



MINISTRY OF EDUCATION FIJI

SCHOOL MANAGEMENT HANDBOOK

The dynamic nature of the educational process requires that policies are revised from time-to-time and, consequently, there is a need to adjust the governing regulations and procedures to facilitate adherence. Users of the handbook are advised to bear this in mind and to be conversant with any changes in Ministry of Education regulations and procedures.

FOREWORD

The Ministry of Education recognises that it is through partnership and cooperation that Fiji has developed a strong and vital education system, which must be sustained. This system provides opportunities for schools to develop their own special character while also ensuring that common standards and operating requirements are met. Working in partnership with local communities and, in particular, with members of school boards and committees, are keys to successful schools.

The Ministry upholds the responsibility of schools to involve their communities in all aspects of education provision. This involvement will support schools and students to develop a sense of identity, common purpose and responsibility, and will enrich the teaching and learning which the school provides.

Head teachers, principals, managers, committees, staff members, parents and community members all have a role to play in school decision making and planning at different levels to ensure that the education system in Fiji remains strong and vital.

The School Management Handbook provides stakeholders with information about the partners in the school community. The *Handbook* describes the important role of head teachers/principals and school management committees in developing and supporting a school's vision, mission and educational goals that are aligned to the Ministry of Education's overall vision and mission statements. It outlines the responsibilities of managers, committee members and head teachers/principals within the three key Ministry policy directions of school decision making, planning and financial management. These policy directions seek to ensure that school communities can continue to support and sustain the educational, social and emotional needs of young people today and in future years through effective partnerships and strong governance at local school level.

A copy of the *School Management Handbook* is provided for the management committee and the head teacher/principal of every school in Fiji. It is anticipated that committees and heads of schools will enable all staff and parents to have open access to the information contained in the publication.

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November 2005

CONTENTS

PART A		1
SCHOOL MANAGEMENT COMMITTEES		
A.1	Introduction	2
A.2	Purpose of the Management Committee	2
A.3	The Legal Status of Management Committees Education Act (1978)	3
A.4	Other Relevant Parts of the Education Act	4
A.5	Ministry of Education Regulations	5
A.6	Composition of the Management Committee	6
A.7	Responsibilities of the Management Committee and Head Teacher/Principal	6
	7.1 School Decision-Making	7
	7.2 School Planning	8
	7.3 School Financial Planning and Management	9
A.8	Roles	10
	8.1 Managers/Committees	10
	8.1.1 Decision-making role	10
	8.1.2 Planning role	11
	8.1.3 Financial planning and management role	11
	8.2 Head Teachers/Principals	11
	8.2.1 Decision-making role	11
	8.2.2 Planning role	12
	8.2.3 Financial planning and management role	12
A.9	Duties of the Office Bearers	13
	9.1 The Manager or Chairperson	13
	9.2 The Secretary	14
	9.3 The Treasurer, School Bursar or Accountant	14
A.10	Frequently Asked Questions	15
PART B	SCHOOL FINANCIAL PLANNING AND MANAGEMENT	20
B.1	Introduction	21
B.2	Education Act	21
B.3.	Ministry of Education Regulations	22

B.4	Sources of Funding	23
4.1	Income from Government Funds (Grants)	23
4.1.1	Teacher salary grants	23
4.1.2	Payment of school fees	23
4.1.3	Per capita grants	23
4.1.4	Building grants	24
4.1.5	Other Government grants	24
4.2	Income from Non-Government Sources	24
4.2.1	Fees and levies	24
4.2.2	Fundraising	24
4.2.3	Sales	24
B.5	Treasurer's Role	25
B.6	Treasurer's Responsibilities	25
6.1	Treasurer's main responsibilities	25
6.2	Treasurer operates the school finances	25
B.7	Treasurer's Knowledge and Skills	25
B.8	Financial Planning	26
8.1	Annual Budget	26
8.2	Expected Income	26
8.3	Proposed Expenditure	26
8.4	Fundraising	27
8.5	Contingencies	27
B.9	Financial Management	28
9.1	Receiving Money	28
9.2	Control of Receipts	28
9.3	Banking	29
9.4	Payment of Accounts	29
9.5	Payment by School Cheque Account	30
9.6	Recording Receipts and Payments	30
9.7	Reconciliation of Bank Statements	30
9.8	Petty Cash	31
9.9	Presenting Treasurer's Reports	31
B.10	Audit of Financial Records	32
APPENDICES		
I	School Constitution – Sample Framework	33
II	Effective Meeting Procedures	38
III	Guidelines for Managing Complaints	48
IV	Education (Grants and Assistance to Schools) Regulations 1998 Recurrent Grant-in-Aid to Aided Secondary and Junior Secondary Schools	50
V	Building Grants Rules 1995 (revised)	61
VI	Ministry of Education Procedures for Renewal of School Land Lease	67
VII	Occupational Health and Safety	68

PART A

**SCHOOL MANAGEMENT
COMMITTEES**

A.1 INTRODUCTION

Being a member of the school management committee is an extremely important position. The committee is a vital part of the school community. It provides a link between parents, the local community and the school staff.

It is therefore essential that all members are committed to the school's vision and mission. Committee decisions should always support and promote the school's core function to improve student learning.

To assist the school in achieving its educational purpose, committee members need to develop and maintain a strong partnership with the head teacher/principal, who is the school's educational leader, as well as with the parents and community they represent.

The well-being of the school and the maintenance of a positive school tone are dependent on a harmonious relationship between all parties. Of particular importance is the harmonious relationship between each member of the committee and the committee as a whole with the school staff.

To function as effectively as possible, committee members need to understand the purpose of the school management committee and their roles as office bearers and members. They also need to be aware of the responsibilities and duties attached to these roles.

This handbook provides committee members and other stakeholders with the necessary information.

A.2 PURPOSE OF THE MANAGEMENT COMMITTEE

The names and titles for school management groups and the people who serve on them may vary from school to school. The term management committee refers to any management group that has responsibility for the running of a school, particularly as it applies to the school site, facilities and financial operations.

The manager/committee and the head teacher/principal work in partnership within their areas of responsibility to ensure the smooth running of the school.

A.3 THE LEGAL STATUS OF MANAGEMENT COMMITTEES – THE EDUCATION ACT (1978)

Schools operate within the Education Act and Education Regulations that are current at the time. The requirement for school management committees is set out in the Education Act (1978).

Part VI, s.12 (1) of the Act states that, "The management of every registered and recognised school or group of schools shall be vested in a properly constituted controlling authority which shall appoint a manager and submit his name, and, if a manager is appointed ex-officio, his title, to the Permanent Secretary for registration."

NB The title Permanent Secretary has since been replaced by Chief Executive Officer (Education).

A.4 OTHER RELEVANT PARTS OF THE EDUCATION ACT

Part VI, s.12 (2)(3)(4) of the Act describes the authority of the Chief Executive Officer (Education) regarding the registration of school managers.

Under s.12 (2) the Chief Executive Officer (Education) may register a manager or refuse to register a manager if he/she is a person "...who has been or is liable to be prohibited from managing or assisting in the management of a school".

S.12 (3) of the Act then describes the circumstances under which the Chief Executive Officer (Education) may prohibit a person from managing or assisting in the management of a school. These circumstances are if the person:

- has been convicted of an offence involving dishonesty, fraud, violence or immorality; or
- is an undischarged bankrupt; or
- had been a manager or assisted in the management of a school which:
 - was conducted in a manner construed as detrimental to the physical, mental or moral welfare of pupils attending
 - imparted instruction therein to pupils which was prejudicial to the peace, good order or good government of Fiji
 - persistently or materially departed from the basic curriculum approved by the Chief Executive Officer (Education)
 - knowingly used or referred to any publication declared unsuitable for use in schools by the Chief Executive Officer (Education).

S.12 (4) states that any person who manages or assists in the management of a school when he/she has not been registered as the manager or after he/she has been prohibited from doing so, shall be guilty of an offence. The penalty is a fine of up to two hundred dollars or, in default of payment, imprisonment for a term of up to six months.

Part VII of the Act concerns the **Control of Schools**. This Part includes:

- classification of schools;
- establishment of schools;
- health and safety;
- inspection of schools;
- closing of schools; and
- offences in relation to school opening or reopening.

Part IX deals with fees.

Part XV – General includes sections dealing with unsuitable publications and the penalty for disturbing any school or insulting or abusing any teacher in the presence of students.

Part XII provides the Chief Executive Officer (Education), with the approval of the Minister, powers to make regulations in a range of matters. These are described in the following section on Regulations.

A.5 MINISTRY OF EDUCATION REGULATIONS

The Chief Executive Officer (Education), with the approval of the Minister, may make regulations in respect to the following matters:

- Procedures for Boards, Committees and other bodies constituted under the Act;
- Applications for establishing schools and issuing certificates of registration and recognition of schools;
- Prescribing the minimum requirements for buildings and equipment in schools, and for the health and safety of pupils;
- Specifying the time and manner in which fees for tuition, books, board or sports shall be payable in government schools and the remission of all or part of fees;
- Providing for and regulating the making and maintenance of grants in aid regarding school buildings, staffs and libraries, maintenance of school hostels, and generally for promoting education; and
- Providing for and regulating the compilation and production of proper accounts of income and expenditure of schools and of controlling authorities of schools.

A.6 COMPOSITION OF THE MANAGEMENT COMMITTEE

Where the committee is appointed by a controlling authority, the composition of the committee is probably predetermined by an existing constitution or other set of regulations.

However, where the committee is also the controlling authority, a method of electing the committee is required. This needs to be described in the school constitution.

All committees are required to have:

- a manager or, in the case of some controlling authorities, an ex-officio manager;
- a chairperson (who is usually the manager where the manager is not ex-officio);
- the head teacher/principal;
- a secretary;
- a treasurer (where the school does not have a bursar/accountant); and
- other elected representatives as described in the constitution.

A.7 RESPONSIBILITIES OF THE MANAGEMENT COMMITTEE AND THE HEAD TEACHER/PRINCIPAL

The committee has a collective responsibility to support the head teacher/principal in the smooth running of the school. Committee support is vital for ensuring that all students are provided quality teaching and learning experiences. Committee responsibilities fall within three key areas:

- school decision-making;
- school planning; and
- school financial planning and management.

The three headings also apply to the responsibilities of head teachers/principals. Within each area, both parties work together towards the educational vision, mission and goals for their school; yet, the partners play different roles in pursuit of these aims.

7.1 SCHOOL DECISION-MAKING

Head teachers/principals, managers and committees, staff members, parents and community members all have a role to play in making decisions at different levels. The Ministry of Education policy direction in school decision-making describes the expectations of key stakeholders in this area:

1. Head teachers and principals are responsible for enabling staff and parents to participate in decision-making concerning the school's educational programs.
2. School managers and school management committees are responsible for providing parents and members of the community with opportunities to participate in the management of the school.

The Ministry of Education's expectations need to be implemented in ways that are appropriate to the local school and are within manageable timelines.

The expectations also need to be implemented in a manner that reflects the spirit of the policy direction to value partnerships between the school, committee, parents and community, and to strengthen school governance.

7.2 SCHOOL PLANNING

Head teachers/principals and managers/committees engage in planning in different ways but with a shared educational purpose. While the focus of planning by the head teacher/principal and the staff is on the school's teaching and learning programs, managers and committees focus their planning on the maintenance and development of school resources, buildings, facilities and finances.

Bringing the two planning activities into a single school plan will help to ensure that all decisions concerning the school's educational programs and physical and financial resources are linked directly to achievement of the school's vision, mission, goals and priorities.

The Ministry of Education policy direction in school planning sets out the expectations of head teachers/principals and managers/committees in this area:

1. Schools shall develop and implement a master school plan that describes:
 - the school's vision, mission, educational goals and priorities;
 - the key strategies to achieve the educational goals and priorities;
 - the school's buildings and facilities plan;
 - the allocation of physical and financial resources to the school's educational programs and facilities;
 - the school's annual budget; and
 - the link between the school plan and the Ministry of Education Strategic Plan.
2. Head teachers/principals and school managers shall provide opportunities for staff, parents and community members to participate in school planning at appropriate levels.
3. A school's plan shall be endorsed by the head teacher/principal, manager and district senior education officer in order to demonstrate accountability to the school community, controlling authority and Ministry of Education.

A number of school communities already use a single planning document that blends the school's educational plan with its facilities and resources plan. For other school communities, however, the policy direction will require a longer timeline for implementation. Each school will need to determine its planning cycle and timeline; however, it is expected that a school will review its plan annually to monitor progress towards attainment of the goals and will agree on the priorities and budget for the next year.

7.3 SCHOOL FINANCIAL PLANNING AND MANAGEMENT

The Ministry of Education policy direction in school financial planning and management states that:

1. A school's financial resources are to be used in an efficient manner for its educational purposes.
2. Managers shall enable the head teacher/principal, committee and parents to participate in financial planning at appropriate levels.
3. Head teachers/principals shall enable staff to participate in decision-making concerning the allocation of financial resources to the school's educational programs and priorities.
4. Government finances must be managed lawfully and according to the Education Act and Ministry of Education Regulations and procedures, including audit requirements.
5. All stakeholders with a right to know must be provided information about the allocation of school finances.

The roles and responsibilities of school managers, treasurers/ bursars/accountants and head teachers/principals in school financial planning and management are outlined in following sections of the *Handbook*.

A.8 ROLES

Head teachers/principals and managers/committees should uphold the school's vision and mission and work in partnership towards achievement of the school's educational goals. The partnership requires both parties to show understanding of, and mutual respect for, each other's roles.

