



# NEWTON CENTRAL SCHOOL

## **NAGS 2 & 2A: DOCUMENTATION & SELF-REVIEW POLICY**

This policy must be read in conjunction with the School Charter, Mission Statement, Strategic Plan and Over-arching Policy Statement.

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

- a) 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
- b) Maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- c) 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 NAG 1(c) – Curriculum Policy) including the achievement of Māori students against the plans and progressions referred to in 1(e) – Curriculum Policy.

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use Curriculum Progressions to:

- a) Report to students and their parents on the student's progress and achievement in relation to Achievement Progressions. Reporting to parents in plain language in writing must be at regular intervals throughout the year, using the school's Student Management System.
- b) report school-level data in the board's annual report on student achievement of curriculum progressions 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 their curriculum achievement level, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and
  - ii) How students are progressing against the progressions, as well as how they are achieving

*PURPOSE – to ensure that the educational achievements are planned, reviewed and reported*

## **STRATEGIC PLANNING POLICY**

### **Policy Statement**

The school will have in place a current long term strategic plan in accordance with regulatory requirements. It will establish learning goals for the next three - five years and will also outline the means by which the school will meet these goals.

### **Policy Guidelines**

1. The school will have an up-to-date plan for all areas of its operation which includes the school's mission statement, a series of approved goals, objectives and targets.
2. The process of constructing the strategic plan will be approved by the Board and will involve the Principal.
3. The process will include a variety of data gathering surveys and exercises designed to obtain community input.
4. The school's operational plan, constructed by the principal, will reflect set strategic targets, will be approved by the Board, and will form part of the Principal's reports to the Board

5. The Board must approve goals and objectives prior to targets being set
6. Targets set will form part of the rationale behind the school's annual operational plan.
7. The targets will be specific, measurable and achievable
8. Targets will be evaluated at the end of each year with new targets set for the next year
9. The school's budget will incorporate the costs associated with achieving the targets in the annual plan.
10. The strategic plan will be available to the whole school community

## **SCHOOL SELF-REVIEW POLICY**

### **Policy Statement**

The school will have in place a cyclical self-review programme. Through self-review the school will be able to ensure that each broad area of operation meets both quantitative and qualitative requirements. The programme will demonstrate to the Board that all facets of school operation are carried out effectively and efficiently. It will provide a vehicle to acknowledge those areas well provided and those areas needing improvement or development.

### **Policy Guidelines**

1. The Board will undertake an overall review covering operational areas in the year before electing Trustees.
  - Procedures will indicate when each operational area is reviewed by staff, and how, to ensure that all areas are reviewed regularly; review reports are tabled at Board hui
  - Other reviews on specific aspects of operation may be undertaken at any time, as needed.
2. The Board will accept responsibility for reviewing its own operations.
3. Recommendations calling for required change, if accepted, will be incorporated in the school's operational plan for the following year. Where immediate action is called for then these may be implemented without delay.

## **COMMUNICATION POLICY**

### **Policy Statement**

The community will be kept fully informed; to achieve this the school will:

1. establish and maintain effective channels of communication between the school and the community.
2. ensure that all members of the school community have an opportunity to be informed about and to participate in school issues and events.

### **Policy Guidelines**

1. The school community will be informed about the priorities and vision the Board have for governing the school.
2. The school community will be informed about the manner in which grants are spent on equipment, materials, maintenance and development.
3. The school community will be provided with prior information of venues, times and dates of Board meetings.
4. Regular newsletters will be distributed informing parents/caregivers of events and issues relating to the school.
5. The school will produce and make available general information through its website which is updated annually.
6. All interaction will take into account cultural awareness and sensitivity to language and cultural difference.
7. The school will provide a welcoming and attractive environment.

## **REPORTING STUDENT PROGRESS POLICY**

### **Policy Statement**

The school will:

1. ensure parents have access to their child's progress at school in each curriculum area.
2. assist with developing links between the school and home
3. fulfil statutory obligations

### **Policy Guidelines**

1. Parents and caregivers will have reasonable access to their child's details of progress at school.
2. Notice of access to information should be given by a parent or caregiver to the school allowing sufficient time to collate relevant information.
3. Formal reporting, in written form, on a child's progress will be provided; normally these will be given in term one, mid-year and at the end of the year, via the school's student management reporting system.
4. Specific formal opportunities will be provided twice a year for parents or caregivers to discuss with individual teachers their child's progress.
5. Approaches to discuss a child's progress at a time other than those formal times must be made in the first instance through the school office.
6. All information relating to students is subject to the Privacy Act provisions

## **TREATY**

The Newton Central School Treaty of Waitangi policy is applicable to the Documentation and Self-Review policies and procedures. Examples of how it will be applied include, but are not limited to:

- identification of learning goals in relation to te reo Māori to be included in the strategic plan
- incorporation of te reo into the school newsletter
- include Treaty application as a specific topic for regular self-review

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Te Kawehau Hoskins                      Laurayne Tafa  
Co-Chairpersons, On behalf of Board of Trustees

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Date

## **INDICATORS OF NAG 2 POLICY COMPLIANCE:**

### **STRATEGIC PLANNING**

- a) Plans are approved by the Ministry
- b) Annual plan targets are achieved

### **SCHOOL SELF-REVIEW**

- c) There are no surprises at 3-yearly overall Board reviews
- d) Outcomes of Board self-reviews are included in Minutes

### **COMMUNICATIONS**

- e) Copies of newsletters, website content and other written materials

### **REPORTING STUDENT PROGRESS**

- f) No complaints received from parents indicating inadequate information about their child's progress at school