No More Nagging Doubts

Making sense of, and managing, the National Administration Guidelines (NAGs)

Revised Edition, April 2010
About this publication

This publication offers principals and boards of trustees an overview and an interpretation of the National Education Guidelines. The National Education Guidelines clarify the role of boards of trustees and school leaders in relation to students’ learning and achievement.

No More Nagging Doubts offers clarification of the wording and intent of the National Education Goals (NEGs), and also provides an overview of The New Zealand Curriculum (NZC) and its relevance in guiding decisions about school based curriculum.

This publication outlines for principals, other school leaders and trustees the key policies, procedures and systems required for compliance in all areas of school operations as defined by the National Administration Guidelines (NAGs). Suggestions are made on the organisation and simplification of NAG related documentation.

Adding value to the section on NAG compliance is a ‘Documentation Review Checklist’ for NAGs 1-6 which enables principals and trustees to plan and prioritise before developing their review cycle.

This publication needs to be seen as a ‘guide to compliance’ only. It is important for school leaders to understand that becoming compliant in terms of the NAGs is only the first step on the journey towards quality education for students. Inherent in this notion is an acknowledgement that robust systems of self review should be evident and ongoing, and that school leadership practices that seek to enhance compliance are a desirable outcome of the use of this document.

The contents of this publication are in no way definitive. The booklet is intended to be a practical guide for schools and information included is believed to be correct and is based on the collective experience and expertise of Team Solutions Leadership and Management Facilitators. This 2010 publication has been reviewed by Team Solutions Leadership and Management facilitators, all of whom are able to assist school leaders with advice and guidance around content contained within.

Please contact, Gayle Britten for details of facilitators who may be able to assist with more in-depth support.

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The National Education Guidelines

‘The National Education Guidelines clarify the role of boards of trustees in relation to student learning’.

The National Education Guidelines have three components:

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<th><strong>National Education Goals (NEGs)</strong></th>
<th><strong>National Curriculum Statements</strong></th>
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| The government’s goals for the education of all New Zealanders. These are in the form of ten statements of achievement for schools to work towards. (see over page) | The Learning Areas ie, the documents teachers use to deliver the curriculum:  
  - English  
  - Mathematics & statistics  
  - Social sciences  
  - Science  
  - Technology  
  - Health & physical education  
  - The arts | The administrative framework which Boards must use to work towards the NEGs. |
The National Education Goals

What are the NEGs?

The NEGs are ten statements of desirable achievement that Boards of Trustees must work towards, in partnership with government. These NEGs are seen by the government as being desirable outcomes that most New Zealanders wish for in the education of their children.

Below are the ten NEGs together with the ‘intent’ or ‘spirit’ of the goal written in plain English. It is envisaged that having been written in this format, principals, staff and boards of trustees will further understand their roles and the government’s intention for state education.

NEG 1
The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand’s society.

**Intent:** Programmes should ensure that all students strive towards their full potential and become well balanced members of New Zealand society.

NEG 2
Equality of educational opportunity for all New Zealanders by identifying and removing barriers to achievement.

**Intent:** All students should be provided with the opportunity of a quality education regardless of background, ethnicity, religion, gender and/or disability.

NEG 3
Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

**Intent:** Educational programmes need to be constantly reviewed to remain up to date in an ever changing world.

NEG 4
A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their childrens first teachers.

**Intent:** Recognition of the importance of families/whanau and early childhood education.
NEG 5
A broad education through a balanced curriculum covering the learning areas with high levels of
competence (knowledge and skills) in basic literacy and numeracy, science, technology and
physical activity.

Intent: The curriculum should be delivered incorporating a sound knowledge of
literacy and numeracy while also emphasising science, technology and
physical activity.

NEG 6
Excellence achieved through the establishment of clear learning objectives, monitoring student
performance against those objectives, and programmes to meet individual need.

Intent: There should be a planned approach to curriculum delivery with learning
outcomes being measured to enhance further learning.

NEG 7
Success in their learning for those with special needs by ensuring that they are identified and
receive appropriate support.

Intent: Boards have an obligation to cater for those with special learning needs
(remedial, enrichment and extension) as well as those who are disabled.

NEG 8
Access for students to a nationally and internationally recognised qualifications system to
encourage a high level of participation in post-school education in New Zealand.

