

NATIONAL ADMINISTRATION GUIDELINE 1 (Curriculum Requirements & Student Achievement)

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the *National Curriculum* as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each Board, through the Principal and staff, is required to:

- i. Develop and implement teaching and learning programmes:
 - a. to provide all students in years 1-10 with opportunities to achieve for success in all areas of *The National Curriculum*.
 - b. Giving priority to student achievement in literacy and numeracy, especially in years 1-8.
 - c. Giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- ii. 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:
 - a. Student achievement in literacy and numeracy, especially in years 1-8; and then to:
 - b. Breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of *The National Curriculum* (as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*);
- iii. On the basis of good quality assessment information, identify students and groups of students:
 - a. Who are not achieving
 - b. Who are at risk of not achieving.
 - c. Who have special needs (including gifted and talented students); and
 - d. Aspects of the curriculum which require particular attention.
- iv. Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in **iii** above.
- v. In consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students; and
- vi. Provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

Curriculum Requirements and Student Achievement Policy

Purpose:

To foster student achievement by providing teaching and learning programmes in accordance with *The New Zealand Curriculum 2007* statements.

Objectives:

1. School programmes are well organized, systematically planned and implemented with appropriate follow-up evaluations.
2. Staff refer to the Curriculum Delivery Statement in each of the Peterhead School Curriculum Plans when selecting, planning and implementing teaching and learning programmes.
3. Staff acknowledge our school library and information network as a major resource for implementing *The New Zealand Curriculum 2007* statements.
4. A school-wide monitoring system is maintained to allow teachers to report on the assessment of individual children and for the Principal to report school-wide achievement patterns and trends.
5. After regularly evaluating children's progress and achievement in literacy and numeracy, specific teaching and learning strategies are developed and implemented, providing targeted support for those children who are under-achieving, or those at risk of under-achieving.
6. The school has written curriculum procedures that are actively practised and systematically reviewed for compliance as stated under 'National Administration Guideline 2 – Self Review' in this document

Policy: CURRICULUM DELIVERY

RATIONALE:

The provision of a balanced curriculum delivery in accordance with national curriculum statements is essential to ensure the learning needs of our children will be met during their time at Peterhead School.

PURPOSES:

- To ensure curriculum overviews reflect curriculum documents and the special nature of the school.
- To ensure all curriculum areas are being delivered through an effective system of curriculum resource allocation.
- To ensure that appropriate resources are being used efficiently and economically.
- To provide Syndicate Leaders with realistic release time allocation to provide necessary support and to ensure that teachers are delivering the curriculum in the proper manner.
- To ensure staff work collectively so that resources are effectively used and properly maintained.
- To ensure that learning programmes are following curriculum statements and the success of this work is measured against a set of realistic expectations.

GUIDELINES:

- Curriculum resources are those that are considered necessary for proper teaching delivery eg. readers, texts, AV equipment, NUMP,, Science, concrete material etc.
- The purchase of these resources will have resulted from Curriculum committees having established a list of priorities within their curriculum area.
- Priorities will also be established as a result of school wide curriculum review.
- Curriculum Committees will have been established at the beginning of the school year as a result of: expertise - knowledge - interest/enthusiasm.
- In general, change within the committees from year to year will be minimal.
- Teachers will ensure that children are encouraged and trained in routines and practices which provide for the care of curriculum resources in the class and school environment.
- Curriculum delivery is most effective when "teaching time" is used most effectively.

CONCLUSION:

The quality of learning and teaching programmes is very much dependent on the management and organisation of the class and the effective use of appropriate resources and equipment that will enhance learning.

A well planned and monitored resource management system will assist in ensuring that the learning needs of pupils are being met.

NATIONAL ADMINISTRATION GUIDELINE 2 (Documentation & Self Review)

Each Board of Trustees, with the Principal and teaching staff is required to:

- i. 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, National Standards, assessment and staff professional development.
- ii. Maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement.
- iii. 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 **iii** previous page) including the achievement of Maori students against the plans and targets referred to in **v** (previous page also).

