

Manurewa South School Board of Trustees

Curriculum Policies

Policy Statement

Manurewa South School Board of Trustees ensures our programmes meet the needs of all our students through effective teaching, learning, assessment and self-review in line with the New Zealand Curriculum and the specific needs of our school.

We gather, monitor and act upon assessment data about individual students and groups of students in order to maximise learning and achievement. We report accurate assessment information to students and parents recognising that this is a vital component of learning.

Curriculum Delivery Policy

1. The following principles, as detailed in *The New Zealand Curriculum* will underpin and guide the design, practice and evaluation of curriculum at every stage:
 - a. High Expectations: Manurewa South School curriculum will support and empower all students to learn and achieve, regardless of their individual circumstances.
 - b. Treaty of Waitangi: Manurewa South School curriculum will acknowledge the principles of the Treaty of Waitangi and the bi-cultural foundations of Aotearoa, New Zealand.
 - c. Cultural diversity: Manurewa South School curriculum will reflect the country's cultural diversity and value the histories and traditions of its entire people.
 - d. Inclusion: Manurewa South School curriculum promotes in students a sense of belonging, value and respect.
 - e. Learning to learn: Manurewa South School curriculum will encourage all students to reflect on their own learning processes and to learn how to learn.
 - f. Community engagement: Manurewa South School curriculum will have meaning for students, connect with their wider lives and engage the support of families, whanau and the wider communities.
 - g. Coherence: Manurewa South School curriculum will offer all students a broad education that makes links within and across learning areas, provides for coherent transitions and opens up pathways to further learning.

- h. Future focus: Manurewa South School curriculum will encourage students to look to the future by exploring significant future-focused issues such as sustainability, citizenship, enterprise and globalisation.
2. Every decision relating to curriculum and every interaction that takes place will reflect the values identified as important in the NZ Curriculum and as identified by our community. The specific ways in which these values find expression at Manurewa South School will be guided by the school's vision and values.
3. Teaching approaches that consistently have a positive impact on student learning, as detailed in research, will be promoted.
4. The *values, key competencies, and learning areas* will provide the basis for teaching and learning across the school.
5. The school curriculum will be dynamic through robust review and development to ensure it is reflective of and responsive to:
 - a. On-going priorities as outlined in National Administration Guidelines.
 - b. National priorities.
 - c. The needs of Māori and Pasifika students.
 - d. Those with special education needs including gifted and talented.
 - e. Current priorities identified through self-review and evidence-based needs.

Māori Student Achievement Policy

1. The school is proactive in ensuring Maori students enjoy success as Māori as identified in Ka Hikitia-Managing for Success.
2. The Board will consult with the school's Māori community in order to:
 - a. Identify issues and important learning needs of our tamariki and encourage their interest, support and suggestions.
 - b. Assist the school in setting realistic and achievable targets in terms of the school's resources and support, focusing on improving student achievement.

Assessment Policy

1. Student achievement data will be provided to the school's management and the Board of Trustees so that the school's performance can be monitored against its plans, targets and national priorities.

2. Assessment practices will be based on the following basic assessment principles in accordance with school requirements:
- The purpose of the assessment should always be explicit, have credibility and capable of being communicated clearly to all those involved.
 - The link between assessment, feedback, feedforward and future planning and teaching is paramount.
 - The best interests and progress of the students are paramount.
 - Assessment should take many forms, gathering information from several contexts and using a variety of methods and tools according to the needs of the student and the nature of what is being assessed.
 - Effective assessment should take into account varied learning styles and cultural expectations and be based around nationally recognised best practice.
 - Ongoing professional development in moderation for staff in relation to judgments against National Curriculum Levels.

