



Alfriston College

Planning, Review, Achievement, Teaching and Learning Procedures 2021

Version 1 ratified: 30 August 2021

Signed: _____
Board of Trustees

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PRATL 1

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D2**

Treaty of Waitangi, Ka Hikitia and Tau Mai Te Reo

Principle:

The Treaty of Waitangi is the founding document of our nation; it provides a framework for partnership today and in the future. Our school accepts its responsibility to fulfil the intent of the Treaty and will adopt and embed Ka Hikitia and Tau Mai Te Reo into school structures, strategies and operations. We want Maori enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa and the wider world.

Guidelines:

1. The Ka Hikitia guiding principles of Excellent Outcomes, Belonging, Strengths-Based, Productive Partnerships, and Te Tiriti o Waitangi will be inherent in all our strategic plans, policies, and procedures.
2. The outcome domains of Te Whānau, Te Tangata, Te Kanorautanga, Te Tuakiritanga, and Te Rangatiratanga will be embedded in all our curriculum planning, content, methodology, assessment, teaching and learning strategies, and school practices.
3. The Ka Hikitia key measures and measures for learners and their whanau will be what we will use to measure our success.
4. The Ka Hikitia implementation actions will be visible across our school in all we do daily.

References:

- Education Amendment Act 2000
- Treaty of Waitangi
- Ka Hikitia Ka Hapaitia
- Tau Mai Te Reo

BOT COMMITTEE: PRATL

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PRATL 2

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D2**

Learning Programmes

Principle:

Alfriston College will deliver a curriculum that reflects the vision and values of The New Zealand Curriculum. Curriculum development will reflect AC context, address national education priorities and provide all learners with every chance of succeeding in the national qualification framework.

Guidelines:

1. Within the New Zealand Curriculum Guidelines, New Zealand Curriculum Leaders and Learning Leaders with Learning Leadership responsibility will develop programmes of learning appropriate to learners
2. New Zealand Curriculum Leaders and Learning Leaders are responsible for ensuring that appropriate content, teaching and learning strategies and assessment activities are developed
3. New Zealand Curriculum Leaders will endeavour to ensure that their learning area contributes to AC-wide planning and delivery of the Alfriston College curriculum
4. The needs of all learners will be identified to ensure that appropriate resources are provided and learning is differentiated to ensure positive learning outcomes
5. New Zealand Curriculum Leaders will evaluate all courses and report as required through the PRATL Committee to the BOT in line with National requirements

References:

- Education Amendment Act 2000
- Privacy Act
- New Zealand Curriculum Framework

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PRATL 3

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D2**

Timetabling

Principle:

AC timetable is developed annually and reflects AC's priorities, direction and purpose in the delivery of the New Zealand Curriculum. Timetabling decisions are made with due regard to equity and fairness for staff and learners, and the requirements of the Secondary Teachers' Collective Agreement (STCA 2013-2015) will be incorporated into the timetabling process.

Guidelines:

1. All learners will have the opportunity to study a broad and balanced curriculum, consistent with the New Zealand Curriculum
2. Learner choice will be the first stage of the timetabling process
3. The timetable is developed by designated staff members in consultation with all teaching staff, but with particular reference to NZC Leaders and Senior Leadership Team
4. The designated Timetablers will consult with NZC Leaders and School Leader should changes have to be made with allocations originally given
5. The non-contact requirements as described in the STCA for full-time, part-time Learning Leaders and those with permanent MU's are provided
6. AC will provide extra non-contact time for NZC Leaders responsible for Beginning Learning Leaders as described in the STCA and will endeavour to provide one additional hour per MU for each permanent MU above the third (for those with more than three (3) MU's)
7. In special circumstances and where a genuine reason exists, Learning Leaders may be asked to temporarily forgo their minimum entitlement to non-contacts. These would be in times of emergency when no day relievers can be found and Learning Leaders holding more than the minimum non-contacts are unavailable
8. AC will endeavour to limit class sizes for Learning Leaders with more than one class to an average of 26 learners per class at all times of the year. The average class size will be based on 1 March numbers
9. Where a Learning Leader has an average class size that exceeds the 26 learner threshold, then an agreeable (between the Learning Leader and the School Leader) compensatory mechanism will be provided – this may include extra non-contact time or a reduction of other duties
10. Learning Leaders are expected to fulfil duties other than the timetabled delivery of lessons. Such duties may include administrative responsibilities, pastoral care and guidance of learners, community responsibilities, co-curricular responsibilities

PRATL 3A Timetable Procedure

I. Collective Agreement Provisions

Non-contact time

1. Non-contact time is based on an individual timetabled classroom teaching hours comprising of a total of 25 hours or a combination of periods of time equivalent to 25 hours per week
2. Each full-time Learning Leader shall have a minimum of five hours non-contact time within each school week
3. AC will provide release time equal to one hour per week for NZC Leaders who are directly responsible for the advice, guidance and curriculum support of a first year beginning Learning

Leader, subject to this beginner Learning Leader being eligible for the 5 hours advice and guidance time allowance

4. AC will endeavour to timetable part time Learning Leaders for a maximum of 18 contact hours per week
5. AC shall provide non-contact time to part time Learning Leaders consistent with the provisions of 5.2.6 (b) of the STCA
6. AC shall endeavour to provide non-contact time to part time Learning Leaders employed between 0.48 – 0.89 FTTE proportionate to that provided to full time Learning Leaders
7. Trained, full time beginning Learning Leaders in their first year are allocated a beginner Learning Leader allowance of five hours per week for advice and guidance purposes as well as their minimum non-contact entitlement
8. Trained, full time beginning Learning Leaders in their second year are allocated a beginner Learning Leader allowance of two and a half hours per week for advice and guidance purposes as well as their minimum noncontact entitlement
9. Trained part time beginning Learning Leaders in their first year who are employed for 0.5 or more of a full time load shall receive included in their hours 2.5 hours per week for advice and guidance
10. The Specialist Classroom Learning Leader position shall be allocated 4 hours non-contact time in addition to their other contractual non-contact time to perform the duties of a Specialist Classroom Learning Leader

Unit holders

11. AC will timetable each permanent unit holder with one additional non-contact hour for each of the first three units held
12. AC will endeavour to timetable each permanent unit holder of 3 or more units with one additional hour of non-contact time or sufficient additional non-contact time to manage their additional administration, management or pastoral duties
13. AC will endeavour to provide each Learning Leader in charge of a subject area who does not hold a permanent unit with one additional non-contact hour
14. AC will endeavour to provide additional non-contact time for administration, pastoral and guidance responsibilities, curriculum leadership, for professional development, for other special duties as determined by the School Leader

