



Policy Master and Procedural and Administrative Guidelines

Introduction

This folder covers the policies of Kauri Flats School. Behind each policy are the more detailed procedures and administrative guidelines explaining the 'how, what and why'. All staff are expected to familiarise themselves with the policies, procedures and guidelines and know how to access them. They are also available on the staff Google site.

In order for the school to function effectively and provide quality learning experiences and opportunities for our students we need to have well designed user-friendly policies that need to be supported by workable, easily understood procedures and administrative guidelines. The on-going review of school policy is a vital facet of school management and administration.

It is the responsibility of the Board of Trustees to review and/or ratify policy with the Principal and leadership team responsible for the procedures and administrative guidelines that implement the policy. The Board ratifies policies annually in October, with the procedures and guidelines being reviewed as and when necessary.

The policies within this folder dovetail with the School Charter, which is the overriding document. Our School Charter was developed towards the end of 2015 and completed at the end of 2016 and amended every year in collaboration with the Establishment Board of Trustees.

It is imperative staff are familiar with and understand the School Charter and Achievement Statements in conjunction with this Policy Folder.

The following pages are the current Kauri Flats School Policies. Where the word 'parent' is used, this refers to parent, caregiver or guardian.

The policies cover the eight NAGS (National Administrative Guidelines). These are also reflected in the School Charter. They are:

- NAG 1 – Curriculum
- NAG 2 – Self Review
- NAG 3 – Personnel
- NAG 4 – Finance and Property
- NAG 5 – Health and Safety
- NAG 6 – Legislation
- NAG 7 – Charter
- NAG 8 – Analysis of Variance

Matt Williams
Principal

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Policies

| | |
|-------------------------------------|------------|
| NAG 1 – Curriculum | Philosophy |
| NAG 2 – Documentation & Self Review | |
| NAG 3 – Personnel | |
| NAG 4 – Finance & Property | |
| NAG 5 – Health & Safety | |
| NAG 6 - Legislation | |
| NAG 7 – Charter | |
| NAG 8 – Analysis of Variance | |

Procedural and Administrative Guidelines

| NAG 1 - Curriculum | NAG 2 – Documentation & Self Review | ACTION |
|--|---|--------|
| Assessment and Evaluation (L&T section G) Curriculum Delivery (Charter, L&T Section A) Digital Technologies (Charter, L&T Section F) Educational Trips, Camps and EOTC (A-Z - pg. 28-29 inc RAMS form) Equity (A-Z pg. 32) Fitness A-Z, pg.34) Gifted and Talented (G&T Handbook, A-Z pg. 35) Guidance and Support (G&T Handbook, A-Z pg. 35) Home Learning (A-Z pg. 37-38) Internet and Cyber Safety (A-Z pg. 24-25 inc. separate policy) Life Education (drugs, sexuality etc) (A-Z pg. 41) Planning and Preparation (L&T Section B) Sport (A-Z pg. 56) Taha Maori (Charter, A-Z pg.62) Values and Social Education (Charter) | Board of Trustees (Governance Framework, A-Z pg. 17) Curriculum Review (Charter) Parent – School Communications and Consultation (A-Z 19-20) Reporting to Parents (L&T Section H) Self-Review (Charter) | |
| NAG 3 – Personnel Management | NAG 4 – Finance & Property | |
| Conflict of interest – (Governance Framework, A-Z pg. 22) Equal Employment Opportunities (A-Z pg. 32) Exit Interviews (A-Z pg. 32) Leave (A-Z pg. 40) Parent Concerns/Complaints (Governance framework, A-Z pg. 20-21) Performance Management/Appraisal (Appraisal Handbook) Professional Conduct and Teaching Practices (A-Z Pg. 12/Appraisal Handbook) Professional Learning (A-Z - pg. 47-48) Professional Release A-Z -pg. 48) Staffing (A-Z pg. 56) Staff Competency (Appraisal Handbook) Staff Induction (Staff induction handbook) Unit Management (A-Z pg. 65) | Facility Hire (A-Z pg. 32) Finance (Governance framework, A-Z pg. 33.34) International Students A-Z pg. 38) Property Management (A-Z pg. 48) Protected Disclosure (A-Z pg 49, G&S – Pastoral Care) Schedule of Delegations (Governance Framework) | |
| NAG 5 - Health and Safety | NAG 6 - Legislation | |
| Animal Code of Ethics (A-Z pg. 11) Anti-Bullying (A-Z pg. 18, G&S pg. 35-36) At Risk Situations (A-Z pg. 13) Attendance Support (A-Z pg. 13, G&S pg. 53) Behaviour Management A-Z pg. 16 17, G&S pg. 26-28, 33-34) Chemical Spillage (Emergency Evac Handbook) Child Abuse.Protection ((A-Z pg. 8, G&S pg. 15-18) Emergency Management (Emergency Evac Handbook) EOTC Emergency Procedures (RAMS form) Health and Safety (Workplace amended 2016, A-Z pg. 36-37) Healthy Food, Nutrition and Canteen Foods (A-Z pg. 37) Medical Issues (A-Z pg. 41-42) Minimising Physical Restraint (G&S pg. 37-40) Online Publication of Student Images and Work (A-Z pg. 24-25) Road Safety (A-Z pg. 51) Sun Safe (A-Z pg. 61) Traumatic Incident Response (A-Z pg. 65, G&S pg. 10) Water Safe (A-Z pg. 66) Workplace Harassment (A-Z pg. 68) | Copyright and Licenses (A-Z pg. 23-24) Documentation (A-Z pg. 27, L&T Section B) Enrolment (A-Z pg. 31) Police Vet for Employees (A-Z pg. 44) Privacy (A-Z. pg. 45-47) Protected Disclosure (A-Z pg. 49) Smoke Free Environment (A-Z pg. 56) Stand Down and Suspensions (A-Z pg. 58) Surrender and Retention of Property and Searches – <i>confiscation of property</i> (A-Z pg. 22) Te Tiriti o Waitangi (A-Z pg. 62) Vulnerable Children’s Act (A-Z pg. 66, G&S handbook) | |
| NAG 7 - Charter | NAG 8 – Analysis of Variance | |
| Charter Update | Analysis of Variance | |

