Avonside Girls' High School | Te Kura Kōhine o Ōtākaro

Timetable Policy

Purpose and principles:

- A timetable policy is a requirement under the Secondary Teachers' Collective Agreement (STCA). The aim is to offer a curriculum that empowers and nurtures all students to thrive. The timetable is the mechanism to meet this goal. Timetabling is a complex process of balancing curriculum opportunities for students with the teaching, rooming and other resources available.
- This policy is developed in accordance with Clause 5.2 (Timetabling Policy) of the 2025-2027 Secondary Teachers' Collective Agreement (STCA).
- In line with the STCA, the Board (or its delegated authority) must maintain a timetabling policy that is developed in consultation with staff and reflects the requirements outlined in Clause 5.2.1.
- The Principal has overall responsibility for the timetable and delegates duties, as appropriate, to the Timetabler/s and Deputy Principal (Timetable).
- Our timetable is created to:
  - Meet the curriculum and pastoral needs of students
  - Assist teachers to manage the demands of preparing learning and assessing students
  - Recognise the pastoral, curricular and administration responsibilities of teachers
  - Meet the requirements of the Secondary Teachers' Collective Agreement (STCA) including non-contact time, duties, administrative time and average class size

1. Definitions:

Contact time: the scheduled time spent directly instructing, supervising, or actively engaging with students in a learning environment. The maximum contact time for a full-time teacher is 20 hours per week. Whānau time is considered contact time for 1 hour a week.
Non-contact time: the scheduled time during the school day when a teacher is free from direct student supervision or teaching. For a full time teacher this is 5 hours per week.
Timetabled hours: timetabled hours are a set 25 hours per week of required on-site availability during instructional days. These 25 hours are divided into timetabled contact time (direct classroom teaching/supervision) and timetabled non-contact time (preparation and administrative time).
Administrative time: this can be timetabled non-contact time (built into the school week for admin and planning) and dedicated administration days (days outside of the regular school term). While often called "non-teaching" time, it is fully intended to be used for duties that support

teaching but cannot be done in front of a class. This includes administrative responsibilities, student pastoral care/liaison, lesson preparation, marking, and reporting.
In addition to the standard school year (when schools are open for instruction), teachers can be required to work up to 5 days per school year on days the school is closed. The STCA mandates this time must be used for school administration, preparation and coordination, departmental activities, and community/parent/whānau liaison. These are commonly known as "call back days". Call-back days cannot occur during the school's mandatory annual shutdown period.
Learning group: a timetabled class of students scheduled for a specific subject or pastoral period. Under the Secondary Teachers' Collective Agreement (STCA), these groups are used to calculate an educator's average class size and contact hours.
Average class size: a rolling average of no more than 26 students across all of a teacher's timetabled learning groups. While there is no legal limit on the maximum size of a single individual class, the collective agreement requires us to use "reasonable endeavour" to keep a teacher's overall average at 26 or under.

2. Consultation and Annual Review Process

The school will maintain a current timetable policy developed in consultation with teaching staff in accordance with the Secondary Teachers' Collective Agreement (STCA).

The timetable review and development process will be collaborative, transparent, and based on principles of good faith consultation. Consultation will occur prior to significant timetable decisions being finalised.

The Principal will ensure that opportunities are provided for all staff, students and whānau to contribute to the development and review of the timetable policy through:

- staff consultation processes
- discussion with the PPTA branch representatives
- opportunities to provide feedback on draft timetable structures and proposals
- review meetings as required.

A timetable working group or appropriate consultation group may be established to support the review and development process. This group may include representatives from senior leadership, timetable personnel, curriculum leaders, PPTA branch and teaching staff.

The timetable policy and timetable structures will be reviewed periodically to:

- ensure compliance with the STCA
- ensure compliance with national curriculum
- evaluate the impact of timetable structures on teacher workload and student learning
- consider operational effectiveness and curriculum delivery
- identify areas for improvement.

Where significant concerns or disagreements arise during the consultation process, every reasonable effort will be made to resolve these collaboratively through further discussion and review.

The school acknowledges that effective timetable development requires genuine consultation, open communication, and consideration of staff workload implications.

3. Hours of work framework

Full-time secondary teachers are expected to average 40 hours per week across the school year as reasonably required to properly fulfil their responsibilities. Often this means working more than 40 hours a week during peak term time periods. And typically, fewer hours when students are not in school during term breaks.