8.1 MANAGERS/COMMITTEES

8.1.1 DECISION-MAKING ROLE

- Provide parents with appropriate opportunities to participate in decision-making processes to develop, implement, monitor and review plans for the school's physical and financial resources.
- Provide parents with timely information that enables them to contribute meaningfully to decision-making.
- Regularly inform parents of committee decisions and activities.
- Liaise with the MoE on the appointment of the head teacher/principal.
- Appoint and dismiss non-civil service teachers in the school.
- Work collaboratively with the head teacher/principal to resolve conflicts which may arise in the school community.
- Liaise with the MoE on building matters.
- Conduct the Annual General Meeting.
- Conduct elections for committee office bearers.
- Conduct meetings according to the school constitution.

8.1.2 PLANNING ROLE

- Work in partnership with the head teacher/principal to link all school planning to the school vision, mission, goals and priorities.
- Consult with the head teacher/principal, parents and other members of the school community to plan the maintenance and development of school buildings, facilities and resources.
- Ensure that school land lease documents are kept updated.
- Maintain staff quarters and school buildings at standards established under MoE and Occupational Health & Safety (OHS) requirements.
- Ensure security of the school compound.

- Maintain and improve the school grounds.
- Provide safe and sufficient drinking water.
- Ensure proper records are kept of:
 - minutes of meetings;
 - auditor's reports;
 - the annual budget;
 - Board of Survey reports, the school master plan and school maps;
 - the inventory (non-expandable) register; and
 - the OHS policy for the school.

8.1.3 FINANCIAL PLANNING AND MANAGEMENT ROLE

- Manage finances using processes that meet legal obligations to the government, MoE, controlling authority, parents and staff.
- Prepare financial reports for the AGM and committee.
- Work in partnership with the head teacher/principal to plan the budget.
- Involve parents in decision-making at appropriate levels.
- Approve all financial transactions and ensure that proper records are kept.
- Identify sources of funding for school projects.
- Organise fundraising for school upkeep and development as required.
- Recommend the level of fees for students attending the school.
- Inform parents and other stakeholders of decisions concerning the expenditure of money.

8.2 HEAD TEACHERS/PRINCIPALS

8.2.1 DECISION-MAKING ROLE

- Provide appropriate opportunities for staff, the committee, parents and other stakeholders to participate in developing, implementing and reviewing the school's vision, mission, goals and priorities.
- Provide stakeholders with information that enables them to participate meaningfully in school decision-making.

- Clarify with staff, parents and other stakeholders the nature and extent of their involvement in decision-making concerning the school's educational plans and programs.
- Communicate information about school and MoE policies, regulations and other expectations to staff, managers, committee members and parents.
- Foster and maintain professional relationships between school management, the MoE and other stakeholders.
- Involve staff in processes to review and develop the school's educational plans, priorities and programs.

8.2.2 PLANNING ROLE

- Work in partnership with the committee to develop and implement a single school plan that combines educational planning and the committee's planning for facilities and resources, in order to focus on achievement of the school's vision, mission and goals.
- Monitor curriculum implementation and report on school performance to staff, parents and the committee in a timely manner.
- Foster and maintain positive and productive relationships between school staff and parents.
- Foster and maintain a learning environment that promotes excellence in teaching and learning.
- Foster and maintain professional relationships with school management based on mutual respect and understanding.
- Participate as a member of the management committee.

8.2.3 FINANCIAL PLANNING AND MANAGEMENT ROLE

- Involve staff in processes to review the allocation of the school budget and to make recommendations for the next budget.
- Plan in collaboration with the committee and advise the committee of staffing and other resources required to maintain and expand the school's educational programs.
- Monitor expenditure of the school budget in liaison with the treasurer to ensure that educational programs are maintained.

A.9 DUTIES OF THE OFFICE BEARERS

9.1 THE MANAGER OR THE CHAIRPERSON

In many school management committees the manager also acts as the chairperson of the committee. In other situations such as when the manager is ex-officio, the manager and chairperson are separate positions.

Whatever the situation in a particular school, the manager/chairperson plays a vital role. He or she represents the public face of the school and provides an important link between the parents and head teacher/principal, and between the school and controlling authority.

The manager/chairperson should value education, lead by example and encourage parent participation in the life of the school by being open and welcoming, a good listener, fair, honest and open.

In addition to the important role the manager/chairperson plays in the school community and within the committee, the specific duties of the position are to:

- Represent the committee and act in accordance with the decisions of the committee.
- Consult with the head teacher/principal on a regular basis on matters of mutual interest and concern.
- Discuss all matters with the head teacher/principal before taking them up with the Ministry. In the event of a complaint to the committee from a parent or community member regarding a student or a teacher (other than the head teacher/principal) the manager/chairperson should discuss the matter with the head teacher/principal.
- Liaise with the Ministry of Education on the appointment of the head teacher/principal.
- Conduct the Annual General Meeting.
- Prepare for, and chair, committee meetings.
- Work with the secretary to prepare meeting agendas.
- Give proper notice of meetings.
- Manage meetings by: staying on time, providing attendees with equal opportunity to speak, and acting impartially.
- Conduct meetings in accordance with the school constitution.

- Clarify what actions will be taken, when and by whom as a follow-up to meetings.
- Inform parents and community members of committee decisions, issues and financial statements.
- Liaise with the Ministry of Education on issues such as building grants.

9.2 THE SECRETARY

As an office bearer on the school management committee, the secretary works in partnership with the manager, head teacher/principal and other committee members to promote and support the school. The specific duties of the secretary are to:

- Maintain accurate records of the business of all committee meetings.
- Prepare correspondence requested by the committee.
- Support other activities of the committee as required.

9.3 THE TREASURER, SCHOOL BURSAR OR ACCOUNTANT

In some larger schools, the budget is managed by a bursar or a school accountant. However, in the vast majority of cases, school financial management is the responsibility of the treasurer of the committee.

Whichever of these officers carries responsibility for financial management in a particular school, he/she works in partnership with the manager, head teacher/principal and committee members to promote and support the school.

The specific duties of the role are to:

- Maintain accurate records of all monies received and paid in the name of the school.
- Receipt and bank all monies received by the school.
- Present the audited financial statement for the previous year to the Annual General Meeting.
- Present a financial statement to the committee at least quarterly each year.
- Assist with planning the school budget.
- Prepare the list of parents of children enrolled at the school.
- Support other activities of the committee as required.

A.10 FREQUENTLY ASKED QUESTIONS

10.1 WHAT IS THE ROLE OF PARENTS IN SCHOOL MANAGEMENT?

The effectiveness of a school depends largely on the quality of the partnerships between its various individuals and groups. Showing mutual respect and understanding of the roles and responsibilities of all stakeholders is a key to developing and maintaining quality partnerships.

Management committees should seek to develop a strong partnership with the parents they represent. Parents should be encouraged to attend the Annual General Meeting where management reports on the committee's achievements during the previous year and accounts for the management of the school budget. At this forum parents have the opportunity to decide who will represent them on the new committee.

It is important, therefore, that throughout the year committees provide parents with information about their activities and report on any issues and actions taken to address these. Keeping parents informed through open and sensitive communications provides them with confidence in the committee members.

Involving parents in decision-making concerning management activities such as school planning and fundraising shares responsibility, develops mutual respect and understanding, and motivates interest and involvement in their children's schooling.

For these reasons, it is advisable to keep parents informed through newsletters and to hold meetings and involve parents in school management activities at various times of the year, in addition to the Annual General Meeting.

10.2 WHAT IS THE ROLE OF PARENT TEACHER ASSOCIATIONS (PTAs)?

The role of PTAs (and school committees other than management committees) should be clarified in the school constitution.

At present, in many schools the role of the PTA is to support activities that promote communication between the school and home, and that encourage parental involvement in the school generally.

Typically, PTA activities include organising parent-teacher meetings, social functions and some fundraising programs. The role of the PTA does not extend to policy making. However, as already noted, consultation and communication with parents on matters of concern to them are encouraged.

10.3 WHAT IS THE ROLE OF THE NON-GOVERNMENT CONTROLLING AUTHORITY IN SCHOOL MANAGEMENT?

Non-government controlling authorities form almost all school managements in Fiji. The vast majority of controlling authorities are school committees. Others include religious congregations, cultural groups, trustees or other independent organisations. Schools other than committee schools are usually run by boards which direct school policy.

The Ministry of Education's directions in school decision-making, planning, and financial planning and management take into account the diversity of school managements. The Ministry supports implementation of the policy directions at the local level in ways that reflect the intention of the policies for openness, transparency and consultation in the running of schools.

10.4 WHAT IS THE ROLE OF DIVISIONAL AND DISTRICT EDUCATION OFFICERS IN SCHOOL MANAGEMENT?

District education officers are responsible for ensuring that schools operate within Ministry of Education policies, procedures and guidelines. They play a key role in communicating the Ministry's expectations to school communities and reporting on school responses. Education officers are thereby able to make recommendations to the senior district and divisional education officers. In this way, the practices and processes in place in individual schools help inform the ongoing development and review of the Ministry's policies and procedures.

Outside the school, the district education office is the most immediate line of communication between school management and the Ministry of Education. All communications including correspondence, submissions, applications and statistical returns are forwarded to the district education office.

10.5 WHAT IS THE ROLE OF THE MINISTRY OF EDUCATION (HEADQUARTERS) IN SCHOOL MANAGEMENT?

A key function of the Ministry is to develop policies, procedures and guidelines for schools. Schools' responses are monitored at district level and reported to Ministry headquarters. These processes ensure that the Ministry can make informed decisions concerning policy review and the development of new policies that are required.

All sections of the Ministry may be involved with school management from time-to-time. The most frequent communications are with:

- Research and Development
- Finance
- Special Projects
- TVET (Technical and Vocational Education and Training)
- Secondary
- Primary
- Pre-school
- Special Education

10.6 WHAT PROCEDURES DOES THE COMMITTEE USE FOR COMMUNICATING WITH THE MINISTRY?

The committee should direct all its correspondence through the divisional or district education officer. Letters should be addressed to the position holder and not to the officer by name.

Direct approaches to the Ministry of Education headquarters and the Chief Executive Officer are discouraged. Communications with the divisional and district education offices may be in writing or by telephone. If a face-to-face meeting is required, an appointment needs to be made to ensure the officer is awaiting your arrival.

10.7 WHAT PROCEDURES DOES THE COMMITTEE USE FOR COMMUNICATING WITH PARENTS?

The Annual General Meeting (AGM) is held annually at a time set out in the constitution. All members of the committee should be present at the AGM especially the manager, secretary and treasurer. A copy of the last AGM and the Audited Balance Sheet of Accounts should be presented at the AGM and a copy forwarded to the district senior education officer.

However, communications with parents should not be confined to one formal meeting each year. Written reports, notices, questionnaires and parent days should be used to maintain open communications with parents and to actively encourage their involvement in the school.

10.8 WHO IS ELIGIBLE TO BE A SCHOOL MANAGER?

Any bona-fide member elected at the Annual General Meeting in accordance with the school constitution and the Education Act is eligible to be a school manager.

10.9 WHAT DOES IT MEAN TO “REGISTER” A MANAGER?

The person elected as the manager needs to be registered with the Ministry of Education. This is the responsibility of the head teacher/principal who is required to forward the list of all committee members and their contact addresses to the Ministry and a copy to the district education office following the Annual General Meeting.

10.10 WHY IS THE SCHOOL CONSTITUTION IMPORTANT?

Each school committee should abide by its adopted constitution approved by the Chief Executive Officer (Education). The school constitution is of fundamental importance to good governance. School constitutions that are kept up-to-date and that describe the school operating procedures ensure the smooth and efficient running of a school.

The school constitution must be approved by the Chief Executive Officer (Education).

10.11 DO ALL SCHOOL CONSTITUTIONS NEED TO BE THE SAME?

Constitutions are developed at the local level. The wording of a constitution may be varied to suit the local situation.

Where the committee is appointed by a controlling authority, the nature of the committee is probably predetermined by an existing constitution or other set of regulations. However, where the school community is also the controlling authority, a method of electing the committee is also required.

The constitution should be reviewed from time-to-time to ensure that it remains valid and useful in guiding good management practice. Amendments to the constitution are communicated in writing through the divisional or district education officer to the Chief Executive Officer (Education).

10.12 DO COMMITTEES HAVE ANY AUTHORITY OVER THE TEACHING STAFF?

The manager and committee have no authority over the government teachers in their school. Any concerns a committee may have about a teacher's performance should be discussed in confidence between the manager and head teacher/principal, who will seek to resolve the issue of concern. If the committee continues to believe the teacher's performance is unsatisfactory, a full report should be sent to the divisional/district education officer who will take the necessary action.

The appointment and tenure of Grant-in-Aid teachers are determined by the committee according to Ministry of Education procedures.

10.13 DO COMMITTEES HAVE RESPONSIBILITY FOR STUDENT DISCIPLINE?

The manager and committee have no disciplinary authority over pupils. Responsibility for student discipline rests with the head teacher/principal and teaching staff. A student cannot be dismissed from the school without the permission of the Chief Executive Officer (Education).

10.14 WHAT IS A SCHOOL TRUSTEE?

A “trustee” is one to whom anything is entrusted or one to whom the management of a property is committed in trust for the benefit of others. The ownership of many community run schools in Fiji is vested in the duly elected trustees of the respective schools.

