

# Tahakopa School



## **School Administration Policy**

This policy documents how Tahakopa School Board of Trustees will ensure that it meets its obligations under:

National Administration Goal 2 to

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

National Administration Goal 6 to comply with all general legislation concerning requirements such as:

- (a) attendance, the length of the school day, and
- (b) the length of the school year.

The Board of Trustees will develop and implement procedures for:

- Governance and Management
- Community consultation
- Trustees Code of Conduct
- Self review
- General School Procedures

Through the development and implementation of sound administrative practice Tahakopa School ensures all legal requirements are met.

Date: .....

Chairperson: .....

Principal:.....

## **Governance and Management**

### **Procedures to follow for effective Governance and Management of the school.**

1. The Board is responsible for the governance of the school
2. The principal is responsible for the day to day management of the school in keeping with policies, plans, procedures and guidelines established by the board.
3. The Board;
  - will plan for and enable the school to meet and continue to meet, its vision, charter goals and all other obligations
  - is aware that its primary responsibility is to ensure the successful operation of the school in terms of its vision and in terms of charter and statutory obligations.
  - delegates implementation of most charter goals to its employees
  - takes timely and appropriate action over all issues, including difficult ones
  - will efficiently attend to administrative and organisational matters
  - will assess its own training needs and seek opportunities to meet them
  - promote positive relationships and clear systems of communication
  - be responsive to the wishes of stakeholders and consult on all important policy issues.
  - determine the extent to which its vision, charter goals and all obligations have been achieved
  - maintain and develop the quality of all aspects of its operation.

## **Community Consultation**

### **Procedures to follow to consult with the community.**

1. The school community is informed regularly on school and Board matters through the school newsletter, the B.O.T meeting minutes, the school website and blogs
2. Responsibility for consultation and reporting is undertaken by the Board Chairperson and the principal
3. Feedback from the school community is requested during for feedback and review.
4. The Board of Trustees is responsible for reporting to parents, the community and other agencies on the success of programmes and achievements throughout theyear.
5. Goals for each year are stated in the school's annual plan and form the basis for reporting.

## **Maori Community Consultation Procedure**

Effective consultation will ensure parents and whanau participate actively in ensuring that children have access to quality learning and teaching programmes. These will include Te reo and Tikanga Maori and give effect to Te Tiriti o Waitangi.

Consultation will promote the values of:

- Whanaungatanga- Family Relationship
- Tiakitanga- Taking care of
- Manaakitanga- Respect
- Tautoko- Support

Consultation will occur with our immediate:

- Whanau parents/ caregivers of students and as appropriate
- Hapu- Sub tribe
- Iwi- the Tribe
- The extended whanau- Community
- Taura Here- a group of iwi resident in the area
- Kohanga Reo- Early childhood
- Iwi Authority- A governing group of the Iwi, Ministry of Maori Development
- Roopa Hauora- Health Services
- Kura tuarua/ Wharekura/ Secondary Schools
- Any other relevant organizations

### **Guidelines**

Consultation with the community will acknowledge and recognise the tangata whenua of Aotearoa

- Embrace and promote Te Reo and Tikanga Maori
- Promote values, beliefs and aspirations of the tangata whenua
- Develop strategies to enhance learning opportunities for all students including Maori
- Ensure Maori contexts for learning are planned and implemented where possible
- Provide a greater understanding and appreciation for individual students learning styles
- Provide direction and perspectives on a preferred Maori pedagogy, when possible

Consultation shall include:

- Health programme review
- Curriculum
- Strategic planning
- Reporting on Student achievement and learning

### Conclusion

Through this consultation, a model of collaboration will develop. This model will be observed by children and become the basis for positive interaction between the child, their whanau, their school and their community. Community consultation will be specific, regular and planned.