Health Education Policy

Every two years the board of trustees reviews how health education will be implemented at Manurewa South School, in order to:

- a. Inform the school community about the content of the health education components of the curriculum and;
- b. Consult with members of the school community regarding the way in which the school should implement health education and;
- c. Describe in broad terms, the health education needs of the school's students

Manurewa South School Board of Trustees

Planning, Reporting and Self Review

Policy Statement

Manurewa South School Board of Trustees is committed to continuous improvement. To accomplish this, all aspects of Board and management operations are reviewed and evaluated in an efficient, objective and meaningful way. We believe that self-review links to all key aspects of school improvement strategic planning, professional development, quality of teaching and learning, raising student achievement and breaking down the barriers that hinder achievement. We believe that reporting; both formal and informal is an important part of the learning process: It raises students' awareness of their learning and informs them and their parents/caregivers about their progress and achievement.

Self-Review Policy

Effective self-review at Manurewa South School will have the following characteristics:

1. Strong leadership at all levels across the school to promote self-review.
2. A regular cycle of review developed with the Board and Principal (NAG 2 (b)).
3. Relevant resources to support the process.
4. Professional learning and development.
5. Staff who collaborate effectively in self-review processes.
6. Documentation on how the National Education Guidelines are being implemented.
7. Effective analysis of the review data.
8. Moving beyond description to appropriate and meaningful actions.
9. A commitment to consult relevant parties.
10. The Board reviewing its own operations and effectiveness.
11. A commitment to ensuring that our self-review results in improved learning outcomes for our students.

School Charter

The Board consults with the parents, staff, students, community, the Maori community and other stakeholders in preparing and updating the Charter. A review of the vision and values is conducted every three years or as otherwise decided by the Board and using a process determined by the Board.

Strategic Plan

The Strategic Plan is updated annually, with a full review, along with the vision and values, every three years. The plan includes goals and expected outcomes which guide us to our vision and align with our values and are underpinned by the key competencies.

Annual Plan

Each year the Principal develops an Annual Plan which is approved by the Board. This plan highlights the major objectives for the year. The Annual Plan is derived from the strategic plan. Targets for student achievement in relation to National Curriculum Levels are included.

The Annual Report including the Analysis of Variance will be prepared by the Principal and approved by the Board.

The Annual Report follows legal requirements and is forwarded to the Ministry of Education annually.

Review of Board of Trustees Policies

A programme of review is developed by the Board of Trustees. Policy reviews are carried out by a process determined by the Board.

This should involve:

1. Developing Terms of Reference for the review.
2. Ensuring the policy is in line with current law and regulations.
3. Gathering evidence about the effectiveness of the policy. This evidence should include both subjective and objective data. Where appropriate, evidence about the impact of policies on student achievement must be gathered. (see *appendix*)
4. Making judgements about the effectiveness of the policy.

Appendix 1

Sources/methods for the gathering of evidence should include:

- Review of previous year's Annual Plan based on reports on the plan.
- Review of management procedures.
- Principal's appraisal.
- Surveys as appropriate-staff, students, parents, community.
- Friends of the School.
- Use of external consultants as appropriate.
- Student achievement information.
- Reports to the Board on professional development, appraisals, ICT, health and safety, finances etc.

- Consultation with our Maori community especially on issues relating to the welfare of Maori students.
- Consultation with our Pasifika community especially on issues relating to the welfare of Pasifika students.

Reporting to Students and Parents Policy

1. The Principal ensures that there is a clear framework for regular and effective information flow between the school/teaching staff and parents/caregivers including meeting the requirements in relation to National Curriculum Levels.
2. The Board expects that parent/caregivers are fully informed regarding their child's whole development across the curriculum including progress, achievement, attitude, behaviour and learning challenges and that they are able to contribute to their child's learning and social development in partnership with the classroom teacher.

Manurewa South School Board of Trustees

Finance Policy

Policy Statement

Manurewa South School Board of Trustees effectively manages the school's finances and uses them to achieve the school's priorities established in the Charter. This includes maintaining accountability for and control of the school's financial resources and safeguarding the assets of the school.

