

**DANNEVIRKE HIGH SCHOOL
GOVERNANCE STATEMENT
NAG 1**

A. GOVERNANCE STATEMENT

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:

1. Develop and implement teaching and learning programmes:
 - a) to provide all students in Years 1 – 10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
 - b) giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in Year 1 – 8;
 - c) giving priority to regular quality physical activity that develops movement skills for all students, especially in Years 1 – 6;
 2. Through the analysis of good quality assessment information*, evaluate the progress and achievement of students giving priority first to:
 - a) student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in Year 1 – 8 and then to:
 - b) breadth and depth of learning related to the needs, abilities and interest 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;
 3. Through the analysis of good quality assessment information*, identify students and groups of students:
 - a) who are not progressing and/or achieving;
 - b) who are at risk of not progressing and/or achieving;
 - c) who have special needs (including gifted and talented students); and
 - d) aspects of the curriculum which require particular attention;
 4. Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
 5. In consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
 6. 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.
- * 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.

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B. GOVERNANCE POLICIES AND MANAGEMENT PROCEDURES

Dannevirke High School meets its obligations to NAG 1 and to current legislation by ensuring that the following documentation is developed, implemented and reviewed as part of the Board's self-review process.

- Adult Students
- Assessment for Learning Policy
- NZQA Assessment Policy
- Curriculum Policy
- EOTC Overseas/Tours
- Library
- Student Participation in Sport and Membership of Dannevirke High School Sports Teams
- Students with Special Abilities
- Reporting Policy
- Timetable/Non-Contact Time Policy
- Treaty of Waitangi


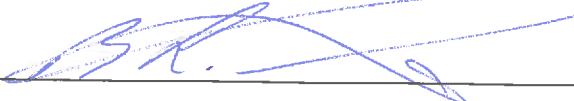
C. RELEVANT DOCUMENTS

- Assessment for Learning Guidelines
- Assessment Procedures
- Curriculum and Curriculum Review Procedure
- Curriculum Delivery Procedure
- Co-Curricular Activities
- Curriculum: Student Courses and Programmes procedure
- Guidelines for Health Education
- Identification of Under Achieving Students Procedure
- Māori Student Achievement (Annual Plan)
- USkills/Transition/Gateway/Star Guidelines (Secondary Tertiary Alignment Resource)
- Timetable Organisation Procedure

D. REVIEW

Nag 1 policies, procedures and guidelines will be reviewed according to the Board of Trustees triennial programme of self-review.

Board of Trustees Chairman: _____

Principal:  _____ 

Date: 29/8/18

**DANNEVIRKE HIGH SCHOOL BOARD OF TRUSTEES
ADULT STUDENT POLICY
NAG 1**

RATIONALE:

To formulate procedure for dealing with adult students.

PURPOSE:

To clarify enrolment procedures.
To clarify the status of adult students.

GUIDELINES:

The following guidelines shall be at the discretion of the Principal:

1. An adult student must be 19 years or over at the beginning of the current school year to be eligible for enrolment and be Police Vetted.
2. Adult students may enrol as part-time or full-time students.
3. Students who have enrolled as Year 13 or Year 14 students may not change their status and enrol as adult students in the same year, unless agreed by the Principal.
4. Adult students are levied the charge for each class attended.
5. Adult students are not able to participate in extra-curricular activities (unless approved by the Principal), and a school donation is not requested.
6. Adult students are to attend only those classes in which they have officially enrolled. Adult students must visit the school only to attend classes and must leave the premises when the class finishes, unless agreed to by the Principal.
7. Adult students have access to the Library during school hours.
8. Adult students are not to be on the school premises at lunchtime or morning interval unless they have a class either side of interval, or unless agreed by the Principal.
9. Adult students must abide by a dress code approved by the Principal.

CONCLUSION

At Dannevirke High School the Curriculum, in its broadest sense, will address the National Education Goal 1 (NEG 1) to ensure the highest standards of achievement possible are attained, enabling all students to realise their full potential as individuals and to develop the values needed to become full members of New Zealand's society. The school recognises the contribution that is made to the school climate by encouraging motivated adults to share classrooms with secondary students.

