

Sacred Heart Girls' College

New Plymouth



# NAG 3 - PERSONNEL

Last reviewed at Board Meeting on 29 June 2022

Presiding Member: \_\_Stephen Hill\_\_

Signature: \_\_\_\_\_ *Stephen Hill* \_\_\_\_\_

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### SUPPORTING DOCUMENTS

Documentation	Location
Support Staff Appraisal and Teacher Professional Growth Cycle procedures	Senior Management Offices
EEO programme with annual review	Senior Management Offices
Employment contracts	Staff files / electronic record
Job descriptions	Staff files / electronic record
Ministry Gazette notices and circulars	Staffroom
Performance Agreements	Senior Management Offices
Performance development plan	Senior Management Offices
Performance standards	Senior Management Offices
Staff Handbook	Principal's PA Office
Registration	Staff files / electronic record

**THIS WILL BE REPORTED AS FOLLOWS**

- Issues that impact on the day to day staffing in the Board's role as a good employer
- Appointments
- Progress of strategic goals
- Results of self-review



## Sacred Heart Girls' College

### ***PERSONNEL POLICY***

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According to legislation on employment and personnel matters, the Sacred Heart Girls' College Board of Trustees will:

- (a) Develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- (b) Be a good employer as defined in the Public Service Act 2020 and the Health & Safety at Work Act 2015 and comply with the conditions contained in employment agreements applying to teaching and non-teaching staff.

**THIS POLICY WILL BE READ IN CONJUNCTION WITH THE SPECIAL CHARACTER POLICY AND THE SCHOOLS' MISSION STATEMENT.**



## Sacred Heart Girls' College

### **PRIVACY POLICY**

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#### **Outcome Statement**

Sacred Heart Girls' College New Plymouth collects a range of personal and sensitive information from its students and school community. Information collected by the college shall be used only for the purposes for which it is collected. Information will only be used in a way that protects the anonymity and confidentiality of the person who provided the information.

#### **Definitions**

Privacy means those principles that are defined by the Privacy Act 2020 and include the collection, access and accuracy of personal data and the holding, sharing and use of personal information with the overarching principle that information collected should be only used for the purposes for which it is collected, and by those persons authorised to use the information and must within the boundaries of the law protect the confidentiality and anonymity of the provider of the information.

Personal information is information about an identifiable individual. Personal information includes information that the college collects, processes, stores or receives. This may be in person or via our website, email, social media, apps, over the phone, or through other channels.

#### **Overarching Principles**

To ensure that personal information given to Sacred Heart Girls' College remains confidential to us, is used for the purposes for which it was collected and is used only by those persons authorised to use it.

#### **Expectations and limitations:**

Collection of personal information

1. Personal information collected, stored, used and disclosed by Sacred Heart Girls' college must be necessary for the purpose of the college activity.
2. Where personal information is collected from or about a student aged under 16, consent of the parent or guardian will be sought.
3. Personal information collected, may include demographic and personal contacts data, performance, achievement and assessment information, attendance information, information that supports the school to provide education and other pastoral support, health and medical information, images of students engaging in school activities, and information relating to the use of the schools IT systems.

4. Some of the personal information collected is mandatory, in accordance with our legislative obligations and responsibilities.
5. Individuals have a right to know what information is collected about the student for the purposes above.

#### **Advising of purpose of collection of information**

1. Sacred Heart Girls' College uses the information collected for the purposes of school activity and educational services. This includes, but is not limited to providing education, school and extra curricula services; understanding the student demographic, to inform decisions about funding and resources; to support teaching and learning; to set policy and procedure; to assess performance and set targets; to safeguard students welfare and provide services and supports accordingly; to meet legislative responsibilities and statutory reporting; and to promote and market the school.
2. Only information that is necessary will be collected.

#### **Storage and security of personal information**

1. All personal information will be kept secure and stored in a manner that will minimise loss and access, use, modification or disclosure by unauthorised persons.
2. Access to student files is limited to the student and to staff. Parents and legal guardians of students under the age of 16 may have access, preferably with the consent of the student. All parents and legal guardians will have access to some of their child's information via the KAMAR portal, through username and password access.
3. Access to staff information is limited to the Principal and their delegates.

#### **Disclosure**

1. Personal information must not be disclosed to a third party unless there is a legal obligation to do so, the information is publicly available, disclosure is necessary to prevent a serious and or imminent threat to health or safety, and there is reasonable belief that disclosure is authorised by the individual concerned.
2. Personal information shall not be disclosed to persons or organisations not bound by New Zealand's privacy laws.

#### **Access to and correction of personal information**

1. The individual whom the information is held about shall be entitled to access and request correction of their personal information held by us, and to request that there be attached to the information a statement of any correction sought but not made.
2. Requests to access or correct personal information shall be answered/completed within 20 working days of the request being made.
3. Where an individual notifies us that their request to access or correct their personal information is urgent, and provides the reason surrounding the urgency, we will ensure this is considered when determining the priority to be given to responding to the request.
4. Where an individual requests to access or correct their personal information and we do not hold such information we will notify the individual who requested the information.

5. We may refuse to grant access to personal information, or partially withhold information, only in accordance with the provisions of the Privacy Act 2020.
6. Before providing access to any personal information, we must be satisfied of the identity of the requestor, have reasonable grounds to believe the request is not being made under the threat of physical or mental harm, and, if the request is made by an agent of the individual, ensure that agent has the written authority of the individual.

### **Holding of information**

1. Personal information will not be held for longer than is required for the purposes for which the information may lawfully be used and in line with the requirements of the Public Records Act 2005 and the School Records Retention/Disposal Schedule guidance from the Ministry of Education and Archives New Zealand.

### **Delegation**

The responsibility to uphold the legislative requirements regarding privacy for the college is delegated to the Principal.

The Privacy Officer is responsible for dealing with requests made under the Privacy Act 2020, working with the Privacy Commissioner in the event of any complaints being received and otherwise encouraging compliance with the Privacy Act 2020 by the school.