1. Financial Objectives

1. To keep expenditure within the approved budget, clearly reporting all differences in a timely manner and promptly taking appropriate corrective action as and when required.
2. To ensure a register of delegated authorities is kept current and followed.
3. To ensure all relevant accounting and reporting standards and deadlines are followed.
4. To ensure the accounts are audited annually following procedures promulgated by the Ministry of Education.

2. Board Responsibilities

The Board of Trustees retains primary responsibility for the finances of the school in accordance with governance obligations. It delegates authority and responsibility for the day-to-day management of the finances to the Principal while retaining an overseeing and monitoring role.

The Board is specifically responsible for the following financial activities:

1. Approving finance policy, annual budgets and financial delegations.
2. Ensuring the school's finances are well managed within each annual budget approved by the Board.
3. Approving any proposed expenditure in excess of budget levels or budgeted expenditure that would result in a reduced bottom line if income reduces.

3 Principal's Responsibilities

Budget Development

Develop a budget, prior to the start of each school year to allocate the funds (both available and expected during the year) so as to deliver the curriculum and other priorities and activities.

Ensure this annual budget is discussed with and approved by the Board.

Ensure the Board is fully aware of all aspects of funding entitlements.

Financial Control

- Keep income and expenditure within the approved budget.
- Ensure clear and concise financial reports are presented to the Board including explanation of any deviations (or expected deviations) from approved budgets and ensure they are available prior to the Board or committee meeting.
- Maintain and regularly update delegated authorities and ensure all staff with delegated authority understand their responsibilities.
- Ensure expenditure on items that are not covered in the current budget is approved by the Board before committing to the expenditure.
- Ensure the school meets the requirements of the school's auditors and the Ministry of Education for the preparation of the Annual Report and Financial Statements.
- Approve all school-based fundraising activities.

Procedures and Documentation

The Principal will keep current a financial procedures document which complies with all relevant school policies, legislation and Ministry of Education guidelines on financial management including Theft and Fraud procedures. The Principal will also ensure staff affected by these procedures are fully aware of the contents as they relate to them.

Specific Policy Areas

In general, the finance procedures document for Manurewa South School covers the implementation details for all areas of the finance policy. The following clarifies the school's position on specific financial policy areas not addressed elsewhere.

Manurewa South School Board of Trustees

Property Policy

Policy Statement

Manurewa South School Board of Trustees believes that the buildings and physical condition of the school and grounds contribute to a positive learning environment. Buildings and equipment should be well-maintained, clean and safe.

1. The school will have a ten-year maintenance plan and within financial constraints implement it through the budget cycle. The plan will be reviewed and updated annually.
2. The five and ten year property plans will also set out future developments of the buildings, grounds and facilities. They should also clearly identify new capital works and refurbishment of existing buildings and facilities. The plan should show clear links to:
 - a) Ministry of Education grants
 - b) Teaching and Learning requirements
 - c) The school's strategic and annual plan
 - d) School fundraising.
3. Priority will be given to the health and safety of students, staff, visitors and contractors.
4. The school follows the Ministry of Education guidelines on property management.

Manurewa South School Board of Trustees

Health and Safety Policy

Policy Statement

Manurewa South School Board of Trustees is committed to providing and maintaining a safe and healthy environment for its students, staff, visitors, contractors and all persons using the premises as a place of learning and work. All staff are aware of their responsibilities with respect to Health and Safety in the workplace. This policy is to be read in conjunction with other policies that have a health and safety aspect.