Intent: Students will have access to a coherent national qualifications system to raise
the skill levels of New Zealanders (secondary students).
NEG 9
Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

Intent: Opportunities should be available for all Māori students to achieve success including education through the Māori language medium.

NEG 10
Respect for the diverse ethnic and cultural heritage of New Zealand people with acknowledgement of the unique place of Māori and New Zealand’s role in the Pacific as a member of the international community of nations.

Intent: Boards should acknowledge and promote the special place of Māori and Māori culture, while also valuing the diversity of cultures within New Zealand society.
The National Administration Guidelines

What are the NAGs?

The NAGs are the National Administration Guidelines. Together with the National Education Goals (the NEGs) and The New Zealand Curriculum, the NAGs form the National Education Guidelines.

Making it happen in your school

The following pages outline the requirements of NAGs 1 to 6 in terms of suggested policies, systems and documentation needed for compliance in each NAG area. The listed requirements are suggestions only but may help schools identify their particular needs.

Keep it simple!

Documentation should include policies and supporting procedures.

What is the difference between a policy and a procedure?

<table>
<thead>
<tr>
<th>Policies</th>
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<tbody>
<tr>
<td>• Give direction from the board of trustees to staff and community about the way the school will function</td>
<td>• Are sound management systems to support school policy and state how the policy will be implemented</td>
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<tr>
<td>• Are ratified and recorded in board of trustee minutes</td>
<td>• It is good practice to share management procedures with the board of trustees and staff</td>
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<td>• Reflect sound governance</td>
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<td>• Are a refreshing point for both internal and external review</td>
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<tr>
<td>• Provide a ‘pathway’ for the board’s decision making</td>
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# Recommended policies and procedures for a primary school

## NAG1: Policies (Curriculum)
### Curriculum Delivery
### Treaty of Waitangi

### NAG 1:
#### Suggested procedures:
- Assemblies
- ESOL
- Evaluation and assessment
- Gifted and talented students (IEPs)
- Homework
- Lesson planning
- Māori student achievement
- Māori community consultation
- Pasifika student achievement
- Pasifika community consultation
- Organisation of classrooms/classes/student placement
- Reading Recovery
- Regular quality physical activity
- Special needs students (IEPs)
- Staff responsibilities
- Students at risk
- Timetables
- Use of SEG/TFEA and other funding

## NAG 2: Policies (Review and documentation)
### Reporting to Parents

### NAG 2:
#### Suggested procedures:
- Communication with parents
- Community consultation
- Parental involvement
- Reporting to the Board (including Māori and Pasifika achievement)
- Strategic planning
- School review

## NAG 3: Policies (Personnel)
### Staff Performance Management
### Principal Appraisal
### Classroom Release Time
### Equal Employment Opportunities

### NAG 3:
#### Suggested procedures
- Associate teachers
- Attestation
- Competency
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<td>Alcohol and drugs</td>
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<td>Bloodborne viruses (BBV) including AIDS/HIV and hepatitis and other infections</td>
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<td>Bullying</td>
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<td>Bus / road safety / bicycles at school</td>
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<td>Civil Defence emergency</td>
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<td>Mediation programme</td>
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<td>Crisis management</td>
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<td>Pandemic planning</td>
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<td>Peer mediation</td>
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<td>Physical / social / emotional wellbeing</td>
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<tr>
<td>Playground supervision, including students inside during breaks</td>
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<td>School map showing evacuation</td>
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<td>Assembly points</td>
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<td>Traffic wardens</td>
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<tr>
<td>Use of playground apparatus and equipment, including pool</td>
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**NAG 6: Policies (Legislation)**

**Privacy**

**Enrolment Scheme (if necessary)**

**Code of Practice for the Pastoral Care of International Students (if necessary)**

**International Students Refund Policy (if necessary)**

**NAG 6: Suggested procedures:**

- Admission and withdrawal
- Attendance systems
- Copyright
- Emergency closure
- Enrolment
- Handling the media
- Length of the school year / day
- Religious instruction
- Stand downs and suspensions
- Truancy
- Withdrawal of children from class

*Compiled by Team Solutions leadership and management facilitators*
NAG 1: Outlines the requirements for the curriculum