The Avonside Girls' High School working day is defined as 8.15am - 4.15pm. Because 25 hours are timetabled, teachers are expected to use the remaining 15 hours per week to complete other reasonable tasks, which often take place outside normal school hours. This work includes:

- Lesson planning and assessment grading
- Attending staff and department meetings
- Fulfilling extracurricular expectations
- Parent-teacher interviews and pastoral care including whānau teacher duties

Part-time teacher hours are expected to be proportionate to their full-time teaching equivalent (FTTE). For example, a 0.6 FTTE teacher works an average of 24 hours per week and is entitled to pro-rata non-contact time.

Beginning Teachers: To allow time for guidance and advice, first-year beginning teachers cannot be timetabled for more than 15 hours of class-contact time per week.

Teachers arrange their workload in agreement with the school. The amount of work teachers do in term breaks can vary considerably. This is based on their usual workload and if they have taken on extra responsibilities beyond the standard teaching role. During term time, teachers' working hours are made up of their:

- contact hours or teaching time
- non-contact or classroom release time
- remaining hours that make up the total hours per week.

The combination of contact or teaching time and non-contact or release time will depend on the specific role.

4. Timetabled Contact and Non-Contact Entitlements

The school recognises that timetabled contact and non-contact entitlements are important workload protection provisions under the Secondary Teachers' Collective Agreement (STCA). The timetable will be developed to support high quality teaching and learning while ensuring equitable and sustainable workload expectations for staff.

Teacher contact and non-contact entitlements are calculated in accordance with the school timetable structure and the equivalent of a 25-hour timetabled week as defined within the STCA. Where variations to the timetable structure occur, equivalent entitlements will be maintained

across the timetable cycle.

In developing the timetable, consideration will be given not only to total contact hours, but also to factors affecting workload complexity, including:

- the number of course preparations
- combined or multi-level classes
- assessment demands
- practical and specialist subjects
- pastoral responsibilities
- curriculum leadership responsibilities.

The school will endeavour to distribute non-contact time equitably and as regularly as possible across the timetable cycle to support teacher workload management, preparation, assessment, collaboration, and wellbeing.

Consideration will be given to balancing:

- consecutive teaching periods
- spread of teaching load
- complexity of course preparation
- pastoral responsibilities
- duties outside classroom teaching.

Teacher Entitlements

Each full-time teacher will have:

- a minimum non-contact allowance of 5 periods per week, or the equivalent of 5 hours
- a maximum total weekly contact time of 20 hours, typically made up of 19 hours teaching and 1 hour of whānau time
- teaching allocations, where possible, within their specialist subject area.

Minimum non-contact entitlements under the STCA are recognised as workload protection provisions and will not ordinarily be reduced except in genuine emergency situations or by mutual agreement with appropriate compensation arrangements.

Part-Time Teachers

Part-time teachers receive a prorated amount of the base entitlement of the 5 weekly hours of non-contact time that full-time teachers receive.

The school will endeavour to distribute part-time teachers' contact and non-contact time in a manner that supports effective teaching, preparation, assessment, and participation in school life.

Duties expected of teachers will be pro-rated as is call back time.

Part-time teachers are pro-rata for meetings and professional development. There is an expectation that part-time staff attend parent teacher conferences to ensure all students have

the opportunity of parent teacher discussion.

The school will send a letter of appointment to part-time teachers setting out the position to which the teacher is appointed. This letter must state the teacher's hours of work, and the letter should generally also identify the teacher's corresponding full-time teacher equivalent (FTTE).

Beginning Teachers

Each full-time beginning teacher will have, where possible:

PCT1

- a minimum allowance of 5 periods per week for advice and guidance
- 5 periods per week non-contact time
- a maximum of 15 periods contact time.

PCT2

- a minimum allowance of 2.5 periods per week for advice and guidance
- 5 periods per week non-contact time
- a maximum of 17.5 periods contact time.

The ELA person responsible for mentoring Year 1 or Year 2 beginning teachers shall be allocated the equivalent of 1 period non-teaching time per week for each PCT who generates a beginning teacher time allowance, for the purposes of directly providing curriculum-specific advice, guidance, and support to that teacher.

Unit Holders

Each permanent unit holder will have, where possible:

- a minimum allowance of 1 period per week for each of the first three permanent units held where a teacher is required to carry out specific management and/or additional responsibilities.