Historically, the position gained its status as a group of well-to-do persons within the community who were willing to sign as guarantors for bank loans raised by managements to establish or develop their schools. The Native Land Trust Board only grants school leases under the “trustees of the school”.

10.15 WHICH IMPORTANT MINISTRY PUBLICATIONS APPLY TO MANAGEMENT COMMITTEES?

A copy of the Education Act (1978) should be available in the school.

The Education Gazette is a Ministry of Education publication. It is published each term and provides up-to-date information about the Ministry’s policies, regulations and expectations. A copy is sent to all schools. Most editions of the Gazette contain information intended for committees as well as for teachers.

PART B

**SCHOOL FINANCIAL PLANNING AND
MANAGEMENT**

B.1 INTRODUCTION

The treasurer and other members of the management committee are responsible for ensuring that the school's financial management procedures meet Ministry of Education requirements. The treasurer is, therefore, entrusted with a key responsibility for the smooth and successful running of the school.

The treasurer and other members of the school management committee have a legal obligation to the Government, Ministry of Education, controlling authority and parents to manage school funds properly. This obligation requires committee members to have a good working knowledge of the treasurer's role and responsibilities, as well as of the financial management practices that ensure ethical decision making and accountability to all stakeholders.

This section of the School Management Handbook provides information about policies and procedures related to school financial planning and management. While it is written in terms of the treasurer, the information also generally applies to school bursars or accountants.

B.2 EDUCATION ACT

The Ministry of Education operates finances within the Financial Management Act (2004) and Education Act (1978). Financial management procedures have, accordingly, been established in the Education Finance Manual.

Treasurers need to be aware of the relevant sections of the Education Act and Ministry of Education Regulations that are current at the time. Currently, the Education Act (1978) is applicable. A copy of the Act should be available in each school.

The most important sections of the Act in relation to school financial management are:

Part II – Central Administration

Section 5 deals with the Director's powers in respect of public funds, etc.

Part VI – Management of Schools

Section 12 – vesting management of schools to a committee and school manager

Section 13 – establishing boards of Government schools

Part VII – Control of Schools

Section 15 – classification of schools

Section 16 – establishment of schools

Section 17 – health and safety

Section 18 – inspection of schools

Section 19 – closing of schools

Section 20 – offence (in relation to the opening or reopening of schools)

Part IX – Fees

Part XII – Regulations

The powers of the Chief Executive officer (Education) to make regulations are described in Part A of the School Management Handbook.

B.3 MINISTRY OF EDUCATION REGULATIONS

Existing Ministry of Education Regulations for school financial management state that:

1. All schools should conduct their Annual General Meeting and proper minutes of the meetings are to be sent to the Ministry of Education through the District Education Office by the end of February each year.
2. All schools' accounts are to be audited annually and audit reports submitted to the Ministry of Education through the District Education Office by the end of February each year.

In addition to the above, schools are expected to:

- (i) Operate at least three school accounts, namely:
 - Re-current Account** where Tuition Fee Free Grants, Per Capita Grants, school fees, remission of fee grants, other levies and fund raising proceeds are paid into.
 - Building Grants Account** where Government grants (building), building funds and development funds are paid.
 - Salaries Grant Accounts** where salaries for Grant-in-Aid teachers (Secondary) and License Teachers (Primary) are paid into.
- (ii) Refrain from appointing principals, head teachers and teachers as trustees in any school account except in schools offering vocational courses where the principals and teachers are required to operate the In-Centre Grants account.

Grant payments could be withheld if the requirements stated are not adhered to.

It is hoped that the above measures will bring about some control in the management of funds by those entrusted with this at the school level.

(Education Gazette, Vol.LXXI: No 2, Term 2, 1996)

B.4 SOURCES OF FUNDING

The funding required to run a school comes from two main sources: Government funds (grants) and non-Government sources.

4.1 INCOME FROM GOVERNMENT FUNDS (GRANTS):

4.1.1 Teacher Salary Grants

- Civil service teachers
- Grant in aid (GIA) teachers
- A grant is also made toward the payment of a licensed teacher's salary. This grant is augmented for those who work in Government schools and it is hoped that committee schools do likewise.

4.1.2 Payment of School Fees

- Primary school – Fee Free Grant
- Secondary school – Tuition Free Grant (Forms 1-5)
- Remission of School Fees Grant – only available to Forms 6-7 and applicable to deserving students from low-income families
- Form 7 scholarship – for deserving students
- Per capita boarding grant

4.1.3 Per Capita Grants

- Per capita grants are paid to non-Government schools. The amount of the grant is based on the number of students, whether they study technical subjects and whether they are boarders.

4.1.4 Building Grants

- A school is required to submit an application for a building grant and any other development projects. The request is addressed through the District Education Office to the Chief Executive Officer (Education).
- All applications for the next year's development projects must be lodged by the end of August of the current school year. In this way, applications can be prioritised and matched with available funds.

4.1.5 Other Government Grants

Dependent on funding, other grants may become available periodically for:

- free issue of books and other materials
- library books
- salaries for clerical assistance in committee schools
- furniture
- transport (boats for island and coastal schools)

Note that schools may claim refunds of VAT on school text books, building materials and construction works.

Grants must be used for the purposes for which they are provided and within the specified period of time. Prior approval needs to be sought from the Ministry for any deviation so that there is consistency in records maintained by both the school and the Ministry on the use of public funds.

It is important that school financial statements contain key information to explain use of government grants. For example, the Notes accompanying the Audited Accounts should state how government grants were utilised in the previous year. Provision of this information will support the subsequent release of further grants.

4.2 INCOME FROM NON-GOVERNMENT SOURCES

4.2.1 Fees and Levies

- No fees are to be levied for primary schools without the prior approval of the Chief Executive Officer (Education). In secondary schools, fees may be charged for such things as book deposits, sports and social activities, etcetera, with the approval of the Chief Executive Officer (Education).

4.2.2 Fundraising

- Fundraising should only be done with the approval of the Chief Executive Officer (Education) and must be for the purpose of raising additional funds for the school's educational programs.

4.2.3 Sales

- Sales of crops and other agricultural products are an acceptable form of income earner for a school.
- Some schools operate school canteens and profits are used to support school programs.

B.5 TREASURER'S ROLE

The most important role of the treasurer is responsibility for all monies received and expended on behalf of the school. All funds held in school accounts are the property of the school and are to be used for educational purposes only. Sound financial management practices are required to manage school funds prudently.

The treasurer has a key role in the preparation of the school annual budget, which must be prepared at least six months in advance. The treasurer also presents the audited annual budget from the previous year to the Annual General Meeting.

Consequently, the treasurer works closely with the manager, head teacher/principal and other members of the committee to prepare the next school budget and to manage the existing budget effectively.

B.6 TREASURER'S RESPONSIBILITIES

6.1 The treasurer's main responsibilities are to:

- operate school accounts according to Ministry of Education Regulations and procedures;
- ensure that the school's accounts are audited annually;
- ensure that the audited account is presented to the school's Annual General Meeting by the end of February each year; and
- ensure that the annual audit report is submitted to the Ministry of Education through the District Education Office by the end of February each year.

6.2 The treasurer operates the school finances through carrying out a number of tasks:

- bookkeeping – keeping clear records of all financial transactions; writing cheques; doing the banking and managing the cash book.
- financial planning and management – assisting the manager, head teacher/principal and committee to prepare the school plan and budget; monitoring the budget; controlling any debts; and using the information contained in financial reports for sound decision-making.
- reporting – producing financial reports and assisting the auditor in carrying out an audit of the school accounts.

B.7 TREASURER'S KNOWLEDGE AND SKILLS

In order to carry out the responsibilities and tasks properly, the treasurer needs to:

- communicate with others, listen and seek advice when unsure of what to do;
- work cooperatively with the head teacher/principal, manager and other committee members to plan the next school budget;
- maintain honest, open and accountable financial management practices;
- understand how the school accounts operate;
- understand how to manage the school budget; and
- know how to prepare financial reports.

B.8 FINANCIAL PLANNING

8.1 Annual Budget

Financial planning involves preparation of the budget to cover the next academic year. The treasurer needs to work closely with the head teacher/principal, manager and other members of the committee to prepare an annual budget based on **expected income** and **proposed expenditure**.

During the first half of the year the committee must make an informed estimate of the total cost of running the school for the following year. Obviously, a significant part of this task will fall on the head teacher/principal who will advise the committee of the staff, materials, equipment and furniture that are required to maintain existing programs and to implement new programs as required.

8.2 Expected Income

The committee and head teacher/principal should agree on the essential items necessary for the provision of a sound education and the total sum of money needed to provide these should be calculated. These essential items should be paid for by the guaranteed sources of income (Government grants). While expected income from non-Government sources such as fundraising events may also be estimated, committees and head teachers/principals should not plan to fund essentials from these less certain funding sources.

8.3 Proposed Expenditure

Estimates of expenditure can be categorised into **re-current expenditure** and **capital works and purchases**:

The re-current expenditure budget includes the funds needed to facilitate the smooth running of the school for one academic year such as:

- teacher salaries;
- wages for non-teaching staff;
- electricity;
- water;
- maintenance and upkeep;
- stationery and stores;
- transport and fuel for educational and sports programs;
- school services;
- committee expenses (small sum only).

These essentials are to be paid for by **guaranteed** sources of income. They should not be paid from less certain sources such as fundraising.

The capital works and purchases budget should be planned according to priority needs for upgrading existing structures and equipment, as well as for the expansion of school facilities and programs. The school priorities will guide decisions about the allocation of funds for capital works and purchases. Items under this heading include:

- textbooks and library books;
- technical tools and equipment;
- science chemicals and equipment;
- office equipment such as computers, photocopying machines and duplicating machines;

- teaching equipment such as digital projectors, overhead projectors, televisions, DVDs and VCRs;
- new buildings to cater for increases in the school roll and expansion due to implementation of new courses. Classrooms, specialist rooms, staff quarters, ablution blocks and hostels all come under capital works programs.

8.4 Fundraising

Fundraising through donations and activities such as bazaars, concerts, canteens and sales of crops provides the important extras for the school which are used to enhance the quality of the education provided.

All funds raised which are in any way connected with the school must be entered into the school account and reported to the committee by the treasurer. No authorisation can be given for any fundraising for purposes other than the school.

As parents and the wider community contribute substantially to fundraising, it is important that the committee keeps them informed of the amounts raised and the purposes to which the funds are allocated. This needs to occur in a timely manner such as through the school newsletter.

In planning fundraising activities schools need to:

- seek the approval of the Chief Executive Officer (Education) through the District Education Officer;
- abide by the Gaming Act 1978;
- plan well;
- ensure that students' learning time is not compromised through fundraising; and
- ensure that no child is victimised for non-participation.

8.5 Contingencies

Putting aside some money for contingencies is good practice. However, large sums of money should not be saved up for "a rainy day". Remember that the Government, parents and community who all contribute to the funds provided and raised each year will expect to see the money spent for the benefit of the pupils who are there at the time. Never keep cash on hand for contingencies.

B.9 FINANCIAL MANAGEMENT

Financial management involves:

- receiving money in the form of cash or cheques;
- banking cash or cheques received;
- paying accounts;
- recording receipts and payments;
- reporting receipts and payments;
- managing petty cash;
- auditing financial records; and
- monitoring money received, receipted and banked by clubs, etc., on behalf of the school.

9.1 Receiving money

The treasurer receives money in the form of:

- Ministry grants that are deposited in the school bank accounts; and
- people handing cheques or cash directly to the treasurer; for example, for school fees or from a fundraising event.

Procedures for receiving and handling money:

- The treasurer should never be the only person present when money is received and counted. Two people should always be present.
- An on-the-spot receipt is to be provided every time money is received.
- The treasurer should not receive money if he or she is unable to provide a receipt at the time.
- Money needs to be banked promptly. If there is no easy access to a bank, arrangements must be made for the safe keeping of any cash. It is essential that large amounts of cash are not left in the care of any individual.
- School money must never be donated, loaned or borrowed.

9.2 Control of receipts

Sound control is required over the collection, protection and accounting of all receipts.

Procedures for controlling receipts

- One official receipt book should be operated at any one time and is to be held by the treasurer.
- The receipt book pages and duplicates must be numbered.
- All receipts need to be carefully accounted for and are required by the auditor.
- The information on receipts needs to be entered into the school's cash book. Each receipt needs to show: the date the money was received; the amount received; and the reason for which money was paid (for example, school fees).
- Receipts must be issued in sequence and cancelled receipts retained in the receipt book for audit and inspection purposes.
- The treasurer is required to keep a receipt book register that records the number of receipt books used.
- The receipt book in use, as well as all used and new books, must be stored securely.

9.3 Banking

Procedures for banking:

- A school may operate one or more bank account. It is essential that the District Office is notified immediately, in writing, of any change to the school's bank account number/s or bank.
- Sometimes, insufficient funds result in the closure of a bank account. In such instances, the District Office must be notified immediately. Grant deposits may be delayed when the bank makes reversals due to an invalid bank account number.
- The management committee should make rules for the banking of money, particularly in relation to how frequently banking must occur. As the treasurer is responsible for the money received, it is important that he or she deposits it in the bank as soon as possible.
- All monies received must be banked. As a rule, cash should not be used for paying accounts. Cash payments make auditing more difficult and also make it more difficult to account for monies expended. Cheques should be used to pay for petty cash or to pay bills.
- Treasurers must implement procedures for the safe storage of any moneys that have not been banked.
- The head teacher/principal needs to have ready access to information about bank balances and the state of the school's finances. He or she is required to act promptly if it is discovered that insufficient funds remain for essential expenditure in the school.

