



SECTION 6 COMPLIANCE

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1. To follow pre-requisite requirements set by New Zealand Qualifications Authority for all courses.
 2. To ensure no unreasonable barriers to course entry exist
 3. To ensure course entry requirements are clearly understood by students.
 4. To acknowledge prior learning and achievements by students.
 5. Discretionary entry may be approved in certain cases.
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- Course details will be outlined in the senior course booklet, and publicized through other appropriate media.
 - Standardized enrolment forms will be available through the senior syndicate AP office, NZQA principal's nominee-office and the main office.
 - A student's proposed course of study will be submitted to the New Zealand Qualifications Authority Framework group for approval. Guidance will be provided if necessary. Following course approval the student's name will be entered on the register.
 - The school senior course handbook outlining school expectations will be made available to all students if required each year.
 - The Principal may waive the school's entry requirements to a course in special circumstances, in consultation with the New Zealand Qualifications Authority Framework group.
 - Any course fees will be administered through the Kamar School's accounting system.
 - Records of learning for newly enrolled students will be obtained by the school in accordance with the Privacy Act 1993, to enable recognition of prior learning.
 - Students transferring from another school or institution will be offered an appropriate course of study - where a course on offer has already been completed, an appropriate alternative will be sought.
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- The New Zealand Qualifications Authority Framework group will review this policy annually.
 - Course entry requirements will be reviewed by the New Zealand Qualifications Authority Framework group as part of the annual course review, including student evaluation.
 - The senior course booklet will be revised annually by the New Zealand Qualifications Authority liaison person with senior syndicate teachers.
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- Course details will be outlined in the senior course booklet, and publicized through other appropriate media.
 - A student's proposed course of study will be submitted to the New Zealand Qualifications Authority Framework group for approval. Guidance will be provided if necessary. Following course approval the student's name will be entered on the register.
 - The school student handbook outlining school expectations will be made available to all students if required each year.
 - The Principal may waive the school's entry requirements to a course in special circumstances, in consultation with the New Zealand Qualifications Authority Framework group.
 - Any course fees will be administered through the school's accounting system.
 - Records of learning for newly enrolled students will be obtained by the school in accordance with the Privacy Act 1993, to enable recognition of prior learning.

- Students transferring from another school or institution will be offered an appropriate course of study - where a course on offer has already been completed, an appropriate alternative will be sought.

Review

1. The New Zealand Qualifications Authority Framework group will review this policy annually.-(DS CQ,RS)
2. Course entry requirements will be reviewed by the New Zealand Qualifications Authority Framework group as part of the annual course review, including student evaluation.
3. The senior course booklet will be revised annually by the New Zealand Qualifications Authority Principal's nominee and senior syndicate.

DATE CONFIRMED: 2018

ENROLMENT SCHEME: _____ NO S6-602

PROCEDURE FOR ENROLMENTS

1. Enrolment form and health form provided.
2. Parent and child have an interview with the Principal - or if unavailable the Deputy Principal.
3. Enrolment/health form filled out in full, and signed by parents. Photocopy of enrolment form: to Pastoral caregiver. Enrolment noted on the staffroom whiteboard.
4. Birth Certificate or Passport and Immunisation records must be sighted for new enrollments, and immunisation certificate completed.
5. New student given introductory package which includes timetable, stationery list.
6. Office staff enters information in the Register of admission and withdrawals, and then on to Pupil Files.
7. Request for records sent out to previous school
8. On receipt, the academic records of the student are given to the class teacher .
9. Photocopies of all school enrolment forms and enrolment record 19/22A must be kept in the school for seven years. Records that are not requested by another school must also be retained.

DATE CONFIRMED: 2018

PRIVACY ACT 1993 _____ NO S6- 603

- The Board as an "agency" will ensure compliance with the Act especially with concern to the information on staff and pupils and its collection storage and use.
- When enrolling students at the school the Principal will obtain the written consent of the guardian of the child for the purposes of collecting information relating to Health and any other matter which may affect the development, behaviour and/ or performance of the enrolling pupil.
- All information held in respect of any pupil will not be used for any purpose other than for which it was collected and further, such information will not be used so as to disadvantage or discipline any student.
- Information will not be released to, or used by any person other than those entitled to the information pursuant to the provisions of the Act.

- The Principal shall be appointed as the appropriate officer to coordinate the collection, storage, use and release of information including all enquiries regarding the same.

Review
Annually

DATE CONFIRMED: 2018

SCHOOL KEYS

NO S6-604

Responsibility - caretaker in liaison with principal.

A Individual Keys

1. Each staff member will be provided with keys for -
School front door
Regularly used working spaces, including offices if applicable
Other areas of responsibility, eg AV store for convener, gym for head of physical education, etc.
2. A list of these keys issued will be kept by those responsible, and arrangements made for any duplication of keys.
3. Cost of replacement of lost individual keys will be at the staff member's expense.
4. As staff responsibilities change and different keys are required, these will be issued accordingly. Any keys no longer required should be returned.
5. All keys must be returned when a staff member leaves

B. General Keys

1. Single keys for commonly used areas of the school are kept in the main office. These are available for staff use during the day, and should be returned immediately after use. They have named tags attached. They are to be signed out by staff - on the whiteboard provided.
2. An emergency key store will be located in the main office. These keys will be available from the office staff in an emergency only.