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:

a) develop and implement teaching and learning programmes:
   I. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the national curriculum;
   II. giving priority to student achievement in literacy and numeracy, especially in years 1-8; and
   III. giving priority to regular quality physical activity that develops movement skills for all students especially in years 1-6;

b) 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:
   I. student achievement in literacy and numeracy, especially in years 1 – 8; and then to
   II. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school’s curriculum, and the scope to *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;

c) on the basis of good quality assessment information, identify students and groups of students:
   I. who are not achieving;
   II. who are at risk of not achieving;
   III. who have special needs; and
   IV. aspects of the curriculum which require particular attention;

d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

e) in consultation with the school’s Māori community, develop and make known to the school’s community policies, plans and targets for improving the achievement of Māori students; and

f) 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.
Suggested policy

Curriculum delivery

- A generic statement of how curriculum will be delivered in the School.

Supporting documentation

Curriculum Implementation Plan

(Sometimes referred to as a 'Curriculum Education Plan')

Could include statements and/or prescription for school wide planning requirements in the form of:

- Term overviews
- Unit planning
- Short and long term plans
- Curriculum delivery

While recording assessment and evaluation of children’s progress through:

- Formative assessment to inform future teaching
- Summative assessment for recording and reporting purposes

Catering for identified needs

Could include organisation related to:

- CWSN/gifted and talented/NESB/ESOL programmes
- IEPS
- Special needs register, including Gifted and Talented
- Use of SEG, TFEA/ESOL grants etc

Consultation with Māori community

- On plans and targets for improving the achievement of Māori students
Related Procedures

- Māori student achievement
- Homework
- Provision of career education and guidance
- Students at risk
- Student management
- Special needs
- Gifted and talented
- Consultation with parents
- Parental involvement

Treaty of Waitangi procedures

- Ensure links with MOE initiatives e.g. Ka Hikitia, Te Mana
- Charter will include cultural diversity, Te Reo and Tikanga
NAG 2: Outlines the requirements for documentation and review

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, National Standards, assessment and staff professional development;

b) Maintain an ongoing 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) above) including the achievement of Māori students against the plans and targets referred to in NAG 1(e) above.

NAG 2A
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:

a) report to students and their parents on the students’ progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year;

b) report school-level data in the board’s annual report on National Standards 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 boards annual report on
   IV. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual’s privacy); and
   V. 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 (b) and (c) apply is that which reports on 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.
Suggested policy

Reporting to parents
About individual student achievement

- Parent interviews
- Written report formats – twice per year in plain language in relation to the National standards
- Portfolios
- Curriculum information meetings for parents

Supporting documentation and systems

Reporting to board of trustees about curriculum and student achievement

Statements on:
- Student achievement including school targets
- Achievement of Māori and Pasifika students
- School wide curriculum review
- Curriculum coverage
- Curriculum initiatives

Reporting to board of trustees on staff professional development

Statements on:
- How school wide professional development needs are identified
- Professional development action plan for current year
- Impact of professional development on student achievement

Policies / procedures

- Overview of review cycle which includes reviewing policies, plans and programmes (BOT to decide own cycle eg, three years)
Reporting

- Annual report, must include an analysis of variance (ref. Education Standards Act 2001; Section 87)
- Principal’s reports to board of trustee meetings (against annual plan)
  See NAG 2A (a) from 2010 and NAG2A (b) (c) from 2012
- Sub-committee reports (as applicable)
- Monthly financial reporting
- Board of trustee’s meeting minutes
- ERO reports
- Board of trustee’s newsletter

Board of trustees organisation

- Board of trustee’s job descriptions
- Board/principal’s code of conduct
- Training programme

School’s methods of communication

- Parent information booklet(s)
- Prospectus
- Newsletters
- Surveys, meetings, etc
- School website – is it current?
- Electronic communication

School charter

Education Standards Act, 2001, Section 61.
1) Every board must, for each school it administers, prepare and maintain a school charter.
2) The purpose of a school charter is to establish the mission, aims, objectives, directions and targets of the board that will give affect to the government’s National Education Guidelines and board’s priorities
3) A school charter must contain the following sections:
   a. A section that includes:
      i) the aim of developing, for the school, policies and practices that reflect New Zealand’s cultural diversity and the unique position of the Māori culture; and
ii) the aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time students whose parents ask for it

b. A long-term strategic planning section that:
   i) establishes the Board’s aims and purposes; and
   ii) establishes for the next 3 to 5 years the Board’s aims, objectives, directions, priorities and targets relating to intended student outcomes, the schools performance and use of resources and
   iii) includes any aims or objectives that designate the school’s special characteristics or its special character (within the meaning of this Act)

c. an annually updated section that:
   i) establishes for the relevant year the Board’s aims, directions, objectives, priorities and targets relating to intended student outcomes, the school’s performance and use of resources; and
   ii) sets targets for the key activities and achievement of objectives for the year