9.4 Payment of Accounts

To ensure accountability and to protect the treasurer and other committee members, the committee must establish procedures for the payment of accounts.

Procedures for paying accounts:

- The committee needs to determine who is authorised to make payments for the goods and services provided to the school. In larger schools the bursar or clerical officer may assume this role. In most instances, however, authority will be allocated to the treasurer.
- When paying accounts the treasurer is to:
 - record details of all payments. The details must show the date, amount of payment, and name of the person and organisation being paid; and
 - prepare a list of all payments to be made. Invoices are to be attached. (Note that great care is needed to not lose invoices and receipts as they provide the evidence that school funds have been used for proper purposes.)
- The committee is required to formally approve the payments made. Approval is noted in the minutes of the committee meeting.
- Payments should always be made by cheque. If for some reason an account needs to be paid for in cash, the treasurer will need to provide written evidence that the payment has been made.
- Grants must be used for the purpose for which they are provided and within the specified period of time. Prior approval needs to be sought from the Ministry for any deviation from this requirement so that there is consistency in records maintained by both parties on the use of public funds.

9.5 Payment by School Cheque Account

Payment by cheque provides sound control over authorised payments and helps to minimise risks associated with payments.

Procedures for payment by school cheque account:

- The management committee must establish who is authorised to act as signatories to the account. More than one signatory is required. While some larger schools require three people to sign cheques, the most common practice requires two signatories to the account.
- A register of signatories must be maintained which includes the specimen signature of each signatory.
- Blank cheques are not signed under any circumstance. Similarly, cheques are not signed without an invoice.
- The payment is supported by an invoice and purchase order.
- The number of the cheque used for paying the account is written on the invoice. Each signatory initials the invoice next to the cheque number to indicate that the cheque used matches the invoice.
- The cheque butt is initialled by each signatory to the account.
- All details are to be recorded clearly and without erasure.
- Where supporting documents are not available the payment should not be made until they are provided.
- Personal cheques must not be cashed from revenue collections.

9.6 Recording Receipts and Payments

All schools are required to implement a financial management system. Many large schools with good technology are using computer software programs for keeping financial records.

Most schools, however, use a cash book for their recording. The "simple cash book" is a good system as it immediately provides the treasurer with information about the school's bank balance.

Whatever system is used for keeping financial records, it is essential that all receipts and payments are entered in the cash book, preferably as soon as they are made.

9.7 Reconciliation of Bank Statements

Banks issue statements on a monthly basis. The treasurer is therefore able to reconcile the bank statement each month. This is a process that allows the treasurer to match the cheque payments (debits) and the amounts banked (credits) against the school financial records.

The balance on the bank statement may be different from that in the cash book. For example, the statement may show bank charges or interest received; and it will not show any cheque payments made that have not yet been presented to the bank.

Procedures for reconciling the monthly bank statement:

- Enter details of any charges or interest in the cash book.
- On the bank statement, place a tick next to every cheque number and deposit that is matched to a payment and receipt in the cash book.
- On the balance shown in the bank statement, add any receipts that are not shown as having been deposited.
- Deduct all cheques that have been drawn (paid out) but not presented to the bank.
- Write the reconciliation on the bank statement itself if there is room or attach it to the bank statement. The balance shown on the reconciliation statement needs to match the balance shown on the bank statement. This is necessary for audit purposes.

9.8 Petty Cash

Petty cash is a small amount of money entrusted to the head teacher/principal for the day-to-day operation of the school. While the amount involved is small, it is necessary to establish a system for managing petty cash. This ensures openness and transparency, and protects the head teacher/principal from any potential claims of misuse of petty cash.

Procedures for managing petty cash:

- The committee is to determine the amount of petty cash available and the upper-most limit that can be spent on any one item.
- The head teacher/principal needs to account to the committee for all expenditures and provide receipts wherever possible. Where a receipt is not available, a payment voucher needs to be filled in by the head teacher/principal and endorsed by the committee.

9.9 Presenting Treasurer's Reports

The treasurer is required to present a written report to the committee (and controlling authority) at least once per quarter calendar year. It is good practice to present a report at each committee meeting, even if meetings are held more frequently than quarterly.

Procedures:

- The committee will decide how much detail they require in the treasurer's report. However, as a minimum requirement the report should include:
 - an up-to-date reconciliation;
 - amount of all money available to the school;
 - details of all moneys received; and
 - confirmation of payment of authorised accounts.
- The treasurer must be prepared to answer members' questions regarding the report.
- To keep staff, parents and the community informed, and to provide confidence in the openness and transparency of the school's financial management, it is good practice to distribute the treasurer's reports more widely, such as through school newsletters.

B.10 AUDIT OF FINANCIAL RECORDS

Ministry Regulations require the school's accounts to be audited annually by the end of February.

Procedures:

- The auditor must be someone who is independent of the committee. If any member of the committee has any personal relationship with the auditor (e.g., a relative) the nature of the relationship must be disclosed in the treasurer's report to the Annual General Meeting.
- The treasurer is required to present the audited account to the Annual General Meeting for approval by the school community.
- A copy of the audited financial statement must be posted to the District Education Office by the end of February. The District Education Office will then forward the statement to the Ministry of Education headquarters.

The Notes accompanying the audited account need to state how government grants were utilised within the specified period of time, as well as the completion dates for any capital works programs carried out. This will support subsequent release of further grants.

APPENDIX I SCHOOL CONSTITUTION-SAMPLE FRAMEWORK

1.0 NAME

The name of the Committee shall be

2.0 PLACE OF OFFICE

The registration office of the Committee shall be at the Primary School.

3.0 OBJECTS OF THE COMMITTEE (*NOTE to committees establishing or revising constitutions: The committee establishes its objects in consultation with the controlling authority, staff and parents.*)

The objects of the committee shall be to:

- 3.1
- 3.2
- 3.3
- 3.4
- 3.5, etc.

4.0 MEMBERSHIP

The management of the school shall be vested in a committee which shall consist of the following members:

- ☐ A chairperson, who shall also be manager of the school
- ☐ A secretary
- ☐ A treasurer
- ☐ The school head teacher or his/her representative
- ☐ At least six other representatives elected from the parent body,

including at least one from the PTA

3.0 ELECTION OF THE COMMITTEE

(where this is determined by the controlling authority)

3.1 The committee shall be elected annually by the controlling authority of the school according to the regulations effective at the time.

3.2 The chairperson shall be appointed by the controlling authority at the time of the annual election of the committee.

OR

3.0 ELECTION OF THE COMMITTEE

(where the controlling authority is also the school committee)

3.1 All elections of Committee members shall be held annually at the Annual General Meeting.

3.2 All parents/caregivers with children actually enrolled in the school shall be eligible to vote in the election of the committee and shall be notified in writing at least fourteen days in advance by the secretary of the date, time and place of the Annual General Meeting.

- 3.3 Nominations for the committee shall be in writing and must be signed by both the nominator and the nominee. Nominations must be in the hands of the secretary on the day before the date of the Annual General Meeting.
- 3.4 Committee members shall serve tenure of three years from the time they are elected.
- 3.5 Election shall be by straight out contest and voting shall be by secret ballot. In the event of equality of vote, the election supervisor shall convene a second vote immediately.
- 3.6 All retiring members of the committee shall be eligible for re-election.
- 3.7 Should a vacancy occur during the year, the committee shall co-opt another member from among the parents who are entitled to vote, and the vacancy shall be filled by election at the next Annual General Meeting.

4.0 COMMITTEE MEMBERS' PERFORMANCE OF DUTIES

Should a member of the committee be found unable to carry out his or her duties effectively, another member or members of the committee may execute a vote of no confidence in the officer. Should over 50% of those present at the meeting concur, the officer will be requested to step down from his/her position.

5.0 MEETINGS OF THE COMMITTEE

- 5.1 The Annual General Meeting shall be held each year in the month of at a time and place to be decided by the committee. At least days' notice of the annual general meeting shall be given by the secretary to all who are eligible to cast votes as defined in 3.2 of this constitution.
 - 5.1.1 At every Annual General Meeting no less than 30% of those eligible to cast votes must be present to form a quorum.
 - 5.1.2 The Annual General Meeting shall transact the following business:
 - 1. Minutes of the last Annual General Meeting
 - 2. Annual Report
 - 3. Audited Financial Report
 - 4. Motions (if any)
 - 5. Election of Office Bearers
- 5.2 The committee shall meet at least once a term and as often as necessary for the efficient running of the school.
- 5.3 The secretary shall notify in writing all members of the committee of the date, time and place of meetings of the committee at least 7 days in advance.
- 5.4 In the absence of the chairperson the committee shall elect a chairperson for the meeting only from among the members present.
- 5.5 At least 60% of the committee must be present to form a quorum.
- 5.6 Any committee member who is absent for two consecutive meetings without a genuine reason is deemed to have resigned.
- 5.7 A Special General Meeting may be convened at any time at the discretion of the committee or at the request of 30% of eligible parents/caregivers as defined in 3.2 of this constitution. The objectives of a special general meeting shall be stated in writing at the time the request is put to the chairperson. All discussions at Special General Meetings shall be confined to matters on the agenda and decisions reached shall be valid.

6 FINANCE

- 6.1 The committee shall pursue the objects stated in 3.0 and shall protect its funds against extravagant use or misappropriation.
- 6.2 The committee shall be responsible for recommending from time to time the fees to be charged for attendance at the school. Rates of fees will be subject to approval by the Chief Executive Officer (Education).
- 6.3 The committee, in consultation with the head teacher/principal, shall arrange for the proper receipt and banking of all monies received by the school.
- 6.4 The committee shall establish and maintain an account with the Bank for the purpose of handling the finances of the school.
- 6.5 All monies received shall be properly receipted on the day they are received and shall be banked as soon as possible.
- 6.6 The committee shall authorise three of its members to act as signatories to the Bank Account. At least two signatures shall always be required. The prime signatory shall be the treasurer jointly with the manager. If either officer is not available, then any two jointly with the third designated signatory are authorised to sign.

7 DISTRIBUTION OF THE CONSTITUTION

- 7.1 A parent/caregiver enrolling a child for the first time in the school shall be given a copy of this constitution.

8 CHANGING THE CONSTITUTION

- 8.1 This constitution shall only be changed provided that:
 - 8.1.1 Notice of the intended change is given in writing to the secretary at least 21 days prior to the Annual General Meeting or special general meeting called specifically for this purpose.
 - 8.1.2 Written notice has been given to all parents who actually have children enrolled at the school, that the proposed change to the constitution is to be considered.
 - 8.1.3 70% of those attending the Annual General Meeting or special meeting vote in favour of the change.

9 RELATIONSHIPS

- 9.1 The School Management Committee, in pursuit of the objects stated in 3.0, acknowledges that the effectiveness of a school depends largely on the quality of the relationships between its various individuals and groups; for example, between the head teacher and manager, one member of staff and another, teachers and students, committee members and teachers, and teachers and parents.

The well being of the school and the maintenance of a positive school tone are dependent on a professional and harmonious relationship between students, staff, parents and members of the committee. Of particular importance is the relationship between each member of the committee and the committee as a whole with the staff.

The school committee shall foster and promote the most professional, courteous and productive relationship possible.

- 9.2 Disagreements, complaints or conflicts which may arise from time to time between a committee member and the head teacher, or between a committee member and parent or community member, should be faced sensibly, openly and honestly and should not be allowed to sour relationships and to affect the school detrimentally.

Therefore, the committee shall wherever possible resolve any disagreement, complaint or conflict between a committee member and a member of staff at the local school level according to the procedures established by the committee and staff.

10 COMMUNICATIONS WITH THE HEAD TEACHER/PRINCIPAL

- 10.1 The committee recognises that most of its communications with head teacher will be of a verbal and discursive nature.
- 10.2 Written communications between the committee and head teacher require that:
- requests are carefully composed and written for the head teacher's or school manager's attention;
 - all correspondence or records of formal meetings are recorded and filed for future reference;
 - plans agreed to by staff are communicated to the committee in writing and decisions of the committee are sent to the head teacher in writing;
 - copies of minutes of staff meetings and committee meetings are exchanged.

11 DUTIES OF THE COMMITTEE

- 11.1 The committee shall perform duties and roles in school decision-making, planning, and financial management as described in the School Management Handbook, Ministry of Education, 2005.
- 11.2 Key duties of the committee are to:
- develop and manage the school site and facilities and ensure that the buildings and grounds of the school are kept in good order.
 - assist the head teacher in the smooth and effective running and development of the school.
 - be responsible for the appointment and dismissal of non-civil servant staff in the school.
 - approve all financial transactions and ensure that proper financial records are kept for the school.
 - organise the raising of the extra funds necessary for the upkeep and development of the school.
 - set the level of fees for students attending the school; subject, where applicable, to the regulations or approval of the Ministry of Education.

12 DUTIES OF THE CHAIRPERSON

Acknowledging the roles described in the School Management Handbook, Ministry of Education, 2005, the key duties of the chairperson are to:

- preside over all meetings of the committee at which he/she is present
- preside at the Annual General Meeting
- act as the manager of the school. In this capacity the chairperson shall represent the committee and shall act in accordance with the decisions of the committee

- ensure that other office-bearers are carrying out their duties correctly and to the best of their ability.

13 DUTIES OF THE SECRETARY

Acknowledging the roles described in the School Management Handbook, Ministry of Education, 2005, the key duties of the secretary are to:

- call all committee meetings and give due notice of the business to be transacted.
- maintain accurate records of all business of all committee meetings.
- prepare and manage such correspondence on behalf of the school as the committee may request.

