

Lyall Bay School



Board of Trustees

Policies

2010

**Adopted and Recorded in Board Minutes:
Monday 8 March 2010**

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NATIONAL ADMINISTRATION GUIDELINE 1 (Curriculum Requirements & Student Achievement)

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate *The National Curriculum* as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

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 areas of *The National Curriculum*;
 - b.* giving priority to student achievement in literacy and numeracy, especially in years 1-8;
 - 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 1-8; 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 National Curriculum* (as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*);
- 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; and
- 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.
(**vi** does not apply directly to children at Lyall Bay School, as Year 6 is the highest class level)

Curriculum Requirements & Student Achievement Policy

Purpose:

To foster student achievement by providing teaching and learning programmes in accordance with *The New Zealand Curriculum 2007* statements.

Objectives:

1. School programmes are well organised, systematically planned and implemented with appropriate follow-up evaluations.
2. Staff refer to the Curriculum Delivery Statement in each of the "Lyall Bay School Curriculum Plans" when selecting, planning and implementing teaching and learning programmes.
3. Staff acknowledge our school Library and Information Network as a major resource for implementing *The New Zealand Curriculum 2007* statements.
4. A school-wide monitoring system is maintained to allow teachers to report on the assessment of individual children and for the principal to report school-wide achievement patterns and trends.
5. After regularly evaluating children's progress and achievement in literacy and numeracy, specific teaching and learning strategies are developed and implemented, providing targeted support for those children who are under-achieving, or those at risk of under-achieving.
6. The school has written curriculum procedures that are actively practised and systematically reviewed for compliance as stated under 'National Administration Guideline 2 - Self Review' in this document.

NATIONAL ADMINISTRATION GUIDELINE 2 (Documentation & Self Review)

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, National Standards, 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** previous page) including the achievement of Maori students against the plans and targets referred to in **1 v** (previous page also).

NATIONAL ADMINISTRATION GUIDELINE 2A (National Standards)

Where a school has students enrolled in Years 1-8, the Board of Trustees, with the principal and teaching staff, is required to use National Standards to:

- i** report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year ;
- ii** report school-level data in the board's annual report on National Standards under three headings:
 - a.* school strengths and identified areas for improvement;
 - b.* the basis for identifying areas for improvement; and
 - c.* planned actions for lifting achievement.
- iii** report in the board's annual report on
 - a.* the numbers and proportions of students at, above, below or well below the standards, including Maori, Pasifika and by gender (where this does not breach an individual's privacy); and
 - b.* how students are progressing against the standards as well as how they are achieving.

These requirements do not apply to Boards of Trustees that are working towards implementing Te Marautanga o Aotearoa until 2 February 2011.

For the avoidance of doubt, the first annual report to which subclauses ii and iii apply is that which reports the 2011 school year, except for boards of trustees that are working towards implementing Te Marautanga o Aotearoa when the relevant report is that which reports on the 2012 school year.

Documentation, Self Review and National Standards Policy

Purpose:

To implement processes of self-review that identify strategies for continuous improvement, ensuring that quality learning and teaching takes place at Lyall Bay School.

Objectives:

1. As an integral part of its Charter, the Board maintains a School Improvement Plan (strategic plan) formalising how the National Education Guidelines and National Standards are given effect at Lyall Bay School. Annual student achievement "Targets" and planned actions for lifting achievement are derived from this plan.
2. The Board has a written calendar for systematic review of all National Administrative Guidelines over a seven-year cycle. A "layer model" is used to present self-review information.
3. Community consultation, in a range of formats, is an integral aspect of school-self review.
4. The goals of the Charter are included in the review process.
5. The National Education Goals and National Standards are implemented through the School Charter, curriculum management systems and detailed in written procedures.
6. The Board reviews all policy statements in this document annually.
7. Where appropriate, policy statements are further unpacked as "Procedures" in a separate manual. Procedures are only reviewed as/when necessary.

NATIONAL ADMINISTRATION GUIDELINE 3 (Employer Responsibilities)

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; and
- 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.

