

SECTION 1: CURRICULUM (NAG 1)

TITLE	APPROVED	REVIEW DUE
Identifying and Addressing Barriers to Learning	2006	2009
Curriculum Implementation Procedure	2006	2009
The Arts/Nga Toi Policy	2006	2009
English Policy	2006	2009
Health and Physical Education/Hauora	2006	2009
Mathematics/Pangarau Policy	2006	2009
Science/Putaiiao	2006	2009
Social Studies/Tikanga-a-Iwi Policy	2006	2009
Technology/Hangarau	2006	2009
Matariki Policy: Maori in English Medium	2007	2010
Special Education	2006	2009
Special Education Procedure	2006	2009
Te Korowai Whakamana o Te Kura o Otaki	2008	2011
Te Korowai Whakamana Guiding Principals	2006	2009
Kaupapa Here: Career Information & Guidance	2006	2009
Assessment Policy	2008	2011
Planning Policy	2007	2010
Day Relief Teachers Procedure	2007	2010
Education Outside of the Classroom	2008	2011
Homework/Mahi Kainga Procedure	2007	2010
Reading Recovery	2008	2011
Reading Recovery Absences Procedure	2008	2011
Library Policy	2009	2012
Equity Policy	2009	2012
Gifted Policy	2008	2011

SUPPORTING DOCUMENTATION

Curriculum Implementation Plans	Achievement Statements Pupil Data/Files
Assessment Records School Wide	Achievement Data
Assessment Implementation Plan	I.E.P.s Portfolios of Assessed Work
Teachers Planning	Accumulative Records
Information Booklets	TKW Minutes
Staff Meeting Minutes	

NATIONAL ADMINISTRATION GUIDELINE 1

Otaki School Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

Each Board, through the principal and staff, is required to:

- i develop and implement teaching and learning programmes:
 - (a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
 - (b) giving priority to student achievement in literacy and numeracy, especially in years 1-4;
 - (c) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;
- ii through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - (a) student achievement in literacy and numeracy, especially in years 1-4;and then to:
 - (b) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements);
- iii on the basis of good quality assessment information, identify students and groups of students;
 - (a) who are not achieving;
 - (b) who are at risk of not achieving;
 - (c) who have special needsand
 - (d) aspects of the curriculum which require particular attention;
- iv develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above;
- v in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;
- vi provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

SECTION 2: STRATEGIC PLANNING AND REVIEW (NAG 2)

TITLE	APPROVED	REVIEW DUE
Reporting to and Communicating with Parents Proced.	2007	2010
Consultation with the Community for Strategic Planning Purposes	2008	2011
Board of Trustees Procedure Review Scheme	2008	2011
Open School	2007	2010

SUPPORTING DOCUMENTATION

Charter	Strategic Plan	Annual Plan
Annual Reports	Monthly Reports	Schedules of Review
Assessment Records	Pupil Data Files	Pupil Reports
Community Consultation		Performance Agreements

NATIONAL ADMINISTRATION GUIDELINE 2

Each Board of Trustees, with the principal and teaching staff, is required to:

- (i) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- (ii) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- (iii) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1(iii) above) including the achievement of Maori students against the plans and targets referred to in 1(v) above.

SECTION 3: PERSONNEL (NAG 3)

TITLE	APPROVED	REVIEW DUE
Appointments Procedure	2007	2010
Classroom Release Time	2008	2011
Complaints Policy	2008	2011
Complaints Procedure	2008	2011
Equal Employment Opportunity Policy	2007	2010
M and R Units Procedure	2008	2011
Personnel Committee	2007	2010
Police Vetting Procedure	2009	2012
Principals Appraisal	2008	2011
Principals Appraisal Procedure	2008	2011
Sexual Harassment Procedure	2008	2011
Teacher Code of Conduct	2007	2010
Teacher Remuneration Procedure	2009	2012
Teacher Competency Procedure	2007	2010
Teacher Performance Appraisal	2007	2010

SUPPORTING DOCUMENTATION

Code of Conduct	Professional Standards	Job Descriptions
Performance Agreements	EEO Plan and Reports	Personnel Files
Records of Leave		
Performance Management and Appraisal Documentation		
Collective and Individual Employment Contracts		
Staffing Usage and Expenditure Reports		

NATIONAL ADMINISTRATION GUIDELINE 3

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

SECTION 4: FINANCE & PROPERTY (NAG 4)

TITLE	APPROVED	REVIEW DUE
Financial Policy	2008	2011
Financial Budgeting Procedures	2009	2012
Property Sub-Committee	2007	2010
Theft and Fraud Policy	2007	2010

SUPPORTING DOCUMENTATION

Annual Reports	Monthly Reports	Committees Minutes and Reports
Budget	Order Books	Asset Register
Budget Holder Delegation Agreements		Property Occupancy Agreements
10 year Property Development Plan		Library Accession Register
10 year Property Maintenance Plan		
School Building and Systems Inspection Records/Fitness Certificate		

NATIONAL ADMINISTRATION GUIDELINE 4

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- (i) allocate funds to reflect the school's priorities as stated in the charter;
- (ii) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- (iii) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

SECTION 5: CURRICULUM (NAG 5)

TITLE	APPROVED	REVIEW DUE
Administering Medication in Schools	2008	2011
Duty Procedure	2009	2012
Critical Incident Response Policy	2008	2011
Emergency Evacuation Procedure	2009	2012
Infectious and Communicable Diseases	2007	2010
Internet Safety Policy	2009	2012
Staff Internet Agreement	2009	2012
Student Computer & Internet Agreement	2009	2012
Occupational Safety and Health Safety	2009	2012
Sexual and Physical Abuse	2008	2011
Sexual and Physical Abuse Procedure	2008	2011
Sexual and Physical Abuse Checklist and Response Procedures Protocol	2008	2011
Health & Safety Committee	2009	2012
Shady School	2009	2012
Smoke Free Environment	2008	2011
Stand Downs and Suspensions	2008	2011
Sunsafer/Sunhats Policy	2008	2011
Behaviour Procedure	2009	2012
Dangerous/Illegal/Offensive Items	2008	2011
Pandemic Action Plan: Otaki School	2009	2012
Non Custodial Parents Policy	2009	2012

SUPPORTING DOCUMENTATION

Behaviour Management Files	Incident and Accident Reports
OSH Reporting System	Immunisation Register
Special Needs Register	Emergency Evacuation Plans
Road Patrol Programme	Headlice Control Programme
Attendance Registers	Building Warrant of Fitness

NATIONAL ADMINISTRATION GUIDELINE 5

Each Board of Trustees is also required to:

- (i) provide a safe physical and emotional environment for students;
- (ii) promote healthy food and nutrition for all students;
- (iii) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

SECTION 6: CURRICULUM (NAG 6)

TITLE	APPROVED	REVIEW DUE
Animal Code of Ethics	2009	2012
Attendance	2009	2012
Attendance/Absence Procedure	2009	2012
Copyright and Licences	2009	2012
Privacy Policy	2007	2010
Protected Disclosures Act	2007	2010
Protected Disclosures Procedure	2007	2010

SUPPORTING DOCUMENTATION

Attendance Registers	Policies
BOT Minutes	Pupil Records

NATIONAL ADMINISTRATION GUIDELINE 5

Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

NAG 1

Review Date **2009**

IDENTIFYING AND ADDRESSING BARRIERS TO LEARNING

Responsibility of the Principal and Staff

Each Board, through the Principal and Staff, is required to:

- NAG 1 (iii)** on the basis of good quality assessment information, identify students and groups of students;
- (a) who are not achieving;
 - (b) who are at risk of not achieving;
 - (c) who have special needs, including gifted and talented students;
- (iv)** develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in **(iii)** above;

MISSION STATEMENT:

Otaki School – providing a high quality, balanced education for all students in our community.

TE WHAINGA MATAMUA

Te Kura Tuatahi o Otaki – te whakawhiwhi i te matauranga rangatira mo nga tamariki mokopuna o tenei rohe.

The Board of Trustees, as the governing body, has the responsibility for the curriculum delivered to students attending Otaki School, and for the achievement of its students. The day-to-day delivery of the curriculum is the responsibility of the principal and his professional staff. It is the Principal's responsibility to ensure the Board is kept informed.

ACHIEVEMENT:

The Board of Trustees of Otaki School, in conjunction with its professional staff fosters achievement by providing a curriculum that complies with the New Zealand National Administration Guidelines and Curriculum Framework and all associated documents.

Programmes are based on the seven learning areas:

- **Language and Languages**
- **Mathematics**
- **Science**
- **Technology**
- **The Arts**
- **Health and Physical Well Being**
- **Social Studies**

And the eight essential skills

- **Communications**
- **Numeracy**
- **Physical**
- **Social and Co-operation**
- **Information**
- **Problem Solving**
- **Work and Study**

- **Self Management and Competition**

The school has in place management systems to assess and monitor student progress. These systems are an essential part of achievement. Student achievement is detailed in individual pupil records and this information is the basis of regular reporting to parents.

The Board of Trustees approves curriculum policies and annual budgets and places considerable importance on the achievement of proficiency in the core curriculum areas of reading, language, writing and mathematics for all students according to their maturity and potential.

The Board has identified relevant barriers to learning and is committed to addressing them through the curriculum of the school.

SPECIAL CHARACTER OF THE SCHOOL

Important aspects of the special character of Otaki School include:

- A commitment to immersion education
- A year 5/6 bilingual class
- Te Reo me Tikaanga Maori (Maori language and culture throughout the school)
- ICT programme
- Open school policy
- Needs based special education programmes
- A commitment to staff development and in-service training

THE BOARD OF TRUSTEES CONTRIBUTION TO STUDENT ACHIEVEMENT

- The Board sees its primary role in achievement as setting and maintaining a happy, positive and secure climate for learning in the belief that achievement will flourish in an environment where teachers are supported and respected, student are happy and secure and parent participation is valued.
- The Board of Trustees recognises the professional competence of its manager and staff and observes the boundary between governance and management.
- The Board of Trustees aims to maintain cordial relationships with staff and to be a good employer.
- The Board aims to maintain a safe and comfortable working and learning environment for student and staff.
- The Board of Trustees communicates regularly with the school community as part of the School Newsletter.
- The Board of Trustees is committed to maintaining a close relationship with Ngati Raukawa.

FACTORS INFLUENCING ACHIEVEMENT

The Board of Trustees is aware of factors influencing learning and achievement at Otaki School.

1. Otaki School serves a community that is, on balance, below middle in terms of income and socio-economic status. The school receives Ministry of Education extra targeted funding (DECILE 3).
2. The school community has a high proportion of solo parents, unemployed and other beneficiaries.
3. The skills, attitudes and confidence of their parents affect the achievement of student.
4. The transient nature of the School's population.
5. Difficulty in gaining formal parental involvement.
6. Economic factors which restrict this school's ability to raise funds.
7. The schools curriculum implementation scheme, special needs, and gifted and talented* policies, procedures and policies address barriers to learning

Otaki School Charter

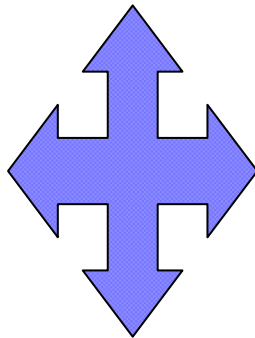


National Administration Guidelines



National Curriculum Statements

N.E.G.s



N.A.G.s

OTAKI SCHOOL ACHIEVEMENT STATEMENT

INDIVIDUAL CURRICULUM IMPLEMENTATION

CURRICULUM STRANDS

Achievement Objectives

Specific Learning Outcomes

Programmes of Work

Assessment

Modify teaching strategies to meet pupil needs

**CURRICULUM IMPLEMENTATION
PROCEDURE****Responsibility of the Principal and Staff**

Each Board, through the Principal and Staff, is required to:

- NAG 1 (i)** develop and implement teaching and learning programmes:
- (a) To provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
 - (b) Giving priority to student achievement in literacy and numeracy, especially in years 1-4;
- (ii)** through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
- (a) student achievement in literacy and numeracy, especially in year 1-4;
- and then to:
- (b) the breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements);
- (iii)** on the basis of good quality assessment information, identify students and groups of students;
- (a) who are not achieving
 - (b) who are at risk of not achieving;
 - (c) who have special needs including gifted and talented students; and
 - (d) aspects of the curriculum which require particular attention;
- (iv)** develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in **(iii)** above;
- (v)** in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;

The purpose of the plan is to give clear guidance on the school's curriculum, and to make a statement of expectations that will form the basis for reviewing quality and effectiveness.

THE PLAN HAS FIVE SECTIONS:

Delivery: **the style and approach to teaching and learning**
Content: **skills, knowledge and attitudes to be taught and learned**
Assessment: **checking progress and achievements**
Reporting: **keeping parents informed of progress and achievements**
Board Review: **accountability procedure for curriculum plan**

The Board is required to ensure that the school's curriculum is consistent with its Charter, The National Education Guidelines, and the National Curriculum Framework. The School's curriculum also reflects the needs, priorities and resources of the community.

"Curriculum" is defined as all of the programmes, activities, events and experiences that take place in the school, including the interactions, materials and environment through which student learn. It is to be expected that there will be times when there is a discrepancy between the planned or intended curriculum and the actual curriculum, depending on opportunities and circumstances that arise from time to time.

The National Curriculum achievement objectives are part of this plan.

THE SCHOOL CLIMATE:

What helps our pupils to learn?

- Happy and healthy staff and pupils.
- Secure, positive classroom and school environment
- Highly motivated teachers
- Enthusiastic pupils and teachers
- Supportive parents backing what is happening
- Clear communication between home and school
- Consistent routines and boundaries
- Pupils are valued as individuals
- Openness to different methods, and a variety of teaching styles
- Flexibility
- Catering for pupils' special needs
- Appropriate resources
- Cooperative learning
- Independent learning
- Consistent attitudes, expectations and performance
- A safe emotional and physical environment
- Well planned and implemented learning and assessment programmes
- Recognises and addresses barriers to learning
- Small class sizes
- Support staff to assist programme implementation for learning and behaviour

CURRICULUM CONTENT OBJECTIVES:

The precise balance of the curriculum for students will vary from year to year and from student to student.

Teachers will plan and implement programmes that cover:

- all strands and achievement objectives at the relevant levels of the English and Mathematics Curriculum Statements annually.

- all strands in the other learning areas over at least a 2-year period with selected N.A.O.'s that most reflect our students learning needs

NATIONAL CURRICULUM ESSENTIAL LEARNING AREAS:

School and classroom plans and programmes will reflect a balancing of the curriculum against student needs given priority to student achievement in literacy and numeracy and students identified through quality assessment information.

NATIONAL CURRICULUM ESSENTIAL LEARNING SKILLS:

Programmes in the essential learning areas make provision to help student achieve growing confidence and competence in the essential skills (communications skills, numeracy skills, information skills, problem-solving skills, self-management and competitive skills, social and cooperative skills, physical skills, work and study skills.

NATIONAL CURRICULUM ACHIEVEMENT OBJECTIVES:

Each year all student have planned learning experiences drawn from the appropriate levels in all of the strands in each national curriculum statement. When different learning strands are interwoven and integrated within units of learning, the achievement objectives from each learning area or strand are identified in planning statements.

The National Curriculum *Achievement Objectives* are deemed to be part of this Curriculum Plan.

RESOURCES AND OPPORTUNITIES:

Units of learning use resources available within the school and the wider community to full advantage, and opportunities are taken to broaden and enrich student's learning through educational experiences outside the classroom.

PLANNING:

(a) School Plans

The principal and teachers plan and coordinate programme overviews setting out the contents or contexts for units of learning to be covered each term and for each class level as per the school's planning procedure. The School plans are part of this Curriculum Plan.

(b) Classroom Plans

Teachers plan units of learning individually and as a team. Plans show intended specific learning outcomes in relation to particular groups of students. Classroom plans are based on the school's plans and national curriculum achievement objectives. Classroom plans are part of this Curriculum Plan.

(c) Curriculum Priorities

The curriculum Plan prescribes priority-learning outcomes for each learning area. These targets apply to all levels of the school according to each child's stage of progress, and are the basis of the school's self-review of its curriculum performance.

CURRICULUM CONTENT OBJECTIVES:

Priorities for Student's learning according to their individual capabilities

MATHEMATICS

Pupils learn to:

- Develop knowledge skills and understanding in each of the main areas of Mathematics (Number, Algebra, Geometry, Measurement and statistics).
- Develop these skills, knowledge and understanding to allow mathematics to be used in every day life.
- Gain mastery of basic numeracy skills (basic facts).
- Develop strategies to problem solve
- Use equipment to explore concepts
- Develop a positive attitude towards Mathematics.
- Work cooperatively in group situations.
- Communicate ideas in a variety of ways.



SCIENCE

Pupils learn to:

- Develop knowledge, skills and understandings in each of the main areas of science;
- Living World, Physical World, Material World, and Planet Earth and Beyond.
- Work independently and cooperatively.
- Develop a positive attitude towards Science.
- Develop and use the investigative process.
- Relate science to everyday life and situations.

ENGLISH

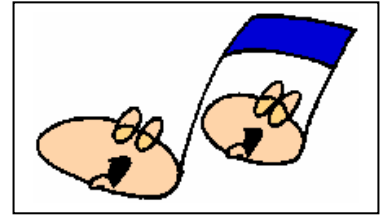
Pupils learn to:

- Read for information and recreation demonstrating fluency and understanding.
- Write fluently and legibly to express themselves using a range of written formats.
- Develop effective listening strategies through participation in a range of formal and informal activities.
- Develop confidence, structure and fluency when speaking.
- Develop a range of presentation skills.
- Develop and enjoy their understandings and use of the English language

THE ARTS

Pupils learn to:

- Explore the elements involved in each of the Arts Disciplines. (Learning the Language)
- Use personal experiences, imagination and observation to develop, share and express ideas in The Arts. (Developing Senses)
- Share, express and respond to ways in which The Arts convey ideas and feelings. (Communication and Interpreting)
- Identify The Arts as part of everyday life and recognise that it serves a variety of purposes. (Understanding and Appreciation)



HEALTH AND PHYSICAL EDUCATION

Pupils learn to:

- Develop knowledge, understanding, skills and attitudes to enhance personal health and physical development
- Develop motor skills, knowledge and understandings through movement.
- Develop a positive attitude towards physical activity.
- Develop understandings, skills and attitudes that enhance relationships with others.
- Participate in creating a healthy and safe environment.

SOCIAL STUDIES

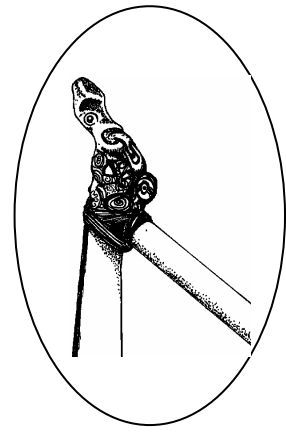
Pupils learn to:

- Know about how people organise themselves and conduct their lives to meet their needs.
- Develop an understanding of own /others heritage.
- Appreciate similarities/differences in others.
- Develop knowledge of own local/national environment and culture.

MAORI

Pupils learn to:

- Appreciate cultural values of Maori.
- Develop an understanding and use of Maori language.
- Develop respect for and an understanding of the Treaty of Waitangi



TECHNOLOGY

Pupils learn to:

- Recognise the uses of technology in the world around them, and to know about its impact on people's lives.
- Identify and explore opportunities requiring solutions, and to design and construct original solutions for meeting such needs.
- Show confidence, skill and judgment in using available technology for everyday and special purposes

NOTE

- Assessment will be undertaken as per the schools Assessment Policy NAG 1
- Reporting to parents will be completed as per the Reporting to Parents Procedure NAG 2
- Review of this policy and procedures completed as per the Curriculum Plan Effectiveness Review Procedure NAG 2

Note:

This policy needs reviewing as part of the implementation of the revised New Zealand Curriculum Nov 2007

Last reviewed and Board of Trustees approved 2006

THE ARTS/NGA TOI POLICY**Responsibility of the Principal and Staff**

Each Board, through the Principal and Staff, is required to:

NAG 1(i) develop and implement teaching and learning programmes:

- (a) To provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
- (b) Giving priority to student achievement in literacy and numeracy, especially in years 1-4;

RATIONALE:

Learning in the arts stimulates imagination, thinking and an understanding of diverse art forms from both within and beyond New Zealand. It encourages a life long interest in the arts. The arts disciplines of dance, drama, music and the visual arts provide our pupils with opportunities to develop and express through the making and presenting of art works. They enable our pupils to become critically aware of and respond to their own and others work.

AIMS:

Students will have opportunities to develop the skills, knowledge, attitudes and understandings outlined in the achievement objectives of each strand, in each arts discipline.

GUIDELINES:

1. The achievement objectives in each strand describe what students should be able to do after appropriate learning experiences. At Otaki School we will endeavour to meet the achievement objectives of each discipline to Level 3.
2. Learning within each discipline is approached through four interrelated learning strands:
 - **Developing Practical Knowledge in the Arts (PK)** *In this strand students will: select, use and investigate forms, processes, techniques, media, technologies, elements, principles and conventions.*
 - **Developing Ideas in the Arts (DI)** *In this strand students will initiate, develop, refine and resolve ideas using a variety of motivations.*
 - **Communicating and Interpretation in the Arts (CI)** *In this strand students will share, present, exhibit, perform, interpret, respond to and evaluate their own and others work.*
 - **Understanding the Arts in Context (UC)** *In this strand students will investigate the forms, functions, values and significance of the arts in social and cultural contexts, past and present.*
3. Learning should build on previous learning experiences. Opportunities need to be made to revisit, make connections with and extend existing skills, knowledge, attitudes and understandings.
4. The arts can work in collaboration with each other or be integrated with other curriculum areas to enhance and extend learning experiences.

As a school (or as teachers) we will meet the needs of the students by

- Making provision for differences in children's culture, gender, ethnicity, age, values and experiences when planning and assessing authentic learning experiences.
- Fostering an expectation of success in the children and encouraging them to meet their full potential. How? Exhibition or performance both informal and on a larger scale.
- Using a range of teaching and learning approaches to motivate **and inspire students**.