Kaitiaki

For 2027, each sole-charge Kaitiaki position is fixed term and will:

- hold 3 management units (MUs)
- have a time allowance of 10 hours per week

HOLAs

Each HOLA will, where possible:

- have a minimum non-contact allowance of 5 periods per week plus an additional allowance of 4 periods per week
- hold three permanent management units (MUs)

Specialist Classroom Teacher

The teacher designated as a Specialist Classroom Teacher shall receive an additional 4 periods non-contact time allowance per week.

Principal's Nominee

From April 2026, the Principal's Nominee receives a $2500 annual allowance and 1 hour of timetabled non-contact.

Overseas Teacher Allowance

The Principal will discuss with any overseas teacher whose employment generates the overseas teacher time allowance how the allowance may be utilised to assist in providing professional advice and guidance to the teacher.

Management Units (MUs) and Middle Management Allowances (MMAs)

- Annually, a list of allocations will be available to all teaching staff.
- The Principal will determine the allocation of MUs and MMAs following consultation with staff.
- Any available units or allowances will be advertised to all teaching staff.

Whānau Time

Whānau time is considered part of the timetabled day and is included as contact time on Mondays and Tuesdays when the whānau programme is delivered.

Whānau time on Thursdays and Fridays is administration time.

Variations to Non-Contact Entitlements

Teachers may only be asked to temporarily forgo their minimum entitlement to non-contact time when:

- all reasonable options have been investigated and no alternative to a reduction in entitlement can be found
- the request is made on an individual basis
- there is a sudden emergency that requires supervision of a class
- timely and appropriate efforts to secure a day-reliever have been unsuccessful
- on a longer-term basis, after all reasonable endeavours have been exhausted, the timetable can only operate if a teacher teaches at a higher level of contact than their minimum non-contact entitlement indicates
- teachers holding more than the minimum non-contact entitlement have first been asked to forgo one or more of those additional non-contact periods.

Where the allocation of non-contact time for any teacher cannot be implemented, the teacher

will be offered the opportunity to review the timetable and suggest changes that would allow the allocation of their entitlement, provided this does not prevent another teacher receiving their entitlement without agreement.

If it is subsequently agreed that there is a genuine reason why it is impossible to provide the entitlement within the timetable, the Principal and teacher may mutually agree to compensation through:

- an equivalent increase in the allocation of non-contact time at another point in the school year
- an equivalent reduction in non-teaching or supervisory duties outside timetabled teaching periods
- time in lieu
- some combination of the above
- another mutually agreed arrangement.

Before asking a teacher to agree to a reduction in non-contact entitlement, the Principal will consider alternatives including:

- increasing the hours of part-time staff
- hiring additional full-time or part-time staff
- using day-relief teachers
- timetable adjustments.

Where possible, this process should be completed prior to the end of the preceding school year.

5. Class size and average class size

The school will use all reasonable endeavours to achieve, for every teacher with more than one timetabled class, an average class size of no more than 26 students, in accordance with Clause 5.5 of the Secondary Teachers' Collective Agreement (STCA).

Average class size will be calculated using the teacher's timetabled learning groups and the roll of each group.

Calculation of Average Class Size

Where all classes are timetabled for the same number and length of periods:

Average Class Size = Total of (Class Roll × Number of Timetabled Periods) ÷ Total Number of Timetabled Periods

Where classes meet for differing numbers of periods or differing lengths of time, including semesterised courses:

Average Class Size = Total of (Class Roll × Contact Minutes) ÷ Total Contact Minutes

For semester or half-year courses, calculations will be based on the contact minutes, and class

roll applicable during the period in which the course operates.

Multi-Level Classes

Multi-level classes will be treated as a single timetabled learning group. The full class roll will be included in the calculation, weighted according to the contact time allocated to that learning group.

Where a multi-level class creates a significantly increased workload due to multiple curricula, assessment programmes, or qualification pathways, this will be considered during the timetable construction process and may be addressed through compensatory measures.

Team-Taught Classes

For team-taught classes, the class size used in the calculation will be divided by the number of teachers simultaneously responsible for the class during the relevant teaching period.

Where teachers share responsibility for a class but teach separate lessons or groups, the calculation will be based on the actual number of students taught and the contact time for each teacher.