14 DUTIES OF THE TREASURER

Acknowledging the roles described in the School Management Handbook, Ministry of Education, 2005, the key duties of the treasurer are to:

- maintain accurate records of all monies received and paid in the name of the school.
- present a financial statement to the committee at least once quarterly.
- ensure that the financial records are audited annually by a person approved by the committee.
- present the audited financial statement to the Annual General Meeting of the school.

15 AMENDMENT TO CONSTITUTION

No amendments, additions or alterations in the constitution shall be valid unless:

- notice of motion is submitted to the secretary for consideration at least 14 days prior to the Annual General Meeting or Special Meeting;
- the proposed amendment is circulated to all eligible voters at least 7 days prior to the meeting; and
- the proposed amendment is passed by a majority vote.

16 REPEAL AND REPLACEMENT

All former constitutions are replaced and repealed by this constitution, adopted at

_____ on _____ the _____ day of _____

SIGNED:

Chairperson

Secretary

APPENDIX II: EFFECTIVE MEETING PROCEDURES

The following guide to meeting protocol is taken from the Training Manual for P&C Associations, Western Australian Council of State School Organisations (WACSSO).

Note that the information provides a guide to running effective meetings. It is not intended to tell committees everything they need to know about meeting procedures.

1. TYPES OF MEETINGS

General Meetings

A general meeting is an ordinary meeting of the school committee, PTA or other formal group in the school at which normal business is discussed. General meetings are open to their membership groups (eg, all committee members, or all parents for PTAs). Non-members may not speak at the meeting unless permission has been granted by the chairperson.

It is usual to give seven days' notice of general meetings.

Minutes of a general meeting are adopted at the next general meeting.

Special General Meetings

Special general meetings differ from general meetings in that only the business of which notice has been given can be discussed. These meetings are usually called in an emergency and no other business should be discussed. Members must be given notice of special meetings, usually no less than seven days prior to the meeting.

Minutes of a special meeting are adopted at the next general meeting of the group or committee.

Annual General Meetings

An Annual General Meeting (AGM) must be held in every calendar year, ideally at the same time each year. Notice of the meeting must be given (usually 14 days prior to the AGM) and the meeting must be advertised.

The AGM is the same as a general meeting with two special functions:

- the election of the office bearers; and
- the presentation of the audited financial report.

In addition, it is customary for the chairperson to present an annual report of the committee's/group's activities over the past year. General Business may be dealt with at an AGM; however, it is recommended that only items of business which must be dealt with immediately should be placed on the agenda.

Sub-Committee Meetings

Sub-committee meetings are very often more informal than general meetings. However, members should not lose sight of the fact that the meetings should be short and productive. It is useful to keep minutes of sub-committee meetings. Sub-committee conveners must report to the group or organisation they represent.

2. EFFECTIVE MEETINGS

“A meeting should never be an event at which minutes are kept whilst hours are lost.”

When you attend a meeting you expect that everyone will pool their abilities to solve common problems, dilemmas and issues. The reality is often quite different. The very nature of a meeting is artificial and processes can sometimes seem complicated. Gathering a group of people together at a specific time and place will not, by itself, guarantee a productive, successful meeting. Effective meetings don't just happen – they are planned.

Here are some simple tips for achieving productive meetings:

- **Preparation.** Prepare an agenda and ensure you have enough time to achieve your agenda by allotting a time limit for each item to be discussed. This means prioritising the business on the agenda.
- **Time.** This is commonly the most wasted resource at a meeting. People have decided to come to a meeting and if at the end of the meeting they feel they have wasted their time, it is unlikely they will be regular in their attendance. It's important to stick to the starting and finishing times. Extensions beyond the scheduled finishing time should be agreed upon by the meeting.
- **Structure and Control.** Make sure that all the information about the aims of the meeting, the priority of the agenda items, and the scope of the decision-making capacity are known to all participants. The chairperson must be (and must be seen to be) in full control of the meeting at all times. This should be done through the agenda and by sticking to the agenda – keep drawing the group back to the point being discussed.
- **Decision-making.** The purpose of the meeting is to make decisions. Boredom and frustration can occur if decisions are not made or take too long to be made.
- **Encourage maximum participation by all persons present.** Good decisions are made by maximum consultation in the time available. It is also important to control dominant personalities. Every meeting has them and if there is to be maximum participation, they need to be controlled – not gagged!
- **Keep the focus positive.** Never criticise a person or their work in front of others. Meetings should emphasise members' positive contributions, shared decision making and problem solving. Where possible, try to handle difficult situations one-on-one or in small groups, outside the meeting. Remember when issues arise to discuss the problem, not the personalities involved.
- **Summarise and Record.** For the protection of all, you need to record not only resolutions, but any actions taken and the person responsible for that action. Also include a timeline indicating the time by which the action should be taken. In other words, who is responsible for what.

Variety is also an essential ingredient for meetings, and guest speakers are a tried and true method of introducing some variety. One of the most accessible sources of guest speakers is your school's teaching staff.

Staff are in a position to inform members about key learning area activities, special projects and a range of other important issues relating to the total learning environment, including health and safety issues. Inviting staff to address your meetings also helps to fill one of the objectives of the school committee or group – to bring about greater cooperation between the school and home.

3. MEETING ENVIRONMENT

Creating a positive and welcoming environment is another important aspect of effective meetings. Here are some suggestions:

- Have one or two members of the School Management Committee or PTA greet new members and welcome them to the meeting (AGM or general meeting).
- Have members wear name tags if everyone's name is not known.
- Exhibitions or displays of children's work at meetings can be a source of interest and excitement to both new and continuing members.
- Ensure that your venue is available and set up as you require it prior to the meeting. Don't have people waiting around while you rearrange furniture, hunt for paper, etc.

4. PREPARING FOR THE MEETING

Check the Agenda Prior to the meeting, the chairperson should check the relationship of school policy or objectives with all items to be discussed. It may be necessary to refer to previous decisions that have been made relating to the items.

Supporting Papers Supporting papers, including correspondence and reports, should be collated in the order that they appear on the agenda. Wherever possible, the minutes of the previous meeting, the agenda, supporting papers and written reports should be circulated to members prior to the meeting, to give time for reading and consideration.

5. DURING THE MEETING

The agenda provides a guide for the meeting, determining the order of the business to be discussed. Listing your business on an agenda also helps to ensure that no item of business is forgotten. Items of an urgent nature or requiring a decision at the meeting can be placed high on the agenda to ensure that they are dealt with and not deferred to the next meeting if all the business cannot be completed. For this reason, the order of the agenda could change at every meeting. The chairperson is responsible for prioritising the agenda items.

The order of business on a typical agenda for a general meeting would look something like this:

Agenda

1. Open meeting. Attendance/Apologies
2. Confirmation of minutes from previous meeting
3. Business Arising from minutes of previous meeting
4. Correspondence In, Correspondence Out
5. Treasurer's Report
6. Other Reports (eg, Head Teacher's/principal's Report)
7. General Business including Motions on Notice
8. Other Business
9. Date of Next Meeting
- 10 Close

Opening the Meeting

The chairperson should check that there is a quorum present and then officially declare the meeting open. A quorum is the required number of people who need to be present to constitute a meeting which can legally pass motions and implement resolutions. The meeting cannot begin until it is declared open by the chairperson.

It is customary for the chairperson to ask for apologies. Attendance at committee meetings is recorded in the minutes and at larger meetings (such as PTAs) names are usually recorded in an attendance book.

Confirmation of Minutes

It is every member's right and duty to have read the minutes of the last meeting before the current meeting. For this reason it is preferable for minutes to be circulated as soon as possible after the close of each meeting.

If you were present at the meeting, you need to check that what you observed was recorded accurately. Any corrections that need to be made to the minutes must be made **before** they are confirmed. Minutes can only be corrected to accurately reflect what occurred – they cannot be amended to show a change of occurrence or opinion.

The chairperson would normally ask if the meeting will accept the minutes as a true and accurate record and put this to a vote (a simple show of hands). Once confirmed, the minutes cannot be **altered** in any way.

Motion to be put to the meeting: "That the minutes of the meeting on be confirmed as an accurate record."

OR

"That the minutes of the meeting of with the following amendment(s) be confirmed as an accurate record."

Business Arising from Minutes

The chairperson should ensure that discussion on the business arising from the last minutes is limited to actions which have occurred (or not occurred) since the last meeting, and not provide an opportunity for those who were not present at the previous meeting to re-debate the resolutions which were adopted.

Correspondence (In/Out)

Ensure you have a process for collecting and sorting out the mail on a regular basis rather than leaving it until the week of the meeting – or, even worse, the night of the meeting!

Circulate relevant correspondence to members prior to the meeting. Letters do not have to be read to the meeting unless someone specifically requests that the secretary do so.

Members may ask for clarification on any item of correspondence, but this must be done through the chairperson, never directly to the secretary. A vote would normally be taken that correspondence **in** be received and that correspondence **out** be *approved*.

It is good practice for business arising from correspondence to be dealt with as it arises and not be deferred to General Business.

Treasurer's Report

The treasurer should always present written reports to the meeting (if possible these should be circulated to members prior to the meeting), consisting of a statement of income (receipts) and expenditure (payments), account balances and any other financial information required by the meeting. Treasurers' reports can be difficult to understand, so it is good practice for the report to contain a summary of the main points.

The meeting must vote to receive the Treasurer's Report.

The treasurer should also present a list of accounts for payment for approval by the meeting. Careful attention should be paid to this list, as this is where your money is being spent.

Other Reports

Other reports may come from the head teacher/principal, manager, sub-committees, etc.

Encourage sub-committees to provide written reports and, if possible, have them circulated prior to the meeting. This will forego the need for verbal reports being given at the meeting, and discussion can begin straightaway on the matters raised or the recommendations made in the report. It will also make the secretary's life a lot easier!

It is really up to the chairperson to control the time taken for these reports and the questions asked of the person giving each report. However, members should ask for points of clarification if there is anything that they feel has not been made clear.

The meeting votes to adopt reports if they contain recommendations that need to be acted upon. Otherwise, the meeting votes to receive the reports.

Other Business

Any item of business which arises after the circulation of the agenda should be declared at the beginning of the meeting, and placed appropriately on the agenda, having regard to its urgency and giving preference to those items which were advised at the appropriate time (ie, before the agenda was prepared).

Closure

The chairperson thanks everyone for attending, thanks any special guests, confirms the date of the next meeting and closes the meeting.

6. RULES OF DEBATE AND STANDING ORDERS

Standing Orders are the rules of debate that govern the conduct of the meeting.

Committees and formal groups are often tempted to run informal meetings with little or no procedure.

There is a case to be made for the relaxation of procedure at certain times and under certain circumstances, but there must be underlying rules. Once the chairperson loses control of a meeting, it is very difficult to regain it, and almost impossible if there are no rules of procedure.

If Standing Orders are strictly followed, no discussion is permitted except on a motion or amendment which has been moved, seconded, and accepted by the chairperson. The chairperson may also request that the motion or amendment be put in writing.

Many committees or formal groups have a discussion and then formulate a motion to be voted on. This should be done in reverse with a motion being put to the meeting first, followed by debate and then a vote.

Substantive Motions

Many committees or formal groups allow free discussion without first requesting a motion. There are a number of disadvantages to this:

- It is difficult to know whether the discussion is relevant, as the issue or problem hasn't been clearly identified by a motion. This can result in the meeting becoming confused, with a number of issues becoming mixed up together.
- The discussion is easily side-tracked onto other related and sometimes unrelated issues. This in turn can mean that the original problem remains unresolved.
- The discussion can be unproductive with no decision being made.

A substantive motion is simply a formal proposal that an action be taken, that something previously done be approved, or that the meeting express an idea or opinion about something. Motions serve two specific purposes:

1. Ensuring that everyone in the meeting is clear on the issue being discussed and voted upon; and
2. Enabling the secretary to accurately record the decision of the meeting in the minutes.

No matter how relaxed the meeting may be, the chairperson should always insist that decisions are made by way of a vote on a motion.

Motions usually begin with the word "that" and should be:

- clearly worded so that everyone can understand them;
- expressed in positive terms; and
- recorded in such a way that it is clear "who" is to do "what" and by "when".

The person who presents the idea to the meeting is the **mover**. Before a motion can be discussed it requires a **second**; that is, another person who agrees that the idea should be discussed. If a motion is not seconded, it lapses and is not discussed.

Once the motion has been seconded, the mover then explains the reason for presenting it to the meeting and what it is hoped will achieve. The meeting is then able to debate the motion.

The motion becomes a resolution after it has been agreed to by the meeting.
The Debate

Standing Orders provide a framework which helps to control debate on a motion and ensure the smooth functioning of the meeting. The rules of debate include:

- Time limit restrictions on speakers, unless the meeting grants the speaker an extension. This is particularly useful in avoiding lengthy speeches! The time limit is generally 4 minutes for the mover of the motion, 2 minutes for speakers for or against the motion, and 2 minutes for the mover's right of reply.

- Sequence of speakers – each speaker must state whether he/she speaks for or against the motion and state his/her reasons. The chairperson should ask if anyone wishes to speak against a motion first. If there are no speakers against the motion, there is little point in endlessly discussing something that everyone obviously agrees with, and the vote should be taken right away.
- Each speaker may speak only once to a motion, except the mover who has the right of reply. This ensures that the discussion doesn't become repetitive.
- When taking speakers for or against a motion, ensure that no more than two speakers speak successively for or against a motion. For example, if two speakers have spoken in favour of a motion and there are no opposing speakers, the debate is closed and the chairperson immediately takes a vote on the motion. This helps to ensure a balanced debate, by not allowing one viewpoint to dominate. It also helps to ensure that speakers stick to the point.