NATIONAL ADMINISTRATION GUIDELINE 2A (National Standards)

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:

- i. 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;
- ii. Report school-level data in the Board's annual report on National Standards under three headings:
 - a. School strengths and identifying areas for improvement; and
 - b. The basis for identifying areas for improvement;
 - c. Planned actions for lifting achievement.
- iii. Report in the Board's annual report on
 - a. The numbers and proportions of students at, above, below or well below the standards, including Maori, Pasifika and by gender (where this does not breach an individual's privacy); and
 - b. 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 ii and iii apply is that which reports 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.***

Documentation, Self Review and National Standards Policy

Purpose:

To implement processes of self-review that identify strategies for continuous improvement, ensuring that quality learning and teaching takes place at Peterhead School.

Objectives:

1. As an integral part of its Charter, the Board maintains a School Improvement Plan (strategic plan) formalizing how the National Education Guidelines and National Standards are given effect at Peterhead School. Annual student achievement "Targets" and planned actions for lifting achievement are derived from this plan.
2. The Board has a written calendar for systematic review of all National Administrative Guidelines over a seven year cycle. A "layer model" is used to present self-review information.

3. Community consultation, in a range of formats, is an integral aspect of school self-review.
4. The goals of the Charter are included in the review process.
5. The National Education Goals and National Standards are implemented through the School Charter, curriculum management systems and detailed in written procedures.
6. The Board reviews all policy statements in this document annually.
7. Where appropriate, policy statements are further unpacked as “Procedures” in a separate manual. Procedures are only reviewed as/when necessary.

Policy: CONSULTATION

RATIONALE:

The Board of Trustees, the school Principal and teaching staff will consult with our school community regarding Charter development, formulation of official statements of policy and other important matters affecting school families. It will be recognised that consultation is a process involving the mutual sharing of perspectives, resulting in determining well considered and appropriate outcomes.

PURPOSES:

- To establish a partnership between the Trustees, the school Principal, the teaching staff and the school community.
- To ensure that parents:
 - Are kept regularly informed
 - Are encouraged to take part in various school activities.
 - Participate in communications and discussions
 - Share in decision making.
- To ensure that Trustees reach well considered and objective governing decisions.
- To ensure that the formulation of the Charter document, together with supportive policies, reflects the considered viewpoints of the school community and the needs of its children and parents.

GUIDELINES:

- The process of consultation will involve the Trustees with:
 - Identifying content for sharing
 - Providing information
 - Inviting input from the community
 - Determining time constraints
 - Establishing methods
 - Identifying people involved
 - Making governing decision from the shared input
 - Outcomes from consultation should:
 - Focus on the learner.
 - Promote a sense of cultural identity.
 - Promote equity.
 - Reflect balance and cohesion.
 - Provide for accountability.
 - Charter and policy documents will be formulated, written, reviewed, amended and revised co-operatively by Trustees, teaching staff, Principal and parents.

- The community will be encouraged to access, overview and make input to all documentation during the process.

- Successful consultation/ communication is about:
 - relationships
 - making shared decisions
 - building consensus
 - maintaining feedback
 - reporting

CONCLUSION:

Consultation will maintain and improve community support, and ensure all partners feel a part of the school community.

PETERHEAD SCHOOL

Policy: REPORTING TO PARENTS

Rationale:

Both formal and informal reporting is important in the establishing of good relationships between parents, child and teacher and this is essential to good learning.

Purposes:

Communication between parents and teachers should keep parents regularly informed of what is happening in the school - especially in their child's learning.

To inform parents of children's

- Quality of work
- Personal qualities and social skills
- Special skills and interests
- To help show that as a school we are concerned and caring.
- To establish common goals with parents in respect to their children that can be jointly pursued.

Guidelines:

Our school will continue to operate an 'open door' policy in which teachers are readily accessible to parents. This will facilitate informal reporting.