### Trustees Code of Conduct

Tahakopa Trustees will:

1. Ensure that the needs of children and their learning shall be paramount.
2. Ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve personal standards of excellence and to reach their full potential.
3. Serve their school and their community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities.
4. Respect the integrity of staff, principal, parents and students.
5. Be loyal to the school and its charter.
6. Maintain the confidentiality and trust vested in them
7. Ensure strict confidentiality of papers and information related to the board's position as employer.
8. Act as good employers.
9. Ensure that individual trustees do not act independently of the Board's decisions.
10. Ensure that any disagreements with the Board's stance on matters relating to the employer position are resolved within the Board.
11. Exercise their power of governance in a way that fulfills the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.
12. Use the Maori community's own processes to consult with the Maori community.

### Self Review

#### Procedures to follow for school self review.

1. Self review is an ongoing process and will be planned and timetabled.
2. The board will review the school vision every three years and the charter yearly.
3. The curriculum will be reviewed as per the curriculum reporting schedule.
4. Reviews will be conducted in a professional and collaborative manner.
5. Review recommendations will be reported to the Board.

The **self-review** processes will ask the following:

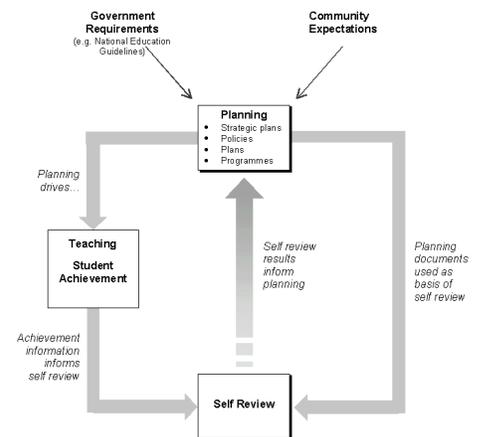
*Are we doing what we have to do?* (Compliance- National Education **Guidelines**)

*Are we doing what we said we would do?* (Strategic and annual planning)

*How well are we doing these things?* (Monitoring and evaluating)

*Are there better ways of doing things?* (Analysis, research, reviewing)

*What can we learn from our experience that will enable us to do better?*



### COPYRIGHT PROCEDURE

The school will respect all copyright rights including:

- the rights of owners of third party material used in teaching,
- the rights of students in all material they create in and for school,
- the rights teachers have in material created prior to and while employed at the school.

The school will comply with New Zealand copyright legislation including sections relating to educational and library use.

The school will purchase appropriate copyright licences where its use of copyright material exceeds that permitted under the Act and the school will comply with the terms of these licences. While acknowledging that the school cannot control all actions of its students, the school will endeavour to educate students on copyright use, including referencing, approved copying, and proper use of electronic material and downloadable music. The school will set up copyright procedures to facilitate compliance, including training and education of staff, and appointing the principal responsible for copyright.

## **SPECIAL EDUCATION GRANT MANAGEMENT**

- Programmes will cater for a diverse range of students within the regular classroom.
- These priorities will be set at the beginning of each year in recognition of the assessment of all children's progress during the previous year. (if practicable)
- Allowance will be made for the inclusion of special needs children enrolled during the year, and any changes in needs becoming apparent as a result of ongoing assessment of all children.
- Staff will operate procedures to ensure equitable and efficient use of all available resources to provide appropriate programmes
- Parent, whanau, teacher aide, and staff will be involved in the preparation and implementation of individual learning programmes.
- Special needs children will be made aware of, and encouraged to reach, their own individual goals within the classroom programme as much as possible.
- Such programmes will be continually monitored to assess:-
  - Child's progress towards achieving stated objectives
  - The suitability of method and achievability of objectives
  - Financial commitment
- Monitoring and evaluation of programmes will be reported by the person responsible for the special education programme.
- The principal will report to the Board of Trustees regarding the Special Education Grant usage and expenditure. This report will be included in the yearly financial audit.

