

# 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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# Contents

The National Education Guidelines .....	4
The National Education Goals (NEGs) .....	5
The National Administration Guidelines (NAGs).....	8
NAG 1: Outlines the requirements for the curriculum .....	12
NAG 2: Outlines the requirements for documentation and review .....	15
NAG 3: Outlines the requirements for personnel .....	23
NAG 4: Outlines the requirement for finance and property .....	26
NAG 5: Outlines the requirements for health and safety .....	28
NAG 6: Outlines the requirements for administration.....	30
NAG 1 Documentation review checklist: Curriculum .....	35
NAG 2 Documentation review checklist: Development and review .....	36
NAG 3 Documentation review checklist: Personnel .....	40
NAG 4 Documentation review checklist: Finance and property .....	40
NAG 5 Documentation review checklist: Health and safety .....	41
Useful websites for school leaders .....	44

# 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:

<b>National Education Goals (NEGs)</b>  <b>Why</b>	<b>National Curriculum Statements</b>  <b>What</b>	<b>National Administration Guidelines (NAGs)</b>  <b>How</b>
<p>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.</p> <p>(see over page)</p>	<p>The Learning Areas ie, the documents teachers use to deliver the curriculum:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics &amp; statistics</li> <li>• Social sciences</li> <li>• Science</li> <li>• Technology</li> <li>• Health &amp; physical education</li> <li>• The arts</li> </ul>	<p>The administrative framework which Boards must use to work towards the NEGs.</p>

# The National Education Goals

## What are the NEG's?

The NEG's are ten statements of desirable achievement that Boards of Trustees must work towards, in partnership with government. These NEG's 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 NEG's 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 children's 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?

Policies	Procedures
<ul style="list-style-type: none"><li>• Give direction from the board of trustees to staff and community about the way the school will function</li><li>• Are ratified and recorded in board of trustee minutes</li><li>• Reflect sound governance</li><li>• Are a refreshing point for both internal and external review</li><li>• Provide a 'pathway' for the board's decision making</li></ul>	<ul style="list-style-type: none"><li>• Are sound management systems to support school policy and state how the policy will be implemented</li><li>• It is good practice to share management procedures with the board of trustees and staff</li></ul>

# Recommended policies and procedures for a primary school

<p><b>NAG1: Policies (Curriculum)</b></p> <p><b>Curriculum Delivery</b></p> <p><b>Treaty of Waitangi</b></p>	<p><b>NAG 1:</b></p> <p><b>Suggested procedures:</b></p> <p>Assemblies</p> <p>ESOL</p> <p>Evaluation and assessment</p> <p>Gifted and talented students (IEPs)</p> <p>Homework</p> <p>Lesson planning</p> <p>Māori student achievement</p> <p>Māori community consultation</p> <p>Pasifika student achievement</p> <p>Pasifika community consultation</p> <p>Organisation of classrooms/classes/student placement</p> <p>Reading Recovery</p> <p>Regular quality physical activity</p> <p>Special needs students (IEPs)</p> <p>Staff responsibilities</p> <p>Students at risk</p> <p>Timetables</p> <p>Use of SEG/TFEA and other funding</p>
<p><b>NAG 2: Policies (Review and documentation)</b></p> <p><b>Reporting to Parents</b></p>	<p><b>NAG 2:</b></p> <p><b>Suggested procedures:</b></p> <p>Communication with parents</p> <p>Community consultation</p> <p>Parental involvement</p> <p>Reporting to the Board (including Māori and Pasifika achievement)</p> <p>Strategic planning</p> <p>School review</p>
<p><b>NAG 3: Policies (Personnel)</b></p> <p><b>Staff Performance Management</b></p> <p><b>Principal Appraisal</b></p> <p><b>Classroom Release Time</b></p> <p><b>Equal Employment Opportunities</b></p>	<p><b>NAG 3:</b></p> <p><b>Suggested procedures</b></p> <p>Associate teachers</p> <p>Attestation</p> <p>Competency</p>

