



Policies

Practices & Procedures



Contents

5.	Governance Management and Administration. Professional Practice....	3
5.1	Centre Values	3
5.2	Our vision and mission statements	3
5.3.	Open door policy.....	4
5.4	Quality Improvement Policy and procedure.....	4
5.5	Inclusion Policy.....	7
5.6	Settling in and Transition policy and procedure	8
5.7	Supervision Practice.....	9
5.8	Collection of children policy and procedure.	13
5.9	Transition to School procedure	13
5.10	Staff Rosters Procedure	14
5.11	Policy on Policies.....	15
5.12	Snow Days	15
5.13	Financial Management & Annual Plan Policy	16
5.14	Procedure for Display of Licence and information	17
5.15	Procedure for Publishing Government Funding, Centre Fees, and Audited Statement.....	18
5.16	Credit Control Procedure	18
5.17	Privacy Policy & Practices	2

5. Governance Management and Administration. Professional Practice.

5.1 Centre Values

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Next Review DUE

1. **Relationships/Whanaungatanga.** At City Heights we believe in establishing positive and meaningful relationships with our Kaiako, tamariki - whānau and community towards setting a solid foundation for a holistic learning journey where all parties cooperate and benefit.
2. **Education/Matauranga** At City Heights Education/ learning outcomes are at the front of our practice. Children are guided and empowered to learn and grow under the NZ National ECE Curriculum Te Whāriki and Montessori principles.
3. **Independence/Motuhaketanga.** At City Heights we strive to support our tamariki to become independent learners, capable to adapt to a world in continuous change and success in all areas of their life with confidence, courage and respect for themselves, others, and their environment.

5.2 Our vision and mission statements

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Our vision is to become a high-quality education hub for our tamariki to gain the basis for a successful, independent, and abundant life. With such aim, our educational programme is tested and improved continuously.

*At City Heights, we believe in establishing strong, healthy relationships with kaiako, tamariki, whānau and the extended community, in continuously reviewing and improving our local curriculum to offer most quality education based on **Te Whāriki** and Montessori Principles and in instilling confidence and courage in our tamariki to work independently and collaboratively to make a difference in their lives and the world.*

5.3. Open door policy

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At City Heights we value and pride ourselves on our partnership with our whanau and local community. Participation is encouraged and contribution appreciated as it is crucial to help children feel supported and promote a sense of belonging.

We believe in offering an open-door policy in which families are welcome to come to our service at any time during our operational hours.

At City Heights, our families can:

- Visit the service at all times. This may include visiting their child who is already enrolled, or as an enquiry prior to enrolment.
- Participate in our program by sharing their skills with the children.
- Make an appointment with management to discuss their child. This may include the child's progress, concerns, setting goals, changes that have occurred in the child's life, etc, in order for our educators to best support all our tamariki at all times.
- Donate recyclable material that can be used within our early childhood program.
- Attend any service events and celebrations that are organised throughout the year.
- Remain informed about what is happening within the service through discussions, newsletters, social media etc.
- Share feedback, ideas, and thoughts about the service to any educator or management.
- Collaborate and participate in all decisions making.

5.4 Quality Improvement Policy and procedure

ECE Licensing Criteria GM6

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The purpose of this policy is to outline City Heights' approach to continuous quality control and improvement. We acknowledge that there are areas of our practice and service that need continuous review and enhancement to persistently provide high quality education and care. This is an ongoing process and one that involves all members of our organisation.

This quality improvement procedure ensures we:

1. provide a high-quality learning journey for all tamariki, contributing always to developing knowledge, skills, attitudes and learning dispositions,
2. meet parents' expectations of our service and aspirations for their children,

3. support staff to achieve professional goals and level of satisfaction within our organisation, and
4. achieve our strategic goals.

Decisions on work requirements, operational policies and procedures and other service processes are discussed and agreed upon. Operational policies and procedures are documented and reviewed annually. The review judges if they continue to meet standards or require any improvement.

Our service reviews and internal evaluations identify opportunities for improvement (which we plan for and act on) that translates into change in our organisation.

To assist us on reviewing our service and practice, we have adopted *Nga Ara Whai Hua: Quality Framework for Evaluation and Improvement (ERO, 2020)* that help us focus on the conditions necessary to provide equitable opportunities to learn and promote children's learning.