1. Maintaining a safe and healthy environment

- i. Manurewa South School has comprehensive documented health and safety management procedures that are actively followed and monitored for compliance.
- ii. Manurewa South School provides a safe and healthy physical and emotional environment for students and staff, both within the school grounds and when school activities and events are held elsewhere.
- iii. The Principal ensures that a safety inspection of the school's premises is conducted at least each term, with the intention of removing or mitigating any safety hazards.
- iv. The Principal ensures that students and staff use information and communications technology appropriately and safely at school, and when participating in school activities and events held elsewhere.
- v. The Principal ensures that healthy food is promoted to students and food items sold on a regular basis are healthy options.
- vi. The Principal ensures that reasonable measures are taken to ensure the safety of Manurewa South School children whilst crossing roads immediately adjacent to the school.
- vii. The Principal ensures that any vehicle access to the school grounds does not compromise the safety of students, staff or visitors to Manurewa South School.
- viii. An accident register is maintained to enable all accidents, where someone was or might have been harmed to be recorded. This register is monitored by the Principal to identify any possible trends that might be developing.

2. Managing incidents

- i. Manurewa South School responds to and investigates all significant health and safety incidents, in order to mitigate the effects and reduce the risk of reoccurrence.
- ii. The Principal ensures that teachers recognise and respond to cases of suspected sexual, racial, physical or psychological child abuse in an appropriate manner.
- iii. The Principal ensures that a crisis management plan is developed, maintained and tested, in order to provide appropriate guidance to staff and students for handling a range of emergencies and their immediate aftermath.

3. Student behaviour management

- i. Manurewa South School encourages and maintains behaviour that facilitates students' own safety and learning and does not harm other students or act as a barrier to their learning.
- ii. Manurewa South School uses suitable measures to ensure student behaviour is maintained appropriately.
- iii. In extreme circumstances stand-downs and suspensions may be used, with the latter being subject to consideration by the Board of Trustees. At all times there will be strict adherence to legal obligations and Ministry of Education guidelines on student disciplinary matters.

4. Physical Restraint

- i. Serious situations can arise in schools where a student or students risk harm to themselves or others.
- ii. School staff require safe ways to potentially manage dangerous situations.
- iii. When as a last resort a situation requires physical restraint to be used the school follows the guidelines of the Ministry of Education.

4. Education Outside the Classroom (EOTC)

- i. When planning E.O.T.C events the school follows best practice guidelines including those in the Ministry of Education's *Safety and E.O.T.C – A good practice guide for NZ Schools*.
- ii. Events longer than normal school hours, overnight (including trips out of town) and/or high-risk activities require Board of Trustees approval. Any risks are to be disclosed to parents/caregiver so they can give informed consent.
- iii. The Principal maintains detailed procedures for all E.O.T.C events and activities.

Manurewa South School Board of Trustees

Legislative Compliance Policy

Policy Statement

Manurewa South School Board of Trustees complies with all relevant legislation for the operation of the school

Enrolments and attendance

- i. The principal ensures accurate records of student admissions and attendance are maintained and takes all reasonable steps to ensure that students who are required to attend school do so.
- ii. The number of days the school is open for instruction follows Ministry of Education requirements.

2. Ensuring legislative compliance

- i. The school's policies and management procedures promote compliance with relevant legislation and regulations.
- ii. Policies and procedures are reviewed on a regular cycle to ensure compliance.

Manurewa South School Board of Trustees

Governance Policy

Policy Statement

Manurewa South School complies with all administration requirements for state primary schools as set out in the Education Act 1989, the Ministry of Education's National Education Guidelines and other relevant legislation.

The Board of Trustees' Governance Manual details the policies, processes and delegations used by the Board to ensure excellent governance practices. The Manual also defines the roles and responsibilities of the Board and individual members.

The Principal is responsible for the day-to-day management of Manurewa South School and ensures that Board policies are implemented, and management procedures followed. Both the Board and the Principal shall ensure that all activities, practices and decisions are ethical, lawful and prudent and are in keeping with the values as expressed in the School's Charter and with commonly held professional ethic. The relationship between the Principal and the Board of Trustees is one of trust and support.

Manurewa South School Board of Trustees

Treaty of Waitangi Policy

Policy Statement

Manurewa South School accepts our responsibility to fulfil its obligations under the Treaty of Waitangi, recognising that Maori are the Tāngata Whenua of this land, that Te Reo and Tikanga Māori are a living part of our society and that a commitment to promoting biculturalism as an integral part of the curriculum is an imperative.