Employer Responsibilities Policy

Purpose:

To provide the best learning environment for students we recognise that by providing staff with optimum working conditions, adequate resources, effective ongoing training, career opportunities and encouragement we foster well-being and promote high levels of performance.

Objectives:

The Board has written personnel procedures which are actively practised and systematically reviewed for compliance as stated under 'National Administration Guideline 2 - Self Review' in this document.

Equal Employment Opportunity (EEO)

1. All school policies and procedures incorporate EEO requirements where appropriate.
2. An EEO programme is developed and implemented in consultation with employees. The EEO co-ordinator is responsible for oversight of this programme.

Sexual Harassment

1. Sexual harassment is not tolerated and is dealt with promptly and fairly.
2. Employees must follow the procedures set by the school and Board of Trustees to prevent or stop sexual harassment.

Staffing

1. Staff are encouraged to be employed under the appropriate "Collective Agreement" wherever possible.
2. Lyall Bay School Board of Trustees abides by the provisions of the various employment agreements that are relevant to specific staff.
3. The school has management procedures that outline personnel practices.

Appointments

1. The Board of Trustees appoints the principal in accordance with written procedures.
2. Appointments are made in accordance with the 'good employer' requirements of the State Sector Amendment Act 1989, and are fair and impartial.
3. Appointment panels abide by the appointment procedures set by the Board of Trustees.

Staff Leave

1. Leave provisions are generally covered by the relevant employment agreement and/or by legislation (eg Holidays Act).
2. Short-term leave outside these parameters will be granted at the discretion of the principal.
3. The principal may consult with the Board of Trustees on all leave requests over five consecutive days.

Performance Management

1. The principal is responsible for the implementation of the performance management of staff. Aspects of staff appraisals and attestations are delegated to management staff.
2. Appraisals are based on job descriptions, relevant professional standards, school-wide development goals and performance agreements.
3. The principal and staff are appraised in line with the process and established procedures agreed between the Board and staff.
4. In the event of a disagreement with an appraisal, staff are entitled to a review as described in the Performance Agreement.
5. Appraisal documents contained in individual "Professional Portfolios" are confidential between the person being appraised, the appraiser and the principal. Unless specific reasons are agreed, appraisal documents are destroyed after 12 months.
6. This policy and appraisal procedures are actively practised and reviewed for compliance as stated under 'National Education Guideline 2 - Self review' in this document.

Supplementary Funding

1. Supplementary Funding, as referred to in the current employment agreement, is available in full to the principal as part of the principal's salary package. Access to this funding is an acknowledgement of the professional skills, performance and loyalty that the principal brings to the position.

Pay Units

Management Units (M-Units):

1. Based on current staffing profiles, the board ensures that existing management staff are allocated at least the following number of units (equivalent to 60% of total units available):
Deputy Principal (4 M-Units) Assistant Principal (4 M-Units) Senior Teachers (2 M-Unit)
2. M-Units are allocated on a permanent basis
3. M-Units may be redistributed upon the resignation of the holder, or if they relinquish them in writing.

Fixed-term Units (R-Units):

1. All remaining pay units are regarded as fixed-term and are advertised internally amongst staff, using an application form designed for this purpose.
2. Applications are invited for fixed-term projects that assist us in achieving agreed school improvement goals - these goals may be linked to the School Improvement (strategic) Plan.
3. The allocations committee for R-Units comprises a minimum of two persons - the principal, senior management staff/staff representative (provided that no committee member has submitted an application)

Staff Training / Professional Development

1. Staff development opportunities are based on individual appraisal goals, individually negotiated needs and school-wide initiatives /priorities / programmes.
2. The assistant principal is the staff development co-ordinator, and requests for individual professional development opportunities are generally made through the co-ordinator.
3. The Board acknowledges the importance of ongoing staff development by making realistic budget provision annually.

Dealing with Complaints / Privacy Issues / Protected Disclosures

1. Matters of concern are directed to the person/s involved as set out in the complaints procedure.
2. The investigation or consideration of a complaint should be on a scale appropriate to that complaint, and should not escalate beyond those who are immediately involved.
3. The principal is the school's "Privacy Officer".
4. "Protected Disclosures" should be addressed in writing to the principal or Board Chair.

