

Northcote Intermediate



CHARTER 2016

<i>School Description</i>	<i>National Education Priorities</i>
<p>Northcote Intermediate School is a state funded co-educational school catering for 328 year 7 and 8 students.</p> <p>The school currently has 11 classrooms, hall, library and technology block. There is a continued focus on improving the learning environments for students.</p> <p>We continue to develop the New Zealand Curriculum to meet the needs of our local community and help our students encapsulate our vision of them becoming future focused, informed, respectful, successful thinkers. This will be realised through the embedding of 21st century learning strategies throughout the school.</p> <p>We have a strong commitment to improving teaching and learning by continuously participating in professional development both through internally developed programmes and external consultants.</p> <p>The school is well managed and the school is in a healthy financial state.</p>	<p>Northcote Intermediate School recognises and is committed to the Government’s National Education Priorities:</p> <ul style="list-style-type: none"> • Success for all • Inclusive Education • A safe learning environment • Improving literacy and mathematics • Better use of student achievement information • Improving outcomes for students at risk • Improving Māori and Pasifika student outcomes • Reporting student achievement • Developing a 21st century learning model <p>The school recognises these priorities at all levels of planning.</p> <p>Achievement is tracked each year, analysed to identify groups of children at risk of not achieving and programmes put in place to meet identified priorities.</p>

Northcote Intermediate School

Our mission is to be the **FIRST** choice of middle years schooling for our local community.



Our Vision is to develop **Future Focused, Informed, Respectful, Successful Thinkers** by embedding 21st century learning strategies into our programmes. Ensuring our students are able to ...



What We Value

- **Excellence**- all students work towards achieving their best
- **Diversity** –we value and celebrate all cultures and abilities
- **Respect**-for ourselves.
- **Respect**- of others.
- **Respect**- for the environment.

Strategic Goals

1. To ensure our students will be achieving at or above national standards in literacy.
2. To ensure our students will be achieving at or above national standards in mathematics.
3. To be inclusive of the needs of all students with particular focus on achievement of our Māori and Pasifika, Special Needs and Gifted and Talented.
4. To increase students opportunities to engage with the NZC through 21st learning strategies.
5. To provide safe, attractive functional buildings and grounds that promotes the vision and goals of the school.

Cultural Diversity and Māori Dimension

NIS will reflect...

<p>New Zealand's Cultural Diversity</p>	<p>The Unique Position of Māori Culture</p>
<p><i>All cultures will be acknowledged and valued. Teachers will actively promote and respect an understanding of diverse cultures.</i></p>	<p><i>NIS will aim to develop an understanding and awareness of Tikanga Māori and Te Reo Māori through our Integrated Studies programme. This will include fostering knowledge of the Treaty of Waitangi. The Board takes all reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language), including the support of Māori Language assistants within a cluster of schools to ensure success of our students in Tikanga Māori and Te Reo Māori.</i></p> <p><i>When developing policies and practices for the school every endeavour is made to reflect New Zealand's Cultural diversity and the unique position of the Māori culture.</i></p> <ul style="list-style-type: none"> <i>• Results from school assessments and surveys are collated and recorded and Māori children's progress is tracked.</i> <i>• Feedback about student achievement is given to teachers of Māori children.</i> <i>• A Māori perspective is included in all units of inquiry.</i>
<p>What reasonable steps will NIS take to incorporate Tikanga Māori into the school's curriculum?</p>	<p>What will NIS do to provide instruction in Te Reo Māori for full time students if parents request it?</p>
<p><i>Culturally diverse contexts will be planned for and included in a range of curriculum areas as appropriate. Components of Tikanga Māori and Te Reo Māori are integrated into all appropriate aspects of the school curriculum and school life. The board of trustees fully support</i></p>	<p><i>All requests will be considered by the BOT, taking into account skills and qualifications of staff, the school's financial position and the feasibility of offering this.</i></p>
<p>What steps will we take to report to and discover the views and concerns of our Māori Community?</p>	<p>What are the things that make NIS unique?</p>
<ul style="list-style-type: none"> <i>• Meaningfully consult with our Māori community to ascertain how the school supports the achievement of their child.</i> <i>• Attempt to involve parents and whanau in planning where appropriate.</i> 	<ul style="list-style-type: none"> <i>• Our size</i> <i>• Cultural diversity</i> <i>• Differences in our community- contributing schools range from decile 1 – 10</i> <i>• Composite classes</i> <i>• Our history</i> <i>• Our staff</i> <i>• Our students and families</i>

