

Administration and Management

Contents

ABSENCE POLICY	2
ADMINISTRATION POLICY.....	3
ALLEGATIONS CONCERNING THE PRINCIPAL OR A TRUSTEE	4
ENROLMENT POLICY.....	5
Enrolment Procedure	6
RELIGIOUS EDUCATION POLICY.....	7
STUDENT ACHIEVEMENT POLICY	8
GENERAL PROCEDURES	9
Parent/Voluntary Help in the School Procedure	9

Absence Policy

PURPOSE

1. To ensure all pupils attend school regularly and punctually
2. To ensure that all pupils arrive at school safely
3. To foster a caring attitude between school and parents.

GUIDELINES

1. The school is to be notified by the caregiver of any absenteeism, before 9.00am every day the child is absent.
2. Attendance is to be recorded daily in the class register by the teacher.
3. Teachers are to send the names of children absent to the office by 9.00am or as soon as possible.
4. The school is to endeavour to contact parents regarding non notified absences.
5. Continued absenteeism is to be reported to the Principal
6. The Principal is to notify parents about regular lateness or absenteeism.
7. Parents are to notify the school prior to planned absences.
8. Unexplained absences for 21 consecutive school days will result in child being removed from roll and Ministry of Education being informed on the NET form.

Administration Policy

Donovan Primary complies with all general administration requirements.

In order to meet these requirements:-

The Board of Trustees will develop and implement:

- School Planning and Reporting
- Procedures to ensure the Board of Trustees is properly elected and constituted (*refer Education Amendment Act No. 4 1991*)
- Procedures to ensure Board meetings are run properly
- An ongoing programme of BOT operational review
- An ongoing programme of policy/procedure review

The Principal and Staff (*Management*) will develop and implement:

- Student achievement Annual Planning (*Refer Planning & Reporting Master*)
- Attendance registers
- General procedures for school administration
- Procedures for stand-down and expulsion
- Procedures for community partnership activity
- Procedures to ensure Treaty of Waitangi considerations are implemented

Through the development and implementation of sound administrative practice Donovan Primary ensures all legal administrative requirements are met.

Allegations Concerning the Principal or a Trustee

Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 4 of this Policy.

Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 4 of this Policy.

APPROVAL

When the Board approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Board.

As part of its approval the Board requires the Principal to circulate this Policy to all staff, and for a copy to be included in the Donovan Primary Policy Manual, copies of which shall be available to all staff. The school policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Enrolment Policy

RATIONALE:

To best manage 'out of zone' enrolments at Donovan Primary.

To continually provide adequate room at all times for in zone enrolments.

Purpose

1. Donovan Primary recognises its roll growth and recognises the need to successfully manage future growth.
2. To develop a procedure, which is clear to all concerned, on the out of zone enrolment process for Donovan Primary.
3. The Board of Trustees will be guided by Ministry of Education regarding student capacity.
4. The Board of Trustees will review the procedure annually.
5. The Board of Trustees will decide twice yearly on possible numbers for 'out of zone' students in other year levels in the school. These positions will be advertised according to the procedures.
6. The selection process for 'out of zone' students as outlined in the Procedures, will be followed to the best of the Board of Trustees ability.

Enrolment Procedure

Purpose: To ensure that all parties are clear on the process for enrolment at Donovan Primary.

Guidelines

1. The Principal will accept all 'in zone' enrolments utilising the zone specified by the Ministry of Education for Donovan Primary.
2. Enrolments for any 'out of zone' places will be advertised in Week 1 of Term 2 and 4, closing Week 3 of Term 2 and 4 on the Wednesday at 9am.
3. Enrolment applications will be advertised in Week 1 of Term 4 for children starting their schooling as a new entrant from January 1 until the end of Term 2 holidays and then again in Term 2 for children starting their schooling as a new entrant from the start of Term 3 until the end of December.
4. At 10am on Wednesday of Week 3 in Term 2 and 4 the Principal and Office Manager will count the number of 'out of zone' places. If a ballot is required then a Police Officer will be contact to supervise that the ballot is conducted appropriately.
5. The Donovan Primary Board of Trustees have specified that only children starting their schooling as a new entrant in the periods advertised are to be accepted as 'out of zone' positions. No other year levels will be accepted for 'out of zone' enrolments.
6. The capacity of Donovan Primary has been set by the Ministry of Education.
7. If there are more out of zone places than vacancies, then the Ministry of Education ballot system would be utilised.

Applications from 'out of zone' students will be processed in the following order of priority as stipulated by the Ministry of Education:

- a. **First priority** must be given to any applicant who is accepted for enrolment in a special programme run by the school.
- b. **Second priority** must be given to any applicant who is the sibling of a current student of the school.
- c. **Third priority** must be given to any student who is the sibling of a former student of the school.
- d. **Fourth priority** must be given to any applicant who is a child of a former student of the school.
- e. **Fifth priority** must be given to any applicant who is either a child of an employee of the Board of Trustees.
- f. **Sixth priority** must be given to all other applicants.

Places will be offered through a letter for 'out of zone' children being sent out within two days of the ballot, requesting the acceptance letter to be returned in two weeks. If the letter is not returned by the date and time specified in the letter then that child will forfeit their place in the school and the next child on the list will be offered that position instead.

The Ministry of Education Guidelines will be referred to for all other requirements for enrolment at Donovan Primary. These can be found on the Ministry of Education website www.minedu.govt.nz.

Conclusion

Donovan Primary understands the importance of a transparent enrolment system and will ensure that all parties are aware of how the Enrolment Procedure works.

Religious Education Policy

Rationale:

The Board of Trustees recognises that spiritual development is an integral part of the whole educative process. The term 'religious education' indicates that this is a contribution to the total education of each child.

Purposes:

1. To contribute to meeting the spiritual needs of the children.
2. To encourage development of such commonly accepted values as humility, tolerance, respect for others and these are reflected in our Donovan Values
3. To provide an opportunity for children to consider and develop their own beliefs and values.

Guidelines:

1. The Board of Trustees will decide whether Religious Education is provided in the school, and will approve both the programme and the teachers.
2. If the Board of Trustees approves the teaching of Religious Education from a Christian perspective: the Religious Education teachers will be expected to abide by the Code of Expectations of the Churches Education Commission.
3. Children whose caregivers have informed the school in writing that they do not wish their child to receive religious education will not attend. Any changes to this needs to be made in writing to the school. Accommodation will be made available for these children. Supervision arrangements will be made between the caregivers and the Principal.
4. Religious Education will be included in the timetable.

Student Achievement Policy

At Donovan Primary we put in place a comprehensive programme that ensures all students have access to high quality teaching and learning.

In order to have this happen at Donovan Primary we will:

- **Success for all**
All year 1 to year 6 students will be given opportunities to gain the knowledge, skills, attitudes, and values identified in the New Zealand Curriculum Framework and the national curriculum statements.
- **A Safe Learning Environment**
Donovan Primary provides a safe, physical and emotional environment for all students.
- **Improving Literacy and Numeracy**
Donovan Primary places priority on improving student achievement in literacy and numeracy. Special emphasis is placed on students whose further education or training may be at risk through under-achievement in literacy and/or numeracy.
- **Better Use of Student Achievement Information**
Donovan Primary gathers sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, to implement future teaching and learning priorities.
- **Improving Outcomes for Students**
Drawing on dependable assessment evidence, Donovan Primary will improve outcomes for students who are not achieving, who are at risk of not achieving, or who have special learning needs.
- **Improving Maori Outcomes**
Donovan Primary works with our Maori community to plan, set targets that achieve better outcomes for Maori students.
- **Reporting**
Donovan Primary reports 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. Donovan Primary also reports on the progress of groups identified in the national education priorities.
- **Reviewing**
Donovan Primary maintains an on-going programme of self-review in relation to procedures, programmes and planning for curriculum and student achievement.

In order to meet these requirements, the management of Donovan Primary has developed and is implementing:

- *A curriculum delivery statement –*
- *School's specific statement or programme (found elsewhere)*
- *A curriculum delivery programme for essential learning areas (documented in Curriculum folder)*
- *including literacy and numeracy foci.*

Through regular reporting at Board of Trustee level, the Board of Trustees will be assured that the curriculum at Donovan Primary has the infrastructure to allow for successful delivery and student achievement.

GENERAL PROCEDURES

Parent/Voluntary Help in the School Procedure

Donovan Primary welcomes invited parents/volunteers in to the classroom and other activities and appreciates their assistance in a variety of ways.

It is beneficial for both children and parent/volunteers to assist in the classroom. It provides extra help for small groups of children, gives parents/volunteers the opportunity to understand school practices, and demonstrates ways in which they can help their own child outside school.

It is only natural that parents/volunteers will compare their own child's progress alongside that of other people's children.

The following guidelines have been formulated to offer assistance and guidance to parents/volunteers when assisting with school activities.

GUIDELINES:

1. Parents/volunteers must remember that the classroom is the school 'Home' of the children and their teacher, and deserves the respect due to any private home.
2. Parents/volunteers are welcome to join in class activities by arrangement. Parents/volunteers are invited to assist all children and not just their own, and carry out the teachers instructions faithfully.
3. That it is a privilege to be privy to information that may be observed on other children. Parents/volunteers need to know that this knowledge, however interpreted by them is **confidential** and that they have no right to compare or discuss.
4. That parent's/volunteers judgement and summing up of a situation may differ greatly from that of the classroom teacher who is trained to assess and evaluate professionally therefore the teacher is in charge in all situations.
5. That teachers cannot discuss the parent's/volunteers own children or other children with the parent/volunteer during classroom time. If a parent/volunteer wishes to have an interview they must go through the appropriate channels.
6. Parents are expected to be good role models when working with and around children when in the school environment.
7. Parents are not expected to discipline children and are to refer these matters to the classroom teacher.