Consultation and Compensatory Process

Where, despite reasonable endeavours, an average class size of 26 or fewer cannot be achieved for an individual teacher, the principal or delegated senior leader will:

1. Discuss the situation with the affected teacher.
2. Consult with the teacher and, where appropriate, the PPTA branch representative.
3. Consider reasonable alternatives or adjustments to the timetable.
4. Implement an agreed compensatory mechanism where the average class size remains above 26.

The school will use reasonable endeavours to meet the following compensation for teachers with an average teaching class size

- between 26.5 and 26.9: relief periods given in times of high workload (e.g. marking, reports) to the equivalent of one per week in that high workload time
- with an average teaching class size between 27 and 27.9 – one day in lieu per semester (or equivalent)
- with an average teaching class size of greater than 27.9 – two days in lieu per semester (or equivalent)
- teachers may also remain under allocated if their average class size is over 26.

Possible compensatory mechanisms may include:

- reduction in other duties
- adjustment to future timetabling arrangements
- additional support staffing
- another mutually agreed workload mitigation measure.

6. Relief Practice

Emergency relief will be covered in the following order of priority:

1. Teachers who are below their maximum timetabled contact allocation
2. Staff volunteers. Staff who volunteer will be given a relief credit to be taken at an agreed future time within the term it is earned
3. HOLAs/TiCs in the same subject area
4. Kaitiaki and Senior Leadership.

Teachers at their maximum contact allocation will only be asked to forgo non-contact time for emergency relief in genuine exceptional circumstances.

7. Subject viability and class construction

The school recognises the importance of offering a curriculum that empowers and nurtures all students to thrive while ensuring that staffing, workload, class sizes, and school resources are managed in a sustainable, equitable, and effective manner.

As a general guideline, option classes will normally require approximately 12 students to operate as a standalone course. However, decisions regarding class viability will consider:

- student access to curriculum pathways and qualifications
- staffing entitlement and available resources
- teacher workload implications
- the educational needs of students
- strategic priorities of the school
- the impact on average class sizes across the school

Where an option class has a low enrolment, the school may consider one or more of the following approaches:

- combining year levels or qualification levels within a class
- creating a multi-level or composite class
- adjusting the course structure or delivery model
- delivering the course through Te Kura, virtual learning networks, or shared provision where appropriate
- collaborative teaching arrangements
- advising students on alternative pathways or subject choices following guidance and consultation

Where multi-level or composite classes are established, the additional workload associated with planning, assessment, and delivery across multiple curricula or qualification levels will be considered during timetable construction and workload allocation processes.

Any proposal to significantly alter course delivery, reduce teaching time, or cancel a course will involve consultation with the relevant Head of Department and affected staff.

The Principal, in consultation with the Deputy Principal responsible for timetabling and relevant curriculum leaders, will make final decisions regarding class viability and course provision, considering:

- educational outcomes for students
- staffing and resourcing implications
- compliance with the Secondary Teachers' Collective Agreement
- The school's timetable and workload management policies

8. Rooming and specialist learning spaces

The allocation of teaching and learning spaces is an important component of the timetable process. The school will seek to allocate rooms in a manner that supports high-quality teaching and learning, meets curriculum requirements, and promotes effective teacher workload management.

Room allocations will be determined by the Timetable Team in consultation with Heads of Learning Areas (HOLAs) and other relevant leaders. HOLAs may make adjustments within their allocated learning area spaces, provided these changes align with overall timetable requirements and agreed rooming principles.

The following principles will guide the allocation of teaching and learning spaces:

1. **Educational Suitability**
    a. Classes will, wherever possible, be allocated to spaces that best support the curriculum, teaching programme, learning activities, and student needs.
    b. Specialist subjects requiring specialised equipment, facilities, or health and safety provisions will be prioritised for access to appropriate specialist spaces.
2. **Priority for Specialist Facilities**
    a. Specialist facilities, including Science laboratories, Technology workshops, Food Technology rooms, Art studios, Music rooms, Drama spaces, Physical Education facilities, Te Paeroa and other designated specialist environments, will be allocated primarily to programmes requiring those facilities.
    b. Health and safety requirements will be a key consideration in all specialist room allocations.
3. **Effective Use of Learning Spaces**
    a. Learning spaces will be used flexibly to maximise student access to courses and ensure efficient utilisation of school facilities.
    b. Class size, programme requirements, accessibility needs, and learning activities will be considered when allocating rooms.
4. **Teacher Workload and Continuity**
    a. The school will seek to minimise unnecessary teacher movement between rooms and buildings where practicable.
    b. Room allocations will consider the need for teachers to access resources, equipment, digital technologies, and preparation materials necessary for effective teaching.
    c. Frequent room changes that create unreasonable workload or operational

difficulties will be avoided where possible.