4) A school charter must include the Board’s aims, objectives, directions, priorities and targets in the following categories:
   a. student achievement
   b. the Board’s activities aimed at meeting both general government policy objectives for all schools; being policy objectives set out or referred to in national education guidelines and specific policy objectives applying to that school
   c. the management of the school’s and Board’s capability, resources, assets and liabilities including its human resources, finances, property and other ownership matters
   d. other matters of interest to the public that the Minister may determine

5) A school charter must:
   a. contain all annual or long-term plans the Board is required to have or has prepared for its own purposes; or
   b. contain a summary of each plan or a reference to it
Supporting documentation and systems

Planning and reporting

In brief, your school charter will need:

**An introductory section**

This section covers the aims, ideals, vision and values of your school. It will also cover how the school contributes to the government’s national education priorities for schools; how the school will reflect New Zealand’s cultural diversity; and how the school will respond to requests from parents for education in and through tikanga Māori and te reo Māori.

**A long-term strategic planning section**

This section will set out the board’s objectives and expectations for student achievement for the next 3 to 5 years and how the board intends to achieve those objectives. While reference will be made to all the NAGs, the focus should be on NAG 1: Curriculum

**An annual planning section**

The annual plan will include short term priorities developed from the strategic plan, will detail how the Board intents to achieve these and may follow an action plan format. This section needs to be updated annually.

**Targets**

Specific target(s) for improving student achievement will be set annually after areas of concern have been identified.
Reporting to the board of trustees

The following checklist is useful to refer to when principals are writing their usual report for the BOT. By adhering to the NAGs and/or the annual plan in a consistent, systematic format, it is unlikely that important matters will be overlooked. It should not be necessary to include every bullet point in each report.

Section one (NAG 1)

Curriculum

- Review of specific NAG 1 annual action plans and student achievement targets to date.
- New curriculum initiatives
- Curriculum achievement report for the month, presented by curriculum leader or team leader
- Student achievement
  - Especially literacy and numeracy
  - Summary of norm referenced tests e.g. PAT, STAR, asTTle
  - Māori and Pasifika achievement
  - Other ethnic groups as appropriate
  - International examinations
- Strategies for raising levels of literacy and numeracy
- Special needs programme progress report
- Use of targeted funding
- GATE, CWSN and NESB programme reports
- Regular, quality physical activity programme
- Curriculum related out of school events e.g. trips, camps, RAMs
- Consultation with Māori and Pasifika families re student achievement
- Career education (year 7 and above)

Section two (NAG 2)

Review and documentation

- Review of specific NAG 2 annual action plans to date
- Policies due for review this meeting (refer policy review cycle)
- Cyclical strategic plan review
- Progress with overall school review programme to date
- Reporting to parents
- Communication and consultation with the school community
- Review of board performance and effectiveness
Section three (NAG 3)

Personnel

- Review of specific NAG 3 annual action plans to date
- Staff changes: resignations, appointments
- Professional development
- Allocation of units
- Update on graduations, qualifications
- Progress with PMS programme to date
- Staff on leave, or staff leave requests
- Staff discipline issues (in committee)
- Industrial issues generally
- Good employer issues
- EEO programme progress

Section four (NAG 4)

Property and finance

- Review of specific NAG 4 annual action plans to date
- Monthly financial situation
  - Actual expenditure and income compared with expected expenditure and income as specified in annual budget
  - Minute this process
- Major asset purchases
- Budget position
- General school maintenance report
- Ten year property plan progress
- Vandalism and security
- Progress on major building project work
- Property issues involving the Ministry of Education
- Annual report preparation and progress

Section five (NAG 5)

Health and safety

- Review of specific NAG 5 annual action plans to date
- Accident report: students and staff
- Hazard report
- Progress with elimination of hazards
- Emergency evacuation reports
• Behaviour management
• Healthy food report
• Walking school bus

