines.

- **Place**

- The school has a designated, centrally located library. The facilities, furniture and equipment are well-maintained and comply with health and safety regulations and provide a welcoming and dynamic environment supportive to students' learning and cultural needs.

CONCLUSION

Our library is a stimulating place for the school community to access and use resources to support informational and reading needs. Students will leave our school having had the opportunity to foster a love for reading and to become informed, independent researchers able to apply their skills effectively in the global world.

Approved: _____ **Dated:** _____
(BOT Chairperson)

Al-Madinah School

1.20 Visual Display Policy

Rationale

It has been declared in Sahih hadith from Rasulullah (SAW) that:

Hanging or displaying of pictures of people or animals is forbidden, as is the drawing or sculpting of animal or human figures, the places where there are pictures (depicting animals humans or dogs, the angels do not enter.

Purpose

The Ulama Ikram have given opinion with regard to certain qualification or exemptions. One is the use of pictures of animals and humans for educational purposes. Because there is a range of opinion, it is important that this school makes its policy clear to ensure:

1. Consistent practice throughout the school
2. Staff, pupils, parents and our community are informed of the procedures in place at school.
3. That the Islamic shariat is not violated.

Guidelines

1. In general, no pictures of animals or humans are to be displayed permanently or more than the duration of a lesson, on walls or in any position whereby they remain visible.
2. All pictures, photographs and books depicting or containing animals or people are acceptable for use as teaching aids, together with video, computer and other media.
3. The teacher should consult with management if in doubt.
4. Only those pictures which display the human body in a degrading, explicit or sexual manner must not be used for teaching purposes.
5. Teachers are free to display on their classroom walls all variety of art, lettering, decoration and forms to create an aesthetically pleasing and constructive learning environment, provided that the above-mentioned restrictions are adhered to.
6. Suggested means of keeping, viewing and storing class work containing pictures of animals and people:

Big books kept on a rack within easy reach of children

Scrolls on wall that can be used for a lesson and then stored away afterwards

Class scrapbooks kept for shared reading or SSR

Display boards used on a daily basis

Approved: _____

Chairperson's Signature: _____

Reviewed:

Al-Madinah School

1.21 Library Use Policy

1. Rationale

Our school library needs a wide range of high quality and up-to-date resources to support the key competences, values and learning areas of the New Zealand Curriculum and the development of Islamic values; and to meet needs and interests of users of various ages, abilities and cultural backgrounds.

2. Purposes

Resources are selected to:

- support and enrich the educational programmes of the school
- develop and foster a love of reading
- support the development of information literacy skills
- meet and extend students' recreational needs and interests
- provide access to a wide variety of books and information sources in a range of formats and from a range of resources including on-line
- provide information on opposing sides of controversial issues and different points of view
- promote the school's goals on equity, gender, biculturalism and multiculturalism
- promote the school's special character
- provide an awareness and knowledge of the cultural and historic heritage of New Zealand and other countries

3. Guidelines

3.1 Responsibility for selection

The Teacher Librarian and the School Librarian have overall responsibility for selecting and purchasing resources for the collection, in consultation with the teaching staff and with input from students. Resources are purchased according to Collection Requirement Plan and budget.

3.2 Selection of school library resources

Specific criteria and procedures for selection and acquisition of resources are documented in our procedures manual. There is a commitment to purchasing New Zealand material that meets the selection criteria.

3.3 Donations

The library will accept donated resources that meet the selection criteria, and will withdraw them in the same way as other library resources.

Donors should be made aware that in giving the material to the school they relinquish ownership of the item/s.

Al-Madinah School Library

Reviewed March 2015

3.4 Collection Maintenance

- Processing extends the life of resources and will be completed before resources are made available for use.

- Mending is a time consuming activity and will only be undertaken after consideration of the cost of time and materials versus usefulness of the resource and replacement cost.
- Weeding is an ongoing process of removing from the collection items that no longer meet the established selection criteria. Weeded material will be disposed of permanently. Ongoing weeding of the collection is carried out by the Library team in consultation with teaching staff, in line with criteria in the *Collection Management: selection and weeding* information guide, located in our Procedures File.
- Students and school staff are responsible for replacing all lost or damaged library resources by similar titles or by paying the replacement cost.

3.5 Challenged resources

This School maintains that only parents or legal caregivers /guardians have the right and the responsibility to restrict the access of their children to library resources. Parents or legal caregivers who do not want their children to have access to certain library services, materials or facilities, should advise their children accordingly. Staff are unable to take responsibility for restricting individual students from access to specific resources held by the school library.’ – From American Library Association (ALA) statement.

Where a complaint against a specific library resource cannot be resolved through informal discussion, the following steps will be taken:

- Key members of staff are notified and the item is made available to them to review.
- Advice is sought from the National Library.
- The complainant will also be referred to the
 - Collection Development Policy
 - LIANZA Statement on Intellectual Freedom
 - ALA statement ‘Free Access to Libraries for Minors’
- The complainant may also request an Application for Reconsideration of challenged Material. The form will be completed and returned within one week. The Library will make a prompt written response to this application. A record of the procedure will be filed along with copies of all written transactions.

3.6 Copyright

The school will encourage library users to adhere to copyright law.

3.7 Reviewing the statement

The Collection Development Policy is evaluated and updated in accordance with changes in curriculum and changes in priorities within the school.

4. Conclusion

Our school library collection will include resources chosen to foster a love of reading and learning, and our students will be able to access and enjoy information in a range of levels and formats.

Approved: _____ Dated: _____
 (BOT Chairperson)

NATIONAL ADMINISTRATION GUIDELINES

2

SIGNED: _____ (BOT Chairperson)

DATED: _____

Next Review Date: _____

NAG # 2 OPERATIONS

According to the National Administration Guidelines, each Board of Trustees with the Principal and teaching staff is required to:

- i. Develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including evaluation of information on student achievement;
- ii. Maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- iii. Report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1 (iii) including the achievement of Maori students against the plans and targets referred to in NAG 1 (v)).

Role of the Chairperson

The role of the Chairperson is to oversee all Board activities. In this regard, the Chairperson is responsible for ensuring that the School is implementing the National Education Guidelines and that the Board is involved in a process of Self-Review.

The key tasks for the operations portfolio are:

- To oversee the development and implementation of The Charter – Strategic Plan (and annual School Development Plans).
- To oversee an action plan of School Wide Review, i.e., the implementation and review of policies, procedures and supporting documents related to the National Administration Guidelines.
- To liaise with the Principal and staff in the development and review of policies related to School Review.
- To ensure that the Board sets aside meeting time to evaluate its operations.
- To budget for and fund opportunities for the training of trustees.
- To ensure regular reporting occurs to students and their parents on the achievement of individual students, and to the Board of Trustees and school's community on the achievement of students as a whole and of groups (including the achievement of Maori students).

Al-Madinah School has attempted to meet the requirements of National Administration Guideline 2 through the implementation of policies, procedure and supporting documents, as listed below.

Policies:

- School Review
- Community Partnership
- Curriculum Self Review
- Strategic Planning
- Submissions to Board of Trustees
- Complaints & Procedures
- Students Dress/Uniform
- Reporting to Parents

Supporting documents:

- Chairperson's Annual Report
- Principal's Monthly Reports
- Annual Plan
- Charter / Strategic Plan
- Training for Trustees *BOT Manual*
- In-school Communication *Staff Admin Handbook*
- Reporting to Parents *Staff Admin Handbook*
- BOT Manual
- Self Review Procedures *Self Review Manual*

Al-Madinah School

2.1 School Review Policy

Rationale

The National Administration Guidelines require Boards to follow sound governance and management practices involving curriculum, financial and property matters applying to schools.

In particular, Boards are required to:

1. Document how the National Education Guidelines are being implemented;
2. Maintain an ongoing programme of Self-Review

Purpose

- Through self-review Al-Madinah School will be able to ensure that each broad area of operation meets requirements. It will provide a vehicle to acknowledge success and identify areas needing improvement/development.

Guidelines

1. Al-Madinah School's mission is defined and guided through its Charter.
2. Al-Madinah School is organised according to a clear Terms of Reference and portfolios for BOT members.
3. Clear policies, procedures and supporting documents provide a framework of responsibilities for Trustees and staff.
4. Programme and Action Plans guide the School and give pace to its Plan of Development.
5. Reports from each NAG area provide information that is essential to meaningful review and future planning.
6. Review of policies and procedures in the six NAGs shall be completed annually.
7. The process of School-wide review will follow the guidelines as laid down by the Ministry of Education.
8. Adequate budgeting and resourcing is essential to effective School review.
9. The Board will maintain a four year schedule.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

2.2 Curriculum Self Review Policy

Rationale

To meet the requirements of National Administration Guideline 1, through the review of curriculum management, programmes and delivery.

Purpose

Specifically, curriculum review assists us in:

- Improving the School's teaching and learning processes (improve learning outcomes);
- Assuring the Board that the curriculum is being delivered effectively;
- Meeting the School Review requirements (NAG 2)
- Finding out how specific curriculum areas are doing;
- Preparing for Education Review Office visits;
- Professionally developing other staff;
- Demonstrating our School's commitment to quality;
- Celebrating the good things that are happening in the School.

Guidelines

1. The Principal will have overall responsibility for curriculum self-review.
2. Each learning area will be reviewed, according to the review timetable.
3. The review will establish who will be involved in gathering information, what data gathering tools are to be used, timelines and costings.
4. Achievement statements will be the vehicle for carrying out curriculum self-review.
5. The review process will be in six stages, following Ministry of Education guidelines:
 - Preparation for the review;
 - Gathering information;
 - Analysing information;
 - Documentation;
 - Recommendation;
 - Implementation.
6. The Board will be fully informed by the Principal and Assistant Principal (Curriculum) on the outcomes of the Review Process.

A written report of the review against NAG 1 will be presented to the BOARD OF TRUSTEES. It will include data gathering methods, successes, concerns, recommendations, analysis of aggregated achievement data, and resource requirements.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

2.3 Community Partnership Policy

Rationale

The partnership between Al-Madinah School and its community is the strength of the School. It is important that the School is responsive to the needs and wishes of the community.

Purpose

- To maintain ongoing links between the School and our community.
- To ensure Al-Madinah School is responsive to the needs and wishes of the community.
- To enhance the strength of partnership.
- To communicate issues relating to curriculum support and delivery, including behaviour management strategies.

Guidelines

1. A variety of appropriate direct consultation methods will be used as required e.g. :
 - Written surveys/questionnaires – parents/caregivers/students/mainstream schools
 - Newsletters
 - Telephone communication
 - Hui
 - Media reports
 - Strategic planning meetings
 - Cultural celebration gatherings
 - On-line school websites
2. The Board requires that the school consults specifically with its student/parent/caregiver community in the suggested following ways as appropriate and necessary:
 - Parent/Teacher interviews and visits to school
 - Feedback through School newsletter
 - Surveys/questionnaires
3. The Board will consult with the staff community by means of the staff trustee on the Board and the Principal.
4. The Principal will maintain links with appropriate professional groups.
5. Close links will be maintained between Al-Madinah School and other community agencies involved in supporting students and families of the school.
6. The Board of Trustees will report to its community in the following ways:
 - An annual written report on the objectives of the Charter and how well these are being achieved.
 - By newsletter
 - By being available to speak to community groups on request

- The staff trustee and Principal will report to the staff community at the staff meetings on a regular basis.
7. All interaction will take into account cultural awareness and sensitivity to language and cultural difference.
 8. Al-Madinah School will provide a welcoming and attractive environment.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

2.4 Strategic Planning Policy

Rationale

It is a requirement under an amendment of the Education Act and the National Administration Guidelines that the school develop a strategic plan which documents how we are giving effect to the National Education Guidelines. The school recognises the value of having in place a planning framework against which will be reported progress on targets aimed at improving the educational opportunities of its students and at meeting all the Board's statutory obligation.

Purpose

To provide guidance for Al-Madinah Board and management in planning for the current and future needs within the school and its community.

Guidelines

1. The school will have an up to date, visionary plan for all areas of its operation, which includes the school's, mission statement, a series of approved goals, objectives and targets projected four years into the future.
2. Targets set will form part of the rationale behind the school's annual operation plan.
3. The process of constructing the strategic plan will be approved by the Board and will be carried out by a delegated planning team. The Principal shall be a member of this team.
4. The process will include a variety of data gathering surveys and exercises designed to obtain community input.
5. The Board will set terms of reference for the planning group, including membership and time scale.
6. The Board must approve the goals and objectives prior to targets being set.
7. The planning group will present a draft plan, with resourcing implications, to the full Board prior to approval.
8. Targets will be evaluated at the end of each year with new targets set for the next year.
9. The school's operational plan, constructed by the Principal, will reflect set strategic targets approved by the Board, and will form part of the Principal's report to the Board and will form a part of his/her annual performance agreement.
10. The strategic plan will be available to the whole school community.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

2.5 Submissions to Board of Trustees Policy

The Board of Al-Madinah School welcomes attendance at their monthly public meeting held in the staffroom. An opportunity is given at the beginning of the meeting for people to speak to the Board in respect of written submissions or requests presented to the Board. Submission time remains under the control of the Board Chairperson.

In order to remain within the framework of the Local Government Official Information & Meetings Act 1987 and the Privacy Act 1993 guidelines have to be observed. The following guidelines have been adapted from Section 2.13 of NZS 9292: 1992 “Model Standing Orders for Meetings of Territorial Authorities, Regional Councils and Community Boards”.

1. People will be permitted to speak to the Board (or any sub committees thereof) in respect of a written submission provided the written submission is lodged with the Board Secretary in the week prior to the Board meeting concerned and has been subsequently approved by the Chairperson. The Chairperson may refuse requests for speaking rights to submissions which are repetitious or offensive.
2. In situations where a person does not have the confidence to prepare a written submission on their own behalf the following may apply: The Chairperson may accept a written summary prepared by the Principal or a Board member noting the key points of the subject on which the person wishes to address the Board.
3. Notwithstanding “Clause 1” above where in the opinion of the Chairperson the matter which is the subject of a written submission is one of urgency or of major public interest, the Chairperson may determine that a deputation be received by the Board.
4. Except with the approval of the Board (or committee thereof), not more than two members of a deputation may address the meeting. After the deputation is received Board members may put to the deputation any question pertinent to the subject heard, but no Board member shall express an opinion upon the subject, nor move a motion until the deputation has completed making its submissions and answering questions (see Note one).
5. The Chairperson may terminate a deputation in progress, which is disrespectful or offensive, or where the Chairperson has reason to believe that the statements have been made malice (see Note one).
6. Unless the meeting determines otherwise in any particular case, a limit of five minutes shall be placed on each person addressing the meeting.
7. Submissions are to be of a general nature. In particular, names of students, staff, or others are to be avoided to respect their right to privacy and/or ‘good employer’ ethics.
8. Under some circumstances the Board will accept a request for the submissions to be heard in committee. A request in this respect must be lodged at the same time as the written submission.
9. The Board will conduct its own discussion of any issue later. This may be deferred to a committee, or discussion may take place ‘in committee’ under Section 48 of the LGOI & M Act.

NOTE ONE: Oral statements made at Board meetings are privileged as per “Section 53” of the Local Government Official Information and Meetings Act” 1987.

Board Chairperson _____ **Review Date** _____

Al-Madinah School

2.6 Complaints Policy

Rationale:

The complaints policy and procedures are to provide a clearly laid out process for dealing with and resolving complaints against staff, students and anyone acting in the name of the Board, to the Board of Trustees. The policy applies to complaints made by anyone concerning any person(s) associated with the Board of Trustees. This policy and its procedures will endeavour to ensure fairness to all parties. In many instances complaints will be resolved by the Principal in the first instance without the requirement to refer them to the Board of Trustees. However reporting such matters to the Board of Trustees is mandatory. The provisions of this policy however cannot override the provisions as set out in the relevant collective employment agreements applicable in the school.

Guidelines:

1. The Board of Trustees has the major responsibility for ensuring that all complaints are properly investigated. This may involve delegation to the Principal or other senior staff members as appropriate.
2. All complaints against staff or students at Al-Madinah School, with the exception of the Principal, should be referred to the Principal or delegate immediately. The Principal will advise the Board Chairperson of any written complaint and will consult with the Chairperson as to the appropriate action to be taken. This communication with the Board Chairperson will occur within 24 hours of receipt of a complaint if at all possible.
3. When the Principal receives a complaint he will agree to investigate it, will speak to the staff members or students concerned, and will report back to the complainant. Less serious complaints may be resolved by discussion or other means.
4. The Principal, on the receipt of a verbal complaint, may at his discretion, decide to take no action if satisfied the complaint is trivial, the complaint is frivolous or vexatious, or the complainant is not closely enough involved in the matter.

Investigation Officer's Responsibilities (Principal or Delegate)

1. Unless there is a good reason for not doing so, the person complained of is to be advised of the substance of the complaint within a very short time of the complaint being received.
2. Investigations must be conducted thoroughly and in an unbiased manner to ensure confidence is maintained in the ability to impartially examine such complaints.
3. Every endeavour should be made to resolve issues as expeditiously as possible and ensure that:
 - (a) Where practical, liaison is maintained with complainants.
 - (b) Investigators should operate within the guidelines laid down in relevant statutes, employment agreements, school charter and this policy.
 - (c) Where appropriate assistance in respect of any particular issue may be sought.

4. On conclusion of inquiries, a report setting out the circumstances surrounding the complaint, the result, conclusion and recommendations should be prepared and presented to the Board through the Board Chairperson.
5. Where a complaint has been made and is subsequently conciliated or withdrawn, a report should be completed indicating as to whether the complaint was established or not.
6. Complaints resulting from harassment of any sort may be referred to the Guidance Counsellors if the staff member making such complaints feels that is a safer option. Refer to Complaints Procedures.

Board Chairperson _____ **Review Date** _____

COMPLAINTS PROCEDURES

1. Verbal Complaints

All verbal complaints will be referred to the Principal or delegate. If the Principal or delegate accepts the complaint he/she is required to discuss the complaint with the parties concerned, usually the parents/students or others making the complaint and the staff member concerned. If the complaint is resolved the Principal or delegate will advise the parties concerned. If the Principal delegates responsibility for a verbal complaint to another senior manager then that person must report the findings to the Principal. If the complaint is not resolved then the matter is to be dealt with as a written complaint.

2. Written Complaints

Written complaints may be made to the Board of Trustees (addressed to the Chairperson) or to the Principal. Normal procedure is for the Board of Trustees to pass a written complaint on to the Principal for investigation and verification.

(a) **First Round Resolution**

- The Principal will refer the complaint to the staff member concerned seeking a response and advise that person of their right to representation.
- The staff member will reply to the Principal.
- The Principal will arrange an interview with the complainant, then define the problem/issue and collect relevant evidence.
- The Principal will arrange and chair a meeting with all parties and decide the extent and nature of the complaint.
- In cases of serious misconduct the Principal shall forward the complaint, evidence and documentation to the Chairperson of the Board for the Board or relevant sub-committee to consider action in accordance with relevant clauses of collective employment agreements. Complaint moves to second round resolution (below).
- In cases where serious misconduct is not established, the Principal will define responsibilities; seek agreement of all parties on remedial action and a satisfactory solution.
- The Principal will evaluate the success of the resolution and make a written report to the Board Chairperson on:
 - (a) Resolution or non resolution
 - (b) Action taken or intended.
- The Principal will officially advise in writing the complainant and the person complained against of the agreed resolution of the complaint.
- All written reports related to the original complaint are to be attached to the original complaint and filed with the Board of Trustees records.

(b) **Second Round Resolution**

- In the case of serious misconduct the Board of Trustees, through the Chairperson or delegate, will appoint a Board Complaints Sub-Committee to proceed with the action required.
- The Board may delegate, on a case by case basis, the responsibility for dealing with such matters to the Principal and advise any staff member involved to seek appropriate assistance and representation.

- In such matters the Board Complaints Sub-Committee or, where delegated to the Principal, will arrange and chair a further meeting between the parties, record the points covered and possible agreements reached.
- In the case where serious misconduct is upheld the Sub-Committee will seek advice and follow appropriate process in determining the relevant disciplinary action, where it applies, to a staff member.
- Once resolved the Board Complaints Sub-Committee will officially advise the complainant and staff member of the resolution of the complaint.
- If the complaint remains unresolved the Board Complaints Sub-Committee may recommend further action or, if justified, inform the complainant that no further action will be taken.

At any level, should the complaint be unresolved then the process of mediation should be made available to either party in order to reach resolution.

If disciplinary action is required then the Board must follow the process as outlined in relevant collective agreements.

3. **Complaints Against the Principal**

- (a) Where there are matters, which are causing concern in respect to the Principal the complainant, is encouraged to discuss concerns with the Principal in the first instance.
- (b) If the complainant is dissatisfied with the outcome of the meeting, or feels unable to approach the Principal, he/she may take the concern directly to the Chairperson of the Board of Trustees.
- (c) The complaint may be made in either a verbal or written manner.
- (d) The complaint will be accepted by the Board Chairperson who will record the complaint and sign/date copies to all parties. If the complaint is to be of a serious nature it must be made in writing.
- (e) The Board Chairperson shall put in place appropriate and personal guidance to assist the Principal.
- (f) When this assistance and guidance has not remedied the situation, the complaint or matter should be dealt with as per the procedures set out in the current Secondary Principals' Collective Agreement.
- (g) The appointed Board Complaints Sub-Committee will be responsible for managing this process and seek relevant advice.
- (h) The complainant will be advised of the actions taken or, if justified, will be informed that no further action will be taken.