Board of Trustees Chairman: _____

Principal:  

Date: 29/8/18

**DANNEVIRKE HIGH SCHOOL
ASSESSMENT FOR LEARNING POLICY
NAG 1**

RATIONALE:

The primary purpose of gathering, analysis and interpretation of information and data is to improve student learning and achievement.

PURPOSES:

1. To gather systematic and relevant information on student learning and achievement that identifies and monitors the progress and achievement of individuals and groups of students (e.g. by ethnicity, gifted and talented, those with learning challenges).
2. To use achievement information for the development of goals, targets and plans to improve the learning and achievement of all students and aspects of the curriculum which require attention.

GUIDELINES:

- 1.1 Teachers are responsible for ensuring that assessment practices within the classroom:
 - are consistent across the school
 - encourage best work
 - recognise prior learning
 - reflect assessment for learning strategies e.g. feedback, feedforward
 - reflect a 'one student at a time' approach i.e. personalised, differentiated
- 1.2 Curriculum Leaders are responsible for ensuring consistent and rigorous assessment practices in their learning area.
- 1.3 The Senior Leadership Team and delegated other staff are responsible for school wide gathering, monitoring and communicating the progress and achievement of individuals and groups of students (by ethnicity and learning needs including challenged learners as well as gifted and talented).
- 2.1 The Board of Trustees is responsible for establishing strategic plans, learning goals and annual targets that use assessment information to improve teaching and learning at Dannevirke High School.
- 2.2 The Principal, through Curriculum Leaders is responsible for ensuring that each learning area implements an action plan to ensure that Board of Trustees goals and targets are met and that programmes of work address the needs and interests of students.
- 2.3 Curriculum Leaders are responsible for ensuring that programmes of learning and professional development opportunities reflect and address concerns and issues raised by assessment information within their learning area.
- 2.4 Each classroom teacher is responsible for using assessment information to monitor progress, provide feedback and feed forward to their students, to inform teaching practice and modify teaching programmes as required.
- 2.5 Each student is responsible for reflecting on their own progress and developing goals and strategies to improve learning outcomes.

REVIEW

These guidelines will be reviewed according to the Board of Trustees triennial programme of self-review.

Board of Trustees Chairman: _____

Principal: _____

Date: _____

**DANNEVIRKE HIGH SCHOOL
ASSESSMENT POLICY
NAG 1**

RATIONALE:

The School has a responsibility to implement quality assessment and moderation practices

PURPOSES:

1. To provide assessments that are appropriate to the teaching and learning needs of the students at Dannevirke High School.
2. To ensure that the assessment systems provide a focus for reflection and planning for students, staff and the Board of Trustees.

GUIDELINES:

1. The Board supports appropriate and relevant assessment programmes for students as a way of providing a focus for reflection and planning for staff and students.
2. Assessment data identifies students or groups of students who require additional support.
3. Assessment data provides the Board with the information it needs to check and adjust its targets for student achievement. The Board uses this information to ensure that its current targets for student achievement are met and its future actions, plans, analyses and policy implementation bring about measureable improvement.
4. The Board develops benchmarks that ensure that its current targets for student achievement, and its future actions, plans analyses and policy implementation force measureable improvement.

REVIEW

This policy will be reviewed according to the Board of Trustees triennial programme of self-review.

Board of Trustees Chairman: _____

Principal:  

Date: 29/8/18

**DANNEVIRKE HIGH SCHOOL
CURRICULUM POLICY
NAG 1**

RATIONALE:

The Board of Trustees, through the Principal and staff, is required to develop and implement a curriculum which is consistent with the NZ Curriculum statement, National Education Guidelines and the National Administration Guidelines (NAG 1)

PURPOSES:

1. To provide teaching and learning programmes which meet national requirements and to provide for the particular learning needs, abilities and interests of students at Dannevirke High School.
2. To ensure the school has appropriate management and review systems in place to achieve curriculum aspirations and goals.