Section six (NAG 6)

Compliance and legislation

• Review of specific NAG 6 annual plans to date
• Stand downs and/or suspensions
• School calendar of events
• School roll
• International students / code of compliance
• Management of enrolment scheme
• Management of truancy
• Summary of student attendance
• Emergency closure
• Teacher registration
• Staff salary increments
• Police vetting of non-teaching staff and contractors
• Community health consultation (every two years)
• Mandatory reporting to Teachers Council regarding competency and / or serious misconduct
NAG 3: Outlines the requirements for personnel

According to the legislation on employment and personnel matters, each board of trustees is required 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 education resources effectively and recognise the needs of students;

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

Suggested policies

Performance management

Performance management

Principal appraisal

Classroom release time

Equal employment opportunities

Allocation of units

Protected disclosure

Staff appointments

Complaints
Supporting documentation and systems

Performance management

The performance management policies encompass written documentation on:

- Performance agreements
- Job descriptions and professional standards
- Staff induction (including PRTs)
- Principal appraisal
- Appraisal processes
- Professional development plans and organisation
- Teacher registration
- Staff discipline and competency (see relevant collective agreement)
- Disputes procedures
- Attestation

Appointment of staff

Policy and processes which could include advertising, short-listing, interviewing, sub-committee membership (as applicable)

- Police vetting of non-teaching staff and contractors

Complaints *(Suggested as a policy with pathways flow chart: refer NZEI Principal’s Kit for example)*

Granting of leave

See relevant collective for entitlement.

In addition, board may wish to have its own discretionary criteria.

Harassment

Procedures to deal with employment related harassment:

- Sexual
- Verbal
- Physical
- Emotional
Personnel files

Employers are required to keep up to date information on all staff.
This information should be updated regularly and kept in a secure place.

Personnel files should include:

- Letters of employment and/or contracts
- Job descriptions
- Staff appraisal and attestation records
- Personnel information including registration

Staff reimbursement

Procedures and criteria for staff entitlements for work related expenses eg, travel

Administration handbook for teachers

A handbook outlining school policy as well as all procedural organisation for teaching staff
(see example later in this publication)

Induction of new staff including PRTs
NAG 4: Outlines the requirement for finance and property

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.

Suggested policies

Financial management

Theft & fraud prevention

Property management

Supporting documentation and systems

Financial management

The financial management policy encompasses written documentation on:

- Annual budget
- Budget holders’ guidelines / purchasing procedures
- Annual audit documents
- Monthly financial statements
- Internal monitoring procedures
- Foreign fee paying students (where applicable)
- Fundraising (related organisation)
• School fees (donations are not a legal requirement)
• Insurance documentation
• Personal property

Property management

The property management policy encompasses written documentation on:

• Ten year property plan
• Five year property plan
• Property occupancy document (POD)
• Asset register
• Hazards checklist (playground/buildings/plant)
• Regular electrical checks
• Buildings / drainage plans etc
• Buildings / warrant of fitness
• Capital work planning (where applicable)
• Caretaking, cleaning, grounds maintenance programmes
• School security
NAG 5: Outlines the requirements for health and safety

Each board of trustees is also required to:

i) Provide a safe physical and emotional environment for students

ii) Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees

iii) Promote healthy food and nutrition for all students.

Suggested policies

Animal welfare
Health and safety
Prevention and reporting of child abuse

Supporting documentation and systems

Student management

• Discipline and behavioural management of students

• School rules or codes of conduct

• Bus safety / road safety

• Peer mediation (as applicable)

Suspected child abuse

Procedures to deal with suspected abuse of students

• Sexual

• Physical

• Verbal
• Emotional

Emergency evacuation
• Evacuation plan
• Fire drills
• Earthquake drills
• Disaster recovery plan
• Civil Defence guidelines

First aid
• Handling of blood / HIV
• Accident and incident register
• Administering medication to students
• First aid certificates

Education outside the classroom (EOTC)
• Risk analysis management systems (RAMs)
• Trip planning checklists
• Permission / medical forms

