



Documentation and Self Review Policy

NAG 2 Review

Toko School Board of Trustees, with the principal and staff will:

1. 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, assessment and staff professional development;
2. Maintain an ongoing programme of self-review in relation to the above policies, 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 as a whole and of groups (identified through 1. above) including the achievement of Maori students against the plans and targets referred to in 1. above.

NAG 2A

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:

(a) **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;

(b) report school-level data in the board's annual report on National Standards under three headings:

- i. school strengths and identified areas for improvement;
- ii. the basis for identifying areas for improvement; and
- iii. planned actions for lifting achievement.

(c) report in the board's annual report on:

- i. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and
- ii. 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 (b) and (c) apply is that which reports on 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.

Quality Learning for all In a Caring Community

Toko School Board of Trustees meets its obligations to **NAG 2 and NAG 2A** , by ensuring that the following documentation is developed, implemented and reviewed as part of the Board's self review process.

Policy

1. Documentation and Self Review (The NAG above)
2. Complaints

Key Supporting Documents

Blue type indicates a hyperlink

Achievement data

Audited Financial Report

Board Job description

Board Meeting procedures

Board Minutes (signed)

Board Self Review Timetable

BOT Standing Orders

Chairperson's Annual Report

Curriculum Framework

ERO reports

Job Descriptions

Ministry Gazette Notices and Circulars

Performance Appraisal

Policy

Annual Reports

Principal Reports to BOT

School Information Booklet

[School](#) Newsletters

Trustee Handbook

Trustees Code of Conduct school Charter

Special Needs Register

Staff Meeting minutes

Toko School Charter

Toko School Strategy Plan

Toko School Annual Plan

Treasurer's Annual Financial Report

Location

Blue Folder Principals Office

Cabinet Bottom Drawer

With BOT members

Green Folder Office

Principals Wall

Staffroom Wall

Red book

All teachers

Bottom Drawer Filing Cabinet

O Drive

Various

O Drive

O Drive

O Drive

O Drive

O Drive

O Drive

Principals Office

O Drive

School Master

Interact

O Drive

O Drive

O Drive

Filing Cabinet

School Procedures Listed Below

1. Assessment
2. Board minutes
3. Charter
4. Communication
5. Development of school procedures
6. Information Booklet
7. Policy making and review
8. Review
9. School consultation

This policy is reviewed on a 3 year cycle in line with the Board's document self review plan.

Approved March 2006

Review 1 **August 2006**

Review 2: **May 2007**

Review : 3 August 2009

Review 4 Principal review April 2010

NAG 2 PROCEDURES

ASSESSMENT:

Refer NAG 1 Assessment

BOARD MINUTES:

1. Accurate Board minutes will be kept of all meetings. A Board minutes secretary will be at each meeting. Every attempt will be made to produce informative minutes.
2. These will be signed by the chairperson and verified as being correct, promptly.
3. These minutes will be accessible within the school for public viewing.

CHARTER:

1. The School Charter will set out the mission, vision, values and goals of the school. It also includes the Strategic Plan and Annual Plan, and the Annual learning Targets.
2. The School Charter renewed yearly.
3. The Board will develop an Annual Plan yearly, based on the Strategic Plan, and including the learning targets, setting out its priorities for the year.
3. The Board and Principal will develop and implement a **3 year** Strategic Plan (2009 2010 2011) based upon the needs of the school.
4. The Board will consult within the school community when determining the contents of the Strategic Plan.

COMMUNICATION:

1. The Board will hold regular meetings throughout the year and hold an Annual Meeting in May/ June.
2. Invite community involvement/communication through personal approach or newsletter.
3. An information booklet for parents is available.
4. Term Couriers reach the wider Toko School community.
5. Board members should be proactive in their communication with parents.
6. An informative and up to date website is a priority, outlining much school documentation as well as children's events and learning.

DEVELOPMENT OF SCHOOL PROCEDURES:

1. 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
2. As part of its governance role the Board will determine the appropriate expected outcomes for each of the National Administration Guidelines through **Policy**.
The development of **school procedures** is a management role and identify day to day management rules roles and regulations. However, Board will have an overview of procedures at set review times.
3. 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.
4. 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.
5. The Principal will be responsible for implementing regular programmes of review for all School procedures and programmes. A time table for policy and procedural review is in place. **Curriculum review will occur along side teacher's professional development**. For example: Mathematics in 2005, Reading in 2006 and 2007, Health and Physical Education/ PA 2007, Writing 2008, 2009 Writing 2010 Social Sciences
6. The outcomes of the school's teaching and learning programmes in key areas will be reported to the Board on a regular basis, June and November, with other reporting occurring in-between. This may be speech board data or Methanex, school events, sports results, Learning Star feedback, curriculum etc.
7. All school procedures and programmes must promote the delivery of quality teaching and learning programmes and the achievement of quality learning outcomes.

INFORMATION BOOKLET:

1. The Principal is responsible for compiling and updating the Information Booklet.
2. This will be made available to school families and prospective enrolments.
3. The Information Booklet will be reviewed on an annual basis or earlier if major changes are required.

POLICY MAKING AND REVIEW:

1. Clear, simple language should be used to write policies, to aid communication.
2. A policy statement should be limited where possible to one or two typed pages to make policies easy to read, easy to write and easy to change.

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3. Policy formulation should be a shared process within the school community.
 - * New or revised policy will be considered in the first instance in draft form, before being submitted to the full Board for approval.
 - * Policy approved by the Board will be advertised through the school newsletter for parent information and comment.
 - * Contentious policy will be considered by the Board in response to parent concern. Contentious issues will be addressed by the Board and including people's views with a stake or expertise in the issues involved.
5. School policies should take into account the 'umbrella' policies of the Ministry of Education and Government, e.g. **Nag 1-6**
6. Once adopted, Policies should be dated with the current and review dates.

REVIEW:

1. The Board and staff will prepare a schedule setting out the review structures operating within the school.
2. The review structure will take into account all spheres of Board operations.
3. Principal reports will outline review of Curriculum and teaching and learning.

SCHOOL CONSULTATION:

1. The school community is invited to contribute their ideas/suggestions on any aspect of school life through direct or indirect consultation with the Board. **Parents are encouraged to speak to their Board members.**
2. Community surveys are carried out to ascertain the community's feeling on school/Board organisation e.g. Toko School second Language, Safe Surveys, Health Curriculum Survey
3. Students are consulted where appropriate eg Feeling safe Survey, Children's voice survey.
4. A new notice board is available at the outside of the school for community and groups to use.
5. The Principal will liaise with the local Maori community.