**Our CORE PURPOSE is to**

*In partnership with parents, within an educational environment, encourage lifelong discipleship of Jesus Christ by providing opportunities to:*

- Gain knowledge and understanding of all things based on the truth of His word. (Prov 1:7)
- Gain faith that transforms into the likeness of God (Rom 12:2)
- Gain hope in an eternal relationship with God through Jesus Christ that is firmly rooted in a deep reverence of Him (Eph 3: 17-20)
- Gain confidence to achieve all things through Christ who strengthens (Phil 4:13)

**Our CORE VALUES**

- A caring, praying community united in Jesus Christ
- Enthusiastic and actively involved families
- A heart obedient to the Lord
- A spirit of perseverance, resilience and self discipline
- Respect for self, others and those in authority
- Quality, Christ centered, Bible based education
- A well maintained physical environment and resources.

**Our VISION**

*Equip for life, prepare for eternity*

**Our MISSION**

*Matamata Christian School, together with parents, work to provide Christ Centered education based on biblical foundations.*

*We strive for personal excellence in the academic, spiritual, physical and emotional realms.*
o National Administrative Guideline requirements and policy review dates – Page 3 - 4
o Policy review and self review cycle – Page 5
o Policy review guidelines Page 6
o Board Delegations Page 7
o NAG 1 – Curriculum and student achievement – Page 8
  • Christian Curriculum and Devotional Policy
o NAG 2 – Planning, self review and reporting – Page 14
  • Planning, Self Review and Reporting Policy Group
    ▪ Reporting to Parents Policy
o NAG 3 – Personnel – Page 17
  • Complaints Resolution Policy
  • Employment Policy
o NAG 4a – Finance – Page 28
  • Financial Management Policy Group
    ▪ Financial Viability and Security Policy
    ▪ Financial Planning and Management Policy
    ▪ Fund Raising Policy
    ▪ Credit Control Policy
    ▪ Credit Card Policy
o NAG 4b – Property – Page 35
  • Property Care and Protection Policy
o NAG 5 – Health and Safety – Page 38
  • Health and Safety Policy
  • Child Protection Policy
o NAG 6 – Legislation and compliance – Page 43
  • Board of Trustee Meetings Policy
  • Enrolment Policy
  • Non Attendance and Truancy Policy
  • Privacy Policy
o Additional Board policies – Page 56
  • School Community Development Prayer List Policy
o Additions, Deletions and Amendments – Page 58

Last updated 21 October 2019
Printed 24 October 2019
<table>
<thead>
<tr>
<th>National Administrative Guideline</th>
<th>Policy</th>
<th>Date reviewed</th>
<th>Next review date</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAG 1 Curriculum and student achievement</td>
<td>Christian Curriculum and Devotional</td>
<td>15/10/2019</td>
<td>15/10/2022</td>
</tr>
<tr>
<td>Boards of Trustees and school management are required to ensure that:</td>
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<tr>
<td>➢ Learning and teaching programmes provide all students opportunities to succeed.</td>
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<tr>
<td>➢ Priority is given to literacy and numeracy, then physical activity up to year 6.</td>
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<tr>
<td>➢ Assessment information is gathered that:</td>
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<tr>
<td>❖ Enables student progress and achievement to be evaluated (giving priority to literacy and numeracy).</td>
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<tr>
<td>❖ Identifies students who:</td>
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<tr>
<td>- are not achieving.</td>
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<tr>
<td>- are at risk of not achieving.</td>
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<tr>
<td>- have special needs.</td>
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<tr>
<td>❖ Identifies aspects of the curriculum requiring particular attention.</td>
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<tr>
<td>➢ Teaching and learning programmes and strategies are developed and implemented which address the needs of students.</td>
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<tr>
<td>➢ The school’s Maori community is consulted.</td>
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<tr>
<td>➢ Appropriate career education and guidance is provided.</td>
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<tr>
<td>NAG 2 Planning, self review and reporting</td>
<td>Planning, Self Review and Reporting Group</td>
<td>21/10/2010</td>
<td>21/10/2013</td>
</tr>
<tr>
<td>Board of Trustees and school management are required to ensure that:</td>
<td></td>
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<tr>
<td>➢ A strategic plan is developed which documents implementation of the National Guidelines including those for curriculum, assessment, and staff professional development.</td>
<td></td>
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<tr>
<td>➢ On going self-review (including evaluation of information on student achievement) is occurring.</td>
<td></td>
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<tr>
<td>➢ The school reports effectively on the achievement of:</td>
<td></td>
<td></td>
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<tr>
<td>• individual students.</td>
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<tr>
<td>• students as a whole.</td>
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<tr>
<td>• identified special needs groups.</td>
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<tr>
<td>• Maori students.</td>
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<tr>
<td>➢ The school reports on student achievement and progress in relation to the National Standards to:</td>
<td></td>
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<tr>
<td>• individual students about their achievement and progress</td>
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<tr>
<td>• families about their child’s achievement and progress</td>
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<tr>
<td>• the Board and community about school wide and group achievement and progress</td>
<td></td>
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</tr>
<tr>
<td>NAG 3 Personnel</td>
<td>Complaints Resolution</td>
<td>20/02/2013</td>
<td>01/11/2016</td>
</tr>
<tr>
<td>The Board of Trustees and school management are required to ensure that:</td>
<td></td>
<td></td>
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<tr>
<td>➢ Staff appointments and responsibilities cater for the learning needs of all students.</td>
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<tr>
<td>➢ School practices cater for the safety and welfare of staff and students.</td>
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<tr>
<td>➢ Staff and students are treated fairly and have access to complaints procedures.</td>
<td></td>
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<tr>
<td>➢ Equal employment opportunities policy is adhered to.</td>
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<tr>
<td>➢ Provisions of employment contracts are met.</td>
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<tr>
<td>➢ The Education Act 1975 is adhered to.</td>
<td></td>
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<tr>
<td>NAG 4A Finance</td>
<td>Financial Management Policy Group</td>
<td>05/06/2013</td>
<td>05/06/2016</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
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<tr>
<td>The Board of Trustees and school management are required to ensure that:</td>
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<tr>
<td>➢ An annual budget is prepared.</td>
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<tr>
<td>➢ Resources are allocated to achieve strategic goals.</td>
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<tr>
<td>➢ School expenditure is monitored regularly.</td>
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<tr>
<td>➢ Annual reports and financial statements are prepared.</td>
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<tr>
<td>➢ Adequate systems of internal control are in place.</td>
<td>Includes:</td>
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<td></td>
<td>Financial Viability and Security</td>
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<td></td>
<td>Financial Planning and Management</td>
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<td></td>
<td>Fund Raising</td>
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<td></td>
<td>Credit Control</td>
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<td></td>
<td>Credit Card</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NAG 4B Property</th>
<th>Property Care and Protection</th>
<th>23/05/2013</th>
<th>01/05/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Board of Trustees and school management are required to ensure that:</td>
<td></td>
<td></td>
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<tr>
<td>➢ Upkeep and maintenance of properties are in line with Ministry requirements.</td>
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<tr>
<td>➢ Property provisions meet the needs of people with disabilities.</td>
<td></td>
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<tr>
<td>➢ Property arrangements comply with current legislation.</td>
<td></td>
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<tr>
<td>NAG 5 Health and safety</td>
<td>Health and Safety</td>
<td>25/07/2017</td>
<td>25/07/2020</td>
</tr>
<tr>
<td>The Board of Trustees and school management are required to ensure that:</td>
<td></td>
<td></td>
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<tr>
<td>➢ School policies meet all legislative requirements for health and safety.</td>
<td></td>
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<tr>
<td>➢ Staff and students understand these policies as necessary.</td>
<td></td>
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<tr>
<td>➢ Health and safety issues are monitored and reported on.</td>
<td></td>
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</tr>
<tr>
<td>NAG 6 Legislation and compliance</td>
<td>MCS BOT meetings</td>
<td>18/09/2018</td>
<td>18/09/2021</td>
</tr>
<tr>
<td>The Boards of Trustees and school management are required to ensure that:</td>
<td></td>
<td></td>
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<tr>
<td>➢ The school is complying with all general legislation.</td>
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<tr>
<td>For example:</td>
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<tr>
<td>- records show that requirements on attendance and opening times are being met.</td>
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<tr>
<td>- systems are in place to handle enrolments, absences and truancy.</td>
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<tr>
<td>NAG 5 Health and safety</td>
<td>Student Enrolment</td>
<td>18/09/2018</td>
<td>18/09/2021</td>
</tr>
<tr>
<td>NAG 6 Legislation and compliance</td>
<td>Non attendance and truancy</td>
<td>18/09/2018</td>
<td>18/09/2021</td>
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<tr>
<td>NAG 5 Health and safety</td>
<td>Privacy Policy</td>
<td>15/10/2019</td>
<td>15/10/2022</td>
</tr>
<tr>
<td>Additional Board policies</td>
<td>School Community Development</td>
<td>10/06/2014</td>
<td>10/06/2017</td>
</tr>
<tr>
<td>At Matamata Christian School we will:</td>
<td>Prayer List</td>
<td></td>
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<tr>
<td>Meet all obligations to the Matamata Christian School Association under the Integration Agreement.</td>
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</tbody>
</table>
## Policy Review and Self Review Cycle

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ONE</td>
<td>CHARTER 3 YEAR AND ANNUAL PLAN</td>
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<tr>
<td></td>
<td>BOT ELECTION</td>
<td>CHARTER 3 YEAR AND ANNUAL PLAN</td>
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<td></td>
<td></td>
<td>BOT DELEGATIONS</td>
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<td></td>
<td></td>
<td>CONTINUE REVIEW NAG 5 POLICY AREA</td>
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<td></td>
<td></td>
<td>CHARTER 3 YEAR AND ANNUAL PLAN</td>
<td></td>
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<td></td>
<td></td>
<td>BOT DELEGATIONS</td>
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<td></td>
<td></td>
<td>REVIEW NAG 1 POLICY AREA</td>
<td></td>
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<tr>
<td>TWO</td>
<td>BOT DELEGATIONS REVIEW NAG 2 POLICY AREA</td>
<td></td>
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<td></td>
<td>REVIEW NAG 6 POLICY AREA</td>
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<td></td>
<td>CHARTER REVIEW EXCLUDING 3 YEAR AND ANNUAL PLAN</td>
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<td></td>
<td>REVIEW NAG 4A POLICY AREA</td>
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<td></td>
<td>REVIEW NAG 4B POLICY AREA</td>
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<tr>
<td>THREE</td>
<td>BEGIN REVIEW NAG 5 POLICY AREA</td>
<td></td>
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<tr>
<td></td>
<td>SCHOOL PROPERTY, FACILITIES AND RESOURCES DEVELOPMENT PLAN</td>
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<td></td>
<td>REVIEW NAG 3 POLICY AREA</td>
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</table>
| FOUR | CHRISTIAN CHARACTER SATURATION BUDGET – CASHFLOW – ASSET REGISTER JOB DESCRIPTIONS – PERFORMANCE AGREEMENTS – STAFF APPRAISAL  
STAFF DEVELOPMENT PLAN OPerATIONAL, POLICY REVIEW AND SELF REVIEW CYCLE ANNUAL REPORT  |
|      | PREPARE FOR BOT ELECTIONS. PLAN AND IMPLEMENT SUCCESSION PLAN |
Matamata Christian School Board of Trustees
Policy Review Guidelines

Preamble: The Board is required to review policies on a regular basis. Such review should be carried out according to the guidelines noted below. It should be noted that a distinction should be drawn between a review and a re-write. A review is a process of looking though the policy making checks as noted below. The report from the review could recommend that the policy be retained with no alteration, or it could recommend that a partial or full re-write takes place. Any recommended rewrite should take place as soon as practicable after the review.

Purpose:

1. To ensure the full, proper and consistent review of Board policies.
2. To ensure that policies due for review are reviewed in a timely manner.

Reporting:

A written report is to be prepared using the guideline headings below. The report should indicate whether or not the policy meets the guideline and if not to what degree. If a rewrite of that guideline area is required is it a major (i.e no clear policy statement or policy totally out of date) or minor (i.e language, grammar, punctuation, clarification etc) rewrite. If minor then a recommendation of changes required could be included. If major then the offending guideline headings along with required remedial action should be included.

Guidelines:

1. Does the policy document contain a clear policy statement?
   a. Is the policy clear and measurable? Does it avoid procedural matters? (Note preference to allow management to establish procedures)

2. Does the policy reflect the special character of the school?
   a. Is the policy based on special character principles?
   b. Is the special character reflected in the elements of the policy?

3. Does the policy meet the requirements of it's guiding NAG?
   a. Are all the elements contained in the policy relevant to the NAG?
   b. Are there elements contained in the policy that are not relevant to the NAG?
   c. Are the elements contained in the NAG that are not reflected in the policy?