Other documentation
• Playground supervision (duty rosters, etc)
• Pool rules / safety provision
• Community consultation regarding health programme (legally required every 2 years)
• Non-custodial access
• Pastoral care of students
• Alcohol and drugs
• Crisis / trauma management
• Health and safety management committee (required where total numbers exceed 30)
• Internet safety
• Visitors to school
NAG 6: Outlines the requirements for administration

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

Includes documentation held by the school on the government’s compliance expectations of boards in the following areas:

- Attendance registers
- Copyright – the impact of the Copyright Act on school organisation/school’s own license
- Emergency closure
- Enrolment scheme (where applicable)
- Enrolment and withdrawal procedures
- Length of school day
- Out of hours use of school grounds/property (as applicable)
- Privacy (the impact of the Privacy Act on school organisation)
- Appointment of privacy officer
- Statement on confidentiality
- Annual compliance checklist
- Private tuition during school hours (as applicable)
- Religious instruction
- Student placement (criteria for promotion, where applicable)
- Stand-downs, suspensions and exclusions
- Terms and holidays – length of school year
- Truancy
- Withdrawal of children from class
- Administration handbook for school staff

Tick checklist

- Attendance registers
- Copyright – the impact of the Copyright Act on school organisation/school’s own license
- Emergency closure
- Enrolment scheme (where applicable)
- Enrolment and withdrawal procedures
- Length of school day
- Out of hours use of school grounds/property (as applicable)
- Privacy (the impact of the Privacy Act on school organisation)
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- Student placement (criteria for promotion, where applicable)
- Stand-downs, suspensions and exclusions
- Terms and holidays – length of school year
- Truancy
- Withdrawal of children from class
- Administration handbook for school staff
Administration handbook for school staff

Thinking of reviewing your staff handbook? Below are alphabetically listed headings you could consider and/or customise to your own school’s situation.

Absences
- Pupils
- Teachers
- Leave
- Relievers

Accidents
- Medical room (sick bay)
- Injury reporting
- Classroom supplies
- Sending children home

Admitting new student to class

Advisers
- Team Solutions facilitators

After school care

Alarms

Allocation of units
- Refer to school policy

Ancillary staff

Appraisal of staff
- Job descriptions
- Performance agreements

Art materials

Assemblies
- School assembly
- Syndicate assemblies

Associate teaching
- Teacher trainees

Bell times

Bicycles

board of trustees

Borrowing school equipment

Budgets and finance
- Staff responsibility
- Orders
- Finance reports
- Quotes
- Staff reimbursement

Camps

Caretaker and cleaners

Charter

Children leaving class

Choir

Classroom environment
- Arrangements
- Display
- Presentation

Classroom routines
- Classroom rules
- Positive reinforcement
- Wet day provisions

Class trips
- Approvals
- Supervision
- Pupil behaviour
Collecting money

Communication with parents
- New parents to school
- Newsletters
- General contact with parents
- Notes sent home
- Letters from parents
- Letters to parents
- Reporting to parents
- Electronic communication
- Communication within the school

Handling of blood

Heating

Homework
- Expectation
- Requirements
- Junior pupils
- Senior pupils

Hours of work

Individual education plans (IEPs)

Insurance

Interviews
- With parents
- With students

Jewellery

Keys

Leaving the school grounds

Library
- Displays

Lost property

Lunches
- Lunch orders
- Eating organisation

Marking children’s work

Media

Medication

Meetings
- Teacher staff meetings
- Team meetings
- Senior staff
- Special needs committee
- Board of Trustees
• PTA
• Attached units
• Mobile phone use during class times

Money and valuables

Morning tea

Music room
• Musical instruments
• Timetable

NESB/ESOL

NZEI/PPTA support staff

Official records
• Personnel files
• Attendance records

Open days

Out of bounds areas

Parent helpers
• Parent-teacher contact

Professional development

Prospectus

Provisionally registered teachers

Public use of grounds/hall

Pupil duties
• Road patrol monitors

Librarian peer mediation

PTA photocopying

Planning and preparation

Reading Recovery

Recycling

Reimbursement

Regular quality physical activity

Reporting to parents

Resource rooms

Rewarding students

Relievers
• Reliever pack

Religious instruction

Scholastic books

School donation

School hours

School phone / mobile phone

School security

Social committee

Sport and physical education
• Equipment
• Inter-school exchanges
Staff concerns and complaints