### **Legislative Compliance**

Protected Disclosures Act 2000

Privacy Act 2020

Public Records Act 2005

### **Supporting Resources**

[Privacy Commissioner Guidance](#)

[School Records Retention and Disposal Schedule Guidance](#)



## Sacred Heart Girls' College

### ***PERFORMANCE MANAGEMENT POLICY***

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The Sacred Heart Girls' College Board of Trustees recognises the inclusive nature of performance management in improving and developing teaching and learning outcomes in our school.

Performance management includes: recruitment, selection, induction, support staff appraisal, teacher professional growth cycle, professional development, discipline, competency, dismissal, retirement and resignation.

The Sacred Heart Girls' College Board of Trustees will be a good employer as per the State Sector Act 1988 and the Employment Relations Act 2000 and subsequent amendments.

In line with this policy there will be written procedures for the following:

- Appraising the Performance of the Principal

- Staff Appointments

  - Performance management (support staff appraisal, teacher professional growth cycle, professional development, attestation)

- Professional Development

- Staff Induction and Leaving

- Police Vetting

Competency and discipline, dismissal, retirement and resignation will be dealt with in line with the current employment agreement.

At all times relevant employment legislation and current employment agreements will be adhered to.

**THIS POLICY WILL BE READ IN CONJUNCTION WITH THE SPECIAL CHARACTER POLICY AND THE SCHOOLS' MISSION STATEMENT.**





## Sacred Heart Girls' College

### ***PRINCIPAL'S PERFORMANCE REVIEW***

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- The Board shall put in place an annual performance agreement and carry out a review of the principal every year.
- The performance agreement is developed in consultation with the principal annually
- The performance review is the responsibility of the Board. The Board may delegate the task to a committee, or to the board chairperson.
- The Board may choose to engage with an external consultant with appropriate skills and knowledge to assist with the performance review, including appraising faith leadership.
- The annual budget will set aside appropriate provision to enable the process to be satisfactorily conducted.
- The principal's performance review will address their performance objectives aligned with the school charter and annual plan, Standards for the Teaching Profession and Catholic elaborations, and agreed learning and developmental objectives linked to the Secondary Principals' Career Structure (SPCA 2019-2022).
- Evidence used in the review will be relevant, objective and robust.
- The principal will assist the Board to conduct any review and in particular will give to the Board such information as the Board requires to carry out the review.
- The performance review final report will be prepared in consultation with the principal. The principal shall have the opportunity to comment on the final report, but is not obliged to do so.
- The performance review is to include a final report and is to be made available for the audit and moderation process.
- A summary of the performance review final report will be presented to the Board in the publically excluded 'in-committee' section of the Board meeting.
- All documentation relating to the annual Performance Agreement and appraisal remains confidential to the Principal and the Board.

- Endorsement for the principal on their application for renewal of practicing certificate is to be completed and signed by the Board Chairperson and a second endorser who must hold a full practising certificate and have been involved in the performance review process (Teaching Council of Aotearoa New Zealand)
- In the event of a dispute related to the appraisal process or its results, the Employment Problem Resolution Procedures set out in the Principal's Employment Agreement and the Employment Resolution Services contained in schedule B of the Agreement shall be used.
- Where there is a problem with the working relationship between the principal and the Board (including individual board members) that has not been informally resolved and is to the detriment of the school, consideration shall be given to appointing a mutually agreed and suitably qualified independent person to facilitate or mediate between the parties and/or undertake an impartial and objective assessment of the concern(s).
- The Board of Trustees has the discretion to negotiate the Principal's remuneration package.



## Sacred Heart Girls' College

### ***EQUAL EMPLOYMENT OPPORTUNITIES POLICY***

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The Sacred Heart Girls' College Board of Trustees will ensure that equal employment opportunities are promoted and provided within the organisation by:

1. Developing, implementing and reviewing an appropriate Equal Employment Opportunity Programme.
2. Fostering a positive climate in the workplace, which appreciates a diversity of background and individual contribution, and encourages employees to develop their potential.
3. Selecting the best person for the job on the basis of the job requirements and the ability of that person to perform the job but where it is perceived that two applicants could perform the job equally well, the appointment will be made to redress any imbalance in the school. (refer Human Rights Act 1993).
4. Ensuring that all Personnel policies, procedures and activities reflect the fundamental principles of the Equal Employment Opportunity Policy, in the recruitment, employment, training and promotion of its employees.
5. Identifying and providing appropriate training programmes to enable employees to best meet the requirements of their current jobs and to develop additional skills with a view to future promotion opportunities.
6. Promoting employees on the basis of performance (past, present and potential), and the willingness of the employee to accept greater responsibility.
7. Maintain a workplace free of discrimination and harassment on the basis of race, colour, ethnic or national origin, gender, religion, marital status, family responsibilities, sexual orientation, intellectual or physical disability or age.
8. At all times relevant employment legislation and current employment agreements will be adhered to.

**THIS POLICY WILL BE READ IN CONJUNCTION WITH THE SPECIAL CHARACTER POLICY AND THE SCHOOLS' MISSION STATEMENT.**



## Sacred Heart Girls' College

### ***CONCERNS AND COMPLAINTS POLICY***

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#### **Outcome statement**

All complaints, concerns and incidents are attended to promptly, respectfully, restoratively and professionally, honouring the human dignity and equality of all involved, and seek to bring effective resolution to all parties concerned.

#### **Scoping**

In order to maintain a safe and comfortable environment for all students, staff and visitors, an accessible procedure for handling complaints and grievances will be implemented and maintained to provide an open and fair way of resolving issues and will comply with all relevant legislation.

#### **Delegations**

The board delegates to the principal full responsibility of ensuring processes are in place and operating effectively and adequately. In the event of a complaint or grievance concerning the principal, responsibility lies with the board.