Teachers who have concerns about aspects of a child's progress or attitude will arrange for parents to come into school, to discuss possible courses of action that might help to solve the problem.

Regular school newsletters can be an appropriate communication vehicle.

Reporting to Parents:

- On entry to school, children are assessed and the class teacher meets with parents and the child to set learning goals and offers guidance on how they can be achieved.
- Teachers will have the opportunity to meet with parents three times. The first of these meetings will be held early in the first term to view class/individual goals: as a "meet the teacher" and to give the teacher an opportunity to outline a typical day in the child's class life. During these meetings, some goals may be established between the parent, teacher and child.
- A second meeting will be held in the second term. Before these meetings which will be of 20 minutes' duration, and which will include the child - parents will be asked to fill in a sheet which outlines their view of their child (these will be discussed at the meeting). Children will have worked with their teacher establishing strengths and weaknesses to work on and to assist in setting goals for the remainder of the year. Teachers will follow up these meetings with a phone call or letter, discussing aspects of the earlier goal settings.

- A third meeting held later in the fourth term (for selected parents) will review the goal achievement set earlier in the year, as well as there being an opportunity for the teacher to discuss the child's written report with the parent.

Conclusion:

Consultation is on-going with our 'learning community' through a series of informal meetings, sports events, cultural performances and home visits.

PETERHEAD SCHOOL

POLICY: SPECIAL NEEDS

Rationale:

Peterhead is an inclusive school which recognises the need to provide teaching programmes which meet the individual learning and developmental needs of all children.

Purpose:

To support students who require extra support with their learning.

Guidelines:

- Peterhead School will ensure students with special needs will be provided with learning programmes/opportunities which enable them to have success at their own level.
- Assessment information will be used to identify students who require extra support.
- Teachers are committed to providing adaptations to the curriculum to ensure that students with special needs are able to achieve success at their level.
- Professional development of teachers and teacher aides is integral to the success of supporting students with special needs.
- Early identification of needs is paramount. Transition pathways are crucial for students with special needs students transitioning from ECE and through the different areas of the school.
- Goal setting in IEPs will provide clear next step learning goals for the student.
- Peterhead School actively engages with all stakeholders e.g. parents, agencies, teacher, support staff and, when appropriate, for the student.
- Teachers with special needs students are supported through advice, professional development and guidance from SENCO, team leaders and senior management.
- All learners with special education needs will have access to available special education funding e.g. ORRS, SEG grant.
- Students who have more significant needs will be identified and referred to the appropriate agency. On-going liaison will be maintained with these support services by the SENCO. The support of these professionals is highly valued.
- Where possible, extra support will be provided in the classroom. When this is not possible, small groups may be used if students are similar.
- In some cases, individual students may be withdrawn to work on specific programmes which have been designed with outside agencies, e.g. SLT, RTLB.
- School programmes to address needs will be co-ordinated by the Special Needs coordinator (SENCO), Principal, DP or AP on the basis of need.
- The allocation of resources for special needs students will be discussed with senior management on the recommendation of the SENCO.
- Teachers will enter interventions into the guidance register termly.

Procedures:

The aim of this procedure is to ensure that students with special needs

- Are welcomed at Peterhead School.
- Have their learning needs identified and met.
- Are supported by a wider team of professionals.
- Are transitioned carefully into a new learning environment.

PETERHEAD SCHOOL

POLICY: ESOL (English for Speakers of Other Languages)

Rationale:

Peterhead School is an inclusive school which recognises and values the cultural and language capital a learner brings to school, and that this capital is essential to new learning.

The presence of multicultural and multilingual students with their wealth of experiences is an asset. The school will provide opportunities to include and value additional cultural dimensions in all learning areas.

