



**Tawhero**  
**SCHOOL**

# **NAG 2 - DOCUMENTATION & SELF-REVIEW PROCEDURES**

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# **CHARTER DEVELOPMENT PROCEDURE**

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## ***Mauria te pono***

### **AIM**

- To fulfil the requirements to provide a School Charter which includes the Strategic and Annual Plans for the Kura.

### **PURPOSE**

- To outline the priorities and direction for the Kura and how these are to be achieved.

### **GUIDELINES**

- 1) The Charter comprises the Mission, Vision and Values of the Kura as well as Charter or Strategic Goals, the Strategic Plan and the Annual Plan.
- 2) The Strategic Goals are to be achieved within a 3-5 year timeframe. They indicate Kura priorities for development, for improving teaching and learning and for addressing the National Education Goals (NEGS) through the National Administration Guidelines (NAGS).
- 3) The Strategic Plan takes each Charter/Strategic Goal and identifies actions anticipated over a 3-5 year timeframe to achieve the goal. The most important part of strategic planning is the thinking, analysis, and discussion that take place in the process of identifying and prioritising goals and actions required to achieve these goals.



- 4) The Annual Plan is the annually updated section of the Kura charter. It identifies in detail what needs to be done during the current year related to the Charter/Strategic goals as a series of action plans.
- 5) Targets for improving teaching and learning are also included as part of the Annual Plan. Specifically the targets are based on Te Marautanga o Aotearoa, the New Zealand Curriculum, and are reported to the Board of Trustees annually and included in the Board's Annual Report. They:
  - a) are measurable outcomes based on an analysis of current student achievement data.
  - b) identify factors which may contribute to improving student achievement.
  - c) may be a combination of targets continued from the previous year and new targets resulting from the analysis of the previous year's achievement (analysis of variance).
  - d) relate to a new learning programme or new strategic goals for improving teaching and student learning.
- 6) Developing the Charter takes into account factors such as learning resources, professional development, teaching practices, staffing needs, Kura organisation, policies, priorities and infrastructure needs.



# **CURRICULUM REVIEW PROCEDURE**

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## ***Mauria te pono***

### **AIM**

- To identify strengths in student achievement and programme delivery.
- To identify barriers to learning and plan to address these effectively.
- To gain feedback from students, community and staff regarding curriculum delivery.
- To consult with whānau on curriculum delivery.
- To provide specific information to address literacy, numeracy and achievement of Māori students.

### **PURPOSE**

- To critically examine the academic programs for the purpose of optimizing student learning experiences led collaboratively by staff who teach within the program

### **GUIDELINES**

- 1) Curriculum delivery should be planned and systematically undertaken as part of Kura-wide self-review processes.
- 2) A major review of each curriculum area is undertaken at least once every four years.
- 3) An annual review is undertaken of each area towards the end of each year to determine planning for the following



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year and to determine budget priorities.

- 4) The Curriculum Review process will be reviewed for effectiveness as part of the School Self-Review cycle.



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# REPORTING TO STUDENTS, PARENTS AND COMMUNITY PROCEDURE

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*Mauria te pono*

## **AIM**

- To acknowledge that both formal and informal reporting is important in establishing good relationships between parents, child and teacher, and this is essential for good learning.

## **PURPOSE**

- To regularly inform parents, caregivers and whānau about what is happening in the Kura, especially regarding their child's learning.
- To inform parents, caregivers and whānau of children's achievement with particular emphasis on Literacy and Numeracy.
- To report on work habits, strengths, areas for further development, personal qualities, social skills, special skills and interests.
- To help show that as a Kura, we are concerned and caring.
- To establish common goals that can be jointly pursued with parents, caregivers and whānau in respect to their children.

## **GUIDELINES**

- 1) Our Kura operates an 'Open Door' policy in which teachers are readily accessible to parents. This will facilitate informal reporting.



- 2) Teachers who have concerns about aspects of a child's progress or attitude will arrange, in consultation with the Tumuaki for parents to come into the Kura to discuss possible courses of action that might help solve the problem.
- 3) Regular newsletters can be an appropriate communication vehicle.
- 4) Student-led conferences are held in Term 1 and Term 3 when students and teachers share the Pukapuka Aromihi/Sharing Books with parents, caregivers and whānau.
- 5) A full written report will be sent out at the end of the year.
- 6) All issues discussed should be based on the principles of discretion and confidentiality.
- 7) The Tumuaki should be consulted if teachers are concerned for a child's well-being as a result of information gained during discussions with parents, caregivers and whānau.
- 8) Kura-wide achievement information is reported to the Board of Trustees at the beginning and end of the Kura year. Progress information is provided to the Board of Trustees during the year.
- 9) Information on annual targets is also provided in the annual audit report.
- 10) All achievement information includes Māori students. Other specific data, for example, gender, special needs and special abilities may also be gathered.



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# **SELF-REVIEW PROCEDURE**

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## ***Mauria te pono***

### **AIM**

- To fulfil the requirements to provide a programme of self-review as outlined in the National Administration Guidelines.

### **PURPOSE**

- To demonstrate to the Board that all facets of Kura operation are carried out effectively and efficiently.
- To acknowledge those areas well provided and those areas needing improvement or development.

### **GUIDELINES**

- 1) The Board will approve a three year programme of self-review covering all operational areas.
- 2) The programme will be reviewed annually.
- 3) All areas will be reviewed concurrently within the cycle covering the NAGs.
- 4) For each review an individual or team with a team leader will be appointed to undertake the review.
- 5) Those involved in the area being reviewed will be given adequate notification of the review date and the process to be followed.
- 6) Once an initial review has been carried out a draft report will be presented by the reviewers to the staff members with responsibility in that area and the Tumuaki or Board Chair (as





appropriate).

- 7) A final report will be presented to the Tumuaki or Board including details of the review and recommendations for change. Generally the Tumuaki will present a summary of reviews to the Board.
- 8) Recommendations calling for required change, if accepted, will be incorporated in the Kura operational plan for the following year. Where immediate action is called for these may be implemented without delay.
- 9) The Board will accept responsibility for reviewing, within the programme, its own operations.
- 10) The Tumuaki will report to the Board on reviews conducted and recommendations made or changes implemented.