Remember, the purpose of this framework is not to gag debate, but to ensure that it is orderly and productive.

Amendments

An amendment is a proposal to alter a motion in some way and is frequently used to make the original motion more acceptable to the meeting. This usually involves adding, deleting or substituting words with the intention of improving the original motion.

An amendment must have a mover and be seconded. The amendment is then debated and voted on before being incorporated into the original motion. There is no limit to the number of amendments which can be moved, as long as they are relevant and do not change the intent of the original motion. The chairperson must use his/her discretion in accepting amendments since too many can result in confusion.

Amendments may be put forward to amend the previous amendment and these must be dealt with in the sequence decided by the chairperson.

Voting

The rules of the committee or formal group determine who is eligible to vote.

Voting is usually by show of hands unless a ballot is required under the committee's/group's rules, or a ballot or division has been requested by the meeting. The majority of motions are decided by a simple majority of votes.

If any member disputes the count, he/she is entitled to ask for a recount. Such a request must be made as soon as the result of the vote is announced. The chairperson can also demand a recount if the will of the meeting is not clear.

If the recount is disputed, members can ask for either a ballot or a division to clarify the vote.

In the event of a tied vote the motion is lost.

Ballots and Divisions

Any two members may request that a decision be taken by a ballot or a division. Such a request can be made either before or on the declaration of the result of a vote and would normally override the previous vote. Although slower than a show of hands, the result is not open to dispute.

In the case of a ballot, the chairperson should appoint returning officers to distribute ballot papers, count the votes, and advise the chairperson of the result.

In the case of a division, those for the motion usually stand on one side of the room with those against standing on the other side. The important point in a division is that the names are recorded.

Dissent

When a vote is taken by division the names of those dissenting are recorded automatically.

When the vote is by ballot or show of hands anyone dissenting may request that the dissent be recorded and this may be done at the chairperson's discretion. Dissenters are under obligation to comply with the decision; however, the recording of dissent exonerates them from all legal consequences of the decision.

Procedural Motions

Procedural motions relate to the conduct of the meeting and are used to draw the members' attention to an irregularity in the proceedings. Following are some of the most common procedural motions:

Point of Order. This procedural motion may be used when:

- the remarks of the speaker are irrelevant to the motion being discussed;
- the speaker has used "improper" language; ie, has sworn, become abusive, etc.;
- a member is speaking twice to a motion, out of turn or for longer than is allowed;
- a proposal is made which is against the spirit of the committee's rules;
- a proposed motion is contrary to a previous resolution of the committee; or
- an amendment is improperly proposed.

Any member may raise a point of order at any time – thus interrupting the speaker. The chairperson must give an immediate ruling on the point of order and the chairperson's ruling is final.

The Closure. The form of this motion is "That the question be now put". This motion can be moved at any time during debate, even interrupting a speaker. It may not be moved or seconded by anyone who has spoken to either the motion or subsequent amendments. If the closure motion is carried, the mover of the original motion may exercise the right of reply, after which the question must be put. If the closure motion is defeated, discussion continues.

The chairperson must remember to put the closure motion first then, if it is carried, the actual question (motion). This particular procedural motion is a useful device for those who feel that too much time is being devoted to a particular issue.

Rescinding Motions. Sometimes the effect of a motion needs to be cancelled. This requires a rescission motion. When faced with a rescission motion the chairperson should consider the situation carefully before accepting the motion.

In principle the rescission should not be allowed at the same meeting at which the original motion was carried. The resolution represents the collective will of those present when it was put and should not be overturned lightly. However, the chairperson needs

to be flexible – it would be silly to deny a recession motion in those rare occasions when circumstances change before the close of the meeting that make the resolution unworkable or impractical. For example, you may delegate responsibility for a task to a person who then hears during the meeting that they have been successful in getting a job in a distant location.

Guidelines for rescission:

- A motion to rescind should not be allowed at the same meeting at which the resolution was carried except in unusual circumstances, and then by a two-thirds majority of those entitled to vote.
- A rescission motion cannot be moved if the resolution has been carried out. For example, it is pointless to rescind a motion regarding expenditure if the money has already been spent.
- At least seven days' notice in writing should be given if you wish to bring a rescission motion to a subsequent meeting.
- A rescission motion is debated in the normal manner.

"That the Debate be Adjourned." This motion is used when you would like to return to the debate at a later time (either at the current meeting or at some future time), and is useful when the meeting has insufficient information to make a decision. You cannot interrupt another speaker to bring this motion and you will need a seconder. The only debate required on this motion is to decide when the debate on the original motion may be resumed. This motion cannot be moved by anyone who has already taken part in the debate.

"That the Matter be Referred to a Sub-Committee." Another useful motion when the meeting has insufficient information to make a decision, but this one allows the meeting to refer the matter to a committee to research and report back. Any debate on this motion would be limited to the meeting giving directions as to when the committee's report is to be ready for consideration. Needs a seconder and you cannot interrupt another speaker.

"That the Previous Question be Recommitted." When debate has been lengthy and several motions have also been debated and passed, members may feel that they've voted the wrong way in the confusion. This motion allows the question, in its final form, to be put again. The motion needs a seconder and must be passed by a two-thirds majority of members present and eligible to vote. The motion should only be used to take a second vote and not be used as an excuse to re-debate issues.

"That the Chairperson's Ruling be Disagreed With." Any member disagreeing with a ruling from the chairperson can bring this motion. It must be seconded before it is accepted by the chairperson.

Once accepted, the chairperson is temporarily replaced by another member of the committee/formal group. The mover of the motion is then able to explain why he/she disagrees with the chairperson and the chairperson is able to explain the ruling. No other member is entitled to speak.

The motion is then put in the positive form "That the chairperson's ruling be upheld". Therefore, those disagreeing with the chairperson must vote against the motion.

A motion of dissent is not a motion of no-confidence in the chairperson. It is a simple statement of disagreement. The chairperson continues chairing the meeting after the vote whether or not the ruling is upheld.

Suspension of Standing Orders. This would normally only be used if the meeting was following strict meeting procedures. It needs a seconder and must be passed by a two-thirds majority of members present and eligible to vote. If carried, the meeting goes into committee and unrestricted discussion can take place (without regard to time limits on speakers, etc). This is a useful motion if you have an issue you want to discuss, but not a motion. You will need another motion to return to Standing Orders, at which time a substantive motion can be presented. Discussion that takes place out of Standing Orders is not recorded.

APPENDIX III: GUIDELINES FOR MANAGING COMPLAINTS

GUIDING PRINCIPLES

- Staff, students, committee members, parents and visitors to the school should treat each other with respect and courtesy at all times.
- The well being of the school and the maintenance of a positive school tone are dependent on an open and harmonious relationship between staff, students, committee members and parents. All parties should work in partnership to provide students with the best possible opportunities for success with their schooling.
- Staff, students, parents and committee members have rights as well as responsibilities within the school community. Developing mutual respect for and understanding of each other's rights and responsibilities will help ensure the school runs smoothly for the benefit of all students.
- Head teachers/principals, other school staff, managers and committee members should encourage professional and positive relationships between the parties and, also, with parents, students and the wider community. Good two-way communication supports the development of these relationships.
- When problems, disputes or complaints occur, the parties concerned should seek to resolve the issues of concern promptly.
- In their leadership roles within the school community, head teachers/principals and managers should work cooperatively to resolve any complaints, concerns or conflicts that may be brought to their attention. Confidentiality and a genuine commitment to resolving the issue impartially and fairly should be exercised at all times.
- Endeavour should be made to resolve the issue at the local level; that is, at the level where the complaint, dispute or conflict has occurred. Wherever possible, informal processes should be used. (Note that this does not apply to allegations of matters such as assault, theft or serious staff misconduct where formal processes must be used.)
- If the issue cannot be resolved at local level, processes should proceed step-by-step "up the line"; that is, from the school to district office, divisional office and Ministry of Education headquarters. Procedural fairness will be applied throughout the course of any investigation that is carried out.

GUIDELINES FOR MANAGING A COMPLAINT

- Identify the problem or issue.
- Clarify the problem or issue by writing it down. Decide whether it is a concern, a query or a complaint. Decide who has responsibility for dealing with the problem or issue – for example, the teacher, head teacher/principal, other staff member or committee member. Refer the issue to the staff or committee member responsible.
- The head teacher/principal and, where appropriate, the school manager, need to assist parents to resolve a query, concern or complaint by providing the necessary information.
- The complainant should make an appointment to meet with the relevant staff or committee member, who should help arrange a meeting at the earliest opportunity that is mutually convenient to the parties concerned. The issue should be discussed calmly and openly. Agreed actions and a timeline for implementing actions should be recorded in writing.
- In cases where allegations or complaints are against a member of the staff, the head teacher/principal will determine the actions that are to be taken. The head teacher/principal will refer allegations of serious misconduct about a member of staff to the district senior education officer or other relevant district staff.
- If an issue cannot be resolved satisfactorily at the local school level, the complainant may refer the case to the district senior education officer. The issue or dispute will be investigated through the district education office. The senior education officer will act according to Ministry of Education and other legal requirements and will, accordingly, help to resolve the issue.
- In extraordinary circumstances a complaint can be forwarded to the Chief Executive Officer (Education) who will determine the actions to be taken.

APPENDIX IV: EDUCATION (GRANTS AND ASSISTANCE TO SCHOOL) REGULATIONS 1998 RECURRENT GRANT-IN-AID TO AIDED SECONDARY AND JUNIOR SECONDARY SCHOOLS

These regulations replace the Education [Grants and Assistance to Schools] Regulations 1984 Recurrent Grant-In-Aided Secondary and Junior Secondary Schools and all subsequent amendments.

1. In these regulations:-

- (a) An aided school is a non government secondary or junior secondary school receiving recurrent grant-in-aid either in cash or kind from the Government.
- (b) An aided teacher is a teacher teaching in an aided school and part or whole of whose salary is met by the government.
- (c) An aided pupil is a pupil who is enrolled in an aided form and in respect of whom a per capita grant is paid to the school.
- (d) An aided form is a form which consists of aided pupils and has been approved by the Chief Executive Officer (Education) and which fulfils the class size requirements as stated in Appendix I below.

2. The Chief Executive Officer (Education) may, with the approval of the Minister, offer recurrent grant-in-aid to a school in accordance with these regulations, and on such other conditions as may be laid down from time to time.

3. Recurrent grant-in-aid shall be assessed annually and it shall be based on the number of aided pupils in aided form for per capita grant; the number of aided non government teachers, government teachers and an aided clerical assistant for salary grants; and any special grants that may be made to the schools. The number of aided forms are to be determined as set out in Appendix II below.

4. (a) The maximum number of aided teachers in an aided school shall be calculated according to the following formula:

$$\text{No. teachers (T)} = 4x/3 + m + y + (p+q+r/2) + z$$

x = No. of Streams

m = 1 for schools with form 5 top or has 1 stream of form 5 only.

m = 2 for schools with two or more streams of form 5 and form 6

and above

y = No. of Home Economics or Industrial Arts teachers.

p = No. of Form 5 streams

q = No. of Form 6 streams.

r = No. of Form 7 streams

z = any other teachers e.g. full time teacher/librarian, etc.

[The number of classes or streams at each form level is to be based on Ministry of Education guidelines.]

- (b) The minimum number of aided teachers for each aided school will be decided every year and the Controlling Authorities of schools will be informed at the beginning of the year if the number of aided non-government teachers is to remain unchanged/decreased/increased. Normally the minimum number shall be one teacher for each form in an aided school.
- (c) Provided that when a form contains fewer than twenty pupils, the number of teachers shall be at the discretion of the Chief Executive Officer (Education).
- (d) The aiding of full-time or part-time clerical assistance shall be made in accordance with the formula specified in Appendix IV.
- (e) The ratio of civil servants to grant-in-aid teachers in a school shall normally be 60%:40%

5. Recurrent Grant-In-Aid will comprise:

- (a) A Salary Grant comprising:
 - (i) Not less than 80% of the salary of each aided non government teacher as assessed under Section 6 below; and not less than 80% of any allowance(s) for which he/she may be eligible.
 - (ii) not less than 80% of the approved salary of a clerical assistant employed by the Controlling Authority in the school with the prior approval of the Chief Executive Officer (Education) ; and
 - (iii) not less than 80% of the employers' contribution to the Fiji National Provident Fund in respect of each aided teacher and of the clerical assistant.
 - (b) A Per Capita Grant for Other Recurrent Expenses as set out in Appendix VI (of this document).
 - (c) Any Special Grant which the Chief Executive Officer (Education) may make for an item that is to be used in the school.
6. (a) The salary and any approved allowance in respect of an aided non-government teacher shall be assessed by the Chief Executive Officer (Education) according to the criteria currently used for the assessment of salaries of Government teachers. The Chief Executive Officer (Education) shall pay all aided non-government teachers their salaries and allowances as so assessed to include 20% of salary contribution from the Controlling Authority.
- (b) The 20% of salary contribution from the Controlling Authority shall be deducted from the tuition grant payable during one year. Such deductions may also be made from any remission of fees due to the school.