Staffroom

Stationery

Student management

Support Staff

Support agencies
- Team Solutions
- RTLB
- RT Lit

CYF swimming pool

Telephones
- Including cellphones

Toys

Travel claims

Truancy

Uniforms

Vandalism

Videos and DVD’s

Visitors to the school
- Visitor’s book
- Walking school bus
### Documentation review checklist

<table>
<thead>
<tr>
<th>Supporting Documentation and Systems</th>
<th>To Be</th>
<th>Action Required</th>
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<td>Curriculum delivery policy</td>
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<td>Treaty of Waitangi</td>
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<td>Term overview format</td>
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<td>Unit planning format</td>
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<td>Curriculum coverage</td>
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<td>Student electronic records</td>
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<td>Achievement statements</td>
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<td>ESOL/NESB programmes</td>
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<td>CWSN programmes</td>
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<td>Gifted and talented programmes</td>
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<td>IEPs (individual education plans)</td>
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<td>Special needs register</td>
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<td>SEG/TFEA (funding documentation)</td>
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<td>Homework</td>
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<td>Consultation with Māori community</td>
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<td>(plans, targets, achievement,</td>
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<td>reporting)</td>
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<td>Career education and guidance</td>
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<td>(Yr 7/8)</td>
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<td>Regular, quality, physical activity</td>
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<td>Student class placement/promotion</td>
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Refer also to ERO Board Assurance Statements and Self Audit Checklist (BAS) on www.ero.govt.nz
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<td>Reporting to parents policy</td>
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<td>Parent interviews</td>
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<td>Written report format referenced to the National standards</td>
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<td>Curriculum review cycle (possible 3 years)</td>
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<td>Annual curriculum review</td>
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<td>Student achievement information</td>
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<td>Reporting student achievement to BOT</td>
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<td>Statement of achievement for Māori students</td>
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<td>Statement of achievement for Pasifika students</td>
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<td>Professional development identification process</td>
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<td>Professional development plan (current year)</td>
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<td><strong>CHARTER</strong></td>
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<td>Charter introduction, including cultural diversity statement</td>
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<td>Strategic plan (3-5 year overview)</td>
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<td>Annual action plan</td>
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<td>Student achievement target(s)</td>
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<td>Policy / procedure review cycle</td>
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<td>Annual report – focus on student achievement</td>
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<td>Report/Document</td>
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<td>Variance report against previous year's target(s) and annual plan</td>
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<td>Principal’s reports to board</td>
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<td>Financial reports to board</td>
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<td>BOT meeting minutes</td>
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<td>BOT in-committee minutes</td>
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<td>ERO reports</td>
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<td>BOT newsletter/communications</td>
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<td>BOT job descriptions</td>
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<td>BOT training programme</td>
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<td>Parent information booklet</td>
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<td>School newsletters to parents</td>
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<td>Prospectus</td>
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<td>School website (is it up to date?)</td>
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<td>Staff performance management policy</td>
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<td>Principal appraisal policy</td>
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<td>Classroom release time policy</td>
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<td>Equal employment opportunities policy</td>
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<td>Allocation of units policy</td>
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<td>Protected disclosure policy</td>
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<td>Staff appointments policy</td>
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<td>Complaints policy</td>
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<td>Performance agreements</td>
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<td>Job descriptions for all staff, including professional standards for teachers</td>
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<td>Appraisal process (all staff)</td>
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<td>Dispute procedures</td>
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<td>Attestation</td>
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<td>Principal appraisal process</td>
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<td>Professional development plans and organisation</td>
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<td>Teacher registration</td>
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<td>Non teaching staff police vetting</td>
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<td>Staff discipline and competency</td>
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<td>EEO programme</td>
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<td>EEO annual report</td>
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<td>Complaints procedure</td>
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<td>Granting of leave</td>
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<td>Harassment procedures (sexual,</td>
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<td>Staff reimbursement of expenses</td>
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<td>Administration handbook for staff</td>
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<tr>
<td>PRT induction and advice and guidance programme (refer ‘towards full registration’ folder or online)</td>
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<tr>
<td>Induction programme for new staff</td>
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<td>Personnel records</td>
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<td>Financial management policy</td>
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<td>Property management policy</td>
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<tr>
<td>Theft and fraud prevention policy</td>
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<td>Annual budget</td>
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<td>Budget holders’ guidelines, including purchasing procedures</td>
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<td>Annual audit document</td>
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<td>Internal monitoring procedures (financial)</td>
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<td>Foreign fee paying students (as applicable)</td>
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<td>Fundraising policy / procedures</td>
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<td>Activity fees and donations</td>
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<td>Insurance documentation</td>
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<td>Ten year maintenance plan</td>
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<td>Five year property plan</td>
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<td>Property occupancy document (POD)</td>
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<td>Asset register (current)</td>
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<td>Regular electrical checks</td>
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<td>Building warrant of fitness</td>
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<td>Cleaning / grounds maintenance programme</td>
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<td>School security</td>
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<td>Animal welfare policy</td>
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<tr>
<td>Prevention and reporting of child abuse</td>
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<td>Health and safety committee (30+ staff)</td>
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<td>Student behaviour management</td>
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<td>School rules</td>
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<td>Bus/road safety</td>
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<td>Peer mediation programme (as applicable)</td>
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<tr>
<td>Suspected child abuse (procedures to deal with sexual, verbal, physical and emotional)</td>
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<td>Civil Defence guidelines</td>
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<td>Emergency evacuation plan</td>
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<td>Fire drill</td>
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<td>Earthquake drill</td>
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<td>Disaster recovery plan</td>
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<td>Handling of blood / HIV</td>
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<td>Accident and incident register</td>
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<td>Administering medication to students</td>
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<td>Risk analysis management systems (RAMs)</td>
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<td>Trip planning checklists (EOTC)</td>
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<td>Permission / medical forms (EOTC)</td>
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<td>Playground supervision</td>
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<td>Pool rules / safety provision</td>
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<td>Hazards inspector / hazards identification checklist</td>
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<td>Community health consultation (every two years)</td>
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<td>Non-Custodial access</td>
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<td>Pastoral care of students</td>
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<td>Alcohol and drugs</td>
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<tr>
<td>Crisis management / trauma</td>
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Refer also to ERO Board Assurance Statements and Self Audit Checklist (BAS) on www.ero.govt.nz
<table>
<thead>
<tr>
<th>Supporting Documentation and Systems</th>
<th>Developed</th>
<th>Reviewed</th>
<th>Action Required</th>
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<tr>
<td>Privacy policy</td>
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<td>Enrolment scheme policy (if necessary)</td>
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<td>Code of practice for international students policy (if necessary)</td>
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<td>International students refund policy (if necessary)</td>
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<tr>
<td>Attendance registers and ENROL requirements</td>
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<td>Enrolment and withdrawal procedures</td>
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<td>Length of school day</td>
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<td>Out of hours use of school grounds/property</td>
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<td>Private tuition during school hours</td>
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<td>Religious instruction</td>
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<tr>
<td>Stand downs, suspensions and exclusions</td>
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<td>Terms and holidays (length of school year)</td>
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<td>Truancy</td>
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<td>Withdrawal of students from class</td>
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## Useful websites for school leaders

