

**TIMETABLING POLICY****RATIONALE**

- The Wesley College School Board operates a Personnel Policy which addresses staff and employment matters.
- The Secondary Teachers' Collective Agreement (1 July 2019 to 30 June 2022), clause 5.1A establishes the requirement for Boards of Trustees to have a policy on timetabling, developed in consultation with teaching staff.
- Clause 51A requires this policy is to incorporate:
 - (a) The non-contact entitlements of 5.2.3 to 5.2.6 below as relevant for the type of school;
 - (b) Class size matters, including the class size provisions of clause 5.9;
 - (c) Reference to other matters, including hours of duty outside of timetabled hours, which impact on timetabling processes;
 - (d) A process providing for circumstances where genuine reasons during timetabling or at short notice, it is not possible to provide the non-contact entitlements described in 5.2.3(a), 5.2.4(a), 5.2.5(a) and 5.2.6(b) and where the employer has used reasonable endeavour and is unable to achieve the class size provision in 5.9.2

TIMETABLING PROCEDURE

- The timetable is a responsibility of the Principal whose approval will be an integral part of all decisions made. The Principal will involve the Leadership Team and others deemed essential to the completion of a viable timetable. Consultation with HOD's will be part of the process.

PRIORITIES:

The first and key priority is the needs of the students, which may need to be reconciled with available school resources. Subject to entitlement staff provision, the Principal will endeavor to meet any conditions agreed for teaching staff but student priorities will predominate.

1. Wesley College will apply the non-contact entitlements of 5.2.3 - 5.2.6.
2. Wesley College will apply the class size provisions of 5.9.

THE STANDARD PROCESS

- by the start of term 3, the Deputy Principal will have arranged for a plan for the following year detailing the subjects/courses to be offered and the desirable staff commitments, having considered all such within the boundaries of the likely school resources.
- The Year 10-12 Learning Coaches will organise student selections into the timetable option lines, considering pupil requirements as a priority and taking into account their ability to succeed and their academic or vocational pathway post their time at the college.
- The timetable will take into account staff entitlements, staff availability, non-contact provisions and desirable class sizes.
- The timetable will ensure there is a spread of subjects across the options structure that provide for both vocational and academic pathways and that there is an opportunity for each student to advance from Year 11 to Year 13.
- Staff, students and parents/caregivers can access the timetable options through School Point on the parent portal.

- The provisional timetable option selections made by students is available to parents/caregivers to have an input on School Point. They can sign off or make changes for consideration.
- Heads of Department will have input into the allocation of teachers to classes within their department.
- The complexity of the necessary reconciliations noted means hard and fast maximum and minimum numbers will not be applied that recognises student needs, school resources and the obligations of a good employer. However, where small numbers opt for an individual subject classes may be combined, offered Correspondence classes through Te Kura or, as a last resort cancelled.
- The Principal, consulting as necessary and particularly with the Leadership Team, will make decisions on the timetablers' proposals.
- Once the timetable is established it will be made available to all teaching staff. Amendments may be made after consultation at this stage.
- Where difficulties arise in good employer responsibilities, the Principal will consult with affected staff and arrange for quid pro quos as compensation.

STAFF BEYOND ENTITLEMENT

When the school can clearly not reconcile its aims as above with Ministry of Education entitlement resources, the Principal will consider whether the school can meet any additional staffing from its own financial reserves and, as necessary, will seek the school Board's approval for such expenditure. Where such expenditure cannot be approved, then the process noted above will be reviewed within set restrictions.

UNFORSEEN / EMERGENCY SITUATIONS

A teacher may be asked to forgo his/her minimum entitlement to non-contact time when;
There is a sudden emergency that requires the supervision of classes to ensure student safety and all reasonable efforts have been made to find a reliever and have proved fruitless, and all teachers who have more than the minimum non-contact time have been utilized that day.

CONSULTATION

1. All requests that staff wish to make for consideration in the following year's timetable will be considered in light of the procedure outlined above. These requests may relate to teaching subjects and levels, pastoral responsibilities or extra-curricular involvements.
2. The Principal must consider the requests, discussing them as necessary with the individual and other appropriate staff, but will not be bound to meet the request.
3. The aim of this process is to allow staff the opportunity to express their ambitions and to make senior management aware of staff interests perhaps not previously known.

