



RESOURCES POLICY

POLICY STATEMENT

Rangiora High School is committed to providing staff and students adequate resources to deliver a meaningful and appropriate Curriculum in a safe environment and within the budget ratified by the Board of Trustees.

November 2007

Relevant Legislation, Contracts, NEGs and NAGs:	<ul style="list-style-type: none"> ▪ Education Act 1989 ▪ Education Amendment Act 1996 ▪ Education Lands Act 1949 ▪ Education Standards Act 2001 ▪ Crown Entities Act 2004 ▪ Public Works Act 1981 ▪ Public Finance Act 1989 ▪ Health and Safety in Employment Act 1992 ▪ Health and Safety in Employment Amendment Act 1998 ▪ Health and Safety in Employment Amendment Act 2002 ▪ National Education Goals 1 – 10 ▪ NAG 4 and NAG 5(i) ▪ New Zealand Equivalents to International Reporting Standards’ (NZ IFRS) ▪ The Code of Practice – Ministry of Education ▪ Education Amendment Act (N.4) 1991 ▪ Consumers Guarantee Act
Responsibility for Policy:	<ul style="list-style-type: none"> ▪ Board of Trustees ▪ Committee Responsible: Resources
Current Version:	November 2007
Next review Date:	November 2010

The Resource Policy covers the following Procedures / Protocols:

- Asset Management
- Canteen
- Computer Technology
- Continuing & Community Education
- Departmental Budgets
- Fee Paying International Students' Refunds
- Fees for School Related Trips
- Finance
- Funding Committee
- Fundraising
- Health & Safety
- Lockdown Management
- Property & Maintenance
- Resources
- Response to National or Civil Defence Emergency
- Sponsorship

TABLE OF CONTENTS

Asset Management.....	5
Canteen.....	7
Computer Technology.....	8
Continuing & Community Education.....	10
Departmental Budgets.....	14
Fee Paying International Students' Refunds	15
Fees for School Related Trips	17
Finance.....	18
Funding Committee.....	20
Fundraising.....	21
Health & Safety	23
Lockdown Management.....	24
Property & Maintenance	31
Resources.....	33
Response to National or Civil Defence Emergency	34
Sponsorship.....	36

PROCEDURES / PROTOCOLS

Asset Management

Rationale

- To provide management of assets which is systematic, and a structural process covering the whole life of assets in order to meet the goals of the School as set out in the School's Charter.
- The management of assets includes the purchase of assets and the maintenance of existing assets.

Definition of an asset

- A single item of enduring value (or component parts adding to a value of) over the value of \$250 (exclusive of GST). To be classified as an asset, an item must be tangible and have a useful life of more than one year. Examples of an asset will include classroom furniture and curtains.

Purpose

1. To establish an effective system of resource acquisition and allocation that provides for an annual and long-term prioritisation of purchases for budgeting purposes.
2. To ensure that teaching resources provided are those best suited to the learning needs of students and requirements of curriculum programmes.
3. To ensure that management system guidelines are clear, known and followed by all staff and pupils where appropriate.
4. To ensure that all resources over the value of \$250 that are acquired will be catalogued and entered on the Assets Register held by the Finance Manager.
5. To ensure that provision is made for the budgeting of future expenditure on security systems, repairs and maintenance for assets.

Guidelines

- A minimum of 5% of the annual operations grant will be allocated to the purchase of assets annually.
- The rates of depreciation will be set annually.

The Planning Process

- A ten- year future plan will be drawn up by the budget committee and reviewed each year.
- During term three each year staff with responsibilities for areas within the school will be consulted by the Budget Committee to submit prioritised requests for asset purchases. See attached list.

Acquisition

- All orders for asset purchases are to be made through the purchasing officer and when appropriate a series of quotes obtained. A Fixed Asset Addition form must be completed when an asset enters the school for the first time.

Decision-making and Accountability

- An assets management group comprised of the Finance Manager, a representative of the Resources committee, another member of the management team and an HOD of a large department, will be responsible for drawing up a ten year purchasing plan for assets. The group will also call for asset requests from Departments who are wishing to purchase assets from their Department budgets and other operational areas.
- It is the role of this group to ensure that any purchases comply with the criteria for assets purchases for the whole school eg duplication, school priorities, universality and compatibility with other assets purchased within the school, and taking account of future budgets for repairs and maintenance and replacement.
- The ten year purchasing plan must be submitted for approval to the Resources committee annually.

Disposal

- The decision on disposal of assets must be made by the Asset Management group in consultation with the Department concerned. When an asset is disposed of any profits on sale must be returned to the Asset Purchase pool.

Management and Control

- The Asset Management Group has responsibility for the management of assets including repairs and maintenance, and inclusion on the Asset Register. All audio visual/teaching equipment repairs to be referred to the Purchasing Officer. Computer equipment repairs/malfunctions to the Computer Technician. Any non-electrical repairs and/or other repairs must be referred to the Property Manager.
- Any area of operation which requires assets as part of their operation must comply with the assets purchase cycle, working through the Asset Management group.
- A contingency fund will be set aside each year to provide for emergency asset acquisition. To cover replacement of existing assets where they fail. The Principal and the Finance Manager (after consultation with the chairperson of the Board) have the discretion to spend this contingency fund and this expenditure is to be reported to the Resources Committee at its next scheduled meeting.
- All asset purchases must be approved on an annual cycle as part of the budget setting process by the asset management group and handled by the purchasing officer.
- The Asset Management Group are responsible for the security and storage of assets on and off the premises.

PROCEDURES / PROTOCOLS

Canteen

Rationale

- Rangiora High School accepts it has an obligation to educate pupils and staff about making healthy decisions in relation to diet.

Principles

1. The school canteen will follow the guidelines recommended by Heartbeat, New Zealand, in regard to the operation of the school canteen.
2. The canteen and its staff will set a good example in relation to hygiene, presentation, courtesy and efficiency.
3. A wide range of food options will be made available and healthy foods will be promoted so that students may learn to make responsible choices for themselves.

Guidelines

1. The canteen operator will follow the requirements of the tender document attached.
2. A school canteen committee will oversee the operation of the canteen. Day-to-day operations to be monitored by the convenor of that committee.

Outcomes

1. As a result of this policy, pupils will be provided with a range of food options which meet national nutritional guidelines, served in a hygienic environment and courteous manner.
2. The canteen will contribute positively to the total well-being of staff and students.

