

# Administration and Management

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## Absence Policy

### PURPOSE

1. To ensure all pupils attend school regularly and punctually
2. To ensure that all pupils who should be at school are present
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 8.50am, every day the child is absent
2. Teacher is to record attendance twice daily in the Student Management System, five minutes after morning bell and five minutes after lunch bell
3. The school is to endeavour to contact parents regarding non notified absences
4. Continued absenteeism is to be reported to the Principal
5. The Principal is to communicate with parents regarding regular lateness or absenteeism
6. Concerns regarding lateness or absenteeism can be referred to ASA (Truancy Office) if caregiver does not engage in dialogue with the Principal or change the pattern of concern
7. Parents are to notify the school prior to planned absences
8. Unexplained absences for 21 consecutive days will result in the child being removed from the school roll and MOE being informed via the NET form in ENROL
9. For funeral or Tangihanga, three days leave is acceptable. Longer leave is at the discretion of the Principal and will be taken on a case-by-case basis
10. Lateness- students who are late to school must come through the office to obtain a late slip. If they arrive in class before the roll is submitted, they will be marked present by the teacher. If the roll is submitted, the teacher will have marked the student as '?' and the office will change it to 'L'. If a student arrives after 10am they will be either marked as 'E' if the reason for lateness is known, or 'T' if no contact from the caregivers
11. If a student has a medical appointment - doctor or dentist and arrives late or leaves school before the afternoon roll is taken, they are deemed to be present. Use code 'D'
12. Justified absences are for any occurrence of absence that the school considers to be Justified. The school has discretion on how this is applied. Events outside of students control eg. Accident, road closure, extreme weather conditions Planned non-attendance due to national sporting or culture event or approved absence (also overseas) including bereavement, visiting an ill relative or exceptional family circumstance.

The policy has been formulated to reflect the intent of the MOE 'Guidelines for Schools Around Recording Attendance'

Refer Procedure for Attendance Codes and Examples

## Absence Procedure

School Attendance Codes			
School Code	Classroom	Attendance/absence type	Explanations – The following explanations are provided as common reasons why a student may be absent from school
P	Present	Present in class	Student is in their regular class. (This includes supervised study)
<b>Examples/Comments</b> <ul style="list-style-type: none"> <li>• Includes supervised study</li> <li>• Could include where another teacher takes a class (eg Te Reo, Histories etc)</li> </ul>			
School Code	Classroom	Attendance/absence type	Explanations – The following explanations are provided as common reasons why a student may be absent from school
L	In Class	Student is late to class	School Policy will determine when this code is used
<b>Examples/Comments</b> It is down to the individual school to decide where the thresholds lie for a student being late to a class, and when the student is late enough to be considered absent. Eg. <ul style="list-style-type: none"> <li>• When a student turns up 5 minutes before the end of morning classes – they could be considered absent</li> <li>• When a student turns up 2 minutes after the bell, they will be marked late if the roll is already submitted by the teacher</li> <li>• When a student turns up halfway through the class, they could be considered as late, or as absent</li> </ul>			
School Code	Classroom	Attendance/absence type	Explanations – The following explanations are provided as common reasons why a student may be absent from school
R	Not in class	Removed (temporarily) from regular class (internal school student isolation)	This code is for students who for a period had an arrangement for alternative supervision
<b>Examples/Comments</b> This may be in the administration corridor or in another teacher's class, instead of the student's regular scheduled class			
School Code	Classroom	Attendance/absence type	Explanations – The following explanations are provided as common reasons why a student may be absent from school
H	Not in class	Attending a Health Camp/Regional Health School/Residential School	The student is not in class but in an approved environment for which the school is entitled to be funded
<b>Examples/Comments:</b> If student is full time RHS, then the school still needs to have them timetabled in your SMS. The school still receives full finding for the student while they are with the RHS			

School Attendance Codes - continued			
School Code	Classroom	Attendance/absence type	Explanations – The following explanations are provided as common reasons why a student may be absent from school
D	Not in class	Medical appointment – doctor or dentist	Current legislation means this type of absence is counted as present for ½ day summaries. This code is not to be used for a stay in hospital. Use code ‘M’
<b>Examples/Comments</b> Includes the time spent travelling to and from the appointment. If in the middle of the day, the learner should return to school after their appointment			
School Code	Classroom	Attendance/absence type	Explanations – The following explanations are provided as common reasons why a student may be absent from school
Q	Not in class	Attending an off-site school organised activity such as trip/camp	A school-organised off-site activity including overseas
<b>Examples/Comments</b> <ul style="list-style-type: none"> <li>• School trip (sporting, cultural or academic, includes debates, tournament week, Kapahaka competition)</li> <li>• School camp</li> <li>• Visiting another school – a high school (if organised by the school)</li> </ul>			
School Code	Classroom	Attendance/absence type	Explanations – The following explanations are provided as common reasons why a student may be absent from school
F	Not in class	Attending an off-site course/class, or learning from home	The student is not in class but is on a legitimate off-site school-based course
<b>Examples/Comments</b> <ul style="list-style-type: none"> <li>• When a student is studying at home during Covid Alert Levels (this definition was added in 2020)</li> <li>• Students attending technology centres</li> </ul>			
School Code	Classroom	Attendance/absence type	Explanations – The following explanations are provided as common reasons why a student may be absent from school
M	Not in class	Student absent due to short-term illness/medical reasons	Student is at home, or in hospital, because of illness or other medical reason
<b>Examples/Comments</b> Depending on school policy a medical certificate may be requested for prolonged illness. Eg .three days, or as policy requires Mental Health Day, the schools may consider whether absence is due to a mental health reason – eg. Anxiety – or whether there are other reasons behind it. Schools should consider how they are supporting learners who have been absent for mental health reasons when they return to school			
School Code	Classroom	Attendance/absence type	Explanations – The following explanations are provided as common reasons why a student may be absent from school
U	Not in class	Student is Stood Down	Student is Stood Down or suspended according to the conditions of <a href="#">Section 14</a> of the Education and Training Act 2020
<b>Examples/Comments:</b> This code is for the period of the stand down/suspension. It does not include the day the stand down was imposed			

School Code	Classroom	Attendance/absence type	Explanations – The following explanations are provided as common reasons why a student may be absent from school
J	Not in class	Justified absence – the reason is with the school policy	This code can be used for any occurrence of absence that the school considers to be Justified. The school does have discretion on how this is applied
<p><b>Examples/Comments:</b> The most important part of the use of the J code is defining in your attendance policy what your school considers Justified, including expectations of how learners or their whanau will let you know when there is a justified reason for absence, eg -</p> <ul style="list-style-type: none"> <li>• Unplanned absences such as a bus breakdown, accident, road closure, extreme weather conditions etc</li> <li>• Planned non-attendance such as national/local representation in a sporting or cultural event in NZ or overseas</li> <li>• Approved absence (also overseas) including bereavement, visiting an ill relative, exceptional family circumstances or a <a href="#">Section 45</a></li> <li>• a student accompanying or visiting a family member who is on an overseas posting (Up to 15 weeks) eg military or diplomatic</li> <li>• Visiting another school to change school within area.</li> </ul>			
School Code	Classroom	Attendance/absence type	Explanations – The following explanations are provided as common reasons why a student may be absent from school
T	Not in class	No information provided – truant (or throw-away explanation)	An absence where either no information is provided, or the explanation is trivial (throw-away)
<p><b>Examples/Comments</b></p> <ul style="list-style-type: none"> <li>• I didn't want to come to school</li> <li>• I don't like school</li> <li>• Phone was on silent and didn't hear the alarm, or phone not working, or slept in</li> </ul>			
School Code	Classroom	Attendance/absence type	Explanations – The following explanations are provided as common reasons why a student may be absent from school
E	Not in class	Student is absent. The reason is Explained, but Unjustified	The explanation for the absence is accepted by the school as the reason for the absence. But the reason does not fit within the school's policy as a justifiable reason to take the student off school.
<p><b>Examples/Comments</b></p> <ul style="list-style-type: none"> <li>• Visiting relatives – Student's education is the priority. The student can see relatives outside school hours</li> <li>• Taking day off for their birthday – Student's education is the priority. Birthday can be celebrated outside school hours</li> <li>• Visiting another school (if not organised by the school)</li> <li>• Visiting another school (if not organised by the school)</li> <li>• Extra-curricular activities – These activities need to be arranged for outside school hours. Examples include:- Outside of school sport/cultural training opportunities, eg. dance, piano, or tutoring – not school instigated</li> <li>• Extended absences that exceed school policy for justified length, eg. absent for an excessive number of days following attending a funeral</li> <li>• Absences due to parental concerns that attendance at school is unsafe because of the risk of contracting COVID-19 should generally be considered unjustified.</li> </ul>			

## 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 and Training Act 2020*)
- 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.

## CCTV Policy

**Purpose:** The purpose of the Policy is to regulate the management, operation and use of the closed-circuit television (CCTV) system at Donovan Primary.

**Rationale:** Objectives of the CCTV Scheme. To increase personal safety and protect the property of students, staff and visitors. To protect the school buildings and their assets. To assist in identifying offenders.

**Scope:**

This Code follows Privacy Act 1993 guidelines.

The Code of Practice <https://www.privacy.org.nz/assets/Files/Brochures-and-pamphlets-and-pubs/Privacy-and-CCTV-A-guide-October-2009.pdf> (Privacy Commissioner, code of practice for CCTV) will be subject to review bi-annually to include consultation as appropriate with interested parties.

**Guidelines:**

1. The system will comprise of a number of fixed ‘fish eye’ cameras located around the school site. Access is only available to designated staff.
2. The school will treat the system, all information and recordings obtained and used, as data which is protected by the Privacy Act.
3. Cameras will be used to monitor activities within the school grounds and its playgrounds to identify undesirable activity actually occurring, anticipated, or perceived, and for the purpose of securing the safety and well-being of the school, together with its visitors.
4. Data or knowledge secured as a result of CCTV can be stored on a storage device and will not be used for any commercial purpose. Data will only be released to the media for use in the investigation of a specific crime and with the written authority of the Police. Data will never be released to the media for any other purpose.
5. The planning and design of the system endeavours to ensure that the Scheme will give maximum effectiveness and efficiency, but it is not possible to guarantee that the system will cover or detect every single incident taking place in the areas of coverage.
6. Liaison meetings (to monitor and maintain the system) may be held with staff representatives, ICT systems operator (SPARK Digital), supplier and any other organisation who is directly involved in the support of the CCTV system.
7. Camera surveillance will be maintained outside school hours on weekdays, during the term and 24 hours a day during the school holidays.
8. We have flexibility to run cameras as we see fit.
9. Only schools authorised personnel plus a technical representative of Gracetek can review footage following reports of and incident, damage or inappropriate behaviour.
10. All images are recorded and stored on the base unit of the system, which is housed in our server cabinet.
11. Any images relating to an incident of concern can be available to be seen at the school by relevant parties, who may also be requested to come to school and view. Including law enforcement officers who may request said copy of images.
12. Any breach of the Code of Practice by school staff will be initially investigated by the BOT.
13. Any serious breach of the Code of Practice will be immediately investigated, and an independent investigation carried out to make recommendations on how to remedy the breach.

## **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 annually 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 annually.
3. The capacity of Donovan Primary has been set by the Ministry of Education.
4. 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](http://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. When a child is enrolled, the parent/caregiver has the option to either opt in or opt out of Religious Education.
4. Once a child has commenced Religious Education, they can be withdrawn with a letter from the Parent/Caregiver.
5. Accommodation will be made available for these children. Supervision arrangements will be made between the caregivers and the Principal.
6. Religious Education will be included in the timetable.

## Student Achievement Policy

At Donovan Primary we put in place a comprehensive responsive 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.
- **Provide Equity and Excellence 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.

## 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. Ensure the interests and protection of the children are paramount in all circumstances.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. Parents are expected to be good role models when working with and around children when in the school environment.
8. Parents are not expected to discipline children and are to refer these matters to the classroom teacher.