

19. TIMETABLE POLICY

Purpose

To provide a framework that ensures the College provides a balanced curriculum in accordance with the New Zealand curriculum and NAG 1 (which is due to be repealed on 1 January 2023). Timetabling decisions are made with regard to equity and fairness for staff and students with respect to the STCA (Secondary Teachers Collect Agreement) and EEO obligations. We endeavour to apply all resources efficiently and effectively.

Explanation

The Policy is in three parts:

- Part 1 Guidelines
- Part 2: Collective Agreement Provisions
- Part 3: “Genuine Reason” clarification

Part 1

Guidelines

- All students will have the opportunity to study a broad and balanced curriculum, consistent with the spirit of the New Zealand Curriculum Framework.
- The timetable will allow, as far as possible, for students to study with their peers and at an appropriate level.
- Student choice will be the first stage of the timetable process. (Senior Campus)
- Teacher preference will be an important consideration when constructing the timetable. Teachers will be given opportunity to nominate preferences for class levels and subjects.
- The timetable will be constructed in such a way that teaching resources and specialist rooms are utilized effectively.
- The timetable will be constructed so that class numbers to the greatest extent possible, are balanced within subjects (unless this inhibits the school’s ability to meet the 1 to 26 provision (see below).
- Proposals for curriculum change are to be submitted to the Senior Leadership Team.

Class Sizes

- Class sizes are determined by the resources available.
- The school will endeavour to limit classes for teachers with more than one class to an average of 26 students per class.
- Classes will not usually exceed 30 students. Consultation with the HOD is required if this is likely to occur.
- Classes should not be above 30 students in two successive years. Should this occur, the school should endeavour to provide additional classes in the subject. Where there is a pattern of large classes in a subject, the school should review the number of

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classes in that subject and endeavour to increase the number of classes to reduce class sizes.

- Support for oversize classes may include provision of support staff, release from non-teaching duties, compensatory time or additional staffing.
- Class sizes should not fall below 15 students in two successive years. Should this occur, the viability of the course will be examined. Criteria to be employed during such a review would include, but not be limited to, the historical class sizes in the subject.
- Support for small classes may include multilevel classes, reduced time allowance or dual enrolment at Correspondence School. Decisions related to these options will be made each year by the Principal in consultation with the relevant Heads of Department.

PART 2

Collective Agreement Provisions

Non-Contact time

- Non-contact time is based on an individual teacher timetabled classroom teaching hours comprising a total of 25 hours or a combination of periods of time equivalent to 25 hours per week.
- Each full-time teacher shall have a minimum of five hours non contact time within each school week as per the STCA. The non contact time may be a combination of differing periods of time which total no less that the equivalent of five non contact hours.
- The school will provide release time equal to one hour per week for teachers who are directly responsible for the advice, guidance and curriculum support of a first year beginning teacher, subject to this beginner teacher being eligible for the five hours advice and guidance time allowance.
- Full time beginning teachers in their first and second years are allocated a beginning teacher allowance for advice and guidance purposes as well as their minimum non-contact entitlement.
- The Specialist Classroom Teacher position shall be allocated at least 8 hours for this responsibility. (Tagged staffing)

Unit Holders

- The school will timetable each permanent unit holder with one additional non contact hour for each of the first three units held to manage their additional administration, management or pastoral duties.
- The school will endeavour to provide each teacher in charge of a subject area who does not hold a permanent unit with one non contact hour.
- The school will endeavour to provide additional non contact time for administration, pastoral and guidance responsibilities, curriculum leadership, for professional development, for other special duties as determined by the Principal.

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Review Process

- The student/teacher contact load of each teacher will be analysed each year. The school will endeavour to balance student/teacher contact loads across teachers to ensure fairness during the year and between years.

PART 3

“Genuine Reason” Clarification

- Teachers may only be asked to temporarily forgo their minimum entitlement to non contact hours when:
 - All reasonable options have been investigated and no alternative to a reduction in entitlement non contact can be found.
 - The request is made on an individual basis.
 - There is a sudden emergency that requires supervision of a class for its ongoing safety. All efforts will be made to find a day reliever.
 - On a longer term basis, and after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, semester, module or a year, at a higher level of contact than their minimum non contact indicates.
- Where contact hours, or an average 26 students per class limit for any individual teacher, cannot be implemented, and it is subsequently established that there is genuine reason why it is not possible to provide the entitlement within the timetable, (this will be reviewed term one, week eight and term three, week four) then the Principal will offer to compensate the teacher with:
 - an equivalent increase in the allocation of time for non contact teaching duties at another point in that school year; or
 - an equivalent increase in the allocation of time for non contact teaching duties in the following school year; or
 - an equivalent reduction in non teaching or supervisory duties outside the school’s timetabled teaching periods (eg Form Teachers duty, Sport/Rec).
 - compensatory relief cover for the teacher later in that school year; or
 - some combination of the above.

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