#### **Expectations and limitations**

In complying with the policy, the principal shall not fail to:

- Ensure the equality of all people is acknowledged and their human dignity maintained when following all concerns and complaints procedures
- Implement and maintain robust procedures to meet the policy requirements
- Ensure that the process for complaints or grievances is clearly communicated and posted on the school website (if applicable)
- Ensure that the complainant has previously followed the school's concerns and complaints procedure before escalating to board level

Should the board receive a complaint regarding the principal or determine that any policy violation may have occurred, the board in the first instance will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal).

Where the board considers the degree and seriousness of the concern or any violation sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

Should the board receive a complaint about historic abuse or harm, it should refer to the National Office for Professional Standards of the Catholic Church in Aotearoa New Zealand guidelines.

The board shall advise its insurance agent of any complaint escalated to the board.

Once the dispute Resolution Scheme comes into effect, in the event that a serious dispute is not able to be resolved, the board shall advise the parent of their right to apply to the Chief Referee for the dispute to be resolved by a dispute resolution panel.

**Procedures/supporting documentation**

Parent and staff concerns and complaints process – C4 – NZSTA [Governance framework](#)

[Principles of Catholic Social Teaching](#)

[National Office for Professional Standards of the Catholic Church of Aotearoa New Zealand](#)

**Monitoring**

The principal shall maintain a register of complaints and resolutions and report to the board at least quarterly per annum outlining numbers of complaints, resolution success figures and any areas of concern for board deliberation.

**Legislative compliance**

[Education and Training Act 2020](#)

Relevant employment agreements

Relevant professional standards

Reviewed:	Next Reviewed
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## ***STAFF EMPLOYMENT AGREEMENTS***

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The Board of Trustees of Sacred Heart Girls' College, as a good employer, is responsible for ensuring that staff have fair and equitable treatment in all aspects of their employment. The Special Character of the College is also important in assuring these responsibilities are met.

1. Ensure the Board of Trustees is a good employer.
2. Provide the basis for appropriate professional development of staff.
3. Ensure that the working relationship between the Board of Trustees and staff is in keeping with the Special Character of the College.
4. All employees of the Board of Trustees will have a current employment agreement including a current job description.
5. The Board of Trustees will follow the remuneration guidelines as set out in the agreements agreed to between the Board of Trustees and each of its employees.
6. The Board of Trustees will have in place a Performance Management System, which will include a process by which support staff will be appraised and teachers will engage with the professional growth cycle on an annual basis.
7. The Board of Trustees will ensure that appropriate professional development opportunities are available for all staff.

## **APPOINTMENTS AND RECRUITMENT**

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Senior Leadership is defined as the Principal, Deputy Principals and Director of Religious Studies. All other staff is defined as all teaching and ancillary staff.

The Board of Trustees is committed to employing the most suitable applicant for Senior Leadership, teaching and ancillary staff. The College will provide equal opportunity, consideration and encouragement in areas of recruitment selection, promotion and conditions of employment for staff.

### **APPOINTMENTS**

#### **Principal**

An outside advisor will be employed by the Board of Trustees. The Appointment Committee will consist of Board of Trustees Representatives, Mission College New Plymouth Trust Board and the outside advisor.

#### **Director of Religious Studies**

The Appointment Committee will consist of the Mission College New Plymouth Trust Board, the Board of Trustees and the Principal.

#### **Senior Leadership**

The Appointment Committee will consist of the Board of Trustees and the Principal.

#### **Leaders of Learning**

The Principal appoints and the Board of Trustees ratifies the appointment.

1. All positions shall be appropriately advertised. In the case of teaching positions this would usually include advertisement in the New Zealand Education Gazette. The advertisement of positions, assembly of job descriptions and other relevant information is the responsibility of the Principal except where the position advertised is that of the Principal.
2. Whenever practical a range of suitable candidates shall be interviewed prior to an appointment being made. The interview panel should include at least the Principal and the relevant Leader of Learning.
3. All candidates for a position at the College must supply names and contact details of at least two professional referees.
4. The College shall endeavour to appoint Education Council of New Zealand registered teachers to all academic positions. In cases where this is not possible, the Principal may (in cases of assistant teachers) appoint a person of good character with appropriate qualifications and experience who has obtained a Limited Authority to Teach from the Education Council of New Zealand.

5. All appointments are made subject to the receipt of a satisfactory safety check on the appointee (including police report and reports of two professional referees). Undisclosed criminal convictions shall be considered as grounds for dismissal.
6. The Board of Trustees will review all senior staff job descriptions before appointing Senior Leadership Team.
7. The Board of Trustees reserves the right to restructure the senior leadership of the College prior to any senior position being advertised. In such case, the Board must first consult with the Principal.