DATE CONFIRMED: 2018

SCHOOL HOURS AND LENGTH OF THE SCHOOL YEAR

NO S6-605

- The school will have a four-term year which will be set in accordance with the Ministry of Education guidelines.
- The school will ensure that neighbouring schools are consulted on matters of dates and term duration.
- Parents will be given information on term dates
- The school will be open for instruction for a minimum of 380 half days.
- The school will open for instruction from 8.45 a.m. to 3.15pm.
- The Board will meet the requirements of Section 65 of the *Education Act 1989*.

Review

This procedure will be reviewed annually with the Board receiving information from the Principal.

DATE CONFIRMED: 2018

SUSPENSIONS/ STAND DOWNS/ EXCLUSIONS/ EXPULSIONS NO S6-606

Section 13 of the Act sets out three fold the purpose of the provisions for stand down, suspension, exclusion and expulsion.

The purpose is to provide a range of responses for cases of varying degrees of seriousness; minimise the disruption to the student's attendance at school and facilitate the return of the student to school when that is appropriate; and ensure that individual cases are dealt with in accordance with the principles of natural justice.

The procedures and legal requirements for compliance will be found in the Ministry of Education booklet. "Guidance for Principals and Boards of Trustees on Stand downs, Suspensions, Exclusions and Expulsions" July 1999.

Clause 7 of the Education (Stand-down, Suspension, Exclusion and Expulsion) Rules 1999 provides that every participant in the processes, practices, and procedures dealt with in sections 14-18 of the Act and these rules should be guided by the following principles:

- (a) The need for every participant to understand the processes, practices, and procedures;
- (b) The need for every participant to treat every other participant with respect, which includes recognising and respecting New Zealand's cultural diversity;
- (c) The need to recognise the unique position of Maori;
- (d) The need for every participant to be guided by the charter of the student's school; and
- (e) The need for every participant to recognise that the board has a responsibility to maintain a safe and effective learning environment.

DATE CONFIRMED: 2018

SUSPENSIONS/ ENROLMENT

NO S6-607

The student named below has been recently suspended from your school and is now seeking enrolment at Broadwood Area School Te Kura Takiwa o Manganuiowae; we would be pleased to receive supplementary information about him/her to ensure that our decisions are soundly based. This request is made with due consideration of the provisions of the Privacy Act 1993.

STUDENT NAME:

CAREGIVER DETAILS:

DATE OF SUSPENSION

TYPE: Principal's/Board

STUDENT DETAILS: Year Level

D.O.B.

PREVIOUS INCIDENTS: (Place a tick in the box for each breach)

Abusive to teacher		Smoking	
Misbehaviour		Stealing	
Uniform		Bullying	
Vandalism		Refusal to obey instructions	
Drugs		Truancy	
Fighting		Lateness	

GUIDANCE/COUNSELLING OFFERED:

Counsellor		Form Teacher	
Deputy Principal		Parent contact	
Assistant Principal		District Truancy Service	
Dean			

Other

SUBJECT INFORMATION (IF AVAILABLE): [1=good, 5=poor]

	Attitude				
	1	2	3	4	5
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	Attainment				
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	1	2	3	4	5

DATE CONFIRMED: 2018

BOARD OF TRUSTEES MEETINGS**NO S6-608**

(See Pt1-14-15)

Meetings will be held in accordance with guidelines set out in the New Zealand School Trustees Association - Trustee Handbook and the local Government Official Information and Meetings Act 1987.

Guidelines/Procedures

Board of Trustees Meeting Agenda	Date
Karakia Present Apologies Declaration of conflicts of interests. Agenda approval	Times may vary!!! 5 mins
Strategic Discussions and Decisions: Principal's report - Section 1-6	45 mins
Monitoring Policies: Section 2: Self Review, Reporting, Planning Section 4: Compliance Section 5: Health & Safety Section 6: Assets, Finance, Property	45 mins
Administration: Confirmation of minutes/Matters arising Correspondence General	20 mins
Identify agenda items for next meeting	5 mins
Excluding the Public Move into and out of "in committee". Minute separately recorded in the red book provided.	Set estimate of time needed
Meeting closure Comments on meeting procedures and outcomes. Preparation for the next meeting.	10 mins

Annually

DATE CONFIRMED: 2018

The school is responsible for quality teaching and learning. Teachers must endeavour to work with parents and whanau to ensure that students attend regularly, remain engaged in positive activities and learning at school, retain the knowledge and achieve results that whanau will acclaim.

To do this, teachers must have the support of whanau. Whanau must ensure that student behaviour at school remains positive, students will abide by the code of conduct. Whanau will ensure that their child is dressed appropriately in school uniform -Years 0-13 and must be clean and tidy Years 0-6.

Whanau will be contacted if their child is abusive and or violent. Whanau will come to school and meet with the Principal. A "time -out" period for whanau to take the child home for a specified agreed period to arrange counselling or a whanau intervention will be decided.