This framework establishes quality process¹ indicators that contribute to high quality early childhood education and care. These indicators are organised around 5 key areas or dimensions.

1. The learner and their learning. Curriculum.
2. Effective professional learning and development. Reflective practice and intentional teaching.
3. Systematic evaluation process. Motivation to improve.
4. Leadership. Influence with purpose.
5. Effective Governance and Management. Operations and practice.

In our review, we will make sure our organisation can provide evidence of all the quality indicators in all 5 key areas.

Process Indicators

Process Indicators identify conditions that contribute to high quality early childhood education necessary to achieve the valued learning outcomes for all children.

1. He Whāriki Motuhake: The learner and their learning

1. *Children's learning and development in play-based contexts is supported through caring, learning-focused partnerships.*
2. *Children, parents and whānau contribute to a curriculum that recognises their identities, languages, and cultures.*
3. *Children have equitable opportunities to learn through a responsive curriculum that is consistent with Te Whāriki.*
4. *Te Reo Māori and tikanga Māori are valued and an integral part of teaching and learning.*
5. *Children's learning and development is supported through intentional and culturally responsive pedagogy.*
6. *Assessment practices enhance children's mana and their learner identities.*

2. Whakangungu Ngaio: Collaborative professional learning and development builds knowledge and capability

¹ There are two types of indicators: outcome and process. The *process* indicators describe the conditions (systems, processes, and practices) that contribute to high quality early childhood education. The *outcome* indicators are the learning outcomes from *Te Whāriki*.

1. *Children's learning and development is supported by leaders and kaiako, and others with culturally relevant knowledge and expertise.*
2. *Leaders and kaiako work collaboratively to develop the professional knowledge and expertise to design and implement a responsive and rich curriculum for all children.*
3. *Children's learning is enhanced through leaders and kaiako engaging in professional learning and development opportunities that contribute to ongoing and sustained improvement.*
4. *Children's learning is enhanced through leaders and kaiako working as a professional learning community.*

3. *Ngā Aronga Whai Hua: Evaluation for Improvement*

1. *Coherent organisational conditions enable managers, leaders and kaiako to do and use evaluation for improvement and innovation.*
2. *Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.*
3. *Engagement in deliberate, systematic internal evaluation processes and reasoning promotes valued outcomes for all children.*

4. *Kaihautū: Leadership fosters collaboration and Improvement*

1. *Leaders collaboratively develop and enact the service's philosophy, vision, goals and priorities, recognising te Tiriti o Waitangi / the Treaty of Waitangi as foundational.*
2. *Relational trust enables collaboration and sustained improvement.*
3. *Leaders ensure access to professional learning and development that builds capability.*
4. *Effective planning, coordination and evaluation of curriculum, teaching and learning promote equitable outcomes for all children.*
5. *Leaders develop, implement and evaluate systems, processes and practices that promote ongoing improvement.*

5. *Te Whakaruruhau: Stewardship through effective governance and management*

1. *The learning and well-being of children are the primary considerations in decision making.*
2. *Children's learning and development is supported through responsive partnerships, including networked relationships between services, agencies, and the wider community.*
3. *Outcomes for children and their whānau are promoted by effective systems, processes, and internal evaluation.*

For each area, and indicator we will define the key elements or factors that contribute to effective practice (see examples of effective practice Nga Ara Whai Hua, Ero 2020) and assess City Height's performance against them. The areas where the key elements' assessment result in poor performance and/ or lack of evidence will be subject to a detailed internal evaluation². Using the findings of this internal evaluation we will be creating a quality improvement plan detailing the actions to take to improve.

Using ngā Akatoro (5 areas of review) and ngā Rāpupuku (outcomes and process indicators) (1) we can reflect on our personal strengths and on areas that we need to work on, (2) we can gain a clearer picture of what 'good' looks like, (3) we can explore

² *Internal evaluation involves asking good questions, gathering fit-for-purpose data and information, making sense of that information, prioritising actions for improvement, and monitoring and evaluating the impact of specific improvement actions.*

the relationship between what we do (process indicators) and what our impact is (outcome indicators) and (4) we can maintain our focus on the areas of practice that make the greatest difference for children.