II. 'Genuine Reason' Clarification

1. Learning Leaders may only be asked to temporarily forgo their minimum entitlement to non-contact hours when:
 - i All reasonable options have been investigated and no alternative to a reduction in entitlement non-contact time can be found
 - ii The request is made on an individual basis, and a blanket request for agreement to reduction in non-contact entitlements shall indicate a need to review timetable structures and operation
 - iii There is a sudden emergency that requires supervision of a class for its ongoing safety. All efforts will be made to find a day reliever
 - iv If no day reliever can be found after timely and appropriate efforts have been made
 - v On a longer term basis, and after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a Learning Leader teaches for a term, semester, module or a year, at a higher level of contact than their minimum non-contact indicates
 - vi Learning Leaders holding more than the minimum non-contacts have first been asked to forgo one or more of those additional non-contacts
2. Where by virtue of demonstrated timetable or other constraints the allocation identified of noncontact hours or an average 26 learners per class limit for any individual Learning Leader cannot be implemented the Learning Leader will be offered the opportunity to review the timetable and suggest changes that would allow the allocation of their non-contact entitlement or average class size entitlement. If it is subsequently agreed that there is genuine reason why it is not

possible to provide the noncontact or average class size entitlement within the timetable, then the School Leader and the Learning Leader may mutually agree to compensate the Learning Leader with:

- i. An equivalent increase in the allocation of time for non-contact teaching duties at another point in that school year; or
 - ii. An equivalent increase in the allocation of time for non-contact teaching duties in the following school year; or
 - iii. An equivalent reduction in non-teaching or supervisory duties outside AC's timetabled teaching periods; or
 - iv. Compensatory relief cover for the Learning Leader later in that school year; or
 - v. Some combination of the above
3. Where by virtue of genuine and demonstrated temporary constraints the allocation of non-contact hours to which an individual Learning Leader is entitled cannot be met within any week then the School Leader and the Learning Leader may, on each occasion, mutually agree to compensate the Learning Leader with:
- i. An equivalent temporary allocation of non-contact time at another point in that school year; or
 - ii. An equivalent temporary reduction in non-teaching or supervisory duties outside AC's timetabled teaching periods; or
 - iii. Relief cover for the Learning Leader later in that school year; or
 - iv. Some combination of the above

III. Class Sizes

1. Class sizes are determined by the resources available and by benchmarked good practice
2. AC will endeavour to limit classes for Learning Leaders with more than one class to an average of 26 learners per class at all times of the year
3. Classes will not usually exceed 30 learners. Consultation with the NZCL is required if this is likely to occur
4. Classes should not be above 30 learners in two successive years. Should this occur, AC shall endeavour to provide additional classes in the subject. Where there is a pattern of large classes in a subject, AC shall review the number of classes in that subject and endeavour to increase the number of classes to reduce class sizes
5. Support for oversize classes may include provision of support staff, increased time allowance, compensatory time or additional staffing
6. Class sizes should not fall below 15 learners in two successive years. Should this occur, the viability of the course will be examined. Criteria to be employed during such a review would include, but is not limited to, the level of the class, historical class sizes in the subject and the vision of the Alfriston College curriculum
7. Support for small classes may include multilevel classes, reduced time allowance or dual enrolment at Correspondence School. Decisions related to these options will be made each year by the School Leader in consultation with the relevant NZC Leaders

IV. General Provisions

Monitoring and Recording of the Use of Entitlement Non-Contact

1. The Senior Leader with responsibility for the Timetable is responsible for monitoring that Learning Leaders receive their entitlement non-contact periods and average class size
2. If staff are concerned that they have not received the non-contacts that they are entitled to, or exceed an average of 26 learners per class then the Learning Leader or his/her union representative is to approach in the first instance, the Senior Leader with responsibility for timetabling. If the Learning Leader is not satisfied with the reply that s/he receives, s/he or his/her union representative is to consult the School Leader

Splitting Classes

3. Splitting classes between two or more Learning Leaders is avoided if possible. Any proposed class splitting requires consultation between the School Leader, the relevant NZC Leader and the affected Learning Leaders

Modules and Options

4. Modules and options (in the junior school) may create an uneven workload distribution through the year. In this case, Learning Leaders concerned may receive their guaranteed entitlement to non-contacts at different rates during the year

V. Review Process

1. This procedure shall be reviewed every three years
2. Between triennial reviews either AC School Leader or the PPTA branch chairperson on behalf of employees covered by the Collective Agreement may initiate a review through requested consultative meetings

VI. Allocation of classes

1. In discussion with the NZC Leader, AC will endeavour to consult with individual Learning Leaders re timetable changes and classes outside of 'specialist' area.

References:

- Secondary Teachers' Collective Agreement (2013-2015)
- Education Amendment Act 2000
- Alfriston College Timetable procedure document

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PRATL 4

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: D2

Careers, Pathways and Transition

Principle:

Learners are given the opportunity to learn to make considered decisions about their future and action these with appropriate career information and guidance:

- To ensure we have updated information on opportunities for employment and training in AC to assist transition when leaving secondary education
- To offer assistance to learners seeking employment, training and further education
- To ensure learners have access to current information and support relevant to their future plans

Guidelines:

1. Systems are in place to provide up to date information in the library and career resource centre on:
 - a) Vocational pathways
 - b) Education and training
 - c) Financial literacy and support
2. Learners are familiarised with general career guidance information and are assisted in learning about careers and pathways and how to use information sources through programmes offered in classes and special interventions
3. Learners are assisted to use guidance information for personal planning, self-awareness, exploring opportunities and deciding and acting on the information
4. Opportunities through visiting speakers out of school visits and other activities are provided to learners to help make informed decisions via STAR and Gateway programmes
5. Classroom materials, activities, curriculum and other resources are produced for teaching/Learning Leaders to use with learners
6. Flexible programmes are offered which can be adapted to suit the needs of learners who are nearing the end of their schooling and are at risk of being unemployed
7. Opportunities for work placement and experience are provided to learners in compliance with MOE and HSWA obligations.

References:

- Education Amendment Act 2000
- New Zealand Curriculum Framework
- HSWA 2015
- VCA 2014

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PRATL 5

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D2**

Information and Communication Technology

Principle:

Alfriston College will provide all learners with the information and communication technology skills they will need to become active and productive citizens. Quality teaching, utilising information and communication technologies to improve learning outcomes for all learners, will be provided.