<table>
<thead>
<tr>
<th>Website</th>
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<tbody>
<tr>
<td>Team Solutions</td>
<td><a href="http://www.teamsolutions.ac.nz">www.teamsolutions.ac.nz</a></td>
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<tr>
<td>Ministry of Education</td>
<td><a href="http://www.minedu.govt.nz">www.minedu.govt.nz</a></td>
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<tr>
<td>Educational Leaders</td>
<td><a href="http://www.educationalleaders.govt.nz">www.educationalleaders.govt.nz</a></td>
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<tr>
<td>Education Review Office (ERO)</td>
<td><a href="http://www.ero.govt.nz">www.ero.govt.nz</a></td>
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<tr>
<td>NZ School Trustees Association (NZSTA)</td>
<td><a href="http://www.nzsta.org.nz">www.nzsta.org.nz</a></td>
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<tr>
<td>Te Kete Ipurangi</td>
<td><a href="http://www.tki.org.nz">www.tki.org.nz</a></td>
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<tr>
<td>NZ Qualifications Authority (NZQA)</td>
<td><a href="http://www.nzqa.govt.nz">www.nzqa.govt.nz</a></td>
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<tr>
<td>NZ Teachers Council (NZTC)</td>
<td><a href="http://www.teacherscouncil.govt.nz">www.teacherscouncil.govt.nz</a></td>
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