4. Does the policy reflect relevant elements from the Charter?
   a. Are all the elements contained in the policy relevant to the Charter?
   b. Are there elements contained in the policy that are not relevant to the Charter?
   c. Are the elements contained in the Charter that are not reflected in the policy?

5. Is the policy relevant to present day school activity?
   a. Does the policy need to be updated to meet the present day school situation?
   b. Are there new education or other initiatives that need to be incorporated into the policy?

6. Is the policy being followed within the school?
   a. Have clear and concise procedures been prepared by school management?
   b. Do the procedures comply with the policy?
   c. Are all staff affected by the policy familiar with it and the relevant procedures?

7. Does the policy contain clear reporting requirements?
   a. Is it clear what reporting is required to enable the Board to monitor the implementation of the policy?

8. Are there any other matters or issues relating to the policy?

Signed........................................... (Chairman)........................................... (Date)

Signed..................................................(Principal)........................................... (Date)
At a meeting of the Board held on Tuesday 28 April 2015, the Board delegated the following authority, to remain in force until amended or revoked.

The Principal is authorised to:

- Implement the schools annual operational plan giving priority to the schools annual targets.
- Implement the provisions of the Boards Financial Management policy group, including preserving assets, (financial and property), and implement the schools annual budget, ensuring spending as planned.
- Allocate salary units.
- Manage banked staffing provisions.
- Subject to the schools Complaints Resolution Policy, initiate procedures for any complaints.
- Oversee teacher appraisals and staff professional development.
- Act as protected disclosure officer.
- Stand down, suspend or exclude students.

The Deputy Principal is authorised to:

- In the absence of the Principal, act as the Principal with full rights and responsibilities as the Principal, including delegated authority.
Boards of Trustees and school management are required to ensure that:
- learning and teaching programmes provide all students opportunities to succeed
- priority is given to literacy and numeracy, then physical activity up to Year 6
- assessment information is gathered that:
  - enables student progress and achievement to be evaluated (giving priority to literacy and numeracy)
  - identifies students who:
    - are not achieving
    - are at risk of not achieving
    - have special needs
  - identifies aspects of the curriculum requiring particular attention
- teaching and learning programmes and strategies are developed and implemented which address the needs of students
- the school’s Maori community is consulted
- appropriate career education and guidance is provided

<table>
<thead>
<tr>
<th>Strategic Guidelines</th>
<th>Strategic Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Matamata Christian School we will:</td>
<td>At Matamata Christian School we will:</td>
</tr>
</tbody>
</table>
| ➢ use our curriculum as a basis for providing a Biblical worldview to teach the revised New Zealand Curriculum | 1. Develop and implement policies that reflect our strategic guidelines in:  
  - curriculum delivery  
  - assessment, recording and reporting |
| ➢ provide learning and teaching programmes that recognise individual needs and differences and provide all students opportunities to succeed at their level | 2. Develop and implement curriculum programmes based on the National Curriculum Framework as follows:  
  - English – Oral Language/Visual Language  
  - English – Reading  
  - English – Writing  
  - Mathematics  
  - Health and Physical Well-being  
  - Science  
  - Technology  
  - Social Studies  
  - The Arts  
  - Languages (Years 7/8) |
| ➢ provide classroom programmes that focus on literacy and numeracy | 3. Develop and implement associated curriculum programmes as follows:  
  - Library/Information Centre  
  - Te Reo Maori  
  - Education Outside the Classroom |
| ➢ promote physical activity through school programmes | 4. Develop and implement delivery mechanisms that will allow programmes for students with special learning needs to be delivered in-class as appropriate. |
| ➢ ensure that classroom programmes reflect and respect our community’s rich cultural heritage | 5. Develop a Biblical programme that aims to explore, develop and integrate effective pedagogy in teaching about the Bible, God and Christian themes. |
| ➢ provide opportunities for the development of Te Reo and tikanga Maori | |
1. Clause 15 of the deed of agreement between Peria Christian Education (The Association) and the Crown dated May 1998 headed “Special Character Agreement” charges the Association with the responsibility for the maintenance and preservation of the Matamata Christian Schools Special Character, declaring – That the school shall, at all times in the future, be conducted and operated so as to maintain and preserve the school’s Special Character and these presents (within the deed of agreement) shall be interpreted so as to maintain and preserve the Special Character of the school.

2. Clause 16 headed “Special Character Definition” sub-clause ii) empowers the Association Proprietor Board to define the Special Christian Character of the School, declaring - The Special Character of the School is determined by the Christian beliefs and values held by Peria Christian Education Incorporated governed by an elected Proprietor.

3. Clause 3.1 of the Objects of Peria Christian Education Inc Constitution gives the Association the responsibility to establish, conduct and maintain a school or schools, which will provide an education to children in the light of God’s word, and in which students are encouraged to develop Christian character and the abilities which God has given them as fully as possible.

4. Clause 3.2 of the Objects of Peria Christian Education Inc Constitution gives the Association the responsibility to establish, conduct and maintain schools to educate children and adults in subjects normally taught in public and/or private schools in New Zealand. In particular, subjects from year one to year 8 grading, or any other grading level including early childhood as decided by the Association from time to time, so that all such education shall be also moral and spiritual and in agreement with the basic principles and creeds herein (the Constitution) set forth.

5. Peria Christian Education Inc has developed a Special Character Definition Policy (Appendix 1) to which is annexed the Association’s Statement of Faith, and the purpose of which is to provide clarity regarding Special Character, especially as it relates to Gender and Marriage.

6. Peria Christian Education Incorporated has brought together the essence of it’s Christian Character in it’s Core Values Statement and Core Purpose Statement below.

<table>
<thead>
<tr>
<th>Core Values</th>
<th>Core Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A caring, praying community united in Jesus Christ</td>
<td>In partnership with parents, within an educational environment, encourage lifelong discipleship of Jesus Christ by providing opportunities to:</td>
</tr>
<tr>
<td>• Enthusiastic and actively involved families</td>
<td>• Gain knowledge and understanding of all things based on the truth of His word. (Prov 1:7)</td>
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<tr>
<td>• A heart obedient to the Lord</td>
<td>• Gain faith that transforms into the likeness of God (Rom 12:2)</td>
</tr>
<tr>
<td>• A spirit of perseverance, resilience and self discipline</td>
<td>• Gain hope in an eternal relationship with God through Jesus Christ that is firmly rooted in a deep reverence of Him (Eph 3: 17-20)</td>
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<tr>
<td>• Respect for self, others and those in authority</td>
<td>• Gain confidence to achieve all things through Christ who strengthens (Phil 4:13)</td>
</tr>
<tr>
<td>• Quality, Christ centred, Bible based education</td>
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<tr>
<td>• A well maintained physical environment and resources.</td>
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</table>
7. The BOT acknowledges that the Association has delegated to the BOT responsibility for the delivery of its Special Character within the school, which will be delivered according to the following policy.

Policy.

The BOT through the Principal shall ensure that the school shall, at all times and in the future, be conducted and operated so as to -

1. maintain and preserve the school’s Special Christian Character
2. provide an education to children in the light of God’s word, and in which students are encouraged to develop Christian character and the abilities which God has given them as fully as possible
3. provide education which is also moral and spiritual and in agreement with the basic principles and creeds contained within the Association’s Constitution, in particular the Association’s Statement of Faith
4. be consistent with the Association’s Special Character Definition Policy
5. carry out the Core Purpose of the Association
6. incorporate and encourage the practice of the Core Values of the Association.

The BOT understands that “the fruit of all Christian education depends on the gracious operations of the Holy Spirit” and that it is only “that He may so bless their (teachers and parents) work that the children come to know the Lord Jesus Christ as their personal Saviour and Lord”.

Therefore the Principal shall ensure that parents and teachers understand that “parents and teachers are to perform their task with constant prayer that the Spirit may enable them to be good instruments in His hands for bringing the children up in the discipline and instruction of the Lord” (Clause 11.4.6b of the PCE Constitution)

Further the Principal shall ensure that each child will grow to understand what is required to be able to –

- recognise that the Bible is the Divinely inspired, inerrant Word of God, and the only absolute rule of faith and conduct. 2 Timothy 3:16-17
- explain the Christian faith .1 Peter 3:15
- understand their identity in the arms of a faithful, loving and providing God. Psalm 139
- understand that God has a purpose for their lives Jeremiah. 29:11-14
- develop a personal relationship with God through Jesus Christ (Recognise sinfulness. Requirement for Repentance. Seeking forgiveness). Romans 6:23, 10:9 1 John 1:9
- lead others to a personal relationship with God through Jesus Christ. Matthew 28:16-20
- pray for others and themselves 2 Corinthians 1:11 Ephesians 6:18
- offer praise and worship through dance, music, movement, silence, stillness etc. Psalm 149:3
- understand what living a Christian life through a heart that is obedient to the Lord means. Romans 12:2

Chairperson: _______________________
Date: _______________________

Principal: _________________________
Date: _________________________
Peria Christian Education Inc Special Character Definition Policy

(Adopted 6th November 2014)

Basis:
Clause 15 of the deed of agreement between Peria Christian Education (The Association) and the Crown dated May 1998 headed “Special Character Agreement” declares – That the school shall, at all times in the future, be conducted and operated so as to maintain and preserve the school’s Special Character and these presents (within the deed of agreement) shall be interpreted so as to maintain and preserve the Special Character of the school.

Clause 16 headed “Special Character Definition” sub-clause ii) The Special Character of the School is determined by the Christian beliefs and values held by Peria Christian Education Incorporated governed by an elected Proprietor, empowers the Association Proprietor Board to define the Special Christian Character of the School.

Clause 11 of the Constitution of the Association contains the Statement of Faith (Appendix 1 to this policy) upon which the Associations beliefs and values are based.

Clause 12 of the Constitution empowers the Association Proprietor Board to decide on the interpretation of any clauses contained in the Constitution.

Policy purpose
This policy is intended to provide clarity regarding the Special Christian Character of Matamata Christian School.

Definitions:

Marriage:
Marriage is Biblically defined as being between one man and one woman (Gen 2:24, 1 Cor 7:2-16, Eph 5:23-33, Matt 19:5-6). It is recognised as being one person united to a person of the opposite sex as husband and wife in a consensual and contractual relationship recognised in law. Homosexual, lesbian or any other relationships or partnerships are seen as the outworking of mankind’s rebellious nature (Lev 18:22, Rom 1:26-27, 1 Cor 6:9) and therefore are not consistent with the school’s Special Christian Character.

Gender:
The Bible is clear that in the beginning God created mankind as male and female (Gen 1:27) and this portrayal is based on, amongst other things, the physical ability of the male and female together to procreate (Gen 1:28). As gender is God given (Psalm 139: 13-16) and there is nothing in scripture to indicate any difference between the anatomical and any other type of identity, the term “gender” is limited to the two separate and distinct sexes, the masculinity of the male and the femininity of the female. Therefore the inclusion of any type of identity other than the two separate sexes is not consistent with the school’s special Christian Character.

Policy:
The basis of the Associations beliefs and values shall always be the Statement of Faith contained in the constitution of the Association (Appendix 1 to this policy).

The definitions contained in this policy shall constitute sacredly held values and beliefs, and shall add clarity to the above mentioned statement of faith.
Peria Christian Education

Statement of Faith

Holy Scripture and Education
By faith we confess the books of the Old and New Testaments to be the divinely inspired, inerrant Word of God (2 Tim. 3: 16,17), the only absolute rule for all faith and conduct, and therefore also for the education of our children at home and at school.

Christian Parents and Education
As believing parents we have Christ's comforting assurance for our children that theirs is the Kingdom of Heaven and that He will bless them when we bring them to Him (Mark 10: 13-16). Expecting the fulfilment of His promise and obeying the command of His apostle, we endeavour to "bring our children up in the discipline and instruction of the Lord" (Eph.6:4):

Since the responsibility for this task has been placed on our shoulders as parents, we gladly accept responsibility for that part of the education which takes place outside our homes in the school. We consider the establishment of Christian Schools, which are to assist us in the work of Christian nurture and education, to be our duty and God-given privilege.

Christian Schools
As Christ is the Saviour and Lord of the whole human life (Matt. 28:18, Eph. 1:20-22 Co. 1: 16, 17), we understand by a Christian School such an educational institution as one in which not only is Christ honoured by prayer and study of the Bible, but in which all subjects are taught by the light of God's revelation in Jesus Christ contained in the Old and New Testaments.

For such a Christian School, we, as parents, claim all freedom in the field of education as long as this education takes place in obedience to the requirements of God's Word and in adherence to legitimate governmental standards and provisions.

