

TOKO SCHOOL
National Administration Guidelines 2,7 & 8

SELF REVIEW POLICY

NAG 2

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, aromatawai and/or assessment, and staff professional development;
2. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;
3. on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:
 1. in plain language, in writing, and at least twice a year; and
 2. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
4. on the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

NAG 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

NAG 8

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.

Toko School Board of Trustees meets its obligations to **NAG 2, NAG7 & NAG 8**, by ensuring that the following documentation is developed, implemented and reviewed as part of the Board's self review process.

Policy

1. Self Review

Key Supporting Documents

Achievement data
Board Job description
Board Minutes (signed)
BOT Standing Orders
Curriculum Framework
Job Descriptions
Performance Appraisal
Annual Reports

Audited Financial Report
Board Meeting procedures
Board Self Review Timetable
Chairperson's Annual Report
ERO reports
Ministry Gazette Notices and Circulars
Policy
Principal Reports to BOT

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School Information Booklet
Trustee Handbook
Special Needs Register
Toko School Charter
Toko School Annual Plan

School Newsletters
Trustees Code of Conduct school Charter
Staff Meeting minutes
Toko School Strategy Plan
Treasurer's Annual Financial Report

School Procedures Listed Below

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

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

REVIEW: June 2019

NAG 2 PROCEDURES

ASSESSMENT EVALUATION & REPORTING

Refer NAG 1 Assessment Evaluation & Reporting.

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.
4. The Board and Principal will develop and implement a **3 year** Strategic Plan based upon the needs of the school.
5. 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 Community Meeting.
2. Invite community involvement/communication through personal approach or newsletter.

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3. An information booklet for parents is available.
4. An informative and up to date website is a priority, outlining much school documentation as well as children's events and learning. It also includes BOT reviews and documentation.

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.**
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.
4. An electronic copy is available on our website.

PERFORMANCE MANAGEMENT

Refer NAG 3 Performance Management

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.
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.

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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 1-8**
6. Once adopted, Policies should be dated with the current 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.
2. Community surveys are carried out to ascertain the community's feeling on school/Board organisation
3. Students are consulted where appropriate
4. A 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.

STAFF / BOT DEVELOPMENT

1. The educational opportunities and outcomes of students will be enhanced by providing opportunities for improving staff and Board of Trustees capabilities.
2. Funding will be allocated for Staff and Board of Trustees development.
3. An overview of the year's programme will be developed and added to during the year.
4. All training programmes will fulfil the obligations of the Charter.