NAG 1 – Curriculum Policy

Rationale:

The needs of individual students are at the centre of all teaching, learning and assessing. Teachers are expected to fulfill the direction of the vision and students are encouraged to acquire the values, key competencies and principles within each of the eight learning areas of the New Zealand Curriculum.

Purpose:

To put in place a comprehensive programme that ensures all students achieve to their potential and have access to quality, expert teaching and learning.

Guidelines:

1. Develop and implement teaching and learning programmes:
 - To provide all students in Years 1-8 with opportunities to achieve success in all the essential learning and skill areas of the NZ Curriculum
 - Giving priority to student achievement in literacy and numeracy
 - An up to date, relevant and effective Learning and Teaching Handbook will contain the detail of all learning areas and programme
2. 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:
 - Student achievement in literacy and numeracy and then;
 - Breadth and depth of learning needs, abilities and interest of students and the nature of the school
 - Curriculum and the scope of the NZ curriculum (as expressed in the learning areas)
3. On the basis of good quality assessment information, identify individual students and groups of students:
 - Who are underachieving
 - Who are at risk of not achieving
 - Who have special needs (including Gifted and Talented)
 - Who require attention with respect to particular aspects of the curriculum
4. Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (3) above
5. In consultation with the school's Maori community, develop and make known to them the school's policies, plans and targets for improving the achievement of Maori students

In order to fulfil the policy, the board and leadership team have developed and will regularly review the following Procedural and Administrative Guidelines associated with 'Curriculum':

- Assessment and Evaluation (*Learning & Teaching Handbook*)
- Curriculum Delivery (*Learning & Teaching Handbook*)
- Digital Technologies (*Learning & Teaching Handbook/A-Z Handbook*)
- Educational Trips, Camps and EOTC (*A-Z Handbook*)
- Equity (*A-Z Handbook*)
- Fitness (*A-Z Handbook*)
- Gifted and Talented (*Guidance and Support Handbook*)
- Guidance and Support (*Guidance and Support Handbook*)
- Home Learning (*A-Z Handbook*)
- Internet and Cyber safety (*A-Z Handbook*)
- Life Education (drugs, sexuality etc) (*Learning & Teaching Handbook/A-Z Handbook*)
- Planning and Preparation (*Learning & Teaching Handbook/A-Z Handbook*)
- Sexuality Education (*Learning & Teaching Handbook/A-Z Handbook*)
- Sport and Recreation (*Learning & Teaching Handbook/A-Z Handbook*)
- Taha Maori (*Learning & Teaching Handbook/Charter*)
- Values and Social Education (*Charter*)

NAG 2 – Self-Review

Rationale:

Maintaining effective documentation and self-review processes promotes an effective school and enables continuous school improvement.