Northcote Intermediate School Strategic Plan 2015 – 2017

1. To ensure our students will be achieving at or above national standards in literacy

2015	2016	2017
<ul style="list-style-type: none"> • Continue to embed 'My Learning' practices. • Review reporting to parents with the possibility of introducing student lead discussions. • Review the effectiveness of reporting of national standards (SMS and Reports). • Consolidate the teaching practices learnt as part of the Literacy contract ensuring consistency across the school. • Consistently implement learning pathways in literacy across the school. • Develop sustainability procedures around the Accelerated Learning in Literacy Project (ALL). • Review and implement new timetabling changes to minimise 'time off topic'. 	<ul style="list-style-type: none"> • Review assessment practices to ensure relevant data is being collected to inform teaching and learning. • Review learning pathways to ensure they still reflect best practice. • Investigate a cross-curricular approach to reading to minimize curriculum crowding. • Review and ascertain the 'value added' of the 'My Learning' programme. • Embed timetabling changes to minimise 'time off topic'. 	<ul style="list-style-type: none"> • Implement findings of review into assessment practices, in line with best practice. • Refine, rewrite and implement new modified learning pathways, ensuring student and community voice. • Embed the 'cross curricular' approach. • Embed changes to the 'My Learning' approach to best need the students and community. • Review timetabling changes.

2. To ensure our students will be achieving at or above national standards in mathematics

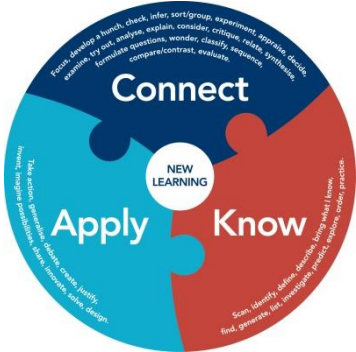
2015	2016	2017
<ul style="list-style-type: none"> • Review Professional Development needs in mathematics. • Develop clear learning pathways in mathematics across the school. • Review the teaching of mathematics and the effectiveness of streaming of mathematics classes. 	<ul style="list-style-type: none"> • Implement a professional development plan in mathematics. • Review assessment procedures being used to ensure current and up to date tools are being used. • Embed learning pathways for students within the teaching and learning 	<ul style="list-style-type: none"> • Embed changes to the mathematics programme from recent professional development. • Embed assessment procedures to reflect best practice. • Refine, rewrite and implement new modified learning pathways, ensuring

<ul style="list-style-type: none"> Review the effectiveness of reporting of national standards (Reports). Formalize working group with contributing schools and high schools to look at 'flow' of information on student's achievement and getting consistent data across schools for planning learning programmes. 	<p>programme.</p> <ul style="list-style-type: none"> Review and ascertain the 'value added' of the 'My Learning' programme within the mathematics context. 	<p>student and community voice.</p>
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3. To be inclusive of the needs of all students with particular focus on achievement of our Māori and Pasifika, Special Needs and Gifted and Talented.

2015	2016	2017
<ul style="list-style-type: none"> Review support programmes to ensure they are best meeting current cohort (Remedial and enrichment programmes) Review assessment practices to review how we are measuring success as Māori (In consultation with Rose – SAF) Continue to develop professional development opportunities for teachers to differentiate programmes. Investigate the pros and cons of boys/girls only classes. Imbed support of the Māori language assistants across the school to ensure the development of Tikanga and TeReo. Trial a tailored learning class to better utilise resources for students. Investigate more curriculum specialization by teachers to better meet the needs of diverse cohort groups, special needs and GATE students (GATE or options afternoons). 	<ul style="list-style-type: none"> Review class makeup and ascertain if more specialized classes would be more effective. Classes may be made up depending on curriculum needs specifically linked to numeracy or literacy data. Review GATE and Special Needs procedures and programming in literacy. Review identification procedures to ensure school is meeting the needs of targeted groups. Consult with the Māori and Pasifika Community to enhance future planning. Embed practices developed through the community engagement project to sustain culturally responsive pedagogy across the school. 	<ul style="list-style-type: none"> Implement changes to class make up school wide, including curriculum based classes, gender based classes. Implement new practices for the identification of special needs and GATE students. Implement new support and remedial programming for special needs and GATE students.