God and Creation
All things were created by God so that "what is seen was not made out of what was visible" (Hebrews 11:3). God created them in, through and for Christ,

(Col. 1:15-17), by His word and Spirit, (Gen. 1; Psa, 33:6), to the glorification of His Holy Name (psa. 8; Psa, 19:1-4; Rom. 11:36). It is also by God's hand, power and care that all created things are preserved and controlled (Psa; 99;

Matt. 6:24f; Acts 17:24f). In order to understand world, man and history, we must see them in their relationship to God as the Bible speaks of them.

The Bible and Sciences.
Creation as well as Scripture has been brought forth by the one God of Truth. Therefore, any seeming discrepancy between the Bible and Science can only be due to human error either in science or in the interpretation of Scripture. Science is truly scientific when both nature and Scripture are taken seriously.

Man.
Man was created in the image of God to enjoy true communion with his Creator (Gen. 1:26f; Acts 17:26f), Man was instructed to exercise dominion over the world in strict and loving obedience to God, to interpret all reality in accordance with His design and law and to reflect in his person and works the excellence of his Maker (Gen. 1:28f; Psa. 8:4f; Rom. 1:20).
Sin.
By disobeying God’s law and forsaking his office, man estranged himself from God and his neighbour and brought God’s curse upon himself and upon all creation (Gen. 3:16-19; Rom. 8:19f). He also became blind to life’s true meaning and purpose, misused his knowledge and abilities, adhered to man-centred philosophies, and made himself false gods of his own imagination and desires (Rom. 1:18f).

Christ.
Jesus Christ, the second Person of the Holy Trinity, is God incarnate, the Word became flesh (John 1:1-14). Laying down His life for His sheep (John 10:10-15), He paid the penalty of sin for them, being a ransom for all who truly believe in Him (Matt. 20:28; Rom. 5:6f; 1 Tim. 2:5-6).

Risen from the dead in His physical body (Luke 24:36-43), and having ascended to the throne of Heaven, He is the King of the Universe (Matt. 28:28, 1 Pet. 3:22). By His Word and Spirit He rules in grace over all true believers. Redeeming their life in its entirety, renewing them after His image and restoring them to fellowship with God and their fellow men, He seeks to make them obedient to God’s will in all spheres of life (Rom. 8:1-17).

The Holy Spirit.
The Holy Spirit, the third Person of the Holy Trinity (2 COL 13:13), the divine source of all created life (Gen. 1:2; Psa. 104:30), is also the source of Faith in Christ, the true, spiritual knowledge and of a new sanctified life in grateful obedience to God’s will (John 3:3f; 1 Cor. 2:9f; 12:3; Eph. 3:14f).

Since therefore, the fruit of all Christian education depends on the gracious operations of the Holy Spirit, both parents and teachers are to perform their task with constant prayer that the Spirit may enable them to be good instruments in His hands for bringing the children up in the discipline and instruction of the Lord, and that He may so bless their work that the children come to know the Lord Jesus Christ as their personal Saviour and Lord, whom to follow and serve on all spheres of life as their greatest privilege and joy. (Clause 11.4.6b of the PCE Constitution)

End of Appendix
Board of Trustees and school management are required to ensure that:

- a strategic plan is developed which documents implementation of the National Guidelines including those for curriculum, assessment, and staff professional development
- ongoing self-review (including evaluation of information on student achievement) is occurring
- the school reports effectively on the achievement of:
  - individual students
  - students as year groups
  - students as a whole
  - identified special needs groups
  - Maori students
- the school reports on student achievement and progress in relation to the National Standards to:
  - individual students about their achievement and progress
  - families about their child’s achievement and progress
  - the Board and community about school wide and group achievement and progress

### Strategic Guidelines

**At Matamata Christian School we will:**

- base our planning on a Strategic Plan which reflects our school’s goals and priorities as stated in the Charter
- undertake regular and systematic self-review of school policies, systems and procedures based on a three yearly cycle
- develop and implement effective reporting systems that provide accurate, relevant and valid information on:
  - individual achievement
  - year group levels
  - programme effectiveness
  - identified special needs groups including Maori and Pasifika students
- develop and implement effective reporting systems that:
  - report student and group performance against the National Standards
  - improve student’s learning
  - enhance teacher’s feedback to their own students
  - provide relevant information for other teachers and guidance support services within and beyond the school
  - provide accurate and relevant information to parents/caregivers
  - are manageable

### Strategic Objectives

**At Matamata Christian School we will:**

1. Develop and implement a Strategic Plan.
2. Review the Strategic Plan annually.
3. Develop and implement an annual Operational Plan and budget linked to the Strategic Plan.
4. Develop effective reporting analysis and procedures around the National Standards.

### COMMUNITY CONSULTATION, PARTNERSHIP AND INVOLVEMENT

**Strategic Guidelines**

**At Matamata Christian School we will:**

- Maintain an open door policy.
- Provide regular opportunities for parents and families to take part in school activities.
- To consult with all stakeholders on issues important to the school.

**Strategic Objectives**

1. To inform parent/caregivers of school activities through weekly newsletters.
2. To distribute to parents details of school-wide events well in advance.
3. To develop ways to report to parents that involve their interaction.
4. To encourage parent involvement in the learning their children do.
5. To report to Maori about student achievement and encourage their ideas to help improvement for their children.

See also the strategic guidelines and objectives for National Administration Guideline 2 – Planning, Self Review & Reporting.
In recognising good practice and Biblical wisdom the Matamata Christian School Board of Trustees shall manage its planning, self review and reporting to parents according to the following Biblical guidelines:

**Personal Responsibility**
Commit to the Lord whatever you do, and your plans will succeed – Proverbs 16:3.
A wise man’s heart guides his mouth, and his lips promote instruction – Proverbs 16:23.

**Personal Accountability**
Therefore each of you must put off falsehood and speak truthfully to his neighbour, for we are all members of one body – Ephesians 4:25.

**Policy Purpose:**
1. Strategic planning, review and reporting is important to help develop Matamata Christian School, its learning environments and programmes and its systems so that it can provide an effective learning culture and environment.
2. Both formal and informal reporting is important in the establishing of good relationships between parents, the child and teacher; this is essential to good learning.
3. Matamata Christian School, together with the parents, work to provide a Christ-centred education based on Biblical foundations.

**Contents**

1. Reporting to Parents Policy
   1.1. Policy
1. REPORTING TO PARENTS POLICY

1.1 Policy
1.1.1 Three written reports will be generated in a year. In Term 1 an Attitudes Report will be included in student’s Learning Journals. At half year Progress Reports for Reading, Writing and Numeracy will be created for caregivers. At year end a full report on all curriculum areas and learning behaviours will be created for caregivers.

1.1.2 These reports will be in plain language.

1.1.3 Students in Years 1 – 3 will have their half year and end of year reports written within a month of the anniversary of their six month and yearly birthday cycle.

1.1.4 Teachers will communicate to caregivers as necessary to try to avoid surprises in reporting.

1.1.2 Reporting to the community will be completed annually.

1.1.3 A positive home-school partnership will be encouraged at all times.

1.1.4 An open door policy applies. Parents are encouraged to be in regular contact with teachers regarding their children’s learning and behaviours via emails or appointments.

1.1.5 The school management and staff will try to promote good practice ideas on how to enhance parent understanding of their children’s learning.

Signed: .................................  (Chairman)       Date: ....................

Signed: .................................  (Principal)       Date .......................
The Board of Trustees and school management are required to ensure that:

- Staff appointments and responsibilities cater for the learning needs of all students.
- School practices cater for the safety and welfare of staff and students.
- Staff and students are treated fairly and have access to complaints procedures.
- Equal employment opportunities programmes are developed and reported on.
- Provisions of employment contracts are met.
- The Education Act 1975 is adhered to.

<table>
<thead>
<tr>
<th>Strategic Guidelines</th>
<th>Strategic Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Matamata Christian School we will:</td>
<td>At Matamata Christian School we will:</td>
</tr>
<tr>
<td>monitor pupil/teacher ratios in classrooms striving to keep these as low as possible</td>
<td>1. Develop and implement policies and procedures that reflect our strategic guidelines in:</td>
</tr>
<tr>
<td>appoint teaching staff that adhere to the special character of the school</td>
<td>- complaints against staff</td>
</tr>
<tr>
<td>appoint teaching staff competent to provide classroom programmes which cater for the learning needs of students as stipulated in the deed of agreement and constitution</td>
<td>- competency and discipline</td>
</tr>
<tr>
<td>appoint appropriate personnel to support literacy and numeracy programmes</td>
<td>- Equal Employment Opportunities programme</td>
</tr>
<tr>
<td>appoint appropriate personnel to assist with school administration and property maintenance</td>
<td>- leave of absence</td>
</tr>
<tr>
<td>employ the services of appropriately qualified consultants to undertake tasks/projects requiring specialist expertise as and when necessary</td>
<td>- performance appraisal</td>
</tr>
<tr>
<td>provide opportunities for on-going professional development for all staff.</td>
<td>- professional development</td>
</tr>
<tr>
<td>provide a school based professional development programme linked to identified needs in the Strategic Plan and self review</td>
<td>- sexual harassment</td>
</tr>
<tr>
<td>promote high levels of staff performance through a comprehensive staff appraisal system</td>
<td>- staff appointments</td>
</tr>
<tr>
<td>provide school personnel with the resources and skills necessary to enable them to use ICT technology effectively. This will be to support and enhance classroom programmes enabling them to perform their teaching tasks effectively</td>
<td>- teacher registration</td>
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</tbody>
</table>

2. Develop and implement the relevant administrative procedures and documentation to support the implementation of these policies.

3. Provide teacher : pupil ratios averaging out to a maximum of 1:20 in the Junior class and 1:28 in all other classes.

4. Provide a teacher aide to help support specialised teaching programmes such as for ESOL, the Reading Club and specialist strategies, for example; Talk to Learn.

5. Include the provision of ICT upskilling in the professional development programme as necessary.
Conflict Resolution

"If your brother sins against you, go to him and show him his fault. But do it privately, just between yourselves. If he listens to you, you have won your brother back. But if he will not listen to you, take one or two other persons with you, so that 'every accusation may be upheld by the testimony of two or more witnesses,' as the scripture says" – Matthew 18:15-16.

Personal Response

“Remember this, my dear friends! Everyone must be quick to listen, but slow to speak and slow to become angry” – James 1:19.

“Be kind to one another, tender hearted, forgiving one another, even as God for Christ’s sake has forgiven you” – Ephesians 4:32.

Rationale:
A goal of Matamata Christian School is to be the first choice for parents of the Christian community. The school is constantly striving to improve what it does and feedback is an important part of that. Complaints are an opportunity to resolve any issues that may stand in the way of the school achieving its goals. Therefore all who may have a complaint about any part of school life should be encouraged to bring those complaints forward.

Policy Purpose:
To provide a clear and Biblical path through which all complaints can be quickly, properly and fairly dealt with.

Definitions:
School personnel:
1. Any employees of the school, while involved in any activity that is related to the school
2. Any volunteers, including Board Members, while involved in:
   a. any school activity on the school property
   b. any curriculum related activity (for example; school camps)
   c. any activity where the school children involved are expected to wear school uniform

School operations and activities:
1. any school operation or activity taking place on school property
2. any curriculum related activity (for example; school camps)
3. any activity where the school children are expected to wear school uniform
4. any extracurricular activities carried out under the name of the school

Activities or actions of a Board member:
1. any activities or actions of Board members while carrying out the normal business of the Board
1 Policy

All complaints will be responded to:

1.1 in a fair, consistent and timely manner
1.2 in accordance with the Biblical principles noted above
1.3 in accordance with the relevant employment contracts, legislation and codes of conduct included in the school’s Charter, Deed of agreement and Constitution

And the process will:

1.4 include the substantiation of complaints
1.5 lead to the resolution of complaints
1.6 aim to lead to the reconciliation of all those concerned

Complaints regarding school personnel, operations and activities are the responsibility of the school Principal who shall implement an appropriate complaints resolution procedure that recognises the principles and purposes of this policy. Such procedure shall provide that in the event that any complaint cannot be resolved then it may be taken to the Board for resolution. In order to hear the complaint, the Board shall utilise its “Procedure for Hearing of Complaints” which is annexed to this policy (Annexure 2).

A complaints register will be maintained recording brief details of the date, nature of the complaint, action taken and by whom, and the resolution result. The register will be maintained by the Principal, and perused by the Board of Trustees Chairperson only, who shall report to the Board on findings if they feel the need to do so. In purpose, the register will provide a tool for self review / collection of feedback, in order to improve what it does to achieve its goals.