Purpose:

1. To ensure that systems and procedures in the school are properly documented based on procedural and administrative guidelines.
2. To provide a framework for reviewing all aspects of the school's operations
3. Report to students and parents on progress and achievement in relation to Curriculum levels and expectations

Guidelines:

1. Develop a strategic plan which documents how the school is giving effect to the NEGs (National Education Guidelines) through their policies, plans and programmes including those for curriculum, assessment and staff professional development.
2. Maintain an on-going programme of self-review in relation to the above procedures and administrative guidelines, plans and programmes, including evaluation of information on student achievement.
3. Report to students and their parents on the achievement of individual students and to the school's community on the achievement of students individually and as a group i.e. by age and ethnicity (see NAG 1, No 3) including the achievement of Maori students against the plans and targets referred to in NAG 1, No. 5.
4. Report to students and their parents on the student's progress and achievement in relation to curriculum levels in plain language and in writing at least twice a year.
5. Report school-level data in the board's annual report on Student Achievement under three headings: school strengths and identified areas for improvement; the basis for identifying areas for improvement; and planned actions for lifting achievement.
6. Report in the board's annual report on the numbers and proportions of students at, above, below or well below the expected levels, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and how students are progressing as well as how they are achieving.

In order to fulfil the policy, the board and management have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with "Documentation and Self Review:

- Board of Trustees
- Curriculum Review (*Charter/Self Review book*)
- Parent – School Communications and Consultation (*Meeting minutes, surveys, self review book*)
- Reporting to Parents (*Learning & Teaching Handbook*)
- Self-Review (*Charter, Self Review book*)

NAG 3 Personnel Management

Rationale:

A Board of Trustees has a responsibility to be a good employer and such responsibilities require the development and implementation of good employer programmes and practices.

Purpose:

1. To be a good employer as defined in the State Sector Act 1988 and comply with the terms and conditions contained in employment contracts applying to teaching and non-teaching staff.
2. To promote high standards of staff performance.

Guidelines:

Develop and implement personnel and industrial guidelines, within policy and procedural frameworks set by the government from time to time, to ensure terms of employment agreements are at all times met by the BOT and which promote high levels of staff performance, use educational resources effectively and recognise the needs of students.

In order to fulfil the policy, the board and management have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with "Personnel Management":

- Classroom Release Time (*A-Z Handbook*)
- Equal Employment Opportunities (*A-Z Handbook*)
- Exit Interviews (*A-Z Handbook*)
- Leave (*A-Z Handbook*)
- Parent Concerns/Complaints (*A-Z Handbook*)
- Performance Management/Appraisal (*Appraisal handbook, A-Z Handbook*)
- Principal Appraisal
- Professional Conduct and Teaching Practices (*Appraisal handbook*)
- Professional Learning (*A-Z Handbook, Professional Learning Calendar*)
- Staffing (*A-Z Handbook*)
- Staff Competency (*Appraisal handbook*)
- Staff Induction (*Staff induction handbook*)
- Unit Management (*A-Z Handbook*)

NAG 4 – Finance and Property

Rationale:

In order to maintain quality financial and physical resources a Board of Trustees needs to develop and implement sound resourcing procedures and administrative guidelines.

Purpose:

Ensure that there are quality reporting and resourcing procedures so that the Board of Trustees can allocate funds to reflect the school's priorities.

Guidelines:

1. Allocate funds to reflect the school's priorities as stated in the Charter and Annual Plan.
2. 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.
3. 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 and healthy learning environment for students.

In order to fulfil the policy, the board and management have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with "Finance and Property":

- Facility Hire (*A-Z Handbook*)
- Finance (*A-Z Handbook*)
- Fixed Assets (*A-Z Handbook*)
- International Students (*A-Z Handbook*)
- Property Management (*A-Z Handbook*)
- Protected Disclosure Policies (*Guidance & Support Handbook*)
- Schedule of Delegations (*Policy Master and Procedural Administrative Guidelines*)

NAG 5 – Health and Safety

Rationale:

Through the development of effective Health and Safety procedures, practices and guidelines, a safe physical and emotional environment can be achieved for all students, staff and visitors.

Purpose:

To provide a safe physical and emotional environment for all students, staff and visitors.

Guidelines:

1. Comply in full with any legislation currently in force.
2. Ensure that there are relevant Procedures and Administrative Guidelines and compliance with these regarding both physical and emotional safety for students, staff and visitors.