City Heights' Quality improvement procedure:

1. Reviewing our practice and service. We evaluate all areas/dimensions above, listing the key elements that need to be improved or developed. This is an ongoing non-linear process, linked and influenced by our daily practice and reflections. We will do this review of our practice in two key moments, firstly focusing on our learning conditions and second focusing on our organisational conditions.
2. Prioritising opportunities for improvement. From the list of elements that require attention, we prioritise the most important to work on according to our strategic goals and priorities. We will conduct an internal evaluation of the selected area/s and establish the outcomes from the review process.
3. Quality improvement plan. We will create a plan registering all the actions to take, the person responsible and the timeline. The key indicator that demonstrates the anticipated change are well identified and use as assessment of performance against. Everyone involved has a clear and shared understanding of what improvement will look like as a result of the actions taken.
 - What are our improvement actions? How do they align to Ngā Rāpupuku (outcomes and process indicators)
 - Why these actions? How do they link to the Akarangi Quality Evaluation Rubric?
 - What are we going to do?
 - Who will be involved and when?
 - What will success look like?
4. Monitoring. We will discuss the progress of our Quality improvement plan during staff meetings. The person responsible will report status.

5.5 Inclusion Policy

Last Reviewed 05/08/2024.
Next Review DUE

At City Heights our promise is that all tamariki will have the same opportunity to participate and benefit from high quality education and care. Our inclusion policy rest on the principle of equity.

Equity is the provision of personalized resources needed for all individuals to reach common goals. In other words, the goals and expectations are the same for all students, but the supports needed to achieve those goals depends on the students' needs (Equity Education, 2019).

Our centre strives to provide inclusive education and care for all children, to be a space where tamariki are valued as a unique individual and supported to be fully involved in all areas of the curriculum. This right is not affected by disability; therefore, our aim is to identify and remove barriers to encourage and favour participation and learning for all children, including those who present special needs. These could be done by altering aspects of the curriculum, the physical environment or using different teaching strategies and most importantly, developing collaborative relationships with whanau and parents, and key professionals from other agencies.

At our centre, we believe that maintaining a practice inclusive of children with special needs we must:

1. Learn about children's strengths and needs.
2. Support the development of strong relationship between the group, including other children and educators.
3. Adapt the physical environment when necessary.
4. Work together, with parents and whanau and agencies to develop an Individual Plan.
5. Alter our curriculum when necessary.

City Heights strives for inclusion for all abilities and work to create an inclusive space that allow all children to participate and benefit from quality education.

5.6 Settling in and Transition policy and procedure

Last Reviewed 05/08/2024.
Next Review DUE

Settling in.

The settling-in process is really important to help tamariki to develop secure and trusting relationships at their own pace. Children need time to bond with their teachers and become familiar with the environment and with the routines in order to feel happy and safe. A slow settling period ensure that the separation anxiety and attachment issues experienced by young children are minimised.

Depending on the age of the child the parents of any newly enrolled child will be asked to spend time, prior to when they want to finally leave the child, settling in the child.

This will take the form of first coming and spending time in the room with the child, showing the child that the parent is comfortable with the people and place. Then the parent will leave the room for a short period returning to reassure the child that THEY WILL COME BACK. Longer periods away may then be tried until staff are sure that the child is not distressed at the parent's departure as they are confident that the parent will return.

When parents leave the centre during settling time staff will advise parents that they will call them if needed. When the child is settling and the parent is no longer around (first few days), communication with parents will be maintained at all times, e.g., reassuring the parent of how the day has been. A cuddly or special toy may be brought to the centre to help the child settle in.

Transitions between rooms.

Transitions are an important part of life; therefore, we aim for effective and consistent transitions between our classes with plenty of support and preparation to avoid stress. and create a positive attitude towards this new chapter.

City Heights environments empower children to feel acceptance, affection, and achievement. In order to retain these feelings over a time of transition it is vital that there is positive and clear communication between teachers and parents and the child, for children to avoid feelings of anxiety. Transitions will be handled sensitively and at a pace the child can cope with.

Transitioning between groups is based on developmental readiness and consultation with parents. Parents are notified and kept informed about the likelihood and timing of the transition. In preparation for a transition, teachers support children for success in the child's new environment by planning several transition visits. When possible, for infants, the first visits will include a teacher swap to keep a familiar teacher in the new room.