ASSESSMENT AND EVALUATION:

Assessment and evaluation should:

- Reflect a balance of strands, achievement objectives and specific learning outcomes.
- Be integral to the action/reflections cycle as stated in the curriculum document (P.89).
- Provide opportunities for regular feed forward and feedback using the language of achievement in the arts to improve student learning.
- Use specific learning outcomes and clearly understood expectations for achievement; assessment information which can be formative and summative, quantitative and qualitative, written and verbal, formal and informal.
- Inform parents/caregivers of the child's progress in the arts by reports, portfolio and interviews.
- Students progress will be regularly documented in accordance with the requirements of the curriculum to monitor progress and achievement.
- Some, but not all learning outcomes in a unit of work need to be assessed
- Evidence of student's progress and achievement could include live presentations, exhibitions, work in progress, portfolios, workbooks journal, audio and video recordings.

ENGLISH POLICY**Responsibility of the Principal and Staff**

Each Board, through the Principal and Staff, is required to:

NAG 1 (i) develop and implement teaching and learning programmes:

- (a) To provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
- (b) Giving priority to student achievement in literacy and numeracy, especially in years 1-4;

GUIDELINES:

- 1.1 All classroom programmes should achieve a balance across the three strands oral, written and visual. Thus enabling students to:
 - a) develop control over the processes associated with using and responding to English language purposefully and effectively through reading, writing, speaking, listening, viewing and presenting.
 - b) develop an understanding of the grammar and conventions of English;
 - c) develop an understanding of how language varies according to the user, audience, and purposes;
 - d) respond personally to and think critically about a range of texts, including literary texts;
 - e) use language skills to identify information needs, and find, use, and communicate information;
 - f) understand and appreciate the heritage of New Zealand through experiencing a broad range of texts written in English.
 - 1.2 All teachers should be providing programmes of work through which students are developing skills and knowledge in the process of exploring language, thinking critically, and processing information.
 - 1.3.
 - a) Teachers should use "English in the New Zealand Curriculum" as a practical resource. *It provides the essential basis for planning with clear progression through all levels, and a balanced integration across the strands.*
 - b) Teachers should always refer to the "Otaki School English Scheme" as they develop programmes in English and other curriculum areas.
 - 1.4 Teachers should work with their students towards providing a stimulating, supportive classroom and school environment.
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- 1.2 Achievement objectives are set out to assist teachers to monitor students' development
 - 2.2 As per the school's assessment, planning and evaluation policies teachers are responsible for ensuring that appropriate:-
 - assessment and monitoring activities are provided for all students.
 - recording of the achievements of all students are made.
 - programmes of work are planned and implemented to achieve the students' next learning step.
 - assessment of the students' school wide success in achieving objectives and mastering essential skills will be made for aggregation of data for school wide review and development purposes.

NAG 1

Review Date **2009**

HEALTH & PHYSICAL EDUCATION/HAUORA

Responsibility of the Principal and Staff

Each Board, through the Principal and Staff, is required to:

- NAG 1 (i)** develop and implement teaching and learning programmes:
- (a) To provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;

AIMS:

To promote the students' well-being at Otaki School. The Health and Physical Education Programme will promote the physical, social, mental/emotional and spiritual development appropriate to our learners' needs and to maintain this process throughout life.

PURPOSES:

1. Develop the knowledge, understandings, skills and attitudes needed to maintain and enhance personal health and physical development.
2. Develop motor skills through movement, acquire knowledge and understandings about movement, and develop positive attitudes towards physical activity.
3. Develop understandings, skills and attitudes that enhance interactions and relationships with other people.
4. Participate in creating healthy communities and environments by taking responsible and critical action.

GUIDELINES:

1. Programmes will be needs based.
2. Health Education and Physical Education programmes will be taught as outlined in *Health and Physical Education in the New Zealand Curriculum, 1999 and/or Hauora i roto i te Marautanga o Aotearoa.*
3. Parents will be notified of impending Health Education programmes, consulted and given opportunities (18 months) for input where appropriate.
4. Parents will have the right to withdraw student from specific programmes (e.g. Keeping Ourselves Safe)
5. Close links with health agencies in the community will be maintained.
6. Appropriate programmes will raise the awareness of differences that exist in cultures represented in the school.
7. Where appropriate, national events/community events et 5+ a day, PE Week, Melanoma Week etc will be capitalised on.
8. During the teaching of Health Education and Physical Education/Hauora programmes, links may be made to other curriculum areas.

CONCLUSION:

Through learning in this curriculum students will gain the knowledge, skills, attitudes, and values to enjoy a healthy lifestyle and to contribute actively to the well being of their communities.

Last reviewed and Board of Trustees approved 2006

NAG 1

Review Date 2009

MATHEMATICS/PANGARAU POLICY

Responsibility of the Principal and Staff

Each Board, through the Principal and Staff is required to:

NAG 1 (i) Develop and implement teaching and learning programmes:

- (a) To provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
- (b) Giving priority to student achievement in literacy and numeracy, especially in years 1-4;

AIMS:

1. Otaki School's mathematics programme will aim to establish and develop in students the skills, concepts, understandings and attitudes which will enable them to cope confidently with mathematics of everyday life.
2. To provide a well organised, planned, assessed and evaluated programme that meets the requirements of the New Zealand Curriculum Statement and the needs of our students.

GUIDELINES:

1. Opportunities for successful learning in mathematics will be equally available for all
2. There will be an emphasis placed on numeracy in all years (0-6). 80% in Years 0-3
60% in Years 4-8
3. Student's mathematical progress will be regularly monitored, assessed and evaluated
4. Whenever possible learning in mathematics will be related to everyday experiences
5. There will be an emphasis placed on the problem solving approach to teaching mathematics
6. The Otaki Schools mathematics and/or Pangarau i roto i te Marautanga o Aotearoa document should be referred to by teachers as they plan mathematics programmes
7. Students will be made aware of the purpose of the lesson or mathematics activity they are undertaking
8. An ICT component should be interpreted wherever possible.

SCIENCE/PUTAIAO POLICY**Responsibility of the Principal and Staff**

Each Board, through the Principal and Staff, is required to:

- NAG 1 (i)** Develop and implement teaching and learning programmes:
- (a) To provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;

RATIONALE:

To enable every student to be a responsible and informed member of society and a productive contributor to the New Zealand economy and future.

AIMS:

1. To provide a balanced science programme which incorporates the aims of the curriculum.
2. To reflect the interests and enthusiasm of students, staff and school community, and meet the needs of our society.

GUIDELINES:

1. Encouragement and opportunities must be equally available to all.
2. A budget will be established to fund the ongoing requirements of the programme. These requirements will include resources, incidentals, and teacher professional development.
3. The Teacher in charge of Science will administer the budget in consultation with the Principal and oversee science purchases and care of resources.
4. Classroom teachers will be responsible for the ongoing science programme in their classrooms and the effectiveness of their programmes.
5. Students learning in science needs to be linked with other areas of learning and with aspects of the students' own lives outside school. Cross curriculum links should be encouraged.
6. A diversity of teaching and learning styles and first hand experiences inside and outside the classroom will enhance learning.
7. Student achievement will be assessed and monitored by the classroom teacher.
8. The programme will cover the four contextual strands and the two integrating strands of 'Science in the New Zealand Curriculum'.
9. Te Korowai Whakamana will cover 3 whenu as recommended in Putaiao i roto i nga Marautanga o Aotearoa.
10. The guidelines within the "Safety and Science" revised manual and "Caring for Animals in the Classroom" will be adhered to.
11. The long-term plan indicates which objectives and assessment focus will guide the development of the science programme for each unit of work.

NAG 1

Review Date 2009

SOCIAL STUDIES/TIKANGA-A-IWI POLICY

Responsibility of the Principal and Staff

Each Board, through the Principal and Staff, is required to:

- NAG 1 (i)** Develop and implement teaching and learning programmes:
- (a) To provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;

AIMS:

Using a variety of approaches and skills students will

- 1 Examine people's organizations in groups and the rights, roles and responsibilities of people as they interact in those groups.
- 2 Explore the contribution of culture and heritage to identity and to understand New Zealand's bi-cultural heritage and multi-cultural society.
- 3 Examine the interaction and impact of people with places and the environment.
- 4 Understand how time, continuity and change affect people's lives.
- 5 Develop understandings of how people use and manage resources and participate in economic activities.

GUIDELINES:

Programmes will

1. Cover the six settings, New Zealand, The Pacific, Asia, Europe, Other, Global.
2. Ensure a balance of perspectives, bi-cultural, multi-cultural, gender, current issues, and the future.
3. Ensure coverage of the five learning strands, Social Organization, Culture and Heritage, Place and Environment, Time Continuity and Change, Resources and Economic Activities.
4. Incorporate the three processes, Inquiry, Values Exploration, and Social Decision Making.
5. Use assessment as a tool for future learning.
6. Involve a variety of approaches and strategies to provide opportunities for learning.
7. Make use of resources of the school and wider community.

Last reviewed and Board of Trustees approved 2006

TECHNOLOGY/HANGARAU**Responsibility of the Principal and Staff**

Each Board, through the Principal and Staff, is required to:

NAG 1 (i) Implement learning programmes based upon the underlying principles, stated essential learning areas and skills, and the national achievement objectives;¹

AIMS:

1. To meet the following general aims of the New Zealand Technology Curriculum/*Hangarau i roto i Marautanga o Aotearoa*,
 - Technological knowledge and understanding
 - Technological capability
 - Understanding and awareness of the relationship between technology and society
- 1.1 To ensure students progression in Technology, both students and programmes will be regularly monitored and assessed.
- 2 To provide all student with appropriate resources to support learning in technology in a safe and healthy environment.
- 3 To have students achieve in technology regardless of gender, ethnic background or ability.
- 4 To provide the students with stimulating learning programmes by ensuring appropriate staff development takes place to become confident and competent deliverers of the curriculum.
- 5 To utilise community expertise and resources in our technology teaching, and where possible inform and involve the wider school community in our technology programmes.

GUIDELINES:

1. Students experience a broad range of technology related contexts.
 - 2.1 A budget will be provided to cover some consumable and non-consumable resources.
 - 2.2 Parents will also provide some resources.
 - 2.3 Resources will be stored with due consideration for safety and security.
 - 2.4 There should be clear guidelines given to student and staff on health and safety issues.
 - 2.5 A resource person will be appointed.
3. Teachers will select contents and contexts that are gender inclusive, non-racist, non-discriminatory and appropriate to all students.
4. Staff will participate, according to need, in fully funded, available training.
5. The school will endeavour to inform the community and use their expertise and resources in teaching the Technology Curriculum and/or *Hangarau i roto i te Marautanga o Aotearoa*.

ASSESSMENT:

Learning, teaching, assessment, and evaluation in technology will draw on the professional experiences and understandings of teachers, and be consistent with the school's total assessment policy and programme.

¹ Reviews will be based on the Curriculum Implementation and Review Scheme that is deemed to be part of this plan.

NAG 1

Review Date **2010**

MATARIKI POLICY:Maori in English Medium

Responsibility of Principal and Staff

Each Board, through the Principal and Staff is required to:

- NAG 1 (i)** develop and implement teaching and learning programmes:
- (a) To provide all students in years 1-10 with opportunities to achieve for success in all essential learning areas in the New Zealand Curriculum;
 - (iv) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in **iii** above
 - (v) in consultation with the Maori school community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;

**Ko te manu e kai ana i te miro, nona te ngahere,
Ko te manu e kai ana i te matauranga, nona te ao.**

*The bird that partakes the miro berry reigns in the forest,
The bird that partakes in education reigns in the world.*

AIMS:

1. Develop a better understanding of Aotearoa/New Zealand's bi-cultural heritage;
2. Affirm and validate Māori students through the provision of a learning environment and curriculum which reflects and acknowledges te ao Māori;
3. Enable students and staff to participate with understanding and confidence, in situations where te reo and tikanga Māori predominates eg school powhiri/whakatau;
4. Provide opportunities for students and staff to appreciate, understand, enjoy and value the Māori arts including the performing arts eg kapa haka;
5. Develop greater understanding and respect for a range of views and cultural practices;
6. Improve learning outcomes for Māori students;
7. Provide learning opportunities which will enable all students to achieve learning outcomes to the best of their ability.

GUIDELINES

1. *Te Reo Māori in the New Zealand Curriculum* will form the basis for the Matariki programme.
2. The proficiency target will be: By the end of year six, learners will understand te reo Māori that contains well rehearsed sentence patterns and familiar vocabulary, and will be able to interact in predictable exchanges... (Refer Proficiency target, level 2, p34 in *Te Reo Māori in the New Zealand Curriculum:Draft*)
3. Ongoing opportunities for professional development will be provided.
4. A Māori perspective will be integrated into all curriculum areas.
5. Māori specific kaupapa will be integrated into the classroom programme from time to time.
6. Student progress will be regularly monitored, assessed and evaluated.
7. An adequate budget will be provided to resource the Matariki programme.
8. Teachers and students will develop a knowledge and understanding of the principles of the Treaty of Waitangi.

9. The kawa and tikanga of Ngāti Raukawa will be followed.

Citizens of New Zealand, both Maori and non-Maori, need to be aware of the importance of te reo Maori and tikanga Maori in relation to this country's social and cultural advancement and cohesion. (Te Reo Maori in the New Zealand Curriculum: Draft)

SPECIAL EDUCATION POLICY**Responsibility of the Principal and Staff**

Each Board, through the Principal and Staff, is required to:

- NAG 1(iii)** develop and implement teaching and learning programmes on the basis of good quality assessment information: identify students and groups of students;
- (a) who are not achieving;
 - (b) who are at risk of not achieving;
 - (c) who have special needs including gifted and talented students;
- and
- (d) aspects of the curriculum which require particular attention;
- (iv)** develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in **(iii)** above;
- (v)** in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for

AIMS:

1. To deliver effective, inclusive intervention programmes to students who have been identified as having barriers to learning which cannot be easily overcome by regular classroom strategies.
2. To provide a systematic approach to intervention based on assessment, objective setting, teaching, monitoring, evaluating and further planning.
3. To provide resources, professional development and personnel necessary to link the curriculum learning areas, essential skills and classroom programmes to the abilities and characteristics of identified students.
4. To provide culturally appropriate intervention programmes for diverse students.

GUIDELINES:

1. Programmes for special needs students will be directed towards increasing independence, raising achievement to match or exceed age norms and reducing the need for support.
 - 2.1 A team approach will be taken for at risk children. Such teams will be diverse according to those directly involved with the student or group, but will usually comprise the classroom teacher, parents/whanau, SENCO, relevant specialist teachers, therapists, service providers, syndicate leader/principal, teacher aide.
 - 2.2 The contribution and unique knowledge of caregivers, parents, whanau, family groups and the students themselves will be included in the planning and assessment, they will be informed of the relevant processes, and a commitment of support is sought.
 - 2.3 Planning, teaching and learning will occur within the context of the overall classroom programme but delivery mode will be guided by the special needs team. Students with special needs or abilities will be identified using a range of standardised data-gathering tools as per the schools assessment schedule and triangulated with informally gathered data from relevant contexts appropriate to the age, developmental level and cultural expectations of the student. This will be shared appropriately with the student, family or whanau. *See Appendage 1.*
 - 2.4 Individual Education Plans will be developed by the Special Needs team for children who have learning and behaviour difficulties or a disability which

cannot be easily overcome by regular classroom learning strategies. These will be recorded by SENCO/classroom teacher/specialist teacher

3. A teacher will be delegated responsibility for facilitating and providing continuity of special needs programmes within the school ensuring programmes are systematically evaluated by collection and analysis of data before, during and following the intervention.
 - 3.1 A Special Needs Register will be set up and maintained using the schools data base system. Teachers will enter at risk children and update either at need or as per the schools assessment schedule. A reminder will be given by SENCO at the beginning of each term
4. To facilitate independence and inclusion, assistance will be provided where possible by the classroom teacher or peers
 - 4.1 Individuals or groups of pupils with identified common needs may be withdrawn from classrooms for specialised instruction where they cannot achieve the same outcomes working within the class with peer or cooperative group support. (Team decision) This may include programmes where intensive instruction or skills practice may be distracting for others within the class or where access to a learning resource is outside the classroom.
 - 4.2 Where the intervention programme is delivered outside the classroom, close links are maintained with the classroom programme through communication between SENCO and classroom teacher, and extra specialised instruction is given in addition to not instead of classroom instruction
 - 4.3 Programmes for Maori students will be developed after consultation with Maori teachers and/or the Maori community.
5. Teacher Aide assistance will be used to support the teacher by facilitating instruction delivery to individual students or groups or as an extra resource person in the classroom to maximise learning outcomes eg. undertake organisational activities, supervise groups of students which enables the teacher to be released to provide highly skilled intensive instruction, necessary for at-risk students to progress.
Teacher aides will be given training and direction for specific assistance tasks, by the classroom teacher or SENCO
Where appropriate teacher aides will maintain a diary detailing daily timetable, with intervention targets simply stated. Brief records will be kept of learning activities supported and progress in specific knowledge, skills or attitudes as stated in IEP objectives.
Teacher Aide assistance may be used to maintain and operate support programmes eg Rainbow Reading which are directed, monitored and evaluated by SENCO and/or classroom teachers. Training is given by SENCO or relevant support provider.
6. Government Special Education will be notified, when the school requires any specific assistance.
 - 6.1 Support partnerships will be sought for teachers with Educational Advisers, G.S.E., Health and Social Services, S.W.I.S, RT Lit, Resource Teachers of Learning and Behaviour, BEST team, Local Support groups and Resource People.
 - 6.2 Referrals to specialist services or personnel are made by classroom teacher/principal or SENCO *See Appendage 2*
 - 6.3 Teachers should promote classroom learning and teaching strategies that offer variety, challenge, choice, interests, different learning styles, pace and complexity to meet the needs of all learners.

Last reviewed and Board of Trustees approved 2006

SPECIAL EDUCATION PROCEDURE**Responsibility of the Principal and Staff****GUIDELINES FOR IDENTIFYING STUDENT WITH SPECIAL NEEDS
2006****SUGGESTED PROCEDURE FOR TEACHERS:**

1. Following analysis of data obtained by the schools assessment schedule supported by other informally gathered data or anecdotal observation, Classroom Teachers and Special Needs Team are alerted to;
 - gaps between the students present skills or knowledge and what they need to be able to do to align their achievement levels with age group norms
 - students with special abilities or giftedness underachieving students
2. These children are entered in the Special Needs Register by classroom teachers(Updated as for 3.1 Guidelines and monitored by SENCO)
3. Teachers also identify and enter:
 - Students who have barriers to learning which may put them at risk (ie health or disability, behavioural factors, adverse social environment, psycho-social factors, personality, motivation, -multiple school enrolments, trauma or economic shock, poor attendance etc.)
 - Students who are observed to have some characteristics of giftedness and may need further investigation
4. Discuss the need for programme differentiation with a Senior Staff member and/or Special Needs Team
5. Where the teacher or team identifies a delay in learning which cannot be overcome by the regular classroom learning programme an IEP is developed, implemented and assessed by the core team following procedures in *'The IEP Guidelines Planning for Students With Special Education Needs'* Ministry of Education 1998 Roles and responsibilities are assigned at the initial meeting.
6. Parent permission, involvement, and commitment to the programme is sought.
7. Procedures for home-school partnership and communication are established.
8. A copy of the IEP is kept by personnel implementing the programme and by the SENCO.

PROCEDURE FOR REFERRALS:

Referrals to specialist agencies or personnel (e.g. RTLB Speech Therapist) are:

1. Completed by teachers on the appropriate forms kept currently in principals office
2. Parent consent is obtained,
3. Details of the referral are entered on the child's cumulative file by the referring teacher
4. A copy is maintained by the SENCO
5. Evaluation of the outcome is completed by specialist personnel involved and the classroom teacher /SENCO

NAG 1

Review Date **2011**

TE KOROWAI WHAKAMANA O TE KURA O OTAKI (TKW)

Responsibility of the Principal and Staff

Each Board, through the Principal and Staff is, required to:

NAG 1 (iv) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in **(iii)** above;

Haere e whai i te waewae o Uenuku, kia ora ai te tangata.

Wisdom comes to the person who sits at the foot of Uenuku.

AIMS:

1. All students will be given the opportunity to be Maori, through the provision of a learning environment and curriculum which reflects and acknowledges matauranga Maori and te ao Maori;
2. All students will have the opportunity to develop their fluency as speakers, readers and writers of te reo through total immersion.
3. The whanau curriculum will provide all students the opportunity of a broad and balanced education across the essential learning areas;
4. The whanau curriculum will provide learning opportunities which will enable all students to achieve learning outcomes to the best of their ability.
5. The whanau curriculum will contribute to the revitalisation of te reo through rumaki reo.
6. Te Korowai Whakamana will recognise, value and strengthen the partnership between the school and whanau.

GUIDELINES:

1. The kawa and tikanga of Ngati Raukawa will prevail in the unit, and the other iwi/hapu affiliations of the students/whanau/ staff will be celebrated and acknowledged.
2. Enrolment – Order of priority for admittance into Te Korowai Whakamana will be granted as follows:
 - graduates of te kohanga reo; and/or
 - students whose first language is te reo Maori; and/or
 - students living in a Maori speaking environment; then
 - students whose whanau demonstrate a commitment to support Te Korowai Whakamana and are willing to learn to reo Maori.
3. Teacher Recruitment – When selecting prospective teachers, the selection panel will consist of the Principal, a kaumatua, the leader of Te Korowai Whakamana and a TKW Board of Trustees representative.
4. Teachers will :
 - be competent or fluent speakers of te reo;
 - demonstrate a commitment to and understanding of matauranga Maori and immersion education;
 - be able to provide a broad and balanced education programme across the essential learning areas;
 - be provided ongoing opportunities for professional development.

5. The whanau curriculum will be:
 - delivered in te reo Maori;
 - developed in partnership with the whanau;
 - underpinned by matauranga Maori; and will
 - adhere to the requirements of the national curriculum - Te Marautanga Maori o Aotearoa.