In order to fulfil the policy, the board and management have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with “Health and Safety”:

- Animal Code of Ethics (*A-Z Handbook*)
- Anti-Bullying (*A-Z Handbook*)
- At Risk Situations (*A-Z Handbook/ Guidance & Support Handbook*)
- Attendance Support (*A-Z Handbook, Charter*)
- Behaviour Management (*A-Z Handbook/Guidance & Support Handbook*)
- Chemical Spillage (*Emergency Procedures and Evacuation book/A-Z Handbook*)
- Child Abuse/Protection (*A-Z Handbook/Guidance and Support Handbook*)
- Emergency Management (*A-Z Handbook/Emergency Evacuation*)
- EOTC Emergency Procedures (*A-Z Handbook*)
- Health and Safety (Workplace amended 2016) (*A-Z Handbook*)
- Healthy Food, Nutrition and Canteen Foods (*A-Z Handbook*)
- Medical Issues (*A-Z Handbook/Emergency Procedures and Evacuation book*)
- Minimising Physical Restraint (*Guidance and Support Handbook*)
- Online Publication of Student Images and Work (*Cyber Safety Agreement/A-Z Handbook*)
- Protected Disclosure (*A-Z Handbook/G&S Handbook*)
- Road Safety/Walking Bus (*A-Z Handbook*)
- Sun Safe (*A-Z Handbook*)
- Traumatic Incident Response (*A-Z Handbook/Guidance and Support Handbook*)
- Water Safety (*A-Z Handbook*)
- Workplace Harassment (*A-Z Handbook*)

NAG 6 - Legislation

Rationale:

A school needs sound administrative practices to ensure all legal administrative requirements are met.

Purpose:

To comply with all general legislation requirements.

GUIDELINES

1. Ensure that there are procedural and administrative guidelines to cover general legislative requirements and compliance with these.
2. The Principal shall ensure any new legislation requirements are addressed and that where necessary new guidelines are developed and implemented.

In order to fulfil the policy, the board and management have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with “Legislation”:

- Copyright and Licences (*A-Z Handbook*)
- Documentation (*A-Z Handbook/Learning & Teaching Handbook*)
- Enrolment (*A-Z Handbook*)
- Police Vet for Employees (*A-Z Handbook*)
- Privacy (*A-Z Handbook*)
- Protected Disclosure (*A-Z Handbook*)
- Smoke Free/Vaping Free Environment (*A-Z Handbook*)
- Stand Downs and Suspensions (*A-Z Handbook*)
- Student Placement Procedures (*A-Z Handbook*)
- Surrender and Retention of Property and Searches (*A-Z Handbook*)
- Te Tiriti o Waitangi (*A-Z Handbook/Learning and Teaching Handbook/Charter*)
- Vulnerable Children’s Act (*A-Z Handbook/Guidance & Support Handbook*)

NAG 7 – Annual Charter Update

Rationale:

Each Board of Trustees is required to complete an annual update of the school charter and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

Purpose:

1. To provide a framework for reviewing and updating all aspects of the school charter.

Guidelines:

1. Complete an annual update of the school’s charter.
2. Provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

In order to fulfil the policy, the board and management have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with “Annual Charter Update”

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|---|---|
| <p>NAG 1 Assessment and Evaluation Curriculum Delivery Digital Technologies Gifted and Talented Guidance and Support Planning and Preparation Sport and Recreation Taha Maori Values and Social Education</p> | <p>NAG 2 Board of Trustees Curriculum Review National Standards Parent – School Communications and Consultation Self Review</p> |
| <p>NAG 3 Professional Learning Staffing</p> | <p>NAG 4 Finance</p> |
| <p>NAG 5 Behaviour Management Health and Safety (<i>Workplace amended 2016</i>) Healthy Food, Nutrition and Canteen Foods</p> | <p>NAG 6 Te Tiriti o Waitangi</p> |
| | <p>NAG 8 Analysis of Variance</p> |

NAG 8 – Analysis of Variance

Rationale:

Each Board of Trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary of Education under NAG 7.

Purpose:

1. Provide a report highlighting the relevant aims, objectives, directions, priorities, or targets set out in the school charter.

Guidelines:

1. Provide the Secretary for Education with a copy of our analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter by March 1.

In order to fulfil the policy, the board and management have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with "Analysis of Variance":

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|--|--------------------------------|
| NAG 2 Board of Trustees Curriculum Review Parent – School Communications and Consultation Self Review | NAG 7 Charter update |
| NAG 8 Analysis of Variance | |