4. To increase students opportunities to engage with the NZC through the 21st learning principles and values of 'My Learning'.

2015	2016	2017
<ul style="list-style-type: none"> • Develop a meaningful process of collecting student 'wonders' to help guide curriculum delivery review. • Review the delivery of the values and key competencies within curriculum delivery to ensure 'My Learning' and NZC alignment. • Continue to work with contributing schools to enhance the delivery of the curriculum scope and sequence. • Ensure consistency in planning and assessment across the school. • Review overview to include global perspectives such as the need to develop Asian awareness within our curriculum. • Review the NIS inquiry model to ensure that students are becoming 'inquirers'. • Develop a consistent Inquiry model across the school. • Develop 'specialist teachers' overview and scope and sequence. 	<ul style="list-style-type: none"> • Review the cross school working group and its effectiveness (Willow Park, Northcote College and NIS). • Review the schools overview to ensure a balance of curriculum focuses over the 2 years. • Review 'My Learning' in conjunction with contributing schools to ascertain the measureable gains in achievement, student voice and ownership over learning. • Investigate how specialist teaching programmes could better support the inquiry that is occurring within classrooms. • Introduce and imbed the NIS inquiry model. 	<ul style="list-style-type: none"> • Implement the new curriculum 2 year model across the school. • Implement changes from the 'My Learning review' to continue to ensure we are planning for transition in and out of our school, and building on from students previous learning as well and contributing to their future success. • Implement changes to the specialist teachers programming. • Continue to imbed the NIS Inquiry model. • Review Technology areas and subjects to ensure they are meeting the needs of our community.

5. To provide safe, attractive functional buildings and grounds that promotes the vision and goals of the school. (Property / Health and Safety)

2015	2016	2017
<ul style="list-style-type: none"> • Begin work on leaky building areas. • Investigate a less rule based playground with areas for students to 	<ul style="list-style-type: none"> • Develop 'leisure' areas for students within the school. • Investigate 'cultural gardens' to better 	<ul style="list-style-type: none"> • Implement the new property plan ensuring student voice is heard in the future development of the school

<ul style="list-style-type: none"> take risks (Student leadership group). Planting programme continues. Review the 'leisure' areas within the school for students. Develop a plan for the new planting area and 'orchard' with a focus on developing the recycling processes in the school. Review the furniture and layout of classrooms to support 21st century learning. Continue to focus surplus funds on the development of learning areas within the school. 	<p>reflect the culture of our school to the community.</p> <ul style="list-style-type: none"> Investigate the environmental practices within the school. Continue to focus surplus funds on the development of learning areas within the school. Review the property plan ensuring student voice is heard in the future development of the school grounds. 	<p>grounds.</p> <ul style="list-style-type: none"> Review the waste use of the school and investigate the possibility of solar energy.
6. To keep the school in a good financial position and resource effectively according to identified needs. (Finance)		
2015-2017		
<ul style="list-style-type: none"> A balanced budget will be presented that is reflective of the needs within the school. Areas of identified priority will be reflected in the budgeted amounts within budget. A healthy operating surplus will be maintained. Annual review with Ed-Tech financial services to ensure we continue to keep within best practice procedures. 		
7. To be a good employer, providing professional development opportunities and career pathways for staff. (Personnel)		
2015-2017		
<ul style="list-style-type: none"> Have a robust appraisal process that identifies teacher strengths and needs and aligns professional development with personal and strategic goals. In 2016 introduce an appraisal platform for teachers to record appraisal evidence. Support the development of professional leadership within the school to grow future leaders. Ensure staff are able to develop their leadership capacity within the school, with career pathways available. Units of responsibility will be used to identify and support career pathways and extra responsibility within the school. 		
8. To meet all legislative requirements (Legislation)		
2015-2017		
<ul style="list-style-type: none"> Meet all legislative requirements and remain compliant with all Ministry of Education requirements including; Complying with the legislative demands of the MOE Getting documentation to the MOE in a timely manner (Annual Reporting/Charter etc.) 		
9. To have a robust cycle of self review (Self-Review)		
2015-2017		

- Review all governance policies with new BOT (May)
- Imbed new self-review cycle to ensure Policies are reviewed in a timely manner.
- Review the effectiveness of the in line with ERO's School Evaluation Indicators.