## ***TEACHER REGISTRATION***

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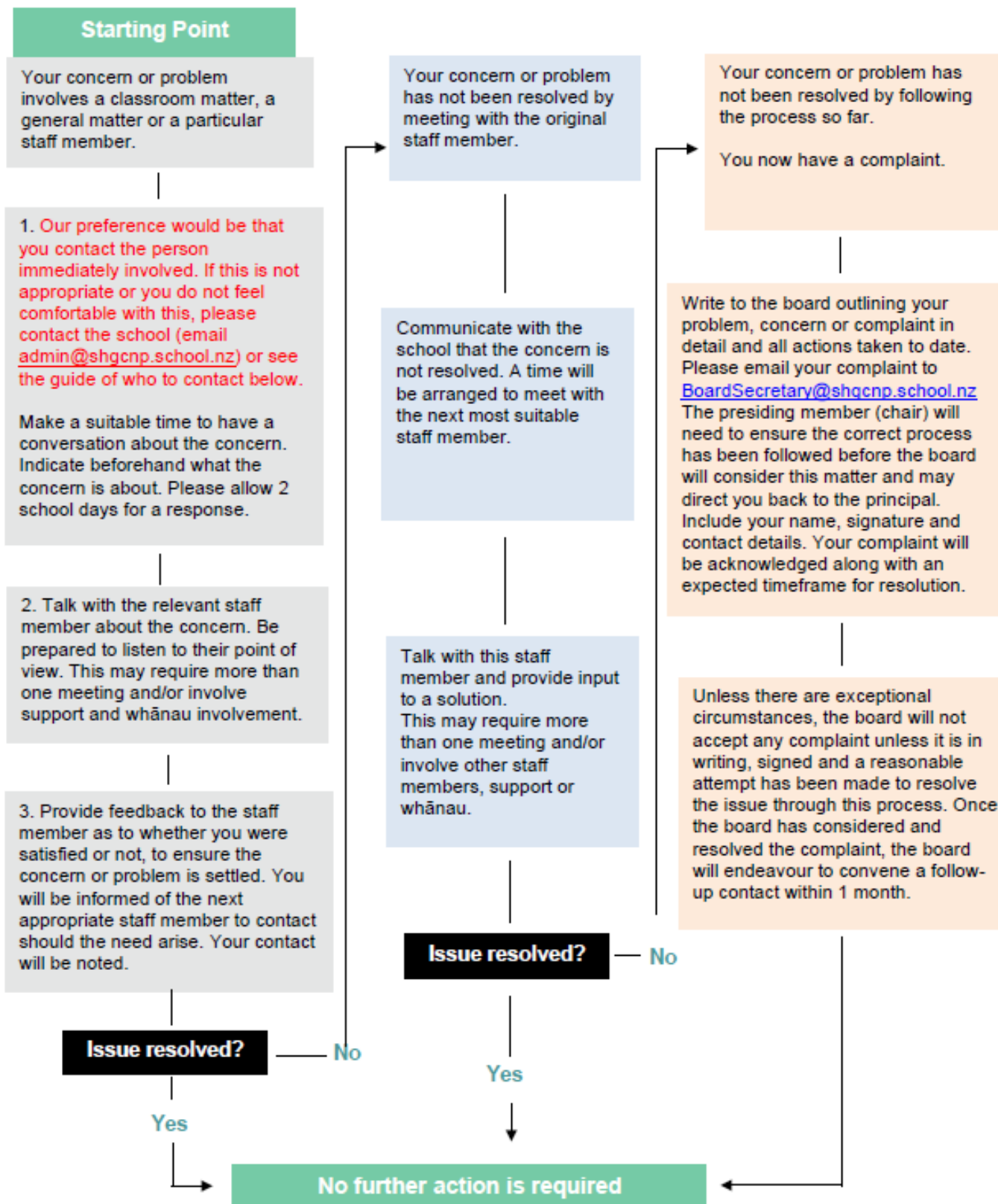
1. The Board of Trustees will reimburse Teacher registrations for all permanent full-time and part-time staff.
2. Where a part-time staff member also works as a teacher at another school, the registration payment will be reduced in proportion to the number of hours worked at the other school(s).
3. Teachers on fixed contracts or Limited Authorities to Teach (LATs) will not have their registrations reimbursed.
4. The school will keep a teacher registration list.

The above statements apply unless otherwise provided for in the respective collective agreement(s).