<p><b>Allocation of Units</b></p> <p><b>Protected Disclosure</b></p> <p><b>Staff Appointments</b></p> <p><b>Complaints</b></p>	<p>Confidentiality</p> <p>Discipline</p> <p>Personnel records</p> <p>Police vets</p> <p>Provision of leave</p> <p>Staff communication</p> <p>Staff induction</p> <p>Staff meetings</p> <p>Staff professional development</p> <p>Support staff</p>
<p><b>NAG 4: Policies (Property and Finance)</b></p> <p><b>Financial Management</b></p> <p><b>Theft &amp; Fraud Prevention</b></p> <p><b>Property Management</b></p>	<p><b>NAG 4:</b></p> <p><b>Suggested procedures:</b></p> <p>Activity fees</p> <p>Application for grants</p> <p>Budgeting</p> <p>Donations</p> <p>Fixed asset register</p> <p>Fund raising</p> <p>Gifts</p> <p>Hireage of school hall / pool</p> <p>Insurance</p> <p>Ordering of goods and services</p> <p>Payment of fees for staff undertaking</p> <p>Study</p> <p>Personal property</p> <p>Photocopying</p> <p>Playground equipment</p> <p>Purchasing procedures</p> <p>Reporting damage</p> <p>Sponsorship</p> <p>Staff reimbursement</p> <p>Telephone / cellphones staff / student use of</p>
<p><b>NAG 5: Policies (Health and Safety)</b></p> <p><b>Animal Welfare</b></p> <p><b>Health &amp; Safety</b></p> <p><b>Prevention and Reporting of Child Abuse</b></p>	<p><b>NAG 5:</b></p> <p><b>Suggested procedures:</b></p> <p>Acceptable use of internet</p> <p>Accidents and student illness</p> <p>Administration of prescribed medicine</p> <p>Alcohol and drugs</p> <p>Bloodborne viruses (BBV) including AIDS/HIV and hepatitis and other infections</p> <p>Bullying</p> <p>Bus / road safety / bicycles at school</p>

	<p>Civil Defence emergency  Mediation programme  Crisis management  Emergency drills – fire / earthquake  EOTC  Equity  Harassment (staff and students)  Hazard register  Lunch eating / litter  Non-custodial parents access to students  Pandemic planning  Peer mediation  Physical / social / emotional wellbeing  Playground supervision, including students inside during breaks  School map showing evacuation  Assembly points  School security  School visitors  Staff stress management  Student behaviour management  Student safety  Traffic wardens  Use of playground apparatus and equipment, including pool</p>
<p><b>NAG 6: Policies (Legislation)</b>  <b>Privacy</b>  <b>Enrolment Scheme (if necessary)</b>  <b>Code of Practice for the Pastoral Care of International Students (if necessary)</b>  <b>International Students Refund Policy (if necessary)</b></p>	<p><b>NAG 6:</b>  <b>Suggested procedures:</b>  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</p>
<p><i>Compiled by Team Solutions leadership and management facilitators</i></p>	

# 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

*Tick Checklist*

- 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:

*Tick Checklist*

- 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 intends 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	<input type="checkbox"/>
Principal appraisal	<input type="checkbox"/>
Classroom release time	<input type="checkbox"/>
Equal employment opportunities	<input type="checkbox"/>
Allocation of units	<input type="checkbox"/>
Protected disclosure	<input type="checkbox"/>
Staff appointments	<input type="checkbox"/>
Complaints	<input type="checkbox"/>

# 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	<input type="checkbox"/>
Theft & fraud prevention	<input type="checkbox"/>
Property management	<input type="checkbox"/>

### 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:

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)
- 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

# 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

## **Computers**

## **Concert**

## **Consumables**

## **Copyright**

## **Corporate life of the school**

## **Crisis management**

## **Cultural activities**

## **EOTC**

## **Fundraising**

## **Furniture**

## **Gifted and talented students**

## **Group special education (GSE)**

## **Hall**

- Bookings

## **Security headlice**

## **Hearing and vision**

## **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

## NAG1 - Curriculum

Supporting Documentation and Systems	To Be		Action Required
	Developed	Reviewed	
Curriculum delivery policy			
Treaty of Waitangi			
Term overview format			
Unit planning format			
Curriculum coverage			
Student electronic records			
Achievement statements			
ESOL/NESB programmes			
CWSN programmes			
Gifted and talented programmes			
IEPs (individual education plans)			
Special needs register			
SEG/TFEA (funding documentation)			
Homework			
Consultation with Māori community (plans, targets, achievement, reporting)			
Career education and guidance (Yr 7/8)			
Regular, quality, physical activity			
Student class placement/promotion			
Refer also to ERO Board Assurance Statements and Self Audit Checklist (BAS) on <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>			

# Documentation review checklist

# NAG 2 – Development and review

Supporting Documentation and Systems	To Be		Action Required
	Developed	Reviewed	
Reporting to parents policy			
Parent interviews			
Written report format referenced to the National standards			
Curriculum review cycle (possible 3 years)			
Annual curriculum review			
Student achievement information			
Reporting student achievement to BOT			
Statement of achievement for Māori students			
Statement of achievement for Pasifika students			
Professional development identification process			
Professional development plan (current year)			
C H A R T E R	Charter introduction, including cultural diversity statement		
	Strategic plan (3-5 year overview)		
	Annual action plan		
	Student achievement target(s)		
Policy / procedure review cycle			
Annual report – focus on student achievement			

Variance report against previous year's target(s) and annual plan			
Principal's reports to board			
Financial reports to board			
BOT meeting minutes			
BOT in-committee minutes			
ERO reports			
BOT newsletter/communications			
BOT job descriptions			
BOT training programme			
Parent information booklet			
School newsletters to parents			
Prospectus			
School website (is it up to date?)			
Refer also to ERO Board Assurance Statements and Self Audit Checklist (BAS) on <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>			