Complaints regarding activities or actions of Board members are the responsibility of the Board and shall be dealt with through the Boards complaints resolution procedural chart (Annexure 1) and if necessary heard according to the “Procedure for Hearing of Complaints” (Annexure 2). Such procedure shall provide that in the event that any complaint cannot be resolved then it may be taken to the Chairperson of the Executive committee of the Matamata Christian School Association for resolution. In order to hear the complaint, the Executive Committee shall use the Board of Trustees “Procedure for the Hearing of Complaints”, choosing the complaints resolution committee from amongst its own members.

Signed………………………………………… (Chairman)……………………… (Date)
Annexure 1

Matamata Christian School Board of Trustees
Complaints Resolution Procedural Chart

Guidance to help you with your complaint.

Please attempt to resolve your concerns as soon as you are able and if necessary don’t hesitate to bring your concerns to the Board’s attention. Resolving them will help the staff and the BOT to make our school a better place.

Check the Board Complaints Resolution Procedural Summery Flow Chart below to find the best path to resolve your concern. You may bring a support person with you to any meeting. Please note that BOT members are discouraged but not prohibited from acting as support persons. It sometimes helps to jot some things down about your concern.

There is a concern with the actions of the Chairperson of the BOT or a BOT member

Can the issue be resolved by discussion with the person concerned.

Yes

An appointment is made with the person concerned or a letter written to be discussed with that person.

Complaint resolved?

Yes

Yes with further action

No further action required

Has the action been successful and/or the problem has not resurfaced.

No

Yes

An appointment is made to discuss with the Chairperson or a letter is written to be discussed.

Complaint resolved?

Yes

Yes with further action

No further action required

Has the action been successful and/or the problem has not resurfaced.

No

Yes

An appointment is made with the MCS Association Proprietor Board Chairperson to discuss the matter. In order for complaints to be resolved by the MCS Executive Committee using the BOT procedure for the hearing of complaints, they must be made in writing.

No

Yes

No further action required

No further action required
Annexure 2

Matamata Christian School Board of Trustees Procedure for the Hearing of Complaints

1. Letter of complaint received and Complaints Resolution Committee formed.

If a normal meeting of the Board is not scheduled within 21 days of receipt of the complaint, the Chairperson convenes a special meeting of the Board within 21 days to consider the complaint. The letter of complaint is tabled “in committee” and any person with a conflict of interest withdraws. A Complaints Resolution Committee is appointed from the remaining Board members, which may include all of those remaining, and authority is delegated to both hear the complaint and either come to a resolution or bring a recommendation to the Board for resolution. At this time the Complaints Resolution Committee elects a chairperson whose responsibility is to convene and chair a meeting at which all relevant information is presented and parties (if any) are heard. Such a meeting is to be within 21 days of the appointment of the Complaints Resolution Committee.

2. Complaint heard.

The Complaints Resolution Committee meets “in committee” at the appointed time and hears all relevant information. Invited parties may be heard or answer questions. The Complaints Resolution Committee considers all evidence and information and comes to a resolution, or if required, a recommendation to be taken to the Board for confirmation. If a recommendation is to be taken to a full Board for resolution, then such a recommendation shall be considered by the Board and resolution made within 21 days of the complaint hearing.

3. Resolution published. Complaints Resolution Committee disbanded

The Board’s resolution shall be communicated to the parties to the complaint within 7 days of resolution. This may be either public or private depending on the nature of the complaint. At this point the Complaints Resolution Committee is disbanded.

4. Appeal for reconsideration of decision

Any of the parties may request the board to reconsider their decision. However normally for such a reconsideration to take place, new information that would have been relevant to the Board’s deliberations must be produced. Such request must be made to the Chairperson of the Complaints Resolution Committee within 21 days of the resolution being published. The decision to reconsider is made by the Chairperson of the Board, or if the complaint is about them, then the Chairperson of the MCS Association Executive on the recommendation of the Chairperson of the Complaints Resolution Committee. Any such reconsideration shall be considered under this procedure for the hearing of complaints.
Employment relationships - Masters, give unto your servants that which is just and equal; knowing that ye also have a Master in heaven. Col 4:1

Slaves, be obedient to those who are your masters according to the flesh, with fear and trembling, in the sincerity of your heart, as to Christ; not by way of eyeservice, as men-pleasers, but as slaves of Christ, doing the will of God from the heart. With good will render service, as to the Lord, and not to men, knowing that whatever good thing each one does, this he will receive back from the Lord, whether slave or free. And masters, do the same things to them, and give up threatening, knowing that both their Master and yours is in heaven, and there is no partiality with Him. Eph 6:5-9

Biblical equality – Then God said, "Let Us make man in Our image, according to Our likeness;..... Gen 1:26

and He made from one man every nation of mankind to live on all the face of the earth, having determined their appointed times and the boundaries of their habitation, Act 17:26

God created man in His own image, in the image of God He created him; male and female He created them. God blessed them; and God said to them, "Be fruitful and multiply, and fill the earth, and subdue it; and rule over the fish of the sea and over the birds of the sky and over every living thing that moves on the earth." Gen 1:27 -28

There is neither Jew nor Greek, there is neither slave nor free man, there is neither male nor female; for you are all one in Christ Jesus. Gal 3:28

Let no one look down on your youthfulness, but rather in speech, conduct, love, faith and purity, show yourself an example of those who believe. 1Ti 4:12

They will still yield fruit in old age; They shall be full of sap and very green, Psa 92:14

But the LORD said to Samuel, "Do not look at his appearance or at the height of his stature, because I have rejected him; for God sees not as man sees, for man looks at the outward appearance, but the LORD looks at the heart." 1Sa 16:7

Clause 9.2 of the Constitution of the Association (The Constitution) refers to teaching staff of integrated schools and states -

1. The Principal and all members of the teaching staff are expected to declare their unconditional acceptance of the educational and doctrinal principles as set forth in clauses 3,4, and 11 herein (of the constitution). They are expected to be scripturally sound in their teaching and lead a sanctified life.

2. The Principal and all teaching staff are expected to be members of the Association.

3. It shall be a condition of appointment of the principal and all members of the teaching staff that they shall accept and recognise a responsibility to maintain and preserve the Special Christian Character of the integrated school/s.
Policy purpose:

1. To ensure that the employment process and employment relationships reflect the Biblical guidelines set out above.
2. To ensure that within employment, there is no conflict with the Schools Special Christian Character.
3. To ensure biblical equality in employment.
4. To ensure employment contract and provisions are met.

Policy:

1. Prior to being offered any teaching position at Matamata Christian School, and thereafter annually prior to the end of any school year, the applicant shall confirm their acceptance of both the Statement of Faith and definition of “Special Character” of the Matamata Christian School Association, and confirm their eligibility for membership of the Association, by signing the Matamata Christian School attestation. (Appendix 1 to this policy)

2. That any current and prospective employee is never discriminated against on the basis of outward characteristics such as race or ethnicity (Gen 1:26, Acts 17:26), gender (Gen 1:27-28, Gal 3:28), age (1 Tim 4:12), Ps 92:14) or disability– for God looks at the heart (1 Sam 16:7) (John 7:24), nor personal preferences such as location of residence or political or denominational views, so long as they aren’t held in conflict with the Special Christian Character of the school.

3. The school will run an annual appraisal process for all staff involved in the teaching of students at the school.

4. Classroom Release Time (CRT), as specified in the Teachers’ Collective Contract, will be provided to all teachers employed for 0.8 or more.

This policy has been approved at a meeting of the Board of Trustees of Matamata Christian School on the ____________________________

Signed........................................ (Chairman)............................... (Date)

Signed........................................ (Principal)............................... (Date)

Last reviewed May 2015                           Updated and adopted May 2015
Matamata Christian School Staff Attestation.

AND

Application for membership of the Matamata Christian School Association.

By signing this form, you are confirming your acceptance of both the Statement of Faith and definition of “Special Character” of the Matamata Christian School Association, and confirming your eligibility for membership of the Association under Clause 5.2 of the Association Constitution, all contained below within this appendix.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Applicant:

Subject to being offered, and accepting, a teaching position at Matamata Christian School, I hereby apply for membership of the Matamata Christian School Association. (Unless already a member)

I attest my agreement with and acceptance of both the Statement of Faith and definition of Special Character, and confirm my eligibility for membership of the Association under Clause 5.2 of the Constitution, all contained below within this appendix.

Signed: __________________________________________

Name: __________________________________________

Email: __________________________________________

Referee:

I hereby confirm that to the best of my knowledge and observations, the applicant noted above has been truthful in signing this attestation.

Signed: ____________________________ Name:__________________________

Position: __________________________

Contact Telephone number: __________________________
Matamata Christian School Association
Statement of Faith

This statement of faith is recorded in the constitution of the Matamata Christian School Association who are responsible to maintain the Christian Character of the School.

Holy Scripture and Education

By faith we confess the books of the Old and New Testaments to be the divinely inspired, inerrant Word of God (2 Tim. 3: 16,17), the only absolute rule for all faith and conduct, and therefore also for the education of our children at home and at school.

Christian Parents and Education

As believing parents we have Christ's comforting assurance for our children that theirs is the Kingdom of Heaven and that He will bless them when we bring them to Him (Mark 10: 13-16). Expecting the fulfilment of His promise and obeying the command of His apostle, we endeavour to "bring our children up "in the discipline and instruction of the Lord" (Eph.6:4):

Since the responsibility for this task has been placed on our shoulders as parents, we gladly accept responsibility for that part of the education which takes place outside our homes in the school. We consider the establishment of Christian Schools, which are to assist us in the work of Christian nurture and education, to be our duty and God-given privilege.

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Man

Man was created in the image of God to enjoy true communion with his Creator (Gen. 1 :26f; Acts 17:26f), Man was instructed to exercise dominion over the world in strict and loving obedience to God, to interpret all reality in accordance with His design and law and to reflect in his person and works the excellence of his Maker (Gen. 1:28f; Psa. 8:4f; Rom. 1:20).
By disobeying God's law and forsaking his office, man estranged himself from God and his neighbour and brought God's curse upon himself and upon all creation (Gen. 3:16-19; Rom. 8:19f). He also became blind to life's true meaning and purpose, misused his knowledge and abilities, adhered to man-centred philosophies, and made himself false gods of his own imagination and desires (Rom. 1:18f).

Christ.

Jesus Christ, the second Person of the Holy Trinity, is God incarnate, the Word became flesh (John 1:1-14). Laying down His life for His sheep (John 10:10-15), He paid the penalty of sin for them, being a ransom for all who truly believe in Him (Matt. 20:28; Rom. 5:6f; 1 Tim. 2:5-6).

Risen from the dead in His physical body (Luke 24:36-43), and having ascended to the throne of Heaven, He is the King of the Universe (Matt. 28:28, 1 Pet. 3:22). By His Word and Spirit He rules in grace over all true believers. Redeeming their life in its entirety, renewing them after His image and restoring them to fellowship with God and their fellow men, He seeks to make them obedient to God's will in all spheres of life (Rom. 8:1-17).

The Holy Spirit.

The Holy Spirit, the third Person of the Holy Trinity (2 COL 13:13), the divine source of all created life (Gen. 1:2; Psa. 104:30), is also the source of Faith in Christ, the true, spiritual knowledge and of a new sanctified life in grateful obedience to God's will (John 3:3f; 1 Cor. 2:9f; 12:3; Eph. 3:14t).

Matamata Christian School Association Special Character Definition Policy

Basis:

Clause 15 of the deed of agreement between the Matamata Christian School Association (The Association) and the Crown dated May 1998 headed “Special Character Agreement” declares – That the school shall, at all times in the future, be conducted and operated so as to maintain and preserve the school’s Special Character and these presents (within the deed of agreement) shall be interpreted so as to maintain and preserve the Special Character of the school.

Clause 16 headed “Special Character Definition” sub-clause ii) The Special Character of the School is determined by the Christian beliefs and values held by the Matamata Christian School Association Incorporated governed by an elected Proprietor, empowers the Association Executive to define the Special Christian Character of the School.

Clause 11 of the Constitution of the Association contains the Statement of Faith (Appendix 1 to this policy) upon which the Associations beliefs and values are based.

Clause 12 of the Constitution empowers the Association Executive to decide on the interpretation of any clauses contained in the Constitution.

Definitions:

Marriage:

Marriage is Biblically defined as being between one man and one woman (Gen 2:24, 1 Cor 7:2-16, Eph 5:23-33, Matt 19:5-6). It is recognised as being one person united to a person of the opposite sex as husband and wife in a consensual and contractual relationship recognised in law. Homosexual, lesbian or any other relationships or partnerships are seen as the outworking of mankind’s rebellious nature (Lev 18:22, Rom 1:26-27, 1 Cor 6:9) and therefore are not consistent with the school’s Special Christian Character.
Gender:

The Bible is clear that in the beginning God created mankind as male and female (Gen 1:27) and this portrayal is based on, amongst other things, the physical ability of the male and female together to procreate (Gen 1:28). As gender is God given (Psalm 139: 13-16) and there is nothing in scripture to indicate any difference between the anatomical and any other type of identity, the term “gender” is limited to the two separate and distinct sexes, the masculinity of the male and the femininity of the female. Therefore the inclusion of any type of identity, other than the two separate sexes, is not consistent with the school’s special Christian Character.