# CONCERNS AND COMPLAINTS PROCESS

## Concerns and complaints process

### Advice for students, staff, parents, whānau and community



## Who to Contact at School

<p>The issue is with a particular subject.</p>	<p>Please email the subject teacher on:  <a href="mailto:(teachercode)@shgcnpschool.nz">(teachercode)@shgcnpschool.nz</a> You can then arrange a time for a phone call or a visit if required.          Note: the teacher codes are 3 letter codes, eg jta for Jeremy Taylor. A full staff list is found on our website accessed from the "Contact Us" page or this link: <a href="http://www.shgcnpschool.nz/our-school/staff/">http://www.shgcnpschool.nz/our-school/staff/</a></p>																				
<p>The issue is with more than one subject or other aspects of school, or a home or health situation that the school needs to know about.</p>	<p>Please contact your child's Manaaki Teacher:  <a href="mailto:(teachercode)@shgcnpschool.nz">(teachercode)@shgcnpschool.nz</a>  <b><i>The first port of call for most concerns should be the Manaaki Teacher</i></b></p>																				
<p>There is something more serious happening. This might be about bullying (online or in person), mental health or there might be something going on that is a bit more confidential.</p>	<p>For more serious pastoral care needs please contact the Dean.  <b>2022 Deans:</b></p> <table border="0"> <tr> <td>Year 7: Ross Howarth</td> <td><a href="mailto:rho@shgcnpschool.nz">rho@shgcnpschool.nz</a></td> </tr> <tr> <td>Year 8: Sheree Rangiwahia</td> <td><a href="mailto:sra@shgcnpschool.nz">sra@shgcnpschool.nz</a></td> </tr> <tr> <td>Year 9: Claire Tate</td> <td><a href="mailto:cta@shgcnpschool.nz">cta@shgcnpschool.nz</a></td> </tr> <tr> <td>Year 10: Carly Avery</td> <td><a href="mailto:cav@shgcnpschool.nz">cav@shgcnpschool.nz</a></td> </tr> <tr> <td>Year 11: Amanda Brown</td> <td><a href="mailto:abr@shgcnpschool.nz">abr@shgcnpschool.nz</a></td> </tr> <tr> <td>Year 12: Joan Hodson</td> <td><a href="mailto:jho@shgcnpschool.nz">jho@shgcnpschool.nz</a></td> </tr> <tr> <td>Year 13: Emily Scott</td> <td><a href="mailto:esc@shgcnpschool.nz">esc@shgcnpschool.nz</a></td> </tr> </table>	Year 7: Ross Howarth	<a href="mailto:rho@shgcnpschool.nz">rho@shgcnpschool.nz</a>	Year 8: Sheree Rangiwahia	<a href="mailto:sra@shgcnpschool.nz">sra@shgcnpschool.nz</a>	Year 9: Claire Tate	<a href="mailto:cta@shgcnpschool.nz">cta@shgcnpschool.nz</a>	Year 10: Carly Avery	<a href="mailto:cav@shgcnpschool.nz">cav@shgcnpschool.nz</a>	Year 11: Amanda Brown	<a href="mailto:abr@shgcnpschool.nz">abr@shgcnpschool.nz</a>	Year 12: Joan Hodson	<a href="mailto:jho@shgcnpschool.nz">jho@shgcnpschool.nz</a>	Year 13: Emily Scott	<a href="mailto:esc@shgcnpschool.nz">esc@shgcnpschool.nz</a>						
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<p>For any other issues not covered here, or if you are unsure of who to contact.</p>	<p>Please ring the school on 758 5023 and our office staff will help you out.</p>																				
<p>For curriculum related concerns, please contact the Leader of Learning.</p>	<p><b>2022 Leader of Learning:</b></p> <table border="0"> <tr> <td>Year 7 &amp; 8: Nicola Hill (<i>Acting</i>)</td> <td><a href="mailto:nhi@shgcnpschool.nz">nhi@shgcnpschool.nz</a></td> </tr> <tr> <td>Arts &amp; Languages: Bridie Steele</td> <td><a href="mailto:bst@shgcnpschool.nz">bst@shgcnpschool.nz</a></td> </tr> <tr> <td>English: Abbie Rilkoﬀ (<i>Acting</i>)</td> <td><a href="mailto:ari@shgcnpschool.nz">ari@shgcnpschool.nz</a></td> </tr> <tr> <td>Mathematics: Spencer Page</td> <td><a href="mailto:spa@shgcnpschool.nz">spa@shgcnpschool.nz</a></td> </tr> <tr> <td>Pathways: Warwick Foy</td> <td><a href="mailto:wfo@shgcnpschool.nz">wfo@shgcnpschool.nz</a></td> </tr> <tr> <td>Physical Education: Narelle O'Byrne</td> <td><a href="mailto:noy@shgcnpschool.nz">noy@shgcnpschool.nz</a></td> </tr> <tr> <td>Religious Studies: Catherine Landrigan</td> <td><a href="mailto:cla@shgcnpschool.nz">cla@shgcnpschool.nz</a></td> </tr> <tr> <td>Science: Linda Dixon (<i>Acting</i>)</td> <td><a href="mailto:ldi@shgcnpschool.nz">ldi@shgcnpschool.nz</a></td> </tr> <tr> <td>Social Sciences: Taryn Gadsby</td> <td><a href="mailto:tga@shgcnpschool.nz">tga@shgcnpschool.nz</a></td> </tr> <tr> <td>Technology: Kim Greig</td> <td><a href="mailto:kgr@shgcnpschool.nz">kgr@shgcnpschool.nz</a></td> </tr> </table>	Year 7 & 8: Nicola Hill ( <i>Acting</i> )	<a href="mailto:nhi@shgcnpschool.nz">nhi@shgcnpschool.nz</a>	Arts & Languages: Bridie Steele	<a href="mailto:bst@shgcnpschool.nz">bst@shgcnpschool.nz</a>	English: Abbie Rilkoﬀ ( <i>Acting</i> )	<a href="mailto:ari@shgcnpschool.nz">ari@shgcnpschool.nz</a>	Mathematics: Spencer Page	<a href="mailto:spa@shgcnpschool.nz">spa@shgcnpschool.nz</a>	Pathways: Warwick Foy	<a href="mailto:wfo@shgcnpschool.nz">wfo@shgcnpschool.nz</a>	Physical Education: Narelle O'Byrne	<a href="mailto:noy@shgcnpschool.nz">noy@shgcnpschool.nz</a>	Religious Studies: Catherine Landrigan	<a href="mailto:cla@shgcnpschool.nz">cla@shgcnpschool.nz</a>	Science: Linda Dixon ( <i>Acting</i> )	<a href="mailto:ldi@shgcnpschool.nz">ldi@shgcnpschool.nz</a>	Social Sciences: Taryn Gadsby	<a href="mailto:tga@shgcnpschool.nz">tga@shgcnpschool.nz</a>	Technology: Kim Greig	<a href="mailto:kgr@shgcnpschool.nz">kgr@shgcnpschool.nz</a>
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Social Sciences: Taryn Gadsby	<a href="mailto:tga@shgcnpschool.nz">tga@shgcnpschool.nz</a>																				
Technology: Kim Greig	<a href="mailto:kgr@shgcnpschool.nz">kgr@shgcnpschool.nz</a>																				
<p>For issues of a sensitive or serious nature, <u>or</u> if you do not feel comfortable to speak to the parties directly involved, please contact a member of the Senior Leadership Team.</p>	<p><b>2022 Senior Leadership Team:</b></p> <table border="0"> <tr> <td>Deputy Principal: <b>Holly Miller</b></td> <td><a href="mailto:hmi@shgcnpschool.nz">hmi@shgcnpschool.nz</a></td> </tr> <tr> <td colspan="2"><i>Kaitiaki Ako &amp; Poutama, Y9-11 pastoral care</i></td> </tr> <tr> <td>Deputy Principal (Acting): <b>Jeremy Taylor</b></td> <td><a href="mailto:jta@shgcnpschool.nz">jta@shgcnpschool.nz</a></td> </tr> <tr> <td colspan="2"><i>Kaitiaki Hauora, Y7-8, Y12-13 pastoral care</i></td> </tr> <tr> <td>Director of Religious Studies: <b>Catherine Landrigan</b></td> <td><a href="mailto:cla@shgcnpschool.nz">cla@shgcnpschool.nz</a></td> </tr> <tr> <td>Principal (Acting): <b>Barbara Costelloe</b></td> <td><a href="mailto:bco@shgcnpschool.nz">bco@shgcnpschool.nz</a></td> </tr> </table>	Deputy Principal: <b>Holly Miller</b>	<a href="mailto:hmi@shgcnpschool.nz">hmi@shgcnpschool.nz</a>	<i>Kaitiaki Ako &amp; Poutama, Y9-11 pastoral care</i>		Deputy Principal (Acting): <b>Jeremy Taylor</b>	<a href="mailto:jta@shgcnpschool.nz">jta@shgcnpschool.nz</a>	<i>Kaitiaki Hauora, Y7-8, Y12-13 pastoral care</i>		Director of Religious Studies: <b>Catherine Landrigan</b>	<a href="mailto:cla@shgcnpschool.nz">cla@shgcnpschool.nz</a>	Principal (Acting): <b>Barbara Costelloe</b>	<a href="mailto:bco@shgcnpschool.nz">bco@shgcnpschool.nz</a>								
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## ***EEO***