4. **Complaints Resulting from Harassment**

Where harassment (e.g. sexual, verbal or physical intimidation) is the cause of a complaint, two options are available to the complainant:

- (a) To follow the process outlined earlier in this procedure; or
- (b) If he/she prefers the complainant may lodge a complaint with the Guidance Counsellors (male or female) of the school, who will undertake the initial investigation. They will establish the seriousness of the matter, compile the

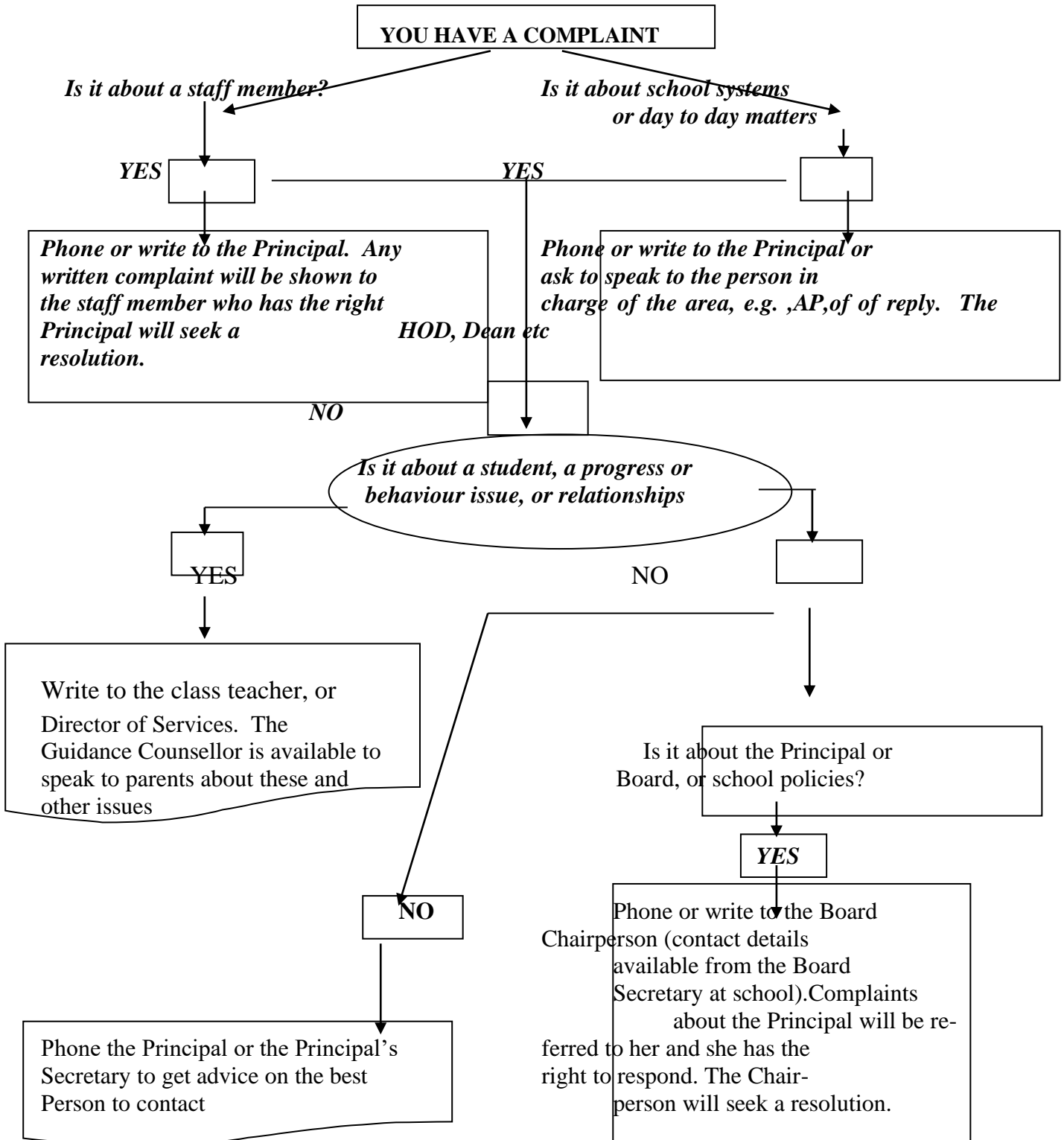
documentation and evidence, and provide a report to the Chairperson of the Board of Trustees. The Board of Trustees will then undertake to address the complaint, either through a sub-committee or delegation to the Principal as per the procedures outlined earlier.

Outcomes of such investigations will be notified to the parties.

Board Chairperson_____ **Review Date**_____

COMPLAINTS FLOW CHART FOR PARENTS/STUDENTS

- Supporting Policies:
- Complaints Policy
 - Policy for Trustees in Handling Complaints



We may or may not be able to remedy your problem, but we do want to hear about it and respond to you.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

2.7 Students Dress/Uniform Policy

Rationale

Uniform standards reflect students' readiness for learning, their pride in themselves, and in their school.

Purposes

The code of dress for students is determined by the Board. This code includes the prescribed school uniforms for seniors and juniors, sports and other extra-curricular uniforms and all aspects relating to clothing, head and footwear and adornments such as jewellery.

- To comply with those aspects of the Charter relevant to the wellbeing of students.
- To ensure that the dress code for students is practical, economical and appropriate.
- To ensure that questions of school dress do not detract staff and students from their teaching/learning goals.

Guidelines

1. The school should follow all legal and other requirements relevant to this policy.
2. The school should ensure that the budget makes provision for this policy.
3. The school should ensure that any proposals for a change in any part of the dress code are widely communicated to the school community and that the community views to the Board on dress code matters.
4. The school should ensure that no change is made to the dress code except with the minuted agreement of the Board. This includes sports uniform.
5. The school should ensure that there is monitoring of the dress code.

Conclusion

All students are required to follow the school uniform codes and wear clean, tidy and appropriate items. Students in school teams and performing groups are required to abide by the dress code established for their particular activity.

Review

This policy will be reviewed annually by the Principal and the Senior Administration Team.

Delegation

The implementation of this policy is delegated to the Senior Administration Team.

Board Chairperson _____ **Review Date** _____

Al-Madinah School

2.8 Reporting to Parents Policy

Rationale

The progress of the students depends on a partnership between school and home. The whole school community needs therefore to be caring, informed and mutually supportive.

Purpose

- To develop knowledge and understanding of each other at home and in school.
- To share information about students and their progress.
- To create a welcoming environment in the school.
- To make parents aware of the channels of communication.
- To establish and maintain a regular (publicised) pattern of communication.
- To encourage communication by means of social interaction.
- To encourage positive and constructive communication.
- To meet the obligations of the Official Information and Meetings Act, 1987 and the Official Information Act 1982.

Guidelines

1. The school should ensure that all legal and other requirements relevant to this policy are met.
2. The school should ensure that the budget makes provision for this policy.
3. Access to the school should be encouraged as appropriate. This may involve formal appointments and visits. Spontaneous visits should also be encouraged, where possible bearing in mind that in a large school, people have busy timetables.
4. There should be regular written communication with parents. All such communications should be expressed in clear, simple and positive language.
5. Provision should be made for more personal communication through Board of Trustees, Parent Teacher Association meetings, telephone calls and special purpose meetings such as parent interviews and meet the teacher days.
6. Newsletters should be sent home regularly.
7. Parents should be notified early of important events and dates.
8. Parents should be informed of all achievements to develop positive acknowledgement of students, staff and school success.
9. Parents should be encouraged to respond to assessment statements which should be sent at least twice a year.

10. Procedures for special interviews with Principal and staff should be made clear.

Conclusion

An informed community becomes an involved community. It is an integral part of a school's pastoral care programme, and essential to a good learning environment.

Review

This policy will be reviewed annually, with particular reference to the Parent Teacher Association, and the Management team.

Delegation

The implementation of this policy is delegated to the Principal reporting to the Board.

Board Chairperson: _____ **Review Date:** _____

2.9 Attendance Policy and Procedure

Rationale

Non-attendance at school has been identified as a major barrier to learning and a significant indication of at risk students. It is the right of everyone in New Zealand to attend school, and the responsibility of parents/caregivers to ensure attendance of all children up to the age of 16.

Purpose

- To assist students to attend school on a regular basis
- To optimise learning requires that students attend school at all times that it is open

Guidelines

1. Electronic registers will document attendance and non-attendance.
2. Attendance checking and follow-up procedures will be monitored by the Assistant Principal.
3. Parents/caregivers will be notified of all unexplained absences.
4. The school will have an enrolment procedure in line with the Education Act and school guidelines.
5. Emergency closure procedures are in place.
6. The school will have a consistent system for marking attendance registers.
7. Suspension and Stand-down procedures in line with Ministry of Education requirements and school guidelines will be met.

Board Chairperson _____ **Review Date** _____

Al-Madinah School

2.10 Video Surveillance Policy

Rationale

A video surveillance system operates to prevent physical damage to the school and all of the properties within its boundaries as well as monitors the human behaviour on site to ensure the school operates in a much disciplined manner. Care needs to be exercised in the way approved staff uses the data to ensure the school complies with relevant sections of the Privacy Act.

Purpose

This policy applies to the on-going use of the video surveillance system for the deterrence of unlawful behaviour, including vandalism, and the possible identification of individuals and ensuing prosecution by police, should this happen. In using this system, it is important that the school:

1. Complies with the Privacy Act;
2. Ensures the cameras are used as an aid to deter vandalism and property damage; and
3. Access and use of the video surveillance system is controlled.

Guidelines

1. Information collected via video footage will only be used to identify those engaged in property damage or unlawful behaviour.
2. The viewing of footage will be restricted to events as close to the time of the damage as possible.
3. The on-going access and use of the video surveillance system is limited to the senior management team and property staff.
4. Signage around the school will inform staff, students, parents and visitors to the school that video surveillance is operating.
5. Principal and SMT may have remote access to surveillance footage in order monitor the property for security/safety reasons.
6. Footages from surveillance camera will be stored for 10days during school terms and all the school holiday period in order follow up any incidents/complaints.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

2.11 ICT User Policy and Acceptable Use Guidelines

Instructions for parents/ caregivers/ legal guardians

1. Please read sections A and B carefully and discuss with your child/ren(s).
2. Please keep Sections A and B for future reference.
3. Parents and students sign Section C and return that page to the school office.

*** The term 'parent' used throughout this document also refers to legal guardians and caregivers.**

Important terms used in this document:

- (a) *The abbreviation 'ICT' in this document refers to the term 'Information and Communication Technologies'*
- (b) *'ICT safety' refers to the safe use of the Internet and ICT equipment/devices, including mobile phones*
- (c) *'School ICT' refers to the school's computer network, Internet access facilities, computers, and other school ICT equipment/devices as outlined in (d) below*
- (d) *The term 'ICT equipment/devices' used in this document, includes but is not limited to, computers (such as desktops, laptops, I pads, chromebooks and mobile phones), storage devices (such as USB and flash memory devices).*
- (e) *'Objectionable' in this agreement means materials that are likely to be injurious to the good of students or incompatible with a school environment. This is intended to be inclusive of the definition used in the Films, Videos and Publications Classification Act 1993.*
- (f) *'AMS' refers to Al-Madinah School*

Rationale

The measures to ensure the cyber safety of Al-Madinah School outlined in this document, are based on our core values.

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices enhances 21 century skills at Al-Madinah, and to the effective operation of the school.

Purpose

- Our school has rigorous cyber safety practices in place, which include cyber safety use agreements for all school staff and students.
- The overall goal of the school in this matter is to create and maintain a cyber-safety culture which is in keeping with the values of the school, and legislative and professional obligations. This user agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cyber safety breaches which undermine the safety of the school environment.

Guidelines

- At the beginning of each year, all students will be issued with 2.0 student agreement – “Acceptable Use of ICT assets” which must be signed and returned to school. Only then the students will be able to use the school ICT equipment, devices and BYOD.
- Teachers are to follow the requirements set by Al-Madinah School.
- The school’s computer network, Internet access facilities, computers and other school ICT equipment/devices are for educational purposes appropriate to the school environment. This applies whether the ICT equipment is owned or leased either partially or wholly by the school, and used on *or* off the school site.
- The school may monitor traffic and material sent and received using the school’s ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including email.
- The school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit*. At any given time, the school principal or his delegated staff may go over things like emails, downloads etc to ensure there is no breach of school policies which also include staff going on to sites which are irrelevant to school related work.
- Classroom / subject teachers will have full access to sight / monitor students work samples on the school network system. The teachers may also go on any other suspicious or used sites.
- Classroom/subject teachers will take full responsibility in ensuring that the students are monitored so that there is no abuse of computer use.
- Auditing will only be done of ICT use and materials from the date of the contract.
- The following agreements has to signed by relevant parties:

Section A: 2.0 Students agreement - Acceptable use of ICT Assets

Section B: 3.0 Parents/Caregiver-Agreement on ICT Safety Policy

Section C: 4.0 Staff/ Teacher agreement - Acceptable of Use of ICT Assets

Board Chairperson: _____ **Review Date:** _____

2.0 Students agreement - Acceptable Use of ICT Assets

As a safe and responsible user of ICT I will help keep myself and other people safe by following these rules

1. I cannot use school ICT equipment until my parent(s) and I have signed my user agreement form.
2. I can only use the computers and other school ICT equipment for my schoolwork.
3. If I am unsure whether I am allowed to do something involving ICT, I will ask the teacher first.
4. If I have my own user name, I will log on only with that user name. I will not allow anyone else to use my user name.
5. I will not tell anyone else my password.
6. I can only go online or access the Internet at school when a teacher gives permission.
7. I understand that I must not, at any time, use the Internet, email, mobile phones or any ICT equipment to be mean, rude, offensive, or to bully, harass, or in any way harm anyone else connected to our school, or the school itself, even if it is meant as a 'joke'.
8. While at school, I will not:
 - Attempt to search for things online I know are not acceptable at our school. This could include anything that is rude or violent or uses unacceptable language such as swearing
 - Make any attempt to get around, or bypass, security, monitoring and filtering that is in place at our school.
9. If I find anything mean or rude or things that I know are not acceptable at our school on any ICT devices or otherwise, I will inform my teacher or AP immediately and ensure other student is informed.
10. I understand that I must not download or copy any files such as music, videos, games or programmes without the permission of a teacher. This is to ensure we are following copyright laws.
11. I must have a letter from home and permission from school when I bring mobile phone and any other devices to school.
12. I will not connect any device (such as a USB drive, camera or phone) to school ICT or run any software, without a teacher's permission. This includes all wireless technologies.
13. The school cyber safety rules apply to any ICT brought to school like a mobile phone.
14. I will ask my teacher's permission before giving out my or any other person's personal information online or otherwise. I will also get permission from any other person involved.

My Personal Information includes:

- **Name**
 - **Address**
 - **Email address**
 - **Phone numbers**
 - **Photos.**
15. If Education Perfect is made available at school, I will complete Global Digital Citizenship activities that will earn me a "Digital Passport".

16. I will respect all school ICT and will treat all ICT equipment/devices with care. This includes:
- Not intentionally disrupting the smooth running of any school ICT systems
 - Not attempting to hack or gain unauthorised access to any system
 - Following all school cyber safety rules, and not joining in if other students choose to be irresponsible with ICT
 - Reporting any breakages/damage to a staff member.
17. I understand that if I break these rules, the school may need to inform my parents. In serious cases the school may take disciplinary action against me. I also understand that my family may be charged for repair costs.

Name of Student: **Student's signature:**

Witnessed by: (Signature)

Witness Name: **Contact Ph:**.....

3.0 Parents/Caregiver-Agreement on ICT Safety Policy

To the parent/caregiver/legal guardian, please:

1. **Read this page carefully** to check that you understand your responsibilities under this agreement.
2. Sign the appropriate section on two sets of this form (one copy for school and one for yourself to keep for your reference).

I understand that AMS will:

- Do its best to create digital citizens to enhance learning through the safe use of ICT. This includes working to restrict access to inappropriate, illegal or harmful material on the Internet or school ICT equipment/devices at school, or at school-related activities.
- Work progressively with children and their families to encourage and develop an understanding of the importance of ICT Safety through education designed to complement and support the use agreement initiative.
- Keep a copy of this signed user agreement on file.
- Respond to any breaches in an appropriate manner.

My responsibilities include:

- To read the ICT Safety use agreement document and the policy.
- To discuss the information with my child and explain why it is important.
- To return the copy a copy of the signed agreement to the school.
 - To support the school’s ICT Safety programme by encouraging my child to follow the cyber safety rules, and to always ask the teacher if they are unsure about any use of ICT.
 - To only take pictures/ work samples of my child and not of other students, staff or teachers at AMS.
- To contact the principal or school ICT safety personnel to discuss any questions I might have about cyber safety and/or about this agreement.

Furthermore, I give permission to the school to publish my child/children’s work (written and photographic) in the school magazine, newsletters and other school related publication for purposes of promoting/celebrating student/school achievement within the school and the wider community.

I hereby declare that I have read and understood the Al-Madinah School BOT ICT Safety Policy and I am aware of the school’s initiatives to maintain a safe learning environment and of my child’s responsibilities. I further give assurance that I will give my full cooperation to the school in dealing with the breach of this policy by my child/children or myself.

Name of Student: **Student’s signature:**

Name of Parent/ Caregiver/ Legal guardian:

Parent/ Caregiver/ Legal guardian signature: **Date:**

Witnessed by: (Signature)

Name: Contact Ph:.....

4.0 Staff / Teacher agreement - Acceptable Use of ICT Assets

Staff or teachers are required to sign this agreement before using, or continuing to use AMS ICT resources.

Guidelines:

1. ICT resources must be only used for educational purposes this includes any ICT equipment taken off site
2. Local private/ cell phone calls must be limited
3. The use of AMS internet access for transmission of personal emails must be limited
4. Users will not share passwords with other staff, teachers, students or log on using another person's identity, except to school approved personnel for maintenance and repair
5. Users will not attempt to gain unauthorised access to AMS systems
6. AMS will accept no responsibility for personal financial transactions undertaken via AMS internet access
7. The downloading, copying or use of software in violation of copyright law is prohibited.
8. Staff/ Teacher use of ICT resources will be responsible and in accordance with AMS policies.
9. No information may be transmitted, over AMS ICT systems, which breaches the provisions of the Privacy Act.
10. The use of any AMS ICT resources for accessing, storing, uploading or downloading of any material which is of a sexual, pornographic, racist, profane, obscene, harassing or otherwise illegal nature is prohibited. Any such action which constitutes serious misconduct and may give grounds for dismissal or termination of contract will be dealt under the Complaints Policy 2.6.
11. Staff/ Teachers are liable for any costs for the repairs/ replacement of any AMS ICT equipment that has been damaged, lost or stolen while off site.
12. All AMS ICT equipment taken off site must be brought back to AMS to be used during school hours.
13. Teachers will only use those pictures/ work samples of students whose parents/ guardians have signed the permission for publication form.
14. Teachers should be aware that photos used for public display must not show the identity of the student by showing a facial shot.
15. Staff and teachers using personal devices while at AMS must comply with rules 1-14.

I _____ agree to abide by the following AMS ICT Acceptable User rules. I note that AMS is not responsible for any financial obligations or legal liabilities arising through unauthorised use of ICT.

Staff/Teacher signature: Date:

Witnessed by: (Signature)

Name: Contact Ph:.....

NATIONAL ADMINISTRATION GUIDELINES 3

SIGNED: _____ (BOT Chairperson) DATED: _____

Next Review Date: _____

NAG # 3 PERSONNEL

According to legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- iv. Develop and implement personnel and industrial policies within policy and procedural frameworks set by the Government from time to time which promote high levels of staff performance, use educational resources effectively, and recognise the needs of the students.
- v. Be a good employer as defined in the State Sector Act 1988, and comply with the conditions contained in employment contracts to teaching and non-teaching staff.

The key tasks for the (Curriculum Personnel Committee) are:

- To ensure that NAG 3 goals are being implemented.
- To be well informed on a wide range of industrial and personnel issues.
- To recognise and implement the conditions of employment for all employees under Board control, including appropriate salary, wages and reimbursement rates for staff. (Be a good employer, as defined in the State Sector Act 1988).
- To convene any appointments committee set up under the School's appointment policy.
- The ongoing clarification of roles and responsibilities of Trustees.
- To keep the Board of Trustees informed of all important personnel issues.
- To conduct an annual review of personnel practices and procedures and supporting documents.

Al-Madinah School has attempted to meet the requirements of National Administration Guidelines 3 through the implementation of policies, procedures and supporting documents as listed below.

Policies:

- Equity
- Equal Employment Opportunities
- Treaty of Waitangi
- Human Resource Management
- Management of Unit Allocation
- Middle Management Allowance Allocation
- Performance Management
- Staff Induction
- Protected Disclosures
- Staff Discipline
- Principal's Appraisal Process
- Police Vetting
- Code of Conduct
- Harassment
- Professional Development of Beginning Teachers
- Staff Leave/Discretionary Leave of Absence
- Staff Appointment and Induction
- Exit Interview

Supporting Documents:

- Harassment Procedures (Sexual, Verbal, Physical) – *Staff Admin. Handbook*
- Staff Leave *Staff Admin. Handbook*
- Professional Development *Performance Manage. System*
- Teacher Registration
- Performance Management System
- Job Descriptions/Performance Agreement
- EEO Programme
- EEO Annual Report
- Complaints Against Staff Procedures – *Staff Admin Handbook*
- Appointment of Staff *BOT Manual and Staff Administration HB*
- Protected Disclosure *Staff Admin Handbook*
- Police Vetting *Staff Admin Handbook*

Al-Madinah School

3.1 Equity Policy

Rationale

As a co-educational school Al-Madinah School is mindful of the need for gender, ethnic and other aspects of equity in all of school life and is committed to the equitable allocation of resources to ensure that the needs of the individual are met.

Purpose

To develop a curriculum that reflects the needs and aspirations of all students in the school

To provide appropriate role models

To produce an equitable provision of learning and teaching programmes

To produce school policies and practices which are equitable in intent and outcome.

Guidelines

1. The school should ensure that all legal and other requirements relevant to this policy are met.
2. The school should ensure that the budget makes provision for this policy, within the obvious constraints.
3. The school should ensure that the curriculum provides equal opportunity for all students in academic, sporting and extra-curricular areas.
4. Selection of learning materials should reflect equity in all respects and in particular they should be non-sexist and non-racist.
5. Wherever possible the school should provide equitably for Maori and other ethnic minorities within the staff, based on student roll.
6. There should be recognition that equity is desirable for students with special needs and with special abilities; each case should be assessed on an individual basis bearing in mind the resources necessary for the student and the resources actually available to the school.
7. Appointments and promotions should be carried out with the importance of role modelling in mind.
8. There should be an attempt to allocate resources equitably across the gender, age, and form levels of the school.
9. There should be both men and women available to students in the guidance and careers advice network.
10. The school's senior management team should have both male and female representation.
11. Race and gender must be equally represented in role models presented to students at assemblies and all school functions.

12. Community leaders, particularly those from minority groups, should be encouraged to visit the school.

Conclusion

The Board recognises that any disadvantage experienced at the school by students, parents or staff because of age, gender, religion, ethnicity, cultural, disability, social, family or financial background should be acknowledged and addressed.

Review

This policy will be reviewed annually, with special reference to 'boys and Maori students' data, and Special Education personnel.

Delegation

The implementation of this policy is delegated to the Principal.

Other Relevant Policies

Treaty of Waitangi, Equal Employment Opportunities, Harassment, Special Needs, Special Abilities

Board Chairperson: _____ **Review Date:**_____

Al-Madinah School

3.2 Equal Employment Opportunities Policy

Rationale

The Board of Trustees of Al-Madinah School 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.