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# Documentation review checklist

## NAG 3 – Personnel

Supporting Documentation and Systems	To Be		Action Required
	Developed	Reviewed	
Staff performance management policy			
Principal appraisal policy			
Classroom release time policy			
Equal employment opportunities policy			
Allocation of units policy			
Protected disclosure policy			
Staff appointments policy			
Complaints policy			
Performance agreements			
Job descriptions for all staff, including professional standards for teachers			
Appraisal process (all staff)			
Dispute procedures			
Attestation			
Principal appraisal process			
Professional development plans and organisation			
Teacher registration			
Non teaching staff police vetting			
Staff discipline and competency			
EEO programme			
EEO annual report			
Complaints procedure			
Granting of leave			
Harassment procedures (sexual,			

verbal, physical, emotional)			
Staff reimbursement of expenses			
Administration handbook for staff			
PRT induction and advice and guidance programme (refer 'towards full registration' folder or online)			
Induction programme for new staff			
Personnel records			
Refer also to ERO Board Assurance Statements and Self Audit Checklist (BAS) on <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>			

# Documentation review checklist

# NAG 4 – Finance and property

Supporting Documentation and Systems	To Be		Action Required
	Developed	Reviewed	
Financial management policy			
Property management policy			
Theft and fraud prevention policy			
Annual budget			
Budget holders' guidelines, including purchasing procedures			
Annual audit document			
Internal monitoring procedures (financial)			
Foreign fee paying students (as applicable)			
Fundraising policy / procedures			
Activity fees and donations			
Insurance documentation			
Ten year maintenance plan			
Five year property plan			
Property occupancy document (POD)			
Asset register (current)			
Regular electrical checks			
Building warrant of fitness			
Cleaning / grounds maintenance programme			
School security			
Refer also to ERO Board Assurance Statements and Self Audit Checklist (BAS) on <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>			

# Documentation review checklist

# NAG 5 – Health and safety

Supporting Documentation and Systems	To Be		Action Required
	Developed	Reviewed	
Health and safety policy			
Animal welfare policy			
Prevention and reporting of child abuse			
Health and safety committee (30+ staff)			
Student behaviour management			
School rules			
Bus/road safety			
Peer mediation programme (as applicable)			
Suspected child abuse (procedures to deal with sexual, verbal, physical and emotional)			
Civil Defence guidelines			
Emergency evacuation plan			
Fire drill			
Earthquake drill			
Disaster recovery plan			
Handling of blood / HIV			
Accident and incident register			
Administering medication to students			
Risk analysis management systems (RAMs)			
Trip planning checklists (EOTC)			

Permission / medical forms (EOTC)			
Playground supervision			
Pool rules / safety provision			
Hazards inspector / hazards identification checklist			
Community health consultaton (every two years)			
Non-Custodial access			
Pastoral care of students			
Alcohol and drugs			
Crisis management / trauma			
Internet safety			
Visitors to the school			
No smoking signs displayed			
Refer also to ERO Board Assurance Statements and Self Audit Checklist (BAS) on <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>			

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# Documentation review checklist

# NAG 6 – Legislation and compliance

Supporting Documentation and Systems	To Be		Action Required
	Developed	Reviewed	
Privacy policy			
Enrolment scheme policy (if necessary)			
Code of practice for international students policy (if necessary)			
International students refund policy (if necessary)			
Attendance registers and ENROL requirements			
Copyright procedures and licenses displayed			
Emergency closure			
Enrolment and withdrawal procedures			
Length of school day			
Out of hours use of school grounds/property			
Private tuition during school hours			
Religious instruction			
Stand downs, suspensions and exclusions			
Terms and holidays (length of school year)			
Truancy			
Withdrawal of students from class			
Refer also to ERO Board Assurance Statements and Self Audit Checklist (BAS) on <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>			

# Useful websites for school leaders

Team Solutions	<a href="http://www.teamsolutions.ac.nz">www.teamsolutions.ac.nz</a>
Ministry of Education	<a href="http://www.minedu.govt.nz">www.minedu.govt.nz</a>
Educational Leaders	<a href="http://www.educationalleaders.govt.nz">www.educationalleaders.govt.nz</a>
Education Review Office (ERO)	<a href="http://www.ero.govt.nz">www.ero.govt.nz</a>
NZ School Trustees Association (NZSTA)	<a href="http://www.nzsta.org.nz">www.nzsta.org.nz</a>
Te Kete Ipurangi	<a href="http://www.tki.org.nz">www.tki.org.nz</a>
NZ Qualifications Authority (NZQA)	<a href="http://www.nzqa.govt.nz">www.nzqa.govt.nz</a>
NZ Teachers Council (NZTC)	<a href="http://www.teacherscouncil.govt.nz">www.teacherscouncil.govt.nz</a>
<i>The New Zealand Curriculum</i> (NZC)	<a href="http://nzcurriculum.tki.org.nz/">http://nzcurriculum.tki.org.nz/</a>

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