Evaluation

- The operation of the canteen will be reviewed twice yearly by a sub-committee of the school canteen committee, who will make a report to the Board of Trustees.

PROCEDURES / PROTOCOLS

Computer Technology

Rationale

- The aim of this policy is to ensure that computer technology is made available to as wide a range of students and staff as possible, and that the resources are managed effectively.

Objectives

1. That any computer purchases are made to ensure the most effective use of money.
2. That the environment in which computers are placed is secure and meets health and safety requirements.
3. That departments keep up to date with changes in computer technology as it relates to curriculum in their area.
4. That adequate staff training is provided.

Curriculum

- Departments identify any area of a national subject syllabus where the use of computers is required.
- A statement about the use of a computer component of any subject to be included as part of any subject scheme of work.

Staff training

- The basic functions of word processing, spreadsheet and database are fundamental to any computer use, and training should be initially available in these areas to those staff who require it.
- Staff training requirements will be identified by individual Departments.
- The training of staff will be co-ordinated by the management group.

Budget - Planning and Funding

- Funding will be allocated each year to achieve
 - a) Maintenance of the existing computer equipment (allowing for depreciation).
 - b) Allowance for additions and upgrades as identified by the management plan.
- Funding to maintain present equipment will be equivalent to 20% of the current asset value.
- Maintenance and routine repairs will be budgeted for each year. Actual cost of maintenance will be monitored to :
 - a) identify any items which should be replaced ahead of schedule,
 - b) to check that cost is comparable to the planning budget figures.
- Funding will be made available for staff training.

Physical environment

- Along with the purchase of hardware and software consideration must be given to providing a suitable environment for the machines.

- Suitable room(s) - lighting, no chalk dust, carpet to reduce noise, storage area, ante-room
- Controlled access
- Suitable desks and chairs
- Proper power and network reticulation
- Insurance company requirements
- Security (eg locks, burglar alarms)

Ethics and Copyright - Staying within the law

- No pirated software
- Site licences to be purchased when available
- No mass copying of documentation
- Safe guards to prevent pupil piracy of school software
- No grey imports

Recommendations from writing party

Formation of management group

A management group will be established with the following responsibilities:

1. To forward plan for purchases of computers.
2. To make budget recommendations to Finance Committee to implement planned purchases.
3. To co-ordinate purchase of computer equipment and assist departments in the purchase of software to ensure that duplication of purchase does not occur.
4. To co-ordinate the planning of staff training and assist and advise staff in the use of computers across the curriculum.
5. To keep up to date with current developments in computer technology as it relates to computers in the classroom.
6. To maintain an up to date register of computer equipment and software. A folder containing lists of available software to be placed in staff library and be kept up to date.
7. To ensure that the school remains within the law in the matter of software copyright.

The 5 year plan

- The development of computer technology will operate in a 5 year timeframe with an annual review, by staff and the Board of Trustees, to ensure the policy remains current. The 5 year plan is an on-going statement of the school goals for developing educational computing, with the current year always being year 1 of the plan.
- The 5 year timeframe will allow the school to:
 - depreciate equipment on a five year life-span (20% per annum)
 - provide for planned replacements
 - provide data for future budgetary needs
 - allow staff to plan for curriculum changes
 - assess the status of individual items of computer equipment at the end of a 5-year period in order to determine whether it should be sold on the open market (students/parents/community) and the proceeds returned to the computer budgeting plan or retained within the school.

PROCEDURES / PROTOCOLS

Continuing & Community Education

Rationale

- Rangiora High School will provide quality Continuing and Community Education to adults in the community who are over the age of 16 years and no longer full time secondary school students. Community use of the school's resources will generate funds that will be used to provide further resources for the students of the school and to support and extend the school's Continuing and Community Education programme.

Definition

- *Continuing Education* is offered to adults at Rangiora High School and is allocated a quantum of hours from the continuing and community education hours provided to the school by the Ministry of Education annually. This programme is organised directly by the school's Community Education Co-ordinator.
- *Community Education* is offered to adults and organised and run by community groups which obtain funding by applying to the school's Community Education Advisory Committee. A proportion of the school's Continuing and Community Education hours is allocated for distribution each year to community groups.

Goals

1. To provide high quality continuing education and training programmes for adults.
2. To liaise and work co-operatively with community groups to identify and meet community education needs.
3. To ensure appropriate resources and training are provided for tutors and liaison staff.
4. To ensure that fees are set realistically to enable as many people in the community as possible to take advantage of Continuing Education.

Guidelines

- The position of Community Education co-ordinator will be advertised and all staff may apply. The position will be awarded for a period of two years. The co-ordinator will be given a time allowance of one weekly teaching half day (2.5 hours) to administer the programme.

The Advisory Group

- A Community Education Advisory Group will be appointed to oversee the provision of the programme. This will consist of the Co-ordinator, the Liaison Assistant, the Principal, and representatives from community groups who access the resource, tutors and the Board of Trustees.
- The Advisory group will meet at least twice a year:
 - a) to consider and authorise funding requests from community groups and approve the programme goals for the year; and
 - b) to consider and authorise the allocation of funds generated by the programme.

The Continuing Education Programme

- Fees for Continuing Education courses will be determined by the Co-ordinator and submitted to the Board for approval. Courses will be costed to include the provision of teaching resources for each course, the costs of materials required for each course and the costs of overheads including heat, power, cleaning, administration and security together with the costs of meeting any Health and Safety requirements. Fees will reflect these costings together with the number of students taking each course together with the nature of the course. A key consideration in setting fees shall be the need to ensure accessibility for all to community education courses. Where courses are self-funding rather than supported by community education hours the course costings will also include the cost of the tutor's remuneration together with any actual and reasonable expenses incurred by the tutor.
- *Annual Report:* a report on Continuing and Community Education activities will be provided annually to the Board of Trustees.
- *Health and Safety:* Tutors will report any issues concerning health and safety to the co-ordinator. Tutors will receive advice as appropriate on health and safety procedures from the Health & Safety co-ordinator. The co-ordinator will report back to the Resources Committee on action taken to address health and safety issues.
- *Evacuation procedures:* The co - ordinator or course tutors will ensure that course members are advised of evacuation procedures.
- Tutors will be offered group training in working with adults at least once every two years. New tutors will be offered individual training by the Co-ordinator or other suitably qualified person.
- All applicants for enrolment will be treated on a first come, first served basis. Enrolments will not be accepted by phone.
- Maximum and minimum class sizes will be determined by the Co-ordinator in consultation with the tutor.
- Courses may be offered which are self funding and they will be recorded as being part of the Continuing Education programme.
- Classes may be held on or off the school grounds, and at any time in the day or weekend when the facilities are not required for secondary school student programmes.
- School employees may take up places on continuing education courses without paying fees if there are vacancies. Placement will be at the discretion of the co-ordinator.