GUIDELINES:

- 1.1 Curriculum decision making at Dannevirke High School will be guided by the New Zealand Curriculum document framework with particular reference to the principles, values, key competencies, learning areas, curriculum levels and future focus as outlined in this document.
- 1.2 Our Charter will guide the interpretation of national curriculum requirements in our local context to ensure a relevant, engaging, challenging, inclusive and expansive curriculum which meets the learning needs and interests of students at Dannevirke High School.
- 1.3 Curriculum development and implementation will endeavour to provide deep learning and deep experiences for each student (including the co-curriculum programme).
- 1.4 Curriculum design will enable the development of learning pathways which have a clear sense of continuity and direction for all students.
- 1.5 The Principal, Principal's Nominee and delegated staff will be responsible for the implementation, review and development of curriculum in the school.
- 1.6 The requirements for curriculum planning, management, delivery, monitoring and review shall take place as stated in the school's curriculum documents.

REVIEW

This policy will be reviewed according to the Board of Trustees triennial programme of self-review.

Board of Trustees Chairman: _____

Principal: _____

Date: _____

**DANNEVIRKE HIGH SCHOOL
NZQA ASSESSMENT POLICY
NAG 1**

RATIONALE:

The School has a responsibility to implement quality assessment and moderation practices and comply with all NZQA requirements.

PURPOSES:

1. To ensure that all NZQA assessment requirements are complied with.
2. To ensure that staff and students are aware of their responsibilities with regard to NZQA requirements.

GUIDELINES:

- 1.1 The *NZQA / Dannevirke High School Senior Student Handbook* will set out NZQA requirements with regard to assessment of Unit and Achievement Standards.
- 1.2 The *NCEA Assessment Matters* in staff manual will provide a guide for teachers in implementing NZQA requirements.
- 1.3 All NZQA compliance, accreditation and administration requirements must be met in a timely manner.
- 1.4 Regular professional development will be provided for staff in terms of fulfilling requirements for NZQA.
- 1.5 Internal monitoring, evaluation, review and reporting assessment and moderation will be used to inform planning and continuous improvement.
- 1.6 External Moderation Reports are to be followed up by the Principal's Nominee as a Professional Development opportunity.
- 2.1 The Principal's Nominee is delegated with the responsibility of maintaining an overview of assessment practices within the school and following up appropriately issues both within the school and as identified in the External Moderation Reports.
- 2.2 Curriculum Leaders are responsible for ensuring that teachers within their learning area are familiar with NZQA requirements.
- 2.3 All teaching staff have a responsibility to be knowledgeable about, attend professional development opportunities and implement NZQA requirements for assessment and moderation.
- 2.4 Students are to be made aware of the importance of academic dishonesty and are required to comply with NZQA expectations and requirements.
- 2.5 Students are to be given the opportunity to demonstrate prior learning and to show their best achievement.

REVIEW

This policy will be reviewed according to the Board of Trustees triennial programme of self-review.

Board of Trustees Chairman: _____

Principal: _____

Date: 29/8/18

**DANNEVIRKE HIGH SCHOOL
GUIDELINES FOR HEALTH EDUCATION
NAG 1**

RATIONALE:

The Board of Trustees is required to provide a statement on the delivery of the Health programme, at least once every two years, after consultation with the school community.

PURPOSES:

1. To ensure that effective health education is delivered at all levels according to the requirements of the *New Zealand Curriculum Framework*
2. To ensure that the school community is made aware of the contents of the Health programme and that the views of the school community are recognised in health education programmes.

GUIDELINES:

- 1.1 Appropriate resourcing, both time and staffing, will be allocated to health education at each year level.
- 1.2 Staff who are teaching health education will have access to appropriate learning materials and professional development.
- 2.1 As required by legislation, every two years, the BOT will undertake consultation with the school community on a HEALTH EDUCATION STATEMENT.
- 2.2 Each year, before the sexuality education programme is taught, parents/caregivers will be sent information about the programme, invited to discuss issues of concern and reminded of their right to withdraw their children according to Section 25AA of the Education Amendment Act 2001.
- 2.3 Teaching staff will be available to discuss the content of sexuality education courses with parents/caregivers.

REVIEW

These guidelines will be reviewed according to the Board of Trustees triennial programme of self-review.