Policy:

The basis of the Associations beliefs and values shall always be the Statement of Faith contained in the constitution of the Association (Contained in Appendix 1 to this policy).

The definitions contained in this policy shall constitute sacredly held values and beliefs, and shall add clarity to the above mentioned statement of faith.

Association Membership:

Clause 5.2 of the Constitution of The Association states that eligibility for membership shall be open to such persons over the age of eighteen years who:

1. are interested in furthering the Objects of the Association,
2. must be members and regular attenders of a Church whose doctrine is in agreement with the Statement of Faith of this constitution,
3. declare their agreement with the Objects of the Association,
4. agree with and accept the statement of faith,
5. agree to abide by this constitution,
6. indicate clearly their acceptance of Christ personally as Saviour and Lord, and
7. give evidence to the satisfaction of the Board of Trustees or it’s delegated representatives that they are leading lives compatible with Christian Principles.

Clause 5.3 of the constitution states that full membership shall be open to any person or persons or any body corporate who believe in it’s basic principles, who wish to foster the objects of the Association and who, before admission as members, subscribe in writing to the principles as set out in paragraph 5.2 and to the Statement of faith (Section 11) and annually thereafter, be prepared to re-affirm their commitment.
The Board of Trustees and school management are required to ensure that:

- An annual budget is prepared.
- Resources are allocated to achieve strategic goals.
- School expenditure is monitored regularly.
- Annual reports and financial statements are prepared.
- Adequate systems of internal control are in place.

<table>
<thead>
<tr>
<th>Strategic Guidelines</th>
<th>Strategic Objectives</th>
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</thead>
<tbody>
<tr>
<td>At Matamata Christian School we will:</td>
<td>At Matamata Christian School we will:</td>
</tr>
<tr>
<td>- ensure that the annual budget:</td>
<td>1. Develop an annual budget to support the implementation of the Operational Plan.</td>
</tr>
<tr>
<td>- provides for the employment of appropriate staffing (i.e. teachers and support staff)</td>
<td>2. Develop and implement the relevant administrative procedures and documentation to support the implementation of this policy.</td>
</tr>
<tr>
<td>- provides funding for appropriate professional development programmes including performance appraisal</td>
<td></td>
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<tr>
<td>- allocates resources to reflect the priority on literacy and numeracy</td>
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<tr>
<td>- allocates resources to support the achievement of our strategic goals</td>
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<tr>
<td>- allocates resources to support the development and implementation of information and computer technology</td>
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</tr>
<tr>
<td>- clearly identify and document the use of the SEG (Special Education Grant) funding and any other grants received for special purposes</td>
<td></td>
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</table>
Matamata Christian School

FINANCIAL MANAGEMENT POLICY GROUP

In recognising the Biblical principle of stewardship enshrined in its special Christian character, the Matamata Christian School Board of Trustees shall manage its finances and assets according to the following Biblical guidelines.

**Divine ownership of the natural world** – The earth is the Lord’s, and all it contains, and those who dwell in it. Psalms 24:1

**Divine ownership of souls** – for if we live, we live for the Lord, or if we die, we die for the Lord; therefore whether we live or die we are the Lord’s. Romans 14:8

**People as stewards, not owners** – And he called ten of his slaves, and gave them ten minas, and said to them, “do business with this until I return”. Luke 19:3

**Personal responsibility** – Even if I have truly erred, my error lodges with me. Job 19:4

**Personal accountability** – So then each one of us shall give account of himself to God. Romans 14:12

**Policy Group Purpose:**
1. To ensure that financial management is carried out according to the Biblical guidelines set out above.
2. To ensure that the conditions of the Finance National Administration Guideline 4 are met.
3. To ensure ongoing viability and security.
4. To ensure that all legal requirements are adhered to.
5. To ensure the ongoing operation of the school through the proper application and management of the budget allocated and approved by the Board for the fiscal year.

**Contents**

Financial Viability and Security Policy
Policy
Reporting

Financial Planning and Management Policy
Policy
Reporting

Fund Raising Policy
Preamble
Policy
Guidelines
Reporting

Credit Control Policy
Issuing of Accounts
Debt Collection
Reporting

Credit Card Policy
Rationale
Policy Guidelines

General Reporting
FINANCIAL VIABILITY AND SECURITY POLICY

Policy
The financial viability of the school must be protected at all times. The Board understands that the possibility of fraud or theft cannot be entirely eliminated, however the Principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event. Therefore the Principal shall not:

1. Fail to ensure that no one person has complete authority over the school’s financial transactions.
2. Allow unauthorised personnel to handle funds.
3. Receive, process or disburse funds under controls that are insufficient to meet the standards of the Board appointed auditor.
4. Incur unauthorised debt
5. Violate generally accepted accounting practices and procedures.
6. Spend more funds than have been allocated in the fiscal year.
7. Fail to ensure that all money owed to the school is collected in a timely manner. (Refer Credit Control Policy)
8. Fail to make timely payment to staff and other creditors.
9. Make unauthorised sales or purchases of property.
10. Purchase any single items beyond a Board established limit without prior approval by the Board and;
11. Make such purchases without an adequate review of ongoing costs, value and reliability, and without having obtained comparative prices and quality.
12. Use tagged funds for purposes other than those approved.
13. Invest or hold operating capital in insecure accounts, or in non interest bearing accounts, except where necessary to facilitate ease in operational transactions.
14. Fail to ensure that all relevant government returns are completed and filed on time.

Reporting

1. Immediately they become aware of any violation of this policy, the Principal shall report full details of any such violation to the Board Chair.
2. The Principal shall include reference to this policy in their monthly report to the Board, either indicating compliance with it, or highlighting violations of it.
FINANCIAL PLANNING AND MANAGEMENT POLICY

Policy
The Board recognises that prudent financial management entails forward financial planning based upon clearly articulated school wide outcomes, and then the proper implementation of that plan on an ongoing basis. Therefore the Principal shall prepare an annual budget based upon the Boards long and short term planning and which shall not fail to reflect the Board’s strategic results, risk financial jeopardy nor fail to show a generally acceptable level of foresight. The Principal shall also implement a system of short (Monthly) and long term (projecting to years end) reporting that shall accurately reflect the day to day school financial management. The budget shall not neglect to:

1. Reflect the results sought by the Board
2. Reflect the priorities as established by the Board
3. Clearly identify the receipt and disposal of tagged and targeted funding.
4. Comply with the Boards requirement of a balanced budget
5. Ensure adequate working capital.
6. Demonstrate an appropriate degree of conservatism in all estimates

Reporting

1. The Principal shall present monthly to the Board a financial report comparing both monthly and year to date actual spending against budget
2. Periodically, but at least quarterly, the Principal shall present to the Board a modified cash flow forecast including actual spending to date and forecasting results to year end.
3. In the above reports, the Principal shall highlight both over and under spending that varies greater than 10% from budget.
FUND RAISING POLICY

Preamble
The Board recognises it’s responsibility to adequately fund it’s activities. This is likely to require fund raising additional to Government and other funding, including funding from the Kid On The Rock Foundation. The Board recognises that the full support of the school community is required in order to achieve fund raising goals.

Policy
Fund raising will be carried out by a subcommittee of the Board comprising at least one board member along with other members of the school community. Membership of the subcommittee will be by invitation by the Board and must be ratified by the Board. It is understood that volunteers will help with the various fund raising activities. These volunteers may be recruited by agreement of the members of the subcommittee. While such volunteers may be involved in various subcommittee activities and meetings, this does not confer subcommittee membership. Fund raising will be carried out by this subcommittee according to the following guidelines.

Guidelines
1. Fund raising to be carried out by the subcommittee under the direction of the Board.
2. The Fund Raising subcommittee will liaise with the Kid On The Rock Foundation so as to prevent competitive fund raising activities.
3. All fund raising activities must have the Principal’s approval.
4. The number and type of fund raising activities must be limited according to the Principals directions.
5. Any student involved in fund raising within the community during school hours must wear school uniform, be accompanied by an adult and be carrying appropriate authorisation.
6. Sponsorship is considered as fund raising and must have the approval of the board.
7. Management of all funds raised must meet general school procedures on financial management and accounting.
8. The Board as a whole has sole responsibility to set spending priorities for all funds raised. Such priorities should be set with reference to the Charter goals.

Reporting
1. At the beginning of each year, the subcommittee will present to the Board for approval, a plan of activities for the year showing types of activities, planned dates of activities and including estimated costs and returns.
2. The subcommittee will provide a report monthly to the Board indicating what progress if any has taken place or if no progress has occurred.
CREDIT CONTROL POLICY

Issuing of Accounts
From time to time school management, on behalf of the Board, may require payment from parents for various purchases which may include uniforms, stationery and school activities amongst other things. In addition, parents are required to pay attendance dues to the MCS Association. This policy applies to money owed on account that has been charged by management, and not to attendance dues which are the responsibility of the MCS Association.

The Board recognises that parents require advance notice to allow time to plan for such expenses and in some cases may require time to clear accounts. For expenses relating to current pupils, payment of accounts may be spread at the Principal’s discretion, however no accounts may remain unpaid at years end (subject to clause 4.1.3). Expenses relating to pupils who leave the school must be paid in full prior to the pupil leaving. To this end parents should be encouraged to make payments by automatic payment during the year. Any such automatic payment to be for an amount of not less than $5.00 per week or such other minimum amount as decided by the Board from time to time.

Where accounts have fallen into arrears the Principal may arrange a suitable repayment schedule to be confirmed in writing with the parent/caregiver, however any such arrangements that allow payments relating to a year to fall into following years must be ratified by the Board.

The Board recognises that unpaid accounts place an unfair burden on the school and indirectly on the other school parents. Therefore the Principal shall not fail to:

1. Provide school parents with adequate notice of the expected amount and timing of expenses.
2. Provide school parents with an adequately itemised invoice showing the relevant expenses and the date due for payment.
3. Ensure any inquiries from parents regarding accounts are followed up promptly.
4. Take appropriate action to ensure that all accounts are paid promptly and in full.

Debt Collection
In cases where accounts have fallen into arrears and either no payment arrangement has been made or payments have fallen outside such agreed arrangement, debt collection action will be taken. The Principal is authorised to proceed with debt collection according to the terms of this policy. In cases where debt collection action is taken, the Principal shall not fail to:

1. Check if the MCS Association is also owed money by the debtor, and if so co-ordinate with the Association to carry out debt collection activities in a mutually beneficial way.
2. Ensure that any debt collection is carried out in accordance with procedures approved by the Board from time to time.
3. Ensure that all money received on account has been correctly receipted to the debtors account and that such account is in order.
4. Prior to forwarding any debt to a debt collector for collection, ensure that sufficient notice has been given to the debtor requesting payment of the account and that the debtor understands that if the debt remains unpaid then collection action is imminent and also the time frame for such action.

Reporting
The principal shall not fail to keep the Board fully informed of any and all actions taken under this policy, including the number of debtors and total amounts outstanding for greater than 60 and 90 days.
CREDIT CARD POLICY

Rationale
In accordance with Biblical Principles, the school’s special character and other legal obligations, the Matamata Christian School Board is committed to maintaining good accountability for, and control of the school’s financial resources.

Policy Guidelines
1. The school will issue a credit card to the Principal and Secretary only. Issue of a credit card to the secretary is at the discretion of the Principal.

2. The school’s credit cards can only be used for the business of the school.

3. The secretaries credit card is to be used only with direct written permission from the Principal in each payment.

4. When circumstances dictate, personal credit cards of staff members may be used and reimbursement sought through the normal process. Pre approval of such expenditure from the Principal shall be sought.

5. The school’s credit cards will be checked and verified as per the normal process for the paying of accounts each month.

6. The school’s credit cards will be paid off each month.

GENERAL REPORTING

Notwithstanding the specific reporting requirements of this policy group, the Principal shall:

1. Report immediately they become known, any serious breaches of this policy group to the Board Chair.

2. On a monthly basis, report to the Board on general compliance with this policy group.

Signed……………………………………   (Chairman)……………………….. (Date)

Signed……………………………………   (Principal)……………………….... (Date)
The Board of Trustees and school management are required to ensure that:
- Upkeep and maintenance of properties are in line with Ministry requirements.
- Property provisions meet the needs of people with disabilities.
- Property arrangements comply with current legislation.