5.7 Supervision Practice

Last Reviewed 05/08/2024.

Next Review DUE

Staff are rostered to work an 8-hour day based on a computerised schedule/roster of children bookings. This is adjusted each week in response to planned staff absences and variations in child numbers by day of the week.

We ensure to have teachers over the required ratios³ to maintain our high standards and to protect the wellbeing of our tamariki and kaiako. We aim to work with the average of 1: 3 in our infant's space (0 to 1.5 years old), 1:4 or 1:5 in our toddler's space (1.5 to 2.5 years old) and at 1:8 in the senior's space (2.5 to 6 years old).

At the beginnings and ends of the day (07.30 am to 08.30am and 4.30pm until 5.30pm respectively) when children numbers are low the children are grouped together and supervised by staff rostered at those times. We always ensure that our children are under the care of teachers they all are familiar with.

We have extra staff members to cover non-contact time and lunch breaks, to ensure ratios are always met. We strive to use same relievers as much as possible so our tamariki are familiar with all adults coming in and out.

Indoor and outdoor supervision follows the same ratios and rationale.

- No children would be left unsupervised at any time.

³ The ratios of teachers per group are 1:5 for children under 2 and 1:6 or 2:20 for children over 2.

- No teacher will be left alone with more than the MOE ratios requirement (1:5 for children under 2 and 1:6 for children over 2).
- Practice active supervision⁴.

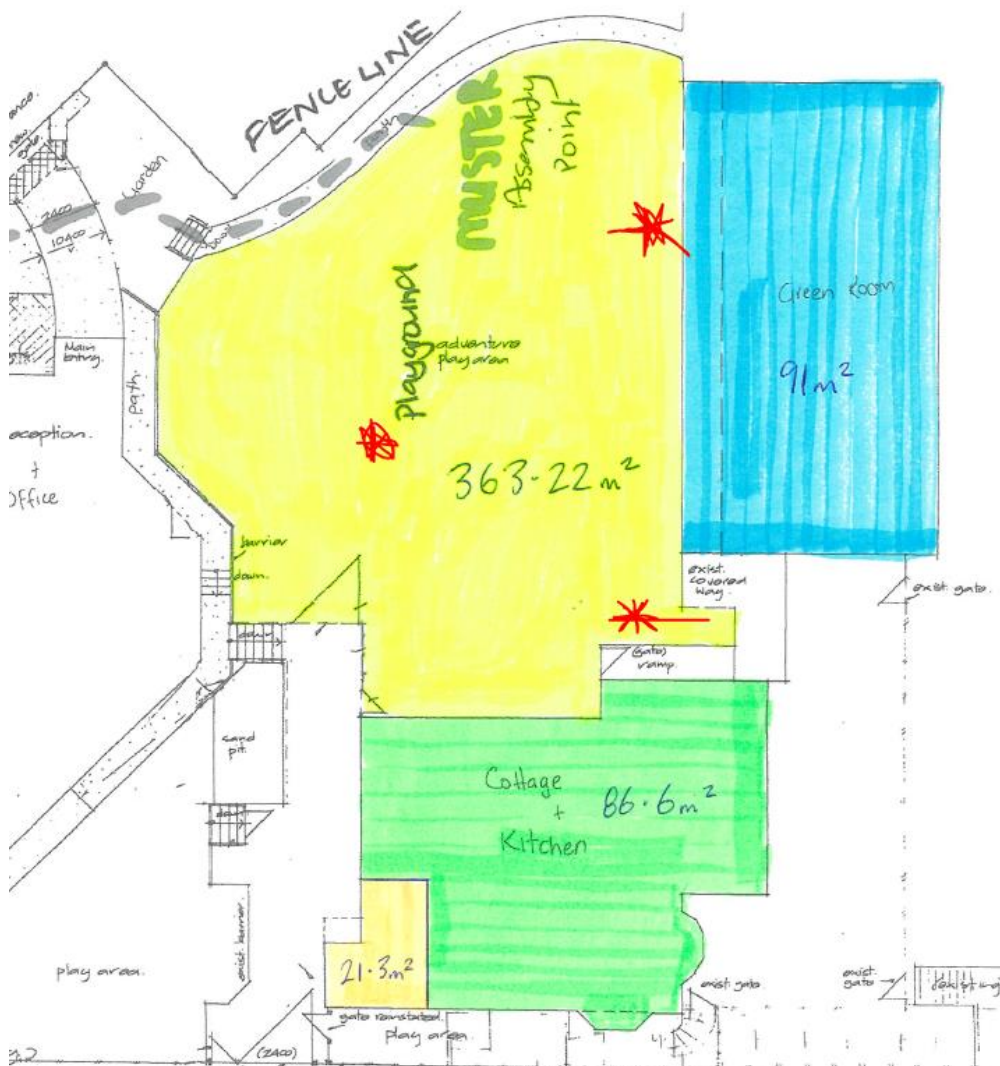
Supervision during daily routines:

- Indoors. Teachers are located strategically across the space scanning all areas to be aware where all children are at all times and in what activities they are engaging in. Direct and constant monitoring in close proximity when supervising an activity with some element of risk.
- Small groups. Children are split in small groups based on developmental ability- and/or children's interests across the space to ensure the quality standards are maintained and to help facilitate effective supervision at all times.
- Sleeping. Children are settled to sleep one by one or in small groups depending on their needs and/or level of independence. Sleepers are then monitored one by one every five or ten minutes depending on their group age (see sleeping policy). A timer is used to ensure the correct interval is maintained. Monitoring is recorded.
- Eating. Teachers are all in attendance while children are eating. Some teachers are assigned to only oversee their eating. This adult must hold a First Aid and be able to respond to an emergency. Children always eat while seated. The space is calmed and free of distractions and food is always prepared in accordance with the Ministry of Health, such as avoiding food that poses a high risk of choking or altering foods for different ages groups.
- Toileting: One staff member always accompanies children while toileting. If older children want privacy a teacher will be within hearing distance.
- Outdoors: Teachers will be correctly positioned so they are able to actively supervise (see and or hear) all children at all times and intervene promptly to prevent injury. See plan below.
- Person responsible. They supervise children and staff, involved in and responsible for the day-to-day education and care, comfort, health and safety of children attending the centre. At our centre every person responsible must sign an agreement to acknowledge that they understand the responsibilities that comes with the role. We have a person responsible in each area and a second in charge to cover breaks, non-contact time and absences. The persons responsible during the day are displayed at the entrance of the service and at each classroom so all staff members and parents are aware of.

⁴ Active supervision promotes a safe environment and prevents injuries in young children. It requires focused attention and intentional observation at all times. Staff use active supervision strategies to make sure children of all ages explore their environments safely.

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- A hand-drawn site plan of a school playground. The plan includes several labeled areas and features:
- Top Building:** A large rectangular structure at the top left, labeled "Top Building".
 - Infant Mont Bobber Toddlers Teaching Block:** A smaller rectangular structure below the Top Building, labeled "Infant Mont Bobber Toddlers Teaching Block".
 - Office:** A small rectangular structure at the top right, labeled "Office".
 - Barrier down:** A yellow rectangular area at the top right, labeled "Barrier down".
 - Sand pit:** A rectangular area in the center right, labeled "sand pit".
 - Play area:** A large green rectangular area on the right, labeled "play area".
 - 21.3m²:** A yellow rectangular area at the bottom right, labeled "21.3m²".
 - Gate rainwater play area:** A small area at the bottom right, labeled "gate rainwater play area".
 - Boundary 2:** A line at the bottom, labeled "boundary 2".
 - Other labels:** "over playground" (top left), "path" (center), "quiet barrier" (bottom right), and "(2400)" (bottom right).
 - Safety Markers:** Four red 'X' marks are placed around the perimeter of the playground area.

- Outdoor supervision Montessori Seniors.



Strategies to Put Active Supervision in Place

The following strategies allow children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times. This includes during daily routines such as sleeping, eating, and when using the bathroom.

1. Set Up the Environment

Staff should set up the environment so they can supervise children and always have access to them. Grouping activities together and making sure furniture is at waist height or shorter allows adults to see and hear children. Small spaces should be free of clutter, and big spaces should have clear play spaces for children that staff can observe.