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In accordance with the requirements of State Sector Amendment Act 1989 the Board of Trustees is responsible for upholding the principle of Equal Employment Opportunities in the College.

To ensure by active promotion that:

1. Equal Employment Opportunities are provided in the areas of:
  - a. Recruitment
  - b. Selection
  - c. Promotion
  - d. Career development
  - e. Conditions of service
  - f. Staff training
  
2. A fair and just climate is developed in the workplace.
  
3. The Board, through the Principal and/or Staffing and Appointments Sub-Committee is to ensure this policy is carried out and has responsibility for implementing the policy throughout the school.
  
4. No candidate for appointment will be debarred on the grounds of:
  - a. race
  - b. gender
  - c. marital status
  - d. family responsibilities
  - e. sexual orientation
  - f. intellectual and/or physical disabilities
  - g. age
  - h. any other conditions covered by the Human Rights Commission Act 1993 and subsequent amendments
  
5. The Board will subject this policy to regular review.

The Board of Trustees seeks to uphold and implement these procedures in accordance with the relevant legislation, awards and contracts and in terms of the Integration Agreement and the Special Character of the College.

## **INDUCTION**

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### **NEW STAFF**

All new staff members (both teaching and non-teaching and ancillary) need to complete an induction process to assist them in their duties and to ensure that Health and Safety issues are addressed. The induction process is outlined on the Staff Induction Form.

A member of the Senior Leadership Team will ensure that new teaching staff complete their induction.

### **LEAVING STAFF**

When a staff member leaves the school they will complete a Staff Leaving Checklist and hand it to the Principal. They will also be offered an exit interview.

This will ensure that keys and other school property is returned, and that other information and responsibilities are satisfactorily completed.

## **PERFORMANCE MANAGEMENT**

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### **STAFF PERFORMANCE APPRAISAL and Professional Growth Cycle**

The Board of Trustees recognises the need to have in place a system which annually appraises support staff and expects that registered teachers will engage with the professional growth cycle .

The appraisal process will be conducted in a manner that is on-going, open and fair in keeping with the school's Catholic Character and responsibilities as a good employer.

1. To develop and document a programme of appraisal for support staff and professional growth cycle for teachers . This programme is to form part of the College's Performance Management System.
2. To help staff to develop professionally and to improve teaching techniques or working practices through reflective practice.
3. The appraisal of support and the engagement of teachers in the professional growth cycle is the responsibility of the Board of Trustees.
4. The responsibility may reasonably be delegated to the Principal who may in turn delegate further.
5. Every member of the staff will have a job description which will form the basis for their performance appraisal or professional growth cycle.
6. support staff Performance is appraised against an agreed set of performance indicators developed in consultation with each member of staff.
7. All teachers are to enter into the professional growth cycle in a professional, evidence-based, reflective and developmental manner, in accordance with the requisite legislation.
8. Every staff member is entitled to the professional development time required to meet the objectives of their personal development plan (as agreed to in consultation with the Principal) and within the limits set by the budget approved for staff training.
9. Staff needs are identified and recommendations for staff training are forwarded to the Professional Development Co-ordinator.
10. All results of performance appraisal are confidential to the person being appraised, their appraiser, and the Principal. Where appropriate, and with the permission of the person being appraised, the results may be presented and reviewed by relevant colleagues.
11. Staff will review the performance appraisal system as part of the review of Performance Management System each year.

## **PROFESSIONAL DEVELOPMENT**

1. To provide equitable opportunities for the professional development of staff.
2. To encourage and support staff to enhance their professional development.
3. To enable staff to acquire Special Character accreditation.
4. To provide for the professional development of members of the Board of Trustees.
5. The Board of Trustees will provide funding for professional development within budget limitations.
6. Appropriate resources will be prioritised to professional development linked to the annual goals of the College.
7. A Professional Development Co-ordinator will be appointed to manage and promote professional development and training opportunities.
8. The Board of Trustees will be aware of courses available to further their professional development and, where finances permit, encouraged to attend such courses.
9. Professional development needs shall be identified through the self-review process and implemented in accordance with budget timelines and limitations.

Please fill in as much detail as possible and submit to HMI for approval.

Conferences should seek approval by March of the year of the conference.

Copies to:

File/Teacher:



## SACRED HEART GIRLS' COLLEGE

### Professional Development Request

Teacher(s) making request:	
Course title: (official title or provide a copy of the information with this form)	
Venue of course:	
Provider of course:	
Dates of course:	
Course fee:	
Leader of Learning Approval: (please seek advice from the relevant LoL regarding the appropriateness of the PD opportunity)	
Other costs of course: (approx) <ul style="list-style-type: none"> <li>• Transportation</li> <li>• Accommodation</li> <li>• Relief</li> </ul>	
Description of course:	
Reason(s) for wanting to attend the course	
How will you share the information gathered from the course? With what group?	

#### Professional Development Coordinator to fill in:

Course approved?	
Registration form sent?	
Relief organised?	
Order number:	Total cost:
Entered on database?	