Utilisation of the Community Education resource

- In utilising the community education resource the school will observe the following guidelines:
 - Community groups will be invited each year to submit proposals for community education programmes.
 - Groups may seek funding support from the Community Education programme for activities, which they wish to organise.
 - The Community Education Advisory Committee will draw up criteria for the allocation of funds to community groups and will review these criteria each year.
 - In allocating funds the Advisory Committee will ensure that all groups are treated fairly and in accordance with the criteria.
 - No community group can be guaranteed funding from year to year.

The Allocation of Surplus funds generated by Community Education

- The funds remaining after all the expenses of running the programme are met will be allocated by the Community Advisory Group:
 - a) Departments whose resources are used for the Continuing Education programme will be invited to submit requests for financial assistance to purchase assets to the Community Advisory Group before their meeting at the end of each year
 - b) These will be considered by the committee and prioritised according to guidelines drawn up by the committee. These guidelines will be reviewed each year before any allocations are made. A key guideline will be providing assistance to departments to replace assets used extensively in continuing education programmes.
 - c) Recommendations will go to the Asset Management committee for their authorisation for spending. Consultation with the Advisory Group will take place if there is any need for clarification.
 - d) Any surplus funds remaining will be allocated to whole-school projects that benefit all students.

Review

- This policy will be reviewed every three years by the Resources Committee.

Appendices:

1. Co-ordinator's position description
2. Ministry of Education Circular 98/41
3. RS 44
4. Community Education Advisory Committee membership

CO-ORDINATOR'S POSITION DESCRIPTION

The Community and Community Education Co-ordinator will be responsible for:

- a) preparing a budget for the year that makes provision for all costs associated with administering the programme, professional development for personnel and a per capita grant for Departments providing courses.
- b) preparing the goals for the year in consultation with the Advisory group and sending them to the Ministry of Education by March 31
- c) identifying the needs of the community for training/education programmes
- d) seeking suitably qualified tutors who can provide a course
- e) assisting tutors to develop a course, training tutors in teaching adults, providing resources they need eg rooms, equipment, photocopying
- f) advertising and promotion of the courses being offered
- g) liaising with the staff at school to use their room and/or resources for Community Education classes.
- h) developing, with the Liaison Assistant, all the documentation needed to process applications
- i) ensuring tutors are provided with a contract, a class roll including phone numbers of students, Health and Safety documentation including emergency procedures, evaluation forms and course completion certificates
- j) keeping in contact with each tutor during the course to ensure their needs and concerns are met and any problems resolved to the satisfaction of all parties
- k) completing a staffing return each term and submitting it to School Support for tutor payments
- l) at the end of the year completing an RS44 return for the Ministry of Education, and an annual report for the Board of Trustees (copy attached)

To be attached to the policy:

- Ministry of Education Circular 98/41
- RS 44

PROCEDURES / PROTOCOLS

Departmental Budgets

Rationale

- A consistent policy will allow an open and equitable allocation of funds to each Department.

Principles

1. The method by which allocation of funds is made to Departments will be open and published.
2. Control over funds once allocated give Heads of Department greater decision making power.
3. Accountability is encouraged as Departments which are efficient in the acquisition and use of resources will have more discretionary spending. This will encourage better systems of resource allocation and retrieval, and therefore better value for money.

Guidelines

- Money from the classroom materials and textbook grants are to be combined to make a single operations grant-pool.
- 70% of the total pool to be divided among the Departments on a student/hours basis, and loaded 52% for Seniors, 48% for Juniors.
- This is to provide all felt pens, chalk, scissors, photocopying incl tests, (Common tests/exams excepted) teacher resources etc. Text book purchases will also come from this pool and bulk ordering in Oct/Nov will have to be budgeted for. There will be no separate textbook allocation.
- The remaining 30% is to be retained by the Finance Committee and allocated to setting up grants for new subjects, special projects, innovations, grants to new HOD's and for consumables, and tools.
- Budget to be allocated after 1 March return, but spending may take place earlier on the expectation that funds will be allocated.
- Each Department should keep a ledger and HODs should make a monthly reconciliation of each Department account.
- All invoices to be given to the Bursar who will seek authorisation from HOD for payment and supply a photocopy to the HOD
- All fees for subjects or asset sales must be approved by the Finance Committee. Once approved, all money from fees and sale of assets to be the property of the Department.
- Fines for lost or damaged books/equipment also to be paid in to Department account.
- Department budget savings or over-runs will be carried over to the next year.

NOTE:

- *Student/Hour:* Multiply the number of pupils doing the subject at each level, by the number of hours in a week that the course runs.
Form 3 English - 290 pupils x 3 hours per week = 870 pupil hours
NB: Form 3 electives x 1 hour per week.
- *Consumables:* Those items which are used up by pupils in the course of their work and which are not recovered by course fees and which are not normally expected to be provided by students. Examples include poster paper, glue, chemicals, cleaning materials. This does not extend to photocopying, scissors, tools, or wages for teacher aides.

PROCEDURES / PROTOCOLS

Fee Paying International Students' Refunds

Rationale

- The policy applies to Fee Paying International Students only and should be given in accordance with the contract the signatory has with the student and in line with the Code of Practice.
- This policy refers to Refunds of All fees paid by Agents, Parents and Students. Where at any time a fee paying student withdraws from a course at Rangiora High School, the Board will refund the whole or part of all monies paid.

Procedures

- In order to be eligible for any refund the Parents must apply in writing to the Rangiora High School. All refunds will be made to the parent or the agent with written authority from the parent. No refunds will be given directly to the student.
- If notice of cancellation is received in writing two weeks before the start of the course, full tuition will be refunded less any agency fees. Rangiora High School reserves the right to deduct an administration cost of \$500.
- If the Parents wish to cancel the student's further study after the course has started, the following will be deducted.
 - Loss of all fees for the term which has been started **and** the next term.
 - A \$500 administration fee will be deducted and any other costs incurred.
- Except in exceptional circumstances, no refund will be payable to the Parents who withdraws the student in the second half of the course. In the case of a full-time student, this would be the commencement of Term 3.
- No refunds will be made to the Parents whose student is asked to leave the school because of misbehaviour, poor attendance or violation of the New Zealand law, including traffic laws or if the school receives false and/or misleading information on enrolment.
- No refunds will be made to the Parents who wish to transfer the student to another school for whatever reason without Rangiora High School approval.
- Any remaining homestay fees will be refunded in full.
- A student gaining permanent residence while in a paid course will not be entitled to a refund.
- The school's fees protection policy ensures the school has sufficient funds to meet the requirement of any refund entitled to a student.