Purpose

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 convenor will be appointed
2. An EEO programme will be developed and its implementation monitored by the Board.
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 and Pacific Peoples, the employment requirements of Maori/Pacific Peoples and the need for greater involvement of Maori/Pacific Peoples 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.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

3.3 Treaty of Waitangi Policy

Rationale

The Treaty of Waitangi is the founding document of our nation; it provides a framework for partnership today and in the future. Our school accepts its responsibility for attempting to fulfil the intent of the Treaty.

Purpose

To ensure the curriculum reflects Maori perspective.

To make equitable provision for the needs of Maori.

To provide opportunities for all students to learn some Maori language and culture.

To recognise Maori values in resourcing the school.

Guidelines

The Board, through the Principal, shall

9. Promote and fund the professional development of staff in respect of the Treaty of Waitangi issues.
10. Support and ensure that Departments through their annual review of teaching programmes, develop curricula that include the Maori perspective.
11. Opportunities will be provided for all students to learn tikanga Maori.
12. Pastoral care is provided through culturally appropriate ways.
13. Provide for the specific learning needs of Maori students through consultation with parents, the Maori community and Maori education experts.
14. Consult with the Maori community so that the school environment reflects the cultural heritage of tangata whenua o Aotearoa.
15. Provide training for Board of Trustee members in Treaty of Waitangi issues.
16. Review all policies to ensure that they embrace the intent of Treaty of Waitangi.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

3.4 Human Resource Management Policy

Rationale

The needs of students are paramount in all planning and decision making in this School, and will be in line with the stated goals in the School's Charter, strategic plan and policies.

Purpose

- Student needs are determined through consultation with the school community
- Consideration will be given to the requirements of the National Education Guidelines.
- The School will develop a curriculum designed to be relevant and appropriate to the student's needs, making best use of available staffing, facilities and resources.

Guidelines (Requirements of Staff)

1. Commitment to the aims of the School, and to the provision of a secure emotional and physical learning environment for students, is a fundamental expectation of staff.
2. A willingness to develop empathy with young people from a variety of cultural backgrounds and a demonstrated ability to contribute to the pastoral care of students in the widest sense, is a requirement of all staff.
3. Effective interpersonal skills, including the ability to communicate with and include people who differ widely in regard to social, cultural and ethnic background, country of origin, physical and intellectual ability, learning styles, age and stage of development are seen as essential for all staff.
4. Demonstrated commitment is expected by all staff to the reduction of barriers to learning through the provision of appropriate learning experiences, care, guidance and support for all students in all learning situations across the whole school.
5. Flexibility and the ability to be innovative are expected as being integral to the provision of a broad based and up-to-date curriculum.
6. Commitment to ongoing professional development and accountability for professional performances are required to meet challenges and opportunities as they emerge in an environment where changes will occur.
7. Collegiality and team work are integral to effective teaching, learning and pastoral care.
8. Willingness to contribute to the provision of the widest possible range of educational opportunities within and beyond the classroom, within the formal curriculum and beyond it, through sporting, cultural and outdoor activities, is expected.
9. Management and care of capital resources, which include furniture and fittings, teaching resources, and the general environment of the School, is expected.

Board of Trustees Responsibilities

1. According to the National Administrative Guidelines, the Board is required to:
 - (i) Develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote

high levels of staff performance, use educational resources effectively, and recognise the needs of students.

- (ii) Be a good employer as defined in the State sector Act, 1988, and comply with the conditions contained in the employment contracts applying to teaching and non-teaching staff.
2. In this School the Board of Trustees is expected to act as a good employer, ensuring the well-being and fair treatment of staff with particular reference to the Equity, Treaty of Waitangi, EEO, and Personnel policies of our School.
 3. In planning the staffing of the School, creative, innovative, forward looking and strategic allocation of staffing resources are required, in line, with the School's current Strategic Plan, ensuring maximum effectiveness and efficiency for student's benefits.
 4. In appointing staff, diversity of skills, experience, personal and professional qualities, status, career stage, gender ethnicity and cultural background among staff are significant if the School is to provide the widest possible range of learning experiences through both the formal curriculum of organised activities in the School, and also informally, e.g. role modelling.
 5. Where a staff member has been identified as not meeting performance expectation, the Board, in acting as a good employer, recognises a responsibility to assist them to make positive changes. This will be accomplished through confidential personal negotiation between staff member and the Principal in the first instance. If further competency procedures are required, these will follow the guidelines in the appropriate collective employment contract. In relation to the Principal, the procedure defined in the Employment Contract will be followed.
 6. The Board's policy is to employ registered teachers who through the interview process clearly show that they have the appropriate skills to meet the schools needs.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

3.5 Management of Unit Allocation Policy

Rationale

Each year the roll of the school generates staffing allocations. Part of these allocations are units which carry a remuneration. There are two types of units:

- Units for permanent positions of responsibility
- Fixed term units

The School will consult with teaching staff on the allocation for fixed term units.

Purpose

- To facilitate the school's obligations to consult with staff
- To ascertain the best allocation of Units
- To ensure that due recognition is given to staff for the duties they undertake

Guidelines

1. Boards will be entitled, in any one school year, to a number of units generated by formula in the relevant Staffing Order. The employer, following consultation with its teaching staff, will determine the use of units. Up to 40% of the units may be allocated on a fixed-term basis.
2. The rate per unit is as specified in clause 4.1(b) above regardless of the level of aggregation. Units are not divisible. They are paid at the substantive rate to both full-time and part-time teachers. The only circumstance in which the units may be apportioned is in an approved full-time job share position.
3. Fixed-term units allocated for any reason will be paid in addition to the teacher's rate of pay, including any permanent units.
4. At the time of allocating a fixed-term unit or units the employer shall specify either the period of time for which the teacher shall be entitled to that fixed-term unit or units, or the particular assignment or task to be undertaken for which that fixed-term unit or units has been allocated.
5. The entitlement to that fixed-term unit or units shall cease at the expiry of the specified period or on completion of the specified assignment or task.
6. The employer may reallocate to the same teacher a fixed-term unit or units for a further period of time or for a further particular assignment or task.
7. a) Teachers holding only fixed-term units shall be entitled to progress by annual increment as provided for in clause 4.2.3 to their qualifications maximum on the base scale.

b) Permanent units holders, however designated, who hold a G3+ qualification (as defined in 4.1) shall be entitled to progress by annual increment as provided for in clause 4.2.3 to step 14 of the base scale.

c) Subject to 4.3.8, permanent unit holders, however designated, who do not meet the G3+ qualification criteria will remain eligible to progress to step 13 of the base scale irrespective of their qualifications maximum, provided that in respect of this group of teachers:

d) they shall revert to that qualification maximum if their permanent units are lost following competence review or if appointed to a position without permanent units, and

e) where such teachers subsequently regain permanent unit(s) they shall also gain an immediate base scale increment (if available) and will become eligible for any further increment(s) due from the anniversary of that date.

8. Untrained teachers holding permanent units shall be entitled to progress by annual increment as provided for in clause 4.2.3 to their qualifications maximum on the base scale.

9. Where a teacher appointed to a position to which unit(s) are allocated loses that position or has the position altered in status because of the application of the surplus staffing provisions of this agreement the salary protection arrangements of those provisions shall apply provided:

(a) that where the allocation has been made on a fixed-term basis the period of protection shall be for the lesser of the term of the appointment agreed or for one year while the teacher continues to hold a position at the school; and provided also:

(b) that in no case shall the eventual salary reduction be to a rate less than would otherwise apply had the teacher not been appointed to a position to which unit(s) had been allocated. For the sake of clarity, any increments received or due in accordance with clause 4.2.3 or 4.3.7 or 4.3.8 above shall remain payable or due notwithstanding the teacher's reduction in status

10. Voluntary relinquishment of units

Where the holder of units decides to relinquish voluntarily a unit or units, and that offer of relinquishment is accepted by the employer, the teacher shall revert to the appropriate rate of pay following the reduction.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

3.6 Middle Management Allowance Allocation Policy

Rationale

Each year the roll of the school generates staffing allocations. Part of these allocations are allocations which carry a remuneration. There are two types of allowances:

- Allowances for permanent positions of responsibility
- Fixed term units allowances

The School will consult with teaching staff on the allocation for fixed term allowances.

Purpose

- To facilitate the school's obligations to consult with staff
- To ascertain the best allocation of allowances
- To ensure that due recognition is given to staff for the duties they undertake

Guidelines

1. An employer will be entitled, in each school year, to a number of Middle Management Allowances generated by formula in the Secondary Staffing Orders. The employer, following consultation with its teaching staff, shall determine the allocation of these allowances. Up to 30% of the allowances may be allocated on a fixed term basis.
2. The Middle Management Allowances are restricted to: (i) teachers without units who have a designated curriculum or pastoral management responsibility; (ii) teachers with 1 to 4 units who have a designated curriculum or pastoral management responsibility; and (iii) teachers with 5 units who have significant designated curriculum-related management responsibilities.
3. Up to 15% of a school's Middle Management Allowances may be allocated to teachers without units who have designated curriculum or pastoral management responsibilities
4. An individual teacher with fewer than five units may be allocated no more than 2 Middle Management Allowances. An individual teacher with five units may be allocated no more than 1 Middle Management Allowance.
5. Each Middle Management Allowance shall generate an additional salary payment of \$1,000 per annum.
6. Middle Management Allowances are not divisible and the attached salary shall be paid at the substantive rate to both full-time and part-time teachers.
7. Where a teacher appointed to a position to which middle management allowances are allocated loses that position or has the position altered in status because of the application of the surplus staffing provisions of this agreement the salary protection arrangements of those provisions shall apply provided that where the allocation has been made on a fixed-term basis the period of protection shall be for the lesser of the term agreed or for one year while the teacher continues to hold a position at the school.

Board Chairperson _____ **Review Date** _____

Al-Madinah School

3.7 Performance Management Policy

Rationale

Al-Madinah School recognises the need to evaluate regularly the quality of care, teaching and learning at all levels relative to agreed standards of teaching performance and the school's goals and objectives as expressed in the charter.

To achieve this, a system of staff appraisal is carried out with the aim of improving the quality of care, teaching and learning outcomes achieved by the school and its staff by providing support and development opportunities that will enable them to achieve their personal and professional goals.

Guidelines

1. The Principal has the delegated responsibility for the implementation of the appraisal system.
2. The appraisal of the Principal is the responsibility of the Board through the Board Chairperson.
3. Funding to implement the appraisal policy will be made available.
4. A negotiated written statement as to the process is agreed to by the parties concerned.
5. The appraiser and the appraisee will set development objectives and outline the support required.
6. The appraisal process will include:
 - a) observation of practice
 - b) discussion of achievement of performance
 - c) a written self appraisal by appraisee
 - d) an appraisal report prepared in consultation between appraiser and appraisee
7. All documents are confidential to the person being appraised, his/her appraiser the Board and the Principal. Information that is no longer relevant to the appraisal will be destroyed. (ERO also has legal access to these documents).
8. Appraisal occurs on an annual cycle.
9. Reports will be provided to the Board when appropriate and will be of a general nature to facilitate funding.
10. In the event of a dispute, the appraiser and the appraisee meet with a third party, either the Principal or the BOT Chairperson. If a compromise cannot be reached a mediator is appointed who establishes guidelines for the outcome of the mediation.
11. If a teacher disagrees with the deferral of his/her salary increment, the procedures outlined in the Secondary Teachers Collective Employment Contract will be followed (pages 21,22).
12. Competency or issues of concern should be reported to the BOT as they arise.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

3.8 Staff Induction Policy

Rationale

It is important that all new staff are provided with the necessary information to allow them to become part of the school community.

Purpose

- To provide a programme to give support where necessary to newly appointed staff.
- To enable new staff to function appropriately within the school context.
- To ensure that students receive a smooth continuity of care, curriculum delivery and school policies and procedures.
- To maintain the school vision and charter objectives.

Guidelines

1. Systems will be in place to support all newly appointed staff.
2. Provisionally registered teachers will be provided with appropriate programmes of support.
3. All new staff will be made aware of the School Charter obligations, school organisation documents and school policies.
4. Team and curriculum leaders will provide details on curriculum content and assessment procedures.
5. Use will be made of support and guidance by using the 0.2 staffing entitlement for Provisionally Registered Teachers.
6. Provision will be made to give access to school support personnel.
7. All new staff will be provided with a staff handbook.
8. All staff will be given a job description, performance agreement and details of school rules as they relate to staff discipline.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

3.9 Protected Disclosures Policy

Rationale

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.

This policy is issued in compliance with the Protected Disclosures Act 2000 and will apply from 1 January 2001.

Purpose

A protected disclosure is a declaration made by an employee where they believe serious 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.

Guidelines

The policy consists of:

1. Definition of a protected disclosure.
2. Definition of Serious Wrong doing.
3. Conditions for Disclosure.
4. Information on who can make a disclosure.
5. Protections for employees making disclosures.
6. A procedure by which an employee can make a disclosure.

What is a Protected Disclosure

A protected disclosure is a declaration made by an employee where they believe serious 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:

- (i) Unlawful, corrupt or irregular use of public funds or resources.
- (ii) An act or 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 mismanagement, or constitutes serious risk to the maintenance of law.

Conditions for Disclosure

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

- (i) the information is about serious wrongdoing in or by the school, and

- (ii) the employee believes on reasonable grounds the information to be true or is likely to be true, and
- (iii) the employee wishes the wrongdoing to be investigated, 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:

- (i) current employees and principal
- (ii) former employees and principals
- (iii) 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 of retaliatory action from their employees
may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers
are 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 Procedure, 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.

Board Chairperson _____ **Review Date** _____

1 How to submit a disclosure

The employee should obtain the Protected Disclosure Form (copy attached) from the Principal's Secretary and complete it.

2 Information to be contained

The disclosure should contain detailed information including the following:

- (i) the nature of the serious wrong doing*
- (ii) the name or names of the people involved*
- (iii) surrounding facts including details relating to the time and/or place of the wrong doing if known or relevant*

3 Where to send disclosures

The completed form must be sent in writing to the Principal (provided that the following clause does not apply) who has been nominated by the Board of Al-Madinah School

OR

If you believe that the Principal is involved in the wrong doing or has an association with the person committing the wrong doing that would make it inappropriate to disclose to them, then you can make the disclosure to the Chairperson of the Board.

4 Decision to investigate

On receipt of a disclosure the Principal or Chairperson must within 20 working days examine seriously the allegations of wrong doing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the Principal or Chairperson or arranged by him/her, through the Board, as quickly as practically possible. The Board can refer the matter to any appropriate authority.

5 Protection of disclosing employees name

All disclosures will be treated with the utmost confidence when undertaking an investigation and when writing the report, the Principal or Chairperson 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:

- (i) to ensure an effective investigation*
- (ii) to prevent serious risk to public health or public safety or the environment*
- (iii) to have regard to the principles of natural justice.*

6 Report of Investigation

At the conclusion of the investigation the Principal or Chairperson will prepare a report of the investigation with recommendations for action if appropriate, which will be then decided by the Board of Trustees of Al-Madinah School..

7 Disclosure to an appropriate authority in certain circumstances

A disclosure may be made to an appropriate authority (including those listed below), if the employee making the disclosure has reasonable grounds to believe:

- (i) the Chairperson responsible for handling the complaint is or may be involved in the wrong doing; or
- (ii) immediate reference to another authority is justified by urgency or exceptional circumstances;
- (iii) or there has been no action or recommended action within 20 working days of the date of disclosure.

Appropriate Authorities include (but are not limited to):

- (i) Commissioner of Police
 - (ii) Controller and Auditor General
 - (iii) Director of the Serious Fraud Office
 - (iv) 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 every public sector organisation

8 Disclosure to Ministers and Ombudsman

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:

- (i) has decided not to investigate; or
- (ii) has decided to investigate but not made progress with the investigation within reasonable time, or
- (iii) has investigated but has not taken or recommended any action; and continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

Al-Madinah School

Protected Disclosure

Highly Confidential

This form should be completed and returned to the Principal, unless the Principal is named herein in which case it should be returned to the Chairperson of the Board of Trustees.

Name of person making disclosure: _____

Nature of wrong-doing believed to have occurred, including all known details:

Persons believed to have been involved and specific nature of alleged involvement.

**Board of Trustees
Al-Madinah School**

Al-Madinah School

3.10 Staff Discipline Policy

Rationale

In dealing with issues of staff discipline it is important that the Board acts in a fair and reasonable manner as a good employer. Procedures for dealing with discipline issues must be equitable, fair, consistent and open.

Purpose

To ensure that the Board complies with all regulations and the provisions of relevant collective or individual contracts where procedures related to discipline, competence and dismissal are necessary.

Guidelines

All reasonable efforts will be made by the Principal and Board to resolve issues at as early a stage as possible.

A system of verbal and written warnings will be used as disciplinary measures. Verbal warnings will precede written warnings. All warnings will be placed on the staff member's file.

Staff members facing alleged breaches of discipline or competence will be advised of the right to request representation at any stage.

Where necessary the Discipline Committee of the Board will meet to discuss matters of staff discipline.

The Principal will consult with the Board Chairperson regarding any decision to invoke relevant clauses of the various contracts relating to discipline or suspension of staff.

In dealing with alleged breaches of conduct or of staff competency all appropriate steps as laid down in relevant contracts will be forwarded.

The principles of natural justice must apply.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

3.11 Principal's Appraisal Process Policy

(Contents relate to Performance Management System Documentation)

1. The Board of Trustees will have the Principal's Appraisal carried out by an external professional Appraiser. This person will be appointed by agreement of the Chairperson, Board of Trustees and in consultation with the Principal.
2. The appraisal process will be negotiated each year with the Appraiser, Principal and BOT Chairperson and as a part of the Principal's Performance Agreement.
The Principal will be appraised against:
 - The professional standards
 - The current performance agreement
 - The annual plan as it relates to the Principal's responsibilities
 - Any other negotiated areas (BOT Chairperson/Principal)
3. The appraisal once completed will be discussed between the Principal and the Appraiser and a copy forwarded to the BOT Chairperson.
4. The BOT Chairperson will report to the full BOT that the appraisal is complete.
With the Principal's agreement specific areas of (or the full) appraisal may be reported to the BOT.
5. Specific disputes arising from the appraisal may at the BOT Chairperson's discretion, be referred to the BOT personal sub committee, but the Principal must be informed of these prior to the meeting.
6. Disputes over the appraisal will be resolved in accordance with relevant clauses within the Collective Agreement or the relevant sections of the Performance Management System.

Procedural Issues:

A variety of processes may be used depending on the specific requirements of each appraisal round – Self appraisal must form part of each appraisal.

360° appraisals should be included.

Suggestions below can be used, depending on need

- survey parents, children, staff
- interviews with staff
- paper work checks
- observations in classrooms
- BOT Chairperson
- Interview the Principal
- BOT reporting
- Curriculum and assessment information
- Newsletters

Negotiations over exactly what will be covered and how, must occur prior to the appraisal, to the satisfaction of all involved (i.e. Principal, BOT Chairperson, Board of Trustees and Appraiser).

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

3.12 Police Vetting Policy

1. The school is currently required to carry out a police vet on new employees who are not registered teachers, plus contractors working at the school who may have the opportunity of regular contact with students. Note – existing staff will be vetted at some stage in the future. All vets will be done through the Teachers Council on the standard form. The school will pay the \$10.00 fee applicable for each application.
2. Police vets will be obtained prior to any permanent appointment being made. Vets must be obtained within two weeks for non-permanent people.
3. Volunteers will be vetted directly with the Police.
4. All vets will be addressed to the Principal. The top of the vet form will be placed on the person's file as a record that a vet was completed. The body of the vet will be returned to the person. The Principal will keep contents of vet confidential.
5. **New Employees/Contractors**
When a vet contains information regarding criminal convictions, the Principal will make a judgment as to whether the conviction constitutes a possible risk to the students at the school. The person will be given an opportunity to validate the information. The Principal will then decide whether to continue with the employment.
6. **Existing Employees**
In the case where a vet reveals information which could constitute a risk to students at the school, the Principal will take advice from the Board of Trustees and the NZ School Trustees Association Industrial Advisor. The right to privacy of the employee will be protected during this process.
7. No vets will be kept when no longer needed for this purpose, and no other employees will have access to the information contained in the vet.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

3.13 Code of Conduct Policy

This document has the purpose of complimenting the New Zealand Teachers Council Code of Ethics with local operational guidelines and expectations for Al-Madinah School. Like the NZTC Code of Ethics (attached as an appendix) this code of conduct aims to:

to inspire the quality of behaviour which reflects the honour and dignity of the profession,

to encourage and emphasise those positive attributes of professional conduct that characterise strong and effective teaching

The Principal is responsible for the setting and maintaining of professional conduct in the school. S/he is the judge of whether standards are being met, taking into account the advice of senior staff, middle management and other parties where appropriate.

Punctuality

All teaching staff must be punctual to classes, meetings, etc. as follows:

Staff meetings are on specified days. All staff are expected to attend. Apologies should be made in advance to the chair of the meeting.

Morning briefings are held promptly at 8.25 Mondays, Wednesdays and Fridays.

Staff are expected to attend assemblies appropriate to their form teacher, house and teaching responsibilities.

Teachers timetabled for examination supervisions should be punctual to their allotted duties.

Department meetings occur at specified times and may be supplemented by departmental meetings organised in consultation with staff. Staff are expected to attend these meetings.

Apologies should be made in advance to the chair of these meetings.

Duty

Duty supervision outside of timetabled classes is recognised as part of the wider pastoral and administrative responsibilities of teaching staff employment conditions. As such there is a clear expectation that duty responsibilities should be fulfilled.

Duty is allotted equitably, with due consideration given to the load of staff member's responsibilities elsewhere within the operation of the school.

Duty supervision times are organised in consultation with staff by the AP Staff Administration and monitored by Duty Team Leaders.

Staff Dress and Appearance

- All Al-Madinah School staff are expected to present themselves appropriately to their role and position held within the school.
- Teaching staff should be aware of the role of their appearance in modelling those positive values which are widely accepted in society and encourage learners to apply them and critically appreciate their significance.

Alcohol

- Staff are not to consume alcohol on school premises, or be intoxicated during normal school instruction hours.

Smoking

- The school is a smoke free environment.
- Smoking in classrooms, offices and in the school grounds is forbidden.

Leaving School Premises

- If there is a need to leave school premises during school time staff should sign in/out at the school office to facilitate monitoring of staff presence in case of evacuation procedures/emergency.

Leave

- Leave is generally considered in line with the provisions outlined in the Collective Employment Contract.
- Adequate prior application must be made to the Principal whose decision it is whether to grant leave or not.
- Leave for periods in excess of three days must be considered by the Board.