6. All students will be expected to:
 - Korero Maori i nga wa katoa;
 - Mau i nga tikanga o o tatou tupuna
 - Respect and care for each other;
 - Respect the property of others;

7. Whanau will be expected to support Te Korowai Whakamana by:
 - participating in whanau hui;
 - providing guidance and direction for Te Korowai Whakamana;
 - being actively involved in their child's/children's learning;
 - ensuring their child/children attend schools regularly;
 - attending or assisting with extra – curricular activities.

8. Arising Issues. When issues arise the process will be:
 - Firstly to discuss the issue with the teacher concerned; and/or
 - Meet with a the leader of Te Korowai or another teaching staff; and/or
 - Meet with a kaumatua or leader of the whanau to resolve the issue.
 - If the issue cannot be resolved within the whanau, meet with the Principal to discuss the issue.

*E whakawhetai ana mo tenei ra
E whakamaumahara ki nga taonga tuku iho
Nga maunga nga awa, nga moana, nga rakau, nga manu
He tiritiri mo tatou katoa
O tatou wairua te hanga tangata kotahi
Kia mahi tahi ai mo te ao hou tino pai rawa*

TE KOROWAI WHAKAMANA**Responsibility of the Principal and Staff**

Each Board, through the Principal and Staff, is required to:
NAG 1 (iv) develop and implement strategies to address the needs of student and aspects of the curriculum identified in (iii) above;

KO TE INGOA

Te Korowai Whakamana o Te Kura o Otaki. (Short name Te Korowai Whakamana)
Translation: **The treasured cloak, which nurtures prestige and excellence.**

KO TE KAUPAPA: MISSION STATEMENT

The kaupapa of Te Korowai Whakamana is to nurture prestige and excellence in its tamariki through the provision of a high quality, balanced immersion education, which incorporates the best educational features of the Maori dimensions.

KO NGA TIKANGA ARATAKI: GUIDING PRINCIPLES

1. **"He aha te mea nui?" Maku e ki atu, he tangata! he tangata! he tangata!**
Our wealth is our people who are our most valuable asset. Te Korowai Whakamana acknowledges that our tamariki are the leaders of the future and their educational development in an immersed environment of opportunity and excellence is central to the future of Maoridom and New Zealand.
2. **"Ko te reo te mauri o te mana Maori"**
The language is the essence of mana Maori. The strength of the Maori cultural base and cultural identity is dependent on the active use of Te Reo Maori. The Principals of mana Maori, especially Te Reo Maori, instilled in our tamariki by Nga Kohanga Reo is acknowledged with pride and will be built on by Te Korowai Whakamana
3. **"Ko te kainga tuturu, ko te turangawaewae, ko te marae!"**
Our marae is our principal home and place to stand. Our tamariki are entitled to experience and learn from the richness of the rituals of the marae, including rangatiratanga, manaakitanga, wairuatanga, kawa and tikanga. Te Korowai Whakamana will ensure that tamariki experience, first-hand, the principles of the marae.
4. **"Ko te kawa, ko te kawa o Tainui"**
The kawa and tikanga of Te Korowai Whakamana is that of the Tainui waka, as expressed by local hapu/iwi/iwi of Ngati Raukawa ki te Tonga. When required guidance on kawa/tikanga will be sought from local Ngati Raukawa hapu/iwi kaumatua.
5. **"Ko Te Tiriti o Waitangi, he taonga tuku iho"**
The Treaty of Waitangi is a treasure handed down. The Treaty is the founding document of the nation. As a covenant between two peoples, the Treaty acknowledges the principle of Tino Rangatiratanga (i.e. Maori control over Maori matters) and the obligation for Maori taonga, customs and language to be protected. Te Korowai Whakamana will ensure that tamariki and associated whanau have an awareness and understanding of the importance of the Treaty.

- 6. “Nga putake hauoratanga!”**
“The foundations of good health”. The good health and well-being of people is achieved when proper attention is given to the needs of:
Te taha hinengaro - the mind
Te taha tinana - the body
Te taha wairua - the spirit
Te taha whanau - the family

NAG 1

Review Date 2009

KAUPAPA HERE: CAREER INFORMATION & GUIDANCE TE KOROWAI WHAKAMANA

Responsibility of the Principal and Staff

Each Board, through the Principal and Staff, is required to:

NAG 1 (iv) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

He taonga nga tamariki, mokopuna. Tiakina, ko ratou nga rangatira o apopo.

AIMS:

1. To focus students and whanau, on the need to consider career options for the future;
2. To increase students awareness of career options for the future;
3. To provide students and whanau with information about options for tertiary study;
4. To provide students who may be at risk of leaving school unprepared for the workplace, information about tertiary and career training options.

GUIDELINES:

1. The staff will ensure that a Maori world view, guides the career education and guidance programme for the students of Te Korowai Whakamana.
2. The parents and kaumatua, together with the staff of Te Korowai Whakamana will provide the direction for the career education and guidance programme.
3. Positive role models will be invited to speak to the students about te matauranga Maori, te ao Maori, the value of education, setting goals, planning pathways for a successful future.
4. Past pupils, whanau/hapu/iwi and people in the community will be invited into the school once a term, as guest speakers to inspire the students and to raise the awareness of career options and pathways.
5. Visits to local training providers including Te Wananga o Raukawa will be provided annually.
6. Within the Tikanga-a-Iwi programme students will investigate/examine occupations in our community (biennially).
7. Within the Hauora and Nga Toi programmes students will participate in and examine Nga Mahi a Te Rehia activities including leisurely pursuits
8. Within the general whanau curriculum, students will be provided opportunities to read about or study, tangata rongonui, people in the community and the roles they fulfil.
9. Formal English language studies will be provided for all tau 7 and 8 students, twice a week. The English in the New Zealand Curriculum statement will provide directions for the programme.
10. All year 7/8 students will participate in the technicraft programme tutored by Otaki College, once a week.
11. The teacher responsible for year 7/8 students will liaise with the career guidance counsellor Otaki College.

12. At risk students will be identified by the teaching staff, support staff (Aroha, SWIS) and whanau, and will be given opportunities to participate in activities which will assist them to transition into the workplace and/or further training.

Ma te huruhuru ka rere te manu

ASSESSMENT POLICY**Responsibility of the Principal and Staff**

Each Board, through the Principal and Staff, is required to:

- NAG 1 (ii)** through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
- (a) student achievement in literacy and numeracy, especially in year 1-4;
- and then to:
- (b) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements);

AIMS:

1. To accurately define the students' stage of development so future learning can be effectively planned.
2. To provide accurate information for pupils, parents and staff relating to pupil progress.
3. To provide information which enables students' progress to be monitored against national achievement objectives.
4. To improve teaching and learning by the evaluation of assessments undertaken.

GUIDELINES:

- 1.1 A wide variety of assessment tasks will be utilised appropriate to the skills, knowledge or attitudes being assessed.
- 1.2 Assessment tasks will take into account differing learning styles, gender and cultural background.
- 1.3 Assessment to be an integral part of learning programmes.

- 2.1 Assessment procedures will be communicated to both parents and students.
- 2.2 Information regarding pupil progress to be reported to parents no less than twice a year.
- 2.3 Individual records are confidential but are available to caregivers on request.
- 2.4 There will be an increasing emphasis on self-assessment as pupils progress through the school.

- 3.1 Teachers are to keep records that enable them to accurately report on pupil progress.
- 3.2 Cumulative records will be maintained as per the assessment procedures document.
- 3.3 Formalised testing, e.g. P.A.T., 6-year diagnostic survey is to be carried out as per the assessment procedure document.

Account will be taken of assessments when evaluating programmes of work in order to enhance future learning/teaching

PLANNING POLICY**Responsibility of the Principal and Staff**

Each Board, through the Principal and Staff, is required to:

- NAG 1 (i)** develop and implement teaching and learning programmes:
- (a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
 - (b) giving priority to student achievement in literacy and numeracy, especially in years 1-4;

AIMS:

1. To foster student achievement by providing a balanced curriculum in accordance with the national curriculum statement/s.
2. To establish and develop a professional planning cycle, which will meet student needs.
3. To provide professional assistance to teachers.

GUIDELINES:

- 1.1 All learning programmes will be planned in accordance with the National Curriculum statement/s
- 2.1 The planning cycle will consist of: -
 - a) An overview of the year's programme structure
 - b) A term plan of specific content for inclusion in each curriculum area
 - c) Unit plans, which will identify: -

Objectives: - Achievement objectives, which will identify key competences\essential skills and specific learning outcomes.

Content: - Meaningful learning experiences to achieve the objectives.

Monitoring: - Informal and formal recording of student progress.

Assessment: - Evidence of a range of assessment tasks and procedures (including diagnostic, formative and summative assessment) that will show student progress and achievement.

Evaluation: - Measuring the success of the unit in terms of:

1. the specific learning outcomes
2. addressing identified barriers to learning and achievement.
3. planning for the future learning needs of individual students and groups by formulating specific objectives that address identified learning needs and barriers to learning.

Record Keeping/Organisation: - Groupings, timetables, anecdotal notes and monitoring sheets

Planning Diary: - A daily record of work planned that clearly relates to units of work and long-term planning.

- 3.1 Long term planning will be completed on or before the teacher only day.
- 3.2 At the completion of units of work, syndicates will formally or informally review and reflect upon its implementation against the targeted achievement objectives, essential skills/key competences and learning outcomes.
- 3.3 The principal and the syndicate leader will identify issues such as in-service training, or resourcing needed to address newly identified barriers to learning.

NAG 1

Review Date **2010**

DAY RELIEF TEACHERS PROCEDURE

Responsibility of the Principal and Staff

Each Board, through the Principal and Staff, is required to:

- NAG 1 (i)** develop and implement teaching and learning programmes:
(a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;

AIMS:

1. To employ day relief teachers to ensure continuity of classroom programme delivery.
2. Where aim 1 cannot be met, that procedures are followed which will minimise day disruption to student's learning.

PROCEDURE:

- 1.1 Teachers should arrange their own relievers through the system facilitated by Colleen Lutrel in Paraparaumu Phone 04 902 2012 and Fax 04 902 2225
- 1.2 Relievers will be expected to run their own programmes.
- 1.3 Syndicate staff will assist relievers with resources and other relevant matters, i.e. timetabling, events, disruptive students.
- 1.4 The suitability of relief teachers will be monitored and confirmed by the management team. The relief scheme co-ordinator will be notified of any unsuitable relievers.
- 1.5 Relief scheme co-ordinator will be asked to attest to registration of relief teachers.

- 2.1 Where no relief teacher is available the student in the room/s affected will be split across the school.
- 2.2 Sustained effort will be made to find a relief teacher if the absence will continue for a second day.
- 2.3 If unsuccessful, the Principal will relieve, if he has no prior commitment that requires his input.
- 2.4 If all else fails, the Principal will contact the Board Chairperson or another member of the senior management team and permission sought to close the school for the class/classes involved. Parents will be notified the day before this is to happen.

NAG 1

Review Date **2011**

EDUCATION OUTSIDE OF THE CLASSROOM

Responsibility of the Principal and Staff

Each Board, through the Principal and Staff, is required to:

- NAG 1 (i)** develop and implement teaching and learning programmes:
- (a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
 - (b) giving priority to student achievement in literacy and numeracy, especially in years 1-4;

AIMS:

1. To provide students with opportunities to learn outside the classroom, in all curriculum areas;
2. Promote appreciation of our heritages – local, national and global;
3. Increase students' awareness and understanding of the traditions and values of their own , the Tangata whenua and other cultural groups;
4. Provide students with opportunities for enjoyment, adventure and challenge, both close to home and far away.

GUIDELINES:

The school will –

1. Ensure the E.O.T.C. practice is in accord with safety and legal requirements outlined I the document *Safety and E.O.T.C. A good practice guide for New Zealand Schools.* (M.O.E. 2002)
2. Provide programmes that ensure students utilize and learn about their immediate environment, its points of interest, history and culture.
3. Ensure all E.O.T.C. activities have valid links to classroom programmes and to the New Zealand curriculum.
4. Provide programmes that are sequential and that promote development in skills, attitudes, knowledge and understanding.
5. Ensure adequate, on going evaluation and review of these programmes.
6. All students should be able to participate, if there are financial or other restraints please discuss these with school management.
7. There are no set adult/student ratios. However a ration of 1:5/6 should be satisfactory for most ventures, with the principal having the final say during the approval process. When working our ratios of adults to students the T.I.C. must take into account many factors i.e. age of students, venue, abilities and needs of students, perceived level of risk, type of activity, abilities of helpers, distance from home or school and length of activity.

PROCEDURES:

1. Seek initial approval from the Principal for the proposed activity.
2. Once approval given, complete Otaki School R.A.M.s from and submit to principal or to the T.I.C .E.O.T.C at least 3 school days before the activity.

3. The teacher in charge must be familiar with the site the activity is going to take place in. Pre E.O.T.C visit may be necessary.
4. When formulating student adult ratio, teachers must take into account the age and abilities of the students, student needs and behaviours, distance from school, duration of activity, the level of perceived risk and the skills and abilities of teachers, adults or outside providers
5. When selecting adult helpers ensure they have the skills to be able to carry out their required responsibilities.
6. Adult helpers to complete and sign an Otaki E.O.T.C. activity job description.
7. Parental/caregiver approval must be obtained if students are moving beyond walking distance from the school, or where there is an area of risk outside of that encountered in a usual school day.
8. In the case of local sporting/cultural activities no R.A.M.s form will normally be required. However, parental permission must be obtained. Parents need to be made aware of purpose, venue, time, any costs and travel arrangements, T.I.C. to ensure a first aid kit and means of contact (cell phone) are taken.
9. Parental/caregiver approval must be obtained for all sleepovers or noho.
10. Specific approval must be obtained from Parent/Caregiver when swimming or other high risk activities are part of an outdoor experience.

Steps when planning and undertaking an E.O.T.C. or Overnight Experience

Procedures as above and also to include

1. Parental/caregiver approval must be obtained for all sleepovers or noho
2. A Pupil health profile should be completed and an adult delegated the responsibility to oversee pupil health needs.
3. Details of primary and secondary caregivers, phone numbers, and addresses must be obtained and taken with the group. (This may be carried electronically).
4. When using outside providers a venue safety form must be completed.
5. Adult helpers should also complete the health profile and supply contact details in case of emergency.

NAG 1

Review Date **2010**

HOMEWORK/MAHI KAINGA PROCEDURE

Responsibility of the Principal and Staff

Each Board, through the Principal and Staff, is required to:

- NAG 1 (i)** develop and implement teaching and learning programmes:
- (a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
 - (b) giving priority to student achievement in literacy and numeracy, especially in years 1-4;

AIMS:

1. To practice work mastered at school.
2. To foster a link between home and school.
3. To build student's self-esteem by sharing their work with their family.
4. To encourage a regular routine of homework.
5. To inform families and include them in what their student are doing at school.

GUIDELINES:

- 1.1 Ensure that all homework is at an independent level.
- 2.1 Wherever possible parents should be asked to comment on the type, time taken, suitability and level of the work.
- 3.1 Homework must be acknowledged/monitored by the class teacher.
- 3.2 Any homework set that involves family and child must meet all other guidelines.
- 4.1
 - a) Homework isn't necessary every night, but should be regular.
 - b) Homework should not be excessive.
- 5.1 As well as set homework, student may choose to work at home without direction, such work cannot be covered by this policy.
- 5.2 Extra curricular activities are valued and encouraged and will be taken into account when setting and managing homework.

READING RECOVERY POLICY**Responsibility of the Principal and Staff**

Each Board, through the Principal and Staff, is required to:

- NAG 1 (i)** develop and implement teaching and learning programmes:
- (a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
 - (b) giving priority to student achievement in literacy and numeracy, especially in years 1-4;
- (iii)** on the basis of good quality assessment information, identify students and groups of students:
- a) who are not achieving;
 - b) who are at risk of not achieving;
 - c) who have special needs including gifted and talented students;
- and
- (d) aspects of the curriculum which require particular attention;
- (iv)** needs of students and aspects of the curriculum identified in **(iii)** above;

AIMS:

1. To deliver an early intervention programme, providing intensive individual help, supplementary to the classroom literacy instruction, for low literacy achievers after one year at school.
2. To provide daily individual instruction based on the child's strengths and needs in order to accelerate progress, so that children are able to work successfully at average levels within their classrooms, and are able to profit from existing classroom literacy programmes and become independent learners.
3. To successfully implement the Reading Recovery Programme and ensure quality of instruction by:
 - Selection of teachers who are experienced in junior class literacy instruction, who will commit to the year long training course and become competent at designing individual instruction using Reading Recovery Teaching procedures.
 - Provision of regular half-day inservice sessions for the trained Reading Recovery Teacher to refine teaching practice and update on recent developments.
 - Designation of a suitable area for the teacher to work with individual pupils
 - Allocation of funds for the purchase and continual updating of reading texts and maintaining teaching materials.
 - Adoption of a team approach to 'at risk' children utilising the Schools Reading Recovery Team comprising the Principal, Assistant/Deputy Principal/Senior Teacher Junior School, SENCO and the Reading Recovery Teacher.
 - Undertaking a yearly team audit which reports on the operation of the programme, monitors the progress of children discontinued in the previous three years, and plans for future needs.
 - Monitoring of discontinued students for the next three years and provision of booster sessions where necessary, or referral for further specialist help.
 - Informing parents about their child's placement on the programme and ensuring parental support through discussion and observation of the programme.

GUIDELINES:

1. Administer the Diagnostic Survey to all 6 year olds within one month (where possible) of their 6th birthday. (Classroom teacher/Team)
2. Identify and select without exception children who are the lowest achieving readers and writers at the end of their first year at school. (Reading Recovery Teacher and team)
3. Following systematic observation, design individual instruction to assist child develop effective strategies for accelerated progress in reading and writing
4. Advise parents by letter of their child's placement on the programme, inviting the parent to discuss and observe the programme, and seeking a commitment to support home practice and full attendance.
5. Assess students for selection who enter school with incomplete programmes. Admit students at the next vacancy if they are still at risk and are within the target age band and if the schools allocated resources allow placement.
6. Liaise with classroom teachers to provide successful transition back into the classroom and appropriate ongoing classroom instruction.
7. Be committed to follow established quality practice procedures that include colleague and tutor visits to critically evaluate own teaching practice and that of peers.
8. Be committed to following established referral procedures for children on programme making insufficient progress including colleague visits, discussion with Tutor and Reading Recovery Team, discussion with class teacher and observation within the classroom, parental liaison, implementation of case conference, psychologists report, referral to SES
9. Undertake ongoing professional development following training which will include six continuing contact sessions per year plus at least two colleague exchange visits per term.
10. Maintain Reading Recovery Register to record the collation and monitoring of data on ex-Reading Recovery children for three years after discontinuing.
11. Ensure Teachers check new enrolment cumulative files for yellow Reading Recovery Transfer Form to identify students entering school with completed or incomplete programmes.
12. Identify ex-Reading Recovery children by entering on pupil cumulative file and complete transfer sheets for children leaving school upon advice from class teacher.
13. Report annually on the effectiveness of the Reading Recovery Programme and its relationship to the schoolwide approach to literacy.
14. Submit annual data on children's achievement to be collated by Ministry of Education.

NAG 1

Review Date 2011

READING RECOVERY PROCEDURE FOR ABSENCES

Responsibility of Reading Recovery Team and Classroom Teacher

1. At entry a letter explaining the programme is sent to parents. This includes emphasis on the importance of regular attendance. A signed agreement should be entered into.
2. Parents are invited to discuss the Reading Recovery Programme and what it involves.
3. Parent commitment is sought to maintaining full attendance and supervision of home reading practice.
4. After a pattern of absences (e.g. on Fridays and/or Mondays) a letter will be sent restating the importance of commitment to full attendance.
5. A phone call or informal discussion will be made if there is no reply or change in absences.
6. With continued persistent absences, a formal letter will be sent stating that a visit to the Principal is necessary to discuss the impact of absences on the child's progress.
7. Legal action will be taken in extreme cases as per the schools truancy procedures.
8. Removal of the child from the programme will be discussed by the Reading Recovery Team and Tutor.

Last reviewed and Board of Trustees approved 2008

LIBRARY POLICY**Responsibility of the Principal and Staff**

Each Board, through the Principal and Staff, is required to:

- NAG 1 (i)** develop and implement teaching and learning programmes:
- (a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
 - (b) giving priority to student achievement in literacy and numeracy, especially in years 1-4;

AIMS:

1. To provide the school with an attractive, stimulating well stocked efficient and effectively managed reading resource.
2. To provide a resource for the development of student's reference, knowledge and research skills.
3. To provide student with a wide variety of literature for them to enjoy.

GUIDELINES:

- 1.1 A wide variety of easily read and/or high interest current books should be available for students.
- 1.2 Buying policy will include purchasing suitable books written in Te Reo Maori.
- 1.3 Users of the library will be expected to care for all resources and its environment.
- 1.4 The resources will be regularly maintained, updated and extended.
- 1.5 Books that stereotype people are not to be stocked.

- 2.1 Class and library time is to be set aside to teach library skills including its use and care.
- 2.2 Students should be encouraged to ask for specific material if they cannot find it.
- 2.3 All students will be able to use the library for independent research.
- 2.4 The library will be used as a resource across the curriculum.

- 3.1 All students will have regular opportunities to use and enjoy the library.
- 3.2 Interesting displays will be organised and changed regularly.
- 3.3 Teachers and library staff are seen to act as role models.
- 3.4 Users of the library will respect the rights of others who use it.

EQUITY POLICY**Responsibility of the Principal and Staff**

Each Board, through the Principal and Staff, is required to:

- NAG 1 (i)** develop and implement teaching and learning programmes:
- (iii)** on the basis of good quality assessment information, identify students and groups of students;
 - (a) who are not achieving;
 - (b) who are at risk of not achieving;
 - (c) who have special needs including gifted and talented students;
 - and
 - (d) aspects of the curriculum which require particular attention;
 - (iv)** develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in **(iii)** above;
 - (v)** in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;

AIMS:

1. To provide all students with needs based learning programmes.
2. To provide the resources to maintain and extend the school's learning programmes.
3. To raise staff awareness of the need to provide learning experiences that take into account, race, gender, physical and cultural differences.
4. To ensure that learning materials are free of gender and racist bias.
5. To develop the school's environment to reflect the community's ethnic and cultural blend

GUIDELINES:

- 1.1 The school will implement policies and programmes designed to identify the learning need of its pupils and staff.
- 1.2 The school curriculum policies will take into account the need to provide learning programmes that are free of gender or racial bias.
- 1.3 Classroom and Curriculum programmes will take into account the learning needs of all pupils.