Guidelines:

- Peterhead School will ensure English Language Learners can participate in all learning areas and appropriate support will be provided for participation as necessary.
- Language outcomes will be identified in all learning areas and teachers will identify the key vocabulary and structures necessary to scaffold the learning.
- A support programme will be provided for beginning English language learners.
- The cultural diversity of the school will be reflected in the physical environment where possible.
- Family involvement in the school community will be encouraged and language interpreters will be provided as necessary.
- Staff development will be on-going and include professional development for all. Opportunities will be given for students to use their first language in classroom programmes.
- A range of identification techniques will be used to identify students who require support with English.
- Where possible, extra support will be provided in the classroom. When this is not possible, small groups may be used if student needs are similar.
- Teacher aides are considered an important resource for students learning English and they are trained accordingly.
- The allocation of resources for special needs students will be discussed with senior management on the recommendation of the ESOL co-ordinator.
- Teachers will enter interventions into the guidance register termly.
- Tutor-tutee programmes may be used to support the English needs of both groups.
- Cultural experiences will be available for all students.
- Students who require support with English language learning will be tracked using the English Language Learning Progressions twice a term.

Procedures:

The aim of this procedure is to ensure that students from other backgrounds

- Are eligible to attend school in New Zealand.
- Are welcomed at Peterhead School.
- Have their language needs identified and tracked on the English Language learning progressions.
- Have other learning needs identified.
- Receive full orientation into the school.

PETERHEAD SCHOOL POLICY STATEMENT

Policy: PERFORMANCE APPRAISAL

RATIONALE:

- Performance Appraisal will take effect through the following processes:
- Negotiated job descriptions reviewed twice a year- firstly by the Principal and later by senior teacher and analysis.
- These processes are intended to increase staff awareness of what is expected of them in developing a "team approach" and to assist in the development of their professional skills.

PURPOSES:

Performance Appraisal will contribute to:

- Improved accountability
- More effective task completion
- Improved professional development.

This, with a negotiated Job Description will.....

- Assist in evaluating personal performance
- Assist personal development
- Assist in meeting the school's curriculum goals
- Recognise individual and team achievement
- Provide professional feedback.

GUIDELINES:

- Job Descriptions:
- Every staff member will develop co-operatively with the principal, a comprehensive negotiated job description based on a common school format.
- Each Job Description will allow for fair distribution of school tasks, opportunities for staff development, as well as providing a base line for part of the school's performance appraisal process.
- Teacher performance will be appraised as part of the review of the Job Description. Performance indicators and individual goal setting will be discussed with the individual class teacher.
- All appraisals will be confidential to the appraisee and the Principal.
- Individual goal setting will be set each term.
- Release time will be provided for the appraisal to be carried out.

NATIONAL ADMINISTRATION GUIDELINE 3 (Employer Responsibilities)

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- i. Develop and implement personnel and industrial policies, 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 recognize the needs of students; and
- ii. Be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

Employer Responsibilities Policy

Purpose:

To provide the best learning environment for students we recognize that by providing staff with optimum working conditions, adequate resources, effective ongoing training, career opportunities and encouragement we foster well-being and promote high levels of performance.

Objectives:

The Board has written personnel procedures which are actively practised and systematically reviewed for compliance as stated under 'National Administration Guideline 2 – Self Review' in this document.

Equal Employment Opportunity (EEO)

1. All school policies and procedures incorporate EEO requirements where appropriate.
2. An EEO programme is developed and implemented in consultation with employees. The EEO co-ordinator is responsible for oversight of this programme.

Sexual Harassment

1. Sexual harassment is not tolerated and is dealt with promptly and fairly.
2. Employees must follow the procedures set by the school and Board of Trustees to prevent or stop sexual harassment.

Staffing

1. Staff are encouraged to be employed under the appropriate "Collective Agreement" wherever possible.
2. Peterhead School Board of Trustees abides by the provisions of the various employment agreements that are relevant to specific staff.
3. The school has management procedures that outline personnel practices.

Appointments

1. The Board of Trustees appoints the Principal in accordance with written procedures.
2. Appointments are made in accordance with the 'good employer' requirements of the State Sector Amendment Act 1989, and are fair and impartial.
3. Appointment panels abide by the appointment procedures set by the Board of Trustees.

