

Rangiora High School Board of Trustees



Timetabling Policy

Rationale

The need to establish equity and fairness for all students and staff in relation to the timetable at Rangiora High School.

Objectives

- To continue to maintain and improve the quality of learning and teaching, and hence student engagement and achievement.
- To develop an annual timetable that maximises the learning opportunities and appropriate pathways for each and every learner.
- To ensure that the school timetable reflects the direction for student learning as outlined in the New Zealand Curriculum.
- To ensure that the school timetable complies with all relevant legislation and the Secondary Teachers' Collective Employment agreement.
- To endeavour to ensure that staff workloads are fair and equitable in the interest of staff welfare.
- To ensure that the school timetable is staffed within resourcing as determined by the GMFS and Rangiora High School budget.
- To ensure processes are in place to make sure that there is compliance and accountability in the management of public monies.

Collective Agreement Provisions (these are minimum requirements)

1. Non-contact time is based on an individual teacher timetabled hours comprising a total of 25 hours or a combination of periods of time equivalent to 25 hours per week.

2. Each full-time teacher has a minimum of five-hours' non-contact time per school week. Total weekly non-contact time may be a combination of periods that are less than one hour.
3. Trained, full time beginning teachers in their first year are allocated five hours per week for advice and guidance purposes as well as their minimum non-contact entitlement. They are a charge of 0.8 against the staffing allowance and must have no more than 15 hours of teaching duties. Five hours per week shall be timetabled for the purposes of advice and guidance and their remaining timetabled time shall be non-contact time.
4. Trained part time beginning teachers in their first year who are employed for 0.5 or more of a full time load shall receive have included in their timetabled hours 2.5 hours' non-contact time per week for advice and guidance in addition to any other time allowances to which they may be entitled as part time teachers.
5. Trained, full time beginning teachers in their second year are a charge of 0.9 against the staffing allowance and have no more than 17.5 hours of allocated teaching duties each week. Two and a half hours per week shall be timetabled for the purposes of advice and guidance and their remaining timetabled time shall be non-contact time.
6. The minimum timetabled non-contact time of part-time teachers is:

FTTE	Paid Hours per week	Minimum timetabled non-contact hours per week
0.89	22.25	3.0
0.87 – 0.88	21.75	2.5
0.85 – 0.86	21.25	2.0
0.83 – 0.84	20.75	1.5
0.75 – 0.82	18.75	1.0

0.72 – 0.74	18.00	0.5
Below 0.72	Below 18.00	No entitlement

- a) For all part time teachers employed for 12 hours or more per week (0.48 FTTE to 0.89 FTTE) the school will endeavour to provide non- contact time that is proportional to that of a full time teacher, i.e. the FTTE they are employed for multiplied by 5 hours.
 - b) No part-time teacher will be timetabled for more than 19.25 contact hours within each school week and the school shall provide additional non-contact time to bring the teacher to at least the level set out below.
 - c) The placement of each part-time teacher's timetabled non-contact hours within the timetable shall be in discussion with the individual teacher and recognise the distribution of the individual's timetabled contact hours. The teacher is required to be available in the school during their timetabled non-contact time.
7. The minimum non-contact time entitlements to each teacher allocated permanent unit(s) in addition to the basic non-contact time entitlements are:
 - a) one hour per week for holders of one permanent unit;
 - b) two hours per week for holders of two permanent units; and
 - c) three hours per week for holders of three or more permanent units.
 8. The school shall endeavour to provide at least one additional hour per unit for each permanent unit above the third.
 9. The school will seek to provide those senior management positions with sufficient additional non-contact time to manage their administration, management or pastoral duties.
 10. The school will seek to provide each teacher in charge of a Department who does not hold a permanent unit with one additional non-contact hour to carry out their specific management and/or additional responsibilities (including guidance and pastoral duties).
 11. The teacher designated as a Specialist Classroom Teacher shall receive an additional 8 hours' non-contact time allowance per week. (rolls over 1200).
 12. Heads of Faculty / Department who are responsible for year 1 or year 2 beginning teachers shall be allocated the equivalent of one-hour non- teaching time per week for each teacher who generates a beginning teacher time allowance for the purposes of directly providing curriculum-specific advice, guidance and support to that teacher. How this time is allocated within or across weeks is to be decided by the principal in consultation with the HoF(s). Time allowances will aggregate where the HoF is providing curriculum-specific advice and guidance to two or more beginning teachers who generate the time allowance. When the curriculum support programme is transferred to another teacher the eligibility for the time allowance is also transferred. Where more than one Head of Department has responsibility for providing

curriculum support and guidance to the beginning teacher the time allowance shall be shared equitably.