## ***ALLOCATION OF UNITS***

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1. Any teacher, except for the Principal, may be allocated a unit or units for a fixed term.
2. Up to 40% of management units may be allocated on a fixed term basis.
3. The Principal, following consultation with teaching staff each year, will determine the allocation of units.
4. Appointments to positions, which have fixed term units allocated, shall be made according to the Board Appointments Procedure.
5. When allocating fixed term units, the Board will consider the equity balance of units and senior positions within the school (being mindful of the EEO Policy).
6. When undergoing a Curriculum and Pastoral Needs Analysis to identify a unit for reduction as a result of a falling roll, a fixed term unit will carry the same status as a permanent unit, i.e. the need fulfilled by the fixed term unit will be considered on its merits against the needs fulfilled by all the other permanent and fixed term units within the school.

## ***STAFF DISCIPLINE***

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1. The Board of Trustees is the legal employer of all staff but the Principal is responsible for the day-to-day management of staff issues.
2. Matters of discipline or competency shall be handled in accordance with the terms of the relevant Employment Agreement under which the staff member is employed.

## **STAFF LEAVE**

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1. To provide an efficient and effective mechanism by which applications for leave by staff, either with or without pay, may be considered.
  2. To ensure equitable treatment for all staff.
  3. To recognise the Board of Trustees' obligations as an Equal Employment Opportunities employer.
  4. To enable the Board of Trustees to comply with the relevant employment agreements (in some cases the Ministry of Education must give the final approval).
  5. To ensure the proper recording of any discretionary leave granted by the Board of Trustees.
- **Non-discretionary leave:** Leave that is covered by the relevant employment agreement.
  - **Discretionary Leave:** Leave that does not fall within the relevant employment agreement and is sometimes referred to as "special leave" or "other forms of leave". In these cases it is up to the discretion of the principal and the BOT to approve the leave.

### **GUIDELINES FOR ALL LEAVE**

- Except in cases of sudden illness or accident, no staff member should be absent from duty without the authority of the Principal or the Board.
- Before applying for leave, staff should consult the relevant section on leave in their employment agreement before submitting an application.
- Leave applications should be made using the form "Staff Leave". Staff should feel free to attach any supporting documentation they feel would be important.
- Normally the absent teacher will be expected to set relief work for the classes that will be missed during the leave. This may be waived if a subject specific reliever is employed for the duration of the leave.
- The Principal, or a delegated representative, shall deal with any requirement for relief staff where leave is granted.

### **Non-Discretionary Leave**

- The Board of Trustees will observe the provisions of the relevant employment agreements and Ministry of Education directives when considering an application for non-discretionary leave.

### **Discretionary Leave**

- Discretionary leave will normally be granted as leave without pay. Priority for discretionary leave will be accorded to significant life events. Not all discretionary leave applications will be granted.
- All applications for discretionary leave for up to a total of five school days in any year may be granted by the Principal.
- Applications for discretionary leave for longer periods than five school days must be approved by the Board of Trustees (or the Ministry of Education where that is applicable).
- It is up to the discretion of the Principal to award leave with pay or leave without pay.
- All applications for discretionary leave must be submitted to the Principal, in writing, well in advance of the time requested, except in cases of emergency. Only in exceptional circumstances will leave be granted if the application is not lodged with sufficient notice.
- When considering discretionary leave, the Principal in his or her recommendation must consider such issues as:
  1. Purpose
  2. Benefit to school
  3. Ease of finding a suitable reliever
  4. Impact on classes and the school as a whole Term 4 now fairly inconsequential from a senior student perspective...perhaps keep timeframe open?
  5. Length of service of employee
  6. Previous leave granted
  7. Number of staff on leave at any one time
  8. Number of other staff requesting leave

### **Annual Leave**

- Leave balances of full-time Board of Trustees employees will be reported monthly to the BOT Finance Sub-Committee by the Business Manager.
- Leave plans for full-time Board of Trustees employees will be negotiated as required with the Principal, on a case-by-case basis.

## ***POLICE VETTING***

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All teachers are automatically vetted by the Education Council of New Zealand as part of Teacher registration every three years. N.b. police vetting will continue to occur each 3 years of practising teacher certificate renewal, despite annual fee charging now being established.

All other staff, for example support staff and custodial staff are safety checked every three years by the College and is done online by the Principal's PA.

All contractors who are to work on the site are to be police vetted through the College. The site contractor provides the details of all contractors who will be working on the site.

All members of our college community who have regular, unsupervised contact and/or overnight responsibility for students will be Police Vetted by the Principal's PA every three years.

The designated school receiver of vetting information from the police is the Principal's PA.

Refer: Child Protection Policy and Procedures Health & Safety Policy

## **PROTECTIVE DISCLOSURE**

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All members of the College have the right to lodge a complaint about serious wrongdoing and to know that they have the full protection of the law in such circumstances.

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

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

These procedures consist of:

1. A definition of a protected disclosure
2. A definition of serious wrongdoing that can be the basis for a protected disclosure by an employee
3. Conditions for disclosure
4. Information on who can make a disclosure
5. Protections for employees making disclosures
6. A procedure by which an employee can make a disclosure

### **What is a Protected Disclosure**

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

### **Definition of Serious Wrongdoing**

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

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

### **Conditions for Disclosure**

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

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

### **Who can make a disclosure**

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

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

### **Protection of employees making disclosures**

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

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

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

### **Procedure**

An employee of Sacred Heart Girls' College who wishes to make a protected disclosure should do so using the following procedure:

1. **How to submit the disclosure**

The employee should submit the disclosure in writing.

2. **Information to be contained**

The disclosure should contain detailed information including the following:

- The nature of the serious wrongdoing
- The name or names of the people involved
- Surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant.

3. **Where to send disclosures**

A disclosure must be sent in writing to the Principal who has been nominated by the Board of Trustees of Sacred Heart Girls' College under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose

OR

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

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

On receipt of a disclosure, the Principal and the Board must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the Principal and the Board or by a delegated party as quickly as practically possible.