Guidelines:

1. AC network will enable access to information from within and beyond AC
2. Professional development programmes will support staff in the area of ICT in learning programmes
3. The Senior Leadership Team will oversee ICT within AC
4. A website will serve as a publicity brochure for AC. It will also provide information for parents, prospective staff members, other educators and learners
5. Learner safety will be of paramount importance to their use of internet facilities

References:

- Education Amendment Act 2000
- Privacy Act

BOT COMMITTEE: PRATL

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Reprographics

Principle:

To ensure that up-to-date and reliable technology is used to provide efficient and organised reprographics service to meet the needs of all users.

Guidelines:

1. Requests and submissions are processed on a 48 hour turn around or other time frame by negotiation
2. The standard of reprographics is of a high quality and meets the needs of the users
3. Communication is always at a professional level to users and external contract staff
4. The equipment will always be maintained at a high level
5. Staff employed will have high level expertise in reprographics operation and management and trained with technology changes
6. Systems and procedures for using reprographics services will be clearly communicated to users

A. FUJI XEROX CONTRACT

Currently AC has a contract with Fuji Xerox for all printing and copying. This contract allows for the provision of a range of multifunctional devices and laser printers across the site. The contract includes support and machine consumables (except staples) on the multifunctional devices. AC cannot purchase its own printers or multifunctional devices as this would be the breach of contract. The contract has a fixed cost per impression for both printing and copying, machine meters are read and AC is charged on the number of impressions across the site each month. The placement of machines is dependent on volume, nature of job and number of staff accessing, this is reviewed annually by both AC and Fuji Xerox with the previous year's data. (See Placement of Copiers Map)

B. LOCATION AND USE OF EQUIPMENT

I. Reprographics Room

1) Reprographics Services

This is where all high volume jobs and specialist reprographics needs are sent. The room is staffed between the hours of [9.00am to 3.00pm] by a trained reprographics assistant. Staff requiring these services can access by:

- Completing a reprographics request form in the AC Staff Website
- By sending an email to printroom@alfristoncollege.school.nz

The quality of the completed job will be the highest possible but it is dependent on the quality of the originals supplied. Reprographics services will be completed within a 48-hour timeframe, exceptions to this are:

- Machine failure
- Urgent administrative tasks as authorised by SLT
- Negotiated learning area needs

ii) Use of Reprographics Room machines

As these machines are high volume machines with specialist finishing the following conditions of use apply:

- a. Teaching staff are not permitted to use these machines at any time.
- b. Learning Assistants who have received training from Fuji Xerox trainers may use these machines. Negotiation with the reprographics assistant is advisable to ensure workflow.

c. Administrative print jobs can be sent directly to the machines in the reprographics rooms as required by support staff within the Administration block.

II. Photocopiers within learning spaces (Whanau blocks, Library, Pathways Centre)

These machines are available to teaching staff, support staff and learners to meet the needs of copying and printing within teaching and learning. Copy cards are used on all photocopiers, each machine has a terminal to swipe the card and then a password is entered. Staff may only charge copying to the areas they have been authorised to. Copy cards are also staff ID cards; photos for new staff are taken at the beginning of each year around the same time as learners and then updated as required throughout the year by the Network Manager.

III. Laser printers

A number of laser printers are located throughout AC to meet the needs of users.

C. MAINTENANCE AND SUPPORT OF EQUIPMENT

Maintenance as a result of normal operation is covered under the Fuji Xerox contract. Damage deemed to be caused by misuse will be charged to AC. Please email helpdesk@alfriston.ac.school.nz when machines require service.

D. CONSUMABLES

i) Toner

Toner is covered under the Fuji Xerox contract. Please email printroom@alfristoncollege.school.nz when local machines require toner.

ii) Paper

Paper is purchased from a separate company and is not part of the Fuji Xerox contract; the cost per sheet is included in the copy and print charges shown above. Paper is stored in the Reprographics room in the Administration block.

References:

- HSWA 2014
- Privacy Act
- Copyright

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PRATL 7

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D2**

Reporting on Learner Progress

Principle:

Alfriston College recognizes its legal requirement to provide parents and/or caregivers of their learners with reports on progress and final achievement. We seek to ensure that all parents and caregivers have access to relevant information regarding achievement at school.

Guidelines:

1. Learners who have completed qualifications on the National Qualification Framework (NQF) may apply for a Record of Achievement
2. Progress and achievement information is made available to parents and/or caregivers throughout the year via HERO
3. Specific opportunities will be provided for parents and/or caregivers to discuss with Learning Leaders their child's progress at school
4. Notice of access to information should be given by a parent and/or caregiver to AC allowing sufficient time to collate relevant information
5. All information relating to learners is subject to the Privacy Act provisions

References:

- Education Amendment Act 2000
- Privacy Act

BOT COMMITTEE: PRATL

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PRATL 8

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D2**

Secondary Tertiary Partnerships (STP)

Principle:

- To enable us to offer an authentic and relevant curriculum that uses innovation to maximise learner learning and enjoyment as per our strategic goal
- To address the transition needs of learners who are not achieving, are at risk of not achieving, or have special needs, including the gifted and talented in line with NAG 1 (iii)
- To enable us to offer programmes that create pathways for learners leading to work or further study
- To put our senior learners in touch with their future employment or study directions

Guidelines:

1. Systems are in place to identify learners' needs and interests in order to plan an appropriate STP programme
2. Provide up to date information in the Pathways Centre on STP programmes available to learners
3. Staff, learners and parents are advised about STP and its role within AC
4. NZ Curriculum Leaders are assisted in the application for STP funding for appropriate and relevant learning programmes in their respective curriculum areas
5. For specific STP programmes like STAR, Learning Leaders are assisted in the completion of all required documentation and compliance
6. The Pathways Centre Leader is responsible for all STP and related TEC compliance, accountability reporting and management and the reviewing and reporting of STP to the School Leader and Board of Trustees

References:

- Education Amendment Act 2000

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PRATL 9

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019

REFERENCE: **D2, D4, D7**

Foreign Fee Paying Learners

Principle:

It is a common aspect of New Zealand schools that it enrolls learners who are not entitled to free access to education in this country. Some form of fee structure is required when enrolling such learners.