Staff Leave

1. Leave provisions are generally covered by the relevant employment agreement and/or by legislation (eg Holidays Act).
2. Short-term leave outside these parameters will be granted at the discretion of the Principal.
3. The Principal may consult with the Board of Trustees on all leave requests over five consecutive days.

Performance Management

1. The Principal is responsible for the implementation of the performance management of staff. Aspects of staff appraisals and attestations are delegated to management staff.
2. Appraisals are based on job descriptions, relevant professional standards, school-wide development goals and performance agreements.
3. The Principal and staff are appraised in line with the process and established procedures agreed between the Board and staff.
4. In the event of a disagreement with an appraisal, staff are entitled to a review as described in the Performance Agreement.
5. Appraisal documents contained in individual “Peterhead Learning Portfolios” are confidential between the person being appraised, the appraiser and the Principal. Unless specific reasons are agreed, appraisal documents are destroyed after 12 months.
6. This policy and appraisal procedures are actively practised and reviewed for compliance as stated under ‘National Education Guideline 2 – Self Review’ in this document.

Supplementary Funding

1. Supplementary Funding, as referred to in the current employment agreement, is available in full to the Principal as part of the Principal’s salary package. Access to this funding is an acknowledgement of the professional skills, performance and loyalty that the Principal brings to the position.

Pay Units

Management Units (M-Units)

1. Based on current staffing profiles, the board ensures that existing management staff are allocated at least the following number of units (equivalent to 60% of total units available):
Deputy Principal (6 M-Units) Assistant Principal (6 M-Units) Senior Teachers (2 M-Units)
2. M-Units are allocated on a permanent basis.
3. M-Units may be redistributed upon the resignation of the holder, or if they relinquish them in writing.

Fixed Term Units (R-Units):

1. All remaining pay units are regarded as fixed term and are advertised internally amongst staff, using an application form designed for this purpose.
2. Applications are invited for fixed term projects that assist us in achieving agreed school improvement goals – these goals may be lined to the School Improvement (Strategic) Plan.

3. The allocations committee for R-Units comprises a minimum of two persons – the Principal, senior management staff/staff representative (provided that no committee member has submitted an application).

Staff Training/Professional Development

1. Staff development opportunities are based on individual appraisal goals, individually negotiated needs and school-wide initiatives/priorities/programmes.
2. The Assistant Principal is the staff development co-ordinator, and requests for individual professional development opportunities are generally made through the co-ordinator.
3. The Board acknowledges the importance of ongoing staff development by making realistic budget provision annually.

Dealing with Complaints/Privacy Issues/Protected Disclosures

1. Matters of concern are directed to the person/s involved as set out in the complaints procedure.
2. The investigation or consideration of a complaint should be on a scale appropriate to that complaint, and should not escalate beyond those who are immediately involved.
3. The Principal is the school's "Privacy Officer".
4. "Protected Disclosures" should be addressed in writing to the Principal or Board Chair.

PETERHEAD SCHOOL POLICY STATEMENT

Policy: EQUAL EMPLOYMENT OPPORTUNITY

RATIONALE:

This school has a commitment to removing inequality from the workplace and will make continuing efforts towards becoming an Equal Employment Opportunities (E.E.O) employer.

PURPOSES:

The school and Board of Trustees recognise:

- The need to maintain fair, just and non-discriminatory policies on behalf of all staff.
- The need to provide opportunities that enhance the value of career opportunities for all individual staff members.
- The need to provide a non-discriminatory culturally sensitive, and safe working environment for all staff.
- The need for applicable school policies and procedures to incorporate EEO requirements that reflect the Treaty of Waitangi.

GUIDELINES:

- The appointment policy and procedures will ensure that there will be no discrimination in the areas of recruiting and selection, or in promotion and career development.
- The Board of Trustees, as employer, will ensure that all employees maintain proper standards of integrity, conduct and concern for the school and community interest.
- The school has guidelines for handling sexual harassment, discrimination or grievances.
- The school has developed and implemented the EEO programme in consultation with all staff members.
- The school will implement ongoing staff appraisals in a positive and supportive way that encourages the development of individual teachers.
- The Board of Trustees will annually review Personnel policies and procedures.
- The Principal will report regularly to the Board of Trustees on Staff Development.