13. The Deputy Principal with responsibility for teaching and learning to ensure that discussion occurs with any overseas teacher whose employment generates the overseas teacher time allowance on how the allowance may be utilised to assist in providing professional advice and guidance to the teacher.
14. The school shall endeavour to ensure that the individual average class size for each teacher with two or more learning groups does not exceed 26 students. Where, for genuine reasons, this cannot occur the compensatory mechanism(s) agreed in this policy will operate.

“Genuine Reason”

1. Teachers may only be asked to temporarily forgo their minimum entitlement to non-contact when:
 - all reasonable options have been investigated and no alternative to a reduction in entitlement non-contact can be found.
 - the request is made on an individual basis, and a blanket request for agreement to reduction in non-contact entitlements shall indicate a need to review timetable structures and operation.
 - there is a sudden emergency that requires supervision of a group of students for its ongoing safety. All efforts will be made to find a day reliever.
 - no day reliever can be found after timely and appropriate efforts have been made.
 - on a longer term basis, and after all reasonable endeavours have
 - been exhausted, the timetable can only be made to operate if a teacher teaches for a term, semester, module or a year, at a higher level of contact than their minimum noncontact indicates.
 - teachers holding more than the minimum non-contacts have first been asked to forgo one or more of those additional non-contacts.
2. Where by virtue of demonstrated timetable or other constraints the allocation identified of non-contact hours for any individual teacher cannot be implemented the teacher will be offered the opportunity to review the timetable and suggest changes that would allow the allocation of their non-contact entitlement. If it is subsequently agreed that there is genuine reason why it is not possible to provide the non-contact entitlement within the timetable then the Principal and the teacher may mutually agree to compensate the teacher with:
 - an equivalent increase in the allocation of time for non-contact teaching duties at another point in that school year; or
 - an equivalent increase in the allocation of time for non-contact teaching duties in the following school year; or
 - an equivalent reduction in non-teaching or supervisory duties outside the school's timetabled teaching periods; or
 - an equivalent period of relief cover for the teacher later in that school year; or
 - some combination of the above; or,

- if none of the above are possible, payment of one fixed term unit or one board-funded responsibility payment per year for each weekly hour of non-contact lost for the period during which the entitlement reduction occurs.
3. Where by virtue of genuine and demonstrated temporary constraints the allocation of noncontact hours to which an individual teacher is entitled cannot be met within any week then the Principal and the teacher may, on each occasion, mutually agree to compensatory the reduction with:
- an equivalent temporary allocation of non-contact time at another point in that school year; or
 - an equivalent temporary reduction in non-teaching or supervisory duties outside the school's timetabled teaching periods; or
 - relief cover for the teacher later in that school year; or
 - some combination of the above; or, if none of the above are possible,
 - payment of a fixed term unit or a board responsibility funded payment for a period sufficient to generate a total payment equivalent to 1/950 of their normal salary rate for each hour of minimum non-contact entitlement time reduced.
4. Teachers should only be asked to exceed an average class size of 26 or less when:
- all reasonable options have been investigated and no alternative to an increase in the average class size can be found after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, semester, module or a year, at a higher level of average class size than 26.
 - the request is made on an individual basis, and a blanket request for agreement to average class sizes of over 26 shall indicate a need to review timetable structures and operation.
5. Where by virtue of demonstrated timetable or other constraints the allocation of learning groups would generate an average of greater than 26 students for an individual teacher the teacher will be offered the opportunity to review the timetable and suggest changes that would allow the average to be achieved. If it is subsequently agreed that there is genuine reason why it is not possible to provide an average class size of no more than 26 within the timetable then the principal and the teacher may mutually agree to compensate the teacher with:
- an increase in the allocation of time for non-contact teaching duties; or
 - an increase in the allocation of time for non-contact teaching duties in the following school year; or
 - an equivalent reduction in non-teaching or supervisory duties outside the school's timetabled teaching periods; or
 - a period of relief cover for the teacher later in that school year; or
 - some combination of the above; or, if none of the above are possible then
 - payment of a fixed term unit or a board-funded responsibility payment for a period which generates an amount equivalent to that given by the following formula: $(\text{Average class size} - 26) \times \text{timetabled teaching hours per week} / 26 \times \text{annual base scale salary} / 40 \times \text{number of weeks the average class size exceeds 26}$