The Board in managing foreign fee paying learners [FFPS] will:

- Ensure that the enrolment of FFPS is controlled and consistent with the overall enrolment policy of AC
- Ensure that FFPS obtain the same quality of education as do full time New Zealand learners
- Ensure that related administration is efficient and maintains the safety of learners and the integrity of programme delivery for which they are enrolled

Guidelines:

1. The Learning Support Leader – International Learners is responsible for the enrolment of all FFPS. Relevant forms and procedures will be developed to align and comply with the Education (Pastoral Care of International Learners) Code of Practice 2016.
2. The Board of Trustees annually sets the fees for FFPS
3. FFPS have full access to school programmes, sporting and cultural opportunities and to all guidance facilities and programmes
4. An instalment and deposit structure will be developed
5. If a FFPS gains permanent residence, then any refund of fees will be at the discretion of the School Leader as will the rate if such a refund is permitted
6. In managing its FFPS full implementation of the Code of Practice will be honoured especially as it relates to pastoral support, safety and provision of language assistance

References:

- The Education (Pastoral Care of International Learners) Code of Practice 2016 established under section 238F of the Education Act 1989.

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PRATL 10

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D2**

Attendance

Principle:

Alfriston College recognises that non-attendance at school is a major barrier to learning and a significant indicator of at-risk learners. Alfriston College will take responsible steps to ensure that learners enrolled at school attend. Nonattendance will be investigated, recorded and reported on.

Guidelines:

1. Attendance registers will document attendance and non-attendance
2. AC will have a consistent system for marking attendance registers
3. Attendance information will be placed on learners' cumulative records through the school's SMS (Student Management System)
4. AC will have an enrolment procedure in line with the Education Act and school guidelines
5. Emergency closure procedures are in place
6. Suspension procedures in line with Ministry of Education requirements and school guidelines will be met
7. Attendance monitoring systems will exist and referral to appropriate agencies will occur when required

References:

- Section 11H (1) Education Act 1989
- Education Amendment Act 2000 11A-11PB

BOT COMMITTEE: PRATL

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Enrolment

Principle:

To avoid overcrowding of Alfriston College an enrolment scheme will operate in accordance with Ministry of Education requirements.

Guidelines:

1. A copy of the Ministry approved enrolment scheme will be available for inspection at AC at all reasonable times
 2. The local community will be informed of enrolment procedures operating at AC through school newsletters and local press
 3. Good liaison will exist between contributing schools and Alfriston College staff to ensure a smooth as possible transition occurs for learners
 4. All learners enrolling will be interviewed with a parent/guardian present
 5. Priority One (in-zone) learners enrolling will be required to provide verifiable proof of 'usual place of residence' before acceptance of enrolment is given
 6. If a ballot is held, the ballot will be run according to Ministry of Education guidelines
 7. Clear internal enrolment systems and procedures will be established and operate to ensure learner enrolment needs are met
- A. Enrolment Criteria – Alfriston College
- Schools that operate under an enrolment scheme are legally obliged to enroll learners that live within their 'home zone'. AC needs to ensure that it has systems and procedures to follow that establishes that the address given at the time of enrolment is the learners 'usual place of residence and that the learner is living with their 'usual caregiver or an adult that has 'caregiver rights'.
- B. Enrolment Verification at Alfriston College
- Any learner enrolling at Alfriston College is required to provide a completed enrolment form including:
1. Proof of current residential address – this requires the family/caregiver to demonstrate residency, not ownership.
Acceptable proof includes: Telephone account, Power bill, Contents Insurance, IRD/WINZ documentation, Lawyers' Affidavits
Unacceptable proof includes: Water rate / Land rate assessments, Bank Statements, Tenancy Agreements, Statutory declarations; It is important that the proof provided is current.
 2. Birth Certificate/Passport – Learners will be enrolled under their legal names; any official school documentation will be produced with their legal name. Learners will have the option to use a 'known as' first name the option to use their 'known as' names for day to day school life.
 3. Usual Caregiver Verification. At the time of enrolment there needs to be a direct link between the enrolling learner and the name on the 'Usual place of residence' documentation provided. This link can be established through a number of avenues including:
 - Birth Certificate
 - Marriage licenses (in the case of any remarriages)
 - Legal adoption
 - WINZ documentation (i.e. child support)
 - OT documentation
 - Doctor's letters etc

4. Declining Enrolments

If the enrolling staff member (Senior Leadership Team member) feels that any of the above criteria is not met, an enrolment will be declined. The family may approach the Board of Trustees or the Ministry of Education. If this happens the enrolling staff member will provide a written report/Verbal report as to why the enrolment was declined. Under section 11P of the Enrolment legislation the Ministry can direct AC to enroll a learner, although this has rarely been exercised.

5. Annuling an Enrolment

The Board of Trustees has the right under section 11(0) to annul an enrolment if

- A place is offered to a learner but AC later has reason to believe that the address or caregiver relationship was only temporary in order to gain enrolment at AC
- The learner has moved out of zone before the commencement of AC year
- Specific procedures must be followed in the annulment of an enrolment. These are stated in the Enrolment legislation.

Explanation

Any school that operates under an enrolment scheme is deemed to be 'overcrowded' or at risk of becoming 'overcrowded'. The legislation is in place to ensure learners have a right to attend their nearest local school, and that AC is able to manage their roll growth.

6. The demand for places at Alfriston College is high. Parents/families could provide false information or set up temporary living arrangements to ensure their child gains entry into AC of their choice (but not necessarily AC they are 'in-zone' for). AC will manage the enrolment process by

- Researching and identifying 'in-zone' learners from contributing feeder schools, allowing for some baseline data to be gathered re 'in-zone' learners
- Following established systems and procedures for all enrolments
- Having clear lines of communication between enrolling families, enrolling staff and Board of Trustees
- Ensure that all enrolment legislation is adhered to

References:

- Section 11H (1) Education Act 1989
- Education Amendment Act 2000 11A-11PB
- Guidelines for the development and operation of Enrolment schemes – Ministry of Education – August 2000
- Instructions relating to the operation of Enrolment Schemes – Ministry of Education – August 2000

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PRATL 12

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019

REFERENCE: **D2, D4, D7**

Assessment

Principle:

Alfriston College recognizes its legal requirement to provide a range of assessment practices at all levels. Alfriston College will develop assessment practices and procedures that:

- Provide useful, on-going information to assist Learning Leaders to review progress and plan
- Provide a basis for reporting to parents and caregivers about children's learning and development
- Provide learner profile data on achievement and learning barriers
- Comply with the regulations set within and by the National Framework and the New Zealand Qualifications Authority
- Provide useful on-going information to assist learners with their progress [feedforward and feedback]

Guidelines:

1. AC's Quality Assurance Manual will formulate the procedures relating to assessment
2. Each learning area will comply with AC's assessment statements as outlined in the Quality Assurance Manual
3. Regular assessment review and reporting will occur for each learning area
4. AC will comply with all external expectations regarding assessment and moderation of assessments

References:

- Education Amendment Act 2000
- Privacy Act
- QMS Manual

BOT COMMITTEE: PRATL

Date Ratified / Reviewed: 30 August 2021

Signature:

Next Review Date:

Bring Your Own Device (BYOD)

Principle:

Alfriston College uses instructional technology as one way of enhancing our mission to teach the skills, knowledge and behaviours learners will need as responsible citizens in the global community. Learners learn collaboration, communication, creativity and critical thinking in a variety of ways throughout AC day. In an effort to raise digital fluency for all, AC will allow personal devices on our guest network and school grounds for learners who follow the responsibilities stated in our Computer/Cybersafety Use Agreement and the attached guidelines regarding B.Y.O.D.