Supervision of classes

- All staff are required to supervise their timetabled classes at all times.
- Students should not be left unsupervised in any classrooms unless in an emergency situation which is reported on.
- From time to time teachers will be called upon to supervise classes of absent teachers where provision of day relievers has not been practical.

Absence from work

- The sick leave provisions of the CEC apply to all teachers.
- The AP in charge of staff relief must be notified of impending absence as directed in the staff manual.

Media and Public Contact

- All members of staff are encouraged to present a positive image of the school.
- All contact with the media and statements on behalf of the school to the general public concerning school issues must be with the knowledge and sanction of the Principal/Board.

Collegiality

- In respect of behaviour towards colleagues, all staff should be guided by the following principles from the NZTC Code of Ethics:
 - advance the interests of the teaching profession through responsible ethical practice
 - regard themselves as learners and engage in continuing professional development
 - be truthful when making statements about their qualifications and competencies
 - contribute to the development and promotion of sound educational policy
 - contribute to the development of an open and reflective professional culture
 - treat colleagues and associates with respect, working with them co-operatively and collegially to promote students' learning
 - assist newcomers to the profession
 - respect confidential information on colleagues unless disclosure is required by the law or serves a compelling professional purpose
 - speak out if the behaviour of a colleague is seriously in breach of this Code.

Security

- All staff should be mindful of the security of the facilities and resources of the school environment.
- Keyholders must keep their keys safe and on their person at all times while on site.
- Keys should never be given to students.

- Loss of keys should be reported to the Executive Officer immediately.
- Facilities should be secured and locked at the end of school, morning intervals and lunchtimes where practical and reasonable.

Philosophy and Policies

- The School Charter, Board and Management policies are the guiding documents of the school. These should be adhered to at all times.
- Failure to responsibly adhere to school policies will almost certainly lead to disciplinary action as outlined in the appropriate school policies and the disciplinary procedures of the CEC.

Confidentiality

- Information staff become aware of about students and their families must be treated with confidentiality and sensitivity.
- All staff should respect confidential information unless disclosure is required by the law or serves a compelling professional purpose.

Confiscations

Temporary confiscation of property is permitted but such property remains the property of the students and must be returned.

Confiscated property should be delivered to a Senior Manager for secure storage and the student informed of this.

Misconduct and Complaints

- All cases of alleged misconduct will be investigated and a resolution sought by the Principal (or delegate) and the staff member under question notified. Reporting of such matters to the Board is mandatory.
- Where a complaint is against the Principal the concern may be taken directly to the Board of Trustees Chairperson.
- Where further action is deemed necessary the matter will be referred to the Board Complaints Sub-Committee.
- The provision of guidance, advice and support from the PPTA branch and association officers will be made clear.
- The school has policies for complaints, harassment and disputes procedures.
- Resulting disciplinary procedures are contained in the CEC and this school adheres to these.

Roll Books

- The keeping of accurate roll records is a statutory requirement of all schools and a delegated responsibility of staff.
- Form rolls must be taken each school day.
- Every class teacher must take a roll each timetabled period.
- Staff are expected to adhere to the absentee procedures for reporting daily to the school office and prolonged absences of students.
- Roll books will be provided by the school as appropriate

Board and Staff Relationship

- The Board of trustees is the legal employer and is responsible for ensuring the staff meets legal and charter requirements.
- The Board sets and approves the governance policies of the school.
- The Principal is responsible for implementing Board policies and for the management of the school.
- All formal staff approaches to the Board should follow the procedures set out in appropriate policies for complaint, notification, requests or submissions.

- The Staff Trustee is the staff representative on the Board and has the responsibility to gauge staff opinion on proposed policies and issues being considered, to make representations on behalf of staff to the Board, and to report back to staff.

Physical and Verbal Abuse

- Teaching staff are expected to follow the discipline policy and procedures of the school as outlined in the staff manual.
- Staff are expected to promote the physical, emotional, social, intellectual and spiritual wellbeing of learners.
- Corporal punishment is illegal and must not be used. Staff should avoid physical contact with students.
- Verbal abuse, swearing, ridicule and belittling are unacceptable within this school.

Board Chairperson_____ **Review Date**_____

Al-Madinah School

3.14 Harassment Policy

Rationale

The school community must function in an environment where individuals feel comfortable, safe and secure; harassment in any form is unacceptable.

Purpose

- To ensure that all members of the school community recognise harassment in any form (see definition)
- To understand fully the meaning of harassment, i.e. when the receiver feels uncomfortable as a consequence of another's words or actions towards them.
- To provide the individual with ways of dealing with harassment.
- To provide support and appropriate action in the event of any harassment.

Guidelines

1. The school should ensure that all legal and other requirements are met.
2. The school should recognise and support the policies on harassment as laid down
 - i) In employment agreements relevant to any members of the school staff, and
 - ii) All relevant sections of the Human Rights Commission Act relevant to the school community
3. The school should ensure that the budget makes provision for this policy.
4. The school should develop in all aspects of its activities:
 - i) Awareness of harassments in all forms
 - ii) The promotion of self-esteem and the concepts of respect for others
 - iii) Strategies designed to respect and successfully deal with harassment.
5. There should be programmes to help individuals with specific needs in this area.
6. There should be a support network, building trust and confidentiality of which all are aware and to which all have access.
7. The school should develop parental awareness of the school's policy and encourages them to participate and support in dealing with harassment.
8. There should be appropriate programmes and ongoing development of staff awareness, skills and knowledge in this area.
9. There should be ongoing monitoring of this policy.
10. There should be clear procedures for students or staff to follow if they wish to complain of harassment.
11. All individuals should be aware of their right to take a complaint directly to the Human Rights Commission or their Union at any time.

Conclusion

The school must ensure that all members of its community know harassment is unacceptable and take active steps to discourage it. The basic right of all who work or learn there to freedom from harassment demands immediate and appropriate support should it occur.

Review

This policy will be reviewed annually, with specific reference to the Guidance Network.

Delegation

The implementation of this policy is delegated to the Guidance Counsellor.

Other Relevant Policies

Equity, Equal Employment Opportunities, Treaty of Waitangi.

Definition:

Harassment includes bullying, racial, and sexual harassment. Behaviour is harassment when it is unwelcome, repeated or significant, and/or causes detriment. It can be physical, verbal, spiritual, emotional, intellectual and visual.

Board Chairperson _____ **Review Date** _____

Procedures for Dealing with Harassment/Bullying in the Workplace

Options

1. Self Help

The employee may:

tell the person or persons in private, that their behaviour is offensive and request that it stop
write to the person or persons about their behaviour, sealing and marking the letter "Private and Confidential"
speak to the person or persons, in the presence of the OSH Officer, or a member of the OSH Committee.

Since allegations of harassment (sexual, or bullying) are serious it is important to keep any information confidential to those directly involved.

2. Informal Intervention

The employee may approach a member of management to intervene. The selected management person must act quickly, discreetly and fairly, and ensure that all discussions and any investigations are conducted in the strictest confidence and according to the principles of natural justice. The management person should explain what procedures s/he will use and allow the employee to choose whether or not to proceed with this option.

3. Formal Complaint

Complaint to the Principal or Board in writing

If self help, or informal intervention have not worked, or if the allegation is, in the employee's view, serious enough to warrant formal disciplinary action, the employee should submit a detailed written complaint to the Principal, or to the Board. There is a need to ensure procedural fairness for the complainant and the person being complained about. Appropriate disciplinary action may be taken as a result of any investigation.

Board Chairperson _____ Review Date _____

Al-Madinah School

3.15 Professional Development of Provisionally Registered Teachers (PRTs) Policy

Rationale

It is essential that resources are invested in PRTs to promote quality teaching in the long term. Professional development needs to be seen as an on-going process with initial teacher registration as a first goal.

Resources need to be applied after the appointment of beginning teachers for their orientation, and a development programme needs to be arranged to complete initial training up to registration, particularly in the first year.

We must try to provide the best possible environment for growth, and ensure that help, support and understanding are available as required.

Purpose

- To promote the personal professional development of PRTs.
- To familiarise beginning teachers with the programmes, procedures and culture of the school.
- To provide beginning teachers with support, advice and understanding which will encourage confidence, self-esteem, collegiality, and quality teaching.
- To ensure compliance with teacher registration requirements.

Guidelines

The Board should ensure it meets all legal and other requirements relevant to this policy. The following personnel should be involved in the implementation of this policy.

The Principal

- will designate a co-ordinating senior teacher responsible for ensuring that advice and guidance is given to beginning teachers
- should make at least one observation visit each year

The Co-ordinator

- Should be the AP or AP, or at least a senior PR holder
- Is accountable to the Principal
- Must designate a supervisory teacher who will be the Head of Department or the Assistant Head of Department.
- Where there is no HOD within the school qualified in the specific curriculum area the co-ordinator must ensure that adequate professional advice is secured from another designated senior teacher, and, where possible, from subject advisers. Advice and guidance may also be sought from a subject specialist in another school, and, where possible, the PRT may be released to visit such a person in school time.
- Should designate a 'buddy' teacher to act as a 'sounding board' and give collegial support as required.
- Must assist the PRT through the process of orientation and understanding of the school's organisation.
- Is responsible for overseeing activities that lead to the professional development of the PRT e.g. in-service courses, observations.
- Must meet with the PRT on a regular basis to discuss progress and concerns.

- Must exercise interpersonal skills, communication skills and understanding, and ensure that advice and guidance is provided to promote personal growth and development.
- Must maintain records of all observation visits and other relevant data, and copies should be given to the Principal where applicable.
- Will provide the beginning teacher with a copy of the current criteria for registration, and advice of progress and any areas needing development.

The Supervisory Teacher

- must provide adequate schemes of work, and must assist in interpreting these schemes.
- Must assist in the preparation of class programmes that are in accordance with the schemes of work.
- Is responsible for activities that lead to the professional development of the PRT in subject curriculum, department matters and teaching strategies e.g. observation, subject association meetings, departmental meetings, informal discussions, professional reading.
- Must meet with the PRT teacher on a regular basis to discuss progress and concerns.
- Should make two observation visits each term, in the first year at least, and a minimum of one observation visit per term in the second year, and must provide the co-ordinator with a written record of advice and guidance given.
- Must maintain records of all observation visits and other relevant data.

Buddy

- may teach a different subject
- will preferable be about Year 3 or 4, relatively secure and have good interpersonal communication skills.
- Should provide continuing personal support and advice.

Conclusion

The 'Advice and Guidance' programme for PRTs is an essential element in the Professional Development of such teachers.

Review

This policy will be reviewed annually by the Beginning Teacher Co-ordinator

Delegation

The implementation of this policy is delegated to the PRT Co-ordinator

Board Chairperson _____ **Review Date** _____

Al-Madinah School

3.16 Staff Leave/Discretionary Leave of Absence Policy

Rationale

Applications for leave will normally be considered under the provisions of the current Collective Employments Agreement. However, in keeping with good employer principles the board recognises that under certain circumstances staff may deserve leave not covered in the CEA.

Guidelines

All Staff Leave

- Applications should be made in writing through the Principal to the Board of Trustees.
- The granting of this leave is at the full discretion of the Board of Trustees.
- In applying its discretion the Board of Trustees will consider the continuity of effective staffing and funding of the school.
- The responsibility to be a good employer and to consider reasonable requests from staff is a significant factor in staff retention and effectiveness.

Short Term Discretionary Leave (Up to 5 working days)

- Leave for short term periods may be granted by the Principal, however the Principal must inform the Board of all leave applications.

Discretionary Leave (Over 5 working days)

The Board in considering all applications for Discretionary Leave, both with or without pay, the reasons will take into account (but not be bound by) the following criteria:

- The purpose for the leave applied for
- The number of applications received and granted in any one year
- Staff turnover and stability
- Length and timing of the leave applied for
- Length of service of the staff member applying for leave
- Whether leave could reasonably have occurred during school term break time
- The cost to the Board if leave is granted
- Whether a suitable reliever, approved by the Principal, is available to replace the leave applicant
- How will the leave effect the operating of the school
- All must be satisfied that the education of the students is not unduly affected by the leave applied for.

Procedures

- a. All applications should be made in writing to the Board through the Principal giving as much notice as possible and including the reasons for leave.
- b. As much notice as possible should be given to the Board when special leave is applied for.

Board Chairperson _____ **Review Date** _____

Al-Madinah School

3.17 Staff Appointment Policy

Rationale

To promote high levels of staff performance, use educational resources effectively and recognise the needs of students.

To be a good employer as defined in the State Sector Act 1988 and comply with all conditions in employment agreements applying to teaching and non-teaching staff.

Guidelines

1. The Board of Trustees is the employer of all staff.
2. All appointments will be made in accordance with all statutory obligations.
3. No board member will act independently of the Board's decisions on appointments. All board members will respect the confidentiality of every application to this school and its accompanying referee's reports both written and verbal.
4. The Board will employ a Principal and other appropriate staff to deliver the approved curriculum and implement the National Education Guidelines.
5. Only registered teachers will be employed for the purpose of teaching/instructing students. If not 'registered' must have applied for registration, and will be appointed subject to registration being granted.
6. The number of permanent units awarded will be limited to the minimum legal requirement. All other units awarded will be fixed term for a maximum of one year.
7. The Board will follow the agreed procedures appropriate to each appointment (refer Appointment Procedures).

Principal Appointment Procedures

1. An independent consultant may be contracted to guide the board through the appointment Principal processes.
2. Professional, regulations and ethical requirements will be adhered to at all times.
3. The appointment committee will consist of all current board members.
4. Others may be selected from the community to provide input and views on the selection of the Principal. Their views may be considered but the appointment committee will have full authority to make the final decision. The decision will be made "in committee".
5. The only people with voting rights will be the members of the board.
6. The appointment will be a majority decision supported by more than 50% of the total board members.
7. Once the decision has been ratified, all members of the Board will support it.
8. It is recognised that the new Principal is entitled to appropriate professional development assistance and guidance as requested.

Staff Appointment Procedures

1. All permanent teaching positions whether full time or part time and fixed term positions for one year will be advertised nationally in the Gazette or other national publications (e.g. Education Weekly), and if appropriate the local newspaper. Relieving positions less than one year will be advertised as the Principal deems appropriate.
2. Job descriptions and selection procedures for all positions advertised will be available on request.

3. Selecting applicants for senior positions, with permanent units will be delegated to a special Board Committee including the Principal and Board Chairperson which will have authority to recommend an appointment subject to confirmation by the Board.
4. Recruitment and appointment for other teaching positions will be delegated to the Principal, in consultation with the senior management team, who will have the authority to recommend the appointment subject to ratification by the Board prior to written confirmation.
5. In respect of long-term non teaching positions, these will be advertised in local newspapers as appropriate. Administrative support staff and caretaking staff appointments will be delegated to a special Board Committee, while other ancillary support staff e.g. teacher assistants will be delegated to the Principal in consultation with appropriate staff. Both the Board Committee and the Principal will have the power to recommend the appointment.
6. The Principal or the Board will notify all applicants of the decision in writing.
7. All papers and information related to an application remain confidential to the Board and:
 - a) Application forms of successful applicants will be retained in the applicant's personal records.
 - b) Unsuccessful applicants; papers and information will either be returned to them or destroyed once the position has been filled.

Board Chairperson _____ **Review Date** _____

Al-Madinah School

3.19 Segregation Policy

Rationale

Given the commitment of Al-Madinah School to the ideals and teaching of Islam, and to the provision within the school's integration agreement with the Government, it is important to clarify and specify what segregation within the context of Al-Madinah school actually entails.

Although a segregation environment is different from the norm, given the commitment, the flexibility and the determination to develop successful system and structures, there is no reason to doubt that this system is as feasible as any other.

Al-Madinah School also has a responsibility to deliver the NZ National Curriculum, which does not recognise segregation based on gender. The school must balance this expectation with the requirement of maintaining the Islamic Special Character.

Purpose

The aim of the segregation of males and females within the working environment of the school and during school outings, visits and functions is to uphold and promote the spirit and teaching of Islam and facilitate obedience to the commandments of Allah, Subhana wa Ta'ala.

It is important that the concept of segregation is clearly stated and that guidelines to its implementation are also specified.

Guidelines

1. At Al-Madinah School all staff as well as students from Year 7 up, are segregated where practical.
2. In cases of urgency or emergency, a staff member may need to go to a classroom and speak from behind a door. Occasions may arise where staff and/ or students will need to travel in a van or transport driven by a member of the opposite sex. It may even occur that a situation will arise whereby someone needs access to a room or facility (eg the storeroom) used by the other sex. In this case, please ask him / her to vacate the place or else wait for them to finish what they are doing and allow them to leave before entering.
3. On all such occasions, modesty must be observed, talking kept to minimum and respect shown. According to the advice of our teachings (Quran and Hadith), this means proactively and consciously adhering to the policy, where faced with a member of the opposite sex : avoiding eye contact, looking down, speaking in a respectful, straightforward manner and generally having taqwah.
4. The system of communication and structure of management is designed to facilitate the flow of information and, as far as possible, allow the school function efficiently. Segregation at Al-Madinah School is not seen as a hindrance to the delivery of the curriculum to students, or to the exchange of the ideas and the information between staff. Rather, it is seen as a means by which privacy (especially for the female students and staff) and modesty is respected and preserved.
5. Staff meetings and syndicate meetings, which involve both men and women being present, take place with a curtain as screen. This preserves the principle of segregation while

allowing for the sharing of ideas and conveying of information in an immediate, collective and, therefore efficient manner.

- 6. Separate staff meetings are held each morning and matters are discussed by the Principal and Assistant Principal by telephone at 8.30AM. each morning, and appropriate responses actioned. All discussion is recorded in duplicated minutes and accessible to all staff.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

3.20 Communication Policy

RATIONALE

AL-MADINAH SCHOOL is an integrated area school founded on Islamic Principles. As such, Al-Madinah is fully committed to the ideas and teaching of Islam and Islamic Principles.

One of the basic principles adopted and implemented at the school is the segregation policy for all staff and students.

PURPOSES

- 1) To provide for a system and a policy whereby communication can easily take place.
- 2) This communication will involve the entire infrastructure at the school including the Principal, Assistant Principals, HODs, Team Leaders, staff, students, parents, the Board, the Ministry of Education and all other agencies associated with the school.
- 3) A segregated environment is not seen as a hindrance to the delivery of the curriculum or the exchange and storing of ideas, views and information between the staff. Rather, it is seen as a means by which privacy and modesty is respected, preserved and maintained at all times.

GUIDELINES

- 1) Male and female staff are not meet and mingle amongst themselves freely without any purpose related to school.
- 2) Where necessary staff shall meet in presence of others. Islam strongly discourages meeting of opposite sex on one to one.
- 3) Students from year 7 upwards are segregated. This means male and female students remain and work in their own areas without coming face to face with each other.
- 4) The system of communication and the structure of management are designed to facilitate the flow of information and as far as possible, allow the school to function efficiently.
- 5) All male staff members including the Principal and the Assistant Principal are able to communicate freely with each other.
- 6) The same policy will apply to the Assistant Principals and all the female staff members.
- 7) Concerns of all staff are channelled through their HOD/TL, Senior Teachers, the APs for weekly management meetings.
- 8) For communication between different areas, Principal and the staff, the following Principles are to be observed at all times.
 - a) Use of Jumma and other daily prayers in the salaah hall for community and school-wide communication is very important.
 - b) Written communication via books, memorandums and notes.
 - c) Use of the public address system by the principal or the Assistant Principal and Assistant Principal.
 - d) Use of intercom.
 - e) Use of school assembly for communication.

- f) Use of meetings: The senior management meeting, syndicate meetings, Departmental meetings, Staff meetings, individual and group teachers meetings. Principal, Assistant Principal, Assistant Principal or the syndicate leaders-one-to-one staff meeting.
- 9) According to the laid down procedure, the Principal holds a meeting with his staff on regular basis. The Principal may summon other meetings, as and when necessary.
- 10) In a similar manner, Departmental and Team meetings are held regularly after school or during the lunchtime.
- 11) Communication at other sub committees takes a similar form. These sub-committee meetings are called regularly as required.
- 12) Communication at all formal meetings is recorded and is distributed to all concerned for information and records.
- 13) Communication with parents is via parents/teacher meetings, school newsletters, telephone and through necessary discussion by the Principal or the Assistant Principals.
- 14) All other external communication with the Board, the Ministry of Education and all other agencies including news media is done by the Principal using one or a combination of the above communicating procedure or methods. Any student, staff member, parent, Board members, member of the community or general public should have access to the principal, by appointment.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

3.21 Staff Dress Policy

Rationale

To promote a continued Islamic lifestyle and environment for our school children, the staff and surrounding will adopt means to create an Islamic atmosphere.

Purpose

- To provide a good Islamic atmosphere for students.
- To provide the dress code for female staff.
- To provide the dress code for male staff.

Guidelines

1. The staff is to maintain their dress code at all time in the school and outside the school when they are on school trips (example field trips, camps, sports visit) during and outside school hours.
2. The female staff dress code is as follows:
 - Scarf put on the head and covering over the chest.
 - Long coat down to ankles and with long sleeves.
 - Nails should be kept trimmed and no nail polish or lipstick.
 - No long finger nails.
3. The male staff dress code is as follows:
 - No jeans.
 - No half-sleeve shirts.
 - No track-pants.
 - Topi (cap) compulsory.
 - Full beard must be grown (for Muslim).
 - Wear enclosed footwear.

Board Chairperson: _____ **Review Date:** _____

NATIONAL ADMINISTRATION GUIDELINES 4

SIGNED: _____ (BOT Chairperson) DATED: _____

Next Review Date: _____

NAG # 4 FINANCE

According to legislation on financial matters, each Board of Trustees is also required in particular to:

- i. Allocate funds to reflect the school's priorities as stated in the Charter.
- ii. Monitor and control school expenditure, and to ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989.

The key tasks for the finance portfolio are:

- To ensure that the goals of NAG 4 (i) and (ii) are met.
- To prepare the annual budget with the Principal.
- To assist the accountant/financial service centre and the annual audit.
- To supervise the management of moneys from the operational grant and locally raised funds.
- To authorise payment of accounts in liaison with the School Principal and Principal
- To present a monthly statement prepared by the accountant/financial service centre at each Board meeting.
- To co-ordinate a triennial review of financial policies and procedures.

Al-Madinah School has attempted to meet the requirements of National Administration Guideline 4 through the implementation of policies, procedures and supporting documents, as listed below.