Should whanau elect NOT to be part of "Whanau Tautoko" Kiwi Suspension, stand down or suspension procedures may be followed.

Mena i mahitahi te Tumuaki, nga kaiako, te Poari, nga whanau me nga tamariki mokopuna i raro i te korowai o te aroha, te tika, me te pono, ka pai te noho Kotahi i mau te rangimarietanga.

DATE CONFIRMED: 2018

GUIDANCE AND COUNSELLING

S6-610

Section 77 of the Education Act 1989 provides that the principal of a state school shall take all reasonable steps to ensure that;

- (a) students get good guidance and counselling; and
- (ab) students in Yr 7 and above are provided with appropriate career education and guidance that is designed to prepare them to join the workforce or undertake further education or training when they leave school.
- (b) A student's parents are told matters that, in the principal's opinion,
 - (i) Are preventing or slowing the student's progress through the school;
 - Or
 - (ii) Are harming the student's relationships with teachers or other students.

Rubicon, SWIS, Ngatikahu Social Services, Te Oranga, Hokianga Health and Oranga Tamariki, RTLB, SENCO provide guidance and counselling and use a referral system.

ATTENDANCE RECORDS

S6-611

Section 25 of the Education Act 1989 provides that every board shall take reasonable steps to ensure that students who are required to attend school do so. Different attendance requirements apply to students participating in secondary-tertiary programmes or attending a school with multiple timetable arrangements.

Principals are required to keep records relating to matters such as enrolment of students (section 77A Education Act 1989). The Principal is also responsible for accurate keeping of an admission register and register of daily attendance (Regulation 3 of the Education (School Attendance) Regulations 1951).

Refer to Nag 5 - 529, section on attendance.

NATIONAL STUDENT NUMBERS

S6-612

Part 30 of the Education Act outlines the legislative requirements that apply to national student numbers to be used by authorised users such as schools and the Ministry of Education for specific purposes. These include sharing information relating to individual students for the purpose of monitoring and ensuring enrolment and attendance.

WORK EXPERIENCE

S6-613

Under section 71 of the Education Act 1989 boards may authorise any student to obtain work experience. Section 71 (2) provides that no principal, teacher or occupier of a work place must allow a student to enter or remain in a workplace to get work experience except in accordance with conditions prescribed by the minister.

Refer to policy Nag 5 - 516 on Offsite/practical work based components.

HEALTH IMMUNISATION RECORDS

S6-614

Boards are required to keep immunisation registers, to record for primary school students born after 1 January 1995, matters relating to the health (Immunisation) Regulations 1995.

OFFICIAL INFORMATION ACT 1982

S6-615

Boards are classified as "organisations" under the First Schedule of the Official Information Act 1982 and must comply with the provisions of the Act. Boards should therefore be familiar with the Act's requirements regarding availability of information, the processing of requests for official information by the public and the release of information. Sections 4 & 5 of the Act set out the purpose and the principle of

availability. Boards should refer directly to the provisions of the Act when a request for information is received, and ensure that each request is handled in accordance with the relevant provisions of the Act.

CHARTER

The school charter is an integral part of school self-management because it reflects the mission, aims, objectives, directions and targets of the board that will give effect to the National Education Guidelines and the board's priorities, and provide a base against which the board's actual performance can later be assessed.

The charter also serves as the undertaking by the Board of Trustees to the Minister of Education.

There is no precise format a charter must take, however, subsections 61 (3, 4 , 5) do provide that certain information must be included.

Such as:

- The aim of developing, for the school, policies and practices that reflect New Zealand's cultural diversity, and the unique position of the Maori culture;
- The aim of ensuring all reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and Te Reo Maori (Maori language) for full-time students whose parents ask for it;
- A long-term strategic planning section;
- The board's aims, objectives, directions, priorities in such matters as:
 - The board's activities aimed at meeting both general government policy objectives for all Schools and specific policy objectives for the school;
 - The management of the school's and board's capability, resources, assets, and liabilities, including its human resources, finances, property, and other ownership matters;
- Other matters of interest to the public that the Minister may determine

A school charter must also contain all annual or long term plans the board is required to have or has prepared for its own purposes or contain a summary of each plan or a reference to it.

The education Act requires that the charter must be amended as soon as practicable if the board becomes aware that it contains false or misleading information.

REPORTING ON STUDENT ACHIEVEMENT

Each Board of Trustees, with the principal and staff is required, on the basis of good quality assessment information report to students and their parents on the achievement of individual students in plain language, in writing, and at least twice a year, and across The National Curriculum, and to the school's community on progress and achievement of students as a whole and of groups, identified through NAG 1 © including the achievement of Maori students against the plans and targets referred to in NAG 1(e)

SCHOOLS PLANNING AND REPORTING

The Board of Trustees are responsible for the development of a strategic and annual plan and monitoring progress against annual targets.

The strategic and annual plans are documented in an annually-updated charter, and progress against the plans is reported to the school community in the Analysis of Variance report, which is part of the school's annual report.

The school's charter will be prepared in consultation with the school's community. The community should know about plans and targets for improving student outcomes. The local Maori community will be consulted about plans and targets for improving the achievement of maori students.