Reason for the Policy

- Rangiora High School is committed to providing a Refund's policy in accordance to the Code of Practice Procedures Section 4.2.4

Who Should Know this Policy

- This policy applies to and is relevant to the following parties of Rangiora High School:
 - Parents and Students
 - Agents and International agencies
 - Deans, Heads of House and Guidance Staff
 - The Principal and Senior Management
 - The Board of Trustees
 - The Administrators of the Code of Practice

Contacts

- Personnel who may be contacted for further clarification may include:
 - Principal
 - Director of International Students
 - BOT Member

PROCEDURES / PROTOCOLS

Fees for School Related Trips

Rationale

- Rangiora High School should not underwrite the costs of sports or cultural fees or travel.

Principles

1. Where players are required to pay subscriptions, these are to be paid before the player can participate in a school team or group.
2. When travel fees are required, pupils who have not paid the fee, or made alternative arrangements for payment, will not be allowed to travel.
3. Where the payment of these fees presents a financial burden for a family, notification needs to be given to the Principal so that an alternative system of payment can be arranged.
4. The actual cost of a team subscription and travel is to be divided equally among all the group or regular team players. Part time players should pay an agreed, reduced sum. Coaches/teachers may not impose an additional or excess charge to cover non-payers.

Guidelines

- Costs or subscriptions need to be advertised well in advance. This should be done at the first meeting or team trial, or registration day, and should take the form of a written note to parents.
- Notification of subscription and travel costs and team/group lists to be given to the Bursar one week prior to the first game or event.
- A player/group member who has not paid their fees, or arranged alternative payments, cannot be considered for selection, even if this means defaulting, or playing a part team/group.
- "Fill in" or substitute players who offer their services to a team can be expected to pay full transport charges for that day. No fee or sub is payable until the person agrees to play regularly or has played 3 games.
- Travel fees are to be paid to the Bursar 2 days prior to the trip, with the coach/teacher having the discretion to permit one day's grace.
- Team members are expected to travel with the rest of their group. Individual transport arrangements are not permitted except under special circumstances.
- The team manager is responsible for keeping a team list and for ensuring that those students playing have paid any fees owing.
- All fees in excess of \$5.00 to be paid directly to the Bursar. Team Coaches/Managers are responsible for collecting and paying in smaller amounts.

PROCEDURES / PROTOCOLS

Finance

Rationale

- Effective teaching and learning at Rangiora High School depends upon effective financial planning and management. The Finance Policy sets out the goals and procedures to be followed to ensure that the school's finances are fairly allocated and wisely managed.

Goals

1. To ensure that all income and expenditure is budgeted to enable the school's charter goals and objectives to be met.
2. To ensure needs are prioritised and financed according to an agreed order.
3. To ensure all areas of need and all programmes of learning have a budget.
4. To ensure that all those with responsibility prepare a budget following a formula provided by the Resources Committee.
5. To budget tagged funding in the areas it is targeted to.
6. To prepare financial statements that meet the requirements and needs of the Board of Trustees, staff, community, auditors and the Ministry of Education to provide guidelines for financial procedures within the school.

Guidelines

- The school's management will provide clear procedures, instructions and financial records to all people who handle money.
- The school will employ a Finance Clerk:
 - to handle all money transactions at school
 - bank monies received and
 - process accounts for payment
- The school will employ a Finance Manager whose responsibility it will be:
 - to liaise with Canterbury Education Services on financial matters
 - to maintain an oversight of monthly financial statements
 - to draft the school's budget in consultation with the Principal
 - to liaise with auditors
 - to provide data to Canterbury Education Services, auditors and the Ministry of Education on financial matters as and when required
 - to provide advice to the resources committee and the Board on financial issues, including the impact of legislation and Ministry circulars
 - to attend resources committee and Board meetings in her/his capacity as Finance Controller.
- The school will use Canterbury Education Services to prepare all financial statements and keep financial records.
- The school will require Canterbury Education Services to present a monthly statement of accounts and spending records.
- The school will make an annual financial report to the community. This will be prepared with the assistance of Education Services.

- A sub-committee of the Board of Trustees will have responsibility to plan, revise and monitor the budget. Membership of this sub-committee will also include the senior management of the school (Principal, Deputy Principals) and the Finance Manager, together with other co-opted staff members as the need arises.
- The Resources Committee will call for submissions from staff by the beginning of Term 3 each year before setting its new finance objectives for the following year.
- The Resources Committee will establish a final budget for the school's total expenditure by the first week in December of the preceding year.

PROCEDURES / PROTOCOLS

Funding Committee

Rationale

- This is an Operational Committee on which there will be both teacher and student representation in such numbers as to ensure that teacher and student views are fairly represented and that the committee can effectively carry out its work.

Responsibilities

- The committee is responsible for co-ordinating work days or whole-school initiatives.
- The committee is responsible for receiving applications for the allocation of funds raised through Funding Committee initiatives, and from donations received from the student activities fee.
- The committee is authorised to determine how the funds collected as student activity fees will be spent once funds for subject material fees, library funds, sporting equipment and the school year book funds have been subtracted.
- Decisions will be made in accordance with criteria established and approved by the Student Council and the Board of Trustees. These criteria will be widely publicised so that staff and students understand the procedures to be followed when seeking funds and the grounds on which decisions will be made.
- The Principal is given discretion to approve small applications for support up to a total of \$2000 in any one year, with a regular report being provided to the Funding Committee on the use of that discretion.
- Regular reports will be made to the Student Council and to the Board of Trustees on the activities of the Committee.

Criteria for Application

- All applications for funds should be made in writing.
- Consideration should be given to:
 - the efforts made to raise funds by the group or individual
 - the nature of the activity and the number of students it may influence/benefit
 - the time available for fund raising (in some cases groups/individuals may have insufficient time to raise money because of late selection etc)
 - whether the activity project has received funding already
 - whether the project has received funding from other sources
 - whether the project/activity requires full or partial funding to occur
 - how the success of the project is to be measured at its conclusion

NOTE: Requests normally funded from the operations grant through the Resources Committee will be low in the order of priority.