Policies:

- i. Financial Management
- ii. Fees Refunds for International Students

- iii. Fund Raising
- iv. Fixed Assets
- v. International Student Fee Protection
- vi. Theft and Fraud Prevention

Supporting Documents:

- Annual Budget
- Annual Audit
- Insurance Portfolio
- Financial Procedures
 - *Delegations*
 - *Budget Process*
 - *Capital Expenditure Budget*
 - *Internal Approval Levels*
 - *Contracts*
 - *Internal Reporting*
 - *Purchase Orders*
 - *Cheque Payments*
 - *Inwards Cash*
 - *Students Payments*
 - *Sundry Debtors*
 - *Petty Cash*
 - *Payroll*
 - *GST*
 - *International Student Programme*
 - *Credit Cards*
 - *Incidentals/Expenses/Entertainment*
 - *Gifts*
 - *Support Groups*
 - *Minivans*
 - *Copyright*
 - *Travel*
 - *Staff reimbursement*
 - *Internet Banking Control*

Al-Madinah School

4.1 Financial Management Policy

Rationale

The Board of Trustees is responsible for the utilisation and control of the available financial resources for the benefit of the Al-Madinah School community.

Purpose

The financial policy will set the short term and medium term financial priorities of Al-Madinah School and be reflected in the Strategic Plan and annual budget. This policy is written to:

- Ensure accountability for the control of finances
- Report to all interested parties and present accounts for audit.
- Ensure efficient use of funds.

Guidelines

1. Each year prepare a budget based on the goals set in the Al-Madinah School development / operational plan and present to the Board for approval.
2. Clear guidelines are established for the management of each sector of the budget (property, personnel and curriculum).
3. “Audit trails” are provided for all expenditure.
4. Present a report to the Board at the regular monthly meetings and table accounts for payment.
5. Present a report on the financial situation to the Annual Meeting.
6. Monitor and be responsible for any accounts that may be held within the school.
7. Prepare a set of accounts each financial year for audit.
8. Appoint an Auditor.
9. The financial policies and procedures of the Board identify clear processes to minimise opportunities for fraudulent acts. In the event of any discover of fraudulent activity the Board will be immediately notified and the auditors will be informed.
10. Any support group carrying the school’s name must operate their financial affairs through the school’s general account, managed by the Principal who will report activities to the Board and the Principal.

Note: The practices as described in the attached procedural guidelines will be followed.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

4.2 Fees Refunds for International Students Policy

Rationale

From time to time, international fee paying students may need or desire to withdraw from their course before completion of their intended study programme.

Purpose

There is a need to ensure that an appropriate level of refund is made, which is fair to both parties and recognises the current and ongoing expenses incurred by the Board of Trustees.

Guidelines

1. In order to be eligible for any refund the student, parent or legal guardian shall apply in writing to the Board of Trustees explaining why they have withdrawn from their course.
2. The Board of Trustees may consider the special circumstances of the withdrawal, but shall ensure that the costs and commitments are funded before approval of a refund.
3. Except in exceptional circumstances, no refund is payable to a student who withdraws in the second half of his/her course. In the case of full year students, the second half of the course commences on the first school day of Term 3.
4. No refund will be made to a student who is expelled or excluded by the Board of Trustees.
5. No refund will be made to a student who transfers to another educational institution.

The guidelines of what refund you can expect are laid out below:

(a) Student enrolls but fails to attend on commencement date.

Fees will be refunded less an administration charge of \$500.

(b) Student attends school and withdraws before the end of first term.

Fees will be refunded as below:

Annual Fee			\$12,500
Less Administration fee	\$500		
Annual resource fee	\$1000		
Term charge	\$2500		
Government levy	\$450	\$4450	
Balance			\$5300
Refund 50% of balance			\$2650

(c) Student attends and withdraws before the end of Term 2.

Fees will be refunded as below:

Annual Fee				\$12,500
Less Administration fee	\$500			
Annual resource fee	\$1000			
Term charge	\$5000			
Government levy	\$450	\$6950		
Balance				\$2550
Refund 50% of balance				\$1275

(c) Student withdraws after the start of Term 3.

Except in exceptional circumstances, there is no refund

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

4.3 Fundraising Policy

Rationale

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.

Purpose

- To ensure fundraising activities are appropriately controlled.
- To ensure that all financial activities comply with standard financial management procedures.

Guidelines

1. All fundraising activities must have the Board's approval.
2. All fundraising applications to external agencies must have the approval of the Board of Trustees.
3. The number and type of fundraising activities must be limited according to the Principal'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 schools' sport organisation by-laws (if applicable).
7. Management of all funds raised must meet general school procedures on financial management and accounting, and must be transparent.
8. Mufti days shall be limited to three per year. Applications are to be made to the Board of Trustees, through the Principal, stating the reasons why a mufti day is being requested and for what purpose funds raised will be used.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

4.4 Fixed Assets Policy

Rationale

The Board of Trustees is responsible for ensuring fixed assets are correctly accounted for:

Purpose

The objective of this policy is to ensure the value of fixed assets recorded in the Statement of Financial Position, is materially correct, and that the annual depreciation charge recorded by the school fairly represents the use of the assets over their lives.

Guidelines

Recognition:

1. For the purposes of identifying fixed assets, these shall comprise the acquisition of items of property, plant and equipment with an individual value of over \$500 which are expected to have a life over 12 months, and for the acquisition of items under \$500 but over \$200 (also expected to have a life over 12 months) which are deemed to be “attractive” (e.g. printers, audio visual equipment).
2. Other items with an individual value below \$500 are expensed.

Valuation:

1. Land and buildings are owned by the Crown and are occupied on the basis of a property occupancy agreement.
2. Fixed assets purchased after 1 January 2003 are valued at historical cost and will not be revalued annually.
3. The initial cost of a fixed asset purchased after 1 January 2002 includes the purchase consideration and those costs that are directly attributable to bringing the asset into the location and condition necessary for its intended use.
4. Bequeathed or gifted assets will be recorded at their fair value.
5. Subsequent expenditure that increases or extends an asset’s potential is capitalised.

Depreciation:

Depreciation will be deducted over the lifetime of the asset. Depreciation rates for asset groups are as follows:

Buildings	3 %	Straight Line
Electrical Equipment	20%	Straight Line
Furniture & Fittings	10%	Straight Line
Library Books	12.5%	Diminishing Value
Motor Vehicles	20%	Straight Line
Plant & Machinery	10%	Straight Line
Sports Equipment	20%	Straight Line
Outdoor Education Equipment	10%	Straight Line
IT Network	25%	Straight Line
Canteen Assets	10%	Straight Line
Musical Instruments	40%	Straight Line
Science Equipment	10%	Straight Line

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

4.5 International Students Fee Protection Policy

Rationale

The Board of Trustees will ensure that payments from international students are used for the intended purpose and that the fees are protected in the event that the school is unable to continue to offer tuition to international students.

Purpose

To ensure that funds from international students are available for refund:

- (a) if the school is not able to continue to deliver a programme.
- (b) If the student qualifies for a refund under the refund policy.

Guidelines

- (a) Accounting procedures as detailed in the Al-Madinah School Financial Procedures will be adhered to.
- (b) In reviewing cashflow etc, account must be taken of tuition monies received but not yet earned.
- (c) All international student fees for future years are to be paid into a separate ledger trust account and transferred back in the year of tuition.
- (d) All homestay fees will be separately accounted for with Al-Madinah School being an agency, and therefore unavailable for general use of the school.
- (e) All expenses and insurance funds held will be separately accounted for with Al-Madinah School being an agency, and therefore unavailable for general use of the school.

Guarantee

Separate accounting will ensure that funds are available to be used for the correct purpose.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

4.6 Theft and Fraud Prevention Policy

THEFT AND FRAUD PREVENTION POLICY

Adopted by the Board of Trustees .

The Board of Trustees (the Board) of Al-Madinah School (the School) has consulted with staff and parents in the formulation of this policy (the Policy). The Policy was approved and adopted by the Board at its meeting held on 12 March 2007 and became effective from that date.

Introduction

- 1) The Board accepts that it has a responsibility to protect the physical and financial resources of the school. The Board has agreed that through the Executive Officer and the Principal that the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.

- 2) The Board, therefore, requires the Principal to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Board Chair as prescribed in the procedures set out below.

General

- 3) As preventative measures against theft and fraud the Board requires the Principal to ensure that:
 - 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.

 - c) Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal 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 Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.4) In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
 - 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 Principal, with details as to the nature of the theft or fraud, the time and circumstance 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 Chair of the information received and consult with them as appropriate.
- c) On the basis of advice received and after consultation with the Board Chair, the Principal 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 Principal shall then carry out the following procedures:
- i) Investigate the matter further in terms of procedures as set out in the sub-paragraph (d);
 - ii) If a *prima facie* case is thought to exist to continue with their investigation;
 - 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 Principal shall consult the Board Chairman. The Board Chair 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 Principal 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 representative 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.

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 Principal shall consider if that person or persons are in breach of confidence and if further actions is required. Any action the Principal 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 Chairman who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

Allegations Concerning The Principal or a Trustee

8) Any allegation concerning the Principal should be made to the Board Chair. The Chair will then investigate in accordance with the requirements of paragraph 4 of this Policy.

9) Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal 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 4 of this Policy.

Approval

10) When the Board approved the Policy it was agreed that no variations of the Policy or amendments to it can be made except by the unanimous approval of the Board.

11) As part of its approval the Board requires the Principal to circulate this Policy to all staff, and for a copy to be included in the School Policy Folder and Staff Hand Book, copies of which shall be available to all staff. The School policy and procedures manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this Policy and other Policies approved by the Board.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

4.7 Credit Card Policy

Rationale

The board 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 has agreed on the fundamental principles of this policy, and has delegated responsibility for the implementation and monitoring of this policy to the principal.

This policy must be read in conjunction with other board policies, and the exercising of all authority and responsibilities conferred under this policy may not exceed an individual's established level of delegated authority.

Purpose

To provide for the proper use of credit cards, with good controls, and a secure, flexible and well documented method of purchasing that has the potential for efficiency and economy.

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. Any variations require board approval.
4. Prior to the card being issued, the recipient must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.
5. The credit card is not to be used for any personal expenditure.
6. 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 in line with delegated authority.
7. All expenditure charged to the credit card should be supported by:
 - A credit card slip
 - A detailed (GST if in New Zealand) invoice or receipt to confirm that the expenses are properly incurred on school business.
8. The credit card statement should be certified by the cardholder as evidence of the validity of expenditure.
9. The credit card holders are to comply with issuer (bank) requirements.

Procedures to be followed when using the Card.

1. Credit card expenditure must be within approved budgets. Any variation to this must have prior approval from the Finance Committee. Credit card expenditure limits will be within existing delegated authority.
2. Credit cards will be used most often for overseas purchases, internet purchases, travel and entertainment. When there is no advantage to using a credit card, the conventional school payment systems should be used.
3. Documentation supporting credit card payments should include:
 - a credit card slip
 - a detailed invoice
 - if within New Zealand, a GST invoice
 - the budget line the expenditure is attached to.

4. Reimbursement of approval procedures will be on a “one up” system. If by senior staff, the Principal should approve. For the Principal’s expenses, the Board Chair will approve at regular intervals. Cardholders will not approve their own expenditure nor of any family members.
5. Staff are discouraged from using personal credit cards for school purchases, unless prior approval is given in writing by the Principal.
6. The Principal will use the school’s credit card specifically to access work related expenses.
7. Failure to provide the required documentation (detailed in No. 3) is likely to lead to no payment by the Board, removal of the authority to use a card, and/or disciplinary action.
8. Holders of credit cards are to provide a signed statement to the Board saying these procedures have been read, understood, and will be complied with.

Cardholder Responsibilities

- a. The cardholder should never allow another person to use the card.
- b. The cardholder must protect the pin number of the card.
- c. The cardholder must only purchase within the credit limit applicable to the card.
- d. The cardholder must notify the credit card company and the school immediately if the card is lost or stolen.
- e. The cardholder must return the credit card to the School upon ceasing employment there or at any time upon request by the Board.

Board Chairperson: _____ **Review Date:** _____

Signature Section for Prospective Cardholders

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

Signed

Date

Al-Madinah School

4.8 Attendances Dues Policy

Rationale

Attendance dues are a compulsory payment under the terms of the Private Schools Conditional Integration Act 1975 and a condition of enrolment at Al-Madinah School. Attendance Dues are charged for all students who attend Al-Madinah School.

Attendance Dues are used to repay loans for building works, property related costs including school building works, buildings insurance and costs directly associated with the administration of attendance dues. Attendance Dues are collected by Al-Madinah School on behalf of the school's Proprietor, the Islamic Educational and Dawah Trust of Auckland.

The board agrees that it has a responsibility to ensure that school fees including the attendances dues are collected in a timely and effective manner.

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 principal.

Purpose

To provide guidance to all stakeholders to ensure attendances dues are collected effectively and on a timely manner.

Guidelines

10. Details of attendances dues are to be properly communicated to the parents and caregivers using and not limited to the school website, prospectus, newsletters and invoices are to be sent at least once a term.
11. The information to parents and caregivers must include the legislation from Ministry of Education, a timeline for payment and the fact that all the payment is due by or before the end of term 2 of each year. At the point of enrolment this information should be made available to all applicants.
12. Parents and caregivers should also be made aware of the consequences of not paying the attendance dues in a timely manner.

Procedures to be followed when pursuing with the attendances dues collection

1. Enrolment forms must include information on the guidelines for the payment of attendance dues. This can be achieved by ensuring all applicants are provided with the school prospectus and are referred to the school website.
2. Parents/caregivers are given the option to pay the attendances and the activity fees via direct credit, cash or automatic payment.
3. Invoices will be sent to parents and caregivers on a regular basis every term for outstanding fees.
4. Each year all attendance dues are to be paid in full by or before the end of term 2.
5. Any outstanding attendances dues, for the past years for those parents/caregivers who are currently paying via automatic payment or otherwise, are to be paid by or before the end of term 2 of the current year.
6. Each year, in case of payment default by parents and /or caregivers, initial warning letter (Sample letter No 1) is to be sent to followed by a final warning letter (Sample letter No 2) and then the final letter (Sample letter No 3) advising of the de-enrolment of the student. Any de-enrolment must be notified and actioned by or before end term 3.

Board Chairperson: _____ **Review Date:** _____

Sample letter No 1 – Appropriate dates to be placed.

BOARD OF TRUSTEES

Date: (insert date).

Name of Parent/Caregiver
Address

Dear Parent,
Re: Student/s:
Outstanding Attendances Dues:

Assalaamu Alaikum WRWB

Please note that you have been reminded several times through school newsletters, formal letters and statements to pay your child/children's attendance dues in full but your account is still owing.

You are hereby notified by the Board of Trustees of Al-Madinah School to pay your attendance dues in full or make satisfactory financial arrangement by or before (insert date). Failure to do so, you will risk your child not being allowed to attend this school in / from (insert date).

Please note that we have a large number of students on the waiting list and the school is financially disadvantaged by your non-payments.
Please do not hesitate to contact the school office for any queries on (09) 2755175 EXT 0.

Yours sincerely,

.....
Asin Ali
Principal

Sample letter No 2 - Appropriate dates to be placed.

BOARD OF TRUSTEES

Date: (insert date).

Name of Parent/Caregiver
Address

Dear Parent,
Re: Student/s:
Outstanding Attendances Dues:

Assalaamu Alaikum WRWB

We have noted that in reference to the letter sent to you on requesting you to pay the attendance dues in full or make satisfactory financial arrangement by or before (insert date). you have neither paid the outstanding attendances dues nor made any satisfactory arrangement to do so.

Please note this is a second reminder from the Board of Trustees of Al-Madinah School to do so by or before (insert date). Please be aware that no further extension will be given after (insert date). and your child/children will be de-enrolled.

Please do not hesitate to contact the school office for any queries on (09) 2755175 EXT 0.

Yours sincerely,

.....
Asin Ali
Principal

Sample letter No 3 - Appropriate dates to be placed.

BOARD OF TRUSTEES

Date: (insert date).

Name of Parent/Caregiver
Address

Dear Parent,
Re: Student/s:
Outstanding Attendances Dues:

Assalaamu Alaikum WRWB

Following the letter to you dated ??? and ??? on behalf of the Board of Trustees of Al-Madinah School, you have not paid the attendance dues nor you have made any satisfactory arrangement to do so.

You are now hereby informed that your child/children named has been de-enrolled from this school. This means that they can't attend this school from the beginning of (insert date). However the school will work with you and your family in regards to enrolling your child / children at another school.

Please do not hesitate to contact the school office for any queries on (09) 2755175 EXT 0.

Yours sincerely,

.....
Asin Ali
Principal

Financial Procedures

FP1 Delegations

Objective:

To effectively manage the school's finances.

1. The Finance Committee have delegated authority to scope and prepare the draft budget with the Principal and recommend to the Board of Trustees for final approval.
2. The Principal has delegated authority to approve invoice expenditure provided it is within the budget and from within the approved budget categories.
3. The Board Chairperson or delegate has delegated authority to approve invoice expenditure above budget limits or outside approved budget categories should it be of an urgent nature. Such approvals must be reported to the Board and recorded in the minutes.
4. The Principal can sign contracts as stated in the Financial Procedures - Contracts. Such contracts must be reported to the Board and recorded in the minutes.
5. Capital equipment expenditure once the schedule has Board approval will be managed by the Executive Officer and Principal.
6. The Chairperson of the Board, the Principal and the Principal plus one other person delegated by the Board must be signatories to the bank accounts.
7. Any income generated in form of interest (Riba) must be separated and disposed off in Islamic manner e.g.: subsidy towards school fees for students, toilets upgrade etc.

Board Chairperson: _____ **Review Date:** _____

Financial Procedures

FP2 Budget Process

Objective:

To ensure an annual budget that accurately reflects the Board of Trustees Annual plan.

1. Budget process to commence in September when all budget holders are asked to submit requests to Principal. These are to be collated onto a spread sheet for consideration by the Principal.
2. The draft budget is to be presented to the Finance & Property Committee at the November BOT meeting. Subject to alterations and additions it will be recommended to the Board of Trustees no later than its December meeting for interim approval. Budget holders will be advised in December of their interim budgets for the coming year, subject to final approval once 1st march roll confirmed.
3. The budget must reflect the following parameters:
 1. Following Board approval, through the Principal, the Principal will spread the budget on a monthly basis.
4. Any adjustments as a result of the March 1st Roll Return can be considered by the Finance & Property Committee and recommended to the Board at the April meeting. This will then be the confirmed budget for the current year.

Curriculum budget holders will be expected to substantially spend their budgets on items listed in their approved budget request sheets.

Any changes to approved budget categories must be approved by the Principal and consultation with the Finance Committee prior to additional spending.

Financial Procedures

FP3 Capital Expenditure Budget

Objective:

To ensure that fixed asset records are up to date and that the school maintains an adequate bare level of functioning fixed assets.

1. Provision shall be built into the budget each year for the purchase of fixed assets, having regard to:
 - the capital needs and wishes of the Board of Trustees, APs and Heads of Department
 - cash flow and the availability of funds
 - the non-cash amount provided for depreciation.
2. The asset register will be maintained by the Executive Officer, Principal and Edtech.
3. APs and Heads of Department will be provided with a schedule of fixed assets under their control in the fourth term of each year, and shall notify the Principal of any assets missing, obsolete, or ready for disposal, or of any assets not on the schedule.
4. A library book stock take is undertaken at the end of each year.
5. A text book stock take is undertaken at the end of each year.
6. APs and Heads of Department shall notify the Principal of any assets donated during the year. These will be notified to Edtech for inclusion in the asset register.
7. Depreciation shall be calculated in accordance with Board Fixed Assets Policy. Depreciation rates for individual fixed assets may be varied to more closely coincide with the estimated economic lives of those assets.
8. Asset replacement funded from depreciation will be recommended to the Finance & Property Committee by the Principal.
9. Individual major replacement or new asset proposals will be considered by the Finance & Property Committee and recommended to the Board.
10. Minor capital works and maintenance allocations will be part of the budget and will remain the responsibility of the Finance & Property Committee. Expenditure must remain within budgeted limits. Once approved the Principal has authority to approve expenditure up to budgeted limits.
11. Urgent unbudgeted capital expenditure must be approved by the Finance Committee.

Financial Procedures

FP4 Internal Approval Levels

Objective:

To ensure that commitments and decisions made by the school are properly authorized and approved by the Board of Trustees, and to minimize hindrance in the day to day operation of the school.

Approval Levels:

1. Formal Board of Trustees approval
2. Board Chairperson and Principal
3. Board Chairperson or Principal
4. Head of Department

Approvals Required:

- Additions or alterations to approval levels – Level 1

- Purchase requisitions/orders and other payments
 - Over \$10,000 Level 1
 - Up to \$10,000 Level 2
 - Up to \$5,000 Level 3
 - Up to \$1,000 Level 4*

* Becomes Level 3 when individual budget is exceeded or item being purchased is an asset for inclusion in the asset register.

- The Board Chair is responsible for the approval of the Principal's expenses.

Cheque Signatories

- All cheques issued by Al-Madinah School must be signed by any two of:
 - Board Chairperson
 - Principal
 - Principal or other delegated signatory

- No cheque signatory shall sign any cheque unless payment is supported by properly authorised documentation

- No account shall be approved for payment by any person for whom the payment is to be made.

Financial Procedures

FP5 Contracts

Objective:

To ensure contract commitments are only entered into with appropriate authorisation.

1. Contracts up to a total value of \$5,000 can be approved and signed by the Principal, provided the financial commitment is within budgeted levels, other than contracts which require the school's common seal. All such contracts must be reported to the Board.
2. Contracts for a duration of more than one year, or for an amount greater than \$8,000 must be approved by the Board and are subject to signature of the Board Chairperson.
3. Any contracts that require the use of the school's common seal must be approved by the Board prior to signing and signed by the Chairperson.
4. Contracts categorised as borrowing e.g. Finance Leases, must remain within the 10% borrowing required under the Education Act 1989 unless approval is gained.
5. Any borrowing or landing of funds must be approved by the Board and comply with legislative requirements.
6. The principal may enter into lease/purchase contracts provided it is within the approved budget.

Financial Procedures

FP6 Internal Reporting

Objective:

To ensure that the Board, Management and Budget Holders are kept fully informed of financial performance.

Procedures:

1. The Finance Committee must be provided with the following as soon as possible after the 30th of each month:
 - Consolidated School Operating Account
 - Balance Sheet

 - Summary of investments (if applicable)

2. Board of Trustee members must be provided with the following documents at least 4 days before the Board meeting:
 - Consolidated School Operating Account
 - Balance Sheet
 -
 - Summary of investments (if applicable)

3. Budget Holders must be provided with income and expenditure details relating to areas under their control as soon as possible after the 30th of each month.

The Principal and Principal will monitor overall departmental performance, and shall liaise with APs/Heads of Department/Team Leaders to ensure that budgets are not exceeded.