- 2.1 Budgeting priorities will be based on meeting the learning needs of all students.

- 3.1 The Principal will ensure that the teachers have access to information received by the school on Equity issues.
- 3.2 The school management and staff will not distinguish between persons on racial or sexist grounds when delegating duties, offering programmes or allocating resources.

- 4.1 The school staff will appraise, from time to time, the learning materials and programmes to identify and remove any resources with racist or sexist content.
- 4.2 Teachers will use discretion when selecting learning materials to ensure they benefit student's learning experiences regardless of their gender or race.
- 5.1 The school development plan will aim to allow for ease of access to all buildings.

GIFTED POLICY**Responsibility of Principal and Staff**

Each Board, through the Principal and Staff, is required to:

- NAG 1 (i)** develop and implement teaching and learning programmes:
- (iii)** on the basis of good quality assessment information, identify students and groups of students;
 - (a) who are not achieving;
 - (b) who are at risk of not achieving;
 - (c) who have special needs including gifted and talented;and
 - (d) aspects of the curriculum which require particular attention;
 - (iv)** develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in **(iii)** above;
 - (v)** in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;

DEFINITION OF GIFTEDNESS:

Gifted students are those with exceptional abilities, who are capable of outstanding performance when compared with their peers. They therefore require specific differentiated learning programmes to reach their full potential.

Students may be gifted in

- **Matauranga:** - General intellectual abilities
: - Academic aptitude
- **Rangatiratanga:** - Leadership ability
- **Nga Toi:** - Visual and performing arts
: - Creative abilities
- **Nga Mahi a Te Rehia:** - Physical abilities
- **Te Reo:** - Linguistic abilities
- **Te Ao Maori:** - Cultural abilities

RATIONALE:

Giftedness is present in students from all cultural groups, across all economic strata, and in all areas of human endeavour. All children are special and unique and have a right to realise their full potential. Gifted students have a right to have their special innate abilities recognised, valued and extended through challenging and interesting differentiated programmes within the school and/or the wider community.

AIMS:

1. For our school community to assist in identifying our gifted students
2. To ensure that teachers select a variety of differentiated teaching strategies to meet the needs of the gifted students in their class.
3. To provide a range of opportunities for gifted students
4. To enable gifted students to access resources both in the school and wider community that will meet their needs.

GUIDELINES:

- 1.1. A gifted student could be identified using a variety of methods. The specific procedure may vary but will include elements of the following
 - Teacher nomination and moderation
 - Assessment results
 - Peer nomination (Teacher moderated)
 - Parental nomination with teacher moderation
 - Specialist, expert or teacher nomination
- 1.2. Gifted students can be
 - Exceptional all-rounders
 - High achievers in one area
 - Of high ability but with low motivation
 - Of exceptional verbal ability but poor writing skills
 - Very able but with a short attention span
 - Very able with poor social skills
 - Keen to disguise their abilities
- 1.3. Details of identified gifted students will be entered into the school's special needs register.
- 1.4. The register will be updated as per 3.1 and 3.2

- 2.1 Differentiation based classroom groupings in literacy and numeracy will meet the vast majority of students learning needs.
- 2.2 Flexibility of programme structure will enable all students to explore and develop understandings and skills relevant to their needs.
- 2.3 Enquiry learning provides considerable opportunities to challenge many gifted students allowing them the freedom to pursue topics of choice.
- 2.4 The provision of learning centres (such as library corners, sciences tables, activity centres or discovery corners) that challenge and stimulate all students by creating a range of activities suitable for many levels and learning styles focusing
 - important learning goals
 - provide instructions for students
 - include a system of monitoring for completion and quality
 - includes a means of assessment.
- 2.5 Curriculum streamlining by basing instruction on pre-assessment will facilitate the learning of gifted students.
- 2.6 Individual Education Plans involving the setting goals for individual students based on reflection of
 - what the students already knows
 - what the student needs to learn
 - what differentiated activities are to be offered.

- 2.7 Correspondence School programmes may be accessed to support learning
- 2.8 A specialist teacher or consultant work with individuals or small groups of gifted students.
- 2.9 Opportunities for teacher development will be provided

- 3.1 A record of programmes and activities specifically provided for individual and groups of gifted students identified will be entered into their SMS special needs file.

- 3.2 Activities to support differentiated learning programmes may include kapa haka, choir, IT groupings, school orchestra, sporting opportunities, camps, curriculum related trips, visual and/or dramatic arts performances and programmes.
- 3.3 It is recognised that not all differentiated learning experiences will be formally assessed.

- 4.1 Parents will be informed if the school believes their child/ren are gifted as per this policy.
- 4.2 Our school community and outside providers will be approached to provide support that is beyond the schools expertise or resources.
- 4.3 Parents of identified students may be encouraged to complement school differentiated learning programmes with specialist out of school tutors and providers.

REPORTING TO AND COMMUNICATING WITH PARENTS PROCEDURE

Responsibility of the Personnel Committee

Each Board, through the Principal and Teaching Staff, is required to:

NAG 2 (iii) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through **1 (iii)** above) including the achievement of Maori students against the plans and targets referred to in **1 (v)** above.

AIMS:

To ensure that the partnership between home and school is mutually beneficial to parents, pupils and staff.

To professionally report on students academic achievement and social progress to parents.

To keep parents informed and involved in school activities and programmes.

To ensure that teachers and parents are able to make full use of Otaki School's Open School Policy.

GUIDELINES:

- 1.1 Parents are to be encouraged to meet teachers, both formally and informally.
- 1.2 There will be at least one school led survey of parent's opinions, concerns, ideas, etc per year.
- 1.3 Parents will have access to all school policies.
- 1.4 All parents will be issued with a copy of an annual **INFORMATION BOOKLET**
- 2.1 Parents and teachers are encouraged to talk about and be involved in student's education by sharing concerns and information whenever necessary.
- 2.2 Procedure
 - Term 1. Years 3 –6 Meet teacher/Portfolio
Years 1-2 all parents to be reported to throughout the term.
 - Term 2. Last week. Portfolio sharing Interview. Review aims from meeting the teacher to explain and share student programme using portfolio as a resource.
 - Term 4. Week3/4 Portfolio goes home to all parents and returned with parent comment.
 - Week 9 written report goes home.
- 2.3 School reporting will measure student's progress measured against the NZ Curriculum Framework Curriculum and Essential Skills.
Cumulative records of students' progress will be available for parents to discuss upon application
- 3.1 A fortnightly newsletter will be sent to every home.
- 3.2 All students will receive a copy to take home.
- 4.1 Parents are welcome in classrooms.
- 4.2 Parents are encouraged to be sensitive to the classroom programme.
- 4.3 Whenever practical parents will be encouraged to make prior arrangements with the teacher.
- 4.4 If a teacher feels threatened or is uncomfortable they:
 - a) Should refer the parent(s) to the Principal.

- b) If the parent will not comply the teacher should immediately seek out the principal.
- c) The principal's role will be to facilitate a satisfactory resolution to the situation.

CONSULTATION WITH THE COMMUNITY FOR STRATEGIC PLANNING PURPOSES

Responsibility of the Board of Trustees, Principal and Staff

Each Board, through the Principal and Teaching Staff, is required to:

- NAG 2 (i)** develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- (ii)** maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;

AIMS:

1. To give the school community the opportunity to be involved in the process which will result in a strategic plan that outlines important and relevant medium and long term goals.
2. To formally consult with the school's community to ensure that their views are considered when making strategic decisions.
3. To report findings from the survey back to the community.
4. To respond to matters that arise from the consultation that need urgent explanation or further development.
5. To use data obtained from the consultation to assist with the development of Otaki School's strategic plan.
6. To implement a strategic plan through the development and implementation of annual plans.

PROCESS:

Step 1: Invitation to be involved

BoT to contact families in our school community to see if they wish to be consulted and if so in what way.



Step 2: Consultation

Receiving the communities values, beliefs, visions expectations through a survey that is made up of up to 8 relevant open ended questions..



Step 3: Collation and Initial Feed-back

Information will be a collated and organised. All families will receive an update of the collective thinking as a final consultation.



Step 4: Teasing Out Specific Goals for the Future

The BOT may hold a planning meeting with an outside facilitator to formulate our strategic goals resulting from the consultation process.



Step 5: The Finished Product

Share the strategic plan with the community.



Step 6: The Annual Plan

The Principal and Board of Trustees will formulate an annual plan to work towards reaching our strategic goals.

NAG 2

Review Date **2011**

BOARD OF TRUSTEES PROCEDURE REVIEW SCHEME

Responsibility of the Board of Trustees and Principal

Each Board, through the Principal and Teaching Staff, is required to:

NAG 2 (ii) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;

It should also maintain a programme of self-review of its internal practices, including personnel, financial, property management and providing a safe emotional and physical environment as well as complying with general legislative requirements.

AIMS:

1. To organise all policy and procedural documentation efficiently in line with the relevant administration guidelines
2. To enable the Board of Trustees to carry out regular reviews of their own practices
3. To review all Board of Trustees Committees delegations triennially
4. To provide quality reviews of the schools progress in achieving its charter and the government's National Education Goals.
5. To implement out triennial reviews of the Board of Trustees Strategic plan

REVIEW OF PROCEDURES:

- 1.1 At the June 2006 meeting the Board of Trustees officially adopted the National Education Guidelines (Nags 1 – 6) as the schools policies.
- 1.2 The Board of Trustees Review Scheme will include all approved school procedures organised under the National Administration Guidelines
- 1.3 This organisation will be based on a “best fit” basis.
- 1.4 All procedures will be headed with the appropriate administration guideline and a summary of its meaning.
- 1.5 All Board members will be issued with a complete copy of this scheme.
- 1.6 All up-dates will be replaced as soon as possible after they are reviewed and approved.
- 1.7 New procedures will be added to the appropriate section.
- 1.8 Board of Trustees member will be allocated annually a portfolio of auditable and review items.
- 1.9 Principal and Staff will be responsible for review of Nag 1 procedures.

BOARD AUDITS: (Responsibility of the full Board of Trustees)

- 2.1 The full Board of Trustees will carry out an annual audit of meeting procedures, Board composition, Length of the School Day and Year and the School Charter.
- 2.2 This review will be based on the **Local Government Official Information and Meetings Act 1987 (sixth schedule and section 100)**.
 - a) Parents are informed of the time and place of the meetings
 - b) Agenda is available to the public two days before the meeting

- c) Meetings are open to the public
- d) Sufficient reason is given for excluding the public
- e) Minutes are available for copying and inspection
- f) Meetings are held within three months of the last meeting
- g) A duly constituted quorum is present at each meeting
- h) Principal or staff representative do not preside at meetings
- i) Chairperson has deliberative and casting vote
- j) Trustees are excluded from part meetings when they have
 - Pecuniary interest
 - An employment interest
 - A personal interest

And the Annual Meetings Education Act 1989 section 100 (amended 15/12/94)

- a) Where no date is set before the 1 April the meeting date is the third Tuesday in May.
- b) The annual report is to be tabled at this meeting
- c) The Board decides before April 1 the meeting date of the annual meeting which is to be between 1 April and the 3rd Tuesday in May.
- d) Financial statements, whether audited or not can be tabled a this meeting.

And Board of Trustees Composition Education Act 1989 sections 14, 94, 99, 101,105 and Local Authority Act 1968 sections 3 and 6

- a) 1 Principal
- b) 1 staff representative (elected by the staff other than Principal)
- c) The Board can co-opt a maximum of 4 members.
- d) There be a minimum of 3 elected parent members
- e) Alterations to the composition of the Board of Trustees occur at an advertised open meeting and alterations are notified to the Minister of Education
- f) Co-opted and appointed Trustees do not outnumber parent representatives
- g) Casual vacancies are filled by the election of a trustee: if there are no nominations the vacancy remains until the next election.
- h) If the vacancy occurs within 6 months before 31 May in an election year, the Board can resolve not to fill it (within 28 days of the vacancy occurring)
- i) Election to fill a casual vacancy is to be held on a day within 70 days of the vacancy occurring and fixed by the Board within 28 days.
- j) Within 14 days of the decision being made the Board of Trustees will publish in a local newspaper the notice of the vacancy and the resolution to fill it
- k) Co-opted and appointed vacancies are to be filled in the same manner

And the Otaki School Charter (Education Act 1989 Sections 61 and 62)

- a) The school has a written charter of aims, purposes and objectives
- b) The charter contains the aim of achieving, meeting and following the National Administrative Guidelines.
- c) Before preparing and amending a charter the Board must consult with parents of students, staff employed at the school and anyone else it thinks fit.
- d) Before preparing or amending a charter the Board took all reasonable steps to discover and consider the views and concerns of Maori communities living in the geographical area the school serves.

And the Length of the School Day and Year Education Act 1989 Section 65A - G

- a) The Board ensures that the school is open for the number of half days required.
 - b) Half days are calculated as open for instruction for at least two hours before noon and two or more hours after noon.
 - c) The school is open for the prescribed term dates set out in the National Gazette unless otherwise approved by the Secretary of Education
 - d) The school closes on Saturdays, Sundays and Public Holidays, anniversary day unless otherwise approved by the Secretary of Education
 - e) The school is closed for periods of religious instruction:
 - No more than 60 minutes in any one week
 - No more than 20 hours in any one year
 - Instruction is by volunteers approved by the Board
 - f) Any additional religious instruction has the approval of the Minister of Education
- 2.3 The Board of Trustees will complete these audits annually.

CURRENT BOT PROCEDURES

NAG 1 Curriculum (Responsibility of the Principal and Staff)

- Identifying and Addressing Barriers to Learning
- Curriculum Implementation Procedure
- The Arts/Nga Toi Policy
- English
- Health and Physical Education/Hauora
- Mathematics/Pangarau Policy
- Science/Putaiiao
- Social Studies/Tikanga-a-Iwi Policy
- Technology/Hangarau
- Special Education
- Special Education Procedure
- Te Korowai Whakamana o Te Kura o Otaki
- Te Korowai Whakamana o Te Kura o Otaki Guiding Principles
- Kaupapa Here: Career Information and Guidance
- Assessment Policy
- Planning Policy
- Day Relief Teachers Procedure
- Educational Outside the Classroom
- Evaluation Policy
- Homework Procedure/Mahi Kainga Procedure
- Reading Recovery
- Reading Recovery Absences Procedure
- Library Policy
- Equity Policy
- Gifted Policy

NAG 2 Strategic Planning and Review (Responsibility of the Board of Trustees)

- Reporting to and Communicating with Parents
- Consulting with the Community for Strategic Planning Purposes
- Board of Trustees Procedure Review Scheme
- Open School

NAG 3 Personnel (Responsibility of the Board of Trustees)

- Appointments Procedure
- Classroom Release Procedure Policy
- Complaints
- Complaints Procedure
- Equal Employment Opportunity
- M and R Units Procedure
- Personnel Committee
- Police Vetting Procedure
- Principal's Appraisal
- Principal's Appraisal Procedure
- Sexual Harassment
- Teacher Code of Conduct
- Teacher Remuneration Procedure
- Teacher Competency Procedure
- Teacher Performance Appraisal

NAG 4 Finance and Property (Responsibility of the Board of Trustees)

- Financial Policy
- Financial Budgeting Procedures
- Property Sub-Committee
- Theft and Fraud Policy

NAG 5 Health and Safety (Responsibility of the Board of Trustees)

- Administering Medication in School
- Duty Procedure
- Critical Incident Response Policy 2003
- Emergency Evacuation Procedure
- Infectious and Communicable Diseases
- Internet Safety Policy
- Staff Internet Agreement
- Student Computer and Internet Agreement
- Occupational Safety and Health
- Safety
- Sexual and Physical Abuse
- Sexual and Physical Abuse Procedure
- Sexual and Physical Abuse Checklist and Response Procedures Protocol
- Health and Safety Committee
- Shady School
- Smoke Free Environment
- Stand Downs and Suspensions
- Sunsafe/Sunhat Policy
- Behaviour Procedure
- Dangerous/Illegal/Offensive Items
- Pandemic Action Plan: Otaki School

NAG 6 Compliance with General Legislation (Responsibility of the Board of Trustees)

- ❑ Animal Code of Ethics
- ❑ Attendance
- ❑ Attendance/Absence Procedure
- ❑ Copyright and Licences
- ❑ Privacy Policy
- ❑ Protective Disclosures Act
- ❑ Protective Disclosures Procedure

NAG 2

OPEN SCHOOL

Review Date **2010**

Responsibility of the Board of Trustees, Principal and Staff

Each Board, through the Principal and Teaching Staff, is required to:

NAG 2 (i) develop a strategic plan which documents how they are giving effect

to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;

(ii) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;

(iii) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through **1 iii** above) including the achievement of Maori students against the plans and

AIMS:

1. Parents/caregivers are encouraged to be involved, at every possible opportunity, in their children's learning and school activities.
2. To communicate effectively and regularly with Parents/caregivers and promote positive relationships between home and school.
3. To encourage community usage of the school's resources and facilities.

GUIDELINES:

- 1.1 Parents/caregivers are to be made welcome in the classrooms, either to observe or assist.
- 1.2 A warm welcome is to be extended to anyone who comes into the school, by staff and students.
- 1.3 Teachers will make every reasonable effort to meet the parents/caregivers' requests.
- 1.4 The staff room is open to all visitors and parents.

- 2.1 See Reporting to and Communicating with Parents Procedure.
- 2.2 See Guidelines for Dealing with Complaints (Personnel Policy).

- 3.1 The only fees charged by the school for the use of resources and facilities will be those needed to cover costs.
- 3.2 The community will be regularly informed of the availability of the school's resources and facilities.

Last reviewed and Board of Trustees approved 2007

APPOINTMENTS PROCEDURE**Responsibility of the Personnel Committee**

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

NAG 3 (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

AIMS:

1. To select the person most suited to the position.
2. To be fair and objective at all times.
3. To be seen to give all applicants equity of opportunity

PROCEDURE:

- 1.1. All positions are to be advertised.
- 1.2. Job descriptions will be made available to all applicants.
- 1.3. All applicants for permanent teaching positions should be registered with the Teacher Registration Board.
- 1.4. All applicants will be measured for suitability against the job description.
- 1.5. All Senior Management positions in the school will be decided only after each short listed applicant has been interviewed by the personnel committee of the board.
- 1.6. The principal will be responsible for the appointment of all non-permanent teaching and ancillary staff.
- 1.7. The principal and the personnel committee will be responsible for the appointment of permanent scale A teachers. Senior staff and whanau will be consulted where appropriate.
- 1.8. If there are no suitable applicants the appropriate sub-committee or the principal shall make such a recommendation to the board.
- 1.9. All appointment procedures will comply with the Equal Opportunity Act.
- 1.10. All applicants will be required to sign a declaration disclosing any criminal convictions.

- 2.1 All Personnel committee members will maintain confidentiality at all times.
- 2.2 Verification of all applicants' claims should be sought.
- 2.3 Any conflict of interest that could cause a Board Member/Personnel Committee member to put at risk the aims of this policy should be immediately declared. (In the event of the Principal's conflict of interest his/her deputy will take over his/her responsibilities).

- 3.1 Applicants will have their referees' reports considered and if necessary referees will be contacted to clarify or enlarge on statements made by them.
- 3.2 The successful applicant will be immediately informed of appointment that will be reported to the full board at its next meeting.
- 3.3 The successful applicant will be expected to confirm their acceptance in writing within 5 days of receiving their letter of appointment.
- 3.4 Unsuccessful applicants will be informed after the acceptance of the appointment.

CLASSROOM RELEASE TIME

Responsibility of the Personnel Committee

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

NAG 3 (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

AIMS:

The intent of this policy is to address teacher workload while maximizing benefits for student learning. It is intended that all classroom release time will be professionally useful for the school’s teaching and learning programmes, the teacher’s professional growth and the learning need of the students.

GUIDELINES:

Use of Classroom Release Time

This policy contains a list of the most common uses for classroom release time in our school. The list may be amended from time to time through consultation with teachers. Principal and individual teachers may also agree to other uses from time to time.

In our school classroom release time will be used for:

- planning
- evaluation
- reporting
- personal professional development
- observing other teachers
- reading/research
- syndicate meetings
- assessment
- any other use agreed to from time to time between teacher and principal

Allocation of Classroom Release Time

Each teacher will be allocated 2 days per term.

Allocation of other forms of release time (Optional)

In addition to Classroom Release Time the following positions will be allocated release time with an example described below.