2016 Annual Action Plan Developed from Strategic Plan

Strategic Goal 1				
To ensure our students will be achieving at or above national standards in literacy				
Targets				
Reading				
1.1 85% of all students will be at or above in relation to the National Standards at the end of the year.				
1.2 The 19 year 8 students (12 Boys, 4 Pasifika, 3 Māori) who are below the standard will be at standard by the end of 2016.				
1.3 The 14 year 7 students (3 Māori, 2 Pasifika) who are below standard will be at standard by the end of 2016.				
Writing				
1.4 85% of all students will be at or above in relation to the National Standards at the end of the year.				
1.5 The 24 year 8 students (16 boys, 3 Pasifika, 6 Māori) who are below the standard will be at standard by the end of 2016.				
1.6 The 30 year 7 students (17 boys, 2 Pasifika, 6 Māori) who are below standard will be at standard by the end of 2016.				
Actions to Achieve Targets	Led by	Timeframe	Budget/Costs	Review/Action Plans
1.1-1.3 Baseline data will be collected and analysed at a team level and by SENCO's to develop appropriate support programmes.	Leadership Team Teachers	Term 1		
Regular data will be collected and analysed to track and adjust target groups.	Leadership Team Teachers	Term 1-4		

Identify individual students within teacher appraisal with an action plan based on the targeting of these students within teaching programmes.	Leadership Team Team Meetings	Ongoing		
Use a range of quality formative and diagnostic assessment tools to enhance learning and teaching decisions, like E-AsTTLe.	Leadership Team Teachers	Ongoing		
Report to parents/caregivers about progress and achievement against the Reading National Standards	Leadership Team	Term 2 & 4		
Extra teaching and learning programmes over and above for these students to be provided.	Ben Heidi	Ongoing		
Regular conferencing with students and using data to inform and co-construct and update student action plans.	Leadership Team Teachers	Ongoing		
1.4-1.6 Targeted students to be placed in the ALL programme.	Janine	Ongoing		
Identify individual students within teacher appraisal with an action plan based on the targeting of these students within teaching programmes.	Leadership Team Team Meetings	Ongoing		
Obtain data on student achievement via diagnostic testing to moderate OTJ decisions. Analyse written work samples according to E-AsTTLe and data on MUSAC.	Leadership Team Teachers	Term 1		
Regular conferencing with students and using data to inform and co-construct and update	Leadership Team Teachers	Ongoing		

student action plans.				
Children are given daily opportunities to write with clear learning focus, feedback and next steps. Including Learning experiences outside the class.	Leadership Team Teachers	Ongoing		

Strategic Goal 2

To ensure our students will be achieving at or above national standards in mathematics

Targets

- 2.1** 85% of all students will be at or above in relation to the National Standards at the end of the year.
- 2.2** The 26 year 8 students (17 Female, 5 Pasifika, 5 Māori) who are below the standard will be at standard by the end of 2016.
- 2.3** The 27 (3 Pasifika, 4 Māori) year 7 students who are below the standard will be at standard by the end of 2016.

Actions to Achieve Targets	Led by	Timeframe	Budget/Costs	Review/Action Plans
2.1 Baseline data will be collected and analysed (Mathematics testing GLOSS, IKAN, and basic facts) to inform needs analysis and planning.	Leadership Team Teachers	Term 1		
Regular data will be collected on target groups of students and analysed to adjust class placements. (Mathematics testing IKan, E-AstTTle, ICAS, and basic facts).	Leadership Team Teachers	Term 1-4		
Review of learning progressions and the resourcing and teaching of the identified learning needs within these.	Leadership Team Teachers	Term 1-3	Release 2-3 days	
Regular conferencing with students and using data to inform and co-construct and update student action plans.	Leadership Team Teachers	Ongoing		
Children are given daily opportunities to learn with clear learning focus, feedback and next steps through their action plans.	Team Leaders Teachers	Ongoing		

2.2-2.3 Identify individual students within teacher appraisal with an action plan based on the targeting of these students within teaching programmes.	Leadership Team Teachers	Ongoing		
Class sizes will be lower for targeted students streamed into this group to improve teacher pupil ratio.	Team Leaders	Ongoing		
Adjust the teaching of number versus strand for targeted students to ensure learning gaps are better addressed.	Numeracy Leader	Term 1-2		
Teachers will be aware of these students and emphasis placed on targeting these students.	Leadership Team	Ongoing		
Professional development plan to be developed based on the needs of staff and students	Leadership Team Steve			

Strategic Goal 3

To be inclusive of the needs of all students with particular focus on achievement of our Māori and Pasifika, Special Needs and Gifted and Talented.