NATIONAL ADMINISTRATION GUIDELINE 4 (Financial and Property Management)

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- i. Allocate funds to reflect the school's priorities as stated in the charter.
- ii. 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;
- iii. 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, healthy learning environment for students.

Finance Policy (NAG 4 I, ii)

Purpose:

To maximize children's access to a quality education through prudent allocation and control of the school's financial assets.

Objectives:

1. The Board allocates funds to reflect the school's priorities as stated in the Charter by:
 - Maintaining a School Improvement Plan
 - Ensuring that staff provide an annual budget request by November annually for consideration in the Board's School Improvement Plan the following year.
2. The Board and school have effective management procedures for monitoring and controlling expenditure. These include:
 - Auditor approved accounting systems (including petty cash, receipting, banking, bank accounts).
 - Delegated responsibility for curriculum purchases.
 - Guidelines for internal spending, including ordering and purchase of resources.
 - Purchase of capital assets.
3. The Board ensures that the annual accounts are prepared and audited as required by the Public Finance Act 1989, the Education Act 1989 and any subsequent legislation. The Board employs an accountant (Education N.Z. Ltd) to assist with this task.
4. The Board's asset register maintenance is delegated to Education N.Z. Ltd who comply with the appropriate Financial Reporting Standards.
5. The Board has written procedures, which are actively practised and systematically reviewed for compliance as stated under 'National Education Guideline 2 – Self Review' in this document.

Property Management Policy (NAG 4 (iii))

Purpose:

To provide a safe and attractive school environment for the school community.

Objectives:

1. The Board allocates funds to reflect the school's priorities as stated in the Charter by implementing a long term (10 year) Property Improvement Plan. This plan is reviewed as/when required to take into account any unforeseen property issues that may present from time to time.
2. The Board complies with any current asset management agreement, including the Property Occupancy document.
3. Buildings at Peterhead School comply with health and safety requirements.
4. The school complies with all current legislation regarding property.
5. The Board, through the Principal, carries out regular property inspections. This task is delegated to the caretaker for day-to-day checks. A "tasks register" is held in the school office whereby staff/board members can record any property items that require attention.
6. The school has written property guidelines/procedures which are actively practised and systematically reviewed for compliance as stated under 'National Administration Guideline 2 – Self Review' in this document.

NATIONAL ADMINISTRATIVE GUIDELINE 5 (Health & Safety)

Each Board of Trustees is also required to:

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

Policy: Health, Safety, and Welfare

Peterhead school is committed to ensuring safety and well-being as far as is reasonably practicable, of students, employees, and visitors both at school and when away from the school on school business.

Our Health and Safety, Welfare policy enables us to:

- Provide and maintain a safe and physical and emotional environment for students and staff
- Meet our **legal requirements**, to ensure the safety of students, employees and visitors
- Uphold our primary care to everyone in the school community and exercise **due diligence** to ensure that the school meets its health and safety performance.
- **Promote healthy food and nutrition** for all students
- Continuously improve our health and safety performance

The following steps allow us to carry out the aims of our health and safety, welfare policy.

- The school has **Health and Safety Representation** and conducts an annual internal audit of the school's health and safety compliance practices.
 1. Workers take reasonable care of their own health and safety of other people, and comply with any reasonable instruction given to them by management.
 2. The staff is kept well informed of the results of health and safety monitoring and review, consulted in the development and review of these procedures. The staff understands and implements all health and safety procedures, and is kept trained and supervised in their implementation.
 3. All staff are active in **hazard identification and risk management**.
 4. The school provides health and safety induction, training, and supervision for all workers.
 5. On health and safety issues, the school consults, cooperates and coordinates with contractors working at school.
- The school has internal staff procedures for health and safety issues, implemented by staff every day. These include:
 1. Playground supervision, road patrol, and sun protection