- (c) Any teacher over sixty years of age shall not be grant-aided unless prior approval of the Chief Executive Officer (Education) has been obtained.
 - (d) All retired re-employed teachers under the age of 60 will receive basic salary equivalent to their qualification.
 - (e) When a vacancy is filled by a teacher recruited under an approved overseas volunteer scheme the salary grant will include the full cost of pocket money at the approved rate, the Controlling Authority being responsible for the provision of free board and lodging.
7. (a) If a post of responsibility for a school is approved on the civil service establishment, normal civil service procedures will be followed to fill the vacant post.
- (b) The appointment of non-government staff of an aided school shall be made by the school's Controlling Authority, but shall be subject to the prior approval of the Chief Executive Officer (Education) if their salaries and allowances are to be grant-aided.
- (c) Promotion of aided non-government teachers shall be made by the Chief Executive Officer (Education).
8. (a) If a non-government aided teacher and/or an aided clerical assistant is absent from school because of illness, or for any other cause approved by the Chief Executive Officer (Education), the salary grant in respect of such teacher and/or clerical assistant may be paid in full for a period, or periods, not exceeding 42 days (including school holidays where applicable) in one school year.
- (i) Any sick leave beyond 24 hours must be supported by a medical certificate. Sick leave without medical certificate would be authorised up to 24 hours at any one time and not beyond 6 days in a year.
- (b) An aided non-government teacher who teaches throughout the school year in an aided school shall be eligible for a salary grant in respect of all school holidays he/she enjoys during the year, including the holiday period in January of the following year. Salary grants towards holiday pay for period aided teachers who teach less than the full school year in one aided school shall be as follows:

(Note: Term 3 holiday period includes both December and January salaries)

Term[s] Taught	Salary Grant Payable
Term 1 only	Term 1 holiday
Term 2 only	Term 2 Holiday
Term 3 only	Up to 31st December, 2 weeks only
Terms 1 & 2 only	Terms 1 and 2 holidays
Terms 2 & 3	Pro-rata basis

- (c) (i) A female non-government aided teacher and/or an aided clerical assistant shall be eligible for maternity leave on full salary of up to 84 days (including school holidays where applicable for teachers) covering the period before and at least 42 days after confinement on the first three occasions. After the first three occasions, the non-government aided teacher and/or aided clerical assistant shall be eligible for up to 84 days leave without salary (excluding school holidays where applicable for teachers) covering the period before and after confinement. During this period of leave without salary the teacher/clerical assistant will receive an allowance of five dollars per day including Saturdays, Sundays and public holidays.
 - (ii) Where the Controlling Authority appoints a temporary replacement for an aided clerical assistant on maternity leave, such replacement may, with the Chief Executive Officer's approval, be grant-aided.
- (d) A clerical assistant shall be eligible for 10 working days annual leave on full pay.
- (e) An aided non-government teacher is eligible for 3 days bereavement and 3 days compassionate leave in any one school year.
- 9. (a) While the Controlling Authority of an aided school may suspend a non-government aided teacher and/or an aided clerical assistant, no such teacher and/or clerical assistant may be dismissed without prior consultation with the Chief Executive Officer (Education).
- (b) The Chief Executive Officer (Education) reserves the right to cancel any salary grant in respect of any aided non-government teacher and/or clerical assistant who he/she considers unsuitable. Such a teacher and/or clerical assistant shall then be deemed to have ceased to be an aided teacher or clerical assistant.
- 10. (a) The Chief Executive Officer (Education) may at his/her discretion second to an aided school government teachers, including teachers holding posts of responsibility for full-time or part-time service.
- (b) The Chief Executive Officer (Education) may, at his/her discretion terminate the secondment of a government teacher to an aided school.
- 11. (a) Grants made under paragraphs (b) and (c) of section 5 shall be available for use only during the year in and for which they are made.
- (b) An aided school which does not send in its audited accounts by the 31st of December, shall not be paid the Per Capita grant in the following year as this amount owing to the school has been returned to the general revenue.

12. (a) The admission and promotion of aided pupils shall be subject to the approval of the Chief Executive Officer (Education).
- (b) The maximum number and the minimum number of pupils that shall be admitted to an aided form shall be as set in Appendix VII (of this document).
- (c) The principal of an aided school may, when circumstances warrant it, suspend a pupil, but no pupil may be expelled without prior consultation of the Chief Executive Officer (Education). Disciplinary matters affecting students are to be dealt with in accordance with the disciplinary procedures and guidelines of the Ministry of Education.
13. No new form, whether to be aided or not, may be added to an aided school without the prior approval of the Chief Executive Officer (Education).
14. (a) All courses of study in an aided school, and any changes proposed therein shall be subject to the prior approval of the Chief Executive Officer (Education).
- (b) Grant-aided teachers are expected to teach the minimum teaching load in classroom instructions in accordance with the guidelines for teaching loads in Secondary schools issued by the Ministry of Education.
15. (a) Tuition and Hostel Fees in an aided school shall be determined from time to time by the Controlling Authority but should not exceed 10% of existing fees and shall be subject to the approval of the Chief Executive officer (Education).
- (b) A Controlling Authority may, in addition to tuition and hostel fees, levy a school fund fee or other special fees for such purposes and at such rates as it may determine from time to time, with the approval of the Chief Executive Officer (Education).
16. (a) Every aided school shall keep such books and records of accounts as the Chief Executive Officer (Education) may from time to time prescribe, and such books shall, on request, be made available for inspection to the Chief Executive Officer (Education) or to any other person authorised by the Chief Executive Officer (Education).
- (b) The records and books of accounts of an aided secondary school shall be audited annually by an auditor and audited statements of account for the year, together with any report made by the auditor, shall normally be submitted to the Chief Executive Officer (Education) not later than 31st March in the following year*.
- (c) The audited statements shall include:
 - (i) A general income and expenditure account clearly disclosing the information required under the terms of this Circular;
 - (ii) An income and expenditure account of the school fund and any other special funds (Section 16(b));
 - (iii) A balance sheet incorporating the above; and
 - (iv) Such other statements as the Chief Executive Officer (Education) may require.

- (d) The auditor shall state in his certificate that the statements have been compiled and the school's accounts examined in accordance with the terms of this Circular.
- (e) A junior secondary school is required to submit annual statements of account compiled by a person by the Controlling Authority. The statements of account shall be approved and endorsed by the Manager and the Treasurer of the school and shall normally be submitted to the Chief Executive Officer (Education) not later than 31st March in the following year*.

17. The statements for junior secondary schools shall include:

- (i) A breakdown for income e.g. grants from Ministry, school fees, funds collected, etc.
- (ii) A breakdown of expenditures e.g. purchases of materials, payment of bills, payment of teachers' salaries, contribution of FNPF, Tax payments to Inland Revenue, etc.
- (iii) Nett Balance – deficit/surplus

18. The Chief Executive Officer (Education) may, with the approval of the Minister, suspend or cancel any grants awarded to an aided school if, after due warning he/she is satisfied that the school has:

- (a) ceased to comply with any of the conditions required of a registered school; or
- (b) failed to comply with any or all of the provisions of this Circular; or
- (c) ceased to be efficient.

***Note that the deadline for schools to submit audited financial accounts is the end of February each year. The deadline for district offices to forward these audited accounts to the Chief Executive Officer (Education) is the end of March.**

**APPENDICES TO EDUCATION REGULATIONS, 1984 RECURRENT GRANT-IN-AID TO
AIDED SCNDARY AND JUNIOR SECONDARY SCHOOLS**

Appendix I

Class size in Secondary and Junior Secondary Schools

The following table is to be used to determine the class size at each form level at school.

Level of Study	Range of Students	Number of Classes
Forms 1-4	20-40	1
	41-80	2
	81-120	3
	121-160	4
	161-200	5
Form 5	20-40	1
	41-80	2
	81-120	3
	121-160	4
	161-200	5
Form 6	20-40	1
	41-80	2
	81-120	3
	121-160	4
	161-200	5
Form 7	20-35	1
	36-70	2
	71-100	3
	106-141	4
Multi craft, Stenography, and vocational Classes	10-20	1
	21-40	2
	41-60	3

Appendix II

Number of Aided Forms

- (a) All Forms 1-4 are to be classified as aided forms;
- (b) The number of forms to be aided at Forms 5-7 level will be determined by the PSE;
- (c) All multicast forms are to be regarded as aided forms;
- (d) Other forms of vocational courses may be aided if approved by the Chief Executive Officer (Education);
- (e) The number of aided forms will be the same as the number of forms approved by the Chief Executive Officer (Education) to receive per capita grant.
- (f) Any aided form must meet the class size requirements as stipulated in Appendix I.

Appendix III

Remuneration of Part-Time Teachers

1. The remuneration of part time teachers employed for 16-periods a week or less shall be calculated at the following rates:

Qualification	Rate per Hour
(i) Trained Graduate	\$5.00
(ii) Untrained Graduate	\$4.00
(iii) Diploma or passed at least one-half of the total number of units required to complete degree	\$3.00
(iv) Primary Teacher's Certificate	\$2.75
(v) Other part-time teachers (e.g. with Form 7 qualification)	\$2.00

2. The salary of a part-time teacher employed for 17 periods or more a week shall be assessed as if they were a full-time teacher and he shall be remunerated at the following rates:

40 Periods per Week	45 Periods per Week	Rates of Remuneration
17-20	19-22	50% of basic salary
21-24	23-27	65% of basic salary
25-29	28-32	80% of basic salary

3. Whether an aided part-time teacher is paid on an hourly basis or at a rate based on his assessed annual salary, the Government contribution towards his remuneration shall not be less than 80%.

Appendix IV

Remuneration of Clerical Assistants

The remuneration of full-time/part-time clerical assistants shall be calculated at the following rates:

- (i) A non-boarding aided school with 6 or more streams shall be eligible for full-time clerical assistant.
- (ii) A boarding aided school with 4 or more streams shall be eligible for a full-time clerical assistant
- (iii) A non-boarding school aided school with 4-5 streams shall be eligible for a part-time clerical assistant at the rate of \$2.00 per hour for 4 hours per working day.
- (iv) An aided school with 3 streams shall be eligible for part-time clerical assistant at the rate of \$2.00 per hour for 3 hours per working day.
- (v) An aided school with 1 or 2 shall be eligible for a part-time clerical assistant at the rate of \$2.00 per hour or 2 hours per working day.

Appendix V

Forms 1 and 2 Teachers

The number of free teachers at Form 1 and 2 levels is to be determined as follows:

- (a) One teacher for each stream of Forms 1 and 2 provided the Home Economics or Industrial Arts or both these subjects are taught at school
- (b) Schools which do not offer Economics or Industrial Arts or both these subjects, the following formula is to be used:

No. of Streams of Forms 1 and 2	No. of "Free" Teachers Eligible
1	1
2	3
3	4
4	5
5	7
6	8
7	9
8	11

- (c) Specialist teachers as mentioned in Section 5(b) (i) above are not to be counted as **free** teachers of Form 1 and 2. Likewise, Principals and Vice Principals in Junior Secondary Schools are not to be counted as **free** teachers at Forms 1 and 2.
- (d) Any grant teacher assigned to teach more than 20 periods/week in forms 1 and 2 is counted as a "free" teacher.

Appendix VI

Per Capita Grant for Other Recurrent Expenses

1. The Per Capita grant for other recurrent expenses will be calculated as laid down hereunder. The roll for grant-in-aid purpose shall be the roll of aided pupils in aided forms such as at 31st March. The rates of this grant shall be as follows:
 - (i) For schools not doing any subjects in Industrial Arts or Home Economics the Per Capita grant rate shall be \$7.00 per aided pupil.
 - (ii) For school doing one of Industrial Arts or Home Economics subjects the per capita grant rate shall be \$7.50 per aided pupil.
 - (iii) For schools doing Industrial Arts and Home Economics the per capita grant shall be \$8.00 per aided pupil.
 - (iv) Form 7- \$20.00 per aided pupil.
2. The number of forms eligible for per capita grant shall be the number of aided forms set out in Appendix VII.
3. The minimum and maximum number of pupils eligible for per capita grant in an aided form is set out as in Appendix VII.
4. The general purpose of per capita grant is that, funds allocated by the Ministry should normally be spent on the following items:

Classroom furniture, School equipment and Materials, Library, Teachers' Books, Handicraft/Home craft, Compound, Audit Fee, office Expenses, Water/Electricity/Sewage/Official Telephone and Traveling Expenses, Office Typewriter, Duplicator, Film Projector, Loop-Films, Radiogram, Tape Recorder, Motor Mower, Musical Instruments and other such items (excluding class typewriter) at the discretion of the Chief Executive Officer (Education).