## **ENROLMENT OF PUPILS**

- When a child reaches 5 years of age, the child's birth certificate must be sighted by staff and a photocopy attached to the enrolment card. It is illegal to enrol a child before he/she reaches 5 years of age. Pre-school visits may be arranged with the classroom teacher.
- The Education Act 1989 requires the enrolment of students at a registered school beginning on the child's sixth birthday.
- Any child is eligible to be enrolled with the exception of one who has been indefinitely suspended from another school. In this case the Board of Trustees will meet and consider factors pertaining to the individual case, and either accept or decline the enrolment.
- If a parent wishes to enrol a child with physical disabilities, it may be necessary to obtain appropriate resources from the Ministry of Education to accommodate the child before he/she can be enrolled.

## **CLASSIFICATION OF FIVE YEAR OLD CHILDREN ENTERING SCHOOL**

- Children who enter into school during January and February will be classified as Year 1 children. Children who enter into school during March and April will be classified as either Year 0/1 depending on social and academic ability. This will be in consultation with parents. This decision needs to be made prior to the child entering into Year 3. Children who start school from May onwards will automatically be classified as a year 0 child for the remainder of that year. The following year they will enter into Year 1.

### **Terms Holidays and Bell Times**

The school term timetable will be as set down by the Ministry of Education and the official gazetted notice.

The length of the school year will be as officially gazetted by the Ministry of Education.

School will be closed on the following days, where these days fall on a school day:

Waitangi Day

Good Friday, Easter Monday, Easter Tuesday

ANZAC Day

Queens Birthday

Otago Anniversary

Labour Day

### **Bell Times**

8.45

10.00 – 10.20

11.50 – 12.10

1:10 – 1.30

2:30

School commences

Break (healthy snack)

Lunch break

Break

School finishes

**These times are flexible and work around both the children and school activities and events**

## **THEFT OF STUDENT, STAFF, OR SCHOOL PROPERTY**

### SEARCH & SEIZURE PROCEDURE

- Theft or suspected theft will be notified to a teacher or school administration as soon as possible after it occurs. An accused student or group of students have certain rights. These relate to unlawful detention or unlawful search or seizure
- If a student is named, the following steps will apply:
  - A teacher or management will directly ask a student whether they are involved.
  - If admitted, the school discipline policy and procedures will apply. This will include parental notification.
  - If denied, a student will be asked for permission to search their school bag or to empty their pockets. If such permission is not forthcoming then parents will be advised and support requested.
- Theft with no named will be notified to students via daily notices in case items have been lost, or asking for information.
- Money and valuables should not be left in student bags. Such items should not be brought to school, but in special circumstances may be given to teachers for safe keeping
- Staff accused of theft of school property or colleagues/student's property will have such accusations passed onto NZ Police. Relevant disciplinary procedures within collective employment or individual employment contracts will apply.

## **ATTENDANCE REGISTERS**

### **Preamble:**

Registers of daily attendance are official documents. These registers must be kept accurately and therefore all entries must be clear and correct. The following are to be completed by classroom teachers. Most of the following requirements are essential by law to be completed, and not negotiable.

### **Procedures for completing Attendance Registers:**

- Register is to be filled out fully, alphabetically. Leave adequate space for new arrivals.
- The surname of each child is to be entered first
- At the head of each of the attendance columns enter the dates (*day and month*) on which the school week begins and ends
- Attendance is to be marked in pen in the morning and again in the afternoon with a cross one stroke in the morning(/) and the other in the afternoon(\)
- When a student is absent a RED letter 'a' should be used to denote each half day (*ie: one 'a' for each half day absent*).
- When a student has been absent for twenty consecutive days this should also be recorded in the remarks column unless the school has been notified that the absence is only temporary.
- Students attending a 'health camp' are to be retained on the register. The student is to be marked 'present' for the duration of the time s/he is at the health camp. Note in the 'remarks' column the length of time the student was at the camp.
- Students who are suspended or stood down should be marked absent and a note made in the 'remarks' column
- Register is to be marked daily. Public holidays should be indicated on that day's column
- The section that records the number of days open is to be completed.
- The principal is to be notified of regular absences.
- No twink is to be used in registers. When an error is made, a clear note of the correct information is to be made at the bottom of the register, dated and initialed.
- Registers will be checked on a term by term basis