Board of Trustees Chairman: _____

Principal: Glavin B. R. O'Sullivan

Date: 29/8/18

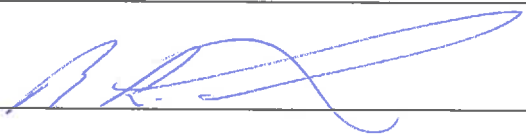
**DANNEVIRKE HIGH SCHOOL
HEALTH EDUCATION LEARNING AREA STATEMENT
NAG 1**

In Health and Physical Education at Dannevirke High School we value active participation, respect for others and striving to do our personal best to help our students to become well rounded individuals and contributing members of society. We believe that every student deserves the opportunity to learn in a safe environment that takes into account their social, physical, emotional and spiritual needs.

Physical Education students learn in, through and about movement. Through participation in a range of movement contexts students develop basic movement skills and patterns, gain knowledge, broaden their understanding of health and wellbeing, develop critical thinking skills, explore their own attitudes and values and learn how to interact with others to promote positive outcomes for all.

In Health, students explore personal, interpersonal and societal issues around the key concept of Hauora. Students examine the interrelationship of the four dimensions of Hauora (physical, mental, social and spiritual) through topical issues that encourage critical thinking and critical action. Topical issues for our students include relationships, puberty and sexuality, drugs, mental health and nutrition.

Board of Trustees Chairman: _____

Principal: Blair 

Date: 29/8/18

**DANNEVIRKE HIGH SCHOOL
LIBRARY POLICY
NAG 1**

RATIONALE:

Our Library will reflect the interests of all groups in the school, by developing a collection that is contemporary, forward looking and accessible within a welcoming environment.

PURPOSE:

The Library will:

- Provide an information service
- Encourage recreational reading
- Support learning outcomes in the school curriculum
- Reflect the Treaty of Waitangi principles
- Be a place where students can learn and apply the skills of information literacy
- Provide a welcoming student centred and industrious environment
- Use technologies to support these

GUIDELINES:

1. Finance:

The Library will be funded to a level to enable it to function by providing appropriate resourcing and support to achieve agreed goals and practices.

2. Personnel:

The Library Assistant is responsible for day to day operation of the Library.

3. Professional Development:

Teacher with Library Responsibility and the Library Assistant will receive professional development opportunities as appropriate. They will encourage staff to improve their skills and use the Library for classroom purposes.

4. Environment:

The Library will develop a contemporary atmosphere that attracts users, is open and welcoming, encourages appropriate activities, is well laid out and easily used by staff and students.

5. Resource Management:

Resources will support learning outcomes of the school curriculum. Resources are managed in accordance with the collection development procedures and the Strategic Plan.

6. Library Use:

The Library will be sufficiently flexible to accommodate the various demands of its users.

CONCLUSION:

Our Library will encourage students to enjoy learning, be effective researchers, love recreational reading and continue to use libraries for life.

Board of Trustees Chairman: _____

Principal: Glauco J. R.

Date: 29/8/18

DANNEVIRKE HIGH SCHOOL
STUDENT PARTICIPATION IN SPORT AND MEMBERSHIP OF
DANNEVIRKE HIGH SCHOOL SPORTS TEAMS POLICY
NAG 1

RATIONALE:

Sport is a highly valued and integral part of Dannevirke High School. This policy ALSO acknowledges that membership of Dannevirke High School sports teams is a privilege and not a right and to represent our school students must adhere to certain criteria.

PURPOSE:

This policy is designed to:

- Identify the role of the school in encouraging students to actively participate in sport
- Identify the advantages for students of sports participation
- Outline the scope of activities offered by Dannevirke High School
- Define the areas of participation in sport by students of Dannevirke High School
- Define the school's responsibility as regards coaching, management, facilities and equipment
- This policy contains guidelines to ensure high standards of behaviour are maintained at all times
- When selecting teams coaches and selectors need to take the guidelines and criteria into account when considering team memberships
- Students and parents/caregivers need to be aware of the impact that breaches of the criteria can have on their membership of sports teams. In particular students need to be aware that playing for non Dannevirke High School teams can undermine the success of the school as a whole

See also: Fair Play Charter of New Zealand

POLICY:

- Dannevirke High School strives to help each student develop and maintain sporting interests.
- All students are encouraged to participate in sport, be it of a team or individual nature, competitive or non-competitive.
- As wide a range of sports as possible will be offered at Dannevirke High School to provide students with an opportunity to:
 - develop their skills and aptitudes
 - build on skills acquired in the Physical Education programme
 - develop their awareness and responsibility for "fair play"
 - enjoy experiences of group membership, loyalty, self-discipline and opportunities for leadership and responsibility
 - compete in inter-school interchanges and competitions
 - compete at the highest level
 - generally develop life skills through involvement, participation or simply an interest in sport
- Staff will be encouraged to take on roles of coaching, management and organisation of sport beyond their curriculum commitments, wherever possible.
- Dannevirke High School will foster community support for sport:
 - by encouraging parent participation in sporting advisory bodies and associated activities
 - by encouraging parent involvement in watching sport, billeting visitors and supporting school sport generally
 - participating in co-operative ventures with local sports clubs.

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GUIDELINES FOR SPORT IN GENERAL:

To enhance sport, we will have:

1. A Sports Co-ordinator position.
2. Give information to Students about sports codes.
3. Use Non Staff in Sport at Dannevirke High School.
4. Provide some financial assistance towards sporting activities.
5. Enable the use of school facilities for sport where possible.

See Dannevirke High School Sporting Procedures and The Sports Advisory Board Handbook

GUIDELINES FOR PARTICIPATION:

1. In accordance with the Student Participation in Sport Policy, Dannevirke High School students playing sport must play for Dannevirke High School if a team in that code is available.

In special cases dispensation may be granted by the principal for students to play in a non Dannevirke High School team.

Where a student chooses to play for a non Dannevirke High School sporting code without dispensation then, at the principal's discretion, that student may lose the right to hold any position of responsibility within the school for that year and may not be allowed to play in any other sporting code offered by Dannevirke High School within that year.

A student may elect to play for both Dannevirke High School and a club if a dispensation is granted. However, in the event that there is a clash of playing times the Dannevirke High School commitment must take priority.

2. Students will only be eligible to play for Dannevirke High School teams either in organised competitions or inter-school competitions if they meet the following criteria:
 - that they meet the age criteria for secondary school sports
 - that their attendance is regular and that all absences are explained
 - that they pay their subscriptions within one month of the start of competition or have organised automatic payments. All fees must be paid by the end of the sporting year to enable eligibility to play in future years
 - that they are a full time student at Dannevirke High School completing a full time course of study. Any student who leaves school is immediately ineligible to play for a Dannevirke High School team. If the date of leaving school is the last day of a term the student will be able to play for Dannevirke High School until the first day of the new term
 - that all school work is up to date and that all assignments and projects are handed in on time
 - that any lunchtime detentions are completed promptly and that there will be no outstanding major school detentions
 - that the school rules are adhered to at all times
 - the Principal can exercise their discretionary power at any time in regards the eligibility to participate in Dannevirke High School sports teams. This may include allowing students who are not enrolled at Dannevirke School to play in our sports teams (maximum of two per team), as long as they do not displace any Dannevirke High School pupil

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3. The Principal under the following conditions can remove any player from a sports team:
- if they are suspended or stood-down from school for any reason
 - if they breach the above criteria
 - if the Board of Trustees determines that they are ineligible to be a member of a sports team following a disciplinary meeting
 - if for any disciplinary reason the Principal believes it would not be in the interest of the school for the student to play

CONCLUSION:

Sport is seen as an important part of both the personal and school lives of students and encouragement is to be given for full participation in organised sport by as many students as possible.

Board of Trustees Chairman: _____

Principal: *Stuart* *[Signature]*

Date: 29/8/18

**DANNEVIRKE HIGH SCHOOL BOARD OF TRUSTEES
STUDENTS WITH SPECIAL ABILITIES POLICY
NAG 1**

LEARNING SUPPORT

RATIONALE

Making ongoing provision for children with specific/support and interests is a matter of equity and is necessary to enable them to reach their potential. To this end Dannevirke High School has created a Student Support Centre (Mead Centre) to cater for children with specific/support needs.