2. Position Staff

Staff should carefully plan where they will position themselves to protect children from harm. This includes positioning themselves to see and hear all children in their care. Staff should make sure there are clear paths to where children are playing,

sleeping, and eating. This allows staff to react quickly when necessary and stay close to children who may need additional support.

3. Scan and Count

Staff should always be able to account for the children in their care. They continuously scan the entire environment to know where everyone is and what they are doing. They also count the children frequently. This is especially important during transitions when children are moving from one location to another.

4. Listen

Specific sounds or the absence of them may be cause for concern. Staff who listen closely to children can quickly identify signs of potential danger. Programs that plan systemically are better able to implement additional strategies to safeguard children. For example, adding bells to doors help alert staff when a child leaves or enters the room.

5. Anticipate Children's Behaviour

Staff should use what they know about each child's interests and skills to predict what the child will do next. They can create challenges that children are ready for and support them in succeeding. Staff should also be aware of changes in a child's mood and anticipate when a child may wander off, get upset, or take a dangerous risk. Information from the daily health check (e.g., illness, allergies, lack of sleep or food) can inform staff observations and help predict children's behaviours. Staff who know what to expect are better able to protect children from harm.

6. Engage and Redirect

Staff should offer support by using what they know about each child's individual needs and development. Staff can encourage children to solve problems on their own and help them develop solutions if needed. They can also offer different levels of assistance or redirection depending on each child's needs.

5.8 Collection of children policy and procedure.

Last Created 12/09/2024.

Next Review DUE

At City Heights, no child will leave the centre with any person with no authorisation to do so. The only people able to collect our tamariki from our centre are those who have the role of providing day to day care for the child, parents or guardians, or a person authorised in written by the day-to-day care figure for the child.

At the time of enrolment, parents or guardians must inform us in writing of the people with authorisation to collect their children. These people would be asked to provide their ID the first time they come to the centre.

If after enrolment parents and/or caregivers want to add to or remove from their list of collectors, they must write an email to admin@cityheights.ac.nz detailing name and cell phone number of the person collecting the child. These people would be asked to provide their ID the first time they come to the centre.

5.9 Transition to School procedure

Last Reviewed 05/08/2024.

A City Heights we believe that both whānau and teachers play a crucial part in facilitating the process of change for children.

Teachers are fundamental in supporting and scaffolding both the child and family/whānau as they navigate their way into the primary school transition. To ensure that this process is a positive experience for our tamariki and whanau:

- Parents will be given a 'Transition to School Pack' when their Tamati turns 4 years old. This will outline how we prepare tamariki for school and provide useful information about choosing a school, school visits and how they can support their Tamati's transition to school.
- We will take all opportunities to develop and maintain open relationships with the schools that serve our community to promote successful transitions for our tamariki.

5.10 Staff Rosters Procedure

Last Reviewed 05/08/2024.

Next Review DUE

This procedure aims to ensure that the legal staffing requirements are met on each licence and the full day is covered with the appropriately qualified staff in relation to children booked hours.

PD days, annual leave any other type of leave and lunch breaks will be recorded on the roster. Any last-minute alteration in the roster will be communicate to team members as soon as possible.

As child numbers are fewer at the beginning and end of the day, long day children begin and end the day on the Montessori 1 licence, 80026, in the top building attending sessions in their own rooms between 8.30 and 3pm allowing some time before and after that for tidying up and going to and from the buildings.

All children and staff on the Montessori 2 licence, 80056, are on that licence within the hours of 08.30am to 3pm allowing for some staff being rostered to begin later than 9. Some staff members may be daily rostered in the two licences.

To allow communication between staff and parents, rosters should be arranged so that, when several staff are required late or early, a member of each team is rostered on in the earlier and later parts of the day. This is especially important for babies as they need a teacher, they are comfortable with and who can relay to parents' information about the baby's day.

Part-timers and staff choice.

As there are several part-timers with fixed hours the late and early day duties usually fall on the full-time staff, some of whose preference is for early, others for late and some

who prefer to alternate with a colleague week by week or fortnight by fortnight. Preferences will be maintained always requirement are met and all-day ratios covered.

5.11 Policy on Policies

Last Reviewed 05/08/2024.