2. Guidelines for plant machinery safety, and storage and use of hazardous substances
 3. Administering medication, communicable diseases, handling of blood.
 4. Visitors to the school, including parents’ access to students during school hours
 5. Absence notification
- The school maintains:
 1. A hazard register, and any identified hazard is eliminated or minimised. The school assures the board of this ongoing process.
 2. An accident register, including first aide records and all accidents and near misses, and informs WorkSafe NZ and the board chair as soon as practicable when a notifiable incident occurs in any place controlled by the school.
 3. Specific planning for EOTC activities, including risk management, which follows Ministry of Education regulations and guidelines, and legal requirements. Planning includes submitting the relevant documentation to the board, which must approve overnight camps and holds the ultimate responsibility for approved excursions.
 4. Up-to-date emergency plans and evacuation procedures, and assures the board of trial evacuations.
 5. Comprehensive cyber safety policies and procedures to guide our use of the internet, mobile phones, and other ICT devices and equipment.
 - The school follows abuse reporting procedures, and trains staff in recognising and reporting abuse.
 - The school applies behaviour Management strategies and if necessary, stand-down, suspension, or exclusion procedures.
 - The school complies with the Smoke-Free legislation and promotes a smoke-free lifestyle.

This policy meets the aims of the National Administration Guideline 5.

Legislation:

- **Health and Safety at Work Act 2015**
- **Smoke-Free Environments Act 1990**
- **Civil Defence Emergency Management Act 2002**

Peterhead School Policy

Searches, Surrender and Retention of Property

Rationale

The Peterhead School Board of Trustees complies with all relevant legislation and regulations concerning requirements for the operation of the school.

The School endeavours to provide a safe physical and emotional environment for students and staff. Parents, students, staff and the public have a legitimate expectation that the school environment will be free from illegal and/or potentially harmful or injurious items against the school policies or rules.

In order to achieve this, the School may, in accordance with the Education Act 1989, conduct searches and seize property.

Students are protected under Section 21 of the New Zealand bill of Rights Act 1990 which provides that “everyone has the right to be secure against unreasonable search and seizure, whether of the person, property, correspondence or otherwise”. Therefore, all searches must be reasonable and necessary in order to maintain a safe environment.

Purpose

The purpose of this procedure is to:

- Provide a fair and dignified process.
- Provide guidelines for searches, surrender and retention of property.

Guidelines

- The Ministry of Education “Guidelines for the Surrender and Retention of Property and Searches” (January 2014) shall be followed.
- Where possible, Section 2 of the MOE Guidelines shall be reviewed prior to undertaking a search, surrender or retention of property.
- Searches are only permitted where there are reasonable grounds to believe that a particular student has an item that is harmful. Blanket searches and searches for non-harmful items are not permitted. It is unlawful to search a student’s person.
- Search and seizure will be carried out only by the Principal or Deputy Principal and a teaching staff member of the same gender as the student. Searches required during off-site activities, without access to the Principal or Deputy Principal need to be conducted at the teacher’s discretion, and with reference to the spirit of this policy.

Retention and Disposal

- All due care will be taken with items retained, but staff and the school cannot be liable for these items.

- The Act provides guidelines for when items seized may be disposed of. Items shall only be disposed of by the Principal. Note that this includes the deletion of seized items such as texts, videos or photos from electronic devices.

Records

- In the event of any retention, the Principal shall be advised and will prepare a written record in accordance with 'Education (surrender, Retention, and Search) Rules 2013', Rule 10.
- In the event of any search, the Board must be advised in writing at the next scheduled Board meeting. The report shall be in accordance with the "Education (Surrender, Retention, and Search) Rules 2013', Rule 11.
- Records shall be retained for a minimum of seven years.

Police Involvement:

- The Principal will determine if it is appropriate to contact the Police in case of any item seized or where Police or another agency involvement is required in relation to providing a safe physical and emotional environment.
- The school will not retain or destroy unlawful drugs, but hand these over immediately to the Police.