5. **Equity and Consultation**
    a. Rooming decisions will be made in a fair and transparent manner across all learning areas.
    b. Where significant rooming changes may affect a teacher's ability to deliver programmes effectively, consultation will occur with the affected staff member and relevant HOLA.

The school recognises that room allocation decisions may involve competing demands. Final decisions regarding rooming will be made by the Principal or delegated senior leader, taking into account curriculum requirements, health and safety considerations, effective use of facilities, and teacher workload implications.

9. Rest and meal breaks, duties and meetings

The School will meet the conditions of the Employment Relations Act 2000 in regard to rest breaks and meal breaks for both teaching and non-teaching staff.

Teachers are entitled to a minimum of one 10-minute paid rest break and one 30-minute unpaid meal break during a typical school day. A working day is inclusive or rest and meal breaks.
Teachers usually get a short, paid 10-minute break. This can align with the students' morning interval. The meal break is 30 minutes, which is unpaid and usually takes place during the students' lunch break. During this time, teachers are generally free from active teaching duties.

While teachers have a statutory right to uninterrupted meal breaks, they usually participate in our duty roster. This means a teacher might be on duty supervising students for a portion of lunch, or interval, or after school, but will have the remaining break times free.

Teachers are expected to supervise students when rostered on duty. The duty roster will be prepared so as to endeavour to share duty responsibility fairly and equitably among all teachers. Teachers have the flexibility to arrange their duty to best structure their day. Full time teaching staff will do one interval (or bus duty) slot and two half (or one whole) lunchtime slots. Part-time teachers will do an interval and one-half lunchtime, or just one slot if they have a small teaching load. Following allocation of duty, teachers may swap with other teachers.

Teachers are expected to attend weekly meetings on Mondays, Tuesdays, Wednesdays, and Thursdays which are a mix of before and after classes.
Monday meetings run after classes 3.15-4.15pm. These alternate between staff meetings and Learning Area meetings.
Tuesday meetings are before classes 8.15-8.30am
Wednesday meetings are before classes 8.15-8.30am.
Thursday meetings are before classes 8.15-8.45am.

PRTs have a fortnightly meeting as part of their mentoring and induction programme and are expected to attend this.

Teachers with extra roles or responsibilities may be required to attend other meetings, for example kaitiaki or HOLA team meetings.

10. Where entitlements cannot be met, ‘genuine reason’

Teachers may be asked to temporarily forgo their minimum entitlement to non-contact when:

- All reasonable options have been investigated, and no alternative to a reduction in entitlement non-contact can be found.
- The request is made on an individual basis.
- There is a sudden emergency that requires supervision of a group of students for its ongoing safety. All efforts will be found to find a day reliever.
- No Day reliever can be found after timely and appropriate efforts have been made.
- On a longer-term basis, and after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, or a year, or a semester at a higher level of contact than their minimum non-contact indicates.
- Teachers holding more than the minimum non-contacts have first been asked to forgo one or more of those additional non-contacts.
- If it is agreed with the teacher that for genuine reason it is not possible to provide the non-contact entitlement, then the Principal or Deputy Principal will mutually agree to compensate the teacher. This may include removal of duty, removal of a whānau class, reduction in relief cover at the end of the year, time in lieu, or payment of a fixed term unit or part unit.

11. Workload concerns and review process

Workload management operates under a consultative, high-trust model. Full-time classroom teachers are expected to work an average of 40 hours per week across the year (excluding four weeks of defined annual leave and public holidays).

The Process: If a teacher believes their allocated tasks may exceed these limits, they can raise the issue directly with the employer (usually the principal or the Board of Trustees). The teacher must provide supporting information to validate their workload pattern.

If the employer agrees that a workload issue exists, they are obligated to take practical steps to manage it. These can include clarifying expectations, identifying priorities, removing duties, providing ancillary support staff, or modifying the teacher’s timetable to offer additional non-contact time.

If the staff feel the timetabling policy is unfairly contributing to overwork, they can trigger a policy review.