PURPOSES

1. To promote a holistic approach in and outside the classroom, supported by the Mead Centre staff, so that identification is accurate and as early as possible.
2. To give clear direction in terms of identification, monitoring, teaching methods, resources, programming and evaluation.
3. To establish management systems needed to support programmes including quality of documentation, which ensures accurate tracking and continuous evaluation of individual needs.

GUIDELINES

1. The teaching staff will develop credible, manageable and flexible systems to achieve the above purposes.
2. The basis of programming will be appropriate training of and in class support for classroom teachers to be able to meet the ongoing needs of such children.
3. Targeted support by the Mead Centre and in-class programmes will be used to develop students' potential and self motivation. The school will use available staff strengths and those from the wider community.
4. Programme provision must be wide ranging and include all aspects of a child's development. All assistance will be recorded and placed on the student's file.
5. Each year's budget round will include provision for running of the Mead Centre.

CONCLUSION

The successful operation of this policy will be seen in the enhanced educational attainment of children with specific/support needs.

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GIFTED AND TALENTED

RATIONALE

Gifted and talented learners are found in every group in society and every school in New Zealand. Dannevirke High School recognises that in addressing the diverse learning needs of our students it is a catalyst for the development of talent.

PURPOSES

To meet the requirements of NAG 1, (iii) c. which reads (we will) “on the basis of good quality assessment information, identify students and groups of students who have special needs, including gifted and talented students.”

GUIDELINES

1. To provide all learners with an education matched to their individual learning needs.
2. Ensure Maori perspectives and values are embodied in all aspects of the education of gifted learners.
3. The school environment is a powerful catalyst for the demonstration and development of talent
4. Ensure parents/caregivers and Whānau are given opportunities to be involved in decision making regarding their children’s education.
5. Ensure programmes for gifted and talented students are based upon sound practice, taking into account research and literature in the field.
6. Offer gifted and talented students a curriculum rich in depth and breadth and at a pace commensurate with their abilities.
7. Meet the specific social and emotional needs of gifted and talented learners
8. Support provision for gifted and talented students with on-going high quality teacher education
9. This policy is supported by a set of school procedures that assist in identifying good practice and resourcing.

CONCLUSION

All students need to be challenged and encouraged to achieve to the highest level possible, with gifted and talented students being no exception

Board of Trustees Chairman: _____

Principal: Blair B. A.

Date: 29/8/18

**DANNEVIRKE HIGH SCHOOL
POLICY REPORTING
NAG 1**

RATIONALE:

The School is required to report regularly to students and their parents/caregivers on the achievement of individual students.

PURPOSES:

1. To report regularly to parents/caregivers and students on progress and achievement.
2. To ensure reports reflect a consistent and professional standard.

GUIDELINES:

- 1.1 Formal written reporting to parents will take place at least twice during the year.
- 1.2 Parents/caregivers will be provided with the opportunity to formally meet with teaching staff at least twice per year.
- 1.3 The School has an open door philosophy for parents/caregivers. Informal meetings are encouraged between parents/caregivers and staff whenever requested or a concern arises.
- 2.1 School reports are formal professional documents. Standardised requirements for reporting will be given to all staff and must be adhered to.
- 2.2 Information on the achievement and reporting of students must be managed in accordance with the Privacy Act (1993), the Official Information Act and NZQA requirements.
- 2.3 The school (and staff) must take reasonable safeguards to protect personal information against loss, unauthorised access, disclosure or misuse.
- 2.4 The Principal (or representative) will review all reports before they are issued.

REVIEW

This policy will be reviewed according to the Board of Trustees triennial programme of self-review.

Board of Trustees Chairman: _____

Principal: _____ 

Date: _____ 

**DANNEVIRKE HIGH SCHOOL BOARD OF TRUSTEES
TIMETABLE POLICY
NAG 1**

OBJECTIVE

- a. To ensure fairness and transparency in the timetabling process.
- b. To comply with the conditions of the STCA refer to Appendix 1.

BACKGROUND

A school timetable is developed annually to reflect how the school offers the curriculum, the learning needs and academic pathways of students and available staffing resources. The Secondary Teachers Collective Agreement (STCA) sets out particular requirements for non-contact hours and average class sizes that are to be incorporated into the timetabling process.