Targets

- 3.1** Reduce the number of Māori and Pasifika students who are at risk of not achieving through raising parental and community engagement.
- 3.2** Identify, monitor and provide opportunities for our Gifted and Talented students beyond the classroom programme.

Actions to Achieve Targets	Led by	Timeframe	Budget/Costs	Review/Action Plans
3.1 Imbed the practices identified by the community engagement project in 2015 (BOT, community, MOE Rose Mose), to better enable success as Māori and Pasifika	Community Engagement Group	Term 1		
Raise the profile of Tikanga Māori and Te Reo Māori throughout the classes through the continued support of Māori Language Assistants and a clear overview of teaching in this area.	Community Engagement Group Kylie	Term 1	Extra BOT funding 10k	
Continue to imbed classroom practices and evidence of 'My Learning' capacity being built with students and teachers.	Emma Kingston Leadership Team Teachers	Term 1-4		

3.2 Resource (Personnel) a GATE programme that meets the needs of identified students.	Ben	Term1-4	Specialist Teachers	
Identify Gifted and Talented students and develop differentiated programming to meet their needs within classrooms.	Emma Kingston Leadership Team Teachers	Term 1-4		

Strategic Goal 4				
To increase students opportunities to engage with the NZC through the 21st learning principles and values of 'My Learning'".				
Targets				
4.1 Imbed 'My Learning' practices across the school.				
4.2 Review and develop an effective inquiry learning model within the school				
Actions to Achieve Targets	Led by	Timeframe	Budget/Costs	Review/Action Plans
Through the appraisal system, teachers will work through a 'learning as inquiry' process to identify their capacities within My Learning, and set targets to implement practice within classrooms.	Emma Winder Leadership Team Teachers	Term 1-3	Release	
Imbed a scope and sequence of curriculum delivery that ensures a broad range of curriculum experiences.	Leadership Team	Term 1		
Provide coaching/mentoring for teachers to enable 'My Learning' practices in the classroom.	Emma Kingston Leadership Team			

	Teachers			
4.2 Introduce and imbed the new learning model and share with the community.	Teachers Students	Term 3		

Strategic Goal 5 – Property / Health and Safety				
To provide safe, attractive functional buildings and grounds that promote the vision and goals of the school				
Targets				
9.1 To continue to provide a safe and healthy school that promotes the vision and values of the school				
Actions to Achieve Targets	Led by	Timeframe	Budget/Costs	Review/Action Plans
5.1 Develop a new 5 year property plan for the school.	BOT Property Leadership Team	Term1		
Continue to have regular 'walk arounds' with the property manager to identify areas of the school that need attention.	Principal Graham	Ongoing		
Continue to look for opportunities to invest surplus funds in the upgrade of classroom environments.	BOT Property Leadership Team	Term 1-4		
Termly inspections by the Health and Safety subcommittee of the	BOT Health and Safety	Termly		

school to ensure any health and safety issues are addressed for students and staff.				
Develop a plan for the new planting area with a focus on developing the recycling processes in the school.	Teacher in charge	Term 1-4		

Strategic Goal 6 – Finance

To keep the school in a good financial position and resource effectively according to identified needs

Targets

6.1 To track the budget regularly and to ensure the good financial position of the school continues.

6.2 To prioritise the budget to better meet the needs of priority learners.

Actions to Achieve Targets	Led by	Timeframe	Budget/Costs	Review/Action Plans
6.1 Meet regularly to ensure budget is being followed, discuss any underspending or overspending or budget areas that are under pressure.	BOT Finance Committee Budget Holders	Ongoing		
6.2 Look at priority areas of need from achievement data and prioritise the setting of the budget to focus on these areas	BOT – Charter and budget development. Finance Committee School Leadership Team	Oct/Nov – Budget draft Ongoing review		

	Teachers			
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Strategic Goal 7 – Personnel

To be a good employer, providing professional development opportunities and career pathways for staff

Targets

7.1 Have a robust appraisal process that identifies teacher strengths and needs and aligns professional development with personal and strategic goals.