PROCEDURES / PROTOCOLS

Fundraising

Rationale

- Learning outcomes for all students will be improved where activities are fully funded. School activities will need to be supported from time to time by local fundraising, which aims to supplement the operations grant.
- Fundraising by student work will provide a service to the community. Fundraising through student sales will provide training in business experience. Group activities enhance the school climate and fundraising assists in drawing parents more closely into the life of the school.

Purposes of Fundraising

1. to raise money to purchase capital items for the school, funding for trips and other benefits which the students will enjoy directly
2. to involve students in providing services to the community through workdays and other service-type activities
3. to give students experience in business activities
4. to encourage students to value equipment they help to provide
5. to provide opportunity for students to decide how some of the funds can be spent
6. to give the community a sense of having a greater involvement in the school
7. to provide opportunity for students and to give support to service projects

Guidelines

1. The school's fundraising committee will include at least two student representatives and will have responsibility for planning and overseeing whole school fundraising activities each year.
2. The fundraising committee will draw up recommendations to the Board on fundraising targets for the next year; such targets will be incorporated into the school budget.
3. If any expenses are incurred or asset purchases required to maintain the fundraising project these will be deducted from any income made from the projects (any asset purchase must first be approved by the Asset Management Group).
4. Group fundraising
 - a) Approval must be gained from the Principal for school groups to engage in fundraising for amounts up to a total of \$500.00.
 - b) For sums in excess of \$500.00 Board approval must be sought.
 - c) Approval from the Board must be sought before the first meeting of parents and students to set up a fundraising committee.
 - d) All fundraising will be supervised and/or organised by a staff.
 - e) All funds raised will be spent only at the approval of the Board of Trustees.
 - f) All fundraising ventures will keep account of money raised and spent according to proper accounting practice.

 - g) All monies will be handled by the Finance Clerk and Canterbury Education Services unless permission is sought from, and approval given by the Board of Trustees to keep a separate account.

- h) Fundraising ventures are publish their results and their accounts to the group involved at the end of the activity. A copy is be sent to the Board of Trustees.
Fundraising for activities - such as sports trips or recreational trips must follow the guidelines (i - l)
- i) Fundraising activities should not aim to raise money in excess of the requirements of the group.
Where excess monies are raised a decision on the disbursement of those funds should be made by parents and students and the Board should be informed of that decision.
- j) Before commencing fundraising, the group wishing to undertake such activities should give to the Board in writing the fundraising target they wish to achieve and the timetable for fundraising they wish to follow together with an indication of the kinds of fundraising activity they want to undertake.
- k) The Board will expect that students and their families will contribute part of the cost of their activity themselves.
- l) Maximum fundraising targets for school groups will be - groups of over 20 students \$25,000: groups under 20 students \$15,000.
Groups wishing to exceed these maxima must present a case to the Board before commencing fundraising.
- m) The cost of relief staff to cover for staff participating in the group activities may be required to be covered by fundraising.
The contribution the school will make towards covering for staff absences will be negotiated between management and the group at the earliest opportunity and a recommendation made to the Board.

PROCEDURES / PROTOCOLS

Health & Safety

Rationale

- The Board of Trustees is required to ensure that all hazards on the site at the school are identified and that the school environment is safe for all students, staff and visitors. This policy aims to ensure that procedures are set up to ensure that the requirements of the Board under the Health and Safety in Employment Act 1992 are met.

Purpose

1. To ensure that the school is a safe place of work for staff, students and visitors.
2. To maintain correct procedures for the maintenance of equipment and materials to ensure that they are safe and properly handled.
3. To establish safe work practices and to implement procedures to ensure that these practices are followed.
4. To provide supervision and training.
5. To ensure that all students, staff and visitors understand the concept of a safe and healthy workplace.
6. To accept the need for delegating responsibility for promotion of a safe and healthy workplace to all involved at the school.

Guidelines

- The Board will review from time to time the Health and Safety Manual.
- Staff and students will be made aware of the school's health and safety rules and the Board will ensure that the staff and students are aware of the Health and Safety Manual.
- At the beginning of each year, the Resources Committee will appoint a group from the committee to take responsibility for monitoring the operation of the Health and Safety policy; other people from outside the committee may be co-opted if required; the group will report to the committee at least annually.
- Staff and students will be encouraged to bring to the attention of the Resources Committee hazards to health and safety and issues concerning health and safety.
- Staff and students will be made aware of emergency procedures.
- Hazards will be identified to staff, students and visitors as appropriate.
- On a continuing basis, hazards will be identified and noted to enable action to be taken.
- Training needs for staff will become part of the Professional Development programme of the school.

PROCEDURES / PROTOCOLS

Lockdown Management

Rationale

- Rangiora High School will have a Lockdown Action Plan which will be based on an established strategy to deal with a major violent incident. In the event of a major violent incident Rangiora High School will not maintain full services. This policy provides guidelines outlining how the school, its resources, staff and students will be managed.

Definition

- The term 'lockdown' describes the steps that school staff members take to ensure the safety and security of school occupants during a violent incident. The entire school including staff, students, administrators, and visitors must be prepared to implement this plan quickly and effectively.

Roles

- **School Staff:** School staff, and in particular the senior administration team, have the overall responsibility for the safety and well being of students. The Principal, during a violent incident, has additional responsibilities in terms of working closely with police.
- **Students:** Students have a responsibility to be familiar with this plan and to respond quickly to the direction of staff during a crisis situation. In addition, any student with information or knowledge prior to or during a crisis situation must come forward with that information immediately.
- **Police:** Police are responsible to respond to and investigate violent incidents as defined in this plan. During a violent incident, police will assume command and control of the response and investigation but will liaise and work closely with school administration throughout the process.
- **Parents/Guardians:** Parents and guardians must be aware of the existence of this plan and shall reinforce with their children student responsibilities to follow directions during a crisis and disclose any information they may have prior to or during a crisis situation.
- **Training:** Emergency plans are of little value in a crisis situation if the plan is not exercised on a regular basis. School administrators will be required to review this plan with staff at least twice during each school year. Police shall participate in this training. Police services are required to ensure all members who may be dispatched to a call for service at a school are fully trained in this plan.
- **Drills** – Rangiora High School is required to have one Code Red – Lockdown Drill each school Term. The responsibility for these drills including scheduling lies with the school principal. Police should be in attendance to monitor and participate in a debriefing following the drill. Drills shall come under the direction of the principal, with police in attendance for support. A record of the date of the drills must be kept.