NON-CONTACT TIME (Figures based on a 25x60 minute periods per week)

1. Non-contact time will be five hours.
2. These are dependent on the Ministry of Education providing suitable extra staffing entitlement such that the school is not required to increase class sizes or use its own funds to employ extra teachers in order to meet the non- contact commitment.
3. The non-contact time may not be used by school management for supervision or other purposes except in special circumstances where other measures are not available to ensure pupil safety and welfare.
4. The non-contact time will not apply on occasions such as sports days or examination periods.

BEGINNING TEACHERS

As long as compensatory staffing entitlement is provided by the Ministry of Education, first and second year teachers will be provided with extra release time, as per the collective. This will not be considered in the same way as non-contact time.

TEACH FIRST TEACHERS

First and second year Teach First teachers will be allocated 0.48 (12 hours) as per agreement of timetabled contact time and will have no other added responsibilities or teacher relief duties.

OTHER

1. Situations may temporarily arise, that are not covered in the above. In these circumstances the Principal or nominee will discuss the situation with the teacher(s) concerned to find an appropriate and mutually agreed outcome as contained in the collective agreement.
2. Situations may arise where a teacher may be asked to consent to a timetable arrangement where the non-contact provisions are not met on the basis that compensatory non-contact time is made available in an earlier or later period of the year.
3. Where a fulltime teacher has more than the minimum contact time, apart from applying Guidance 4(b), the Principal may allocate additional duties / responsibilities to be undertaken during this time.

RRR UNITS (PAID FROM SCHOOL FUNDS)

1. These will be awarded when it is considered that insufficient entitlement units are available to recognize school needs. Retention, recruitment and responsibility will be the factors of influence in any allocation.
2. These units will always be awarded on a fixed term basis primarily to allow the school to cope with situations where available funds are reduced, but also to allow the available funds to recognize different staff from time to time.

MIDDLE MANAGEMENT ALLOWANCES (PAID FOR BY MOE)

In terms of current requirements, the following will apply.

1. Up to 40% of all entitlement MMA5 will be allocated on a fixed-term basis to allow for flexibility and re-adjustment in future years.
2. Teachers with 1-4 units may be allocated 1 or 2 MMAs, those with 5 units may receive only 1 MMA.
3. These factors, in particular, will be considered in the allocations.
 - nature of curriculum or pastoral responsibility
 - assessment of value to school of the responsibilities held
 - number of staff/students involved in responsibility
 - appropriateness of reward in units already held
 - all the factors considered in allocation of entitlement management units
 - retention significance.

ALLOCATION OF MANAGEMENT UNITS AND MIDDLE MANAGEMENT ALLOWANCES

Prime Objective

- to recognize and reward staff for responsibilities beyond general teaching duties.

Secondary Objective

- to establish an effective management structure in the school encompassing administration, curriculum, pastoral and co-curricular roles.

Instruments Available

1. entitlement Management Units, permanent and fixed term
2. entitlement Middle Management Allowances, permanent and fixed term
3. fixed term RRR units paid from school funds where insufficient units or MMA5 are available to provide for the desirable recognition.

General Philosophy on Allocation

The Principal will be responsible for all final allocation decisions subject to BOT approval processes. These decisions will involve discussion with the Senior Leadership Team and other consultation deemed appropriate to make fair assessment of teachers' responsibilities and their input to school life. The decisions will not be in the hands of any staff committee and will not be based on a rigid formula system. As much as possible, flexibility will be maintained to meet changing needs.

Entitlement Management Units (paid for by MOE)

1. Where the school is fully and appropriately staffed, the full entitlement of units will be allocated.
2. The units will be spread to cover administration, curriculum, pastoral and co- curricular duties.
3. Factors that will be among those considered in the spread of units
 - for Senior Leadership - level of responsibility
 - for Heads of Department - number of teachers, students and subjects in department, national examination involvement
 - for non-HOD curriculum roles - size of department, in particular, and thus the need to support the HOD.
 - for pastoral roles - position within the school's pastoral, discipline and guidance network, number and level of students with whom associated
 - for all other roles - value to school life, level of responsibility, degree of student involvement
4. Fixed term units, within any allowable percentage limits, will be used when long-term flexibility is considered necessary.
5. Retention may be a factor in all considerations.

The Wesley College School Board approved this policy April meeting 2024.
This policy will be reviewed on /before the April meeting 2027.

PRESIDING MEMBER

4 April 2024
DATE