Position	time Allocation	Reason
AP/DP	1 day per week	Management Responsibilities
Syndicate Leader	1 day per fortnight	Syndicate Leadership
Lead Teachers Prof. Development	To be negotiated as per contracts	Development and implementation of programmes

When CRT cannot be provided for genuine reasons

Where for genuine reasons, during term planning or at short notice, it is not possible to provide CRT to an individual or group of teachers the school will

- record the reason for non-delivery
- endeavour to reallocate the CRT at a later date in that school year
- review the CRT policy if required
- use the record of non-delivery when reviewing the policy

Review of this Policy

This policy will be reviewed as required in the following instances:

- Staff turnover
- recruitment .retention issues
- new education initiative e.g. introduction of specialism
- concern about the benefits to student learning
- any other genuine issue or concern

COMPLAINTS POLICY**Responsibility of the Personnel Committee**

According to the legislation on employment and personnel matter, each Board of Trustees is required in particular to:

NAG 3 (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

AIMS AND CONSIDERATIONS:

1. The Board will ensure that complaints are dealt with at the appropriate level.
2. Parents, caregivers and staff will be informed of the school procedure relating to the handling of complaints.
3. All parties to the complaint should be involved in the resolution where possible.
4. The Principal's role of manager and professional leader requires that the Principal will have a key role in complaint resolution. He/she will ensure that procedures are conducted in accordance with policy.
5. The Principal will inform the Board Chairperson of complaints that are unable to be resolved satisfactorily or have potential disciplinary considerations. If the Chairperson and Principal are unable to resolve the matter the Board will be informed. The Board will determine what further action to take, which may include further investigation.
6. The requirements of employment contracts, natural justice and relevant legislation will be complied with.
7. Staff members must respect the authority of the Principal to make decisions on the administration and management of the school.
8. Complainants have the right to refer the complaint to the Board of Trustees. The Board will only receive complaints in writing, signed by the complainant. Assistance will be given to complainants who have difficulty expressing their complaint in writing.
9. Complaints to the Board will normally be accepted if the complainant has followed the earlier steps of the procedure and is not satisfied with the outcome. It is also possible that the matter is sufficiently serious to warrant the Board's involvement as the first step.
10. All written complaints are acknowledged, as having been received, to the complainant.
11. The Board may refer written complaints to the Principal to resolve or investigate. The Principal shall report back to the Board with recommendations.
12. Potential disciplinary matters will be addressed in accordance with relevant disciplinary provisions.
13. Complaints against the Principal, which are not resolved through discussion between the complainant and the Principal, shall be referred to the Board in writing.
14. Complaints against the Board, individual members or Board policy/actions shall be made to the Board Chairperson in writing.
15. Board members are to regard complaints against individuals made to the Board as confidential and shall not express personal opinions on the matter.
16. Board members with personal knowledge or a conflict of interest should exclude themselves from participating in the complaint procedure.
17. Where a complaint may have a potential disciplinary consequence for an employee they should be advised of their right to representation

GUIDELINES:

It is important that:

1. The problem is defined. A concise statement of the facts or circumstances of the complaint is made. Establish an agreement on the facts if possible.
2. The problem is owned. Establish respective responsibilities for actions to resolve the complaint. (Eg Principal's role, staff member's role, complainant's role).
3. Reflection is carried out on possible courses of action, including remedy and/or redress, strategies to prevent repetition of the situation and constructive alternative actions if the situation reoccurs.
4. Action is taken. Work for agreement between the parties. Work for acceptable remedy or redress. Evaluate action taken.
5. Record agreement on action and evaluation. Provide copies of agreements, where appropriate, to the complainant, staff member and Principal.
6. If agreement cannot be reached, the Principal should decide on action that is consistent with the appropriate school policy, job description and employment contract. This may include informing the Chairperson and referring the matter to the Board for resolution.

COMPLAINTS PROCEDURE**Responsibility of the Personnel Committee**

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

NAG 3 (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

STEP ONE

Any complaint should be made to the person it is directed at, where appropriate, and the staff member will be asked to attempt to resolve matters with the complainant. The staff member or the complainant may request the Head of Department/Syndicate Leader/Supervisor to assist in facilitating a resolution. Any meetings should occur outside class contact time.

STEP TWO

If a satisfactory conclusion is not achieved the complainant may refer the complaint to the Principal. The Principal, or a person delegated by the Principal, will meet with the complainant to discuss the complaint and will discuss the complaint with the staff member to whom the complaint is directed at in an attempt to resolve the matter. The Principal may advise the complainant to submit the complaint in writing to the Board if she/he believes that it is appropriate for the Board to consider the matter.

STEP THREE

Should the Principal be unable to resolve the matter to the complainant's satisfaction the complainant may send a written complaint, to the Board of Trustee Chairperson.

1. The Chairperson shall inform the Principal of receipt of the complaint and have the complaint put on the agenda of the next Board meeting. The Chairperson may request that the complainant be more specific as to the nature of the complaint.
2. The Chairperson, in consultation with the Principal, may investigate to see if the matter can be resolved prior to being discussed by the Board. If the Chairperson is able to resolve the matter then the Board should be informed of the outcome.
3. The Board may refer written complaints to the Principal to resolve or investigate. The Principal shall report back to the Board with recommendations.
4. The Board may decide to investigate and determine appropriate action itself or delegate the responsibility to a special committee of the Board.
5. Before determining action to take the Board should be prepared to seek advice, conduct an appropriate investigation and give matters due consideration.
6. If the complaint is related to alleged misconduct the staff member concerned will be advised of the right to representation and the Board shall comply with the requirements of its disciplinary policy, the rules of natural justice and the relevant employment contract.
7. Such matters should be conducted in the public excluded section of the Board meeting.
8. Complaints against the Board should come to the Board directly.

STEP FOUR

The result of any Board decision in relation to a complaint should be forwarded to the relevant parties in writing. A meeting may be required to explain the Board's decision and to ensure that the parties accept that decision.

NOTE 1

All complaints must be made in a socially accepted manner. Failure to do so may result in the complainant being asked by the principal (or an officially delegated staff member) to immediately leave the school grounds and/or police intervention being called for.

NOTE 2

A record of all anti social events, including abuse of staff, will be kept in the administration area of the school.

NOTE 3

Staff and students involved will be offered counselling after any such traumatic incident.

NAG 3

Review Date 2010

EQUAL EMPLOYMENT OPPORTUNITY POLICY

Responsibility of the Personnel Committee

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

NAG 3 (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

AIMS:

1. To provide equal recruitment and selection opportunities for all applicants and employees.
2. To provide equity of training and career development opportunities for all staff.
3. Consideration to be given to an appropriate balance of staff.
4. To ensure that all appointment selections are made on the basis of **MERIT**.

GUIDELINES:

The following points must always be actively considered when making staff appointments

- The school's database
- Direct discrimination
- Indirect discrimination
- Age, Race, Gender, Creed or Advertising
- Skills, qualification based selection processes and criteria
- Application forms that only require job related information
- Availability of job application forms in other languages than English
- Inclusion of section for non-formal training and experiences
- Selection Committee make-up
- Co-option of target group members to selection committee
- Non- discriminating interviewing guidelines
- Provision of selection criteria to all candidates
- Provision of skills training for target groups
- Ensure that discretionary leave is not discriminatory
- Ensure that in the case of falling rolls the target groups are not disadvantaged.
- Balance of composition of B.O.T

Last reviewed and Board of Trustees approved 2007

NAG 3

Review Date **2011**

M AND R UNITS PROCEDURE

Responsibility of the Personnel Committee

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

NAG 3 (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

AIMS:

Each year Otaki School will receive a number of units that are to be distributed to staff for the following reasons: -

- **M UNITS:** To provide financial recognition for teachers performing specific management responsibilities, in addition to their normal duties.
- **R UNITS:** To provide financial recognition for teachers who have specific management skills, responsibilities, and qualifications and/or experience that the school wishes to recognise in terms of responsibility, recruitment, retention or reward.

GUIDELINES:

Management Units

1. The management needs analysis of Otaki School identifies need for the following middle management personnel:
Deputy Principal=3 units, Assistant Principal 1 unit (1 Unit Manager TKW) = 2 units Senior Teacher =1 Unit
2. These roles and units are to continue with current staff and any new appointments
3. An extra, fixed term R unit may be allocated and funded by the Board of Trustees to create a senior teacher position needed for the efficient management of the school.
4. R units will be for a fixed term period of one year.
5. The review process will be a written complaint to the Board of Trustees.

Note 1

2006 Deputy Principal = 3 including 1 Retention Unit, Assistant Principal = 1 Units plus 1 Unit TKW management **TOTAL UNITS available 6**
Seniors Teachers **1 BOT Funded**

Last reviewed and Board of Trustees approved 2008

PERSONNEL COMMITTEE**Responsibility of the Personnel Committee**

According to the legislation on employment and personnel matter, each Board of Trustees is required in particular to:

NAG 3 (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

AIMS:

1. To establish simple procedures by which all Staff Awards can be actioned.
2. To enable effective school/community relations.
3. To recommend all staff appointments to the Board of Trustees.

GUIDELINES:

- 1.1 The staff representative to the Board will act in a liaison role.
- 1.2 In general where relevant the Personnel Committee will deal with matters outside the daily management of the school.
- 1.3 All matters relating to staff-leave, reimbursement or other rights pertaining to the various awards will be processed by the Principal within discretionary limits further to recommendations to be made to the Board of Trustees.
- 1.4 This committee will investigate any industrial actions by staff in the first instance.
 - a) Any such unresolved action will be immediately reported to the full Board for further consideration or action.
- 2.1 The committee will adopt the following procedures when dealing with parent or staff complaints.
 - a) Parent or Staff should address less serious matters to the teacher or parent concerned.
 - b) When this is not appropriate or no solution can be found it should be addressed to senior staff (i.e. Deputy Principal, Whanau leader and Associate Principal)
 - c) If the matter is serious or a solution has still not been found then the Principal should become involved.
 - d) If no settlement can be finalised the Personnel Committee will meet with the parent or staff member.
 - e) The parent or staff member may present their position to the Board in writing or in person.
- 3.1 The Personnel Committee will follow the appointment procedure outlined as specified in the appointment policy.

POLICE VETTING PROCEDURE

Responsibility of the Personnel Committee

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

NAG 3 (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

AIMS:

Procedure and Guidelines are as follows:

1. Vetting is required by the Education Act 1989.
2. As of 22nd April 2002 all current support staff will undergo a Police Vet.
3. As at 22nd April 2002 all support staff applicants will undergo a Police Vet prior to confirmation of appointment.
4. The Board will meet the cost of police vetting.
5. The Principal is the person delegated by the Board to handle the process of obtaining vets.
6. The Principal will keep a record confirming a satisfactory vet has been undertaken.
7. The Board will be informed that vetting has been undertaken.

Processing Vets

- **Vets that contain adverse information:** The Principal, in consultation with the Board Chair, will contact NZSTA for advice and guidance. If the Principal and Board Chair decide they have no concerns the vet will be disposed of as a clear vet.
- **Information that causes concern:** If vet information causes the Principal and the Board Chair concern they will involve the personnel committee and seek advice from an NZSTA industrial adviser.
- **Clear Vets:** If a vet contains no record or police comment it will be;
 1. Handed to the person involved; or
 2. Shredded

CRITERIA:

1. The Board will not appoint any person who does not agree to undergo a vet when required by law.
2. The Board will use its discretion when making employment decisions.
3. The information received is of particular relevance if it contains any of the following:
 - a) A history and/or convictions of sexual abuse against student.
 - b) A history and/or convictions of any crime in which student were involved
 - c) A history and/or convictions for any violence or sexually exploitive behaviour
 - d) A history and /or convictions for drug related offences
 - e) A history and/or convictions for fraud related offences
4. Applicants will be disqualified from appointment at Otaki School if there are any arrests for the above offences, until such time as the final disposition of the charge is made.
5. The Board may consider the following factors when making any decision.
 - a) Time since the offence occurred and circumstances surrounding the offence
 - b) The age of the individual at the time of the offence
 - c) Probability that the individual will continue the type of behaviour in question

- d) The individual's commitment to rehabilitation and to change the behaviour.

PRINCIPAL APPRAISAL**Responsibility of the Personnel Committee**

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

NAG 3 (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students.

AIMS:

1. To provide assurances to the Board that the school is operating within policy and legislative requirements.
2. To provide feedback to the principal as to his/her effectiveness in leading and managing.
3. To meet legislative and employment contract requirements.

GUIDELINES:

- 1.1 The appraisal of the Principal will be the responsibility of the Board Chairperson or a qualified principal appraiser/mentor.
- 1.2 The Principal's Performance Agreement will be negotiated annually with Board Chairperson or a qualified principal appraiser/mentor. The support and assistance required will be negotiated and agreed upon.
- 1.3 The focus of the Performance Agreement will take into account the school's strategic plan and the personal professional needs of the Principal.
- 1.4 The Principal's performance agreement will be made available to teaching staff and the board.
- 1.5 The Principal and Board Chair or the qualified principal appraiser/mentor will meet regularly on an informal basis, when progress in achieving objectives will be discussed.
- 1.6 A formal appraisal interview to discuss achievement of performance expectations and development objective(s) will take place in November.
- 1.7 The Chairperson will report to the Board on the Principal's appraisal in committee.
- 2.1 Appraisal of the Principal's performance will, wherever possible, be qualitative and will take account of external factors that have affected performance.
- 2.2 A written summary of the appraisal will be prepared by the Chairperson, discussed with and endorsed by the Principal.
- 2.3 Where there is lack of agreement, the parties will determine whether:
 - a) A qualifying statement will be written, signed and attached to the report by the Principal
 - b) A mutually acceptable third party will be invited to assist in resolving the matter
- 3.1 All appraisal documentation will remain confidential to the process and the parties concerned unless there is agreement of disclosure by the appraisee.
- 3.2 The Board acknowledges the rights and responsibilities of Education Review Office personnel to sight documentation necessary for the purposes of audit.
- 3.3 Files will be replaced and/or up-dated by the end of the term following each annual cycle.
- 3.4 Information, which is no longer relevant, needed, outdated, or superseded, will be destroyed at this time.
- 3.5 Where issues of principal competency or suitability have arisen during the process, files will be retained until these issues have been fully addressed in accordance with the

3.5 requirements and procedures outlined in the appropriate Collective Employment Contract & school policy.

PRINCIPAL APPRAISAL PROCEDURE**Responsibility of the Personnel Committee**

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

NAG 3 (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;

STEP 1 NEGOTIATION:

As per Principal's Performance Contract Policy

STEP 2 IMPLEMENTATION:

- a) The Principal and the Board Chair or the qualified principal appraiser/mentor will meet regularly throughout the year to discuss progress in achieving the agreed performance objectives.
- b) At the July Board meeting the principal may be required to report on progress on meeting the Performance Contract objectives.
- c) Objectives may be revised during the appraisal period to ensure relevance.

STEP 3 APPRAISAL:

- a) The Principal's performance will be formally appraised for the November Board meeting.
- b) The principal will prepare a report on the objectives stating how he/she has met them.
- c) An independent authority may also be called to evaluate the performance contract.
- d) A meeting between the Board of Trustees Chair and the Principal and an External Provider (where appropriate) to review and discuss the report.
- e) The Board Chair will report, in committee, the outcomes of the appraisal, to the November Board meeting.

STEP 4 OBJECTIVE SETTING:

The evaluation should influence the next year's performance contract. The job description should also be reviewed at this time.

SEXUAL HARASSMENT PROCEDURE**Responsibility of the Personnel Committee**

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

NAG 3 (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

PROCEDURES:

1. In the event of sexual harassment the complainant may approach:
 - a) The staff elected, school E.E.O. support group.
 - b) An N.Z.E.I. staff liaison officer, counsellor, or field officer.
2. The complainant should document the case with the assistance of the supporting person or persons.
3. The person responsible for the harassment should be confronted and informed that the behaviour is unacceptable and must stop. Assurances should be sought that the behaviour will stop and that an apology will be made.
4. If it is decided that further action should be taken, the harasser should be informed and a decision made to lay a complaint through one of the following avenues:
 - a) The Principal and/or the Board of Trustees (Award 2.2.3).
 - b) Personal Grievance through an Industrial Advocate or an N.Z.E.I. Field Officer (Award 9.1, 9.3)
 - c) Human Rights Commission through a N.Z.E.I. Field Officer.

GUIDELINES:

1. If required an Equal Employment Opportunities school support group will be formed. This will consist of staff members and may include a Board of Trustees representative.
2. A school staff member has been sexually harassed in the school if a Board of Trustees member, or another staff member:
 - a) Makes a request of the staff member for sexual intercourse, sexual contact, or other form of sexual activity that:
 - i) Implies or overtly promises preferential treatment in the school; or
 - ii) Implies or overtly threatens detrimental treatment in the school; or
 - iii) Implies or overtly threatens the present or future status of the staff member;or
 - b) By:
 - i) The written or spoken word of a sexual nature,
 - ii) Physical behaviour of a sexual nature

TEACHER CODE OF CONDUCT**Responsibility of the Personnel Committee**

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

NAG 3 (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;

AIMS

1. To clarify the professional standards expected of staff.
2. To advance and protect the professional welfare of staff, both individually and collectively.
3. To provide guidelines that will assist staff to work as a team to promote student's welfare.

GUIDELINES:

Staff should: -

1. Maintain neat and tidy dress and appearance.
2. Be courteous and considerate of colleagues.
3. Respect and support the professional integrity of colleagues (*NZEI)
4. Support colleagues pastorally.
5. Never criticise or disagree with colleagues in the presence of student or the public.
6. Make guests welcome.
7. Demonstrate loyalty to the school and teaching profession.
8. Support the corporate life of the school.
9. Abide by school policies and procedures.
10. Show confidentiality on personal matters relating to student, colleagues, school and community.
11. Respect the needs and concerns of parents, recognising the partnership role of school and home.
12. Respect student as individuals, making their needs paramount in decision-making.
13. Be positive role models to student.
14. Work in cooperation with the Board of Trustees to support school objectives and operate the school efficiently.
15. Respect the ethnic, religious, cultural, social, family, and class background of each child.
16. Promote equity, irrespective of gender or ability.
17. Complete planning, preparation, and evaluation to ensure effective learning.
18. Be committed to improve personal effectiveness as an educator

TEACHER REMUNERATION PROCEDURE**Responsibility of the Personnel Committee**

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

NAG 3 (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

AIMS:

1. To ensure that teachers are paid at the correct rate on the anniversary of their employment.
2. To identify areas of performance that need to be rectified to enable teachers to move to the next salary step.
3. To complete the documentation and paper trail for external audit of the Performance Management System of Otaki School.

GUIDELINES:

In the event of a satisfactory appraisal the following procedure will take place: -

- 1.1 The teacher will receive a report from their appraiser.
- 1.2 The Principal will confirm this report, after consultation with both the appraiser and the appraisee.
- 1.3 The Principal will provide the teacher with a letter that will confirm, for payroll purposes, that their level of performance has been satisfactory
- 1.4 It will also attest that the teacher has met the Interim Standards and recommend their advancement.
- 1.5 This letter will be valid for one year and may be used to confirm advancement to the next salary step.
- 1.6 It will also confirm any change to the teacher's qualifications.
- 1.7 If points 1.1 to 1.6 have been confirmed the Principal will attest to the teachers level of competency on receipt of a request from "Payroll"

In the event of an unsatisfactory appraisal the following procedure will take place: -

- 2.1 The teacher will receive a letter informing them that their appraisal has resulted in a recommendation that they remain on the same salary step.
 - 2.2 The teacher must be informed of the specific interim standards that need to be addressed.
 - 2.3 If the issues are viewed as minor, negotiation may be entered into to fast track compliance.
 - 2.4 In the event of the issues being more serious, they will be addressed as vital objectives in the next annual P.M.S.
 - 2.5 In the event of teacher incompetence, the Principal will implement Board of Trustees Teacher Competency Policy and Procedures.
-
- 3.1 Copies of these letters will be kept on their personal file.
 - 3.2 They will be replaced and released to the teacher as per the school's P.M.S. policy

TEACHER COMPETENCY PROCEDURE**Responsibility of the Personnel Committee**

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

NAG 3 (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students.

For both support and guidance and competency the following procedure will be followed.

1. The Principal and staff member meets and focuses on the problem.

- The Principal will describe his understanding of the problem, how he/she sees the effects on the teacher, student, colleagues, parents and school organisation.
- Does the teacher understand the Principal's concerns?
- The Principal will state what must be changed.
- The Principal will clarify how he/she is applying the contract and the teacher's contract rights.
- The Principal will outline support available, his/her availability, NZEI counsellors, advocates and field officer, colleague supervision and support.
- The Principal will allow teacher time to think.

2. Meet with the teacher to set goals and objectives

- Identify priorities
- Establish agreed time frames and checkpoints
- Set clear performance criteria and standards of evaluation.
- Explain supervision arrangements
- Explain support procedures available.
- All agreements are recorded in writing and the teacher is given a copy.

3. Evaluate Progress

- Regularly assess changes in performance with supervisor.
- Evaluate the changes, the teacher, class, colleagues, school organisation and parents.
- Redefine goals and objectives if necessary.
- Keep a written record of meetings and discussions and provide copies.

2.4 Meet with the teacher

- Discuss changes, strengths and weaknesses.
- Advise where performance is satisfactory/not satisfactory.
- Record all outcomes in writing.
- Provide copies of any reports you intend to submit to the board or Teacher Registration Board.
- Allow teacher time to comment.

2.5 Meet with the teacher

- Provide a report and recommendation to the Board of Trustees for their consideration and, if necessary, action.

NOTE: The time allowed must be a reasonable period.

TEACHER PERFORMANCE APPRISAL**Responsibility of the Personnel Committee**

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

NAG 3 (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;

AIMS:

1. To provide a positive framework for improved teaching (and therefore learning) in Otaki School that **ensures that the following principles are adhered to**
 - a) Is part of an integrated performance management system operating within the school.
 - b) Is appropriate to individual teachers, the school, and the wider school.
 - c) Is developed in a consultative manner with teachers.
 - d) Is open and transparent.
 - e) Does have a professional development orientation.
 - f) Is timely and helpful for individual teachers and
 - g) Does give consideration to matters of confidentiality, including the provisions of the Privacy Act and the Official Information Act.
1. To ensure that all teachers are provided with opportunities for appropriate professional growth.
2. To have available for all staff a School Performance Management Scheme.

