

Rationale:

The needs of individual students are at the centre of all teaching, learning and assessment and reporting. Students should be encouraged to acquire the knowledge, skills, attitudes, understandings and key competencies of the National Curriculum Statements.

Purpose:

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

Responsibilities:

The **Principal** must ensure achievement of Charter aims and targets and compliance with the National Administrative Guidelines. The **Board of Trustees'** approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

Guidelines:

1. Develop and implement teaching and learning programmes:
 - ✚ To provide all students in Years 1-6 with opportunities to achieve for success in all the essential learning and skill areas of the NZ curriculum;
 - ✚ Giving priority to student achievement in literacy and numeracy, especially in Years 1-6;
 - ✚ Giving priority to regular physical quality physical activity that develops movement skills for all students, especially in Years 1-6
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/numeracy in Years 1-6 and then,
 - ✚ Breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school curriculum, and the scope of the National Curriculum as expressed in the New Zealand Curriculum
3. On the basis of good quality assessment information, identify students and groups of students:
 - Who are under-achieving
 - Who are at risk of not achieving
 - Who have special needs (including gifted & talented students)
 - 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 Māori community, develop and make known to them the school's policies, plans and targets for improving the achievement of Māori students

In order to fulfil the policy, the Board and Management have developed the following Procedures and Administrative Guidelines associated with this Curriculum Policy. These will be reviewed regularly by the Management team, and the review discussion and any resulting changes will be reported to the Board at the following/subsequent BOT meeting.

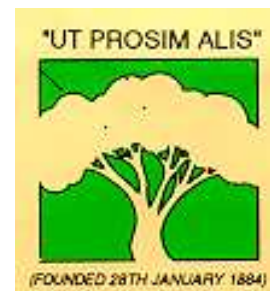
Assessment and Evaluation	National Standards
Curriculum Delivery	Enrichment
Education Outside the Classroom (EOTC)	ICT/eLearning
Homework	Special Needs
Teaching as Inquiry	Inquiry Learning

This policy is approved by the Kilbirnie School Board of Trustees

Signed: _____ (Chairperson) Date: _____

Review Date:

DOCUMENTATION AND REVIEW POLICY



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.

Responsibilities:

The **Board of Trustees** has the overall responsibility for ensuring the Charter and policy framework is established to guide and direct the management of the school. The **Board of Trustees** will monitor the implementation of these through a planned process of self-review. The **Principal and staff** have responsibility for reporting to parents on student achievement. **The Board**, through the Principal, has the responsibility for reporting to the Secretary for Education.

Guidelines:

1. Develop a strategic plan which documents how the school is giving effect to the National Education Guideline's 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 National Standards. Reporting to parents in plain language in writing must occur at least twice a year.
5. Report to the Secretary for Education by 1 March school-level data on National Standards under four headings:
 - ✚ School strengths and identified areas for improvement;
 - ✚ The basis for identifying areas for improvement;
 - ✚ Planned actions for lifting achievement;
 - ✚ How students are progressing in relation to National Standards.
6. Report to the Secretary for Education by 1 March on the numbers and proportions of students achieving at, above, below or well below National Standards, including Māori, Pasifika, European/Pakeha, Asian, gender and by year level.
7. Report National Standards information in the format prescribed by the Secretary for Education from time to time.

In order to fulfil the policy, the Board and Management have developed the following Procedures and Administrative Guidelines associated with this Documentation and Review Policy. These will be reviewed regularly by the Management team, and the review discussion and any resulting changes will be reported to the Board at the following/subsequent BOT meeting.

Communications with Parents
School Review

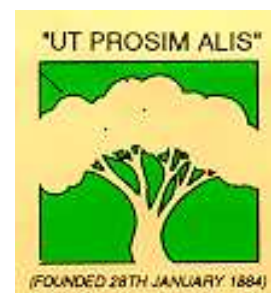
Board Terms of Reference

This policy is approved by the Kilbirnie School Board of Trustees

Signed: _____ (Chairperson) Date: _____

Review Date:

PERSONNEL & APPOINTMENTS POLICY



Rationale:

A Board of Trustees has a responsibility to be a good employer which requires 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.

Responsibilities:

The **Board of Trustees** delegates responsibility to the **Principal** on all matters relating to the management of the staff in the expectation that they will be managed in a sound, fair and respectful manner in accordance with the current terms of employment documents and identified good practice. The appointment of the **Principal** is the responsibility of the **Board of Trustees** which will determine the process.

Guidelines:

1. Develop and implement personnel and industrial guidelines, 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
2. Be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employer contracts applying to teaching and non-teaching staff.