Other Timetable Components

A teacher undertakes other duties such as form time, duty supervisions outside contact provision requirements to ensure the smooth running of the school.

1. It is a professional expectation that teachers attend calendared meetings –briefings, curriculum area meetings, house meetings, faculty meetings, professional development meetings, SAID meetings, special interest meetings, staff meetings.
2. In order to ensure an orderly and safe environment, all full-time teachers are expected to carry out grounds duties (2 duty slots per week) as required after appropriate consultation as to when and where.
 - a) Such duties shall be fairly distributed.
 - b) Reasonable endeavour will be made to ensure that teachers are not required to carry out grounds duty on a five contact day.
 - c) Part time staff on a pro-rata basis.
3. It is a professional expectation that full time teachers will be Form teachers undertaking pastoral and administration tasks to support learners. Teachers are expected to attend assembly with their form class or if they have no other duties at that time.

If there are more Form Teachers available than Form classes, then some teachers may share a form class, or be relieved of a Form class for a period of time in order to undertake ‘special projects’. Those staff who are not allocated a form class may be called upon to relieve a form class in the case of Form Teacher absences.

4. All staff are encouraged to be involved in extra-curricular sporting, cultural, leadership or service activities.

Management Units and Allowances

1. Management Units and Allowances are distributed to provide leadership and coordination of the strategic objectives, goals and targets as outlined in the Rangiora High School Charter. They may acknowledge additional responsibilities, special projects / initiatives or data identified needs in curricular and co-curricular areas.
2. The principles determining the allocation of Management Units and Allowances will include:
 - a) Charter goals, targets and actions
 - b) The needs of learners
 - c) The administrative needs of the school
 - d) Faculty / Department size (number (FTE) of students and staff (teachers and support staff)
 - e) Degree of responsibility
 - i. Whole School
 - ii. Faculty
 - iii. Department
 - f) Recruitment and retention issues
3. All management units and allowances to which the School is entitled will be allocated each year.
4. Permanent units and allowances represent payment to a middle leader carrying out tasks as outlined in their job description. If the job description changes or responsibilities as outlined in the principles (5:2 above) change then duties will be renegotiated by agreement in such a way as to ensure that the tasks assigned are commensurate with the level of responsibility.

5. Fixed Term units and allowances provide flexibility in resourcing initiatives / actions identified in the Charter. They also provide opportunities for basic scale teachers to gain leadership experience. These units will be allocated on an annual basis.

Support Staff

1. The level of support staffing will be determined year by year by the Board of Trustees with reference to:
 - a) The Rangiora High School Operations Grant and budget
 - b) Targeted funding (Fee-paying students, Gateway, NESB, ORs, RTLB, STAR, Supplementary Learning Support...)
 - c) Student Numbers (FTE)
 - d) Teacher Numbers (FTTE)
 - e) Administration requirements
 - i. Whole School
 - ii. Faculty
2. Different areas / Faculties will generate different amounts of time.

Definitions

- Administration – finance, health and safety, property, secretarial
- FTE – full time equivalent
- FTTE – full time teacher equivalent
- GMFS – guaranteed minimum formula staffing
- HoF – Heads of Faculties
- Learners – students and staff

Documentation

- Employment Relations Act 2000 and Employment Relations Amendment Act 2004.
- Health and Safety Act 2015.
- New Zealand Curriculum.
- Privacy Act 1993.
- Rangiora High School Timetabling Guidelines.
- Secondary Teachers' Collective Employment Agreement.
- Support Staff in Schools Collective Employment Agreement

Date of Review	2017
Date of Next Review	2020
Date adopted by the BOT	