IMPLEMENTATION

- 1. The Principal determines the allocation of staffing for the school annually using the GMFS and any Board of Trustees staffing contribution as a basis.
- 2. The Principal determines the number of classes that will operate at each level and in each subject using student's enrolment data and subject choice information gathered from students.
- 3. HoD's in consultation with their staff, other HoD's and the Principal allocate classes to staff.
- 4. A timetable is constructed in readiness for the start of the New Year that meets the needs of the school and its students and is based on the allocations made by HoD's and the Principal.
- 5. The Curriculum Deputy Principal consults with HoD's and the Principal should changes have to be made with allocations originally given.
- 6. The non-contact requirements as described in the STCA for full-time teachers, part-time teachers and those with permanent MU's are provided.
- 7. In special circumstances and where a genuine reason exists, teachers may be asked to temporarily forego their minimum entitlement to non-contact. These would be in times of emergency when no day reliever can be found and teachers holding more than the minimum non-contacts are unavailable. Situations where teachers volunteer to cover for their colleagues whilst on leave for 'non-contract' reasons are not included.
- 8. The contract time specified in the contract will only be exceeded in special circumstances after consultation with the teacher concerned. In this case:
 - a) A teacher may not be assigned relief or minimal relief cover may be assigned to that teacher. NOTE: There can be no guarantee that no relief cover will be given.
 - b) A teacher may not have a Whanau allocated or
 - c) A financial agreement may be made in extreme cases.

cont.

9. In allocating classes to teachers, the Principal will use reasonable endeavour to achieve, for each teacher an average class size of 26 students or fewer.
10. To allow for a settling down period, to cater for new student enrolments and student option changes, the average class size for teachers will be based on 1st March numbers.
11. Where a teacher has an average class size that exceeds the 26 student threshold, then an agreed (between the teacher and Principal) compensatory mechanism will be provided that may include provision of extra non-contract time or reduction of other duties or allocation of an MMA.

Board of Trustees Chairman: _____

Principal: *Blaxter* *[Signature]*

Date: 29/8/18

**DANNEVIRKE HIGH SCHOOL
TREATY OF WAITANGI POLICY
NAG 1**

RATIONALE:

We respect the cultural diversity of New Zealand, the unique heritage of Māori as Tangata Whenua and acknowledge the principles of the Treaty of Waitangi.

PURPOSES:

1. To respect cultural diversity
2. To acknowledge the unique lace of Māori as Tangata Whenua
3. To encourage Te Re Māori is a subject
4. To consult with and communicate effectively with our Māori community
5. To raise engagement, learning and achievement of Māori students

GUIDELINES:

- 1.1 Respect and consideration for all cultures is promoted as core value.
- 1.2 Knowledge of an appreciation for other cultures is encouraged through the curriculum.
- 1.3 The cultural diversity of New Zealand will be given place as an annual-wide theme.
- 1.4 Staff and students are expected to and be given opportunities to be knowledgeable about and sensitive to culturally relevant issues.
- 1.5 Opportunities to learn a second language will be provided through the curriculum.
- 2.1 Tikanga Māori is respected and included through school occasions (e.g. Powhiri).
- 2.2 Participation in Māori cultural opportunities is encouraged, e.g. Kapa Haka, waiata.
- 2.3 Students and staff are given opportunities to learn and practise Tikanga Māori.
- 3.1 Te Reo Māori will be offered to all students in Years 9 and as an optional subject at Years 10 and above as an optional subject at senior level.
- 3.2 Students and staff will be encouraged to develop knowledge of and use Te Reo.
- 4.1 The Board of Trustees has a responsibility to maintain a process of consultation with our Māori Community.
- 4.2 The purpose of the consultation is to ensure that Māori aspirations and the needs of Akonga are addressed.
- 4.3 The Māori Language teacher will assist with communication and consultation with whanau and the Māori community.
- 5.1 Following consultation, the Board of Trustees will set goals and annual targets for Māori achievement.
- 5.2 Initiatives and strategies to raise Māori engagement, learning and achievement will be developed and implemented annually (Annual Plan).
- 5.3 The Board of Trustees through the Principal will monitor, review and report annually on the engagement and achievement of Akonga.