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<tr>
<th>Strategic Guidelines</th>
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<tbody>
<tr>
<td>At Matamata Christian School we will:</td>
<td></td>
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<tr>
<td>- Provide for the regular and systematic maintenance of</td>
<td>1. To develop appropriate monthly procedures for checking</td>
</tr>
<tr>
<td>buildings and grounds.</td>
<td>safety of school property items.</td>
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<tr>
<td>- Ensure that resources are well organised and easily</td>
<td></td>
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<tr>
<td>accessible.</td>
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<tr>
<td>- Provide effective communication channels between the</td>
<td></td>
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<tr>
<td>BOT property person and proprietors.</td>
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</tbody>
</table>
In recognising the Biblical principle of stewardship enshrined in its special Christian character, the Matamata Christian School Board of Trustees shall care for and protect its property according to the following Biblical guidelines.

**Divine ownership of the natural world**—The earth is the Lords, and all it contains, the world and those who dwell in it. Psalms 24:1

**People as stewards, not owners** – And he called ten of his slaves, and gave them ten minas, and said to them, “do business with this until I return”. Luke 19:13

**Personal responsibility** – Whatever you do, do your work heartily, as for the Lord rather than for men, knowing that from the Lord you will receive the reward of your inheritance. Colossians 3:23-24

**Personal accountability** – So then each one of us will give account of himself to God. Romans 14:12

**Policy Purpose:**
1. To ensure that property care and management is carried out according to the Biblical guidelines set out above.
2. To ensure that the conditions of the Property National Administration Guideline 4 are met.
3. To ensure ongoing care and maintenance of all school property.
4. To ensure provision is made for the timely replacement of old or worn property.
5. To ensure provision is made for timely investment in new property as required.
6. To ensure that all legal requirements are adhered to.

**Asset Protection Policy**

1.1. **Preamble**

   1.1.1. Under the integration agreement, it is the responsibility of the Matamata Christian School Association to provide adequate land and building resources. Expenses related to the ownership of those resources are the responsibility of the Association. The Board of Trustees has a responsibility to maintain these resources and some funding is supplied by the Crown for this purpose.

1.2. **Policy**

   1.2.1. Property of the Board of Trustees may not be unprotected, inadequately maintained or unnecessarily risked. The Board of Trustees is responsible to overview the programming and funding of general maintenance of the school grounds, buildings, facilities and other property to provide a clean, safe tidy and hygienic work and learning environment for students and staff, including those with disabilities. Accordingly, the Principal may not:

   1.2.2. Fail to ensure adequate insurance cover of all such property and other assets.

   1.2.3. Allow unauthorised personnel access to or the use of school property.

   1.2.4. Subject plant, equipment or property to improper wear and tear, insufficient maintenance or inappropriate use.

   1.2.5. Fail to maintain an up to date asset register of all assets including furnishings, plant, machinery, equipment and text and library books costing more than $1000.00.

   1.2.6. Fail to implement the 10 year property maintenance plan.

   1.2.7. Fail to engage sufficient property maintenance staff, either voluntary or paid within budgetary constraints, for the proper maintenance and upkeep of the school and school property. (Refer clause 1.3 below)
1.2.8. Fail to receive Board approval for maintenance contracts over $5000.00 annually or for any one contract.

1.2.9. Fail to conduct competitive tenders for all contracting.

1.2.10. Fail to protect intellectual property, information and files, both electronic and hard copy, from loss or significant damage, or unauthorised access or duplication.

1.3 Property Care Team

1.3.1. A Property Care Team shall be established by the Principal as required from time to time and for periods of time as agreed between the Board and the Principal. In the interest of assisting the Principal to implement this policy, the Board shall help to establish and co-ordinate the property care team which shall consist of one Board member and as many other people as may be available and willing to assist. The Board member will be appointed by the Board and other team members will be invited by agreement between the Board member and the Principal. The Board member will co-ordinate the Property Care Team to ensure that it functions according to this Property Care and Protection Policy. (Refer Clause 1.2.7) The Property Care Team shall:

1.3.2. Establish and maintain an annual property care schedule which is to be approved by the Board annually.

1.3.3. Carry out property care according to the property care schedule.

1.3.4. Report any damage, breakages or capital requirements to the Principal.

1.3.5. Incur costs only with prior approval of the Principal.

1.3.6. Arrange for additional work to be carried out with the prior approval of the Principal.

1.3.7. Include others into the team who may be able and willing to assist.

1.3.8. The property care team leader/board member shall report to the Principal monthly regarding the progress of the property care programme in time for the Principal to comply with clause 1.4.1

1.4. Reporting

1.4.1. The Principal shall report monthly to the Board, indicating compliance or otherwise with this policy. That report shall include reports of loss or damage to property covered by this policy, other than what could reasonably be expected as normal wear and tear.

Signed........................................ (Chairman)................................. (Date)

Signed........................................ (Principal)................................. (Date)

Last reviewed February 2017

Last updated February 2017
NAG 5 - HEALTH AND SAFETY

The Board of Trustees and school management are required to ensure that:

- School policies meet all legislative requirements for health and safety.
- Staff and students understand these policies as necessary.
- Health and safety issues are monitored and reported on.

<table>
<thead>
<tr>
<th>Strategic Guidelines</th>
<th>Strategic Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Matamata Christian School we will:</td>
<td>1. To develop and implement policies that reflect our strategic guidelines in:</td>
</tr>
<tr>
<td>&gt; Provide an environment where school personnel are pro-active in seeking to ensure that all individuals associated with the school are protected from injury or harm, physical or emotional.</td>
<td>- Behaviour management.</td>
</tr>
<tr>
<td>&gt; Develop procedures to ensure that all compliance requirements are adhered to.</td>
<td>- Child abuse.</td>
</tr>
<tr>
<td>&gt; Regularly review systems and procedures.</td>
<td>- Health and safety.</td>
</tr>
<tr>
<td>&gt; Develop and implement a whole school approach to positive behaviour management.</td>
<td>- Smoking.</td>
</tr>
<tr>
<td>2 To develop and implement the relevant administrative procedures and documentation to support the implementation of these policies.</td>
<td>- Traumatic incidents.</td>
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</tbody>
</table>
In recognising the Biblical principle of stewardship enshrined in its special Christian character, the Matamata Christian School Board of Trustees shall manage its Health and Safety of the school and students according to the following Biblical guidelines.

Safety: Those who go to God Most High for safety will be protected by the Almighty. I will say to the lord, “You are my place of safety and protection. You are my God and I trust you” Psalm 91:1-2

Policy Purpose:
To ensure that
1. Students and staff shall have a safe physical and emotional learning environment.
2. All legal requirements are adhered to.
3. The conditions of National Administrative Guideline 5 are met.

Contents

1. Health and Safety policy

1.1. Policy The Principal shall:
1.1.1. take all reasonable steps to protect students from unsafe and unhealthy conditions.
1.1.2. take all reasonable steps to provide a safe environment for all students and staff.
1.1.4. provide a smoke, drug and alcohol free environment.
1.1.5. ensure a risk analysis management system (RAMS) is carried out where and when appropriate.
1.1.6. consult with the community regarding the health and safety programme being delivered to the students.
1.1.7. take all reasonable steps to provide privacy of personal documentation at the school.
1.1.8. ensure that any procedures implemented are consistent with the school’s special character.

Reporting

The Principal shall report instances of breach or non-compliance with this policy along with any enforcement actions taken, and results of any community consultation.

Signed……………………………………   (Chairman)……………………….. (Date)

Signed……………………………………   (Principal)……………………….... (Date)
This policy outlines our commitment to child protection. It includes our protocols when child abuse is reported to us or suspected by us. It also includes practice notes on measures to be taken to prevent child abuse. All staff and BOT members are expected to be familiar with this policy and to abide by it.

Purpose statement

We have an obligation to ensure the wellbeing of children in our care and are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority when investigating suspected or alleged abuse.

We support the roles of the New Zealand Police (the Police) and Oranga Tamariki in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies.

We support families/whānau to protect their children.

We provide a safe environment, free from physical, emotional, verbal or sexual abuse.

Policy principles

• The interest and protection of the child is paramount in all actions.

• We recognise the rights of family/whānau to participate in the decision-making about their children.

• We have a commitment to ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and are able to take appropriate action in response.

• We are committed to supporting all staff and BOT members to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are consistent and high quality.

• We will always comply with relevant legislative responsibilities.

• We are committed to share information in a timely way and to discuss any concerns about an individual child with the Principal or colleagues.

• We are committed to promote a culture where staff feel confident that they can constructively challenge poor practice or raise issues of concern without fear of reprisal.

Definitions

Child abuse: Includes physical, emotional and sexual abuse as well as neglect which is the direct consequence of a deliberate act or omission by an adult and which has the potential or effect of serious harm to the child.

Identifying possible abuse or neglect may be guided by the ‘Signs of abuse and neglect’ chart attached. Appendix 1.

For information about identifying child abuse see www.mycot.govt.nz, re “resources”.

The Policy includes information about identifying possible child abuse and an assessment framework. Refer Appendices.
1. Responding to suspected abuse or neglect.

The ‘Child Abuse Reporting Process’ flowchart is attached, Appendix 2.

1.1 All suspicions or observed incidents or reports of incidents should be reported directly to the Principal as soon as possible, who will immediately take steps to protect the child(ren), record the report and as appropriate report the concern to Oranga Tamariki and/or Police. If there is clear evidence or reasonable cause to believe an instance of child abuse having taken place, the Principal shall make a notification to Oranga Tamariki.

1.2 In addition to guiding staff to make referrals of suspected child abuse and neglect to the statutory agencies (i.e., Oranga Tamariki and the Police), this child protection policy will also help staff to identify and respond to the needs of the many vulnerable children whose wellbeing is of concern.

1.3 In many of these cases the involvement of statutory agencies would be inappropriate and potentially harmful to families/whānau. Throughout New Zealand statutory and non-statutory agencies provide a network of mutually supportive services and it is important for our organisation to work with these to respond to the needs of vulnerable children and families/whānau in a manner proportionate to the level of need and risk. Staff members will discuss suspicions with a senior staff member. Where appropriate, the person making the allegation will be given a copy of this policy.

2. Allegations or concerns about staff

2.1 When a staff member is suspected, the same processes apply.

2.2 If there is a need to pursue an allegation as an employer, consult with Oranga Tamariki or the Police before advising the person concerned, informing them that they have a right to seek legal advice and providing them with an opportunity to respond. They should also be informed of their right to seek support from the relevant union/representative body. It is vital to follow ordinary disciplinary policies, guided by the employment contract/collective employment contract and relevant statutory obligations.

2.3 We commit not to use ‘settlement agreements’, where these are contrary to a culture of child protection. Some settlement agreements allow a member of staff to agree to resign provided that no disciplinary action is taken, and a future reference is agreed. Where the conduct at issue concerned the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.

3. Confidentiality and information sharing

3.1 The Privacy Act 1993 and the Children, Young Persons, and their Families Act 1989 allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated.

3.2 Under sections 15 and 16 of the CYPF Act, any person who believes that a child has been, or is likely to be, harmed physically, emotionally or sexually or ill-treated, abused, neglected or deprived may report the matter to Oranga Tamariki or the Police and, provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them.

3.3 The Principal will report to the Board where the Policy has been enacted. Confidentiality regarding personal details, children and families and circumstances will be maintained.
4. Recruitment and employment (safety checking)

4.1. Safety checking will be carried out in accordance with the Vulnerable Children Act 2014. This will include: a police vet; identity verification; references and an interview. A work history will be sought and previous employers will be contacted. If there is any suspicion that an applicant might pose a risk to a child, that applicant will not be employed.

5. Training, supervision and support

5.1. Training, resources and/or advice will be available to ensure that all staff can carry out their roles in terms of this policy, particularly:

- Understanding child abuse and indicators of child abuse.
- How to reduce the risk of child abuse.
- Understanding and complying with legal obligations in regard to child abuse.
- Working with outside agencies on child abuse issues.
- Planning of environment and supervision to minimise risk.
- Dealing with child/parents/family/whānau.

This policy will be part of the initial staff induction programme.

5.2. Related documentation and review

This policy will be reviewed in 1 year and subsequently at least every three years.

Signed ___________________________ Principal Date_______________

Signed____________________________ Chairperson Date_______________

In line with maintaining an up to date relevance of appendices the reference to appendices above is replaced with www.mvcot.govt.nz, “resources”, e.g. What is maltreatment?
The Boards of Trustees and school management are required to ensure that:

- The school is complying with all general legislation.
  
  For example:
  - records show that requirements on attendance and opening times are being met.
  - systems are in place to handle enrolments, absences and truancy.