1. All students and staff should be encouraged and have opportunities to learn and value Te Reo Māori and Tikanga Māori.
2. The school supports the inclusion of mātauranga Māori (Māori knowledge/understanding), tikanga and reo across all areas of the curriculum. Teaching strategies and content will utilise Māori examples wherever possible and pertinent.
3. The school will provide opportunities to learn in settings where Māori cultural knowledge and skills are particularly relevant; e.g. kapa haka, pōwhiri and poroporoaki, school assemblies, hāngi, marae visits, trips and hosting opportunities (manuhiri and tāngata whenua roles, weaving and other craft work, kuia and kaumatua visits and about local Māori history and cultural traditions).
4. The appointment and professional support of staff who can be positive role models of Te Reo Māori and Tikanga Māori will be a priority.
5. The appointment of teachers of Te Reo Māori and Tikanga Māori who can run quality teaching and learning programmes.
6. There will be an allocation of resources and facilities to promote Te Reo and Tikanga Māori in the school and to address the instructional needs of Māori students to allow for Māori students to achieve success as Māori against the school's plans and targets.
7. The Board and Principal will endeavour to strengthen the links with Māori parents, in particular whanau and meet with them when appropriate, to discuss and consult on relevant matters.
8. Encourage active Māori representation on, or participation in, school Governance.
9. Māori values and protocols will be, as far as practicable, incorporated into school life, including ceremonial occasions.

Manurewa South School Board of Trustees

Complaints Policy

Policy Statement

All concerns and complaints are dealt with fairly and effectively, in the interests of all parties concerned.

Staff members who wish to report incidents of serious wrongdoing within the school and wish to be protected should follow the Manurewa South School protected disclosures procedure.

Procedures for Complaints

These procedures cover the way the School treats any concern or complaint.

At all times attempts will be made to resolve complaints informally by the complainant, where appropriate, communicating initially with the person whose actions have given rise to the complaint. If the complainant is not satisfied then the complaint should be made, preferably in writing, to the Principal.

Complaints will be treated in confidence, however in the interest of natural justice the person (or persons) the complaint is about must have the opportunity to hear all details of the complaint and formulate a reply.

The Principal will discuss all complaints with the Board chairperson to determine the level of the complaint. All complaints received by the Board chairperson directly will be referred to the Principal in the first instance.

Principal's duties on receipt of a complaint

The Principal will deal with a complaint by:

- ensuring the issue is heard (by the Principal or designated staff member) to the satisfaction of all parties or the Principal can adjudicate on the complaint;
Or by
- referring the complaint to the Board providing a written report with all relevant information affecting the complaint.

- noting the complaint in the complaints register.

Where parents/caregivers are dissatisfied with the Principal's actions or decisions concerning any complaint they should place their concerns in writing to the Board of Trustees chairperson.

Board's duties on receipt of a complaint

Any complaint referred to the chairperson shall be dealt with in the Public Excluded session by the whole Board and will be:

- considered on the information presented in writing.
- either concluded with no further action, referred back to the Principal with or without recommendations, or referred to a Complaints Committee of no less than three people.
- based on the principles of natural justice which require that all parties have the opportunity to present their views in writing and/or orally.
- answered by the Board by writing to the complainant with appropriate information as to how the complaint was resolved or what action is to be taken next.
- referred back to the Principal for further information or mediation as appropriate.

The Board recognises that not all complainants will be satisfied with the outcome of a complaint. If a complainant is not satisfied with the Board's decision, then the chairperson should advise the complainant of other avenues e.g. Ombudsman.

Complaints Committee

Should it be necessary to establish a complaints committee, the Board has the authority to include personnel from outside the Board who have appropriate expertise.

The Complaints Committee will have the responsibility of deciding whether a complaint has been established. No one with a personal interest or predetermined view will become a member of the Complaints Committee or take part in any Board deliberations.