Guidelines:

1. Alfriston College strives to provide appropriate and adequate technology to support instructional purposes. The use of personal devices by learners is optional, and learners who do not participate in B.Y.O.D. will not be penalized and school devices or as appropriate alternatives will be available.
2. An important component of B.Y.O.D will be education about appropriate online behaviours. We will review cyber-safety rules with learners frequently throughout the course of AC year and will offer reminders and reinforcement about safe online behaviours. In addition to the rules outlined in these guidelines, learners will be expected to comply with all class and school rules while using personal devices. The use of technology is not a necessity but a privilege. When abused, privileges will be taken away.
3. For the purpose of this program, the word “devices” will include laptops, netbooks, cell phones, smart phones, iPods, iPads, tablets, and eReaders. Please note that gaming devices with internet access are not permissible at this time.
4. Learners and parents/guardians participating in B.Y.O.D. must adhere to the Learner Code of Conduct, Computer/Cybersafety Use Agreement and all Board Policies, particularly Internet Safety Procedures Policy.
5. Respective curriculum areas have the discretion to regulate the use of personal devices in learning spaces as practical and appropriate to specific learning.
6. Approved devices must be in silent mode while on school campus, unless otherwise allowed by a Learning Leader. Headphones may be used with Learning Leader permission.
7. Devices may not be used to cheat on assignments, quizzes, or tests or for non-instructional purposes (such as making personal phone calls and text messaging).
8. Learners may not use devices to record, transmit, or post photographic images or video of a person or persons on campus during school hours or during school activities, unless otherwise allowed by a Learning Leader.
9. Devices may only be used to access computer files or internet sites, which are relevant to the classroom curriculum.
10. AC’s network filters will be applied to a device’s connection to the internet and any attempt to bypass the network filters is prohibited.
11. Alfriston College is authorized to collect and examine any device that is suspected of causing technology problems or was the source of an attack or virus infection.
12. Learners are prohibited from bringing a device on premises that infects the network with a virus, or program designed to damage, alter, destroy, or provide access to unauthorized data or information.
13. Learners are prohibited from processing or accessing information on school property related to “hacking.”
14. Learners are prohibited from altering or bypassing network security policies.
15. Learners and parents should be aware that devices are subject to search by School Leaders if the device is suspected of a violation of the learner code of conduct. If the device is locked or password protected the learner will be required to unlock the device at the request of a school Leader.

16. Printing from personal devices will be regulated by AC.
17. Each user is responsible for his/her own device and should use it responsibly and appropriately. Alfriston College takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices. While school staff will help learners identify how to keep personal devices secure, learners will have the final responsibility for securing their personal devices. Parents and Caregivers are advised to check with their homeowner's policy or Agreement with retailers, regarding insurance coverage of personal electronic devices
18. Alfriston College is not responsible for any possible device charges to your account that might be incurred during approved school-related use.
19. Users should strive to maintain appropriate bandwidth for school-related work and communications. All users will use the 'AC BYOD' wireless network to access the internet. AC does not guarantee connectivity or the quality of the connection with personal devices. AC and its Information Technology contractor is not responsible for maintaining or troubleshooting learner tech devices.
20. All users are required to accept and sign our school's current digital technologies and internet safety agreement.

BOT COMMITTEE: PRATL

Date Ratified / Reviewed: 30 August 2021

Signature:

Next Review Date:

Attendance Tracking and Monitoring - Absence from school without contact

Principle:

These procedures ensure the accurate and timely tracking, monitoring and follow up around continuous absence and attendance concerns.

Guidelines:

If a learner is absent from school and whānau/caregivers fail to explain the absence, the attendance procedures outlined in Steps 1-9 are followed:

1-3 days absent

1. If a learner is absent from school for 1-3 days without explanation from home, the Learning Leader contacts the whānau/caregivers through email, mobile, home phone and the emergency contact to find out why the learner has not been attending. Updates KAMAR pastoral records including details of contact made and outcome.

4 days absent - WL Intervention

2. After exhausting all avenues of contact throughout the 3 days of continuous absence with still no contact from whānau/caregivers the Whānau Tutor will make a referral to the Whānau Leader. The Whānau Leader will continue to follow up and exhaust all avenues of contacting home using the connections they have to get relevant alternative contact details where necessary.

5 days absent - WL home visit with Attendance letter 0

3. Whānau Leader with a WL buddy, relevant SLT member will visit the home to make face to face contact regarding the continuous attendance concern.
 - a. If the Whānau Leader is able to meet with whānau/caregivers - a return to school plan is designed and shared with Learning Leaders. The Whānau Leader will monitor attendance of learner on return to school the following day.
 - b. The Whānau Leader will take with them Attendance Letter 0 which they will deliver only if they are unable to make any contact with whānau/caregivers at this visit requesting immediate contact.

6 days absent - Letter 1 to be actioned

4. If there is still no contact from whānau/caregivers, then on the 6th day the Whānau Leader requests that the appropriate Attendance Letter 1 be posted and emailed home stating that we are concerned about extended unexplained absence and that we request that whānau/caregivers contact the Whānau Leader urgently to explain the absences.
 - Attendance letter 1 (+16) includes a statement around failure to make contact with the school will result in removal from the roll within 3 days. Alternative pathway planning advice and guidance is available through our Pathways team.
 - Attendance letter 1 (-16) tried to contact many times, including a home visit. Please make contact immediately to avoid escalation of this continuous attendance concern.

7 days absent - SLT Intervention - text sent to all contacts on file

5. The Whānau Leader after no response to Attendance 1 letter then makes a referral to SLT - both Whānau/Year level (via email) to make contact through text message in KAMAR. A text message will be sent to all contact numbers on file indicating failure to make contact to address the situation will result in immediate removal from the roll (over 16) or an Attendance services application [ASA] (under 16).