<table>
<thead>
<tr>
<th>Strategic Guidelines</th>
<th>Strategic Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Matamata Christian School we will:</td>
<td>1. To develop and implement policies that reflect our strategic guidelines in:</td>
</tr>
<tr>
<td>- comply with all regulatory and legislative requirements as they relate to the</td>
<td>- Attendance.</td>
</tr>
<tr>
<td>school’s operations.</td>
<td>2. To develop and implement the relevant administrative procedures and documentation</td>
</tr>
<tr>
<td></td>
<td>to support the implementation of such policies.</td>
</tr>
</tbody>
</table>
Matamata Christian School

BOARD OF TRUSTEES MEETINGS POLICY
(Revised and adopted 18th September 2018)

1. Charter Undertaking – This policy shall be read in conjunction with the charter undertaking contained in the school charter document.

2. Code of Conduct – Board of Trustees – This policy shall be read in conjunction with the code of conduct contained in the school charter document.

3. Policy: The Board role is governance. Meetings are a time to monitor results and make strategic decisions. It is important that meetings operate in an efficient manner where Trustees can introduce matters, and then proceed with discussion, debate, dissent and decision making in a quick and orderly fashion. While order and efficiency are important, the Board also values common sense and courtesy during meeting procedure.

The Board recognises that although the meetings are open to the public, they are not public meetings. At the discretion of the Board, speaking rights may be granted to non-Board members.

All Board members will be properly prepared for each meeting. This includes reading and considering all reports and submissions prior to each meeting.

Board members are reminded that if they are absent from more than two consecutive Board meetings without the prior approval of the Board, then their position becomes vacant. (Note that apologies do not constitute prior approval). Prior approval can be granted by the Board chair and noted and ratified in the next meeting.

4. Election of Chairperson and Vice Chairperson - At the first meeting of the Board following a tri-annual election, both a Chairperson (as required by legislation) and a Vice Chairperson are elected. At the beginning of the first meeting of the Board in years two and three of the Board’s term, both the Chairperson’s and Vice Chairperson’s position shall become vacant and a Chairperson’s and Vice Chairperson’s election process shall take place. Such process is to be supervised by a temporary Chair appointed by the previously sitting Chair.

5. Reiteration of Meetings Policy - At any meeting of the Board where a Chairman’s election process takes place, the Board shall run through this meetings policy as a reminder and familiarisation of it’s requirements.

Meeting Procedures

1. Board meeting dates will be set and agreed upon at the start of a new year. The Board will normally meet monthly, generally on the third Tuesday of each month, or such other time as the Board may decide.
2. The Chairman will ensure an agenda is set for each meeting and ensure it is uploaded to the Team Drive no less than five days prior to each meeting.
3. Meeting dates and times will be published in the school newsletter immediately prior to each meeting.
4. Only items on the agenda will be discussed at the meeting unless an item requires urgent consideration.
5. A list of correspondence shall be circulated with the agenda. Items requiring further discussion or decisions will be highlighted on the list along with a brief explanation. Items of correspondence shall be available to Board members prior to the start of the meeting.
6. All reports to be discussed at the meeting must be uploaded to the Team Drive at least seven days prior to each meeting and will be circulated with the agenda. Recommendations should be included where significant decision making is required.
7. Reports not circulated with the agenda will not be discussed at the meeting but may be received for discussion at the following meeting.
8. Matters or issues that individual Board members may wish to have discussed must be submitted in writing at least 7 days prior to the meeting to the Chairman. The submission should include a description and discussion of the issue and, if a decision is required, a recommendation or notice of motion.
Board Decision Making

1. All matters requiring a decision will be put before the Board in the form of a motion and preferably should be thought through and recorded in writing prior to the meeting. Motions require a mover and a seconder before discussion can proceed. Motions must be recorded in writing along with the name of the mover and seconder. Motions put by the chairman do not require a seconder.

2. The Chairman shall decide how discussions shall proceed with open and frank discussion encouraged. Each Board member shall speak only once to each motion with the mover given a right of reply.

3. Board members will restrict discussion to the matter at hand.

4. The Chairman has the choice as to how an outcome is declared, by vote or by consensus.

5. If, immediately following the declaration of a consensus decision, a Board member requests a vote on the issue, then the consensus decision becomes void and the Chairman shall call for a vote to decide the issue.

Procedural Matters

Procedural matters may be raised by any Board member at any time during a meeting. The Chairman must deal with all such issues before the meeting can continue.

Signed........................................ (Chairman).......................... (Date)

Signed........................................ (Principal).......................... (Date)
Definitions of Terminology:

For the purpose of this policy the terms parent or parents shall be taken as either singular or plural and shall include care givers.

Basis:

Clause 19 i) of the deed of agreement between the Matamata Christian School Association (The Association) and the Crown dated May 1998 gives preference of enrolment to children of parents who have established a “particular or general connection” with the special Christian character of the school and gives the Board of Trustees (The Board) authority to decide the existence and sufficiency of the connection, but subject to the approval of the Association.

Clause 19 ii) provides that, subject to places being available, the Board may accept enrolment of children of parents who do not have preference of enrolment up to the number agreed between the Crown and the Board from time to time.

The definition of the school’s “Special Christian Character” is contained in the “Matamata Christian School Association Special Character Definition Policy”.

Policy purpose

1. To define the existence and sufficiency of the “particular or general connection” with the special Christian character of the school required for preference of enrolment.
2. To define, subject to preference of enrolment, a further priority of enrolment for children at the school.

Enrolment Policy

The existence and sufficiency of the “particular or general” connection of parents of the school shall be determined by the parents providing a signed and verified copy of the declaration of agreement with and acceptance of the Association’s statement of faith and Special Character Definition Policy on the combined “Matamata Christian School Enrolment Attestation” and “Application for membership of the Matamata Christian School Association” form. (Appendix 1)

First priority for enrolment shall be given to children with parents who are members of the Association.

Second priority for enrolment shall be given to children with parents who have established a “particular or general connection” with the special Christian character of the school, but who have elected to not become members of the Association.

Third priority for enrolment shall be given to children with parents who do not have either first or second priority for enrolment, subject to places being available up to the number agreed between the Crown and the Association.
For each of the priority groups above in turn, further priority shall be allocated according to the following criteria:

1. By virtue of merit or for any other reason at the discretion of the BOT should they choose to exercise such discretion
2. Children who have siblings at the school
3. Children of teachers of the school
4. Children with parents who are ministers or pastors in local mainstream Christian Churches.
5. Children who have previously attended a school or preschool with a Special Christian Character.
6. Children of parents who work (paid or unpaid) for local Christian ministries.
7. Children drawn by lot.

All parents of the school shall be on the “Friends of the School” contact list. (Note: This will require an email address for each “Friend” and that Association members are automatically “Friends”).

Signed..................................... (Chairman).................................... (Date)

Signed..................................... (Principal)..................................... (Date)
Matamata Christian School Enrolment Attestation.
AND
Application for membership of the Matamata Christian School Association.

Please indicate by signing, your acceptance or otherwise, of both the Statement of Faith and definition of “Special Character”, and, if required, confirm your eligibility for membership of the Association under Clause 5.2 of the Constitution, all contained below within this appendix.

Should you wish to enrol your child/children as “preference pupils”, then you will need to have your attestation confirmed by a Pastor, Elder or leader in a Christian Church, or a close relative or friend. Should none of the above be available, then the Principal or Deputy Principal, or other responsible office holder at the school, may sign following an interview with the applicants.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Either (for enrolment as a preference pupil)

I/we wish to enrol my/our child/children as “preference pupils” at Matamata Christian School.

I/we hereby apply for membership of the Matamata Christian School Association. (Cross out if not required). Note that first priority for enrolment is given to children of members of the Association.

I/we attest my/our agreement with and acceptance of both the Statement of Faith and definition of Special Character, and confirm my/our eligibility for membership of the Association under Clause 5.2 of the Constitution, all contained below within this appendix.

Signed: ____________________
Name: ____________________
Email: ____________________

I hereby confirm that to the best of my knowledge and observations, the applicant/s noted above have been truthful in signing this attestation.

Signed: ____________________
Name: ____________________
Position: ____________________
Church: ____________________
Contact Telephone number: ____________________

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Or (for enrolment as a non preference pupil)

I /we wish to enrol our child/children as “non preference pupils” at Matamata Christian School. I understand that due to the limited number of non preference positions available at the school, my child’s name may need to added to a waiting list.

Signed: ____________________
Name: ____________________

Name: ____________________

Appendix 1 Page 1 of 4
Matamata Christian School Association

Statement of Faith

This statement of faith is recorded in the constitution of the Matamata Christian School Association who are responsible to maintain the Christian Character of the School

Holy Scripture and Education

By faith we confess the books of the Old and New Testaments to be the divinely inspired, inerrant Word of God (2 Tim. 3:16,17), the only absolute rule for all faith and conduct, and therefore also for the education of our children at home and at school.

Christian Parents and Education

As believing parents we have Christ's comforting assurance for our children that theirs is the Kingdom of Heaven and that He will bless them when we bring them to Him (Mark 10: 13-16). Expecting the fulfilment of His promise and obeying the command of His apostle, we endeavour to "bring our children up "in the discipline and instruction of the Lord" (Eph.6:4)

Since the responsibility for this task has been placed on our shoulders as parents, we gladly accept responsibility for that part of the education which takes place outside our homes in the school. We consider the establishment of Christian Schools, which are to assist us in the work of Christian nurture and education, to be our duty and God-given privilege.

Christian Schools

As Christ is the Saviour and Lord of the whole human life (Matt. 28:18 _ Eph. 1:20-22 Co. 1: 16, 17), we understand by a Christian School such an educational institution as one in which not only is Christ honoured by prayer and study of the Bible, but in which all subjects are taught by the light of God's revelation in Jesus Christ contained in the Old and New Testaments.

For such a Christian School, we, as parents, claim all freedom in the field of education as long as this education takes place in obedience to the requirements of God's Word and in adherence to legitimate governmental standards and provisions.

God and Creation

All things were created by God so that "what is seen was not made out of what was visible" (Hebrews 11:3). God created them in, through and for Christ,

(Col. 1:15-17), by His word and Spirit, (Gen. 1; Psa, 33:6), to the glorification of His Holy Name (psa. 8; Psa, 19:1-4; Rom. 11:36). It is also by God's hand, power and care that all created things are preserved and controlled (Psa; 99;

Matt. 6:24f; Acts 17:24f). In order to understand world, man and history, we must see them in their relationship to God as the Bible speaks of them.

The Bible and Sciences.

Creation as well as Scripture has been brought forth by the one God of Truth. Therefore, any seeming discrepancy between the Bible and Science can only be due to human error either in science or in the interpretation of Scripture. Science is truly scientific when both nature and Scripture are taken seriously.

Man.

Man was created in the image of God to enjoy true communion with his Creator (Gen. 1 :26f; Acts 17:26f), Man was instructed to exercise dominion over the world in strict and loving obedience to God, to interpret all reality in accordance with His design and law and to reflect in his person and works the excellence of his Maker (Gen. 1:28f; Psa. 8:4f; Rom. 1:20).

Appendix 1 Page 2 of 4

Sin.

Page 49 of 59
By disobeying God's law and forsaking his office, man estranged himself from God and his neighbour and brought God's curse upon himself and upon all creation (Gen. 3:16-19; Rom. 8:19f). He also became blind to life's true meaning and purpose, misused his knowledge and abilities, adhered to man-centred philosophies, and made himself false gods of his own imagination and desires (Rom. 1: 18f).

**Christ.**

Jesus Christ, the second Person of the Holy Trinity, is God incarnate, the Word became flesh (John 1:1-14). Laying down His life for His sheep (John 10:10-15), He paid the penalty of sin for them, being a ransom for all who truly believe in Him (Matt. 20:28; Rom. 5:6f; 1 Tim. 2:5-6).

Risen from the dead in His physical body (Luke 24:36-43), and having ascended to the throne of Heaven, He is the King of the Universe (Matt. 28:28, 1 Pet. 3:22). By His Word and Spirit He rules in grace over all true believers. Redeeming their life in its entirety, renewing them after His image and restoring them to fellowship with God and their fellow men, He seeks to make them obedient to God's will in all spheres of life (Rom. 8: 1-17).

**The Holy Spirit.**

The Holy Spirit, the third Person of the Holy Trinity (2 COL 13: 13), the divine source of all created life (Gen. 1 :2; Psa. 104:30), is also the source of Faith in Christ, the true, spiritual knowledge and of a new sanctified life in grateful obedience to God's will (John 3:3f; 1 Cor. 2:9f; 12:3; Eph. 3:14t).

