

ELLERSLIE SCHOOL POLICIES AND PROCEDURES









This folder covers the policies of Ellerslie School. Behind the policies sit the more detailed “Procedural and Administrative Guidelines” which state *‘the how, what and why details’* for each policy. All staff members are expected to familiarise themselves with the folder.







For a school to function effectively and provide quality learning opportunities for students it needs to have well articulated user-friendly policies which, in turn, need to be supported by workable readily understandable procedures and administrative guidelines. The on-going review of school policy is a very important and a vital facet of school management and administration.

It is the responsibility of the Board of Trustees to review and ratify policy with the principal and management responsible for the procedures and administrative guidelines that implement the policy. Each policy is reviewed annually; with the procedures and administrative guidelines being reviewed as and when necessary.

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

-  NAG 1: Curriculum
-  NAG 2: Documentation and Review
-  NAG 3: Personnel
-  NAG 4: Finance and Property
-  NAG 5: Health and Safety
-  NAG 6: Legislation

Policy reviews will be undertaken annually.

Policy Review Timetable		
 NAG 1: Curriculum	Meeting 2	March
 NAG 2: Documentation and Review	Meeting 3	April
 NAG 3: Personnel	Meeting 4	May
 NAG 4: Finance and Property	Meeting 5	June
 NAG 5: Health and Safety	Meeting 6	July
 NAG 6: Legislation	Meeting 7	August



NATIONAL ADMINISTRATIVE GUIDELINE 1: CURRICULUM

Rationale:

The needs of individual students are at the centre of all teaching, learning and assessing. 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 encourages and fosters achievement and excellence in learning with access to high quality and expert teaching.

Guidelines:

1. Develop and implement teaching and learning programmes:
 - To provide all students in Years 1-8 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 1-4.
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 1-4 and then,
 - Breadth and depth of learning related to the needs, abilities and interests of students, and the nature of the school
 - Curriculum, and the scope of the NZ curriculum (as expressed in the National Curriculum Statements)
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. School programmes and procedures will, wherever possible and appropriate, reflect the Maori perspective and provide for specific needs of Maori. Targets and achievement data for Maori will be included in the reporting process.
6. Career information and guidance will be available to Year 7 and 8 students.

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

Assessment and Evaluation	Homework
Children with Special Needs (CWSN)	Information Centre – Library/I.C.T.
Curriculum Delivery	Literacy and Numeracy
Education Outside the Classroom (EOTC)	Maori and Pasifika Student Achievement
Gifted and Talented	Planning and Preparation
	Reading Recovery

Ratified by Board: _____

Chairperson - Signed for Board of Trustees

Date

Revised: _____

Chairperson - Signed for Board of Trustees

Date



NATIONAL ADMINISTRATIVE GUIDELINE 3: PERSONNEL

Rationale:

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

Purpose:

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

Guidelines:

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

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

Appointments	Classroom Release Time
Complaints, Discipline & Competency	Staff Leave
Equal Educational Opportunity	Performance Management
Sexual Harassment	Professional Development
Units	Staff Discipline
Principal Appraisal	Staff Induction

Ratified by Board: _____

Chairperson - Signed for Board of Trustees

Date

Revised: _____

Chairperson - Signed for Board of Trustees

Date



NATIONAL ADMINISTRATIVE GUIDELINE 5: HEALTH AND SAFETY

Rationale:

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

Purpose:

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

Guidelines:

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

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

Administration of Medication
Animal Welfare
Child Abuse
Code of Behaviour
Cyber Safety
Cycle Transport

Emergency Evacuations
Health and Safety
Sick Bay/Medical Room
Traumatic Incident Management

Ratified by Board: _____

Chairperson - Signed for Board of Trustees

Date

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NATIONAL ADMINISTRATIVE GUIDELINE 1: CURRICULUM

Assessment and Evaluation	Homework
Children with Special Needs (CWSN)	Information Centre- Library/I.C.T.
Curriculum Delivery	Literacy and Numeracy
Education Outside the Classroom EOTC	Maori and Pasifika Student Achievement
Gifted and Talented	Planning and Preparation
	Reading Recovery

NATIONAL ADMINISTRATIVE GUIDELINE 2: DOCUMENTATION AND REVIEW

School Community Consultation	Reporting on Student Progress
School Self Review	
Strategic Planning	

NATIONAL ADMINISTRATIVE GUIDELINE 3: PERSONNEL

Appointments	Professional Development
Classroom Release time	Sexual Harrassment
Complaints, Discipline & Competency	Staff Discipline
Equal Educational Opportunity	Staff Induction
Performance Management	Staff Leave
Principal Appraisal	Units

NATIONAL ADMINISTRATIVE GUIDELINE 4: FINANCE AND PROPERTY

Financial Management	Property Management
Fundraising	

NATIONAL ADMINISTRATIVE GUIDELINE 5: HEALTH AND SAFETY

Administration of Medication	Emergency Evacuation
Animal Welfare	Health & Safety
Child Abuse	Sick Bay/Medical Room
Code of Behaviour	Traumatic Incident Management
Cyber Safety	
Cycle Transport	

NATIONAL ADMINISTRATIVE GUIDELINE 6: LEGISLATION

Attendance and Absences	Student Placement
Enrolment Scheme	Treaty of Waitangi
Privacy	Governance
Protected Disclosures	