## **SCHOOL PROCEDURES – GENERAL**

### **PLANNING - Introduction**

All Staff are expected to thoroughly plan to deliver the requirements of the New Zealand Curriculum as expressed in the National Curriculum Statements and defined in the Tahakopa school curriculum programmes and delivery schedule (NAG 1 [i])

Teachers are expected to use assessment data to identify the needs of groups and individuals and use this information to ensure that planning will meet the specific needs of the students in their care (NAG 1 [ii])

### **Class Programme Planning Requirements**

At Tahakopa school you are required to have the following for your class programme:

- **Year's Overview**

This year's overview will identify which strands, achievement objectives and topics/contexts are intended to be covered each term in each of the essential learning areas.
- **Term Plan/Overview**
  - A long-term plan/overview is to be developed prior to the start of each term and a copy held by the principal.

- Plans must show the intended coverage of achievement objectives and strands for each curriculum area, and the context(s)/topics intended to facilitate delivery of the programme and the weeks in which these are to be covered. This level of planning demonstrates intention to deliver a balanced curriculum for the year.
- **Unit Plan**  
Teachers will develop detailed units of work to facilitate the delivery of the achievement objectives and SLO's.  
**Unit Plans must include:**
  - Curriculum level(s)/ Strand/ AOs to be covered, taught and assessed.
  - The key competencies/ values to be incorporated:-
  - The learning activities/experiences intended to facilitate learning
  - How the progress/achievement is to be assessed (*ie: pre-test, post test, observation, discussion*)
  - Te Reo or Tikanga Maori as appropriate
  - Resources to be used.
  - Notes for next time, evaluation
  - Planning may need to be modified as delivery progresses to accommodate needs of students. These decisions will be formed by teacher's ongoing assessment/ OTJ.
  - All planning must be available to the principal on request and is to be retained until the end of the school year.
  - Planning outlines the intention to deliver the curriculum. Planning is important but is meaningless without quality delivery to students. As planning is modified to better meet needs, quick notes should be made to record modification
  - **Class Achievement Overview** Teachers are to complete a class achievement overview at the completion of a unit.

### **TIMETABLES**

Each teacher is to prepare, and update as necessary, a timetable that reflects when the curriculum programmes will be delivered in their classrooms. The timetable should reflect the overall needs of the class but must accommodate NAG 1 (i) by providing a balanced curriculum in all the essential learning areas, and giving priority to student achievement in literacy, numeracy and physical activity, especially in years 1-4. This still applies in the senior area of the school though there is an implication that other learning areas must be covered as required in the curriculum statements.

#### **The following curriculum areas are to be delivered daily:**

- Oral language
- Reading
- Writing (*In addition to handwriting which should be taken at least 4 times a week*)
- Mathematics
- Fitness

#### **The following curriculum areas are to be delivered weekly:**

- Physical Education (*in addition to daily fitness*)
- Art/ Dance/ Drama/ Music
- Maori

#### **The following curriculum areas are to be timetabled to ensure that the intent of NZC can be met:**

- Science
- Health
- Social Studies
- Technology

### **CLASSROOM ENVIRONMENT/DISPLAYS**

Teachers are expected to maintain an inviting and interesting classroom environment. Classroom displays are expected to:

- Be relevant to recent or/and current study
- Be clearly and meaningfully labelled
- Represent the work of current students
- Be regularly updated
- Provide good models of work to inspire and encourage students
- Be aesthetically pleasing

### **QUALITY OF STUDENTS' BOOKWORK**

Teachers are expected to ensure that students' work is of a high standard.