#### 5. **Protection of disclosing employees**

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the investigator will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:

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

#### 6. **Report of investigation**

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

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

Appropriate Authorities include (but are not limited to)

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



## 8. Disclosure to Ministers and Ombudsman

A disclosure may be made to Minister or an Ombudsman if the employee making the disclosure reasonably believes that the person or authority to who the disclosure was made;

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

## ***DELEGATIONS TO PRINCIPAL***

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THIS POLICY WILL BE REVIEWED ANNUALLY AND WHENEVER THERE IS A CHANGE IN THE SENIOR LEADERSHIP PERSONNEL OR STRUCTURE WITHIN THE COLLEGE.

### **Delegations Retained By The Board Of Trustees:**

The Board retains for itself and does not delegate to any executive management or staff position the following responsibilities:

1. Approval of all operating, capital, cash flow and property maintenance budgets and amendments to these budgets.
2. Commitment of unbudgeted operating expenditure for any future invoice value in excess of \$1,000.00.
3. The commitment or purchase of capital expenditure.
4. The disposal of fixed assets in excess of a net depreciated value of \$500.00.
5. Approval of the delegations schedule of persons authorised to initiate certain transactions as detailed on the attached delegations schedule.
6. The appointment of any staff (in excess of positions funded by the Ministry of Education) and the salary and terms of conditions on which they are employed.
7. The termination of employment of any paid employee.
8. The signing of any contracts for service and the engagement of persons or firms who will provide services.
9. In conjunction with the MCNPTB, signing applications for special grants for additional buildings.
10. Formal communication and agreements with the Minister of Education and any other Minister of the Crown.
11. Responses to the Secretary of Education or any other permanent head of government department which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Board Chairperson.
12. Interviews with the media and the distribution of media releases on any matter of policy which involves the school, i.e. it should not apply to the recognition of school activities, the release of which should be at the discretion of the Principal.
13. The initiation of any legal actions and any communications in relation to these actions.
14. Signature of any formal or legal agreement that is in the name of the school and must involve the Board.

NB: These responsibilities are in addition to those specified in Acts and regulations by which the Board is bound.

### **Board delegations to the Principal**

The Board delegates to the Principal the responsibilities listed below:

1. The day to day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official educational policy documents.
2. The implementation of any other requirements specified by Act of Parliament, the Secretary of Education, any other permanent head of a Government department and for individual and collective employment agreements.
3. Approval of any orders for goods and services provided such an order will not exceed the Board approved budget allocation.
4. Authority to pay promptly invoices received for goods and services provided a schedule(s) of these payments is tabled at each Board meeting.
5. Ordering fixed assets, capital expenditure that has the prior approval of the Board.
6. The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given to any other staff member.
7. Communication with parents, officials, representatives of educational organisations and other firms and organisations with whom the principal deals as part of their curriculum and resource management responsibilities.
8. Delegate in writing to specified staff positions responsibilities according to the format set out in the next appendix. *See Appendix A.*

NB: These responsibilities complement those responsibilities and achievements specified in the principal's annual performance agreements with the Board.

In the absence of the principal from the school for more than 5 days these delegations or any modification of them shall be exercised by a Deputy Principal with the separate and prior approval of the Board Chairperson.

## Delegations Schedule:

	<b>Task</b>	<b>Responsibility</b>
1.	In the absence of the Principal authority to manage the day to day administration of the College shall be given to the Deputy Principal nominated by the BOT	1. Deputy Principal (1) 2. Deputy Principal (2) 3. DRS 4. Leaders of Learning
2.	Authorise payment of creditors by cheque or electronic banking. Transaction to be signed by no less than two of the authorised signatories.  NB: Under no circumstances will cheques be pre-signed and all payments must be supported by a properly approved invoice or receipt.  Bank account numbers, passwords and electronic authorising devices must only be held on school premises.	Principal
3.	Authority to approve education outside the classroom involving overnight trips provided school procedural requirements are met. The Principal to report such trips to the Board on a monthly basis.	Principal
4.	Authority to transfer money between any Board cheque or at call account.	Principal

### Schedule of Delegation

To be signed by the Principal annually.

## Schedule of Delegation

### Principal's Delegation to Specified Positions

With the Board's delegation to me as Principal and with the Board's approval for me to delegate to a specified staff position in the Principals absence of 5 days or more, I delegate the position of

ACTING PRINCIPAL to HOLLY MILLER

With the following responsibilities:

- Approval of any goods and services provided such an order will not exceed the Board approved budget allocation
- The Board delegates to the Principal the responsibilities listed below
- To maintain the strategic direction of the school and any annual goals that may have already been set by the Board of Trustees
- The day to day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official educational policy documents.
- The implementation of any other requirements specified by Act of Parliament, the Secretary of Education, any other permanent head of a government department and for individual and collective employment agreements.
- Approval of any orders for goods and services provided such an order will not exceed the Board approved budget allocation.
- Authority to pay promptly invoices received for goods and services provided a schedule(s) of these payments is tabled at each Board meeting.
- Ordering fixed assets, capital expenditure that has the prior approval of the Board.
- The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given to any other staff member.
- Communication with parents, officials, representatives of educational organisations and other firms and organisations with whom the principal deals as part of their curriculum and resource management responsibilities.

Full Name: BARBARA BLYTH CORTELLOE <sup>Acting</sup> (Principal)

Signed by: 

Date: 6/7/22

I accept responsibility for the proper execution of the delegations assigned to me and will exercise these in terms of the requirements set out in the Board's Schedule of Delegations. I acknowledge that I cannot further delegate those powers delegated to me by the Principal.

Full Name: Holly Miller (Delegated Authority)

Signed by: 

Date: 6/7/22

Sacred Heart Girls' College New Plymouth NAG 3 – Personnel