Financial Procedures

FP7 Purchase Orders

Objective:

To ensure that commitments entered into on behalf of the school are properly authorised and recorded.

Procedures:

1. Pre-numbered Purchase Order books will be held by Heads of Department, Teachers in Charge and management. A register of order books will be maintained by the Office Administrator.
2. A purchase order will be prepared in triplicate by the person initiating the request to purchase, and will be authorised in accordance with internal approval levels.
3. The purchase order will contain full details of order date, supplier's name and address, description of goods and value, along with coding details and authorised signature.
4. The top copy of the purchase order is sent to the supplier, or the number quoted in the case of phone orders.
5. Once the goods arrive, the second copy of the purchase order is sent to the Office Administrator where it is held in a "Pending" file until the invoice is received.
6. When the invoice is received, the Office Administrator will attach the completed second copy of the purchase order to the invoice.
7. The Office Administrator will regularly check the "Pending" file for unfilled orders, and for orders supplied but not yet invoiced.
8. If goods are returned for credit or services not up to specification, a request for a credit is to be done with a "credit" order form held by the Office Administrator. The Office Administrator is responsible for ensuring the credit is obtained.
9. Heads of Departments should be encouraged to stay within the monthly allocations (to aid cash flow) unless the Principal or authorises otherwise.
10. No new supplier's accounts are to be opened without consultation with the Principal.
11. Substantial purchases require budget holders to obtain three (3) quotes.
12. Suppliers must be advised that all purchases require official orders.
13. External funded contracts e.g. Alternative Education, can be managed through the Principal by the school. An administration fee is to be negotiated to the satisfaction of the Principal with all contracts. Income and expenditure along with relevant arrangements, should be reported to the Board through appropriate reports.

Financial Procedures

FP8 Cheque Payments

Objective:

To ensure that all payments are properly approved and recorded.

Procedures:

1. Office Administrator will date stamp invoices on opening.
2. Office Administrator will match invoices to second copy of purchase order. If purchase order is missing, the Office Administrator will forward the invoice to the relevant Head of Department or manager for approval and purchase order.
3. For employee reimbursements and other casual payments, a cheque request together with supporting documentation must be completed, and then approved by a person other than the claimant, but within approved levels of authority.
4. All payments must be supported by appropriate documentation. This will generally be an invoice, and must be a proper “tax invoice” if over \$50 and if GST is to be claimed.
5. All staff allowances must be applied for on the appropriate form and authorised by the Principal. Staff are encouraged to apply for allowances in a timely manner. Allowances are paid at the appropriate collective agreement rate. Allowances and reimbursements for the Principal are authorised by Board Chairperson.
6. All school monies must be handled through the school’s bank account.
7. Manual cheques will only be issued for urgent payments. All other payments will be made through the monthly creditors system. Bank reconciliations are to be performed monthly (minimum).
8. Cash advances are not permitted excluding petty cash.
9. The Office Administrator will not process any accounts for payment unless supported by proper documentation.
10. The Office Administrator will not process any accounts for payment which have not been approved in accordance with Financial Procedures – Internal Approval Levels.
11. Cheques must be signed in accordance with Financial Procedures – Internal Approval Levels. Cheques must never be signed in blank.

Financial Procedures

FP9 Inwards Cash

Objective:

To ensure that all inwards cash is properly accounted for and administered within the terms of the Education Act 1989 and amendments.

Procedures:

1. All incoming money associated with the school must be banked into the school account.
2. Receipts must be written for all money coming to the school.
3. (a) Received through Mail
The person opening the mail (Office Administrator) must be different from the person who writes the receipt (Office Administrator).
- (b) Over the Counter
Receipt must be written immediately.
- (c) Student Payments
See Financial Procedures – Student Payments
- (d) Other Collections
Office Administrator shall count and issue a covering receipt for money from the library photocopier, continuing education classes, and school collections regularly. The Office Administrator shall count and bank collections for the Student Shop and International Students.
4. All cash and cheques must be kept in a locked till, accessible only to the Office Administrator. Cash or cheques must not be left unattended.
5. All funds coming from staff to the office must be personally handed to the Office Administrator. Funds must not be delivered by students.
6. If required all money shall be banked daily or at least once a week.
7. The Office Administrator must reconcile the till and prepare the banking daily. The total of the banking must agree with the total of receipts in the receipt book. The last receipt in the banking must be clearly marked and totalled in the receipt book.
8. Bankings must be done by a person other than the Office Administrator.
9. Any refunds made must be recorded as a credit in the Credit Book and itemised in the daily banking. Cash refunds are limited to a \$50.00 maximum. Refunds over \$50.00 are to be paid by cheque and a request for cheque is to be completed with supporting documentation.
10. Personal staff cheques must not be cashed from school funds.

Financial Procedures

FP10 Students Payments

Objective:

To ensure that all student related income is received and properly recorded.

1. Student obligations are to be recommended as part of the financial objectives within the school's annual / operational plan.
2. Student debt, subject fees, school donations are to be administered within the terms of the Education Act 1989 and amendments.

3. Cash

Students are to make payments directly to the School Office where a receipt will be written immediately.

Under no circumstances are collections to be done in the classroom by students or teachers, unless prior approval to do otherwise has been obtained from the Principal. This would only be given in exceptional circumstances, Mufti days etc.

4. Trips

Staff are to advise the Office Administrator of names of students who are liable for an activity or classroom debt, together with details.

The Office Administrator will record payment of the debt against the list. A copy of the list will be given to the teacher in charge prior to commencement date of the activity. The teacher is to request payment from the students with outstanding debts.

5. Photocopying

Students will be charged for photocopying, unless permission is granted otherwise by the Principal.

6. School Fees and Attendance Dues

School Attendance Dues and School Fees are \$300 a year per student. There are two components included in the charge:

1. Attendance Dues are set at \$246 per year (\$61.50 per term) for each student. This is compulsory and the payment is a condition of enrolment. This sum may be paid in advance or by direct debit to the proprietor and is used for capital works.
2. A school activity fee of \$54 per year is set for each student. This fee covers items such as photocopy charges, school prizes and certificates, subscriptions and additional library books. Note: - After the third child, subsequent children from the same family are free. The whole year's fees must be paid by the end of Term 2, 2013.

- MOE is currently reviewing the level of attendance dues for Al-Madinah school. Parents will be notified in case of any change.

School fees for an international (FFP) student = \$NZ12, 500.00 per annum.

9. Stationery

In September of the preceding year, HOD's submit their requirements for the following year to Principal. Work books should be sold with stationery, and HOD's should ensure that their requirements are made known to Principal in sufficient time to allow for lists to be photocopied etc. Students are issued with a list of requirements in the first week of school, and once payment is received the students are issued with their stationery. Only items ordered by Principal can be sold in the student shop.

10. Uniforms

Full uniform is available at the student shop and is paid for at the student shop.

11. Social Welfare/WINZ

Many students can have all their subject fees, stationery, trips, camps and uniforms paid for by Social Welfare. Where applicable, they should be quietly encouraged to ask WINZ for assistance.

12. Student Welfare

A fund is available for students who may be experiencing financial difficulty. HOD's should refer these students to the Guidance Department.

13. Sports Fees

Sports Coaches should hand a list of students taking part in each sports code to the Sports Coordinator, who will provide the Office Administrator with the list. Students should pay sports fee directly to the Student Office.

14. Collections

If a requirement appears to exist for a staff member to collect money from students, HOD should see Principal and discuss alternate procedures. Only designated staff should handle cash and this is usually the cashier.

No cash received can be used to pay accounts in cash.

15. Time Payment

In exceptional cases, the school allows for spread payment of school fees, uniform and other costs by automatic payment. The amount required must be an amount that pays the debt in full by the end of the school year. At the end of July the Office Administrator is to review and adjust automatic payments.

Financial Procedures

FP11 Sundry Debtors –If applicable

Objective:

To ensure that all funds to which the school is entitled are collected.

Procedures:

1. The Office Administrator, in consultation with the Principal, will maintain a bookings diary for the hire of school facilities (gymnasium, hall, etc.).
2. The Principal will write tax invoices for all facilities hire.
3. The Office Administrator will write tax invoices for all items recoverable for Prize giving, Alumni and Sports Dinner.
4. The Principal will write tax invoices for all other items recoverable by the school from outside agencies.
5. The Office Administrator will action and recover staff debts including private tolls and photocopying. Canteen purchases will be recovered by the Canteen contractor.
6. Only one invoice book shall be used at a time.
7. Invoices will be written and mailed as soon as practicable after the debt is incurred. All debts will be charged and collected in full in a timely manner.
8. The Office Administrator is to review the invoice book monthly and, after consultation with the Principal, take agreed action to recover outstanding debts.
9. The Principal will report to the Finance & Property Committee any outstanding debts that may require referral to a debt collection agency.

Financial Procedures

FP12 Petty Cash

Objective:

To ensure that small sums of cash are readily available for low value purchases, while retaining control over the security and accountability for the cash.

Procedures:

1. The following petty cash floats shall be held:

Reception	\$300
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2. Only one person shall have access to each petty cash float:

Reception	Main Office Administrator
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3. Payments should only be made from petty cash if they are supported by properly approved documentation. Supporting documentation must be marked "Paid" as soon as reimbursement has been made.
4. Where cash is advanced prior to purchase, a signed IOU must be obtained from the staff member and held until a receipt is obtained.
5. The balance of cash held plus the value of receipts/vouchers held should equal the total value of the float held. This should be independently checked by the Principal at least once each term.
6. Each petty cash float should be reimbursed each month for the value of receipts/vouchers held. These should be entered into a petty cash reimbursement request by the float holder and should be coded, signed and have all receipts/vouchers attached.
7. Petty cash must always be held in a locked facility.

Financial Procedures

FP13 Payroll

Objective:

To ensure that only bona fide employees are paid through the school payroll.

1. All teacher, reliever and support staff salary/wages are to be paid by Novo pay.
2. All changes to salaries/wages are authorised by the Principal. Additional casual hours worked by support staff are authorised by the Principal provided such changes are within budget parameters.
3. Employment of relievers is delegated to Assistant Principal who furnishes the Office Administrator with a weekly report detailing dates of employment and teacher absences.
4. Relief schedules and staff absences are notified to Novo pay using the E-Reliever System.
5. The Principal and the Office Administrator shall check all names on the fortnightly SUE Report, and shall sign the SUE Report to confirm that all have been employed at the school.
6. For casual and relief staff, and for permanent staff with variable hours, the Office Administrator shall check that the correct number of hours have been paid.
7. Employees not listed under standard coding categories shall be checked, and the correct code manually entered on the SUE Report by the Principal.
8. The Office Administrator shall notify Novo pay of any employees incorrectly shown on the SUE Report, and shall ensure that recovery action is taken.
9. The Office Administrator shall notify Novo pay of any updates to employee personal details, as requested.
10. SUE Report wage expenditure shall be entered into the general ledger each fortnight.
11. For long term sick leave relief teachers, the Office Administrator shall ensure that funds are recovered from the Ministry of Education.
12. The banked staffing spread sheet is to be kept up to date by the Principal and accessible to the Board at any time.

Financial Procedures

FP14 GST

Objective:

To ensure that GST legislation is fully complied with.

Procedures:

1. GST returns will be prepared two monthly on a “Payments” basis and will be aligned with the school’s balance date.
2. GST will be deducted at the prevailing rate from all income subject to GST. In particular, GST will be deducted from all income other than donations, koha, interest, dividends, bequests, school donations, sale of donated goods/services, and international student expenses, unless that income complies with the IRD “agency” collection guidelines.
3. GST will only be claimed on payments which are supported by a proper tax invoice, unless under \$50, except that GST will not be claimed on payments for which income has not been declared under the “agency” guidelines.
4. GST will be claimed on payments under \$50 which are not supported by a tax invoice only if the payee is a bona fide registered person, or is being reimbursed for a purchase from a bona fide registered person. GST will not be claimed on mileage allowances, field allowances etc.
5. Office Administrator and the outside financial provider will be made aware of IRD penalties for incorrectly claiming GST on payments, or omitting to declare income, or for placing “unreasonable interpretations” on IRD rules.

Financial Procedures

FP15 International Student Programme

Objective:

To ensure the records of individual international students are accurately maintained and are reconciled to the AMS general ledger.

Procedures:

The Financial Procedures apply to the International Student Department. Transactions must also be conducted in accordance with policies approved by the Board from time to time.

Each month the records of the Musac Accounts and AMS General Ledger are to be reconciled and any discrepancies identified and rectified.

Payment of Tuition, etc.

1. All accounts for tuition etc. are to be calculated and prepared by the Office Administrator, in consultation with the Principal...
2. When the funds are received they are to be banked into the school bank account.
3. The Office Administrator is to prepare a receipt and forward to the payee.
4. The Office Administrator is to input the receipt into the Musac Accounts database according to receipt details.
5. Account coding details are written onto the receipt copy and the receipt book is given to the Office Administrator to process in AMS accounts.

Inwards Cash

1. All inwards cash is to be receipted by the Office Administrator and banked into the school bank account.
2. The transaction is to be inputted into the Musac Accounts database.
3. Receipt book is to be given to the Office Administrator to process in AMS accounts.

Student Payments ex Expense/Insurance Accounts

1. The Office Administrator is to receive the invoice for payment and is to verify its accuracy with the student involved.
2. The Office Administrator is to allocate an order number, produce coded computer generated header and attach it to the invoice.
3. The Office Administrator is to process the transaction in the MUSAC ACCOUNTS.
4. A copy of the computer generated header is to be filed in the Transactions on Behalf of Students file.
5. The header and invoice is to be forwarded to the Office Administrator for processing in AMS accounts and for payment.

Pocket Money Dispersal to Students

1. The Office Administrator is to produce a header sheet order and enter appropriate details e.g. payee, weeks it relates to.
2. Office Administrator is to process the transaction in the Musac Accounts, then pass the order to the Office Administrator.

3. The Office Administrator is to raise a cheque made out to AMS for the amount of the order and process the transaction in AMS accounts.
4. The Office Administrator is to cash the cheque at the bank.
5. The Office Administrator is to dispense the cash to the students. Each student is to sign the Pocket Money Schedule as they receive the cash.

Homestay Payments If applicable

1. Homestay payments are to be paid by direct credit wherever possible.
2. Each month the Office Administrator is to prepare the homestay payment schedule according to the Student Movement Sheet.
3. The Office Administrator is to prepare direct credit information, attach supporting documentation, obtain authorised signatures and lodge with the bank.
4. The Office Administrator is to enter the payment into each student's account on the Money System.
5. A copy of the coded schedule and direct credit sheet is to be forwarded to the Office Administrator for processing in the CHS accounts.

Refunds

1. Any refund is to be made in accordance with Board policy.
2. The Office Administrator is to check the clearance form, check all data entry is up to date and ensure any outstanding transactions are processed or allowed for when calculating refund (e.g. no medical insurance due in, Road cat charges allowed for etc.).
3. The Office Administrator is to raise an Authority for Payment header, enter details of the refund and the coding. Forward to Director of International Students for signature.
4. Refund details are to be entered into the student's account on the Money System and the account closed.
5. The Authority for Payment is to be passed to the Office Administrator for payment and processing in the CHS accounts.

Journals

1. The Office Administrator is to raise a Journal Transfer form and enter details, including reason for transfer and coding.
2. The Office Administrator is to enter the details of the transaction into the student's account on the Money System.
3. The Journal Transfer form is to be filed in the Journal file, and a copy passed to the Office Administrator for processing in CHS accounts.

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4. Financial Procedures

FP16 Incidentals/Expenses/Entertainment

Objective

To ensure that all discretionary expenditure is work-related, and justified, on items such as accommodation, alcohol, entertaining, phone calls, and mini bars.

Procedures

1. All expenditure is to be within approved budgets.
2. Documentation supporting expenditure should include:
 - the purpose of the expenditure
 - the credit card slip/receipt
 - the detailed invoice
 - if in New Zealand a GST invoice
 - the budget line the expenditure is attached to.
3. Reimbursement of approval procedures will be on a “one up” system. Generally only senior staff, the principal, and trustees will make these expenditures.
- 4(a) Entertainment is defined as expenditure for school reasons, usually for the purpose of:
 - building relationships
 - representing the school
 - returning hospitality
 - recognizing significant achievement or service
 - building revenue
- 4(b) Appropriateness of the standard of entertainment needs to be considered, the number of people present, and the ratio of drinks to food costs.
- 4(c) Documentation needs to be produced for this expenditure as outlined in Financial Procedures – Credit Cards.
5. Staff morning teas and other occasions as appropriate are to be signed for by and the Principal. The Board Chairperson will authorize when Board funds are used.
6. Staff recognition may take the form of petrol or other vouchers, but not cash. These are to be signed off by the Principal.
7. Expenditure by the Social Committee is to follow their policies and practices.
8. Payments for phone calls may be made if documentation exists that the phone call was made to further the school’s business. All such payments must have **prior** approval from the Principal. Designated staff members (The Director of International Students, the Property Supervisor, the Principal etc.) may have a portion of their home telephone rentals and calls reimbursed, along with cell phones, by arrangement with the Principal, and agreement of the Finance & Property Committee.
9. The use of minibars is discouraged, and will not be reimbursed unless there is a clear reason why an exception should be made provided to the Principal.
10. Any refreshment purchased by staff must have the prior approval of the Principal and be covered by the section on entertainment (No. 4 (a), (b), (c)).

Financial Procedures

FP17 Gifts

Objective

To ensure that the customary practice of giving and receiving gifts is within approved guidelines to protect staff from possible conflicts of interest.

Procedures

Receiving a Gift

Receiving a gift is not to place the staff member/Trustee under an implied or explicit obligation to the giver.

Items of a personal nature, or modest value may be kept by the recipient.

Items of value (\$100 or over, estimated) should initially be given to the Principal. An application to keep it can be made, and will be considered on a “one up” system.

The Principal will keep a record of valuable gifts.

Giving a Gift

Documentation of expenditure should be provided including:

- the purpose/occasion of the gift
- the receipt
- a detailed invoice
- if in New Zealand, a GST invoice

Gifts given on behalf of the school should be modest in value, and if possible, related to the school e.g. key rings, pens, umbrellas, memorabilia, with the school crest.

Gifts over \$100 in value should be approved by the Principal, or comply with the policies of the Social Committee

Financial Procedures

FP18 Support Groups

Objective:

The school acknowledges the contribution made by support groups in the community. The following recommendations are to safeguard the integrity and intentions of the support groups and the school.

1. Any event or fundraising activity to raise money in the school's name must receive prior approval of the Principal before the event takes place.
2. Any fundraising applications to external agencies must have the prior approval of the Principal who will also consult the board chairperson if need be
3. Al-Madinah School is the legal name of the school. Where the name Al-Madinah School is to be associated with any activity or organisation in the community, prior approval must be obtained from the Board. All financial dealings are as per clause 10 of the Financial Management Policy.
4. The principal has the delegated responsibility of raising funds on behalf of the IED Trust provided the funds are used for the school and its special character events. It is noted that these duties are additional to his normal duties as a principal. Principal may at his own discretion involve other staff/members of school community for the benefit of the school staff and students.

Refer also Fundraising Policy.

Financial Procedures

FP19 Minivan / Bus

Objective:

To ensure school vehicles are well maintained and their use meets legislative and the school's administrative requirements.

Minivan

1. Storage

The Minivan will be stored in the School. The keys should be picked up from, and returned to, the School Office.

2. Maintenance

Minor maintenance / up keep e.g. filling with petrol, oil, windscreen washer liquid, tyre pressure and washing and cleaning is the responsibility of the Groundsman. However as a courtesy please fill with petrol on returning.

3. Bookings

These need to be made through the School Office. Long term / special event bookings can be made well in advance and must be confirmed 2 weeks prior to use.

4. Drivers

- must be a teacher of the school or
- must have a direct association / relationship with the group and be over 26 years of age
- be prepared to complete Driver Form
- have the appropriate licence and be prepared to provide a copy of it.

5. Log Book (which is left in school office) must be filled in on completion of the trip.

6. Additional Rules

- Maximum number of passengers is 10 including the driver (No Extras). This is a condition of insurance and license.
- Students will need permission slips to travel in the minivan. This will be covered in the normal trip permission slips.
- The wearing of seat belts is compulsory.
- All school rules apply on the minivan.
- If carrying students, the School Bus signs must be displayed. When no students are on board the School Bus signs must be removed or covered.
- Speed limits – 80Kms if School Bus signs displayed, otherwise 90kms.
- Any speed fines or any traffic infringements while driving the minivan are to be paid by the driver. This may lead to future exclusion as a driver.
- The vehicle should be checked before leaving, for any damage and verified. Damages that occur while out running must be reported at the completion of the trip and handed into the student office asap. This report to include date, time, nature of accident/incident/place together with make, type and registration number of other vehicle, name of driver of other vehicle in a written form. In the event of an accident do not admit liability.
- The On-board 1st Aid Kit is only to be used for injuries involving the vehicle or in an emergency.
- All payments by students using the minivan must be made before the trip commences. No pay – No trip, No IOU's

Bus

1. Storage

The 22 seater bus will be stored in the School Barn. A key to the Barn will be on the bus key ring together with the Barn alarm number to disarm and re-alarm after use. The keys should be picked up from, and returned to, the Student Office.

2. Maintenance

Minor maintenance / up keep e.g. oil, windscreen washer liquid, tyre pressure and washing and cleaning is the responsibility of Windsor Nissan.

Diesel is the school's responsibility. However as a courtesy please fill with diesel on returning.

3. Bookings

These need to be made through the Student Office. Long term / special event bookings can be made well in advance and must be confirmed 2 weeks prior to use.

4. Drivers

- must be a teacher of the school
- have a direct association / relationship with the group and be 26 years of age or over
- be prepared to complete Driver Form
- have the appropriate license and be prepared to provide a copy of it

5. **Hire** rate will be \$1.40 per k (plus drivers wages if applicable and inclusive of fuel)

6. **Vehicle Log Book** (which is left in bus) must be filled in on completion of the trip and drivers personal log book must also be completed as appropriate.