#### **Guidelines and Rules for presentation of work in exercise books:**

- Always date the work
- Work should be ruled off from the margin, to the paper edge, preferably using coloured pencil *or* red pen
- A line should be missed before ruling off with a ruler that has a straight edge

- Words should be underlined using a ruler
- Written work should be done in pencil unless otherwise instructed.
- Twink is not permitted.

### **MARKING OF STUDENTS WORK**

Because it is an important aspect of teacher practice that contributes to improved student learning, teachers are required to mark student work regularly and thoroughly. Teachers must provide students with constructive feedback about the progress they are making and about the accuracy and quality of their efforts. Teachers should record what the student can do to improve their efforts. (formative assessment) Mathematics and written language work should be marked on a regular basis. Other work should be marked at least after unit delivery.

Teachers are expected to:

Make constructive written comments in students' workbooks. These comments will:

- Indicate to students the accuracy and quality of the work completed;
- Inform students of the improvements required to achieve the specific learning outcomes of the lesson/exercise;
- Modify planning to meet the needs of students identified through marking.

The marking of student work and the comments teachers make require judgments to be made about the accuracy and quality of the work. This feedback to students is an important aspect of teacher practice that contributes to the overall assessment of student progress and achievement.

### **GENERAL CLASSROOM ADMINISTRATION**

#### **➤ Sending students home**

Teachers are not permitted to send students home except under special circumstances, including illness or injury or by special request of a parent. In all other circumstances students are not permitted to leave the school grounds until 2.30pm.

#### **➤ Early release of students from class**

The early release of students from class is not permitted except by special arrangement. Teachers must comply with the standard bell time schedule. Students should be in a class supervision situation until they are formally released at the bell time. Where a student requests permission to leave school early for any reason, a note is required before approval can be given. In the absence of a note the verbal permission of a parent or caregiver must be sought.

Where a class trip has been organized, it is the organizing teacher's responsibility to ensure that all parents taking transport return all children to school unless other arrangements have been made. Where return is earlier than expected, the teacher is required to ensure appropriate arrangements are made.

#### **➤ Communication with parents**

Staff are expected to maintain open and friendly communication with parents and caregivers. Parents may request a meeting with teachers. Teachers are expected to make time available to meet with parents as soon as practicable. Where appropriate, other regular forms of communication may be required to ensure a student's needs are being met. The principal should be informed as a matter of professional courtesy.

#### **➤ Dealing with parental complaints**

On any occasion where a parent approaches a teacher with a complaint, the details of the complaint should be recorded and dated regardless of the gravity of the complaint. Teachers are expected to respond promptly to any complaint made by a parent. Teachers should outline to parents the steps they intend to take to remedy concerns. Any complaints of a serious nature should be directed to the Principal/ BoT Chairperson immediately. (See Complaints Procedure)

#### **➤ Money in the Classroom**

Teachers must never hold money in the classroom. Money must be deposited at the office at the soonest opportunity.

#### **➤ Classroom Security**

Staff need to ensure that windows are closed and the doors locked when they leave.

#### **➤ RTLB/ RTLit/ RTM**

The resource teacher service is available, and an application can be prepared.

#### **➤ Risk Management**

Whenever a teacher takes a class or group of students out of the school to a place where there are risks other than those experienced in the general classroom situation, a Risk Management Form must be completed and approved by the principal. In a general sense, teachers are required to assess the risk of any activity they ask the children to undertake. In all cases, whether on site or off site, there is an increased risk, you are required to complete a Risk Management Form. Parental permission must be sought before any trip off-site, (excludes trips to the Tahakopa Hall.)

#### **➤ Hazards**

If a staff member identifies a hazard they are required to fill in the Hazard Identification Book, held in the office. In the event of the hazard presenting an immediate risk, staff are required to take all practical steps to make the situation as safe as possible.

#### **➤ Absences – Pupils**

Caregivers are expected to inform the school of all absences by telephone or by some other means. Where caregivers have not passed this information on to the school then the school will make contact with the caregivers to confirm that the absence is legitimate. The attendance book, held in the office, will identify those children who are absent with notification.