GUIDELINES

- 1.1 The Professional Development, Quality Learning Circles, Planning, Assessment and Evaluation policies are included in the performance management system of Otaki School.
- 1.2 Key Professional/Performance areas are defined as: -
 - a) Teaching responsibilities (such as planning and preparation, teaching techniques, classroom management, classroom environment, curriculum knowledge and student assessment).
 - b) School wide responsibilities (such as contribution to the curriculum leadership, school-wide planning, school goals and development, the effective operation of the school as a whole, pastoral activities, student counselling and community relationships).
 - c) Management responsibilities (such as planning, decision making, reporting, professional leadership, and resource management).
- 1.3 An individual teacher's file will consist of an aggregation of the following.
 - a) Planning requirements checklist and appraisal.
 - b) Formal observations carried out by delegated members of the Management team.
 - c) Job Description.
 - d) Key Performance Objectives, Performance indicators and processes
 - e) Appraiser's Attestation Document.
 - f) Personal administrative information.
- 1.4 These files are to be confidential to the following, Senior Management team, Teachers and if formally requested, Education Review Officers.
- 1.5 Files will be replaced and/or up-dated by the end of the term following each annual

- 1.5 cycle.
 - 1.6 Information, which is no longer relevant, needed, outdated, or superseded, will be destroyed at this time.
 - 1.7 Where issues of teacher competency or suitability have arisen during the process, files will be retained until these issues have been fully addressed in accordance with the requirements and procedures outlined in the appropriate Collective Employment Contract and school policy.
-
- 2.1 The Board of Trustees will ensure that an adequate budget allocation is made to ensure that release time is available for the both teaching and Senior Management to carry out this, and related policies as part of school development.
 - 2.2 The Board of Trustees delegates the responsibility of implementing this policy to the Principal
 - 2.3 The Principal will delegate to the Senior Management Team the responsibility of implementing this policy for scale U1 – 13 teachers.
 - 2.4 The Principal will be responsible for Performance Appraisal of the Senior Management team.
 - 2.1 The Board of Trustees will be responsible for carrying out a performance appraisal of the Principal.
-
- 3.1 The Appraisal of Teacher Performance Policy will be included in the Performance Systems Management Scheme of the School that will comprise of:
 - Achievement Statement For Otaki School
 - Appraisal of Teachers Policy
 - Professional Development Policy
 - Quality Learning Circles Policy
 - Principal's Appraisal
 - Principal's Performance Contract
 - Planning Policy
 - Evaluation Policy
 - Assessment Policy
 - School Development Plan
 - Overview of Appraisal Process
 - Planning Appraisal Feedback Procedures.
 - Teacher Self-Assessment Survey.
 - Self-Evaluation and Reflection Module.
 - Teacher Competency Policy
 - Privacy Policy
 - Appointments Policy
 - Complaints Policy

FINANCIAL POLICY**Responsibility of the Board Financial Committee**

According to the legislation on financial and property matters, each Board of Trustees is also required in particular to:

- NAG 4 (i)** allocate funds to reflect the school's priorities as stated in the charter;
(ii) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;

AIMS:

1. To provide for the student's educational needs and charter goals through the use of sound financial management.
2. To ensure that all funds are properly accounted for and safeguarded against loss or theft.
3. To maintain accurate records and documentation for I.R.D purposes.

GUIDELINES:

- 1.2 All cost centres committees to have Draft Budgets prepared for November/December B.O.T. meeting for consideration and approval by B.O.T.
2. The financial management committee have been delegated by the board the following authority
 - a) Paying of all accounts
 - b) Receipting all income
 - c) Banking
 - d) Data inputting
 - e) Updating records
 - f) Accurately reporting the schools financial position to the board
 - g) Monitoring spending in relation to budget projections.
 - h) Liaising with the Principal.
 - i) Filing and maintaining records for auditing and taxation purposes
 - j) Preparing a financial report and statement
 - k) Preparing and arranging for the Annual audit of the school's accounts
 - l) All Board of Trustees cheques are to be signed by two signatories, one of whom is not a member of staff.
- 2.2 In carrying out these delegations the committee will
 - a) Avoid using overdraft or taking out loans.
 - b) Invoice in an orderly fashion
 - c) File invoices by cheque number
 - d) Pay invoices promptly
 - e) Receipt all monies received
 - f) Establish an ordering system that is simple and efficient.
 - g) Approve all expenditure at monthly Board of Trustees meeting.
 - h) Be accountable for all money fund-raised for the school.
- 3.1 The Board of Trustees have also delegated the responsibility for and authority to the finance committee to prepare and report on
 - a) Payment of F.B.T., P.A.Y.E., G.S.T. etc
 - b) Filing Department of Statistics returns.
 - c) Payment of wages and maintaining and accurate records.
 - d) Taxation Audits

FINANCIAL BUDGETING PROCEDURES**Responsibility of the Board Financial Committee****PREPARATION:**

1. Principal to have Draft Budget prepared by November for consideration for the next financial year.
2. Each committee will have prepared their objectives in consultation with other appropriate and interested groups.
3. Financial budgets, aims and outcomes must be consistent with current school policy.

BUDGET FORMAT:

1. A brief written report of current expenditure, uses and outcomes.
2. Objectives for the year.
3. Prioritised financial requirements for Budget.
4. Desired outcomes.
- 5.

MONITORING AND RECORD KEEPING:

1. Staff member responsible for the cost centre will record all ordering of goods and servicing in order books.
2. On delivery all goods and services are to be confirmed as being received on the duplicate copy of the order by signing and dating by clerical staff.
3. All invoicing to be matched against actual orders.
4. All outgoings which require immediate prepayment such as automatic payments will be actioned as and when necessary.
5. All payments will be authorised by the Principal & signed by 2 signatories.
6. All payments relating to the Principal's expenses will be approved by the Board.

RECORDING:

1. On receipt of goods, the Administration Officer will check against order and invoice.
2. All invoices certified to be correct will be stamped and coded for inputting into accounts package by the Treasurer of the Board.
3. All current accounts for payment are to be listed for approval at the next full meeting of the board.

REPORTING:

1. The Principal is to report, at the regular monthly meetings, the current state of the school's finances.
2. This report should include items of extraordinary expenditure, the current financial status of control centres and any matters of financial concern.
3. The treasurer is responsible for annually reporting the school's financial management and performance to the school community.
4. The Principal is responsible to ensure the preparation and organisation of documentation for the annual audit of school accounts.

PROPERTY SUB-COMMITTEE**Responsibility of the Board Finance and Property Committee**

According to the legislation on financial and property matters, each Board of Trustees is also required in particular to:

NAG 4 (iii) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

AIMS:

1. To maintain the buildings and grounds to the highest possible standard as per the 10-year maintenance plan.
2. To improve the physical environment of the school
3. To work effectively and co-operatively with the school's maintenance and teaching staff.
4. The property sub-committee will maintain liaison and communication between the board and the school and will meet as and when necessary.

GUIDELINES:

- 1.1 All vandalism and health related work is priority 1.
- 1.2 All maintenance is to be carried out, where necessary, a qualified tradesperson.
- 1.3 All maintenance not requiring a tradesperson is to be completed by the caretaking staff.
- 1.4 Any non-listed maintenance will be fitted in as indicated by its assessed priority.
- 1.5 All repair work, which costs less than our insurance excess, will be carried out without prior board approval.

- 2.1 The Board will have a 10- year property modernization plan for the school for major or structural works, which requires M.O.E funding and approval.
- 2.2 To put all approved minor capital works out to tender.
- 2.3 To oversee the completion of any projects within the time frame specifications and costing quoted.

- 3.1 To meet regularly with maintenance and teaching staff.
- 3.2 The maintenance staff is to assist in preparing a cleaning, heating and pool budget by November 30, for B.O.T. approval.
- 3.3 The property group will report to the B.O.T.'s monthly meeting and submit work for approval when necessary

THEFT AND FRAUD POLICY**Responsibility of the Principal and Staff**

According to the legislation on financial and property matters, each Board of Trustees is also required in particular to:

NAG 4 (ii) monitor and control school expenditure and ensure the annual accounts are prepared and audited as required by the Public Finance Act 1989 and Education Act 1989;

AIMS:

1. To prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School.

RATIONALE:

As preventative measures against theft and fraud the Board requires the Principal to ensure that:

- *The School's physical resources are kept secure and accounted for.*
- *The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Public Finance Act 1989, Section 42(b) and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.*
- *Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.*
- *All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.*

GUIDELINES:

1. In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
 - a) Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
 - b) so far as it is possible and within 24 hours:
 - i) Record the details of the allegation, the person or persons allegedly involved, and the quantity and / or value of the theft or fraud.
 - ii) Request a *written statement* from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and / or value of the theft.
 - iii) Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
 - iv) Inform the Board Chairperson of the information received and consult with them as appropriate.
 - c) On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a *prima facie* case of theft or fraud exists,

- d) and if not, to document this decision and record that no further action is to be taken.
 - e) The Principal shall then carry out the following procedures:
 - i) Investigate the matter further in terms of procedures as set out in subparagraph (d);
 - ii) If a *prima facie* case is thought to exist to continue with their investigation;
 - iii) Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
 - iv) Lay a complaint with the New Zealand Police;
 - v) If necessary, commission an independent expert investigation;
 - vi) In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence.
 - vii) Seek legal advice; or
 - viii) Inform the Manager, National Operations, Ministry of Education local office and / or the school's auditors.
 - e) Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
 - f) If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
 - i) Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
 - ii) Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
 - iii) Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
 - iv) Advise the person in writing of the processes to be involved from this point on.
2. The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.
 3. The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
 4. Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.
 5. Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 4 of this Policy.
 6. Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry

7. of Education and commence an investigation in accordance with the requirements of paragraph 4 of this Policy.

NAG 5

Review Date 2011

ADMINISTERING MEDICATION IN SCHOOLS

Responsibility of the Health and Safety Committee

Each Board of Trustees is also required to:

- NAG 5 (i)** provide a safe physical and emotional environment for students
- (iv)** comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees

AIMS:

To administer medication as prescribed by a GP or Specialist.

GUIDELINES:

1. All requests will be on the “Parent/Guardians Request for School to Administer Medication” form and addressed to the principal.
2. Before medication is administered the school will require that parents/guardians read and sign a copy of this policy.
3. Written confirmation of the exact dose of medication must be provided by the parent/guardian to the school. Any changes to the dosage or timing must be advised in writing.
4. The medication must be kept in a locked place - where possible within the Administration area of the school and in a childproof container.
5. The principal may delegate the administering of the medication to another/or other persons.
6. The delegated person/persons will endeavour to administer the medication as requested by the parents/or guardian.

Note: first dose must not be given at school.

Waiver: this policy does not apply to self-administered medication.

DUTY PROCEDURE**Responsibility of the Health and Safety Committee**

Each Board of Trustees is also required to:

NAG 5 (iv) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees

AIMS:

1. To ensure the safety of all students in the playground.
2. To ensure that bus students safely depart on the school bus.
3. To ensure that student leave the grounds in an orderly supervised fashion
4. To ensure that an efficient and safe pedestrian crossing be in place daily on Mill Road.

PROCEDURE:

1. Staff Allocation

Morning patrol	(1)		
Playtime	(2)	Wet days	(3)
Lunch time	(2)	Wet days	(3)
After school	Bus		(1)
	Front Patrol		(1)
2. Times and Scope of Duty

Patrol	<i>Front</i>	8.35 a.m. - 8.55a.m
		2.55 p.m. - 3.15p.m
3. Wet weather

The continuous intermittent ringing of 3 short bells will signal wet weather. Students are to eat in classroom. Duty teachers will be responsible for following defined areas. Should the weather improve continuous short bells will signal to go outside. Wet duty teachers to remain.

Please Note

 - Room 1-4**
 - Rooms 5-7**
 - Rooms 8, 9, 10 & 12**
4. Patrol Duty Teachers

Pedestrian Patrol Duty Teachers should ensure that all student who cross Mill Road use the crossing safely. They must actively supervise, support and be responsible for the safe and efficient functioning of the patrol.
5. Class teachers should ensure that all students go to lunch at proper time
6. Bus Monitors will check bus people.
7. Bus duty teacher is responsible for the groups' safe and efficient departure on the bus.
8. Duty Teachers should ensure that
 - a) They are on duty promptly
 - b) If their partner is absent that the Deputy Principal is aware of this so that arrangements can be made for the relieving teacher to replace them
 - c) Students do not leave the lunch area until they have finished eating.
 - d) The lunch area is left in a clean, tidy and hygienic condition.
 - e) They randomly move around the entire school.
 - f) Students are playing safely within the school grounds.
 - g) They are aware of the following areas where student are not permitted for safety and security reasons.

On trees, beyond the schools boundaries, inside classrooms

9. Students who are involved in minor incidents of misbehaviour will be reprimanded on the spot.
10. No violence will be tolerated. All instances observed must be entered in the Discipline Book.
11. Students who are respecting the rights of others and carrying out their obligations should be rewarded. To this end kapa certificates are available and given to student by the duty teacher. Fortnightly lucky draws are held at assemblies.
12. In summer students are to use shady areas to eat lunch.
13. Injured student are to be attended to by the duty teacher in the first instance.
14. No child should be left in the medical room without a clear passing on of responsibility to another staff member.
15. If you are in doubt about the seriousness of an injury seek advice and assistance from qualified first aiders on staff. **Do not attempt to move students who are immobile.**
16. Details of all serious injuries (that requiring specialist medical treatment) and actions taken are to be recorded in the Accident Register in the medical room by **all staff** concerned
17. The Board will provide financial support to ensure there are at least two staff members with current first aid certificates.

Note: Staff regularly review and revise these procedures during the course of the year.

CRITICAL INCIDENT RESPONSE POLICY**Responsibility of the Principal and Staff**

Each Board of Trustees is also required to:

- NAG 5 (i)** provide a safe physical and emotional environment for students;
- (iv)** comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees;

INTRODUCTION:

Critical or traumatic incidents can occur through the forces of nature (such as floods or earthquakes) or can be the result of human misendeavour (such as fires, road accidents, accidental or non-accidental death).

AIMS:

1. To provide guidance, support and assistance for students, staff and the school community in the event of a traumatic or critical incident.
2. To reduce the chance of further trauma impacting on staff, students or the school community before, during and after such an event.

GUIDELINES:

1. In the event of a critical or traumatic occurrence the Principal will evaluate the incident with Senior Staff and notify M.O.E – G.S.E if deemed necessary.
2. The Ministry of Education – Group Special Education is currently contracted to the Ministry of Education to provide immediate services to schools that have traumatic events, which affect the school community.
3. If M.O.E – G.S.E are notified, then the B.O.T. chair will also be notified immediately. The Board Chair will then notify other Board members.
4. M.O.E. – G.S.E. will send trauma response personnel, who will work with the school.
5. It is acknowledged that the school may initially seek to manage a crisis using its own resources, then call in the C.R.I.T. if necessary.
6. For further information please refer to the Otaki School Critical Response Plan and the MidCentral District Health Board Critical Incident Response Protocol further on in this document.

OTAKI SCHOOL CRITICAL INCIDENT RESPONSE PLAN 2003

Principal notifies M.O.E.-G.S.E. – They discuss needs and if necessary bring in Critical Incident Response Team.

C.R.I.T. meets with Principal and Senior Staff to prepare plan BEFORE responding to other staff, students and community.

Elements within the school environment that may increase distress should be identified, minimised or deleted.

The team decides on the procedure for informing staff, students and community of the crisis. Decisions need to be made concerning what information will be given out, how it will be delivered and to whom. It should be announced in such a way that provides maximum support for students, staff and community. e.g. a special newsletter informing parents of the event, providing information about support agencies and offering suggestions for the management of children's grief, or, a written statement could be read at an assembly so that all students get the same message.

Allocate roles and responsibilities.

- Liaison with family, whanau
- Press releases
- Conveying information to students & caregivers
- Organising kai – morning teas etc
- Releasing teachers
- Pastoral support

The team will identify any students or staff that are at risk emotionally. Designated staff members will support these students. If needed, counselling will be available. Students will be given the opportunity to contact their parents and may be allowed to go home.

Provision will be made for students and staff to self refer for counselling.

Debriefing – The team will meet daily to confirm that the plan is being implemented and to make adjustments if necessary.

A designated media liaison person, in most cases the Principal, should provide a timely flow of accurate information to the media. Issues of privacy, confidentiality and the wishes of the individual families students and staff should be considered.

The Board Chair will be kept informed of all developments.

Once the crisis is over M.O.E. – G.S.E. will be responsible for providing a report to the Ministry of Education.

There will be a staff debriefing and the Critical Incident Response Plan will be reviewed, evaluated and amended if necessary.

SUGGESTIONS FOR A SCHOOL IN GRIEF

- Fly the flag at half mast.
- Establish a central focus throughout the school e.g. memory board or box.
- Consider school closure.
- Provide morning teas.
- Visit the bereaved family or whanau.
- Consider ways school could be involved in funeral arrangement, e.g. venue, guard of honour, kapahaka, choir, speakers.
- Consider any cultural issues.
- Contact kaumatua.
- Consider carefully the timing and manner in which personal effects are removed.
- Remember thank you cards and acknowledgements.
- Consider a remembrance ceremony at school.
- Allocate the recording of gifts as they come into the school.
- Remember thank you cards and acknowledgements.

SUGGESTIONS FOR A CLASS IN GRIEF

- Allow for a range of reactions and needs.
- Plan optional and alternative activities and give students plenty of choice.
- Some students will cope best with routine.
- Observe student reaction and share concern with others.
- It is sometimes the quietest student that requires support.
- Members of the support team may be useful in the room.
- Students who are very demonstrative should be directed to a support person.
- Create a memory tree with feelings and thoughts.
- Read relevant stories or poems to students.
- Prepare students for the funeral, if attending, discuss cultural differences.
- Members of the support team could talk to the class.
- Bring the class together to reflect on feelings, allow for questions and discussion.
- Reassure students that it is O.K. to react and feel differently.

AGENCIES AND PERSONNEL WHO MAY BE INVOLVED IN C.R.I.T.

- Ministry of Education – Group Special Education
- Child Adolescent and Family Mental Health Service
- Oranga Hinengaro Maori – Maori Mental Health Service
- Public Health Service
- Kaumatua, Kuia
- Social Workers in Schools
- School Staff
- Caregivers and Whanau
- Churches – (Bible in Schools Rep)
- Resource Teachers of Learning & Behaviour
- B.O.T. Chair or other representatives.

THIS PLAN IS TO BE KEPT IN A PROMINENT PLACE IN THE PRINCIPALS OFFICE. STAFF WILL BE MADE AWARE OF ITS PLACE AND CONTENTS ON A REGULAR BASIS.

NAG 5

Review Date 2012

EMERGENCY EVACUATION PROCEDURE

Responsibility of the Property Committee

PROCEDURE IN THE CASE OF FIRE:

The FIRST action upon discovery of a fire is to:

RAISE THE ALARM AND THEN NOTIFY THE FIRE SERVICE

If you discover a fire, then immediately:

1. Switch on the nearest fire alarm.
2. Phone 111 and ask for the Fire Service.
3. Give the address of the school, 123-125 Mill Road, Otaki, and give the location of the fire within the school.
4. Attempt (if not personal risk is involved) to extinguish the fire using the nearest extinguisher or fire hose.

Teachers will:

1. Implement the evacuation procedure when signalled by the continuous ringing of the school bell).

PROCEDURE IN THE CASE OF EARTHQUAKE:

The FIRST action in the case of an earthquake for all students and staff is to:

GET UNDER A DESK, TABLE, OR DOOR FRAME

If there is an earthquake then immediately:

Get under a desk, table, or door frame

1. Turn away from windows
2. Stay inside until the evacuation signal is given.

Teachers will:

1. Call the roll in the room as soon as they believe it is safe to do so
2. Implement the evacuation procedure when signalled by the continuous ringing of the school bell).

In the event of a major earthquake, all students will stay at school with teachers, and will only be released to recognised caregivers or whānau members.

EVACUATION PROCEDURE:

The continuous ringing of the school bell is the signal for evacuation.

Teachers will check that:

1. All students and adults leave the building safely
2. Toilets and withdrawal areas are vacant
3. Windows are shut
4. Lights are left on
5. Machinery is turned off (where practical)
6. Personal belongings, including valuables are left behind
7. All doors are shut and unlocked.

ASSEMBLY AND ROLL CALL PROCEDURE:

1. Depending on the location of the greatest risk, all students and staff will assemble either on:
 - a. The North Eastern netball court OR
 - b. The back field
2. The roll for each class will be called by teachers and runners sent to report details to the assistant principal
3. The principal will check that all staff are accounted for and will report details to the assistant principal
4. The assistant principal will liaise with Fire Service personnel
5. No one will be permitted to re-enter buildings until the assistant principal reports an all clear from the Fire Service.

The assistant principal will run regular practise exercises for fires and for earthquakes and will report the outcomes of these practices to the Board of Trustees

NAG 5

Review Date **2010**

INFECTIOUS & COMMUNICABLE DISEASES

Responsibility of the Health and Safety Committee

Each Board of Trustees is also required to:

- NAG 5 (i)** provide a safe physical and emotional environment for students;
- (iv)** comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees;

AIMS:

1. To act promptly when an infectious disease is discovered.
2. To effectively limit the spread of disease.
3. To enable the student with a serious illness to attend school.

GUIDELINES:

- 1.1 Staff are to immediately report their suspicions to a Senior Staff member.
- 1.2 The Senior Staff member will immediately alert the Principal.
- 1.3 On receiving this information the Principal will:-
 - a) Contact the School Public Health Nurse [PHN] to help to identify the disease and determine the infection risk and appropriate initial action required.
 - b) The School Public Health Nurse can advise (via MidCentral Public Health Services) what medical professional input is required. This may involve referral of the student to a medical professional and/or consultation with the Medical Officer of Health regarding what action may be need for the rest of the school.
 - c) Notify parents of the student concerned of what action and treatment is necessary.
- 1.4 If the infection is contained, no further action will be taken.

- 2.1 If there still is the threat of further spreading of the disease the Principal will notify parents via newsletter (with input from Public Health) about the disease, any necessary treatment, the school's action plan, and ensure the Board of Trustees is kept fully aware of the situation.
- 2.2 The action plan will include input from Public Health to provide guidance and facilitate any additional expertise required for appropriate management of the disease for the whole school
- 2.3 Student and/or staff who are infectious to others will not be permitted to attend school while still infectious. Guidance will be provided by Public Health about appropriate action to be taken regarding exclusions from school or staff/students according to Ministry of Health guidelines.
- 2.4 Rarely, it may be necessary for the Board of Trustees to close the school – Public Health can provide guidance for this.
- 2.5 Staff will use sick leave entitlement if necessary. In the event of no sick leave, each case will be dealt with by the Board of Trustees individually

A student with an infectious disease with minimal risk of the disease being transmitted to others will be enrolled and information provided to the school (by the School PHN) to improve understanding of the disease to prevent stigmatisation.

Their condition or life expectancy is not an issue.

The school staff and Board of Trustees will maintain strict confidentiality.

Staff will at all times follow safe health practises.