7. Additional Rules

- a. Maximum number of seated passengers is 22 including the driver (No Extras, No standing) this is a condition of insurance and license.
- b. Students will need permission slips to travel in the bus. This will be covered in the normal trip permission slips.
- c. The wearing of seat belts is compulsory.
- d. All school rules apply on the bus.
- e. If carrying students, the School Bus signs must be displayed. When no students are on board the School Bus signs must be removed or covered.
- f. Speed limits – 80Kms if School Bus signs displayed, otherwise 90kms.
- g. Any speed fines or any traffic infringements while driving the bus are to be paid by the driver. This may lead to future exclusion as a driver.
- h. The vehicle should be checked before leaving, for any damage and verified. Damages that occur while out running must be reported at the completion of the trip and handed into the student office asap. This report to include date, time, nature of accident/incident/place together with make, type and registration number of other vehicle, name of driver of other vehicle in a written form. In the event of an accident do not admit liability.
- i. The On-board 1st Aid Kit is only to be used for injuries involving the vehicle or in an emergency.
- j. All payments by students using the 22 seater bus must be made before the trip commences. No pay – No trip, No IOU's

Financial Procedures

FP20 Travel

Objective:

The school attempts to keep travel and accommodation expenditure at a cost-effective level without prejudicing the purpose of the travel. This procedure aims to clearly identify those expenses considered to be a legitimate and appropriate part of school travel costs.

Procedures:

The following are a number of issues, listed alphabetically, that are likely to be raised about travel.

Accommodation (Hotel/Motel)

- Should be a reasonable standard with expensive hotels being avoided. If travelling as a group (e.g. Education New Zealand) there is an advantage in staying at the same venues as the group.

Accountable Cash Advances

- Available from Principal prior to travel
- Applications to be made prior to travel date
- Advances made on basis of estimated costs
- Staff should retain all receipted bills for expenditure while away
- Receipted bills to be presented immediately upon return and no later than ten days of return.
- Credit card slips and other receipts that do not give details of purchases are not considered to be an adequate means of justifying expenses
- Where it is not possible to obtain receipts the staff member should state this on the expense summary and certify that the amount claimed is legitimate. This would usually only apply to small amounts of expenditure.

Airfares

- Numerous airfares with varying conditions are on offer
- Staff should, where possible, give options of departure and arrival times, and stopovers to gain maximum benefits
- The school will pay for all airfares booked through authorised channels along with all applicable departure and other taxes

Airline Loyalty Schemes

- Staff members travelling on official business must not influence the choice of airline that they travel with in order to accumulate travel benefits. The deciding factor in the choice of airline is cost effectiveness on a case by case basis.
- Where staff members do receive benefits however the school will not influence how they are used.
- For information on the use of air points to upgrade economy class tickets to business class, see the section entitled Class of Travel.

Class of Travel

- For trips on behalf of the school for marketing, Business Class travel is acceptable for any trip 4 hours or more.

Credit Card Payments

- Those staff members holding school credit cards may use them for incurring travel expenses.

- Use of credit cards must be in accordance with this policy.
- Airfares should can be charged to a school credit card.
- Credit card and EPTPOS slips are not adequate documentation to account for expenditure, and hotel bills etc., should still be provided to cover payments through either of these methods.

Documentation

- Staff must ensure that they are in possession of relevant documentation for overseas travel including passport, visas and re-entry permits where required.
- The school will reimburse the costs of documentation in cases where it has been necessary to incur charges specifically for the business trip involved. This would normally exclude the cost of a passport, which is seen to be a personal expense.

Excess Baggage Charges

- These will not normally be reimbursed.
- Where excess baggage is likely to be a feature of a business trip it should be noted on the trip costing.

Expense Reimbursements

- Staff members on business trips who pay for expenses themselves, through use of personal credit cards or other means, may claim reimbursement on return to school.
- See the section on receipts for details of documentation that should be produced when making claims.

Gifts (see Financial Procedures – Gifts)

- The value of gifts to be given to hosts overseas should be reviewed for appropriateness.
- Gifts received by staff members while overseas should be accepted on behalf of the school and should be declared on return. Normally retention will be allowed.

Ground Transport

- Normally public transport is to be used
- Public transport includes taxis, airport shuttles and trains
- See the section on Rental Cars

Inoculations

- Where inoculations for contagious diseases etc., are necessary the school will cover the expense.
- Invoices from registered medical practitioners will be reimbursed in the normal way.

Laundry

- Costs of laundering clothes for staff while away from school will not normally be paid unless the travel period and/or conditions necessitate the use of laundry services.

Receipts

- Staff must obtain, where possible, receipted bills for all expenditure incurred.
- Credit card slips and other receipts that do not give details of purchases are not considered to be an adequate means of justifying expenses.
- Where it is impossible to obtain receipts, the staff member should state this, when claiming reimbursement or accounting for a cash advance, and certify that the amount claimed is legitimate. This would usually only apply to small amounts of expenditure.

Rental Cars

- Rental cars are not considered to be a standard transport option when staff members are in overseas or New Zealand locations where public transport (as defined previously) is readily available.
- Taxis may be an alternative to public transport. It is understood that in some circumstances taxis may not be the best solution either and therefore rentals will be the only solution for conveyance.
- When the use of a rental car is judged to be appropriate it should be of a small to medium standard. Car rental agreements should not be taken up for cars in excess of 2000cc. Under no conditions are luxury vehicles to be rented.

Telephone Calls

- All business related phone calls, faxes and e-mail charges made by an employee while away from the normal place of work will be reimbursed. Under normal circumstances Principal should be using the phone provided to him by school.
- Personal phone calls to home will be reimbursed provided that the frequency and duration of such calls is not excessive.
- Staff who need to make a lot of calls should minimise the cost of those made from hotels through the use of calling cards and other charging and communication methods.

Tipping

- In locations where tipping is the usual practice such expenditure will be reimbursed.
- Tips given in restaurants should be included in the bill and thus officially recorded.

Financial Procedures

FP21 Internet Banking Controls

- There should always be robust segregation of duties where possible. Ideally the person who inputs the data into MUSAC and the bank system should not be a signatory or have rights for the batches with the bank.
- The Office Administrator is the ASB Fastnet Administrator. The Administrator's access to Fastnet will be limited to producing reports relating to banking transactions, and loading payments to be paid by electronic banking, via Fastnet. Payments will need to be authorised by two persons to allow payments to be transmitted.
- Keep an alphabetical master file of creditor bank details. This is basically just keeping a copy of the documentation detailing the account number from the supplier in a folder. Ensure that this folder is kept up to date whenever there are any changes received from the supplier and that each document is signed and dated to confirm that the supplier is valid.
- With each payment, print the batch report from MUSAC and the batch detail report from the bank system (after authorisation and sending) for the payments made.
- The bank account numbers from both the above reports with the master file should be checked on a regular basis by the principal or senior manager. It may not be practical to check every payment every time. However to minimise risk it is recommended that large amounts, any regular payments and then some random suppliers be checked each time.
- Also the MUSAC audit report that details any changes to supplier bank account numbers should be checked off against the master file each month or when any changes are made.
- Once these reports have been checked they should be signed, dated and filed with the payments or at the front of the master file.
- All payments made via Fastnet must be supported by an invoice for the amount transmitted.
- A list of the payments to be transmitted must be signed off by the Principal and attached to the relevant invoices.
- Access to Fastnet is by password. The Office Administrator sets up the payments for creditors. Two from the following are required to enter their passwords to release payments to the creditors: Principal and one of the Assistant Principals. Ability to change individual passwords is limited to each individual. If passwords need to be reset, this action is to be completed by the Principal and by one of the Assistant Principals.

Al-Madinah School

4.9 Property Management Policy

Rationale

To provide a suitable learning environment for students, and working environment for staff, the Board of Trustees will endeavour to maintain the school grounds, building facilities and equipment's in a clean, safe and hygienic condition.

Purpose

1. To maintain a long-term maintenance programme.
2. In consultation with the school's proprietor develop a property development plan over three years.
3. To maintain a system whereby regular checks are made for fencing, building, and grounds and faults are recorded for action. Written reports to be given to the property sub-committee on a Termly basis.
4. To annually prepare a statement outlining maintenance requirements and cost of budget.
5. To review and maintain a register of fixed assets, establishing a workable system for renewal and replacement of furniture and equipment.
6. To arrange for and monitor any property related work that has been authorized by the Board.
7. To comply with the property occupancy agreement.

Guidelines

1. Action plan from regular checks has to be approved by BOT.
2. The Board of Trustees may delegate parts of the programmed to a property sub-committee, or consultant who should report to the Board at each meeting.
3. The board delegates the Principal to carry out the urgent work on needs basis.
4. The day-to-day administration is the responsibility of the Principal. The Board will clearly define who is responsible for the managing of the property programs.
5. The policy and all management procedures should be monitored regularly and reviewed before the beginning of each school year.
6. The Principal must develop a property utilization plan at the end of each year.
7. All works has to meet Health and Safety requirements.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

4.10 Health Policy

Rationale:

o ensure that the school is a safe and healthy environment for pupils, employees and others while at Al-Madinah School.

Purpose:

1. To plan a suitable working environment as required by the charter, curriculum, and Board of Trustees.
2. To develop a safe practice programme in using the school buildings and equipment.
3. To educate staff on emergency procedures and promote First Aid courses.
4. To promote and educate pupils on healthy habits and life skills.
5. Ensure that employees are not exposed to hazards in the course of their work.
6. To ensure compliance with the relevant legislation.

Procedures:

1. The Board of Trustees will establish a Health and Safety sub-committee responsible for the development and monitoring of a Health and Safety programme.
2. The Health and Safety sub-committee will report regularly to the Board of Trustees.
3. Provide training to all employees and students on hazard identification, reporting, elimination and minimization.
4. Appoint two members of the staff, a male and female, to be responsible for the boys and girls sick bays respectively and hold First Aid training. Maintain an accident report.
5. To ensure that machinery and equipment in the school is designed, made, setup and maintained and used in a safe way.
6. To promote road safety and the wearing of cycle helmets where applicable.
7. Develop procedures for dealing with emergencies that may arise and ensure all employees, students and others are aware of these procedures. (Procedures Continued)
8. Children are permitted to bring and eat only halal food.
9. The School Grounds and Classroom are designed to be A Smoke Free Zone.
10. Children may be restrained in the classroom or in school under the supervision of a teacher if they are found in danger of harming themselves or others.

Accountability

1. Teachers are accountable for the health & safety of students in the classroom.

2. During breaks the teachers on duty are responsible for the health and safety of the students.
3. Assistant Principals are to see that the safety precautions are adhered to.
4. Principal is to ensure that the school premises is a healthy and safe place for the employees.

Documentation

- 1.Schools policy on health and safety.
- 2.Teacher on duty supervision book.
- 3.First-aid record book.

Resources

The office is to supply: -

1. All the necessary books for report keeping.
2. The first-aid kit with necessary contents at all times.
3. All the services without any cost.

Evaluation

1. Health and Safety policy is to be evaluated every year.
2. Student and Staff are to be consulted.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

4.11 Emergency Policy

Rationale:

The Board has a responsibility to prepare for civil defence emergencies.

Purpose:

To develop an emergency plan to ensure that

1. The safety of pupils, staff and other occupants is maintained.
2. Damage to property is minimized.
3. All occupants are familiar with procedures to be followed.

Procedures:

1. The Principal and the officer in-charge must ensure that both emergency and first aid equipment are checked and maintained at all times.
2. Evacuation drills together with Lockdown must be held regularly, preferably at least once a term. A logbook should be kept in office which shows the date of all drills.
3. There must be an instantly recognizable signal for evacuation, such as an electric siren or continuous ringing of hand bell.
4. A notice of detailing evacuation procedures, the position of the nearest exit, and the location of the assembly area should be prominently displayed in all rooms and corridors.
5. School records, such as asset registers, inventories, insurance policies, should be kept in a secure, fire-resistant location.
6. Common procedures and responsibilities for emergencies are to be followed. Detailed information is covered in the booklet "Emergency Procedures: Guidelines for Schools" which is to be kept with records as in procedure 5 above.
7. After an evacuation, pupils and staff must not re-enter the buildings until all rooms have been checked and the Principal is satisfied that the buildings are safe for re-occupation.
8. The school will have emergency supplies positioned in the office and at two other points in the school. These supplies will include candles and updated list of parent's address and telephone numbers and other essential requisites.
9. The school will have a telephone communication system based on the tree step down process to inform parents of emergencies.
10. Procedures will also be put on place at staff meeting twice a year where the Principal and /or his Assistant Principals will inform the staff of emergency procedures to deal with situation on the side, the most common are of fire, earth quake etc.
11. In the case of civil emergency, the following line of communication will be used:
The Principal will contact the Board Chairperson, and APs.
The Board chairperson will contact the board members and the proprietor's office.

APs will contact staff under their delegation. Teachers will contact the parents of those students who do not have older siblings in the school (This list will be with teachers and must be updated regularly).

12. In case, the current school site is not safe for use, then as arranged by the proprietors, the School (Board, Principal, Teachers and the Students) will operate from the Islamic Center or the venue provided by the insurer of the school building until the building is ready for use.

Review:

This policy will be reviewed according to the Board's Effectiveness Review Programme.

Board Chairperson: _____ **Review Date:** _____

STUDENT AFFAIRS

Al-Madinah School 5.1 Student Management Policy

Rationale

Teaching and learning is effective in a safe and happy environment. One of the responsibilities of classroom teachers' is to create an environment, which is conducive to learning for all students in their class. Positive Student Management is one of the major dimensions of our professional standards.

Purposes:

1. To develop our students social skills so they can use these skills to become practising Muslims.
2. To have consistent practices throughout the school.
3. For teachers to use strategies that are positive and effective in their classes.
4. To enable students to learn from their mistakes and improve their social behaviour in and out of school.
5. To reduce disruption in class and out of class.
6. To enable teachers to take appropriate actions that are within New Zealand Educational legislation and Islamic in nature.
7. To ensure classroom student management systems are acceptable to parents and other members of community.
8. To ensure our students get clear guidelines and follow the teachers' expectations.

Guidelines:

1. Write clear and specific Rules/ Expectations for class:
 - *Do what the teacher says right away.*
 - *Speak pleasantly*
 - *Be friendly, cooperative, kind and considerate*
 - *Try your best at all times.*
 - *Use your own things*
 - *Be silent when teachers are giving instructions.*
 - *Change over and do group work quietly.*
 - *Walk quietly in line when going out to Library, Computer Lab, Science Lab, and Fitness/sports area.*
 - *Keep class tidy at all time*
2. Explain to students specifically what the rules mean e.g. to be pleasant, friendly, cooperative and kind. Give reinforcements for positive behaviours.
3. Write the rules in bold and put on board.
4. Revise these rules at the beginning of every term and whenever needed.
5. Use Islamic perspective to pacify upset/angry students. Use rules, which are Sunnah for us.
6. Have Prophet Mohammed's Hadith on anger displayed in the class.

7. Consistently follow through with consequences.
8. Give instructions slowly and clearly. Do not talk above students' voices.
9. Listen to all parties in dispute situations.
8. Use positive strategies to reinforce good behaviour on an ongoing basis:
 - *Class point system based on seating group/tables/houses.*
 - *Lots of praises and stickers*
 - *Certificates at end of the week in class by teachers*
 - *Certificates for assembly*
 - *Cheer chart*
 - *Choice activities – (computer, Library, monitor, leader person, mediator, messenger for class, indoor game)*
 - *Group points for on task behaviour during reading, writing, maths and theme activities.*
9. Use strategies to build relationship with your students:
 - *Be in class before roll time.*
 - *Talk to students and meet parents if they come to drop their children.*
 - *Make positive comments to show interest in student discussion.*
 - *Give Class rewards – games, video at end of the term.*
 - *Speak respectfully to all students.*
 - *Discuss / share positives in front of students and negatives away from them.*
 - *Inform that they are the best class in the school or will be one of the best classes.*
 - *Involve students in setting class routines, unit's evaluation, lesson evaluation, day/wk/term evaluation.*
 - *Set specific goals for students who show difficulty following their class rules.*
 - *Role model behaviour in case students do not know e.g. soft tone, reading with eyes, low voices in groups.*
 - *Monitor independent groups all the time from where you are or do a quick walk to all groups during group sessions.*
 - *Teach social skills as needed when an occasion arises.*
 - *Evaluate lessons /programmes especially to inform students about their strengths and achievements and next goals in classroom behaviours.*
10. Use Strategies to deal with behaviour problems
 - *Make changes to programme, environment/way you do things*
 - *Change seats*
 - *Evaluate programmes*
 - *Change strategies used*
 - *Evaluate yourself-what was role modelled by you, what you were doing when behaviour took place, do the students know what & why they are learning, how prepared you were, did the students have enough and meaningful activities to do?*
 - *Have a colleague/critical friend who can critique you and be prepared to be critiqued.*
- 11. Use positive strategies for off task and behaviour problems such as:**
 - *Restate, remind, restart, redirect, redo, warn and follow up with consequences.*
 - *Make effort to catch students being good.*
 - *Make students say/explain the correct behaviour.*
 - *Help student to get started or try buddy.*
 - *Have 1-1 serious talk at lunchtime or after school.*
 - *Only ignore very minor misbehaviour.*

- *Do not ignore any disrespect.
(Insolent tone, small comment, talk back deliberately by slow movements)*

12. Use Consequences for unacceptable behaviour such as:

- *Move from buddy.*
- *Give options e.g. finish your work now or you'll finish at lunchtime.*
- *Read/Copy class rules from board at lunchtime.*
- *Read/Copy Islamic procedures when one are angry.*
- *Thinking Chair.*
- *Table/seat next to Teachers.*
- *Lunchtime detention.*
- *Seek support/advice/AP/AP/Principal from Senior Teachers/colleague.*

13. Strategies to be used for very difficult students:

- *Use incentive system for correct behaviour such as Behaviour Chart/book.*
- *Daily home –school note book.*
- *Give extra encouragement /help/attention/when behaving.*
- *Give responsibilities.*
- *Discuss with special needs coordinator AP/AP/Principal/RTLB for support or further action or when evaluating yourself.*
- *Make LO very explicit to all students /class: what they are achieving in next three minutes, half-hour, today, this term, and year.*
- *Create interesting class environment and programmes-different learning styles.*
- *Handle students positively.*
- *Avoid punishment/detention/growling/calling across the room as far as possible.*
- *Be prepared and organised. Do not expect student to sit idle when you are planning, writing things on board, set TV, computer, have discussion with other adults/students.*
- *All students must have appropriate workload for their level.*
- *Clarify to students the length of time for specific activities. e.g I want you to discuss this for 2 minutes with a buddy sitting next to you.*
- *Link to Islamic perspectives.*

14. Serious behaviour, which includes several minor misbehaviours or repeated minor misbehaviours, has to be referred to S.M.T with a note.

Minor offences include:

- *Homework not done.*
- *Throwing items in class.*
- *Chewing gums.*
- *Running around in class or prohibited area.*
- *Out of boundary within the school.*
- *Wearing of make-up.*
- *Wearing Jewellery.*
- *Late to school/class.*
- *Incorrect uniform.*
- *Distracting students in class.*
- *Being off task.*
- *Screaming.*
- *Using others belongings/properties without permission.*
- *Incorrect P.E gears.*
- *Walking outside without shoes.*

- *Going out of class without permission.*

Major Offences include:

- *Stealing.*
- *Repeated lying.*
- *Degrading others.*
- *Continuous use of foul language.*
- *Unaccepted items at school: Magazines, mobiles phones and weapons.*
- *Truancy.*
- *Swearing or using any other abusive language.*
- *Bringing prohibited items to school.*
- *Being violent or hurting someone.*
- *Damaging school property.*
- *Out of school boundaries (out of school) without permission.*
- *Minor offences repeated more than three times.*

15. Strategies for maintaining off task behaviours and acceptable voice level:

- *Stop class as soon as you start hearing loud voices.*
- *Do not talk above student's voices. It gives them wrong messages that it's O.K to talk in high voices.*
- *Wait until all students have stopped talking to give instruction.*
- *Minimise use of your voice-use hands up/freeze, shoo/ruler sound, or any other sound.*
- *Drop your voice low as soon as class starts listening.*

16. Following steps are to be taken while dealing with Major Offences:

Chance One: Talk to student/students concerned and Islamic behaviour provided by Islamic Dept. staff.

Ask the student to explain the school rules concerning the offence.

Ask the student/students to write down the Islamic Code of Behaviour concerning the rule broken. Writing to be done at playtime or lunchtime in the school organised and supervised by members of staff.

Positive reinforcement book to be made at this stage by the teacher for the student concerned.

Chance Two: Letter is sent home or parent is telephoned with regard to the offence.

Students are also required to write a letter explaining why the rule has been broken the second time and copy down the school rule and Islamic code of behaviour.

To be done at lunchtime.

Chance Three: Student's/Students' parent/parents are called in to a meeting with the teacher concerned and a member of SLT and discipline team. Discussion as to why and what could be done to prevent future happenings. Principal is informed.

Chance Four: Principal takes over. Student's/ Students' parent/parents are called in to take the student/students home for timeout.

Consequences of further unacceptable behaviour to be explained to parents.

Chance Five: Rule broken fifth time the child will be sent to the Principal for Suspension/Expulsion with no further meetings.

FAST TRACK: In case of major offences where students/teachers are put in danger.
The student/students concerned will begin with chance four onwards.

17 Guidelines for After School Detention

Purpose: For students who need to make up time
For students who infringe school rules

Referral: To be used as a more serious consequence for students than a lunchtime detention.
Only the Dean, AP or P can place students on an after school detention

Operation:

- Students are immediately on an after school detention and their parents are informed in writing.
- Students will be placed on detention with not less than 48hrs notice prior to the day of detention.
- Where the detention is to make up class work then the appropriate staff member will be approached to provide work.
- Students who are on this detention for a school rule infringement may be asked to work during this time.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

5.2 Sexual and Physical Abuse Policy

RATIONALE

This policy is based on the School's philosophy that:

All children should be treated with dignity and respect.

They have the right to have their needs met in a safe environment.

PURPOSES

1. To ensure the safety and well-being of the child is paramount.
2. To provide teachers with guidelines to enable them to identify signs of abuse or neglect.
3. To provide guidelines for everyone working with children from this school.
4. To provide procedures for dealing with cases of abuse or neglect.
5. To provide guidelines of which help agencies interview procedures will be used and how parents or caregivers will be informed.
6. To promote community involvement and awareness.
7. To ensure that the staff have access to ongoing staff training and development.

GUIDELINES

1. Adults will be receptive and sensitive to children so that the children feel listened to and believed.
2. The School will use the most appropriate agency for sexual abuse and the most appropriate agency for physical abuse and /or neglect.
3. In the case of a report from the third party to the school, the first course of action will be for the school to direct the third party to an appropriate helping agency. The school will not become involved at this stage, although it may become involved at a later date.
4. "Keeping Ourselves Safe" and "Self-esteem" units will be taught as part of the Health Syllabus to increase children's assertive skills in dealing with uncomfortable situations, and to help raise teachers
5. Consciousness of the issues.
6. Senior Staff and principal will be resource people in this area. Teachers who have concerns may discuss them with the principal. No outside agency will be involved without prior knowledge of the principal.
7. Confidentiality must be kept at all stages.