REVIEW

These guidelines will be reviewed annually with the School Charter

Board of Trustees Chairman: _____

Principal: _____

Date: _____

DANNEVIRKE HIGH SCHOOL
U-SKILLS/TRANSITION/GATEWAY/STAR GUIDELINES
(Secondary Tertiary Alignment Resource)
NAG 1

RATIONALE:

The School/Board of Trustees through the Principal and staff are required to provide appropriate career education and guidance for all students 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. (NAG 1)

PURPOSES:

1. To meet the learning needs of students who cannot be catered for within the traditional school curriculum including transitions students to the workforce, providing tertiary courses and supporting students to make informed decisions about their learning pathway.
2. To ensure that the administration of U-Skills/Transition/Gateway/STAR is effectively integrated within Careers programmes.

GUIDELINES:

- 1.1 STAR funding will be allocated for the following purposes:
 - i) Facilitating the transition to the workplace for students, particularly those intending to go straight into the workforce or those likely to leave school without any formal qualifications;
 - ii) Providing or purchasing tertiary courses which will support a smooth transition to further education, training or employment;
 - iii) Supporting students to explore career pathways and help them make informed decisions about their schooling and future work or study.
- 1.2 The school's priorities for allocation of U-Skills/Transition/Gateway/STAR funding will be to address the transition needs of students who are at risk, not achieving or have special needs including gifted and talented.
- 1.3 Student needs and students likely to benefit from enrolling in a U-Skills/Transition/Gateway/STAR funded course are to be identified on an annual basis with the criteria flexible enough to allow the co-ordinators to respond to new needs and opportunities as they arise.
- 1.4 Courses offered are to meet one of the following criteria:
 - i) The course, in all or part, includes work-based learning; and/or
 - ii) The course in all or part, leads towards credit for unit standards on a National Qualifications Framework (NZF), including NCEA, for vocational education and training courses at Level 1 are above; and/or
 - iii) The course leads to a quality-assured tertiary qualification at a level beyond that of a typical Year 12/13 course that has by convention been provided in the senior secondary school.
- 2.1 The U-Skills/Transition/Gateway/STAR co-ordinator, accountable to the Careers Co-ordinator, is responsible for the management and administration of U-Skills/Transition/Gateway/STAR within the school.
- 2.2 U-Skills/Transition/Gateway/STAR funding is itemised in the school's operational grant, to be held in a separately identified school account. The co-ordinator is responsible for managing the funding, maintaining records and completing the Ministry of Education funding report. Leftover funding will be rolled over and used in the following financial year (as per Ministry of Education requirements).
- 2.3 The school will not charge student fees for U-Skills/Transition/Gateway/STAR courses, except for any take home component or activity associated with the course.

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- 2.4 The U-Skills/Transition/Gateway/STAR programme are to be linked to the Career Education and Guidance objectives.
- 2.5 Courses may be provided internally by teaching staff or external providers. All external providers must be accredited by NZQA and the U-Skills/Transition/Gateway/STAR courses run under that provider's accreditation. A Memorandum of Agreement must be signed between the school and the external provider. The following must be covered in the agreement and be consistent with school policies:
 - i) Funding arrangements'
 - ii) How attendance will be recorded and reported,
 - iii) How the provider will provide quality assurance'
 - iv) How and when the student's achievement will be assessed and reported.
- 2.6 All students must have informed consent of their parents or guardians and of the affected teachers before participating in a U-Skills/Transition/Gateway/STAR programme, that involves an off-site component.
- 2.7 U-Skills/Transition/Gateway/STAR programmes must meet all normal Health and Safety requirements including requirement for education outside the classroom. When students attend courses off-site or at a workplace the responsibility for their health and safety transfers to the employer or provider.
- 2.8 The schools U-Skills/Transition/Gateway/STAR programme is to be reviewed and evaluated annually to ensure that it continues to meet the needs of the targeted students.
- 2.9 The U-Skills/Transition/Gateway/STAR co-ordinator is responsible for the necessary reporting to the Ministry of Education, Board of Trustees and NZQA.

REVIEW

These guidelines will be reviewed according to the Board of Trustees triennial programme of self-review.

Board of Trustees Chairman: _____

Principal: _____

Date: _____