In the event of the information becoming public, the school's position will remain unchanged.

INTERNET SAFETY POLICY**Responsibility of the Health and Safety Committee**

Each Board of Trustees is also required to:

- NAG 5 (i)** provide a safe physical and emotional environment for students;
- (ii)** comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees;

GENERAL POLICY ON INTERNET USE AT SCHOOL:

Use of the Internet facilities at this school is mainly for educational purposes. This includes personal use and use for professional development of staff.

PURPOSE:

To provide Internet access, so all staff and students can:

- Become effective and safe users of the Internet.
- Extend their awareness and knowledge of the Internet.
- Become motivated, responsible, independent users of the Internet.

STAFF USE ON THE INTERNET:

- Training for staff who wish to use these facilities is available (see Sue McMillan) and is essential for the safety and protection of staff, students, and equipment.
- Students will be directed to sites on the Net or taught to use a search engine correctly, rather than surfing, which is why staff members must gain experience using the Internet before letting their students use it.
- All staff members must sign a copy of the Staff Internet Use agreement before using the Internet themselves, indicating they are aware of the details of this Policy. This documentation will be kept on file by the school.

STUDENT¹ USE OF THE INTERNET:

- All students must sign the School Computer and Internet Use Agreement before using the Internet at school. ITC tutors in mainstream and Te Korowai Whakamana staff are responsible for keeping these documents on file
- Students should be regularly reminded that they have signed this agreement
- Students can use the Internet only during class time, unless given special permission, in which case a teacher must supervise.
- Any use of the Internet, other than that specified here, e.g. by staff's family, or use after hours must be with the agreement of the teacher in charge of the computer suite.
- Inappropriate use of the Internet by a student must be reported immediately to the Principal. If the Principal is absent, then another senior member of staff should be notified. Consequences for the child/student are outlined in the closing paragraph of the pupil computer and Internet agreement.

SAFETY ISSUES:

- If it becomes necessary filtering software will be installed on terminals that access the Internet.

¹ Student' can be nay young person whether or not a student of this school. For example, a teacher's child can use the school internet facilities only after signing the Student Computer and Internet Use Agreement and under supervision approved by the teacher in charge.

- The Internet Safety Policy will be clearly displayed on the wall of the computer suite, with the poster. The school will continue to refine methods of improving safety on the Internet.
- From the Internet Safety Kit, which states the penalties for illegal use of the Internet.

NAG 5

Review Date 2012

STAFF INTERNET USE AGREEMENT

Responsibility of the Health and Safety Committee

Each Board of Trustees is also required to:

- NAG 5 (i)** provide a safe physical and emotional environment for students;
- (ii)** comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees;

I have read, understood and agree to follow Otaki School's Internet Safety policy. I am aware that the main use for Internet facilities at Otaki School by staff or students is educational.

I am aware that any incident involving material that is deemed "objectionable" under the Films, Videos and Publications Act 1993 could constitute criminal misconduct necessitating police action. As well, involvement with any material, which while not illegal under the Act, is nonetheless detrimental to the safety of the school environment, may constitute professional misconduct serious enough to require a disciplinary response by the school.

Student Safety (tick one)

I have the appropriate knowledge to safely supervise student Internet use.

I need training in basic Internet safety issues before I supervise student Internet use.

I have read and understood the attached Internet use Policy as it applies to Internet use by staff, and by students under the direction of staff.

Name:

Date:

Signature:

Last reviewed and Board of Trustees approved 2009

NAG 5

Review Date 2012

STUDENT COMPUTER AND INTERNET USE AGREEMENT

Responsibility of the Health and Safety Committee

Each Board of Trustees is also required to:

- NAG 5 (i)** provide a safe physical and emotional environment for students;
- (ii)** comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees;

These are the important rules I must follow:

1. School computers are to help me with classroom learning. They are not toys for play.
2. To help keep me safe I will follow the school's Internet safety rules.
3. I am not allowed to look up things on the Internet which I know are not for students.

I agree that I will take care of our computers:

- I will not damage any equipment or furniture.
- I will not copy software.
- I will not load software, like games or other programmes onto school computers.
- I will not print anything without the permission of the teacher.

I will be considerate of others:

- I will share equipment.
- I will not turn on or off the computer network or stop others from working.
- I will not be involved in electronic vandalism, like viruses.
- If I accidentally come across stuff I think is not for students I will immediately turn off the screen, and tell the teacher, without showing any other students.

I will look after myself sensibly:

- I will not give anyone on the Internet information about others or myself – this includes addresses and phone numbers.
- I will tell the teacher if I come across a problem.

I have read, had explained to me and have understood the Otaki School Computer and Internet Use Agreement. I know what the school rules are about the use of computers and the Internet. I know that if I break these rules I will be in trouble. This may mean that I lose the right to use a school computer or the Internet and my parents may be informed.

Name: _____ Class _____

Signature: _____ Date _____

Last reviewed and Board of Trustees approved 2009

OCCUPATIONAL SAFETY AND HEALTH**Responsibility of the Health and Safety Committee**

Each Board of Trustees is also required to:

NAG 5 (i) provide a safe physical and emotional for students;

AIMS:

1. To ensure that employees, students and other people are safe in the workplace.
2. To eliminate significant hazards wherever possible.
3. To fulfil the requirements of the Health and Safety in Employment Act.

GUIDELINES:

1. The Act is primarily concerned with the safety of employees. In this policy students will be accorded the same concern as staff.
2. A Health and Safety committee will be established to implement the Health and Safety policy.
3. Significant hazards will be identified and action taken to eliminate, isolate or minimise the hazard as required by the Act.
4. Strenuous and urgent efforts will be made to eliminate significant hazards where possible.
5. A record will be kept of identified hazards and actions taken to eliminate them.
6. A record of accidents causing serious harm will also be kept and analysed annually.
7. The school has responsibilities under the act for contractors and their employees when working on the school site.
8. This policy covers workplace in the broad sense, not just the school.

PROCEDURES:

1. The Health and Safety committee will comprise the principal, caretaker and staff OSH representative
Others to be coopted when necessary.
2. The Health and Safety committee will formally inspect the school for significant hazards within four weeks of the beginnings of Term 1 and Term 3.
3. Significant hazards will be recorded, and action on each determined by the committee. Where practicable hazards will be eliminated as soon as possible after the committee has identified it.
4. Where it is not practicable to eliminate a hazard, it will be isolated to ensure that staff and students are not at risk from the hazard. Staff and, where appropriate, students will be advised of the hazard and the actions taken to isolate it.
5. Where it is not practicable to eliminate or isolate the hazard, procedures will be written specifying what is needed to minimise the hazard to staff and students. Staff and, if appropriate, students will be advised of these procedures, and will be required to exercise them.
6. Staff will note hazards on the hazard identification form and notify the Safety Office or Principal
7. All accidents will be recorded in a Register of Accidents where serious harm has or might have occurred. The Health and Safety committee will review each accident to determine whether a significant hazard exists and, if so, take action as required in 2, 3, and 4 above.
8. Accidents that have resulted in serious harm will be reported as soon as possible to the Occupational Safety and Health service of the Department of Labour. The office will provide a written report to the secretary within a week using the department's form,

available at the school office.

9. Contracts let by the school will include the clause 'The contractor must comply with the Health and Safety in Employment Act'. Regular contractors working at the School on small informal contracts will be advised by letter that the school requires its contractors to comply with the Health and Safety in Employment Act. The school will take the necessary steps to ensure that the staff and students are safe from the contract work and that the site is safe for the contractor. If any staff of the school believe that actions of the contractor or their employers are likely to result in serious harm they will report at once to the principal. The principal will as soon as possible report the hazardous activity to the contractor and, if the hazardous activity continues, terminate the contract.
10. When the workplace is outside the school grounds, the staff responsible for that workplace will act in place of the Health and Safety committee. Significant hazards will be identified and eliminated, or isolated, or minimised as in 2, 3 and 4 above so that staff and students are safe. Where the workplace is temporary in nature documentation of identified hazards and actions taken will be recorded as part of normal excursion planning and reporting procedures. Any accidents that resulted or might have resulted in serious harm must be reported in the Accident Register.
11. The Health and Safety committee will report annually to the Board of Trustees.

NAG 5

SAFETY

Review Date **2012**

Responsibility of the Health and Safety Committee

Each Board of Trustees is also required to:

- NAG 5 (i)** provide a safe physical and emotional for students;
- (vi)** comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees;

AIMS:

1. To enable student to play in a secure and safe environment
2. In the event of a disaster follow an established evacuation procedure.
3. To ensure that both the nature and extent of the event and the procedure followed by the school is clearly communicated to the BoT as soon as possible
4. To use sound classroom management skills to limit the risk of student's injury
5. To ensure the safety of student in all Education Outside of the Classroom programmes

GUIDELINES:

- 1.1 A duty roster of at least two teachers on playground duty is to be followed.
- 1.2 Senior staff will carry out duties for teachers who become unavoidably absent at short notice.
- 1.3 Relieving teachers will carry out all duties of the teachers they are placing.
- 1.4 The deputy principal shall have the responsibility for the duty system.
- 1.5 Before and after school patrols and after school bus duty is also to be included in this system.
- 1.6 All teachers are responsible at all times for the safety of student.
- 1.7 At least one staff member must hold a current first aid certificate.
- 1.8 Playground equipment will have safe landing areas.

- 2.1 Evacuation and emergency procedures that are to be followed are prominently displayed throughout the school
- 2.2 The assistant principal is responsible for publishing and publicising these procedures.
- 2.3 The assistant principal is responsible for the regular emergency drill. In the case of major local emergency no child is to be sent home.
- 2.4 Students are to be collected by parents or named caregivers.

- 3.1 The principal will inform the Board Chairperson or Deputy as soon as is practical
- 3.2 The chairperson will inform the Board of Trustees
- 3.3 The Principal will inform the school community (and wider community if deemed necessary after consulting with the Chairperson and or the full BoT).

- 4.1 All teachers should have classroom safety rules in place as part of their management system.
- 4.2 Student should be practised in complying with these rules.
- 4.3 Student should learn why these rules exist.
- 4.4 Student should be involved in setting them.

- 5.1 All Education Outside of the Classroom programmes should have clearly defined boundaries.
- 5.2 All transport of student must comply with the Transport Act.
- 5.3 First Aid equipment and treatment must be readily available.
- 5.4 A detailed risk analysis form must be completed for all E.O.T.C. activities that

include potential dangers.

SEXUAL & PHYSICAL ABUSE**Responsibility of the Health and Safety Committee****Each Board of Trustees is also required to:**

- NAG 5 (i)** provide a safe physical and emotional for students;
(vi) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees;

PURPOSES:

1. To ensure the safety of the student is paramount.
2. To provide teachers with guidelines so that they can identify signs of abuse or neglect.
3. To provide guidelines for everybody working with students from this school.
4. To provide procedures for dealing with cases of suspected, confirmed or disclosed abuse or neglect.
5. To provide guidelines of which help agencies will be used, response procedures, how parents or caregivers will be informed.

GUIDELINES:

1. "Keeping Ourselves Safe" and self esteem units will be taught as part of the Health Syllabus to increase students' assertive skills in dealing with uncomfortable situations, and to help raise teachers' consciousness of the issues.
2. Adults will be receptive and sensitive to students so that they feel listened to and believed.
3. Concerned members of staff will discuss these concerns with the Principal or other designated resource persons. The Principal will be notified before involving an outside agency. The responsibility for any notification to the agency lies with the school.
4. Parents will be involved at an early stage. However, where someone in the student's home situation is directly implicated by the allegations of sexual or physical abuse the Principal, acting out of concern for the students' welfare, should first report the matter to an appropriate agency (such as CYFS or Police). The agency will be in the best position to advise on how to meet the obligation to inform the parents or caregivers without undue delay and without putting the student at further risk.
5. The school will use the most appropriate agency for suspected or alleged sexual or physical abuse. Usually this will be Child, Youth and Family (CYF) of the Department of Social Welfare or the Police.
6. In the case of a report from a third party to the school the first course of action will be for the school to direct the third party to the CYF or the Police, without becoming involved. The school may be involved at a later stage.

NAG 5

Review Date 2011

SEXUAL & PHYSICAL ABUSE PROCEDURES

Responsibility of the Health and Safety Committee

Each Board of Trustees is also required to:

- NAG 5 (i)** provide a safe physical and emotional for students;
(iv) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees;

1. Staff members will use the observational checklist and response protocol (attached) to help identify students possibly at risk and also refer to individual student progress cards. If a student's behaviour is of concern, the teacher may involve a colleague for further objective observation.
2. If a student discloses abuse of a sexual or physical nature to a staff member, that person should be receptive and supportive. Extreme care should be taken (refer attached protocol). Verbatim information should be recorded as soon as possible after any disclosure. Accurate records will be kept of factual details and observations, actions taken and referrals to outside agencies. The staff member will consult with the Principal immediately.
3. Police and/or CYF's are to be informed if any student discloses abuse of a sexual or physical nature. No questions are to be put to the child.
4. The student's welfare is paramount, parents will be consulted about changes in behaviour to try to identify a reason.
5. All information/discussions will be confidential to the staff involved, but concerns can be stated in general terms to all teaching staff. Data will be securely stored separately from the student's progress card. This data will be kept for the duration of the student's stay at school.
6. Immediately CYFS is involved, they will take responsibility for any investigation and follow-up and the school will take advice from this agency.
7. Whenever CYFS interview a student at school, an adult on the staff (whom the student has confidence in) must be present. The welfare of the student must be first priority and wherever that is compromised the interview must be terminated. Any staff member attending such an interview would need to have the ability to make this judgement.
8. Support for staff and the student concerned will be sought from the agency involved.

Complaints against staff involving sexual and/or physical abuse:

Police and/or CYFS are to be informed of any complaint against staff involving abuse of a sexual or physical nature. Once the Police and/or CYFS or other agency is involved, procedures will be as set out in the employment contract.

If the staff member is not covered by an employment contract or the contract does not set out procedures for complaints against the employee then –

1. The principal will inform the chair of the Board of Trustees
2. The Chairman and the Principal will then inform the staff member who will be advised to seek legal and/or other professional or expert representation.
3. The staff member will be suspended on full pay once an investigation has begun. At this stage the rest of the staff will be informed but with due regard for the status of the accusation and investigation.

(Refer to: - COMPLAINTS AGAINST TEACHERS)

Last reviewed and Board of Trustees approved 2008

NAG 5

Review Date 2011

SEXUAL & PHYSICAL ABUSE CHECKLIST & RESPONSE PROCEDURES PROTOCOL

Responsibility of the Health and Safety Committee

Each Board of Trustees is also required to:

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(iv) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees;

What you can say and do to help the child"

1. Listen to the child.
2. DO NOT ask any questions about the abuse.
3. Speak in a calm reassuring tone, at the child's level
4. Don't make promises you cannot keep.
5. Acknowledge that it is hard to talk about this.
6. Tell the child you believe him/her.
7. Tell the child you are glad they told you and it was the right thing to do.
8. Without delay notify police and/or a social worker of CYFS Welfare - do not leave the child in a situation where they may be pressured to change their story. Give emotional support.
9. Do not talk with alleged offender about the disclosure.

KEY RULES FOR WORKERS:

Ask yourself -

1. Is the child safe now?
2. Do not work alone
3. Take the least intrusive action consistent with safety.
4. Record maximum information
5. Get support and help for yourself.

Indicators of sexual abuse in the child are:

- physical injury
- signs of physical illness, possibly related to genital or urinary functions, headaches or upset stomach
- becomes unusually fussy
- washes frequently
- refuses his/her favourite food; or the older child may suddenly refuse food
- an unusual fear of strangers
- sudden extreme shyness
- lack of enjoyment of favoured pastimes, Television programmes and activities
- an unusual fear of a certain gender of people
- clinging to parents or extreme fear at being left alone
- difficulty going to sleep
- sudden fear of the dark
- nightmares
- bedwetting
- return to earlier forms of behaviour or skills
- changes in kindergarten or school behaviour

- loss of child's sense of security
- unable to adjust to normal schedule
- showing some loss of memory, sometimes appearing preoccupied or troubled - poor concentration
- depression
- advanced sexual behaviour
- acting out the sexual abuse with playmates
- suicidal tendencies
- alcohol and drug abuse
- running away
- increased irritability and angry outburst - victimisation of younger student
- pseudo-maturity, taking over parental responsibilities
- sexually transmitted diseases

NAG 5

Review Date 2012

HEALTH AND SAFETY COMMITTEE

Responsibility of the Health and Safety Committee

Each Board of Trustees is also required to:

- NAG 5 (i)** provide a safe physical and emotional environment for students;
- (iv)** comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees;

AIMS:

To ensure Board of Trustees compliance with the responsibilities as required by National Administration Guideline 5 by: -

GUIDELINES:

1. Reviewing all policies and procedures, as delegated by the Board of Trustees, as per the Boards Policy, Scheme and Procedures Review Implementation Document 2000
2. To investigate and respond to urgent matters that are outside of the Principal's day to day running of the school and/or discretion.
3. To investigate and make recommendation to the Board on health and safety issues that may impact on Otaki School and its community.
4. Ensure that the Occupational Safety and Health Act is implemented to an appropriate standard.
5. To report to and make recommendations to the Board as and when required.

Last reviewed and Board of Trustees approved 2009

NAG 5

SHADY SCHOOL

Review Date **2012**

Responsibility of the Health and Safety Committee

Each Board of Trustees is also required to:

NAG 5 (i) provide a safe physical and emotional environment for students;

AIMS:

1. To ensure that the school community is protected from harmful exposure to the sun.
2. To provide a suitable amount of shady areas.
3. To ensure risk management procedures are followed in all E.O.T.C. programmes.
4. To inform the school's community of the dangers of exposure to sunshine.

GUIDELINES:

- 1.1 The school community will be encouraged to:
 - a) Wear suitable hats, T shirts and shoes
 - b) Wear sun-block
 - c) Sit and play in the shade wherever possible
- 1.2 The school should supply sun block for at-risk students who have no protection. (In the First Aid Kit)
- 1.3 Students who take precautions should be rewarded.
- 1.4 Staff should model safe practices.
- 2.1 Planting of quick growing shade trees such as silver birches and golden elms should be carried out each year until there is sufficient shade in areas.
- 3.1 All E.O.T.C. activities should include a risk management analysis of exposure to sunshine.
- 3.2 Wherever possible prolonged summer activities should take place in the morning.
- 3.3 Parents should be informed of the need for hats and sun block for school E.O.T.C. programmes.
- 4.1 The yearly health curriculum of all classes must include a section on the dangers of exposure to sunshine.
- 4.2 All parents must be made aware of the school's policy and should be provided with quality information.
- 4.3 Outside agencies, such as the Cancer Society, should be invited to talk to the school community.
- 4.4 Suitable resources including books, pamphlets and videos should be purchased for Sun Smart awareness programmes

Last reviewed and Board of Trustees approved 2009

NAG 5

Review Date 2011

SMOKE FREE ENVIRONMENT

Responsibility of the Health and Safety Committee

Each Board of Trustees is also required to:

NAG 5 (i) provide a safe physical and emotional environment for students;

AIMS:

3. To provide a smoke free environment.

GUIDELINES:

- 1.5 All areas of the school are smoke free at all times.
- 1.6 Signs are to be permanently posted at all entrances to the school, advising that the school is totally smoke free twenty four hours per day, seven days per week.
- 1.7 Any person wishing to inquire, question or review this policy should, in the first instance, approach the Principal.

NAG 5

Review Date 2011

STAND DOWNS & SUPSENSIONS

Responsibility of the Health and Safety Committee

Each Board of Trustees is also required to:

NAG 5 (i) provide a safe physical and emotional environment for students;

AIMS:

4. To allow learning to take place with a minimum of disruption, and a maximum of safety and well-being to all students and staff.
5. To endeavour to resolve any discipline differences to the satisfaction of all parties – students, staff, parents and Board of Trustees.

GUIDELINES:

Ministry of Education Procedures as per “**GUIDANCE for Boards of Trustees on STAND-DOWNS, SUSPENSIONS, EXCLUSIONS and EXPULSIONS June 2003**” will be followed in all cases.

NAG 5

Review Date 2011

SUNSAFE/SUNHAT POLICY

Responsibility of the Health and Safety Committee

Each Board of Trustees is also required to:

NAG 5 (i) provide a safe physical and emotional environment for students;

AIMS:

6. To provide adequate head coverage for all students when taking part in outside activities in the 1st and 4th terms of each year.
7. To enhance in a practical way the educational programme relating to being sun safe.

GUIDELINES:

1. Posters will be displayed in rooms and teaching points covered by class teachers, to promote and reinforce Sunsafe behaviour.
2. Sunsafe procedures will be implemented as part of risk management practice whenever appropriate for all EOTC activities.
3. Students are to be supplied with appropriate hats that conform to safe standards, with a suitable brim shading their face, neck and ears.
4. Students who do not wear hats will be encouraged to play in the shade or to put on suitable protection.
5. Students who wear appropriate Sunsafe protection will be eligible for Ka Pai awards.
6. Staff will role model Sunsafe behaviour by wearing appropriate head wear.

BEHAVIOUR PROCEDURE**Responsibility of the Health and Safety Committee**

Each Board of Trustees is also required to:

NAG 5 (i) provide a safe physical and emotional environment for students;

RATIONALE:

The Board of Trustees is required under, National Administration Guideline 5, to provide a safe physical and emotional environment for students. By asking parents to be involved in reinforcing community standards at home and the school, and withdrawing constant offenders from the school and playground we believe that the vast majority of our student will benefit. Everyone has the right to be safe.

In other words, violent behaviour will not be tolerated at this school.

PROCESS:**Step One**

Any swearing, defiance, bullying or acts of violence towards staff and/or students will result in a letter being sent home, with the student, to their parents/caregivers that outlines what their child has done and asks for parents/caregivers to discuss it with them. The student will bring back a slip, signed by the parents, to school saying this has occurred. A letter will be mailed home if no response is received the next day.

Step Two

As for step one with a requirement that parents/caregivers support the schools position by imposing an appropriate consequence. This letter would also outline what the child was involved in as well as step one's behaviour. Parents/caregivers would then either reply on the tear off slip or contact the principal that there had been consequences at home for their child.