PROCEDURES

1. Record/document (date and sign) any evidence, character behavior, physical signs etc.
2. All information/discussions will be confidential to the staff involved. Data will be stored in one place known to the staff. This data will be kept for the duration of the child's stay at the school. It will be forwarded at the discretion of the principal.
3. Where a teacher is concerned about a child they may discuss it with a member of the senior staff. If further investigation or action is felt necessary the principal will be informed.
4. Principal to contact appropriate agencies (Health Nurse, D.S.W police) parents if appropriate.
5. If Principal is not available, then AP or AP is to contact the Public Health Nurse directly.

DISCLOSURE

- Believe the child
- Affirm the child
- Do not question or examine the child further
- Record/document (date and sign) details as disclosed by the child as accurately as possible
- Inform AP / AP and Principal
- Principal is to contact appropriate agencies (Health Nurse, D.S.W, Police)
- If principal is not available, then AP or AP is to contact the Public Health Nurse directly.

COMPLAINTS AGAINST STAFF INVOLVED IN ABUSE

Once a helping agency is involved the following procedures will be in line with those set out in a Teachers Collective Contract re complaints against teachers.

1. The principal will inform the chair of the Board of Trustees (In the case of principal being involved then the Assistant principal is to inform the Board of Trustees)
2. The staff member will be informed and will be advised to seek legal and/or Union representation.
3. The school will inform the Union.
4. The staff member may be suspended once an investigation has begun either in line with Section 2.21g of the Teachers Collective Contract or other appropriate Contracts. At this stage the rest of the staff will be informed. (Counsellors can be made available to any staff)
5. Confidentiality will be maintained.

CONCLUSION

1. Parents and staff will be aware of the procedures the school will take to protect children from any kind of abuse.
2. Staff will have firm guidelines to follow for any kind of suspected abuse.
3. Everyone who works in the school will be given a copy of the Code of Conduct and will know what behaviours are and are not acceptable when working with children.

Board Chairperson: _____ Review Date: _____

Al-Madinah School

5.3 Student Enrolment Policy

Rationale

To ensure that students in compliance with legal requirements and in a manner fill limited places in the school that is streamlined, equitable and supportive of the special character of the school.

Purpose

1. To ensure all applications are processed according to the same procedure.
2. To ensure that all-relevant information is gathered to place a student in the appropriate class.
3. To inform parents of the school's philosophy and expectations to help them make an informed choice about enrolling their children to Al-Madinah.
4. To meet the MOE's code requirement for international students (ref guideline 10).

Guidelines

1. All applications for enrolment must be completed and all necessary documentation such as passport or birth certificate is provided before enrolment can proceed.
2. Due to high demand parents are encouraged to apply for a place for their child/children one year in advance.
3. The application must be vetted to ensure legal, financial and special character obligations are met.
4. Students are placed in classes and on waiting lists on a first come, first served basis.
5. An interview with all new intakes together with their parents/caregivers where the following is clearly outlined, discussed and understood will determine whether or not the enrolment will proceed: contract of enrolment, including payment of fees, and contract of special character.
6. New Entrants enrolling in Term 3 and 4 automatically remain in Year 1 in the following year.
7. Agreed class ceiling will not be breached
8. Students whose application for enrolment has been successful, should be given enough time to ensure that the uniform and stationery is purchased and similarly the class teacher must be given all relevant data and at least a day's time to prepare for the new student.
9. Following enrolment Procedures must be adhered to:
 - ◆ Upon enrolment request, information pack sent out.
 - ◆ Application form received by the school. This must be completed correctly, be signed/dated by parent, and verification and immigration status attached (passport/birth certificate).
 - ◆ Space in classes verified/check to see if applicant can be prioritised.

- ◆ Decline application or arrange for an interview for enrolment with the Principal who makes the decision. The Principal's nominee who will advise the Principal may also carry out interview. Principal will then make the final decision.
- ◆ At the interview, discuss contract of enrolment, special character and payment of fees. Parents to sign the contract after clarification.
- ◆ Child /children to sit placement test if needed.
- ◆

Start date notified to parents (should allow time for uniform purchase and for class teacher to prepare for new arrival)

10. International students must have elementary level of English or above.

11. Al-Madinah School requires that all international students live in one of the following types of accommodation.

i) Students in years 1-6 must live with their parents or legal guardians.

(A legal guardian is someone who has full rights and responsibilities for the student, as approved by a Court of Law, following the death or other inability of the parents to provide proper care for the student. Proof of legal guardianship must be supplied.)

ii) Students in Years 7-8 may live with a designated caregiver chosen by their parents / legal guardians, subject to approval by the Ministry of Education. All accommodation and designated caregivers must be approved by the school, as required by the ***Code of Practice for the Pastoral Care of International Students***.

An Indemnity Form must be signed by international parents giving the designated caregiver authority to care for and act on behalf of the student while in New Zealand.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

5.4 Student Discipline Policy

RATIONALE

Effective teaching and learning can only take place in a safe environment. Prophet Mohammed SWS said, “Knowledge without manners is like a body without a soul”.

PURPOSES

1. To have a consistent practice throughout the school.
2. For teachers to become aware of and use the discipline procedure.
3. For students and parents to know the consequences of breaking rules specially major offences.
4. So students learn from their mistakes and improve their social behaviour in and out of school.
5. To reduce disruption during school hours or lesson time
6. For teachers to decide if it is a major or minor offence and take appropriate action.

GUIDELINES

1. Teachers concerned are to decide whether it’s minor or major offence.
2. Minor offences are to be dealt by Teacher concerned.

Minor offences include:

- *Homework not done.*
- *Throwing items in class.*
- *Running around in class or prohibited area.*
- *Out of boundary within the school.*
- *Put Down.*
- *Wearing of make up.*
- *Wearing Jewellery.*
- *Late to school/class.*
- *Incorrect uniform.*
- *Distracting student in class.*
- *Off task.*
- *Screaming.*
- *Using others belongings/properties without permission.*
- *Incorrect P.E gears.*
- *Walking outside without shoes.*
- *Going out of class without permission.*

Following steps are to be taken while dealing with minor offences:

1. Stop the student/students concerned immediately.
2. Ask the school rule concerning the offence. Remind them of the school rules
3. Stay within Islamic Perspective.

4. Explain consequences if the offence is repeated.

If any one of the above offences is repeated more than three times, it will then become a Major offence.

MAJOR OFFENCES:

MAJOR OFFENCES: TO BE DEALT BY TEACHER CONCERNED AND ONE STAFF FROM THE MANAGEMENT AND/OR ONE FROM DISCIPLINE AREA:

All major offences will be documented in the discipline book and or into edge showing: date, type of offence,

Action taken and the names of offenders.

Major Offences include:

- *Repeated/Several minor offences.*
- *All types of bullying which includes physical, cyber, sexual, verbal, emotional, etc*
- *Stealing.*
- *Repeated lying.*
- *Continuous use of foul language.*
- *Unaccepted items at school: In appropriate Magazines, mobiles phones and weapons.*
- *Truancy.*
- *Chewing gums.*
- *Swearing or using any other abusive language.*
- *Bringing prohibited items to school.*
- *Being violent or hurting someone.*
- *Damaging school property.*
- *Out of school boundaries (out of school) without permission.*
- *Minor offences repeated more than three times.*

Following steps are to be taken while dealing with Major Offences:

Chance One: Talk to student/students concerned.

Ask the student to explain the school rules concerning the offence.

Ask the student/students to write down the Code of Behaviour concerning the rule Broken. Students write a reflection on their action.

Positive reinforcement book to be made at this stage by the teacher for the student concerned.

Chance Two: Letter is sent home or parent is informed with regard to the offence.

Students are also required to write a letter explaining why the rule has been broken the second time and copy down the school rule and Islamic code of behaviour.

To be done at lunchtime.

Chance Three: Student's/s' Parents of the concerned student is called in to a meeting with the teacher concerned, a member of Management and discipline team. Discussion as to why and what could be done including guidance and counselling to prevent future happenings. Principal is informed.

Chance Four: Principal takes over. Student's/ Students' parent/parents are called. Guidance/counselling and/or Stand-down option considered. Consequences of further unacceptable behaviour to be explained to the parents.

Chance Five: Rule broken fifth time the child will be sent to the Principal. Stand-down /Suspension /

Expulsion considered.

FAST TRACK: In case of major offences where students/teachers are put in danger. The student/students Concerned will begin with chance four onwards.

Approved date _____

Chairperson's signature _____

Date Reviewed _____

After School Detention

Purpose: For students who need to make up time
For students who infringe school rules
For students who come late to school.

Referral: To be used as a more serious consequence for students than a lunch-time detention.
Only the Senior Dean, AP or P can place students on an after school detention

Operation:

1. Students are given at least 24 hours' notice of an after school detention and their parents are informed in writing.
2. Where the detention is to make up class work then the appropriate staff member will be approached to provide work.
3. Students who are on this detention for a school rule infringement may be asked to work during this time.

Note: Consequences of missing this detention include; a meeting with parents. Stand-down or suspension.

Every student on an after school detention should have their cases reviewed at the Student Support Meeting.

Al-Madinah School

5.5 International Student Welfare and Safety Policy

Rationale

The safety of international students is a critical issue given that the school has ultimate responsibility for the student's welfare in the absence of parents.

Purpose

- To provide guidelines to student on medical and travel insurance.
- To provide guidelines to school staff in handling concerns regarding international students.

Guidelines

1. All students must have a comprehensive medical and travel insurance.
2. Medical and travel insurance will be accepted from the home country only in the first year of admission but from there onwards students will be required to have insurance from a NZ based insurance broker.
3. To ensure the well-being and safety of international students at all times, both within the school and when with their designated caregiver/host families. Indicators for concern could include –
 - a) non-performance in school subjects.
 - b) Failure to come to school.
4. Residential Caregivers acting in the place of parents and are expected to –
 - a) notify the school immediately when their student is absent from school
 - b) notify the designated caregiver urgently if a student's behaviour causes concern

Issues for concern could include

- failure to return home overnight
- repeated infringement of basic designated caregiver rules

School Response

1. Where a student's behaviour, safety and well-being, either at school or with the Designated caregiver family causes concern the school will –
 - Bring the matter to the attention of the international students Parents/Caregiver/Legal Guardian and if applicable also notify the agent.
 - follow the school's procedures relating to pastoral welfare and safety

Initially the student will be interviewed by the class teacher who may use a range of interventions strategies that could include –

- referral to the HOD/Team leader for action
 - informing the Assistant Principal/Principal
 - referral to the counsellor, including the use of an interpreter
 - peer support programme
 - case conference with Parents/Designated Caregivers/Legal Guardian, as appropriate
 - teacher/teacher aide support
 - students will be subjected to normal school disciplinary procedures if welfare and safety concerns are not a factor
2. Where the school is unable to resolve welfare and safety matters the school, as appropriate and necessary, will contact and utilise outside agencies such as the New Zealand Police, CYFS or NETS.
 3. If a student ceases to attend Al-Madinah School, the school will notify the student's parents and/or the designated caregiver and the Immigration New Zealand.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

5.6 International Students Annual Review of Information Policy

Rationale

The information supplied to the international students will be kept update in line with the statutory and other requirements.

Purpose

The school meets the following **CODE REQUIREMENTS**:

- **Section 9.1:** Signatories must review all information provided to prospective international students at least annually to ensure its accuracy and relevance.
- **Section 9.2:** The annual review of information must be recorded in a form that can be made available to the Administrator if requested.

Guidelines

The information given to International Students will be reviewed annually in term 3.

Responsibility for overseeing the annual review of all information available to international students is as follows:

- **Principal** is responsible for **approving** any changes highlighted in the review.
- **Principal** is responsible for implementing these changes, both in hardcopy and on Website once its is up and running.
- **Principal** is responsible for ensuring annual review of information is recorded in a form that can be made available to the Code Administrator if requested.

ANNUAL REVIEW OF INFORMATION CHECKLIST:

Section 4.2: Prospectus and / or International Student Handbook:

- 4.2.1: Tuition Fees
- 4.2.2: Application Requirements and Procedures
- 4.2.3: Conditions of Acceptance
- 4.2.4: Refund Conditions
- 4.2.5: English Language Proficiency
- 4.2.6: Information on Facilities, Equipment and Staffing
- 4.2.7: Information on Courses/Qualifications offered
- 4.2.8: Information on Medical and Travel Insurance
- 4.2.9: Information and advice on the types of Accommodation available to students (if Applicable).

- 4.3.1: *Availability and characteristics of accommodations options (if Applicable).*
- 4.3.2: *Realistic estimates of the cost of accommodation on and off campus (if Applicable).*
- 4.3.3: *Application process for securing accommodation (if Applicable).*
- 4.3.4: *Whether or not the suitability of accommodation has been assessed and the results communicated to students (if Applicable).*
- 5.3: *The Standard CODE, IMMIGRATION, HEALTH AND TRAVEL INSURANCE, ELIGIBILITY FOR HEALTH SERVICES, ACCIDENT INSURANCE and MEDICAL & TRAVEL INSURANCE wording*
- 17.1: *Name and Designation of person or unit students can contact regarding accommodation queries (if Applicable).*

Section 7.2: Student Handbook:

- 7.2.1: *Orientation Programme and Support Services*
- 7.2.2: *Grievance Procedures*
- 7.2.3: *Summary Code*
- 7.2.4: *Withdrawal and Non-Attendance Procedures*
- 7.2.5: *Circumstances in which Tuition may be Terminated*
- 7.2.6: *Fees Protection and Refund Policy*
- 15.1: *Name and Designation of Pastoral Support Person or Unit*

Other Information given to International Students

- Section 7: Offer of Place Letter/s*
- Section 13: Tuition Agreement*
- Section 13: Refund Policy*
- Section 13: Application for Enrolment Form*

Chairperson: _____ **Date:** _____

Al-Madinah School

5.7 International Students Medical and Travel Insurance Policy

RATIONALE:

Al-Madinah School has developed a Medical and Travel Insurance Policy –

- To ensure the safety, well-being of the students studying at Al-Madinah School
- To ensure compliance with the Ministry of Education’s Code of Practice for the Pastoral Care of International Students (2004) (The Code of Practice).

Policy Requirement Advice

1. *All students are required to have appropriate Medical and Travel Insurance as specified in The Code of Practice.*
2. *The school shall advise all prospective students about Medical and Travel Insurance requirements in the standard wording in the prospectus and with the Offer of Place letter. A copy(s) of the school’s Insurance policy will be sent to the group organiser together with a policy recommended by the school.*
3. *Students purchasing insurance through a New Zealand insurer should purchase insurance cover at the time of fee payment and before they travel to study at Al-Madinah School.*
4. *Where insurance is provided from a New Zealand company policy details should be provided in the student’s first language where possible.*
5. *In the case of **overseas policy providers** students must provide Al-Madinah School with the policy details in English at least one month before the students travel to NZ.*

Verification of Policies

Al-Madinah School must verify groups are in receipt of an acceptable Medical and Travel Insurance policy.

Verification of policies will be undertaken by the Principal Unit prior to enrolment.

1. *As part of the verification process, Principal or AP in-charge of International students shall ensure that:*
 - *The insurer/re-insurer is a reputable and established company with substantial experience in the Travel Insurance business, and has a credit rating no lower than A from Standard and Poors, or B+ from A M Best.*
 - *The Insurer is able to provide emergency 24-hour, 7 day per week cover.*
 - *Students have a “certificate of currency” and policy wording from the Insurance Company stating that the student has purchased the cover for the duration of the planned period of study. The certificate and policy working must also detail medical sums insured, repatriation benefits etc.*

Where a student is not in possession of an appropriate and current medical and travel insurance policy School undertakes to:

- *Advise the student of the medical and travel insurance requirement.*
- *Provide the student with a default policy, which meets the requirements of the Code of Practice Guidelines. The cost of the insurance will be met by the student.*

Recording of Policy Details

For each student school shall record the:

- a. Name of the Insurer
- b. Policy number
- c. Policy start and end dates.

Policy Renewals

For each student, prior to the expiry of their medical and travel insurance policy, the person in-charge (Normally AP) shall issue a written reminder to the student advising that policy renewal must be completed.

Policy Review

This policy will be reviewed by as and when required.

Chairperson (BOT) _____ Date: _____

Al-Madinah School

5.8 International Students Annual Review of Compliance to Code Policy

Rationale

The school has a system in place to check that it complies with the code of practice for the pastoral care of the international students.

Purpose

Al-Madinah School conducts an annual review of all procedures and policies related to compliance with the Code of Practice for the Pastoral Care of International Students in order to ensure that the school is up to date with all existing and new Code requirements.

Guidelines

- **The AP ensures that there is co-ordinated record-keeping of:**
 - i) Academic progress
 - ii) Student grievances
 - iii) Accommodation issues
 - iv) Student welfare
- Statistics on these are collated and reported on to the Principal by the AP/DP regularly.
- This review will be carried out as follows:

On-going compliance with the Code at Al-Madinah School will include:

- Feedback from appropriate staff and students involved in the programme
- An evaluation of performances against the goals and objectives
- Analysis of results of external/internal examinations
- Analysis of international academic progress at the end of each term.
- Feedback from ESOL teachers, classroom teachers and the pastoral carer of international students (including social progress and integration) to the Principal
- Use of data from ongoing monitoring of international student accommodation.

All Code compliance information is reported to the Board of trustees, annually, at the term 4 meeting of the board each year.

Principal is responsible for organizing this Review.

Principal will be familiar with the provisions of the Code of Practice for the Pastoral Care of International students and the Guidelines to support the Code. ***Person/designation responsible*** is responsible for ensuring that the school is compliant with the Code on an ongoing basis.

Principal is responsible for checking the NZQA website updates.

Principal will remain up to date with all Code amendments through the NZQA/Code of Practice website, which can be viewed at: www.minedu.govt.nz/goto/international

Principal is responsible for approving changes to policies and procedures.

- Any changes will be filed with the Code Administrator to ensure ongoing compliance
- The resetting of goals and objectives will be done in conjunction with the ***[all the people who have dealings with International Students]***

Principal is responsible for ensuring implementation of policy and procedures and updating the School's website?

Principal will ensure that staff are appropriately informed of their obligations under the Code and that all changes in policies and procedures are implemented and updated as needed.

Principal is responsible for providing the Code Administrator (i.e. NZQA) with an annual update and assurance statement of Code compliance.

Principal is the person responsible for ensuring that all review outcomes are recorded in a form that can be made available to the Administrator on request.

Review Sign Off:

Approved:

Chairperson: _____ **Dated:** _____

Al-Madinah School

5.9 Road Safety Policy

Rationale

To ensure the safety of pupil as they arrive and depart from school each day. A set of protocols for drivers of school transport as well as parents dropping and picking up children is seen as essential.

Purpose

1. To provide information to parents and drivers of our students. To educate them as to the safe road safety practices needed at the school gate.
2. To ensure every student is able to enter and leave the schools grounds safely.

1. Pedestrians:

- Children must walk on the footpath where one is available.
- Children must use school road patrols where available.
- Police Education Officers will be utilized where ever possible, in the teaching of road safety education units.

2. School Patrols:

- The school patrols comprise of yr 6 to yr 10 students.
- The school patrols will be trained yearly by a Police Education Officer.
- A student must have written permission from their parents/caregiver prior to joining the school patrol team.
- School patrols operate once daily during school terms (3:20-3:40 p.m) .At least one member of the staff is always present.
- Illegal or dangerous driving behaviour will be recorded and reported to the Assistant Principal, who will then forward date, time, and vehicle registration to the Police for further action.

3. Carparks/Carparking:

- Students should alight and enter a vehicle from the footpath side door.
- Students, parents/caregivers must use the road patrol if they need to cross the road.
- Parents/caregivers may not park and wait for children on any yellow line or within 5 metres of the crossing patrol site.
- The gate adjacent to Room 1 will be unlocked and opened at 7:30-8:30a.m and again at 3:20-4pm. One member of the female staff will monitor the open adjacent to room1 gate during the afternoon only.

4. Bus trips

- Students must be seated at all times
- Children may not leave their seat until the bus has stopped

- Buses used for transporting school children must have a current Certificate of Fitness. Bus companies will be informed of this requirements at the time of booking.
- Buses hired for school trips must have adequate seating for the number of children being carried on the bus.
- A minimum of one teacher must accompany each bus and ensure that all children are accounted for.
- Bus aisles must be kept clear of baggage.
- All bookings of buses must be made through the Assistant Principal.
- All students will be briefed prior to a bus trip by their teacher on expected standards of behaviour and bus safety procedures.

5. Cyclists:

- No student is permitted to bring their bicycle to school during school term except on a 'Wheels Day'.

6. Wheels Day

- Wheels day rules will be outlined in a letter to parents/caregivers prior to the event.
- Parents/caregivers are required to sign a permission slip agreeing to the above wheels day rules.
- All children must wear the appropriate safety equipment.
- There will be designated areas around the school for the different wheels to be used. Children will be made aware of these.

7. Skateboards/Roller blades/Scooters;

- No student is allowed to bring the above into school during term time, except on designated 'Wheels Day' which has been approved by the Principal.

8. Private motor vehicle use for school related journeys:

Where private motor vehicles are used for school related journeys each vehicle must have

- A current vehicle registration
- A current Warrant of Fitness and the Vehicle must be legally road worthy
- Both of the above must be clearly displayed in the vehicle
- A safety belt must be provided and worn by each passenger.
- The driver of the vehicle is responsible for ensuring all his/her passengers are wearing their safety belts correctly.
- The driver of the vehicle must hold a current full New Zealand drivers licence or valid international licence.
- Parents / caregivers must complete a consent form prior to transporting students

Conclusion: Road Safety skills and procedures are a lifetime necessity, which we at Al- Madinah School can help to establish firmly , at an early age, for the present and future benefit our students and the community.

Board Chairperson: _____ **Review Date:** _____

Al-Madinah School

5.10 Child Protection Policy

Rationale

Al-Madinah School is committed to child protection and recognises the important role and responsibility of all our staff in the protection of children.

Purpose

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

Guidelines

- 01 The Board of Trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve.
- 02 The Board of Trustees is committed to the prevention of child abuse and neglect and to the protection of all children.
- 03 The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected, or alleged, abuse.
- 04 In line with section 15 of the Children, Young Person and Their Families Act, any person in our school who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the police.
- 05 Although ultimate accountability sits with the Board, the Board delegates responsibility to the Principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents.

Therefore, the Principal must:

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

06 This policy should be read in conjunction with the procedures for Child Abuse and Neglect, and Vulnerable Children Act 2014 (Police vetting, Safety checks).

Board Chairperson: _____ **Review Date:** _____