7.2 Ensure staff are able to develop their leadership capacity within the school, with career pathways available.

Actions to Achieve Targets	Led by	Timeframe	Budget/Costs	Review/Action Plans
7.1 Meet with staff through the normal appraisal cycle to identify school wide and personal goals for them to go through a personal inquiry.	School Leadership Team Teachers	Ongoing		
7.2 Staff are encouraged to take on extra responsibilities to develop their leadership capacity	School Leadership Team Teachers	Oct/Nov – Budget draft Ongoing review	Units of responsibility where appropriate.	
7.3 To provide professional development and procedures around the use of Appraisal Connector for staff to provide evidence for appraisal.	School Leadership Team Teachers			

Strategic Goal 8 – Legislation

To meet all legislative requirements

Targets

8.1 To meet all legislative requirements				
Actions to Achieve Targets	Led by	Timeframe	Budget/Costs	Review/Action Plans
7.1 Meet all legislative requirements including; <ul style="list-style-type: none"> Complying with the legislative demands of the MOE Getting documentation to the MOE in a timely manner (Annual Reporting/Charter etc.) 	BOT School Leadership Team	Ongoing		

Strategic Goal 9 – Self Review

To have a robust cycle of self review

Targets

9.1 To follow the 2016 Self Review cycle

Policy and Compliance Self Review Cycle

	<i>Policy Description</i>	<i>Last Reviewed</i>	<i>Review Cycle</i>	<i>Next Review</i>	<i>Location</i>
<i>NAG 1 – Curriculum</i>					
1.1	Charter	Feb 2015	Annual	2016	Policy Folder
1.2	Curriculum Delivery	Feb 2013	Biennial	2015	Policy Folder
1.3	Treaty of Waitangi	Feb 2013	Biennial	2015	Policy Folder
1.4	Teacher Handbook	Feb 2014	Annual	2015	Policy Folder
1.5	Health Curriculum Statement	Sept 2014	Biennial	2016	Policy Folder
1.6	Policy Management		Triennial	2016	This document
1.7	Professional Development	Feb 2013	Triennial	2016	Policy Folder
1.8	Homework	Feb 2013	Triennial	2016	Policy Folder
1.9	Gifted and Talented	August 2012	Triennial	2015	Policy Folder
1.10	Special Needs	Feb 2013	Triennial	2016	Policy Folder
1.11	Career Education	Feb 2013	Triennial	2016	Policy Folder
<i>NAG 2 – Self Review</i>					

2.1	Reporting and Assessment	Feb 2013	Annual	2014	Policy Folder
2.2	Self Review	Feb 2013	Annual	2014	Policy Folder
2.3	Community Consultation	Nov 2014	Biennial	2016	Policy Folder
2.4	BOT Manual – Governance and Operational Policies	Feb 2013	Triennial (In line with elections)	2014	Policy Folder
2.5	Prospectus	Feb 2013	Triennial	2016	Policy Folder
2.6	Newsletters	Feb 2013	Triennial	2016	Policy Folder
NAG 3 – Personnel					
3.1	Principal's Appraisal	March 2014	Annual	2015	Policy Folder
3.2	Protected Disclosures	May 2013	Triennial	2016	Policy Folder
3.3	Performance Management (Staff)	Feb 2013	Biennial	2015	Policy Folder
3.4	Unit Allocation	Feb 2014	Annual	2015	Policy Folder
3.5	Code of Conduct	Feb 2013	Triennial	2016	Policy Folder
3.6	Personnel	March 2013	Biennial	2015	Policy Folder
3.7	Appointments	Feb 2013	Triennial	2016	Policy Folder
3.8	Harassment Prevention	Feb 2013	Triennial	2016	Policy Folder
3.9	Police Vetting (Personnel)	March 2014	Annual	2015	Policy Folder
3.10	CRT	May 2013	Triennial	2016	Policy Folder
3.11	Discretionary Leave	Feb 2013	Biennial	2015	Policy Folder
3.12	Beginning Teacher	Feb 2013	Triennial	2016	Policy Folder
3.13	Equal Employment Opportunities	Feb 2013	Triennial	2016	Policy Folder
3.14	Employee Assistance	Feb 2013	Biennial	2015	Policy Folder
3.15	Gifting	Feb 2013	Biennial	2015	Policy Folder
3.16	Personnel Committee Delegation	Feb 2014	Annual	2015	Board Minutes