Violent Incident

For the purposes of this plan, a violent incident is defined as a situation involving an armed individual posing immediate threat to life (i.e. has a gun, knife, explosives, etc.).

When a Violent Incident Occurs

- Although every effort is made to ensure a safe school environment, staff and students need to be aware of the possibility that a violent incident can occur at any time or in any location within a school.
- If you observe a violent incident, **DO NOT CONFRONT THE SUSPECT**. Dial the school emergency extension 888. It is critical to notify the administration office immediately. As well, if it is safe to do so without danger to yourself or others, obtain the following details for your report to the administration office:
 - Location and number of suspects;
 - Suspect moving or stationary;
 - Identity of suspect
 - Description of physical appearance of suspect (clothing, build, etc.);
 - Description of weapons;
 - Possible motive or threats made; and
 - Any known injuries and location of casualties.

When administration office staff are notified of violent incident

- When a violent incident is reported, staff in the office need to keep the flow of information going, obtaining as much detail about the incident as possible from the initial observer. A priority at this point is to confirm a violent incident is occurring. After confirming that a violent incident has occurred, immediately implement the Violent Incident Emergency Response Plan. Focus on maintaining calm.

Announcing Code Red

- When notified of a violent incident, activating CODE RED, calling 111, and notifying the Principal or designate should happen as closely together as possible. Responding personnel will have to use individual judgement as to what they can and should do first, keeping in mind that their primary role is taking care of students and staff at risk.

Code Red

- The person receiving the report of a violent incident initiates the Code Red by sounding the alarm. Upon hearing the Code Red alarm, staff will immediately initiate lockdown procedures. During lockdown procedures, occupants will disregard fire alarm system and school bells unless otherwise informed. Code Red is in effect until cancelled by the principal or designate.

Notification to police services, as well as fire and ambulance services if required.

- When you call 111, provide the following information:
 - identify yourself, the school name, and full address;
 - describe situation (provide all known information);
 - identify whether anyone is injured and the severity of the injuries;
 - stay on the line and continue to provide information as requested by the emergency operator;
 - explain safe approach (routes/entrance) for police and advise police where they will be met; and
 - begin to document times and events relating to the incident.

The information that is being documented will greatly assist police services during their response to this incident. If you haven't already done so, notify the Principal/ Deputy Principal of the situation and provide all known information about the incident.

Lockdown

- **Lockdown** describes the steps that school staff members take to ensure the safety and security of school occupants during a violent incident. These steps are outlined below. Every attempt should be made to respond quickly and calmly.
- **Inside School Building:** During the lockdown phase, staff will focus on taking care of students and ensuring they are directed out of harm's way.

Lockdown Procedures within Classrooms and Prefabs

Do Not Confront Suspect

- Risk identified and confirmed.
- Student Office notified.
- Alarm raised Ensure Nursery School, immediate neighbours and AMI Recreation Centre are notified
- Police informed – stay on line
- When alarm sounds staff immediately lock all external doors and windows
- Place the **YELLOW** alarm card in the classroom window to indicate the class is occupied and secure.
- Turn off all lights, cell phones and electronic devices
- Individuals are to contact the office **ONLY** with vital information regarding incident.
- Students are instructed to move to the centre of the room and remain under the desks until the **ALL CLEAR** is sounded
- Students **MUST** be silent and follow staff/police instructions
- **NO ONE** is to leave the relative safety of the classroom until the **ALL CLEAR** is sounded
- The teacher will mark the attendance in class and complete an attendance report.
- If appropriate the teacher will take appropriate measures to assist the injured without jeopardizing the safety of yourself or others.
- Disregard fire alarm system and school bells unless informed by authorised personnel
- Evacuation of buildings will occur **ONLY** at the direction of authorised personnel
- Students and staff will evacuate the buildings in an orderly manner with their hands on top of their heads
- All student property will be left in the building at that time

Outside School Building

Swimming Pool, Playing Fields and Other Open Areas

- Not all students and staff will be inside the building when a violent incident occurs. If you are outside the building, follow the steps outlined below:

DO NOT ENTER SCHOOL.

- Students and staff are to move to the nearest identified SAFE area as quickly and quietly possible and wait until the ALL CLEAR is sounded
- Students MUST be silent and follow staff/police instructions
- NO ONE is to leave the relative safety of the designated SAFE area until the ALL CLEAR is sounded
- The teacher will mark the attendance register and complete an attendance report.
- If appropriate the teacher will take appropriate measures to assist the injured without jeopardizing the safety of yourself or others.
- Disregard fire alarm system and school bells unless informed by authorised personnel
- Evacuation of SAFE area will occur ONLY at the direction of authorised personnel

Command Post

- A Command Post is the focal point for command and control of the emergency situation. This is where the police will direct the overall response to the incident and where the principal will work closely with the police providing required support. The most suitable location should be selected from the following:

On Site

LOCATION 1.	School Administration Office	03 313 7005
LOCATION 2.	School Gymnasium (AMI Office)	
LOCATION 3.	DRAMA ROOM (M 3)	
LOCATION 4.	School Library	

Off Site

Baptist Church	East Belt	03 313 4997
----------------	-----------	-------------

The following supplies will be assembled in an **EMERGENCY KIT** at each location:

- School Map
- School floor plans
- Walkie/talkies
- Contact lists
- Violent Incident Emergency Response Quick Reference
- Student and staff lists, bus lists
- Markers, pens, paper;
- Megaphone
- First aid kit
- Caution tape
- Telephone directory
- Current year book
- Access to student and staff timetables
- Alphabetical list of students with phone numbers
- Emergency medical information for students

Police

- Once police arrive on the scene, they have ultimate command of the incident. Staff, students and other occupants must provide full co-operation and follow police direction.
- Police will control access to the school and designated off-site locations. Police will assign an officer to the off-site evacuation location to communicate information to staff, students and families. Police will direct families arriving on-site to pre-designated, off-site evacuation locations where they can receive information.

Principal's Role with Police

- The principal remains primarily responsible for the safety of students and staff.
- The principal or designate will meet police on arrival and describe the situation. Administration and staff cooperate with police to make appropriate decisions.