Step Three

As for steps one and two a letter would go home outlining the new incident and listing the others. The child will be punished at school with a closely supervised time out for a period of not less than one hour. Parents/Caregivers would be required to contact the principal to discuss what has happened, and to get a clear understanding of what another violent incident means to both them and their child.

Step Four

The student will be stood down from school for a period not exceeding 5 days in one term or ten days in a calendar year. The child cannot attend school and must be cared for by an adult during this time.

It should also be noted

- **A child could reach step four (or in rare cases be suspended) immediately if, in the principal's judgement, their behaviour is serious enough to warrant it.**
- **Consultation between parent/caregivers and the principal will take place regarding setting the step that a child starts at, on returning to school, after a stand down.**

School Values

We will actively promote and reinforce our school values that are inherent in the school code.

AT OTAKI SCHOOL

We try our best in all we do

Last reviewed and Board of Trustees approved 2009

We are honest and tell the truth
We work together
We care for our school and everyone in it

Ka rapaia nga whaingā
Ka ora ai tatou katoa

Positive Reinforcement

- We will continue to hold Books in Homes caught being good assemblies where a selection of students from each class are awarded with brand new Duffy books..
- Our caught being good system of Ka Pai awards, for playground behaviour with fortnightly assembly prize draws, will continue.
- Duty teachers will continue to deal with minor discipline matters (those not involving violence) on the spot.
- We will continue to provide social skills, bullying and conflict resolution programmes as part of the schools health curriculum.
- We will continue to seek the assistance of the Resource Teachers of Learning and Behaviour and Social Workers In Schools to provide social skills and conflict resolution programmes.

*I am confident that such a consistent and clearly stated school-wide **BEHAVIOUR PLAN** will teach our student to be responsible for their actions and to continue to make this school a positive and motivating environment.*

NAG 5

Review Date 2011

DANGEROUS/ILLEGAL/OFFENSIVE ITEMS PROCEDURE

Responsibility of the Health and Safety Committee

Each Board of Trustees is also required to:

- NAG 5 (i)** provide a safe physical and emotional environment for students;
- (iv)** comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees

In the event of a student/students bringing dangerous, illegal or highly offensive items to school the procedures will be as follows.

1. Item will be confiscated and only returned to parent or other authority. i.e Police.
2. Board chair will be notified.
3. If necessary Police will be notified and assist where appropriate.
4. Parents/Caregivers will be called to school to discuss the incident.
5. Age appropriate debriefing.
6. Student/s involved may be stood down or suspended from school immediately.
7. School community will be notified via a newsletter.

NAG 5

Review Date **2012**

PANDEMIC ACTION PLAN: OTAKI SCHOOL

Responsibility of the Health and Safety Committee

Each Board of Trustees is also required to:

- NAG 5 (i)** provide a safe physical and emotional environment for students;
- (iv)** comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees

INTRODUCTION:

This plan provides the framework for action in the event that this or any other pandemic disease should break out in New Zealand.

Pandemic Manager: School Principal
Deputy Manager: Deputy Principal

Primary Roles of Key Participants:

Manager/Deputy	To manage the school programme and environment, ensuring that health needs are given highest priority.
Classroom Teachers	To provide clear guidance to students on sound health protection procedures and ensure they are implemented at classroom level.
Support Staff	To ensure that vulnerable children are given additional support.
Office Staff	To maintain health supplies. To maintain effective communications with families.
Parents	To ensure that students with symptoms of communicable diseases are kept away from school and provided with appropriate health care.
Students	To follow health protocols put in place within the school.

Emergency Supplies:

Face masks, and gloves basic first aid supplies stored on site.

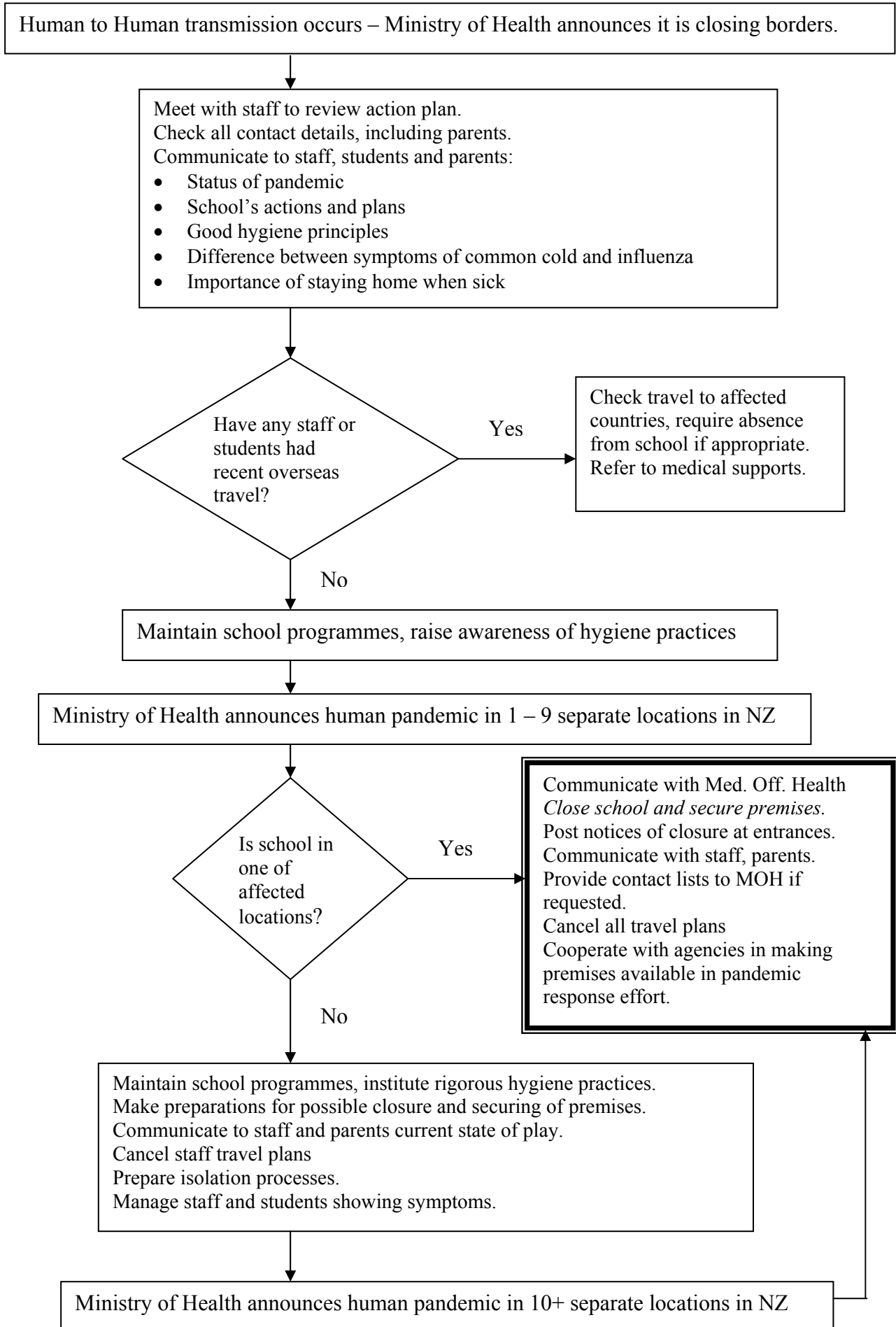
Key Contacts:

Local doctor(s)	Otaki Medical Centre Ph: 06 364 8555
Public Health Nurse	Marilyn Campbell-McDonald Ph: 06 366 0082 Cell: 027 243 1928
Ministry of Education	463-8699 (Lower Hutt office)
Otaki Police	364 7366

GUIDELINES FOR PANDEMIC MANAGEMENT:

1. Workplace cleaning practices are to be constantly monitored for highest possible standards.
2. The school's identified isolation room is the medical room
3. Attached flow chart provides an action sequence in the event of a pandemic being declared.
4. Instructions from the Ministry of Education and/or Medical Officer of Health will provide ultimate guidance in the event of a pandemic.
5. The Board of Trustees, in partnership with the Pandemic Manager, have final responsibility for closure of the school if required.

PANDEMIC ACTION FLOW CHART



PANDEMIC RECOVERY ACTION PLAN

NOTES:

1. Recovery could take several years or decades. Some of the actions noted below, e.g. monitoring students for trauma and Post-Traumatic Stress Disorder, may need to be extended long-term.
2. Health and well-being of staff and students takes priority over educational needs.

PRIMARY GOAL:

To ensure the well-being of staff and students and rebuild education services.

CRITICAL ACTIONS WHICH MAY BE REQUIRED:

1. Clean and disinfect school – cleaning guidelines will be on MOH website. School is not reopened until Pandemic Manager is satisfied with hygiene.
2. Debrief of pandemic event for staff and students. Although public awareness will have been extremely high, re-opening of school will be the first chance for many to talk about what has happened with peers and teachers.
3. Arrange trauma and/or grief counselling if necessary. Although services will have been at work in the community, students coming back together will bring escalated trauma/grief.
4. Arrange memorial service for those who died in the pandemic.
5. Assess staffing capacity to resume normal operations. Staff may have died or lost family members. Employment of relievers and/or new staff may be required.
6. Re-establish communications with staff, students and parents. Keeping everyone well informed is critical to dispel heightened fears over children coming back together.
7. Arrange for ongoing monitoring and support of staff and students. Watch particularly for signs of Post Traumatic Stress Disorder. Arrange support for these people as required.

NAG 5

Review Date 2012

NON CUSTODIAL PARENTS POLICY

Responsibility of the Health and Safety Committee

Each Board of Trustees is required to:

NAG 5.i Provide a safe physical and emotional environment for students

IMPLEMENTATION:

1. Otaki School will abide by current court orders pertaining to non-custodial parents. To do this, it is the responsibility of such parents to provide the Principal with such court orders.
2. A copy of current court orders will be kept with the Principal on file.
3. Unless otherwise stated by the above, non-custodial parents will be considered to have the right to information including school reports, newsletters and liaison with staff.

ANIMAL CODE OF ETHICS**Responsibility of the Health and Safety Committee**

Each Board of Trustees is expected to comply with all general legislation concerning requirements such as attendance, the length of the school day and the length of the school year.

AIM:

1. To encourage, through example, the proper care of living things within the school situation. (See "Science in the N.Z. Curriculum", Living World section, Achievement Objectives 3 and 4).
2. To provide experiences for student to observe, handle, and care for a range of animals in a humane way.
3. To ensure that the care and welfare of animals must have the highest priority in any activity involving the keeping of an animal or its study on a field trip.
4. To educate student through example and discussion on the importance of animal care and welfare and the responsibilities involved.

GUIDELINES:

1. "Animal" is defined as any living creature with a backbone, including land-based and aquatic mammals, birds, fish and reptiles.
2. It is generally accepted that other living creatures such as snails, worms and insects must also be treated with care and kindness.
3. If the appropriate care cannot be provided, the animals should not be kept in school.
4. Creatures kept in classrooms for observation must be housed and fed properly, and returned to their natural habitat on completion of the study.
5. Creatures captured on field trips must be returned to their habitat prior to leaving the area unless their proper care in school can be guaranteed.
6. Responsibility for the welfare of animals rests with the teacher involved, but ultimately with the Principal and Board of Trustees.

The following freedoms apply:

- a) Animals must have appropriate diet, including access to water. Provision must be made for care at weekends and over holidays.
- b) Animals must have cages/containers of an appropriate size, and be ventilated and hygienic. Animals must not be subjected to extremes of noise, draught, or sunlight.
- c) Animals should be free from injury or disease. Diseased or injured animals should be treated, and should not be kept at school.
- d) Animals must be handled/kept in such a way that they are not subjected to stress or fear.
- e) Animals should be able to express normal behaviour.

Where any activity is planned which may cause distress or suffering to the animal, approval must be obtained from an Animal Ethics committee. A record must be kept of procedures followed as set out in the act (see E.R.O. Handbook, 1994, pages A72.R5). Contact an Animal Ethics committee through the Adviser in Science or the local Ministry of Agriculture. Information can also be obtained from Animal Welfare and Environment section, M.A.F. Ph (04) 474 4129, or by fax number (04) 474 4133

ATTENDANCE**Responsibility of the Personnel Committee**

Each Board of Trustees is expected to comply with all general legislation concerning requirements such as attendance, the length of the school day and the length of the school year.

AIMS:

1. Identify poor attendees.
2. Find out why they are away
3. Follow up on unsatisfactory attendance
4. To remove barriers to learning.
5. To have in place procedures to deal effectively with truancy.

GUIDELINES:

- 1.1 Students who are at risk generally fall into these categories
 - a) Consistently absent, especially on Fridays and Mondays.
 - b) Constantly late
 - c) Medical certificate or note seldom justifies absences
- 2.1 Teachers should consistently ask students for notes or phone calls explaining short-term absences
- 2.2 Parents should notify school if absences are for more than 5 days for example - tangihana, long term illness or personal family reasons
- 2.3 In the case where students are regularly absent/late without good reason the principal and staff should be informed.
- 2.4 The Principal will follow up any such case with the parents, Truancy Officer, Police, or Child, Youth & Family.
- 2.5 If no satisfactory answer is found the matter shall be referred to the Board of Trustees for their consideration.
- 2.6 Attendance registers will be kept by all teachers and completed as per the Education Act 1989

ATTENDANCE/ABSENCE PROCEDURE**Responsibility of the Personnel Committee**

Each Board of Trustees is expected to comply with all general legislation concerning requirements such as attendance, the length of the school day and the length of the school year.

1. At 9.30am teachers are to record absences in their classroom registers after attendance rolls are taken.
2. They are then to send SMS report through to the Administration Officer.
3. The Administration Officer will attempt to contact parents of unexplained absentees.
4. Parents are asked to contact the school and leave messages if their child is absent. This can be by telephone, from sibling or by text.
5. Principal is notified when students' attendance is erratic, there are unexplained absences or a pattern is apparent.
6. The principal will ask classroom teachers to follow up in the first instance.
7. In the second instance, the principal will write to the family concerned outlining their obligations under the Education Act
8. In the third instance the Kapiti Coast Safer Community Truancy Officer will be contacted.
9. In the fourth instance, if the problem is still not resolved the school will advise Child, Youth & Family and/or the Police.

COPYRIGHT & LICENCES**Responsibility of the Board Financial Committee**

Each Board of Trustees is expected to comply with all general legislation concerning requirements such as attendance, the length of the school day and the length of the school year.

AIMS:

To put in place copyright procedures which are fully compliant with the law.

GUIDELINES:

Under section 221 of the Copyright Act, schools are permitted to copy and use copyrighted material to copy and use copyrighted material for education purposes *so long as:*

- 1.1 A reasonable proportion of the work is copied and in any case no more than 10%. One copy only is acceptable for Overhead Projectors.
- 1.2 No more than one copy per person in the class is produced. This is limited to 3% or 3 pages of a document, whichever is the lesser. **NB** No copying from the same work within 14 days.
- 1.3 No profit is made.
- 1.4 It is used only for instruction.
- 1.5 It is used for performance so long as the audience is limited to pupils and teachers *and does not include parents*.
- 1.6 Any play or musical score for parent or public performance first has permission from the person holding performing rights.

- 2.1 National Film Library films and videos are automatically exempt as a blanket waiver covers them.

- 3.1 No commercially hired videos, copyrighted videos or television programmes are to be shown in this school.

- 4.1 Any staff member showing videos outside of the terms of the Films Act or otherwise failing to comply with the act as defined in this policy does so at their own risk.

- 5.1 The school will purchase only authentic computer programmes.
- 5.2 Back-up copies of computer programmes may be made and kept by the school.
- 5.3 This school does not condone the use of pirated software and any staff member who does, uses it at their own risk.

PRIVACY POLICY**Responsibility of the Personnel Committee**

Each Board of Trustees is expected to comply with all general legislation concerning requirements such as attendance, the length of the school day and the length of the school year.

AIMS:

The purpose of this policy is to promote and protect individual privacy with regard to:

1. The collection, use, and disclosure of information relating to individuals.
2. Access by each individual to information relating to that individual held by the school

GUIDELINES

1. In complying with the provisions of the Privacy Act 1993, the board will appoint at least one Privacy Officer.
2. Procedures will be developed by the Board to assist the Privacy Officer(s) in his/her task of ensuring that Principal and staff adhere to the principles contained in the Act in all aspects of their work for the Board.
3. The procedures will be designed to comply with the principles contained in the Privacy Act 1993 that specify requirements in terms of:
 - Purpose of collection of personal information
 - Source of personal information
 - Collection of information from subject
 - Manner of collection of personal information
 - Storage and security of personal information
 - Access to personal information
 - Correction of personal information
 - Accuracy, etc. of personal information to be checked before use
 - Agency not to keep personal information for longer than necessary
 - Limits on use of personal information
 - Limits on disclosure of personal information
 - Unique identifiers
 - The board will ensure that there are procedures for the collection, use, and disclosure of information relating to all individuals in the school.
 - Personal information collected should contain information about the purpose, use, and disclosure of the information collected. Examples of the types of forms that this will relate to are applications for appointment, student record cards, enrolment information, information about employees, and information about pupils and parents.

PROTECTED DISCLOSURES ACT**Responsibility of the Personnel Committee**

Each Board of Trustees is expected to comply with all general legislation concerning requirements such as attendance, the length of the school day and the length of the school year.

The Policy Consists of:

1. A definition of a protected disclosure
2. A definition of serious wrongdoing that can be the basis for a protected disclosure by an employee
3. Conditions for disclosure
4. Information on who can make a disclosure
5. Protections for employees making disclosure
6. A procedure by which an employee can make a disclosure.

What is a Protected Disclosure?

A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

Definition of Serious Wrongdoing

Serious wrongdoing for the purposes of the policy includes any of the following:

1. Unlawful, corrupt or irregular use of public funds or resources
2. An act or omission of course of conduct
 - a) which seriously risks public health or safety or the environment; or that constitutes an offence; or
 - b) that is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement; or
 - c) constitutes serious risk to the maintenance of law.

Conditions of Disclosure

Before making a disclosure the employee should be sure the following conditions are met:

1. The information is about serious wrongdoing in or by the school; and
2. The employee believes on reasonable grounds the information to be true or is likely to be true; and
3. The employee requests the wrongdoing to be investigated; and
4. The employee requests the disclosure to be protected.

Who can make a disclosure

Any employee of the school can make a disclosure. For the purposes of this policy an employee includes:

1. Current employees and principal
2. Former employees and principals
3. Contractors supplying services to the school.

Protection of employees making disclosures

An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:

1. May bring a personal grievance in respect of retaliatory action from their employers;
2. May access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
3. Are liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
4. Will have their disclosure treated with the utmost confidentiality.

PROTECTED DISCLOSURES PROCEDURE

Responsibility of the Personnel Committee

Each Board of Trustees is expected to comply with all general legislation concerning requirements such as attendance, the length of the school day and the length of the school year.

Procedures *Protected Disclosures Act 2000*

1. If on reasonable grounds you believe you have information that a serious wrongdoing is occurring (or may occur) within the school and you wish to disclose that information so it can be investigated, you can make a protected disclosure to the Principal.
2. This can be done in writing. You should identify that the disclosure is being made under the *Protected Disclosure Act* and is following the Board procedure, provide detail of the complaint (disclosed), and whom the complaint is against.
3. If you believe that the Principal is involved in the wrongdoing, or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the Chairman of the Board of Trustees.
4. It is then up to the person you disclose to, to decide if the disclosure constitutes a serious wrongdoing, and that the allegations need investigating. They can decide:
 - (a) to investigate the disclosure themselves
 - (b) to forward the disclosure to the Board or a committee of the Board to investigate
 - (c) whether it needs to be passed onto an **appropriate authority**. If it goes to an appropriate authority they will advise you that they are now investigating the complaint. This needs to be decided within 20 working days of receiving the complaint.
5. Protection of *disclosing* employees name
All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Principal or Committee will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:
 - a) *to ensure an effective investigation*
 - b) *to prevent serious risk to public health or public safety or the environment*
 - c) *to have regard to the principals of natural justice.*
6. If you believe that both the Principal and the Chairperson of the Board of Trustees may be a party to wrongdoing or in close relationship with the person/s involved in the wrongdoing you can approach an external “appropriate authority “ direct yourself.

Who is an “appropriate authority”?

7. As noted above, in some circumstances the disclosure could be made to an appropriate authority by yourself or the person to whom you have made the disclosure. An appropriate authority is defined in the Act as including:
 - a) includes -
 - The Commissioner of Police
 - The Controller and Auditor-General:
 - The Director of the Serious Fraud Office:
 - the Inspector-General of Intelligence and Security:
 - an Ombudsman:
 - the Parliamentary Commissioner for the Environment
 - the Police Complaints Authority:
 - the Solicitor-General
 - the State Services Commissioner:
 - the Health and Disability Commissioner; and
 - b) Includes the head of every public sector organisation, whether or not mentioned in paragraph (a).
8. Clause (b) can mean that in certain circumstances the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officer of the Education Review Office (ERO).

Why can't I just go to the appropriate authority myself?

9. There are three circumstances when you can go directly to the appropriate authority:
 - a) When you believe that the head of the organisation is also a party to the wrongdoing, or has an association with the person, which would make it inappropriate for them to investigate.
 - b) If the matter needs urgent attention or there are other exceptional circumstances.
 - c) If after 20 working days there has been no action or recommended action on the matter to which the disclosure related.

Otherwise you must go through the internal process

What happens if even the appropriate authority does nothing?

10. You could then make the disclosure to the Ombudsman (unless they were the authority you have already disclosed to) or a Minister of the Crown.
11. The Act does not protect you if you disclose information to the media or a Member of Parliament other than a Minister of the Crown in the circumstances referred to above.

Where can I find out more information?

12. If you notify the Office of the Ombudsman verbally or in writing, that you have disclosed or are considering a disclosure under this Act, they must provide information and guidance on a number of matters including those discussed here and the protections and remedies available under the *Human Rights Act 1993* if the disclosure leads to victimisation.