Next Review DUE

1. The Centre maintains a set of written policies and practices on specific topics or issues.
2. Each will define the event or circumstance when certain actions by staff, management, parents, or children will be carried out to the expected standards of performance and the rationale and objectives of the policy.
3. All statements of policy need to be formally agreed by the Centre management. Most regulations and statutory requirements are deemed to be the Centre's policies and cannot be altered by the Centre and are not subject to this review process. The exception to this is where the regulation or statute does not specify the policy but states or implies that a service must have a policy on a specific issue/topic; then that policy can be reviewed and changed.
4. Clear procedure, tasks or behaviour requirements will be stated in the policy.
5. These policies are available to all who are responsible for ensuring the implementation of the policies including parents.
6. Each policy should be review annually and amended as needed.
7. Requests for new policy statements or for a review of an existing policy may be referred to the management by anyone involved in the centre e.g., parent, whanau, staff member.
8. All aspects of the policy considered necessary for a review will be considered by the management and a new policy or new clauses or statements may be developed and proposed as a draft.
9. Management may research information and/or seek advice from statutory agencies, professionals, or support organisation when reviewing or creating policies and procedures.
10. Some or all of the persons likely to be affected by the policy statement may be consulted at the discretion of management and they will have an opportunity to provide feedback.
11. Management will either endorse the current policy or agree an amended or replacement policy.

5.12 Snow Days

Last Reviewed 05/08/2024.

1. As we provide a service to people in the workforce who are required to attend their work the centre will as much as possible be open on bad weather days. Under only extremely severe conditions will the centre not open.
2. A decision will be made as to an opening time by Management. If a delayed opening time is decided on, management will communicate with staff members and with parents as soon as possible.
3. By 10am a decision will be made on how many staff are needed for the day based on the numbers of children attending.
4. Staff who are not required to work because of low numbers of children expected will still be paid. Staff who are required to work but prefer not to come to work will be granted a day's annual leave. Management will negotiate this with staff on the day.
5. Early closing: If weather conditions deteriorate and it is necessary to close early the above will apply. Those who live further away and who may have difficulty getting home will leave early and those who live within walking distance will staff the centre until all the children have left.

5.13 Financial Management & Annual Plan Policy

Last Review 05/08/2024
Next review DUE

1. The 2 Key Principles of financial management of the Centre are that there is sufficient income and control over expenditure to ensure the continued viability of the Centre. Income will be maximised, and expenditure controlled or minimised in a manner that will ensure the achievement of all of the objectives set.
2. The Management of the Centre will ensure that suitable financial management policies are adopted and implemented that will ensure that policies and objectives of the Centre can be met.
3. Financial management policies will include roll targets; resource priorities; budgeting; cash flow planning; accounting records, data and reports; analysis and monitoring; expenditure/purchasing controls, fee policies and debt collection; reserves, savings and contingency planning; staffing policies; wages and staff and professional development costs; loans, equity, capital, and banking; GST and tax reporting/planning; insurance and risk management; asset and liability management; statutory reporting; strategic planning, records and archives, information technology.
4. Finance Manager will have twice yearly meetings with the accountant and yearly meetings with the Business Bank Manager where necessary to review the Centre's financial performance and plan necessary strategies for the financial wellbeing of the centre.
5. The annual accountant's financial report will be given to the Centre's Business Bank Manager.

6. This constitutes a budgeting process which will be used by management to provide a format of planning and balancing priorities and express intentions of future expenditure decisions; and provide a list of priorities or principles for discretionary spending; and project the individual and overall impact of financial and other planning decisions; and ensure that income and expenditure expectations allow continued viability of the service.
7. The accountant's six-monthly figures will be used by management to provide a guide to those responsible for expenditure decisions as to the planned limits; provide evidence that this type of planning has taken place; and provide a benchmark against which actual income and expenditure can be compared.
8. Management will ensure that there are systems in place that provide suitable information on past and expected financial transactions that enables them to compare actual expenditure to the planned expenditure in the budget statement, or the statement of budget principles on a regular (no less than 4 times a year) basis. These systems are the statements provided by the Bank, accountant, and ministry of education.
9. Management will undertake sufficient analysis of the financial information (actuals and budget) such that they are able to determine and understand the cause of any significant variation in expectation and to, as necessary, restate objectives and limits and take other such action that will ensure the key principles are attained and that future forecasting will be more accurate.
10. Management will ensure that the budget statement is supplemented or replaced by a revised budget statement or projection, if during the financial period of the original budget statement, there are significant changes to either projected income or expenditure; so that the remaining part of the financial period is viewed in terms of a realistic budget.
11. Management will ensure that where any capital expenditure/investment is planned that such expenditure is contingent on achievement of a financial surplus (or met by loans) and that where there is more than one item; that commitments on such expenditure are made, in order of a priority set by management, and to the limits provided by the budget or any such lower limit as may be allowed if the budget net income result is less than expect.