8 days absent - SLT Referral

SLT after contact still not being made by whānau/caregivers to address concerns will action the following responses via Attendance Letter 2;

- Over 16 - referral emailed to LNS Leader - Admin Hub and School Leader, to action removal from the school roll.
- Under 16 - referral Senior Leader - Guidance and behaviour support, to complete an Attendance services application (ASA).

9 days absent - Letter 2 to be actioned (ROB)

- Over 16 - Removal from the school roll actioned and Attendance letter 2 sent from School Leader advising of this action.
- Under 16 - Senior Leader - Guidance and behaviour support makes an official Attendance services application (ASA).

10 days absent and onwards - Under 16

- Attendance services (ASA) take over the tracking and monitoring of the individual case. Senior Leader - Guidance and behaviour support will continue to consult. ASA will implement a number of strategies to engage with the whānau/caregivers and learner to re-engage attendance at school.
- After exhausting all processes and strategies ASA will refer high level continuous absence issues on to the Ministry of Education.

Non- attendance pattern continues following reintegration after Attendance Services Intervention

- When a learner returns back to Alfriston College following intervention as a result of a ASA referral. ASA will continue to monitor attendance to ensure a positive outcome.
- If a learner who after having gone through a referral cycle with ASA, returns to unexplained non attendance patterns again the process is as follows;
 - 1-3 days unexplained absence - Whanau Tutor referral to WL.
 - Referral from WL directly to Senior Leader - Guidance and behaviour support.
 - Senior Leader - Guidance and behaviour support to re-engage ASA immediately.

References:

- Attendance letter 0 (WL)
- Attendance letter 1 - Over 16/Under 16 (Whānau Leader - generated from Kamar)
- Attendance letter 2 - Over 16/Under 16 (School Leader - generated from Kamar)
- Attendance services application (ASA)

BOT COMMITTEE: PRATL

Date Ratified / Reviewed: 30 August 2021

Signature:

Next Review Date:

PRATL 15

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D7**

LEAVING SCHOOL

Principle:

These procedures ensure a learner can leave our school officially with appropriate documentation and guidance

Guidelines:

When learners or their whānau, notify staff members that they are leaving Alfriston College, the following steps 1-5 are followed:

1. When a learner tells us that they are leaving, they are instructed to pick up a Leaving Form from Student Reception.
2. The staff member who is told of the leaving, notifies the Whanau Leader who is to make contact to confirm with the whānau/caregivers of the learner. On confirmation of when the learner will be leaving Alfriston College and where they are going to next, the Whanau Leader collaborates with the respective Year Level SLT member then informs Student Reception staff/LNS Leader - Admin Hub to ensure the leaving process on KAMAR and ENROL are actioned.
3. Learners are marked as a leaver on the date advised by whānau/caregivers but not archived to enable any NCEA processes to continue.
4. The Whanau Tutor follows up with the learner and their whānau/caregivers to ensure completion and return of the Leaving Form to Student Reception.

References:

- AC Leaving Form

BOT COMMITTEE: PRATL

Date Ratified / Reviewed: 30 August 2021

Signature:

Next Review Date:

PRATL 16

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D2, D4, D7**

International Learner Accommodation

Principle:

Alfriston College undertakes to comply with the accommodation provisions set out in Education (Pastoral Care of International Students) Code of Practice 2016 (The Code) and the Education Act 1989.

The objectives of this policy are:

- To provide a suitable living environment conducive to study and a safe and supportive home life
- To involve residential caregivers in the welfare of the student
- To assist the learner to successfully integrate into New Zealand life
- To ensuring the learner is well cared for and supported by AC

Guidelines:

All international learners must live with parents or residential caregivers that have been approved by AC. The following categories of residential care may be approved by AC:

- Designated caregiver
- Homestay
- Approved temporary accommodation

AC will not approve accommodation for learners over 18 years of age not living with parents other than with a residential caregiver.

Residential care accommodation for international learners will undergo an on-site assessment to determine that the accommodation is of an acceptable standard, is not a boarding establishment and the residential caregiver provides a safe physical and emotional living environment.

All residential care accommodation for international learners will be monitored on a regular basis including visits to the accommodation and learner interviews to ensure that the accommodation continues to meet required standards.

Where difficulties arise in residential care, AC will liaise with residential caregivers, contracted agents, learners and parents as appropriate to resolve such difficulties.

Safety checks, including Police vetting as appropriate, will be carried out for residential caregivers. Other adults aged 18 years and over living in the accommodation will undergo an appropriate safety check.

AC will have written Designated Caregiver Agreements with all designated caregivers

The monitoring of learners living in designated care will be managed in accordance with this policy and the Designated Caregiver Agreement

AC will have written Residential Caregiver Agreements with all homestays

AC will have written Homestay Accommodation Agreements with all learners and their families

The monitoring of learners living in homestays will be managed in accordance with this policy and the Homestay Accommodation Agreement

Homestay fees paid to AC will be held by AC on behalf of learners and paid to host families in regular payments. Remaining homestay fees at the end of enrolment will be refunded according to ACs' refund policy.

AC will assess the suitability of the accommodation considering the age and gender of the learners

AC will ensure adequate supervision is in place for all learners

AC will ensure all pastoral needs of the learners are met including meals and laundry

AC will ensure that supervisors in temporary accommodation undergo an appropriate safety check
AC will monitor and manage risks to learners

REVIEW:

AC will review the conditions relating to this policy as part of regular self-review. AC will collect and record appropriate evidence of the review.

REPORTING:

The International Students Leader will report directly to the Senior Leader Learning Connection on the operation of AC's policy for accommodation for international students.

BOT COMMITTEE: PRATL

Date Ratified / Reviewed: 30 August 2021

Signature:

Next Review Date:

PRATL 17

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019
REFERENCE: **D2, D4, D7**

International Learner School Fee Protection

Principle:

Alfriston College has developed a fees protection policy to ensure that international learner fees paid in advance are handled in a manner consistent with generally accepted accounting practice. The purpose is to ensure that those funds are secure and can be made available in accordance with AC's refund policy.