The Complaints Committee will:

- consider all relevant information.
- entitle any party to have a supporter, lay advocate or legal representation. The Board will not be liable for any expenses incurred by the other parties.

After a hearing the Complaints Committee may:

1. Find the complaint not established.
2. Find the complaint established and make recommendations on a course of action to the Board.

Complaints against the teaching or support staff

In addition to the preceding procedures the Board shall have regard to the following principles when addressing complaints (either serious or otherwise) against staff:

- All complaints against staff shall be dealt with in accordance with the relevant Employment Agreement.
- All complaints against staff are to be referred in the first instance to the Principal.
- Copies of the letter of complaint should be given to the staff member for a written response.
- The staff member should be advised that they can seek representation from a professional and/or union representative.
- In the case of allegations that may have disciplinary implications, the Board should convene the Complaints Committee to investigate and report on the substance of the complaint. This committee could hear submissions from the staff member's designated support person.

Complaints against the Board

Complaints against the Board alleging misconduct and/or dereliction of duty will be referred to a panel (appointed by an independent Advisor) comprising three or more people and may include:

1. A Principal of a local school
2. A NZSTA representative
3. Any other suitable person.

It is recognised that the Board has no power of discipline over individual Board members under any Act of Parliament.

Complaints against the Principal

Complaints against the Principal shall be in writing and referred to the Board chairperson who will inform the Board and where appropriate initiate mediation.

All complaints against the Principal will be dealt with in accordance with the relevant employment agreement and the procedures for complaints against staff members.

Complaints against Students

Complaints against or about students will be dealt with under the student behaviour management procedures.

Administration

All letters of complaint responded to within 3 days.

Where possible all complainants are advised of process and timeline.

Regular updates are given if the process is longer than one month.

A formal closure letter will be sent when the complaints process has been concluded.

Any employee who has material placed on their personnel file as a result of a complaint will be advised.

Complaints material will be filed and held confidentially to prevent unauthorised access to this data.

Manurewa South School Board of Trustees

Child Protection Policy

This policy outlines the Board's commitment to child protection and recognises the important role and responsibility of all staff in the protection of children. It includes the Board's expectations when child abuse is reported or suspected.

All staff members (including contractors and volunteers) are expected to be familiar with this policy, and any associated procedures and protocols.

The Board of Trustees has an obligation to ensure the wellbeing of children in its care, in order to ensure they thrive, belong and achieve. The Board is committed to the prevention of child abuse and neglect, and to the protection of all children. The safety and wellbeing of the child is the Board's top priority. Advice must be sought, through appropriate agencies, in all cases of suspected or alleged abuse.

In line with section 15 of the Children, Young Person and Their Families Act, any person in the school who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or to the police.

Although ultimate accountability sits with the Board, the Board delegates responsibility to the Principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the Principal must:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school.
2. Comply with relevant legislative requirements and responsibilities.
3. Make this policy available on the school's internet site or available on request.
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of the Child Protection Policy and Procedures where required.
5. Ensure the interests and protection of the child are paramount in all circumstances.

6. Recognise the rights of family/whanau to participate in the decision-making about their children.
7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response.
8. Support all staff to work in accordance with this policy, and to work with partner agencies and organisations to ensure the Child Protection Policy and any associated Procedures and Protocols are understood and implemented.
9. Promote a culture where staff feel confident, they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
10. Consult, discuss and share relevant information in a timely way, in line with the commitment to confidentiality and information sharing protocols, regarding any concerns about an individual child, with the Board or other appropriate person/s.
11. Seek advice as necessary, from NZSTA advisors on employment matters, and other relevant agencies, where child safety issues arise.
12. Make available professional development, resources and/or advice to ensure all staff can carry out their responsibilities and roles, in terms of this policy.
13. Ensure that this policy forms part of the initial staff induction programme for each staff member.