5.14 Procedure for Display of Licence and information

ECE Regulations 2008

Last Reviewed 05/08/2024.

Next Review DUE

1. Management will ensure that the Certificate of Licence issued by MOE is displayed in a prominent place near entrance or in a place that parents/visitors can easily see.

2. A list with the full name of each current person responsible' employed at the Centre and the name of their highest (early childhood education or teaching) qualification, registration number and First Aid certificate status will be displayed at the entrance.
3. A procedure describing how parents can make complaints about non-compliance with licence conditions.
4. A copy of ECE Regulations, the most recent ERO reports of Centre and a copy of policies and procedures.

5.15 Procedure for Publishing Government Funding, Centre Fees, and Audited Statement

ECE Regulations 2008

Last Reviewed

05/08/2024.

Next Review DUE

1. Management will ensure that an accounting statement will be prepared, after the end of the financial year that shows the funding received from the MOE, the period (from and to) in which it was received and the use to which it has been put.
2. The statement should be available for inspection as soon as completed for a period not less than 90 days after the end of the centre's financial year. (Note that fulfilling the requirement to display/publish the 'audited statement of MOE funding and use' will also ensure compliance with this; if it also included Government funding from all sources, otherwise a separate statement is required.)
3. A schedule of the fees to be charged for services together with all daily rates and full-time concessions and policies on payment terms (and penalties) is written and displayed in the prospectus accessible to parents and staff.
4. Management reserves the right to change the fee rates and policies and those rates and policies will apply to parents/children already enrolled or previously quoted from the date of the notice, unless otherwise specified on the notice.
5. When any changes are made, parents and staff will be notified in advance.

5.16 Credit Control Procedure

Last Reviewed 05/08/2024

Next Review DUE

1. Invoices should be paid on the same week they are sent.
2. If customers are in arrears for more than 3 consecutive weeks, they will receive a notification to discuss and make arrangements to clear their amount outstanding in the next 5 working days.
3. If nothing has been resolved, the account will be placed with a debt collection agency after 6 weeks and your enrolment may be terminated.

5.17 Privacy Policy & Practices

Last Review 05/08/2024

Next Review DUE

1. City Heights collects personal information about children and their families for the purposes of providing early childhood education. All information is securely store and use and disclose in accordance with Privacy Act 2020. Parents have the right to access and request correction of any personal information we hold about their child at any time.
2. Personal information about children collected on enrolment is shared with the Ministry of Education for funding allocation purposes, for monitoring purposes, to allow the assignment of a National Student Number* to children and to allow the Minister or Secretary of Education to exercise any of their other powers or responsibilities under the Education and Training Act 2020.
3. Completed forms may also be viewed by Ministry officials on request for the purposes of monitoring and licensing.
4. Enrolment Forms provide opportunity for consent or refusal for photos and parents have the option to agree to their child's photo appearing in planning, publicity material or newspaper articles.
5. Parents will have the opportunity to agree to students studying their child when on placement at the centre.
6. Parents wanting to speak privately with management should make an appointment so that management, who share an open-plan office can arrange a private venue for a meeting.
7. All personal information on a child or staff member is placed in their individual manila file and stored in a locked filing cabinet. Parent and emergency contact details are kept as well in each classroom for emergency purposes.
8. Information contained in files of staff and children are held for 7 years, after which they are disposed of by professional document destruction services.
9. Staff do not give out parents' phone numbers, addresses or email addresses to other parents or staff. Parents wanting to give party invitations to their child's friends put them directly in the parent cubbies.
10. The staff phone list is not available to anyone other than the staff.