In order to fulfil the policy, the Board and Management have developed the following Procedures and Administrative Guidelines associated with this Personnel and Appointments Policy. These will be reviewed regularly by the Management team, and the review discussion and any resulting changes will be reported to the Board at the following/subsequent BOT meeting.

Recruitment, Selection & Appointment
Concerns and Complaints
Performance Management
Exit Interviews
Student Placement

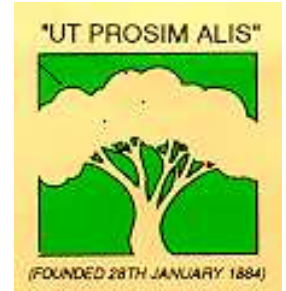
Classroom Release Time
Discretionary Leave
Unit Use
Managing Harassment & Discrimination

This policy is approved by the Kilbirnie School Board of Trustees

Signed: _____ (Chairperson) Date: _____

Review Date:

FINANCE POLICY



Rationale:

In order to maintain quality financial systems 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.

Responsibilities:

The **Board of Trustees** has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finances and budget to the **Principal**. The **Principal**, in association with the **Management Team** and **Board Finance person**, is responsible for recommending an annual operating and capital budget to the Board within the specified timelines. The Board understands that the possibility of theft or fraud cannot be entirely eliminated however the **Principal** is required to show that there are in place safeguards and robust, clear procedures to minimise the risk of either event.

Guidelines:

1. Allocate funds to reflect the school's priorities as stated in the Charter;
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.

In order to fulfil the policy, the Board and Management have developed the following Procedures and Administrative Guidelines associated with this Finance Policy. These will be reviewed regularly by the Management team, and the review discussion and any resulting changes will be reported to the Board at the following/subsequent BOT meeting.

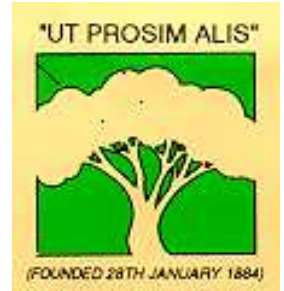
Financial Management

This policy is approved by the Kilbirnie School Board of Trustees

Signed: _____ (Chairperson) Date: _____

Review Date:

ASSETS/PROPERTY POLICY



Rationale:

In order to maintain quality 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.

Responsibilities:

The **Principal** is delegated the day-to-day responsibility for ensuring that the programming and funding of general maintenance to the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff.

Guidelines:

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 the following Procedures and Administrative Guidelines associated with this Assets/Property Policy. These will be reviewed regularly by the Management team, and the review discussion and any resulting changes will be reported to the Board at the following/subsequent BOT meeting.

Property Management
Hall Use

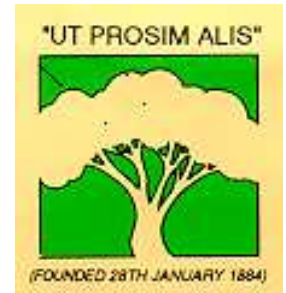
Pool Use

This policy is approved by the Kilbirnie School Board of Trustees

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Review Date:

HEALTH AND SAFETY POLICY



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.

Responsibilities:

The **Board of Trustees** has the responsibility for the overall safety of the school however delegates responsibility to the **Principal** who must ensure that students and staff have a safe physical and emotional learning environment.

Guidelines:

1. Provide a safe physical and emotional environment for students;
2. Promote healthy food and nutrition for all students;
3. Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

In order to fulfil the policy, the Board and Management have developed the following Procedures and Administrative Guidelines associated with this Health and Safety Policy. These will be reviewed regularly by the Management team, and the review discussion and any resulting changes will be reported to the Board at the following/subsequent BOT meeting.

Animal Welfare
Emergency and Pandemic
Behaviour Management
Smokefree

Child Abuse
Medical Issues
Sunsmart

This policy is approved by the Kilbirnie School Board of Trustees

Signed: _____ (Chairperson) Date: _____

Review Date:

LEGISLATION POLICY

Rationale:

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

Purpose:

To comply with all general legislation requirements.

Responsibilities:

The **Board of Trustees** delegates responsibility to the **Principal** for ensuring that school procedures meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

Guidelines:

1. Each Board of Trustees is expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.
2. Each Board of Trustees is required to complete an annual update of the school charter and provide the Secretary of Education with a copy of the updates charter before 1 March of the relevant year
3. 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 updates school charter provided to the Secretary for Education

In order to fulfil the policy, the Board and Management have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with this Legislation Policy:

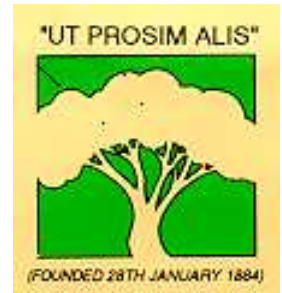
Attendance
Privacy

Protected Disclosures

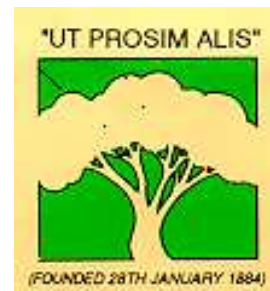
This policy is approved by the Kilbirnie School Board of Trustees

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Review Date:



BICULTURAL POLICY



Rationale:

Kilbirnie School acknowledges the special position of Māori as tangata whenua of Aotearoa New Zealand, te reo Māori as an official New Zealand language, and Te Tiriti o Waitangi / The Treaty of Waitangi as the founding document of New Zealand as a nation. (*Te Tiriti forms the basis of the relationship between the Crown and Māori, and therefore between the school and Māori*)

Through greater understanding of Te Tiriti, knowledge of Te Reo me nga tikanga and engagement with Māori whānau we recognise that our school community will be enriched, better prepared to engage with, and contribute, to New Zealand society.

This policy is living document, providing guidance for the teaching of bicultural concepts, both in its delivery and its content, characterising the unique bicultural partnership in Aotearoa New Zealand. It references *Ka Hikitia*, and reflects the needs of the Kilbirnie School community.

Purpose:

This policy outlines how Kilbirnie School will ensure that these important elements of our nation's history and culture are implemented in school practice, integrated into the classroom, and in doing so, that a supportive and challenging environment is created in which our Māori students enjoy and achieve success as Māori.

Responsibilities:

The **Board of Trustees** has the overall responsibility to ensure that the school makes a genuine commitment to the reference documents below. The **Board of Trustees** will commit to bicultural practice in its own operation, and will delegate to the **Principal**, the responsibility for implementation of the three guideline areas in the school and classroom.

This policy will apply to all **staff** and **students** at the school, and to the school's **wider community**. This policy also links closely with the school's commitment to inclusive practices, which ensures that all students are given the opportunity to shine and enjoy success.

Management will report to the **Board** on a regular basis to enable the **Board** to assess compliance with this policy and the associated procedures/guidelines. This policy will apply to all **staff** and **students** at the school who will also be responsible for engaging with the school's wider **community**.

Guidelines:

Kilbirnie School has chosen to focus on three of the five principles of *Ka Hikitia - Accelerating Success 2013-2017, The Māori Education Strategy*. Each principle has a corresponding school procedure, and when all three are enabled, they will address knowledge-based curriculum focus areas, the delivery of programmes in the classroom, and the management of the school through productive partnerships. They are:

1. The Treaty of Waitangi

The three broad principles of Te Tiriti; Partnership, Participation and Protection will be applied to all aspects of the school environment, including school policy, management, organisation, planning and curriculum.

Through greater understanding of Te Tiriti, knowledge of Te Reo me nga tikanga and engagement with Māori whānau we recognise that our school community will be enriched, better prepared to engage with, and contribute, to New Zealand society.

2. Identity, Language and Culture

Kilbirnie School recognises that Māori children succeed when their learning programme reflects and values their identity, language and culture. The school will ensure that Māori identity, language and culture is integral to the school's planning and teaching practice by providing opportunities to ensure all children have positive, meaningful engagement with te Ao Māori. This will occur through regular and ongoing teaching of te reo Māori throughout the school, ensuring that tikanga Māori is a part of everyday teaching, and by developing a relevant history programme for all children.

3. Ako – a two-way teaching and learning process

Ako describes holistic, collaborative learning relationships. The concept is embodied at the school by tuakana-teina relationships, buddying programmes, enrichment and recovery programmes, and parent involvement in the child's learning journey. It reflects the Māori approach to learning, and an emphasis on this approach will support whānau Māori and Māori students' success while enriching the learning environment for all students.

These principles will guide our approach and will be reflected in the school's strategic planning, policies, procedures and practice.

In order to fulfil the policy, the Board and Management have developed the following Procedures associated with the Bicultural Policy, which provide more detail about each of the principles, and how they can be successfully integrated in to the classroom for the best student outcomes. These will be reviewed regularly by the Management Team, and the review discussion and any resulting changes will be reported to the Board at the following/subsequent BOT meeting.

Te Tiriti o Waitangi

Identity, Language and Culture

Ako – a two-way teaching and learning process

Reference documents

Ka Hikitia – Accelerating Success 2013-2017, The Māori Education Strategy

Tau Mai Te Reo, The Māori Language in Education Strategy 2013-2017

Tataiako, Cultural Competencies for Teachers of Māori Learners – NZ Teachers Council

Te Aho Arataki Marau mo I te reo Māori – Kura Auraki – TKI website

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Review Date: