



DOCUMENTATION & SELF-REVIEW PROCEDURES – NAG 8

Inglewood Primary School has implemented procedures in the following areas to ensure that 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 updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in years 1-8 from the 2013 school year, and all schools from the 2014 school year.

*Schools that have students in years 1–8 that use The New Zealand Curriculum must use National Standards for those students and schools that have students in years 1–8 that use Te Marautanga o Aotearoa must use Ngā Whanaketanga Rumaki Māori for those students.

PROCEDURES:

- Annual Planning
- Board Meeting Procedures / Standing Orders
- Board Minutes
- Charter
- Communication
- Consultation
- Development of school procedures
- Prospectus
- Reporting
- Review
- Staff Development
- Strategic Planning
- Student Achievement Statements
- Trustee Roles

SUPPORTING SCHOOL DOCUMENTATION:

- Annual Plan
- Annual School self-Review compilation
- Board Minutes
- Charter
- Pupil reports
- School Review
- Self Review Reports
- Special Needs Register

SCHOOL PROCEDURES:

ANNUAL PLAN:

- The board will develop an annual plan, based on its long-term strategic plan, setting out its priorities for the year.
- This will be communicated to staff and the school community.
- The review of the Annual Plan will form a monthly agenda item.

BOARD MEETING PROCEDURES:

- The board will operate within the guidelines set down in its standing orders.

BOARD MINUTES:

- Accurate board minutes will be kept of all meetings.
- These will be signed by the chairperson and verified as being correct.
- These minutes will be easily accessible within the school for public viewing.

CHARTER:

- The School Charter will set out the mission, vision, values, goals and teaching beliefs of the school.
- The school charter shall be reviewed annually as part of the strategic planning process.

COMMUNICATION:

- The Board will hold regular meetings throughout the year and hold an Annual Meeting in May.
- Meeting dates / outcomes of board meetings will be published in the school's newsletter.
- Invite community involvement/communication through personal approach or letter.
- Liaise with local kindergarten and arrange visits to the school.
- An information booklet about the school will be provided for families.
- Encourage participation in the school's Parent Link.
- Organise public meetings on important issues affecting the school.
- Students are encouraged to express their ideas/viewpoints about the school.

CONSULTATION:

- The board will maintain a programme of consultation with its school community.
- Consultation will be seen, not as having the responsibility/right to determine 'Yes or No' but as the right to have opinions, desires, concerns considered by those who do have such responsibility and authority for making decisions i.e. the Board.

DEVELOPMENT OF SCHOOL PROCEDURES:

- All procedures and programmes will be in accordance with:
 - a. the School Charter
 - b. the Education Act 1990 and other relevant legislation
 - c. will be directly related to the National Administration Guidelines of the time
- As part of its governance role the Board will determine what are appropriate expected outcomes for each of the National Administration Guidelines.
- As professional leader of the school the Principal is ultimately responsible for the development and implementation of the teaching and learning programmes and the school-wide procedures designed to achieve the expected outcomes. Aspects of the development and implementation of curriculum procedures and programmes may and will be delegated to other staff members.
- The Principal will work together with any appropriate sub committees, staff or school community groups to develop, implement and maintain the procedures required to achieve the expected outcomes.
- Where appropriate procedural guidelines and programmes will be designed and implemented in consultation with members of the school community.
- The Principal will be responsible for implementing regular programmes of review for all school procedures and programmes.
- The outcomes of the school's teaching and learning programmes are to be reported on to the Board.
- The Board will be kept informed of the review processes undertaken and their outcomes.
- All school procedures and programmes must promote the delivery of quality teaching and learning programmes and the achievement of quality learning outcomes.

REPORTING:

- The board and staff will implement regular reporting procedures for parents and the school community.
- These procedures will involve
 - Informal / formal meetings & discussions
 - Written reports Open Days
 - Surveys Newsletter
 - Annual Reports
- Reports to the community will include details concerning student and school achievement.
- Each pupil and his/her family is to receive at least two written reports outlining the achievement and progress of that person per year.

REPORTING ON STUDENT PROGRESS:

- Reporting to parents will take place in the following ways: conferences, written reports, Learning Journals, classroom visits, informal telephone calls, informal notes re praise or areas of concern, discipline contingencies and intervention. The school will also report through display and information events / evenings and through the presentation of student work on special occasions.
- Written reports will be sent home in March and December.

- Information home may include -
Individual reading diaries, home reading, spelling, homework notebooks daily and portfolios.
- Parent teacher conferences will be invited:
 - (a) At the end of term 1, 2, & 3
 - (b) After reports have been sent home.
 - (c) When requested by teacher or parent.
- All reporting will identify positive attitudes and developments, and will identify shortcomings constructively.
- All evaluations must be able to be substantiated by relevant data.
- Reports should be expressed in simple clear language.

REVIEW:

- The board and staff will prepare a schedule setting out the review structures operating within the school.
- The review structure will take into account all spheres of Board and teaching operations.

STAFF DEVELOPMENT:

Staff will be actively encouraged and assisted through a variety of means not only to update their knowledge but also to become familiar with wider issues such as new policies, curriculum developments, changes in required procedures and legal and ethical considerations

- All staff will be committed to ongoing personal and professional development.
- All staff will have the opportunity to participate in personal/professional development programmes on an annual basis.
- Opportunity will be provided for the delegation of responsibility to all staff members. This will be in addition to responsibilities related to M & R Unit allocations.
- Teachers will be encouraged to attend seminars and in-service courses related to school focus areas and identified areas of personal/professional development.
- An annual allocation of resources will be made in each year's budget.
- Release time will be made available when practical for teachers to engage upon professional development work.
- The professional development needs and interests of staff will be determined by senior management in consultation with staff by the end of February for the current year.
- An induction programme will be run for beginning teachers and for teachers new to the school.
- Staff development will be organised on an individual, team, curriculum and school basis.
- The Principal and the Deputy and Assistant Principal will play major roles within the staff development programme.
- The staff development budget will be allocated on both a team and school basis.
- Each team will have the equivalent of two or three days release per person allocated for staff development purposes. Teams under the guidance of the team leader will decide on the most effective usage of this allocation.
- Alternatives staff development programmes to traditional in-service courses will be encouraged.
- A separate allocation will be made for school based staff development including professional development for ancillary and support staff.
- The Board will receive regular reports on staff development programmes. These reports may be through the Principal's monthly report, the Staff Report or reports from persons with specific delegations.

STRATEGIC PLAN:

- The board and principal will develop and implement a 3 – 4 year strategic plan based upon the needs of the school.
- This plan will be subject to on-going annual review.
- The board will consult with relevant groups within the school community when determining the contents of the strategic plan.

STUDENT ACHIEVEMENT:

- Staff, under the direction of the Principal will prepare achievement statements for pupils indicating desired levels of achievement especially in numeracy, literacy, health & physical education.
- These will take into account local goals and priorities and the characteristics of the existing school roll.