

**DANNEVIRKE HIGH SCHOOL
GOVERNANCE STATEMENT
NAG 2**

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

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

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

Board of Trustees Chairman: _____

Principal: _____

Date: _____

**DANNEVIRKE HIGH SCHOOL
COMMUNITY CONSULTATION AND REPORTING POLICY
NAG 2**

RATIONALE:

Extensive consultation and communication will build an effective partnership between Dannevirke High School and the school community (NAG 2)

PURPOSES:

1. To consult with the school community by seeking and considering community views, aspirations and contributions.
2. To communicate and keep the school community informed of issues and developments relating to the school.
3. To formally report to the school community on the Board's strategic direction, annual planning and outcomes against the Board of Trustees goals and targets for student learning and achievement.

GUIDELINES:

- 1.1 The school community is defined as students, staff, parents, Board of Trustees and the wider Dannevirke High School community including iwi, business, community organisations and the Ministry of Education.
- 1.2 The Board of Trustees will consult appropriately with the school community during the review process including:
 - Strategic Review of the Charter, Strategic Plan and Annual Plan including gals and targets for student achievement
 - Regular reviews including the Board of Trustees triennial programme of policy review
 - Emergent reviews identified according to need.
- 1.3 The Board of Trustees will consult with its community, through but not restricted to:
 - Student council, student representative on the Board of Trustees, student voice forums
 - Staff meetings and surveys
 - Parent forum, surveys, newsletters, direct contact with the Board of Trustees, community consultation meetings
 - Communication with community groups.
- 1.4 The Board of Trustees will communicate school developments and issues through, but not restricted to:
 - Newsletters which will include Board of Trustees information
 - Verbal report from student rep at school assemblies
 - Verbal report from staff rep at staff meetings
 - Staff meetings and feedback surveys
 - Parent Forum and other meetings, surveys, newsletters, direct contact with the Board of Trustees, community consultation meetings
 - Regular 'face to face' hui with whanau and Māori community
 - Communication with community groups
 - Regular items in the Bush Telegraph, Hawkes Bay Today and Manawatu Standard
 - Confirmed Board of Trustees minutes to be available for the community through the school office

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**DANNEVIRKE HIGH SCHOOL
DEVELOPMENT AND REVIEW POLICY
NAG 2**

RATIONALE:

The Board of Trustees is required to develop and implement policies in each of the National Administration Guidelines areas (NAG 2)

PURPOSE:

1. To ensure consistent and concise policies are in place with respect to each of the NAG areas.
2. To ensure policy development and review occurs regularly and consultative process within the school community.
3. To reflect the principles of ethnic diversity, inclusiveness and natural justice.

GUIDELINES:

- 1.1 The Board of Trustees is responsible for ensuring policies are in place, are reviewed regularly and are implemented.
- 1.2 A Governance Statement for each NAG area will outline the legal requirements of the Board of Trustees and the policies and guidelines which give effect to the governance statement.
- 1.3 A common format for policies will include a statement of NAG area, rationale, purposes, guidelines which give effect to the governance statement.
- 2.1 Each NAG folder of policies will be reviewed on a three yearly cycle as determined by the Board of Trustees.
- 2.2 Any policy, procedures or guidelines may be reviewed more frequently on a needs driven basis.
- 2.3 Policies will be written in consultation with the school community. Refer *Guidelines for Community Consultation, Communication and Reporting*.
- 3.1 Policies will reflect Māori aspirations and concerns and the cultural diversity of all New Zealanders.
- 3.2 All policies and guidelines will be reviewed for compliance with the Human Rights Act 1992 (non-discrimination clauses).
- 3.3 The principle of natural justice will be taken into account in developing and implementing all Dannevirke High School policies and guidelines.

REVIEW

This policy will be reviewed according to the Board of Trustees triennial programme of self-review (2018).

Board of Trustees Chairman: _____

Principal: _____

Date: _____

**DANNEVIRKE HIGH SCHOOL
SELF REVIEW AND REPORTING TO THE BOARD OF
TRUSTEES POLICY
NAG 2**

RATIONALE:

The Board of Trustees, with the Principal and staff, is required to maintain an ongoing programme of self-review, to develop strategic and annual plans with regards to student learning and achievement and other NAG responsibilities.

PURPOSES:

1. To ensure robust and effective processes are in place for strategic, regular and emergent reviews.
2. To provide information for, communication with and accountability to the Board of Trustees through reporting structures.

GUIDELINES:

- 1.1 The Board of Trustees will annually review and refine its Charter, Strategic Plan and develop an Annual Plan which will give effect to its strategic direction with regard to the National Administration Guidelines.
- 1.2 The Board of Trustees is responsible for consultation with the school community and for setting targets for student learning and achievement.
- 1.3 The Principal is responsible for implementing the Board's Strategic and Annual Plans.
- 1.4 Each Learning Area Leader or staff with responsibility for a learning area or other significant aspect of school functioning is required to develop an Action Plan each year which documents how it will give effect to the Board of Trustees's Strategic and Annual Plan.
- 1.5 The Principal/Board Chair will undertake an annual compliance review and report to the Board of Trustees in Term One of each year.
- 2.1 All learning areas and significant areas of school functioning are required to write an annual report in Term One of each year to the Board of Trustees. The annual report will contain the following:
 - Review of goals and strategies
 - An Action Plan for the following year
 - Additional comments as appropriate with regard to self-review, personnel, resourcing, health and safety, administration and compliance.
- 2.2 As part of the triennial reporting to the Board of Trustees, three Learning Areas will also complete the Curriculum-Department Review Process to the Board of Trustees each year.
- 2.3 The Principal is required to write an annual report in Term One of each year which includes but not limited to:
 - Analysis of variance (student learning and achievement)
 - Personnel (Good Employer, Staffing, EEO, Professional Learning, Beginning teachers programme, Appraisal of teachers against the Practising Teaching Criteria and attestation, Staff professional development programme and outcomes)
 - Student attendance requirements (procedures, compliance, enrolments, open for instruction)

REVIEW

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

Board of Trustees Chairman: _____

Principal: _____

Date: _____

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ANNUAL REPORT CHECKLIST

Learning Areas:

- Arts/Drama/Music
- English
- Health and Physical Education/Dance/EOTC/Home Economics
- Mathematics
- Sciences
- Social Sciences
- Technology
- Learning Support/Mead Centre

Other significant areas of school functioning

- Careers (Gateway and Star)
- Guidance (Discipline and Pastoral Care)
- Beginning Teachers
- International Students
- Sports and Recreation
- Staff Professional Development
- Library
- Ministry Funded Projects
- And any other that may be required