

**NATIONAL
ADMINISTRATION
GUIDELINE 2**

**Documentation
&
Self Review**

May 2018

Nag 2 Documentation and Self Review

Each Board, through the Principal and staff, is required to:

- i 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;
- ii maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- iii 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 iii above) including the achievement of Maori students against the plans and targets referred to in 1 v above.

POLICY 2: DOCUMENTATION AND SELF-REVIEW

2.1 School Reporting to the Board of Trustees

2.1.1 The Principal will present a written management report for each general meeting of the Board of Trustees. The report should contain the following:-

- o Curriculum and student achievement
- o Documentation and self review
- o Personnel and staff development
- o Property
- o Finance
- o Health & Safety
- o Administration
- o School activities and coming events

2.1.2 The Principal will, in accordance with annual plan requirements, supply appropriate data of relevant and significant assessment and/or evaluation programmes

2.1.3 Annual Plan progress reports will be presented to the Board of Trustees on a regular basis.

2.1.4 The Board of Trustees may require from the Principal a report of any specific matters pertaining to the school.

2.2 Reporting to Parents

2.2.1 Teachers will report to parents as follows:

- o Team Newsletters will be sent out in Week 2 of each term providing parents with an overview of the term's programme.
- o Meet the Teacher/Parent evening will be held in Week 4 of Term 1
- o Individual reports detailing progress towards NZ Curriculum Levels will be sent home for each student before the end of Term 1 child/parent/teacher conferences. These will be used to discuss student progress, set goals, and determine how parents and school can best work together to achieve these goals.
- o Parent/Child open evenings will be held at the end of Terms 2 & 3 to provide students with the opportunity to share their learning with parents and whanau.
- o By the end of Term 3, teachers will arrange a further interview "by request" with the parents of students who are at risk of not achieving their expected NZ Curriculum Level.
- o Any parent can request a further interview/meeting with teachers by arrangement at any time during the year.
- o At the end of the year students will receive individual reports which will include assessments against the NZ Curriculum Levels.

- o New Entrants will receive a “New Entrants - 6 Week Report” after the first 6 weeks at school and a meeting is held with the parents.

2.3 Charter, Strategic and Annual Plans

2.3.1 The Board of Trustees, in conjunction with the Principal, will develop and maintain a three-year Strategic Plan to document how the National Education Guidelines are to be implemented.

2.3.2 Within the framework of the Strategic Plan, the Principal, in consultation with the Board of Trustees, will develop an Annual Plan which will identify:-

- o An area of Special Catholic Character for Self Review.
- o Specific target goals for the next/coming year, including those for literacy and numeracy.
- o Policies, plans and programmes for review.
- o A timeline for implementation.
- o Any resource requirements.

2.3.3 Prior to the end of each school year, the Principal will formally report to the Board of Trustees on progress made against target goals set in the Annual Plan. Reviewed plans and data gathered will be presented along with any recommendations for future action.

2.3.4 The school community will be surveyed regularly to provide an opportunity to comment on the progress of the school.

2.3.5 The community will be surveyed to assist in developing the future strategic plan.

Chairperson: Aaron de Farias

Date: 16 May 2018

MANAGEMENT PROCEDURES FOR DOCUMENTATION AND SELF REVIEW (NAG 2)

2.1 Achievement of Students

- A report focussing on achievement against set targets will be included in the annual reporting document. This will include the achievement of students as a group i.e. by age and ethnicity, and include the achievement of Maori and Pasifika students.

2.2 Communication

- A school newsletter will be sent home each Thursday via hardcopy or email.
- Team newsletters will be sent to parents in Week 2 of each term.
- The website will provide relevant information.
- Push notifications may be sent through eTAP.
- Parents are able to download Skool apps to receive newsletters and notices and to communicate absences to school.

2.3 Community Consultation

- Board of Trustees meeting dates and times will be advertised in the school newsletter and on the school calendar.
- PTA meeting dates and times will be advertised in the school newsletter.
- Parent meetings will be held at regular intervals, for different purposes, throughout the year.

2.4 Reporting to Parents

- In addition to the timetabled meetings as outlined in the policy, parents will have the following opportunities:
 - Classroom visits
 - Interview with teacher/AP/DP/Principal
 - Access to data related to their child
 - Interviews with classroom teachers when requested
 - Seesaw E-Portfolio

Reviewed: 16 May 2018

POLICY 2a Requirement: Documentation and Self Review

Where a school has students enrolled in Years 1-8, the Board of Trustees, with the principal and teaching staff, is required to use NZ Curriculum Levels to:

- i report to students and their parents on the student's progress and achievement. Reporting to parents in plain language in writing must be at least twice a year;
- ii report school-level data in the Board's Annual Report under three headings:
 - (a) school strengths and identified areas for improvement;
 - (b) the basis for identifying areas for improvement; and
 - (c) planned actions for lifting achievement.
- iii report in the Board's Annual Report on:
 - (a) the numbers and proportions of students at, above, below or well below expected NZ Curriculum Levels, including by Maori, Pasifika, Asian, Other and by gender (where this does not breach an individual's privacy); and
 - (b) how students are progressing against their expected NZ Curriculum Levels as well as how they are achieving.

MANAGEMENT PROCEDURES FOR NAG 2A

- The school reports in plain language to students and parents two times a year on progress and achievement in relation to the NZ Curriculum Levels in Reading, Writing, and Mathematics.
- The first written report is provided at the end of Term 1. This report provides:
 - Details of progress towards the NZ Curriculum Levels. Students will be assessed at the end of each education year.
 - Details of the individual student's current achievement levels.

Parents will be able to see clearly how their child is progressing in terms of the NZ Curriculum Levels when comparing their child's current achievement levels with those of NZ Curriculum Levels.

- The second written report is provided at the end of Term 4 each year. Again parents are able to compare their child's achievement with those of NZ Curriculum Levels.
- The school reports school-level data on NZ Curriculum Levels under three headings:
 1. School strengths and any areas identified for improvement;
 2. The basis for identifying areas for improvement;
 3. Planned action for lifting achievement.
- The Board's Annual Report gives:
 1. The number and proportions of students at, above, below, or well below the standards, including Maori, Pasifika, Asian, Other and by gender.
 2. How students are progressing against the NZ Curriculum Levels as well as how they are achieving.
- At the Child/Teacher/Parent conferences held at the end of the first term, child, teacher and parent will work collaboratively to decide on student's next learning steps and how parents can best help. This will be recorded on a standardised form developed by the school. Following the conferences teachers will send a copy of the form home to parents.

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