	<i>Policy Description</i>	<i>Last Reviewed</i>	<i>Review Cycle</i>	<i>Next Review</i>	<i>Location</i>
NAG 4 – Financial and Property Management					
4.1	Finance Committee Delegation	2014	Annual	2015	Board Minutes
4.2	Asset Management	2014	Annual	2015	Policy Folder
4.3	Financial Management	June 2013	Triennial	2016	Policy Folder
4.4	Theft and Fraud Prevention	June 2013	Triennial	2016	Policy Folder
4.5	Insurance	Feb 2013	Biennial	2015	Policy Folder
4.6	Cleaning	Feb 2013	Biennial	2015	Policy Folder
4.7	Property Management	Feb 2013	Biennial	2015	Policy Folder
4.8	5YA/10 YPP Review	Feb 2014	Annual	2015	Policy Folder
4.9	Fundraising / PTA	Feb 2013	Biennial	2015	Policy Folder
4.10	Sensitive Expenditure		Triennial	2015	

NAG 5 – Health and Safety					
5.1	Complaints	May 2014	Annual	2015	Policy Folder
5.2	EOTC	Feb 2014	Annual	2015	Policy Folder
5.3	Bullying	Sept 2014	Biennial	2016	Policy Folder
5.4	Health and Safety Committee Delegation	Feb 2014	Annual	2015	Board Minutes
5.5	Internet Safety	Sept 2012	Triennial	2015	Policy Folder
5.6	Shady School	Sept 2012	Triennial	2015	Policy Folder
5.7	Smoke Free	Dec 2012	Triennial	2015	Policy Folder
5.9	Child Safety, Welfare & Protection	Aug 2014	Annual	2015	Policy Folder
5.10	Health and Safety	Aug 2014	Annual	2015	Policy Folder
5.11	Behaviour Management (Teacher Admin Hand)	Aug 2013	Biennial	2015	Policy Folder
5.12	Emergency Evacuation	Feb 2014	Annual	2015	Policy Folder
5.13	Administration of Medication	Feb 2014	Annual	2015	Policy Folder
5.14	Accident Register	Feb 2013	Triennial	2016	Policy Folder
5.15	Travelling to and From School	Feb 2013	Triennial	2016	Policy Folder
5.16	Healthy Eating	Feb 2013	Triennial	2016	Policy Folder
5.17	Animal Welfare	Feb 2013	Triennial	2016	Policy Folder
5.18	Runaway Student	Feb 2013	Biennial	2015	Policy Folder
5.19	Publication of Material	Feb 2013	Biennial	2015	Policy Folder
5.20	Traumatic Incident	Feb 2013	Biennial	2015	Policy Folder
5.21	Uniform Regulations	Feb 2013	Triennial	2015	Prospectus
5.22	Personal Digital Devices (BYOD)	May 2013	Biennial	2015	Policy Folder
NAG 6 – General Legislation					
6.1	Electronic Attendance Registers	Sept 2013	Biennial	2015	Policy Folder
6.2	International Students	Feb 2014	Annual	2015	Policy Folder
6.3	Māori Potential	Feb 2013	Triennial	2016	Policy Folder
6.4	Enrolment (Donations Review)	June 2012	Triennial	2015	Policy Folder
6.5	Truancy	Sept 2013	Triennial	2016	Policy Folder
6.6	Board Vacancies	Feb 2013	Triennial (In line with elections)	2016	Policy Folder
6.7	Privacy	Feb 2013	Triennial	2016	Policy Folder
6.8	Legal Responsibilities	Feb 2013	Biennial	2015	Policy Folder
6.9	Copyright	Feb 2013	Triennial	2016	Policy Folder
6.10	Conflicts of Interest	Feb 2013	Each Meeting	2015	Board Minutes
6.11	International Students / Code of Practice	Feb 2013	Triennial	2016	Policy Folder

Ratified: 18 February 2016