Appendix VII

Number of Pupils in an Aided Form

Form Level	Minimum No. of Pupils in an Aided Form	Maximum No. of Pupils in an Aided Form
Forms 1-4	20	40
5	20	40
6	20	40
7	20	35

APPENDIX VIII**Fees Guideline in Secondary Schools**

Types of Fees	Forms 1-2	Forms 3-4	Forms 5-6	Forms 7
1) Tuition Fees	Maximum of \$90pa	Maximum of \$153pa	Maximum of \$165pa	Maximum of \$500pa
2) Hostel	Maximum of \$270pa	Maximum of \$360pa	Maximum of \$360pa	Maximum of \$360pa
3) Building Fees	Maximum of \$15pa	Maximum of \$15pa	Maximum of \$15pa	Maximum of \$15pa
4) Book Hire	Maximum of \$20pa	Maximum of \$30pa	Maximum of \$80pa	Maximum of \$100pa
5) Sports Fees	Maximum of \$5pa	Maximum of \$5pa	Maximum of \$5pa	Maximum of \$5pa
6) Library Fees	Maximum of \$5pa	Maximum of \$8pa	Maximum of \$10pa	Maximum of \$15pa
Other Fees or Levy	Other fees charged to be Determined by the Ministry	Other fees charged to be Determined by the Ministry	Other fees charged to be Determined by the Ministry	Other fees charged to be Determined by the Ministry

APPENDIX IX: Fee Free Grants for Primary Schools

Ministry of Education

FEE FREE GRANTS FOR PRIMARY SCHOOLS

CATEGORY	School Roll	Amount
A	10-49 pupils	\$1168.00
B	50-90 pupils	\$1334.00
C	100-149 pupils	\$1500.00
D	150 plus pupils	\$10.00 per Head

NB: 1. Schools in Category A – C indicate fixed amount per Term
 2. Schools in Category D, AMOUNT per Term = Roll x \$10.00

APPENDIX V: BUILDING GRANTS RULES, 1995 (REVISED)

Grants and Assistance to Non-Government Schools

Purpose of Grant

1. Out of the funds voted for the purpose by Parliament, the Chief Executive Officer (Education) may, with the approval of the Minister, award school building grants for:-
 - (a) the construction and equipping of schools, classrooms, science labs, workshops, libraries and administration blocks;
 - (b) the construction of dormitories, kitchens and dining halls;
 - (c) the construction of school toilet blocks, and/or the construction of ablution blocks;
 - (d) the repair and maintenance of existing school facilities;
 - (e) the laying and installation of piped water systems; and
 - (f) the construction of school staff quarters.

Extent of Grant

2. The maximum building grant shall be:-
 - (a) where a standard plan is used:
 - (i) 100% of the cost of materials specified in the appropriate schedule of materials;
 - (ii) 100% of the cost of transporting materials to the site;
 - (iii) 50% of the estimated cost of essential building site development works, including the development or improvement of the school compound.
 - (b) Where a standard plan is not used:
 - (i) either 50% of the estimated approved total cost or the grant which the Controlling Authority would have been eligible under (a) above had it built to a "standard plan" a school of the same number of rooms, whichever is the less: provided that the former may include the architect's fees only in cases where standard plans are not available, or where the approval of the Chief Executive Officer (Education) is not used.

Application for Grant

3. Every application for a building grant must be made by a properly constituted Controlling Authority of a registered or recognised school or of a school whose establishment has already been approved, and the Controlling Authority must have in its constitution provision for survivorship (land lease).
4. Application for building grants for the following year shall be called for in March each year and must be in the hands of the appropriate District Senior Education Officer not later than the last day of August.

5. With every application for a building grant must be forwarded:

- (a) either:
 - (1) a statement as to the type of plan to be used,
or
 - (2) building plans which have been approved by the appropriate Senior Education Officer, Divisional Engineer, and the Local Health Authority and which have been prepared by a properly qualified person (see paragraph 6 below) after consultation with the Senior Education Officer and in accordance with the following general principles:
 - (i) the building shall apply in all respects with the appropriate Building Regulations.
 - (ii) classroom ceilings should not be less than 2.745 metres above floor level.
 - (iii) the shorter side of each classroom should not be less than 6.100 metres;
 - (iv) 1sq. metre of floor space should be available for each child;
 - (v) windows should be on the two sides only, the sills being not more than 1.07 metres above the floor level and the total window space being at least 20% of the aggregate of the floor area and half the verandah area;
 - (vi) any structure or part thereof built in concrete, reinforced concrete or ferroconcrete shall be constructed in accordance with the standard laid down in the appropriate Building Regulations;
 - (vii) sanitary accommodation must be in accordance with the requirements laid down in the appropriate requirements;
 - (viii) where piped water is available, at least one stand pipe should be provided for every 100 pupils or part thereof on the roll; where piped water is not available, the capacity of rain water tanks should be in accordance with the recommendations of the Ministry of Works.
- (b) a site plan showing the area to be reserved for school buildings, sanitary blocks, adequate playing fields, gardens and any required ground development work;
- (c) particulars of the title of the land and charges thereon;
- (d) where a standard plan is used, firm estimates for:-
 - (i) the cost of materials and the cost of importing them to the site (both estimates to be obtained from a person approved by the Chief Executive Officer (Education));
 - (ii) the cost of labor.
- (e) where a standard plan is not used, a firm estimate of the total cost of construction;
- (f) evidence that the Controlling Authority has in hand a sum which together with the sum applied for, will enable the proposed building to be completed and equipped for use on or before a date to be approved by the Chief Executive Officer (Education). The sum in hand being deemed to comprise:-

- (i) the value of materials on site, provided they have already been paid for, as certified by the Senior District Education Officer or Education Officer (or in case of items such as concrete blocks as certified by a person approved by the Chief Executive Officer (Works);
 - (ii) promises to pay expected credits, provided that no parts of the grant shall be paid until such promises have been redeemed and such credits have materialised;
 - (iii) cash in hand; and
 - (iv) the estimated value of voluntary services.
- (g) An assurance that the Controlling Authority has command of adequate support for the future maintenance of the school; and
- (h) a written guarantee that the Controlling Authority will:
 - (i) take out an adequate building cover with an authorised insurance company during the construction of the building; and
 - (ii) on completion of the building, effect and maintain on the building, for a minimum period of twenty years, insurance against fire and hurricane with an authorized insurance company to the full insurable value of the building.

Plans and Supervision

6. Any Controlling Authority seeking a building grant shall:

- (a) normally be required to use the appropriate standard plan for building a new school, classroom block, toilet block, teachers' quarters, science labs, workshops, libraries and dormitories provided that the Chief Executive Officer (Education) is satisfied that such a plan is appropriate;
- (b) be required to use the services of a qualified and approved architect for a new school classroom block, toilet block, teachers' quarters etc. if standard plans are not available or if the Chief Executive Officer (Education) has agreed that standard plans need not be used, provided that the Chief Executive Officer (Education) may, in his/her discretion modify or waive this requirement in the case of a building to be constructed in timber:
- (c) in the case of extension to an existing concrete building:
 - (i) be required to use the service of a qualified and approved architect where the extension is not covered by a standard plan
 - or
 - (iii) be required at the discretion of the Chief Executive Officer (Education) to use the service of an approved architect where the extension is not covered by a standard plan; where such extension is covered by a standard plan the services of an architect will not be insisted upon.
- (d) in the case of an extension to an existing timber building, be required at the discretion of the Chief Executive Officer (Education) to use the services of an approved architect where the extension is not covered by a standard plan; where such extension is covered by a standard plan the services of an architect will not be insisted upon.

Award of Grant

7. The school lease must be in order to qualify for a Building Grant Award.
8. All Controlling Authorities shall, if possible, be informed of the result of their applications not later than 30th April of the year following which the application was made.
9. When the grant has been approved, the Controlling Authority shall deposit the sum in hand (f) (ii) and (iii) of paragraph (5) in a savings bank or trading bank account in the name of the Controlling Authority for which the District Officer, Senior Education Officer approved by the Chief Executive Officer (Education) shall be a Trustee.
10. In the event of a Controlling Authority being recommended to receive a grant, but not the full amount for which the application was made, the Controlling Authority shall either:-
 - (i) satisfy the Chief Executive Officer (Education) that it can supply the balance of funds required, or
 - (ii) submit a modified scheme to be approved by the Chief Executive Officer (Education);

and no grant shall be awarded unless either the additional funds have been raised, or the revised plans have been submitted to the Chief Executive Officer (Education) within three (3) months of the request being received.

11. The Chief Executive Officer (Education) shall, before making any payment, obtain from the Controlling Authority a guarantee to complete the building to the satisfaction of a person approved by the Chief Executive Officer (Education) within a period of not more than six months or such periods as the Chief Executive Officer (Education) may consider reasonable, and may require:
 - (a) a mortgage over the land on which the school is to be built, or,
 - (b) a bond from two local residents for the due completion of the building.
12. There will be no objection to a Controlling Authority beginning construction in anticipation of a grant, provided that:
 - (c) an application for a grant has already been submitted for the year in which construction begins;
 - (d) in the event of no grant being awarded on the occasion, no subsequent application for grant in the case of building already begun or completed shall be considered.

Payment of Grant

13. Eighty per cent (80%) of an approved grant will be paid into the account of the Controlling Authority, as mentioned in paragraph 8 above, on receipt of written conformation from the Controlling Authority that site works have begun, that any mortgage or other security required by the Chief Executive Officer (Education) to be given over the schools property has been executed and subject to the production by the Authority of the following further documents:
 - (a) where the building is being built by direct labor or under a contract whereby the Controlling Authority is responsible for supplying materials:
 - (i) duplicate copies of orders showing that all necessary materials have been ordered; and
 - (ii) receipts showing that the full cost of these materials less the amount covered by the Government grant, has been paid by the Controlling Authority.
 - (b) where the building is being built under general contract whereby the contractor is responsible for supplying all necessary materials a duplicate copy of the contract, duly executed.
14. A second and final payment of 20% of the approved grant will normally be made on production of:
 - (a) a completion certificate signed by the Rural Local Authority or the Divisional Engineer or the District Senior Education Officer or the Ministry of Education Building Inspector.
 - (b) evidence that the building has been adequately insured; provided that:
 - (i) where the building has been constructed by a contractor, the Controlling Authority shall withhold payment of half of the final 20% of the grant until it is satisfied either that no faults have developed during the six months since the completion or that such faults that have developed have been satisfactorily remedied;
 - (ii) where the labor for the construction is being provided on an unpaid basis part of the 20% may, in special circumstances, be made in advance of actual completion.
15. In case of school repair and maintenance or the leveling of school site including the development or improvement of school compounds, 100% of an approved grant will be paid into the account of the Controlling Authority

Withdrawal of Grant

16. If the Controlling Authority of a school to which a building grant has been awarded fails to comply with any of the rules governing the awards of building grants, in addition to rules 16 and 17 below, the Chief Executive Officer (Education) so requires, the Controlling Authority shall refund to government the whole amount of the grant already paid or such lesser sum as the Chief Executive Officer (Education) may determine.

17. If the construction of a building for which a grant has been awarded has not begun six months of the notification of the award, the grant will be withdrawn. This condition may be varied only with the written permission of the Chief Executive Officer (Education), given before the expiry of the six month period.

While under construction, and for the first six months after completion, any building for which a grant has been awarded shall be open for inspection by the Chief Executive Officer (Education) and the Chief Executive Officer (Works) or by an officer authorised by them, and if the approved plans and specifications are not being followed, or if the building is not, in the opinion of the Chief Executive Officer (Works) and the Chief Executive Officer (Education) being properly constructed, the building grant or such proportion thereof as the Chief Executive Officer (Education) may determine shall be withdrawn and further payments stopped.

18. All projects shall be completed by 30th June following the year in which the building grant was approved. Any outstanding project is deemed to have lapsed and the balance of the grant forfeited.
19. Should any building for which a grant has been awarded be used at any time during a period of 20 years from the date of completion thereof without the sanction of the Chief Executive Officer (Education) for any purpose not disclosed when the grant was applied for, or should the building cease to be used for the purposes for which the grant was made, the whole amount of the grant or such lesser sum as the Ministry may determine shall be refunded forthwith to Government by the Controlling Authority.
20. Where impracticable, e.g. in cases where an insurance certificate is not issued due to remote location of the school; uncertified completed buildings have withstood and/or survived previous hurricanes/cyclones etc; and assistance required to ease outstanding loan/debt in commercial banks who financed the schools building projects – the Chief Executive Officer (Education) with the approval of the Minister may use his/her discretion to vary or waive the above regulations.

APPENDIX VI: MINISTRY OF EDUCATION PROCEDURES FOR RENEWAL OF SCHOOL LAND LEASE

(Information current at November 2005)

1. The Lessee (school management) should register intention with NLTB for renewal of land lease two (2) years prior to expiry date.
2. Securing of the consent of landowners and document Agreement reached.
3. Apply for renewal to NLTB using appropriate forms. Application fee of \$55.00 is met by the school.
4. NLTB carry out site inspection and prepare Lease Offer Letter.
5. Lease Offer Letter is forwarded to Ministry of Education for consideration and to Lands for negotiation with NLTB on justification of costs levied.
6. When an agreement is reached between Lands and NLTB, Lands will confirm in writing to the Ministry of Education the lease details inclusive of the premium.
7. The premium cost is then submitted to the Chief Executive Officer (Education) for Approval of Payment.
8. Once approval is granted the Requisition for funds is prepared.
9. The Request is sent to the Chief Executive Officer (Education) for approval and then to Finance.
10. When Request for Funds is approved the Executive Officer prepares the cheque.
11. Payment is made to NLTB who will then pay the Lessor and a receipt is sent to the Ministry of Education.
12. The schools concerned are informed of the payment and a copy sent to:
 - Regional Director (NLTB)
 - Divisional Education Officer
 - Director (Primary) or Director (Secondary)
 - Senior Education Officer (Primary) or Senior Education Officer (Secondary)
 - Principal or Head Teacher

APPENDIX VII OCCUPATIONAL HEALTH AND SAFETY (OHS)

An OHS Policy is a statement of principle that the employer's organization upholds. Its objective is to reflect management's positive attitude and commitment to OHS in the workplace.

Under Section 9 (2)(f) of the Health and Safety Work Act 1996, employers are required to develop OHS policy in consultation with employees and with other persons the employer considers appropriate.

Refer to separate booklets on OHS prepared by the Ministry of Education.