Staff/ Student Responsibilities in Assisting Police

- **Crime Scene:** Staff, students and other occupants need to be aware that any site(s) may contain crime scene evidence. Avoid unnecessarily tampering with or disturbing evidence. To the extent possible, leave all objects exactly as they are in order to protect the crime scene for law enforcement investigations. Discourage others from disturbing potential evidence. Keep the area isolated.
- **Media Response:** Police set up a media relations centre outside incident area. Police representatives handle media relations regarding the incident and police response. The Principal as the Board's representative will handle media relations regarding Board and school related concerns.

Emergency Contacts

Emergency (Police, Fire, Ambulance)	111
Evacuation Site	03 3137005
Doctor	03 3137877
Bus Company	03 3135453
Hospital	03 3640640

Post Violent Incident Follow-Up

- Actions taken following violent incidents can have a major impact on the well being of staff, students and the broader community.
- Follow-up procedures may include the following:
 - Crisis Response Team for counselling for staff and students.
 - Provide appropriate information to parents, guardians, staff, students and the broader school community regarding the incident.

- Debrief by police of school administration present at the time of the incident.
- Co-ordinate police and school board news releases.
- Evaluate the adequacy of the Violent Incident – Emergency Response Plan and making modifications as necessary.
- Identify lessons learned and developing further preventative measures .
- Maintain close contact with any injured victims and families.
- Maintain close co-operation with police services to facilitate completion of investigations.
- Complete all necessary legal, insurance and administrative forms and documents as required.



LOCKDOWN PROCEDURES

Information to Staff and Students

If you encounter a violent offender withdraw to a safe area and call the school's emergency extension 888

DO NOT CONFRONT SUSPECT!

If you are inside a school building and you hear the **CODE RED Alarm**:

- When alarm sounds staff immediately lock all external doors and windows
- Place the **YELLOW** alarm card in the classroom window to indicate the class is occupied and secure.
- Turn off all lights, **cell phones** and electronic devices
- Individuals are to contact the office **ONLY** with vital information regarding incident.
- Students are instructed to move to the centre of the room and remain under the desks until the **ALL CLEAR** is sounded
- Students **MUST** be silent and follow staff/police instructions
- **NO-ONE** is to leave the relative safety of the classroom until the **ALL CLEAR** is sounded
- The teacher will mark the attendance in class and complete an attendance report.
- If appropriate the teacher will take appropriate measures to assist the injured without jeopardizing the safety of yourself or others.
- Disregard fire alarm system and school bells unless informed by authorised personnel
- Evacuation of buildings will occur **ONLY** at the direction of authorised personnel
- Students and staff will evacuate the buildings in an orderly manner with their hands on top of their heads
- All student property will be left in the building at that time

If you are outside a school building and you hear the **CODE RED Alarm**:

DO NOT CONFRONT SUSPECT

- **DO NOT ENTER SCHOOL BUILDINGS.**
- Students and staff are to move to the nearest identified **SAFE** area (See site map) as quickly and quietly possible and wait until the **ALL CLEAR** is sounded
- Students **MUST** be silent and follow staff/police instructions
- Turn off **cell phones** and electronic devices
- **NO-ONE** is to leave the relative safety of the designated **SAFE** area until the **ALL CLEAR** is sounded
- The teacher will mark the attendance register and complete an attendance report.
- If appropriate the teacher will take appropriate measures to assist the injured without jeopardizing the safety of yourself or others.
- Disregard fire alarm system and school bells unless informed by authorised personnel
- Evacuation of **SAFE** area will occur **ONLY** at the direction of authorised personnel

PROCEDURES / PROTOCOLS

Property & Maintenance

Rationale

1. To ensure that effective measures are in place for keeping the school and grounds in a clean and tidy condition.
2. To ensure that the school complies with minimum health, fire and safety standards.
3. To ensure that school buildings and grounds are managed and developed in ways which enable the school to meet its Charter objectives.
4. To ensure that one person at the school receives all teacher requests for maintenance, capital works, or equipment, (excluding consumables). It will be the responsibility of this person to forward requests to the appropriate sub-committee of the Board of Trustees.
5. To ensure that one person at the school is responsible for the day-to-day employment of all tradespersons and the authorising of payment of these tradespersons.
6. To comply with the conditions of the Property Occupancy Agreement.
7. To develop a property manual setting out policies, practices, procedures and responsibilities re property management.

Buildings/Grounds

Maintenance - Major

- a) To prepare programmes on maintenance to cover the current financial year and to cover proposed maintenance over a five year cycle.
- b) To ensure that this programme is carried out.
To develop a structure to prepare specifications, call tenders, accept contractor(s) and check work done.
- c) To review this programme by 1 October each year.

Maintenance - Minor

- a) To develop a programme for minor maintenance.
- b) To employ tradespersons to do maintenance about the school - electrician, carpenter, glazier, plumber etc.
- c) To delegate authority from the works committee to undertake minor or urgent maintenance costing less than \$500, to be done.
- d) To develop a system of communication within the works committee for approving, promptly, urgent maintenance costing more than \$500.
- e) To develop procedures for the payment of minor damage or vandalism, caused by students at the school, which is not accidental, e.g. broken windows, damage to furniture, buildings, etc. Seek involvement of student council.
- f) To educate students to respect school property and keep repairs and maintenance costs to a minimum. Seek involvement of student council.
- g) To ensure that teachers follow the system to communicate maintenance work to be done.

Minor Capital Works:

- a) To receive annually (early Term 3), requests from teachers for minor capital works to assist in preparing the following year's budget and to develop a programme that places works to be done in a priority order.
- b) To give immediate authority from the Works Committee for urgent minor capital works, less than \$500, to be approved by the Principal/Executive Officer.
- c) To ensure that approved minor capital work is completed, to the Works Committee and Ministry of Education's satisfaction.

Major Capital Works:

- a) To prepare a major capital works development plan and to record reasons for the decisions shown.
- b) To ensure that outstanding items on the Work Schedule are completed.
- c) To consider teacher, parent and student views in deciding priorities for major capital work and in the planning of such works.
- d) To ensure that major capital works are approved by the Ministry of Education so that it will maintain such works.
- e) To ensure that major capital works are carried out. Use Professional expertise to prepare specification, call tenders, accept contractor(s) and check work done.
- f) To establish a close working relationship between school staff and any consultants engaged to plan future work for the school.

Insurance:

- To prepare yearly recommendations to the Board of Trustees for the insurance of the school assets.