This policy should be read in conjunction with the Education (Pastoral Care of International Learners) Code of Practice 2016

Guidelines:

1. AC will ensure that international learner fees paid in advance are protected so that the unused portions of any fees are available for refund at any time
2. AC will ensure that funds from international learners paid in advance are accounted for in such a way that individual learner balances are clearly identified and monitored
3. AC will ensure that generally accepted accounting procedures are applied to international learner fees paid in advance
4. AC will ensure that only those staff with appropriate authority will have access to international learner funds paid in advance
5. AC will ensure that all international fees paid in advance shall be paid into AC's operating account or other account authorised by the Board of Trustees
6. AC will ensure that fees paid in advance are treated as a liability to AC and only recorded as revenue as the fees are earned over time
7. AC will transfer fees paid in advance to revenues at appropriate intervals during the period of enrolment for each learner
8. AC will ensure that it has sufficient funds available to meet the international learner fees paid in advance liability at any time
9. AC will ensure that the operation of this fee protection policy is audited as part of AC's audit procedures

Review:

AC will review procedures relating to this policy as part of the annual self-review. AC will collect and record appropriate evidence of the review.

Reporting:

The Leadership Support Leader – International Learners will report directly to AC leader on the operation of AC's fees protection policy

References:

- Part 6, Ministry of Education Code of Practice for the Pastoral Care of International Learners

BOT COMMITTEE: PRATL

Date Ratified / Reviewed: 30 August 2021

Signature:

Next Review Date:

International Learner Medical and Travel Insurance

Principle:

Alfriston College has developed a medical and travel insurance policy to:

- Ensure the safety, well-being of the learners studying at Alfriston College
- Ensure that AC is protected in the event of an emergency
- Ensure compliance with the Ministry of Education's Code of Practice for the Pastoral Care of International Learners [2003] [The Code of Practice]

Policy Requirement Advice:

1. All learners are required to have appropriate and current medical and travel insurance for the duration of their planned study, as specified in the Code
2. The education provider shall advise all prospective learners of the standard wording as set out in the Code of Practice and provide information on the education provider's medical and travel insurance requirements
3. Learners purchasing insurance should purchase insurance cover at the time of fee payment and before they leave their home country
4. Where insurance is provided from a New Zealand company policy details should be provided in the learner's first language where possible
5. In the case of overseas policy providers, learners must provide AC with the policy details in English before the learner attends classes

Verification of policies will be undertaken prior to enrolment in accordance with section 7.4 of the Code and Code Guidelines.

As part of the verification process, Alfriston College shall ensure that:

- The insurer/re-insurer is a reputable and established company with substantial experience in the travel insurance business, and has a credit rating no lower than A from Standard and Poors, or B+ from A M Best
- The insurer is able to provide emergency 24-hour, 7 days per week cover
- Learners have a 'certificate of currency' and policy wording from the insurance company stating that the learner has purchased the cover for the duration of the planned period of study. The certificate and policy wording must also detail medical sums insured, repatriation benefits etc

Where a learner is not in possession of an appropriate and current medical and travel insurance policy AC undertakes to:

- Advise the learner of the medical and travel insurance requirements Guidelines:
- Provide the learner with a default policy or policy choices which meets the requirements of the

Code of Practice Guidelines

The cost of default insurance will be met by the learner

Recording of Policy Details:

For each learner Alfriston College shall record the:

- a) Name of the insurer
- b) Policy number
- c) Policy start and end dates

Policy Renewals:

For each learner, prior to the expiry of their medical and travel insurance policy, Alfriston College shall issue a written reminder to the learner advising that policy renewal must be completed.

Execution:

- I have read and understand the terms set out in this agreement, including the attached schedule and agree to them
- I acknowledge that the provision of false information or the withholding of relevant information may result in the termination of enrolment

Signature of _____
applicant:
[Learner]

Signature of _____
parent:
[Parent of learner under 18 years]

Signature _____
for provider:

Designation: _____

Date:

References:

- Part 6, Ministry of Education Code of Practice for the Pastoral Care of International Learners

BOT COMMITTEE: PRATL

Date Ratified / Reviewed: 30 August 2021

Signature:

Next Review Date:

International Learner Refunds

Principle:

Alfriston College does not refund tuition fees except in the following circumstances:

- If a learner withdraws from his/her course of study before the course completion date, he/she will **not** receive a refund of school fees except in exceptional circumstances. In such cases, the parents/caregivers should write to the Leadership Support Leader – International Learners explaining what the exceptional circumstances are; however, the College's decision is final. If a learner has applied via an approved agent, the letter may come through the agent.

If the application for a refund is made before the start of the course, fees will be refunded less:

- a) An administration fee
- b) Components of the fee already committed for the duration of the course, including appropriate portions of salaries of Learning Leaders and support staff (if applicable)
- c) Any other costs already incurred

Please note, the balance of homestay money will be refunded back to the parent's/caregiver's bank account in full at the time the learner signs out of Alfriston College.

Compassionate refunds:

In exceptional circumstances, refunds may be granted on compassionate grounds (e.g. death of a parent, serious illness, accident). All such refunds will be at the discretion of AC Leader and the Board of Trustees

In an international fee-paying learner gains residency during their course:

There will be no refund of fees. A new resident will then abide by AC enrolment scheme. Documentation of residency must be provided within 14 days of it being granted.

The Board of Trustees will make no refund:

1. When a learner is required to leave AC for a breach of the rules and conditions of enrolment at AC or has broken a New Zealand law
2. Where a learner has been stood down, suspended or excluded
3. Where a learner returns home for any reason other than serious illness, accident or death of a close family member
4. If the enrolment application is found to be inaccurate in any way and the contract is terminated
5. If a learner wants to transfer to another school or educational institute

Homestay fees:

If you move out of your homestay before the end of the contract:

6. All unused homestay fees will be refunded, provided the homestay has been given two weeks' notice that the learner is leaving
7. If the learner does not give two weeks' notice, then two weeks' homestay fees will be deducted from any refund

Payment of refunds:

All refunds over \$2,000 NZD will be paid to the parents/caregivers of the learner back to the country of origin. Refunds under \$2,000 NZD will be given directly to the learner with the written permission of their parents/caregivers

NB: The New Zealand Immigration Service will be notified if any learner ceased to attend Alfriston College for whatever reason.

I agree with these refund conditions:

Print
parent's full
name:

Print
learner's full
name:

Date:

References:

- Part 6, Ministry of Education Code of Practice for the Pastoral Care of International Learners

BOT COMMITTEE: PRATL

Date Ratified / Reviewed: 30 August 2021

Signature:

Next Review Date:

PRATL 20

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019

REFERENCE: **D2, D4, D7**

Managing International Recruitment Agencies

Principle:

This policy is to provide clear and consistent guidance for relationships between Alfriston College and education agencies. This policy should be read in conjunction with the Agency Agreement, and the Education (Pastoral Care of International Students) Code of Practice 2016.