Key Consideration

- The New Zealand Bill of Rights Act 1990 prohibits unreasonable search and seizure.
- The Human Rights Act 1993 protects people from discrimination, including where a person is treated unfairly or less favourably than another person in similar circumstances because of age, race, colour or disability.
- Personal information may be involved or generated after the search or surrender of an item. The School's privacy procedures and the Privacy Act 1993 shall be followed.
- These procedures do not limit the School's rights to search any part of its own property (including digital property).
- The School's discipline and behaviour management practices shall also apply.
- This procedure does not limit staff's ability in emergency situations to take action in accordance with the Sections 41 and 48 of the Crimes Act 1961.

Approved April 2017

PETERHEAD SCHOOL POLICY STATEMENT

Policy: A SMOKEFREE ENVIRONMENT

RATIONALE:

Peterhead School recognises the importance of providing a healthy workplace and an environment where children are exposed to positive healthy practices. We also recognise that the health and well-being of staff and other users of the school may be negatively affected by smoking and respect the right of employees to a smoke-free environment.

PURPOSES:

- To comply with the Smoke free Environments Act 2003, and others requiring smoke free environments.
- To provide a totally smoke free environment at Peterhead School.

GUIDELINES:

- Smoking shall not be permitted anywhere within the buildings or grounds of Peterhead School at any time, nor at any official school activity such as field-trips, sports events, including transporting of students in private vehicles.
- Organisations or individuals using school facilities must agree in writing to comply with this policy as a condition of use.
- Contractors and others working within the school property are to be advised of the school's smoke-free policy and that the policy applies to them whilst on the property.
- Signs shall be displayed at the entrance to the school and in the office foyer and any place or places that the Board of Trustees may consider appropriate.
- The policy shall be reviewed in consultation with staff or staff representatives at least every 12 months and the dates of review recorded as part of the policy.
- Complaints with regard to this policy should be made in writing to the Principal or their delegated staff member.

CONCLUSION:

Peterhead School as a smoke free area, will be a healthier place to be in, and will provide an improved environmental model for our children.

Smoke-Free Environment

1. By legislation the school buildings and grounds are smokefree 24 hours/day.
2. Smokefree signs are prominently displayed around entranceways and school buildings.

NATIONAL ADMINISTRATIVE GUIDELINE 6 (Administration/Compliance)

Each Board of Trustees is also 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.

Administration & Compliance Policy

Purpose:

To ensure that laws and compliance orders concerning school operations are fully met.

Objectives:

1. The school has management procedures which include:
 - Length of the school year
 - Structure of the school year
 - Attendance
 - Admission to and withdrawal from school
 - Truancy
 - Suspensions
2. All management procedures reference current legislation.
3. The school has written Administration and Compliance procedures which are actively practised and systematically reviewed as stated under 'National Education Guideline 2 – Self Review' in this document.

PETERHEAD SCHOOL POLICY STATEMENT

Policy: TIRITI O WAITANGI

RATIONALE:

Peterhead School recognises the dual cultural role that is implicit within Tiriti O Waitangi. The Board of Trustees will ensure that programmes within the school take full account of their obligations under the Treaty in the provision of education for our children.

PURPOSES:

- To ensure that our children receive learning programmes that meet their specific needs.
- To ensure that children are made to feel “Proud” (Whanaungatanga) about their cultural identity.
- That the Māori perspectives be incorporated into the curriculum at Peterhead School where appropriate in both school and classroom programmes as reflected in Ka Hikitia.

GUIDELINES:

- Refer also to school policies: Bi-culturalism, Tikanga Māori, Māori Festivals.
- That the Māori Language funding be allocated to ensure programme objectives can be met and to meet and incorporate the principles of Ka Hikitia.
- That children have an opportunity to take part in cultural experiences as are appropriate.
- That the Board consider employing people with expertise in Tikanga Māori.

CONCLUSION:

All children will have a growing awareness and understanding of the dual cultural heritage that makes up the two main cultures in our society.