Heating:

- a) To ensure that there is adequate heating in the buildings.
- b) To monitor the heating system and its costs, and to make any necessary changes to ensure that heating costs are kept to a minimum.
- c) To educate staff and students re heating costs, and the desirability of keeping these to a minimum.

Asset Register:

- To update the Asset Register of land, buildings, plant, motor vehicles, office equipment and furniture, school equipment, furniture, tools, computer equipment, other assets, etc, by the end of November each year.

Security:

- To establish and maintain a security system which provides an efficient means of safeguarding school assets from vandalism, burglary and fire and to review this system annually.

Reporting:

- That minutes of the Works Committee be made available at Board of Trustees meetings and that a written report be presented at each monthly meeting of the Board of Trustees by the convenor of the Works Committee.

PROCEDURES / PROTOCOLS

Resources

Rationale

1. To enhance students' learning situations by the provision of up-to-date and well managed teaching resources.
2. To provide students with 'hands on' experiences of new technology where appropriate.
3. To oversee the purchase of all assets in the school.

Procedures

1. Objectives set annually for the purchase and maintenance of assets and a budget prepared.
2. In consultation with staff and pupils and suppliers the committee will update teaching resources used by the whole school, and be responsible for their issue and retrieval, maintenance and secure storage.
3. The committee will prioritize requests for assets purchases made by departments and be responsible for approvals.
4. All purchases of assets are to be made through the executive officer.
5. An inventory is kept of all assets and appropriate insurance cover is arranged.
6. A replacement policy is prepared for teaching resources for the short term ie 1 year and for the long term ie 1-5 years.
7. A policy for hire of equipment is adhered to.
8. Future plans and developments of teaching assets are made after consultation with heads of departments and management committees.
9. There is liaison with other areas of management within the school to ensure the achievement of the overall goals and objectives of Rangiora High School.
10. The workings of the Resources committee are communicated to staff, the community and the Board of Trustees.

Evaluation

- Staff are surveyed on the effectiveness of the Resources Committee.
- Reports are prepared for the Education Review Office.
- A Statement of Service Performance is prepared annually for the Financial Report of the Board of Trustees. This report compares results with objectives, and budgeted expenditure with actual.

PROCEDURES / PROTOCOLS

Response to National or Civil Defence Emergency

Rationale

- The school is required to make plans to continue providing education services to its students in the event of a national or civil defence emergency.

Objectives

- To prepare plans to enable the school to continue to provide education to its students in the event of a national or civil defence emergency which either affected the school's ability to operate as usual or which prevented some or all of its students from attending the school.
- To prepare plans to ensure that the school can play its part in assisting with any national or civil defence emergency, which might affect the district.

Relevant legislation or regulations

Civil Defence Act 1983.

S43 .. organisations .. to prepare plans to continue functioning during and after national emergency or civil defence emergency.

Every organisation shall maintain plans for the continuation to the fullest possible extent of its essential functions during and following a state of national emergency or civil defence emergency.

S 44.. organisations .. to undertake civil defence functions and responsibilities

Every organisation required by this Act or any regulations made under this Act or any operative national civil defence plan to undertake any civil defence measures or to perform any functions or duties shall take all necessary steps to undertake those measures or to perform those functions and duties.

Guidelines

- National or Civil Defence Emergencies which the school may be required to deal with include:
 - Earthquake
 - Tsunami
 - Flooding
 - Major grass scrub/ bush fires
 - Adverse weather conditions
 - Aircraft crashing on flight path into/out of Christchurch International Airport
- In consultation with the local authority and civil defence authorities the school will prepare and maintain plans to provide for the inability of students to return home immediately following any of the events outlined in 4.1. Plans will include provisions for accommodating students unable to return home immediately together with provisions for transporting students unable to return home.

- In consultation with the local authority and civil defence authorities the school will prepare and maintain plans to continue the education of students when the school's facilities have been damaged or otherwise become unavailable for education purposes. These plans will include the possibility of using :
 - Community facilities such as church halls or other buildings in other parts of the school's catchment area
 - Erecting temporary facilities on the school's grounds
 - Making provision for students to continue with their education at home
- The school will maintain contact with civil defence authorities on a regular basis (at least once a year) to ascertain the role the school may be required to play in any emergency and to provide whatever training may be required of staff and students to ensure that it can take all necessary steps to undertake required measures or perform required functions and duties.
- The school will provide at least one representative to attend civil defence briefings and exercises.

PROCEDURES / PROTOCOLS

Sponsorship

Rationale

- While the school actively seeks sponsorship and funding from public and business sources, there will be occasions when normal commercial expectations on returns from such sponsorship will be inappropriate in a school setting.

Principles

1. Sponsorship of school activities and equipment and recognition of high achievement by public and business sources is welcomed.
2. Providers and sponsors of school activities can expect to have their interest/generosity recognised publicly by the school, unless they expressly ask for anonymity.
3. The nature of such recognition is to be discussed before the acceptance of the sponsorship and referred to the Board of Trustees if contentious.
4. The Board of Trustees will give formal approval to any deals or sponsorship offers. Some companies may be deemed to be inappropriate sponsors, even if anonymity is sought.
5. The donor must accept that community sensitivities must be considered by the Board, which would not accept preferential endorsement of the business or donor, as fair commercial return in exchange for a prize or sponsorship agreement.
6. The school will not provide lists of names, addresses, or phone numbers of students or staff, to companies in exchange for sponsorship or cash.
7. Sponsorship cannot compromise any existing school policy.

Guidelines

- The type of sponsorship welcomed by the school includes:
sports equipment and clothing
 - educational equipment, tools or vehicles
 - money for special awards or prizes
 - travel on sports or cultural activities
 - livestock or capital improvements
- The public recognition of such sponsorship for a protracted period would be limited to:
 - a. a small label or tag affixed to the sponsored equipment e.g. Computer supplied by Ace Computers
 - b. company name or logo on sports gear
 - c. the tagging of a prizegiving award with the company's name, e.g. Young Farmers Prize
 - d. discreet labelling of company logo on a vehicle, e.g. Sponsored by Smith's Toyota
 - e. or other mutually agreed signage
- On first acceptance or presentation of the award, the following recognition would be appropriate:

- a. a short news release, discreet advertisement or photo opportunity, providing brief details of the prize, donor's name and the intent of the prize
- b. a brief statement at prizegiving or assembly to be made by the donor or his/her delegate. This statement to be approved in advance by the school management.
- The recipient of any individual prize or sponsorship will be required to acknowledge the gift in writing.