NATIONAL ADMINISTRATION GUIDELINE 4 (Financial and Property Management)

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.

Finance Policy (NAG 4 i,ii)

Purpose:

To maximise children's access to a quality education through prudent allocation and control of the school's financial assets.

Objectives:

1. The Board allocates funds to reflect the school's priorities as stated in the Charter by:
 - maintaining a School Improvement Plan
 - ensuring that staff provide an annual budget request by November annually for consideration in the Board's School Improvement Plan the following year.
2. The Board and school has effective management procedures for monitoring and controlling expenditure. These include:
 - auditor approved accounting systems (including petty cash, receipting, banking, bank accounts)
 - delegated responsibility for curriculum purchases
 - guidelines for internal spending, including ordering and purchase of resources
 - purchase of capital assets
3. The Board ensures that the annual accounts are prepared and audited as required by the Public Finance Act 1989, the Education Act 1989 and any subsequent legislation. The Board employs an accountant (Education Services Ltd) to assist with this task.
4. The Board's Asset Register maintenance is delegated to Education Services Ltd, who comply with the appropriate Financial Reporting Standards.
5. The Board has written procedures, which are actively practised and systematically reviewed for compliance as stated under 'National Education Guideline 2 - Self Review' in this document.

Property Management Policy - NAG 4 (iii)

Purpose:

To provide a safe and attractive school environment for the school community.

Objectives:

1. The Board allocates funds to reflect the school's priorities as stated in the Charter by implementing a long term (10 Year) Property Improvement Plan. This plan is reviewed as/when required to take into account any unforeseen property issues that that may present from time to time.
2. The Board complies with any current asset management agreement, including the Property Occupancy Document.
3. Buildings at Lyall Bay School comply with health and safety requirements.
4. The school complies with all current legislation regarding property.
5. The Board, through the principal, carries out regular property inspections. This task is delegated to the caretaker for day-to-day checks. A "tasks register" is held in the school office whereby staff/board members can record any property items that require attention.
6. The school has written property guidelines / procedures which are actively practised and systematically reviewed for compliance as stated under 'National Administration Guideline 2 - Self Review' in this document.

NATIONAL ADMINISTRATIVE GUIDELINE 5 (Health & Safety)

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.

Health & Safety Policy

Purpose:

To provide a safe and healthy learning and working environment for children, employees and visitors to Lyall Bay School.

Objectives:

1. The school has management procedures which reflect current legislation on the following:-
 - sexual, physical and emotional abuse
 - protection from communicable diseases
 - protection from identified hazards eg. weather, sun, road safety, emergencies, trips, equipment, and structures
 - adult conduct in the school eg. parents, visitors, staff
 - providing a healthy learning environment
 - children's behaviour in the school
 - promotion of healthy food and nutrition
 - implementation of relevant sections of the Occupational Health and Safety Act and other Health and Safety legislation at Lyall Bay School.
2. The school does not sell food and beverages on a regular basis
3. A Health & Safety statement for employees is displayed in the school foyer, and is reviewed annually. A staff member is elected Health & Safety Officer, who will support continuous improvements in Health & Safety.
4. Risk Analysis Management Systems (RAMS) OR Safety Action Plans (SAPS) are part of EOTC management procedures.
5. Health & Safety guidelines / procedures are actively practised and systematically reviewed for compliance as stated under 'National Education Guideline 2 - Self Review' in this document.

Smoke-free Environment

1. By legislation the school buildings and grounds are smokefree 24 hours/day.
2. Smokefree signs are prominently displayed around entranceways and school buildings.

NATIONAL ADMINISTRATIVE GUIDELINE 6 (Administration / Compliance)

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.

Administration & Compliance Policy

Purpose:

To ensure that laws and compliance orders concerning school operations are fully met.

Objectives:

1. The school has management procedures which include:
 - length of the school year
 - structure of the school year
 - attendance
 - admission to and withdrawal from school
 - truancy
 - suspensions
2. All management procedures reference current legislation.
3. The school has written Administration and Compliance procedures which are actively practised and systematically reviewed as stated under 'National Education Guideline 2 - Self Review' in this document.