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**Matamata Christian School Association Special Character Definition Policy**

**Basis:**

Clause 15 of the deed of agreement between the Matamata Christian School Association (The Association) and the Crown dated May 1998 headed “Special Character Agreement” declares – *That the school shall, at all times in the future, be conducted and operated so as to maintain and preserve the school's Special Character and these presents (within the deed of agreement) shall be interpreted so as to maintain and preserve the Special Character of the school.*

Clause 16 headed “Special Character Definition” sub-clause ii) *The Special Character of the School is determined by the Christian beliefs and values held by the Matamata Christian School Association Incorporated governed by an elected Proprietor, empowers the Association Executive to define the Special Christian Character of the School.*

Clause 11 of the Constitution of the Association contains the Statement of Faith (Appendix 1 to this policy) upon which the Associations beliefs and values are based.

Clause 12 of the Constitution empowers the Association Executive to decide on the interpretation of any clauses contained in the Constitution.

**Definitions:**

**Marriage:**

Marriage is Biblically defined as being between one man and one woman (Gen 2:24, 1 Cor 7:2-16, Eph 5:23-33, Matt 19:5-6). It is recognised as being one person united to a person of the opposite sex as husband and wife in a consensual and contractual relationship recognised in law. Homosexual, lesbian or any other relationships or partnerships are seen as the outworking of mankind’s rebellious nature (Lev 18:22, Rom 1:26-27, 1 Cor 6:9) and therefore are not consistent with the school's Special Christian Character.

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**Gender:**

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The Bible is clear that in the beginning God created mankind as male and female (Gen 1:27) and this portrayal is based on, amongst other things, the physical ability of the male and female together to procreate (Gen 1:28). As gender is God given (Psalm 139: 13-16) and there is nothing in scripture to indicate any difference between the anatomical and any other type of identity, the term “gender” is limited to the two separate and distinct sexes, the masculinity of the male and the femininity of the female. Therefore the inclusion of any type of identity, other than the two separate sexes, is not consistent with the school’s special Christian Character.

**Policy:**

The basis of the Association’s beliefs and values shall always be the Statement of Faith contained in the constitution of the Association (Contained in Appendix 1 to this policy).

The definitions contained in this policy shall constitute sacredly held values and beliefs, and shall add clarity to the above mentioned statement of faith.

Association Membership:

Clause 5.2 of the Constitution of The Association states that eligibility for membership shall be open to such persons over the age of eighteen years who:

8. are interested in furthering the Objects of the Association,
9. must be members and regular attenders of a Church whose doctrine is in agreement with the Statement of Faith of this constitution,
10. declare their agreement with the Objects of the Association,
11. agree with and accept the statement of faith,
12. agree to abide by this constitution,
13. indicate clearly their acceptance of Christ personally as Saviour and Lord, and
14. give evidence to the satisfaction of the Board of Trustees or it’s delegated representatives that they are leading lives compatible with Christian Principles.

Clause 5.3 of the constitution states that full membership shall be open to any person or persons or any body corporate who believe in it’s basic principles, who wish to foster the objects of the Association and who, before admission as members, subscribe in writing to the principles as set out in paragraph 5.2 and to the Statement of faith (Section 11) and annually thereafter, be prepared to re-affirm their commitment.

Enrolment priority:

**First priority** for enrolment shall be given to children with parents who are members of the Association.

**Second priority** for enrolment shall be given to children with parents who have established a “particular or general connection” with the special Christian character of the school, but who have elected to not become members of the Association.

**Third priority** for enrolment shall be given to children with parents who do not have either first or second preference for enrolment, subject to places being available up to the number agreed between the Crown and the Association.

For each of the priority groups above in turn, further priority shall be allocated according to the following criteria:

1. By virtue of merit or for any other reason at the discretion of the BOT should they choose to exercise such discretion
2. Children who have siblings at the school
3. Children of teachers of the school
4. Children with parents who are ministers or pastors in local mainstream Christian Churches.
5. Children who have previously attended a school or preschool with a Special Christian Character.
6. Children of parents who work (paid or unpaid) for local Christian ministries.
7. Children drawn by lot.

Appendix 1 Page 4 of 4
RATIONAL
Every child has the right to an education, to which continual absences and truancy is a major obstacle. From the age of six years children are legally required to attend school and have the right to learn and achieve. Parents and schools have an obligation to ensure children are enrolled and attending.

POLICY STATEMENT
In order to encourage attendance, the Principal shall take all reasonable steps to create a learning environment that is conducive to learning and attractive to students, and be proactive in encouraging attendance of all students who are registered on the school roll.

The Principal shall ensure the timely addition to the school roll of students starting or transferring from another school, and that students transferring to another school are accounted for appropriately.

The Principal shall cause to be kept an accurate record of attendance, non-attendance and truancy that complies with legislative and Ministry of Education requirements.

In cases of unacceptable non-attendance or truancy, the Principal shall take all reasonable steps to ensure the return to regular attendance, including referring to the Police, Ministry of Education and other helping agencies and/or family members if required.

The Principal shall ensure that the school is meeting the legal requirements governing the enrolment of students, records of attendance, archiving of records, audit requirements and hours of instruction. [Refer: Legislation Requirements; MOE requirement for Electronic Attendance Registers (eAR) excerpts from Circular 2010/19.

The Principal shall report to the Board of Trustees when the ‘Rock On’ process for non-attendance is engaged as part of identifying to the Board barriers to student learning.

Signed........................................ (Chairman)............................... (Date)

Signed........................................ (Principal)............................... (Date)
Figure 1. Rock On Flow Chart

Letter 1
Normal school intervention (phone, home visit, truancy)

Letter 2
Letter from school BOT

REFERRAL TO ROCK ON PROGRAMME

Rock On Letter
Rock On letter delivered (Police) & informal ‘Police chat’

Informal family hui at school with key people

Letter 3
Letter re FGC referral (School fill in FGC referral)

FGC referral immediately completed by school & sent, assisted by Police & MOE.

FGC convened/held and plan implemented

Letter 4
Letter sent by school advising Court action

Prosecution by Police on behalf of school

Caregivers meet with school to discuss issues

Week 1
Week 3
By Week 5
By Week 6
By Week 12
RATIONAL
Confidentiality of personal information of any person associated with Matamata Christian School (MCS) is fundamental.

PURPOSE
To ensure that MCS meets the requirements of the Privacy Act 1993 and its amendments.

POLICY STATEMENT
The Board of Trustees (BOT) has overall responsibility for the confidentiality of personal information held by MCS, but delegates responsibility to the Principal for the day to day management of all personal information and the privacy thereof, and to act as Privacy Officer.

PRINCIPAL RESPONSIBILITIES
The Principal will be the Privacy Officer whose role is to:
- Encourage compliance by MCS with the information privacy principles.
- Deal with requests made to MCS under the Privacy Act (see Information Request Procedure in Appendix A)
- Work with the Commissioner in relation to investigations conducted under the Act.
- Ensure compliance by the agency with the Privacy Act.
- Ensure all staff have received training on the management of information.
- Manage complaints and monitor any privacy issues (see Privacy Complaint Procedure in Appendix A)

PROCEDURES
1. In particular the Principal will:
   a) Ensure that only personal information that is required to meet statutory requirements, administrative purposes, or to support the health and safety needs of individuals, is collected.
   b) Obtain information directly from the person concerned, wherever possible, or from someone who is authorised to provide the information.
   c) Ensure that forms (including Enrolment Forms and Application Forms) explain why the information is being collected, who will have access to it, and the purpose for which it will be used.
   d) Ensure that only teachers or administration staff can access ASSEMBLY or child enrolment forms. Any computer with access to ASSEMBLY will have password access only. If the staff member using ASSEMBLY has to leave their computer for any period of time (especially where members of the public are situated) then the staff member will log out of the programme.
   e) Store all personal information in a locked cabinet, ensuring employee information is accessible only by the Principal or relevant Administrator.
   f) Store information for at least 7 years after the last contact, after which time it will be destroyed in a secure manner by secure document destruction.
   g) Obtain written consent from the concerned party before sharing information, unless however the request is to support the safety of the child ie. from The Ministry for Vulnerable Children or the Police, then information will be shared.
   h) Provide dual copies of the child’s school reports if the parents/guardians of the child do not live together, allowing both access to the child’s personal information, unless prohibited by court order.
   i) Ensure that only accurate and up-to-date information is held on file. Parents/guardians and staff have the right to view and make changes to any information that is held about them or their child.
   j) In particular the Board of Trustees will, where necessary to protect the privacy of an individual who is being discussed at the meeting, pass a resolution that the discussion be held “in committee”, and ensure relevant minutes to that part of the meeting are not publicly available.
Appendix A

**INFORMATION REQUEST PROCEDURE**

Privacy Officer receives information request

Establish relevant IPP’s eg. 6 or 11 (see Individual Privacy Principles below)

Check identity of individual making request

Identify what information is being requested and establish if that information is held

If individual is requesting access to their own information (IPP6) provide information

If individual is requesting access to another’s information (IPP11) seek written consent from the person concerned

If written consent is obtained provide information to individual within 21 days

If consent is NOT obtained inform individual of grounds for refusal within 21 days

**PRIVACY COMPLAINT PROCEDURE**

Privacy Officer receives privacy complaint

Determine nature of complaint – which IPP’s relate (see Individual Privacy Principles below)

Clarify supporting evidence

Discuss with complainant and resolve

Inform BOT Chairperson of complaint & resolution or if complaint is unresolved formulate plan to address complaint with BOT and action.

If unresolved Privacy Officer may contact Privacy Commissioner or seek assistance from an agreed Christian Dispute Resolution Service

As far as is practical, the process will be carried out in a timely manner. Where there are conflicts of interest, the BOT shall nominate a representative to lead the process.

**INDIVIDUAL PRIVACY PRINCIPLES**

<table>
<thead>
<tr>
<th>Purpose of collection of personal information</th>
<th>Correction of personal information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source of personal information</td>
<td>Accuracy of personal information checked before use</td>
</tr>
<tr>
<td>Collection of information from subject</td>
<td>Keep personal information no longer than necessary</td>
</tr>
<tr>
<td>Manner of collection of personal information</td>
<td>Limits on use of personal information</td>
</tr>
<tr>
<td>Storage and security of personal information</td>
<td>Limits on disclosure of personal information</td>
</tr>
<tr>
<td>Access to personal information</td>
<td>Unique identifiers</td>
</tr>
</tbody>
</table>
In order to meet its obligations to the Matamata Christian School Association under the integration agreement, the BOT shall implement certain policies from time to time.

<table>
<thead>
<tr>
<th>Strategic Guidelines</th>
<th>Strategic Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Matamata Christian School we will:</td>
<td>1. To develop and implement policies to enhance community development</td>
</tr>
<tr>
<td>➢ Meet all obligations to the Matamata Christian School Association under the Integration Agreement.</td>
<td>2. To develop and implement the relevant administrative procedures and documentation to support the implementation of such policies.</td>
</tr>
</tbody>
</table>
SCHOOL COMMUNITY DEVELOPMENT
PRAYER LIST POLICY

Rationale

Two of the Matamata Christian School Association’s core values are “A caring, praying community united in Jesus Christ” and “Enthusiastic and actively involved families”

The Board wishes to encourage the growth of these values within the school community.

Policy

The school will maintain an up to date list of parents of school pupils including contact details that may be used by the school to advise families via texts, emails or other means of communication, of school activities and events.

The list may be made available to school parents or caregivers and will include:

1. Encouragement for families to use the list to pray for the school.
2. Encouragement to have resolved any issues, concerns or conflicts that may arise from time to time and the inclusion of easily understandable details of the correct path to resolve them.

and be subject to:

3. Compliance with relevant privacy laws or school policies.
4. Parents or care givers being given the option to withhold from the list some or all of their personal details, or be excluded from the list entirely.
5. The Principals discretion to withhold the list from individuals or families where concern exists that the list may be used inconsistently with its intended purpose.

Reporting

The Principal shall report to the Board any instances where the list has been withheld from any individual or family.

Policy review

The adoption of this policy was minuted at a meeting of the Board of Trustees held Tuesday June 10 2014. It is due for review during term two 2017.

Signed……………………………………   (Chairman)……………………….. (Date)

Signed……………………………………   (Principal)……………………….... (Date)
Additions, Deletions and Amendments (To be adopted)

At a meeting of the Board of Trustees held on ............... the following additions, amendments and adoptions were approved.

1. NAG area 1 – Gifted and talented programme policy removed as it was rescinded at a meeting of the Board 20 August 2019.
2. Contents page amended by removal of gifted and talented programme policy.
3. Policy review schedule amended by removal of gifted and talented policy
5. Privacy Policy added
6. Contents page amended to add Privacy Policy
7. Links on contents page updated.