Guidelines:

AC will sign agreements with all education agencies who recruit learners for AC.

AC will enter into working relationships with reputable agencies, once a reference check has been carried out and all supporting documentation has been submitted by the agency, i.e. an Agency Application Form, and other supporting documentation AC deems necessary. Results of reference checks will be recorded by international staff.

New Zealand is a signatory to the Statement of Principles for the Ethical Recruitment of International Students by Education Agents and Consultants (To be known as the London Statement of Principles) and operates under the Education (Pastoral Care of International Students) Code of Practice 2016. Recruitment agencies will be informed about, and will comply with, the requirements of the Code and the London Statement of Principles.

Where agencies are found to contravene the Code and/or the London Statement of Principles, AC will apply the appropriate sanctions as detailed in the Agency Agreement.

AC will pay commission to the agency as set out in the Agency Agreement. The commission rate will generally be 15% of tuition fees and AC reserves the right to make other commission or incentive arrangements with selected agencies by special negotiation.

AC will generally pay commissions to contracted agencies upon receipt of an invoice. Commission payments will be made within 4 weeks after the student has commenced at AC and is subject to the tuition fee being received by AC.

AC may elect to make special arrangements with trusted agencies to allow the agency to withhold commissions from tuition payments due to AC. Such arrangements are at the sole discretion of AC and no commissions should be withheld by an agency without prior agreement from AC.

Where a student does not see out the entire period of their enrolment at AC, AC may, on a case by case basis, decide whether or not to request a refund of all or any part of any commission fees paid to an agency.

AC will have no obligation to pay commission fees to any agency with whom AC does not have a signed Agency Agreement.

Review:

AC will review procedures relating to this policy as part of the annual self-review. AC will collect and record appropriate evidence of the review.

Reporting:

The Leadership Support Leader – International Learners will report directly to the Senior Leader Learning Connection on the performance of the school's contracted agencies and report any breaches of the Code that may lead to the termination of an agency contract.

BOT COMMITTEE: PRATL

Date Ratified / Reviewed: 30 August 2021

Signature:

Next Review Date:

PRATL 21

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019

REFERENCE: **D2, D4, D7**

Policy Making

Principle:

The Alfriston College Board of Trustees recognises that it is responsible for the creation, adoption and review of policies in order to maintain the effective operation of AC. Therefore, policy making is the process by which the Board establishes its mandate to fulfil its governance role in AC.

All policies written will follow procedural guidelines regarding the process of policy establishment and policy format. The final policy decision will be made by the Board of Trustees and approved at a Board meeting.

Guidelines:

Policy statements provide effective guidelines for actions in all areas of AC's operations.

1. All policies:

- Shall be written, clearly defined and based on the principles embodied in the AC Strategic Plan
- Shall include a rationale and guidelines as to how the policy is to be achieved
- Shall be dated and signed off by the Board of Trustees
- Are subject to a cyclical review process

2. All new policy making is channeled through the Board of Trustees

3. There shall always be a concern for the legality of all proposed policies. Where advisable, steps shall be taken to ensure that no statute or existing Board policies or agreements are contravened by proposed policies

References:

- Education Amendments Act 2000
- Privacy Act

BOT COMMITTEE: PRATL

Date Ratified / Reviewed: 30 August 2021

Signature:

Next Review Date:

Self Review

Principle:

It is a requirement specified in National Administration Guideline 2 that each school:

- Develops a strategic and annual plan which documents how the National Education Guidelines are put into practice through policies, planning and programmes
- Maintains an ongoing process of self-review of policies, planning and programmes including evaluation of information on learner achievement

Quality self-review is strongly focused on improvement with well-established procedures to guide practice and ensure that decisions are made on the basis of sound information and evidence.

Self-review happens in a number of ways:

- Strategic self-review – long-term self-review focused on key goals in AC's charter, vision and strategic plan
- Annual self-review – relating to goals in the annual plan
- Emergent self-review – in response to events which arise in the course of day-to-day operations.

Guidelines:

1. AC will have at all times a long term strategic plan in accordance with regulatory requirements and this will be updated annually taking into consideration the results of self-review.
2. AC will have in place a documented cyclical programme of self-review covering all operational areas over a period of five years. This self-review will be carried out using the Critical Conversation Continuum of EROs Six Domains.
3. AC will have up-to-date plans for all areas of its operation which will consist of the charter, strategic plan, annual plan and learner achievement targets.
4. AC's annual plan will be written by the School Leader and reflect the outcomes of self-review
5. The Board will monitor the implementation of self-review in AC through:
 - ongoing School Leader's reports and updates against annual plan goals and targets, the analysis of variance and the annual report
 - reports of annual and cyclical internal reviews
 - the results of targeted internal reviews by curriculum, whanau and support staff leaders
6. Reviews will generally be guided by evaluative questions arising out of evidence from research, day-to-day operations of AC and the analysis of learner achievement data. Reviews will also be informed by the best evidence synthesis, ERO's evaluation indicators and other toolkits published by ERO, TKI or the Ministry of Education
7. Emergent reviews may be instigated as a result of feedback from Learning Leaders and parents or from events which arise in the course of day-to-day operations
8. AC will consult with staff and with the community, and groups within the community such as our Maori and Pasifika communities, as appropriate, through surveys and wananga. The setting of learner achievement targets and strategic goals will be informed by this consultation.
9. For each review a team or staff member responsible will be appointed to conduct the review
10. Some reviews may be carried out by external reviewers or agencies
11. Once an initial review has been carried out a draft report using the report feedback/feedforward template will be presented by the reviewer or review team to the staff members responsible in that area and the College
12. Any final report will be presented to the College, Senior Leadership Team or Board and will document details of the review and any evidence-based recommendations for change

13. Recommendations arising from self-review, if accepted, will be incorporated into the annual plan for the following year. Where immediate action is called for recommendations may be implemented without delay
14. The Board will accept responsibility for reviewing their own operations
15. The Board's policies will be reviewed on a 3-year cycle and the policy review plan for each year will be confirmed at the start of each year by the Board at its first meeting
16. Learner achievement data will be reviewed annually and reported to the Board of Trustees as appropriate using the BOT Achievement, Engagement and Attendance report template. The analysis of variance will be presented to the Board of Trustees annually and form part of the annual report

References:

- Education Amendment Act 2000
- Effective School Evaluation, ERO, 2016

BOT COMMITTEE: PRATL

Date Ratified / Reviewed: 30 August 2021

Signature:

Next Review Date: