

Waimārama School

Procedures Handbook

WAIMĀRAMA SCHOOL

Kia Eke - Rise, Reach, Excel

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National Achievement Guidelines – NAGS – in chronological order with alphabetically listed policies for existing school procedures

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(Also found online)

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3. *Assessment and Reporting Schedule*
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6. *School Charter*
7. *Accident, Injury/Medicine, Behavioural Incident Form*
8. *Incident of Physical Restraint Form*
9. *Report Templates*

We've made it easy for you to be able to read our current school policies online. You also can review policies when needed as well. You can access the website by using the following details:
www.schooldocs.co.nz

Search for Waimārama School
Login with Waimārama School
Password waimaz4294.
Go to current review and open the policies to review them.

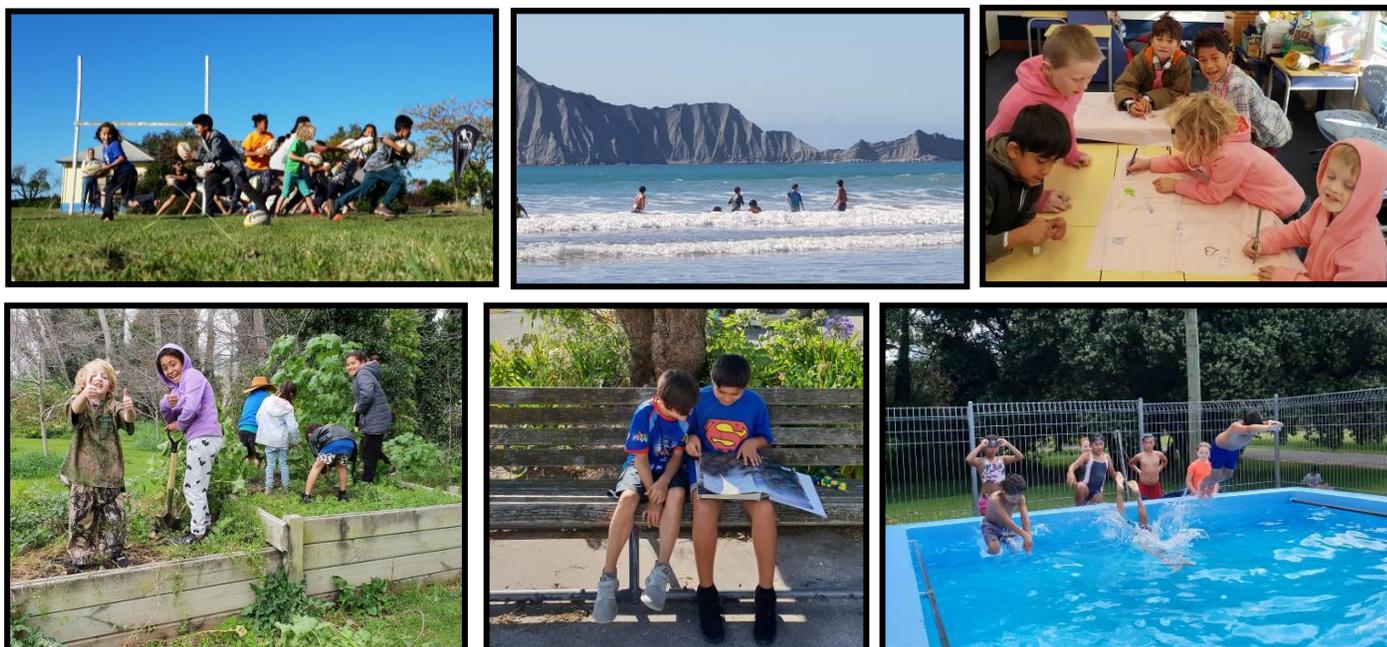
Your feedback is essential.



NAG 1: STUDENT ACHIEVEMENT

CURRICULUM AND STUDENT ACHIEVEMENT

NZ Curriculum document underpins all localised curriculum. Our localised curriculum is based on our school values, unique physical environment, regional events and coastal cluster timetable. Outdoor education, sustainability, health and safety, arts and Te Ao Māori are key concepts for our curriculum planning and delivery. A hard copy of our localised curriculum is made available to all staff, whanau and visitors in hard copy and online.



DUFFY BOOKS

We raise student engagement in reading by being a “Duffy School”. This scheme nurtures a love of books and gives our children access to brand new quality books to read. Our school is sponsored by Lizzie Coote, who is based in Auckland. Her sponsorship has enabled our school to access and own thousands of beautiful brand-new books every year since 2012. Throughout the year three special assemblies are held and all children receive books to take home.

- At assemblies a Duffy Book Award is given out – 1 pupil from each class. Certificates and books are found in front office.
- Special VIP Assemblies for Mother's Day, Father's Day and Grandparent's Day are also held where we acknowledge the important members of our children's whanau. Duffy book also provides a special book for these deserving people.
- There is also a Duffy Heroes Assembly where a prominent person comes to our school and talks to the children about what they do and how important reading has been to them.
- Dates for these events are on the school annual planner in the staffroom and online. Our administrator organizes this programme. We expect classroom teachers to familiarise students with Duffy song prior to Duffy events. Students write a thankyou letter to our sponsor each year.

EDUCATION OUTSIDE THE CLASSROOM

All excursions must adhere to our outdoor education policies in School Docs.

Authorisation must be approved prior to planning stage. All necessary forms are available in School Docs online. Hard copy forms are available in planning folder in Health and PE section of central resource room.

All student caregivers sign an enrolment waiver for trips within a 5k radius of the school during school hours. We also have an annual surf waiver that includes a full risk disclosure to caregivers. Waivers are collected and stored by the office administrator. These excursions still require RAMS and approval prior to happening.

Forest Play: Our children can play in the forest when they have access to a supervising adult. If it is not a staff member it must be a vetted volunteer. Shoes must always be worn. The septic tank area is out of bounds and the hill down the back is out of bounds. Supervising teacher revisits boundaries when taking students over.

Orchard Play: Forest rules apply to orchard.

Out of Bounds Areas: Driveway, footpath next to driveway during school hours, sand dunes, behind the PE shed and office block. Road safety rules apply when crossing

driveway for swimming and orchard. The forest is accessed behind the carpark boundary fence, on the grass only.

PE Shed and equipment: The PE shed is only to be unlocked and locked by an adult. Children can request to use pieces of equipment that do not belong to a full class set. Full class sets are only for teachers to access for team skills and sport training. Any equipment used must be returned by student or teacher that got it out by the end of the school day. Students can help with this during pack-up duty time.

All sports gear is in the yellow shed by office. Yellow key is at front desk. All swimming gear is stored in the swimming sheds. All surf gear and gymnastics vault are stored in schoolhouse garage.

Accessing sport opportunities: We try to engage in as many events as possible. We are part of a coastal cluster that engages in interschool sports tournaments two to three times a year and the Patoka rural school cluster which holds a sporting event once a term. Staff wishing to be involved in these events can communicate this through regular staff meetings, email and in a timely manner in relation to the dates set on the annual planner. These events underpin staff planning in fitness and PE. See the principal for a list of contacts for events.

Our students access specialist coaching in three different codes of sport every year through Sport Hawkes Bay Kiwi Sport funding. The principal organises these codes and dates. All sessions are communicated through staff meeting email, annual plan and “go to” board.

Extra-Curricular Activity: All staff are encouraged to share their strengths with our students and any staff member or friend of the school wanting to lead an extra-curricular activity can do so by sharing a plan and negotiating start date with the principal. The size of our school allows us some flexibility, so any time is a good time to offer a new learning opportunity to our students. Some activities may require careful planning to build them in to existing programmes. All relevant health and safety procedures apply.

HEALTH EDUCATION/CURRICULUM CONSULTATION

Consultation is achieved through termly whānau hui, collection of parent voice during parent teacher interviews, day-to-day targeted interactions with the principal and paper surveys when necessary. See our school's curriculum document for health education and other curriculum statements. Hardcopy available at the office and in every classroom. Digital copy available on our website and in teacher shared folder in One cloud.

HOME LEARNING

Issued weekly in student homework books through pēke mahi kainga (homework bag). The format in which it is issued is at the classroom teachers' discretion.

IMPROVING EDUCATIONAL OUTCOMES FOR MĀORI

Mana Enhancement underpins our learning and teaching approach for all tamariki, kaimahi, Kaiako, whānau and manuhiri. The handbook for implementing Mana Enhancement and shared resource folder is available from the principal. Waimāramatanga (one of our main values) is an important part of our Māori students achieving success as Māori. Tikanga Māori, karakia, waiata and marae protocol (pepeha, waiata tautoko, paepae, atea) are built into our school day and practiced every morning. Staff, students and whanau meet at 9 till 9:15 every morning in Room 1 for this process.

Hui-a-Whakamana Tangata (Assembly for empowering others and enhancing mana)

Our school assembly is held at 9:05 on Thursday mornings. Our order of service is as follows:

- Karakia
- National Anthem (Haka version)
- Certificates - Children from last week nominate this week's certificate winners with our administrator before the bell goes in the morning. Children from last week award the certificates. Emphasis is on demonstration of learning skills, achievement or values in relation to the atua/kaitiaki of mana enhancement programme.
- Waiata

- Kaitiaki group points, each groups playground lucky tickets are counted, then the lucky draw with a drum roll.
- Points board, record points for kaitiaki group challenges, duty zones, lucky tickets and waiata.
- Waiata
- Kete tumeke lucky dip for children who earnt five rakau rawe in the previous week. Rakau are zeroed at the end of assembly and children finish with fitness.

Mihi Wahakatau: All new students and whānau are welcomed into our school with a mihi whakatau. Mihi whakatau is an informal powhiri but special greeting. If possible, we invite mana wahine to lead our karanga. If karanga is not possible we welcome on with waiata. Our manuhiri are seated and we proceed with speeches, hongi and a cup of tea for the adults in the staffroom while the tamariki show new children around the school. We mihi whakatau any new friends of the school and new students. Our neighbouring Kohanga Reo engages in this process as a special graduation for kohanga students transitioning to Waimārama School.

Kapa Haka: Our school participates every year in the annual Heretaunga Kapa Haka Festival and all staff and whanau are encouraged to attend waiata night at Waimārama marae on the first Monday evening of every month.

The expectations for all staff to use correct pronunciation of Te Reo Maori are clarified in our quality teaching matrix and job descriptions. This is supported by current staff capabilities.

Whānau Friday: Our transition to school programme is a bilingual afternoon with a heavy emphasis on Te Reo Māori development for students, staff and whanau. It is supported through our strong relationship with the Kohanga Reo.

Matariki: is a very important event for us and we have an annual Pyjama Party Sleepover and Matariki Big Breakfast to celebrate.

Fill your kete: Our school incentive system is based on the emotional piggy bank/fill your bucket analogy and modified to support Māori tikanga. Each child has a kete, they

can earn rakau rawe (awesome sticks) for demonstrating our school values. If they earn 5 in a week they can draw a prize out of our kete tumeke at our hui-a-whakamana tangata on Mana Mondays. In our class we have Tāne Mahuta overseeing our display for this, as the children learn about his attributes through the Māori creation story. Together we aspire to be strong decision makers with moral purpose and develop the skills we need to make great choices.

Mana Mondays: Monday afternoons are set aside for the mana enhancement of our spaces and our school environment, including the social/emotional, physical, indoor and outdoor environment.

Te Reo Māori: Our school is level 4b immersion. This means we teach at least three hours a week in Māori.

Kaitiaki Groups: Our kaitiaki groups are Maroro, Whai and Tuna. They are based on the three kaitiaki of Motu o Kura. This is a key pūrākau (story) for our children. Kaitiaki groups are based on the tuakana/teina concept with a range of children from different age groups who work together on different challenges to win points. Points are awarded for teamwork, inclusion, co-operation, positive communication etc. The winning kaitiaki group gets a special group reward at the end of the term. Points are awarded for team challenges, duty zones, lucky tickets, and waiata at hui.

LEARNING SUPPORT

All learning support referrals to external agencies are made by the principal. Staff are expected to act in the best interests of all students. Pastoral care is vital and any concerns around child well-being should be directed to the Principal who acts as the SENCO in our sole charge school.

Should you have a concern about a student's' behaviour, attitude, lack of work ethic, etc, then please do not leave it too long before something is done beyond the usual reminders and requests to students. All referrals must be supported with observation notes, incident reports and achievement data. All staff have a shared responsibility to ensure these are recorded.

IEPs are filed in the SENCO folder with principal in hard copy and digitally. IEPs are reviewed by teaching principal and external agency. They are shared during staff meetings, on a 1-1 basis with staff and whanau. Sharing information about students must adhere to school policy and current legislation.

Agencies that referrals can be made to include: RTLB, RTlit, RTM, Ministry Learning Support, Ministry Severe Behaviour Team, Stand, District Health Nurse, Hearing and Vision Specialist, Optometrist, Speech and Language therapist, Educational psychologist, Havelock North Dental Clinic, Spec Savers Behavioural Optometrist etc.

**Student dental care appointments are arranged by the Havelock North Dental Clinic through the school office.*

Children in Years 2-6 whose achievement in the core curriculum areas is two or more years behind their chronological age will be regarded as needing extra learning support.

Pupils who have the following specific types of behaviour may also be regarded as requiring extra learning support:

- Attention control
- Lack of independence
- Poor fine motor skills
- Inability to follow instructions
- Withdrawn/isolated
- Unpredictable/disruptive
- Obsessional
- Inappropriate peer behaviour – bullying or victim – aggressive behaviour
- Truancy/poor attendance
- Special medical conditions
- English as a second language pupils

Allocation of Resources – this will be done annually and reviewed term by term. Pupils with IEP, IBP or registered with outside agencies will usually be of high priority. See the principal for our current school point of contact.

RECOGNITION OF CULTURAL DIVERSITY

At least once a year our class uses a world event to inquire into other cultures.

Emphasis is on the specific cultures of our own whānau first then the exploration of the wider world. E.g. Rugby World Cup, Summer/Winter/Special Olympics, World Winter Games/Women's Rugby, and current affairs.

We celebrate designated international weeks and festivals for the respective cultures of our whānau and interests of our children.

RELIGIOUS INSTRUCTION/RELIGIOUS EDUCATION

We do not currently access religious instruction.

SCHOOL LIBRARY

All students can access the library at playtime when it is being supervised by our librarian. Books can be issued during class library time or playtime. Children may take 2 at a time. List of issued books is kept by librarian or classroom teacher during library time. No food in the library. No loud noise in the library. Only use the library with an adult. Children can play quiet board or card games, knuckle bones or do knitting in the library. A request to purchase new library books can be made with the principal via email.

Teachers are also encouraged to use the National Library Service. Go to www.natlib.govt.nz and click on 'For School Staff' on right hand side.

Our school library is open before 9am and we warmly welcome whānau to come in and enjoy a good book with tamariki. There are many to choose from our vast selection of quality titles. We also welcome volunteers to assist with storytelling and reading mileage for our student.



SPECIAL EVENTS

We have many special events that are scheduled to take place each year, they include...

The great Easter egg hunt

School swimming sports

Termly Whanau hui

Matariki Big Breakfast

Pyjama Party sleep over

School fun run

Pahi Pai

School Camp

End of year prize giving

AnP Show Day

Speech Competition

Fundraiser (Varies)

MATARIKI BIG BREAKFAST



NAG 2: STRATEGIC PLANNING

DOCUMENTATION AND SELF-REVIEW

All documented policies are available at www.schooldocs.co.nz This procedures handbook is also available online in School Docs. All templates relating to procedures are available from the office administrator or in the teacher shared one drive.

REPORTING TO PARENTS

- We deliver written reports twice a year, mid-year and end of year.
- Goal setting Parent/teacher interviews are held at the end of term 1 and then end of term 3.
- General school wide and policy review updates are reported to parents through whanau hui and whanau pānui.
- Reporting to the wider community is done through our community newsletter twice a term, after the first half of the term and after the second half of the term.
- All digital copies of student achievement reports must be forwarded to the principal for filing in office shared folder, in one drive. Hard copies are filed in student portfolios.
- Incident reports of a medium to major nature must be shared with whanau by the principal. See behaviour procedures in School Docs.

SCHOOL PLANNING AND REPORTING

- Long term planning is done collaboratively by teaching staff. All planning is shared with all staff in hard copy and digitally.
- Staff meetings are weekly online and once a week (on site 3 – 5pm for teachers) after school on Tuesdays. All staff are expected to read online agenda and contribute via email thread or “go to” board which can be found in the staffroom.
- All staff are expected to attend organised PD or school hui at least one day (date negotiated prior with staff) during the school holiday period.
- Teaching staff members are expected to attend after school or lunch time hui once a week.

- Agenda is comprised of What's working well, what could we do better, Gems, Puzzle of Practice, Health and Safety, Asset protection, what's on top, Reporting on significant observations and sometimes IEPs.
- Teacher planning is expected to be shared with the principal the day prior to in-class delivery.

School-wide Strategic planning is done at the end of the year in with the board in our November meeting and end of year student achievement data is reported on in the final December board meeting for the year. School data collection aligns with this schedule.

NAG 3: PERSONNEL

APPOINTMENT PROCEDURE

Support staff appointments are subject to change and often rely on external funding, outside of the normal school funding from the Ministry of Education. Therefore, many teacher aide contracts are short term, fixed term and for a specific need to be met.

APPRAISAL OF STAFF AND PERFORMANCE MANAGEMENT

The principal has the delegated responsibility for the implementation of the appraisal policy.

- Our appraisal schedule is accessible to all staff in a shared Google folder. All staff are given access to self-review templates that align with their job descriptions through shared Google Docs. Specific dates are dependent on availability of staff in a sole charge setting and negotiated at the beginning of each term.
- All staff are expected to self-reflect on their performance against the school values, personalised job descriptions and initial goals set. The principal is available periodically throughout the year to assist with the use of these tools. Support staff are given release time from their regular tasks to achieve this professional level of self-review.
- Open to learning conversations are initiated after 5-minute walk throughs and classroom observations.
- Professional Development, teacher inquiry and professional goals will align with school targets, charter and Waimārama Quality Teaching Matrix.

- Staff members appraisal cycle will coincide with their start date.
- Reports on the implementation of staff appraisal will be provided to the Board by the principal and will be of a general nature to facilitate funding and to give an account of the quality of staffing.
- All documents are confidential to the person being appraised and his/her appraiser. Information that is no longer relevant to the appraisal will be destroyed.
- All teaching staff will receive a final report for the end of appraisal cycle each year.

APPRAISAL OF THE PRINCIPAL

The appraisal of the principal is the responsibility of the Board and subject to a separate policy statement.

COMPLAINTS

Parent complaint about a student, system, incident or another parent: Refer them to the classroom teacher involved. Complaint not resolved...

Refer complaint to the principal. Complaint not resolved...

Refer to the Board of Trustees.

- The principal must always be informed of all complaints, informal and formal.
- See School Docs for an easy-to-follow, detailed flow chart about our concerns and complaints procedure.

EMPLOYER RESPONSIBILITY

Staff Induction Includes...

- Health and Safety Tour of Grounds
- Introduction of Procedures Handbook
- Digital Access to School Google Account
- Ability to access all timetables, planning, schedules and relevant information about students that is appropriate to their role.

Staff induction is led by the school principal.

Internal Communications include...

- Google Docs
- Relevant Emails

- Staff weekly email
- Google Calendar (Administrator and BoT Chair Access to Principal Calendar only)
- Google Drive
- Staffroom “Go-To” Whiteboard
- Staffroom Annual Planner
- Staff Pigeonholes
- Hui-a-Whakamana Tangata (Whole School Assembly)
- Once weekly support staff briefing (Tuesday Interval).
- Once weekly teaching staff meeting (Tuesday after school until 5)
- Urgent Messages will be delivered by the Office administrator directly to the person concerned or contact will be made through staff cell phones.

It is expected that all staff members are responsible for checking these daily. It is vitally important for all staff (and students as appropriate) to be aware of all activities, news, announcements which affect the smooth running of the school. Schools are dynamic places.

External Communications Include...

- School Website
- Facebook
- Emails
- Whanau Pānui (School Newsletters)
- Class Newsletters in Pukapuka Mahi Kainga (Homework Book)
- Consultation Meetings
- Letters (sighted and approved by Principal)
- Word of mouth

Everything we say and do can have an impact on our school’s growth. It is expected that all staff self-check, “Are my words and actions empowering and enhancing the mana of our school?” “Am I adhering to the Waimārama School Code of Conduct?”

Community Newsletter

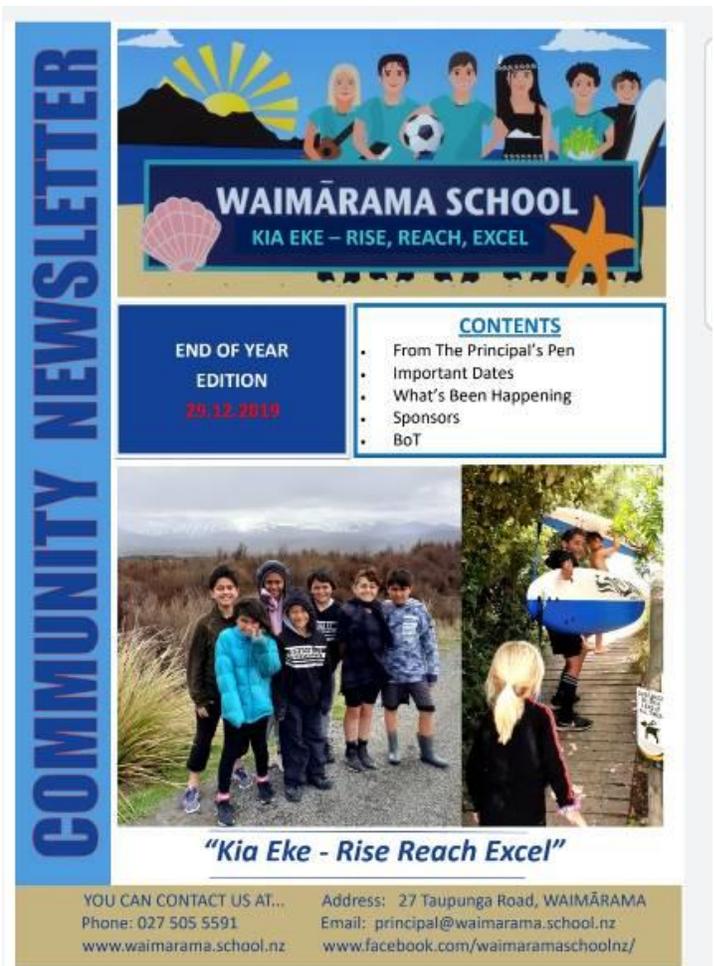
This is a special publication that is a promotional, community engaging, relationship building and celebratory tool for the school. It is issued twice a term. Once issue goes

out after week 5 and one issue goes out after week 10. All staff are expected to collect action photos and photos of quality work samples to contribute to the newsletter. Images must be shared in the current staff shared folder 'School photos' in Google Drive. Photos must be shared in an orderly way, e.g. if you have several pertaining to the same event or theme, place them in the corresponding folder. The principal and office administrator collaborate on this publisher document.

All external communication must be checked for spelling and grammar by a peer. Teachers to be responsible for this process. All communications with whanau must be shared with the principal (class newsletters, permission letters, organisational / trip letters, memos) before sharing with whanau. The office gets a copy of all letters sent out to the community (including student homework sheets). Communication around behaviour must be shared with the principal or classroom teacher.

Professional Development Includes:

- Alignment with charter targets
- Alignment with school values
- Alignment with identified needs and goals through appraisal system
- Alignment with individual students needs
- Team building
- Health and wellbeing/Stress management



PLAYGROUND SUPERVISION

The playground must always be supervised by at least one adult.

- Building equipment must stay at the building station.
- Mud and mud creations must stay at the mud kitchens.
- Wheels must be parked on the rack when they are not in use. There is a 3-strikes-you're-out system with wheels rules. Students who get three strikes for breaking the wheels rules lose their wheels licence for a whole school day and can only regain it by applying to the school administration for a new licence. (See also property section under Nag 4).
- The two-story fort is just for juniors.
- The hexagon sandpit is for seniors and the diamond sandpit is for juniors.
- The adventure playground is for all students.
- We use a booking system on a white board with an I-pad timer for any equipment that must be shared by turn taking. The time is ten minutes.
- Our first response to any child requesting assistance for equipment or social reasons is to support. Be present, seek more information and assist.
- All staff on duty give out lucky tickets for children showing the school values and atua/kaitiaki virtues in the playground, inclusion, friendliness, patience, communication, kindness, support, integrity, persistence, etc. Children who are demonstrating whakamana tangata. Enabling and empowering others to kia eke, rise, reach, excel.
- Lucky ticket page master is available at the office. Please colour print tickets to correspond with focus of the term.
- Classroom teachers and in-class support staff are expected to take their scheduled breaks, it is vital for the smooth running of the school and maintain well-being. If you have not had a break, please communicate this with the principal. A duty roster is shared digitally at the start of each term and available for viewing on the staff "Go-To" board in the staffroom.
- 5-minute reminder and 1 minute reminder is issued before bell is rung to indicate kai time.
- Wet Day Duty happens inside. The duty teacher will notify students of inside or outside play.
- Inside resources can be used outside on the deck or in the shade house at the discretion of the adult on duty.

POLICE VETTING FOR NON-TEACHERS

All volunteers working onsite with students or in school hours are police vetted. Our school administrator handles the administration and monitoring of this. All police vets are filed with the principal.

PROTECTED DISCLOSURE

The principal is the school's disclosure officer and the procedure for making a protected disclosure is available on School Docs, under the protected disclosure policy.

PROVISIONALLY CERTIFICATED TEACHERS (PCTS)

The same initial process will be carried out as for experienced teachers with the addition of the following:

- The appointment of a tutor teacher
- The appointment of a 0.2 release teacher if applicable
- The tutor teacher will, in consultation with the teacher, develop a programme of professional development for the year. This will include:
 - Weekly meetings
 - Goal setting
 - Weekly view of planning
 - Lesson observations
 - Observing other teachers in action
 - Enrolment in PRT courses

SALARY UNITS/MANAGEMENT ALLOWANCES

Staffing incentive allowance available for full time teachers.



SCHOOL STAFFING

Teaching Principal, 1.0

Classroom Release Teacher Allowance, 0.3

In-class support Teacher Aide, Part-time

School Administrator, Part-time, 5 days a week

Casual Caretaker

Contracted Grounds Person

School Cleaner

Delegated staff responsibilities are allocated at the start of every year and shared with staff through their performance appraisal process, staff hui, "Go-To" board, and G-mail.



STAFF LEAVE AND ABSENCE

- *Teachers who are unable to attend school because of illness are asked to notify the principal as soon as possible.*
- *It is preferable that staff make contact the night before, no later than 9.00 pm or by 6.00 am.*
- *If teachers are still unable to attend the next day, they are asked to ring the school by 2.30 pm so that the same reliever may be employed, if possible.*
- *On the Third Day (Fifth day for teachers- in line with NZEI employment conditions) of absence Staff must supply the Principal with a medical certificate.*
- *If a Staff member wishes to take leave, they need to fill out a Leave Form (available at the office) and give this to the Principal. The Principal will then decide on whether leave will be granted.*
- *Leave will be granted in accordance with the appropriate employment contracts and at the discretion of the Principal in line with school policy.*
- *All forms for requests of leave or variation of hours are available from our school administrator. All requests for leave or variation to hours must be submitted in writing.*

TIMETABLE

All timetables are made in Google Sheets. All staff have access to classroom weekly timetable, long term plan, and support staff schedule in Google Drive and Gmail. All staff have access to annual timetable in staff room, student rotation schedule on class

board and printed planning on the “go to” board in the staff room. Timetable for specialist sport coaching is organised closer to term dates. Weekly notifications for staff are done prior to the coming week through email. All staff are expected to check inbox regularly and important notifications are transferred to the staff whiteboards regularly.

NAG 4: FINANCES

10 YEAR PROPERTY PLAN (10 YPP)

Staff participation in Health and Safety Procedures contributes to the planning for property compliance, maintenance and development. Staff voice is also collected in the preparation stage for wish list/improved learning spaces through staff meetings prior to planning.

FINANCE AND PROPERTY MANAGEMENT

Finance...

- No cash is held at school.
- Camps must be authorised by Board of Trustees and within school budget.
- Fundraising can occur at any time but must only come under the school name after seeking principal authorisation and purposes must align with school priorities outlined in charter, e.g. funding camp, trips, better learning equipment, enhanced learning spaces, etc.
- Request for authorization to fundraise for school must be in writing and response from principal must be in writing.
- Funds raised can be deposited directly into school bank account.
- All teacher purchases and reimbursement claims must be authorised by principal prior to purchase. An order form must be filled out and signed by the principal. If staff then use their own money to purchase goods, a reimbursement form must then be filled out and receipts attached for Principal to sign. These forms must be signed within a month of purchase. All forms available at the office.
- Stationery is charged for in full and invoices are sent home at the beginning of every school year. If a student needs to replace their stationery a request must be sent home for a fee to purchase the item. No payment, no replacement. We

have plenty of reusable paper to make do. Reminder invoices are sent periodically during the term by the office.

- Resourcing of fixed-term support staff reviewed at the end of every year.

SUE (Staff Usage and Expenditure)

SUE reports are printed by the school administrator and checked and signed off by the principal.

Any queries about pay can be directed to the office administrator or the principal.

Property...

- All staff and students are responsible for helping **keep the property clean, tidy and safe.**
- **Working alone** in school buildings outside of contracted hours must be authorised by the Principal via email or text. Arranged work in school buildings outside of contracted hours can proceed after receiving written confirmation from the principal via text or email.
- We have a texting in and out system. All staff must text the principal when they arrive and text again when they leave.
- You must **lock the door** from the inside of the building you are working in.
- Last person in school buildings is responsible for **checking that all exit and entry points are locked, heaters, appliances and lights are switched off. Set the alarm when exiting the school.**
- **Visitors** inside the school buildings outside of school hours must be authorised by the principal via email or text.
- **Lost property** is in a box in each class. It is displayed twice a term.
- Lost property is donated to thrift stores if it is not collected by the start of each school holiday period. Whanau are notified of this often prior to the start of the school holidays.
- **Resources:** All reading, writing, maths, and other curriculum resources are in the central resource space between the two classrooms. All games and performing arts resources are in the teacher cupboard in Room 1. All art supplies are in the blue and red cupboards in Room 1. All Big Books are located on the skinny shelves in the blue cupboard in room 1. All stationery, paper, uniforms, bulky

office equipment, 'Kids Can' supplies are in the resource room between the staffroom and the laundry.

- **Wheels:** Our students are free to ride their bikes, scooters, skateboards, school long boards, roller skates, and roller blades on any day of the week. They must have a helmet and shoes on. We have clearly defined zones for wheels and all wheelers need to share half the courts if other students want to play ball, tennis or skipping. If a teacher or a coach needs the whole court, students on wheels must take a break and choose something else to play. We have a 3 strikes and you lose your licence rule. You get stood down from riding wheels for a day and must re-sit your wheels licence if you want to ride again. Any wheels left in the wrong place get put away in the principal's office until the end of the week. All wheels must be stacked on the bike rack on the other side of the courts when not in use. School longboards and bikes must be booked on the whiteboard with a ten-minute turn period. Wheels licence applications are kept at the office.

School property is a dynamic place with constant changes, furniture being moved, equipment being rotated, documents being printed and shifted. To keep everyone safe, communication is key.



NAG 5: HEALTH, SAFETY AND WELFARE

ABUSE RECOGNITION AND REPORTING

See procedure in School Docs under Health Safety and Welfare Policy.

ALCOHOL, DRUGS, AND OTHER HARMFUL SUBSTANCES

Our school does not currently host any event that would include the consumption of alcohol on school property. See surrender and retention of property procedure in case of suspected possession of any of these substances.

Any prescription medication must be kept in a lockable cupboard and any non-prescription medication must be confiscated immediately. See procedure for Surrender and retention of property and searches.

We are a smoke-free compliant school and notify whanau and visitors to the school that our smoke free policy applies to them also while they are on school grounds or helping on school trips.

BEHAVIOUR MANAGEMENT

See full behaviour management procedures attached or in School Docs. Any staff member involved with managing medium to major student behaviour must fill out a behaviour incident form, inform the principal and file the form with our administrator who enters this data into MUSAC (our student management system).

CHILD PROTECTION

All staff must follow our child protection procedures which can be found online in School Docs.

Basic procedure:

- If a child is in danger or unsafe, act to secure their immediate safety.*
- Listen to the child and reassure them, but do not make promises or commitments you cannot keep.*
- Write down what the child says.*
- Do not formally interview the child.*
- Inform the principal immediately.*
- Principal to make notification to CYPS or the police. Await further contact before taking action.*
- Get support for yourself from appropriate persons if needed.*

All staff are expected to be familiar with full protected child procedures. Termly revisit of these procedures are held at staff hui.

DIGITAL TECHNOLOGY AND CYBERSAFETY

Each teacher is supplied a school laptop. All senior students are assigned a school laptop. All middle and junior students are assigned an I-pad.

All other digital equipment must be logged out at the office with the principal, including projector, digital camera, spare I-pad, speakers, stereo, etc.

Every student has access to quality apps that support the existing learning programmes and enhance their achievement in reading, writing and maths. ICT is also used as an inquiry tool and communication platform for a remote teacher to upskill our seniors in Microsoft 365.

Parents sign a cyber safety agreement with their child through our school enrolment pack and a waiver for images of their child being posted online. All staff are made aware of unsigned waivers through staff meetings and email memos. This can be checked with the school administrator.

Our school website is built by Cabu and training is available for senior students to upload files to their classroom page.

Staff must comply with our school policy and staff code of conduct when using digital technology. They are for school and professional purposes. School machines are not for personal use. Google sharing must only be with secure accounts. The school Wi-Fi password must not be shared with others not employed by the school. A guest Wi-Fi password is available, and our school Wi-Fi password is changed annually as a security precaution.

In the event of loss or damage being caused or occurring when in the staff member's care away from school, that staff member will be held liable to cover any excess charge applicable to the school's insurance cover.

Lap-top users are to respect the copyright on software, music, images, text etc., by not making unauthorized copies of copyrighted material or loading unauthorized copies of copyrighted material onto your lap-top.

YouTube and Safari are blocked on all junior devices. Security settings against undesirable content must be kept high. Any incidents of students breaching our cyber safety contract are referred to the principal and handled through our behavior management procedures. From time-to-time this will result in a student losing device privileges for a short period. It is expected that the classroom teacher arranges for them to complete classroom tasks without digital support.

EMERGENCY PLANNING AND PROCEDURES

- See School Docs, 'Emergency Planning and Procedures' and scroll to the bottom of the page for a comprehensive list of thorough emergency procedures.
- Our school evacuation point is the grass area near the waka mural at the corner of the sports courts.
- All buildings in the school have a full print out of all emergency procedures (including lockdown which is not available online) in a blue clear file beside the front door.
- All staff are expected to familiarise them-selves with these procedures.
- DO NOT REMOVE THE FOLDER. PLEASE SEE THE FRONT OFFICE IF IT IS MISSING.
- All emergency procedures are practiced once a term and a record is kept by the office administrator.

EVACUATION PROCEDURE/EMERGENCY KIT

Our office administrator monitors and restocks all first aid kits. There is an emergency kit in the administrators bottom cupboard and one in the lock down room. They contain:

- a first aid kit,
- a property map including power,
- gas and water mains,
- evacuation sites at school and in the community,
- school keys,

- staff list with next of kin details and
- student list,
- radio with fresh pack of batteries,
- torch with fresh pack of batteries,
- dust masks,
- snacks

These kits are NOT for First Aide and are only to be used in an EMERGENCY

FOOD

'Kids Can': We are a 'Kids Can' school. Our children access a variety of food sponsored by suppliers making it free to the school. All food is always made available to students and they understand that they can self-manage how much of it they eat. This process is revisited several times a term. Teachers can give permission to students to stick up the class basket of snacks. Hot lunches are offered in bulk lots and cooked up in whole school batches twice a week in terms 2 and 3.

Breakfast Club: We have a breakfast club that is set up every morning with Weet-Bix, milk and fruit. A student breakfast monitor does this.

Milk in schools: Our children have access to a carton of milk a day. The fridge is in the classroom and a student milk monitor distributes it daily. Cartons get folded for recycling in the little blue wheelie bin.

Fruit in schools: We have fresh fruit delivered to our school once a week. This fruit is always made available to students.

Heating up lunch from home: Senior students are responsible for this. The microwave and kettle are available in the classroom. Cutlery and plates are available in the classroom and placed in big kitchen bowl to be returned to office in one trip. Senior students prepare their own food and reheated leftovers. They are expected to help junior students with their lunch.

Eating time at school: Children must be seated under the shade house or on the veranda. They must take their own rubbish back home in their lunch box, including 'Kids Can' rubbish so their whanau can see what they have eaten at school. Everyone remains seated for approximately three songs. There are some junior students that need a little longer. They have the support of a teacher aide to help them focus on eating their kai.

Brainfood: Is always made available in the class, there is just one rule, students must sit at the brain food station if they are having a snack.

All staff are expected to adhere to the duty roster to ensure effective monitoring of food intake is happening for students, especially those with dietary requirements.

Bought Lunches

On Friday lunch orders are available, thanks to Waimārama Store. Order forms are available from the office, and need to be at the office before 9am, with money enclosed. The lucky ticket winner from Thursday morning assembly gets to choose a bought lunch on Friday.

HARASSMENT

See School Docs for full Harassment Complaints Procedure.

MEDICINES, MINOR/MODERATE INJURY OR ILLNESS

Medicine

Children with medical conditions are listed in the medical register in the office. These are also shared in weekly staff emails and at staff hui.

We expect all staff to be familiar with students who have medical conditions and allergies. All staff are expected to familiarise themselves with the medical list of students who have medical needs.

Prescription medication from home must be stored in a lockable cupboard at the school. Parents are to be reminded twice a year about updating their child's medical records.

For children with severe allergies/medical needs, their condition and treatment will be posted on the staffroom wall. They must complete a medication administration consent form for our records at school.

Staff who administer a student's medication must record it on the accident, injury/medicine, behaviour incident report form in the office. The form must be given to our administrator for digital entry and filing.

Minor/Moderate Injury

Go to the sick bay (couch in the staffroom) for attention. First aid certified staff member deals with incident and records it on an accident, injury/medicine, behaviour incident form. This is given to our office administrator for digital entry and filing.

Appropriate first aid equipment is available in medical cupboard and big red first aid kit. Use gloves when treating students. Only use paper towels to wrap icepacks from

freezer. Dispose of paper towels immediately after use. DO NOT use kitchen linen during treatment of students.

Medical kits are available for class trips. See office administrator to issue. Please inform administrator if supplies are low.

Serious Injury or Illness

Follow emergency procedures.

Phone home as soon as possible.

Complete an accident, injury/medicine, behaviour incident report form in the office.

All staff are expected to follow up with the appropriate paperwork if they treated the child. All staff who sustain an injury during the school day or while performing school duties must fill in an accident, injury and medicine form for the office also.

Inform the principal of any notifiable incident as these must be reported to the Board of Trustees and put in our hazard register immediately. See School Docs for a list of examples.

PHYSICAL RESTRAINT

Waimārama School has procedures in place for managing student behaviour and guidelines around the care and management of students. The key point is to safeguard the well-being of students, staff, and others whenever behaviour management issues arise.

- All staff have been made aware of guidelines around restraint and specifically asked not to restrain or obstruct a child from moving freely unless another person is in imminent danger. The principal must be informed of incidents that have involved physical restraint immediately.
- Incidents are to be recorded in MUSAC as soon as practicably possible after the event by the staff member involved.
- Teaching staff are trained in non-violent crisis intervention, PB4L strategies and IYT strategies to reduce incidents.
- All staff use preventative and de-escalation techniques (see the Ministry of Education guidelines referenced below) if a student's behaviour is becoming out of control and/or poses a danger to themselves or others. The other students can be removed from the situation which may calm the student down.

- School behaviour management procedures must be followed leading up to, during and after an incident. See appendix 5
- However, in an emergency situation, it may be necessary to use physical restraint. This is a serious intervention and only used when there is 'imminent danger of physical injury' of other students, staff, themselves, or others. It may be necessary to move people out of the area to de-escalate the situation and keep them safe. In some cases, it may be necessary to involve the Police.
- If physical restraint is warranted, the level of restraint should be proportional to the level of risk the student or their behaviour poses and should end as soon as the safety of everyone involved is assured. Ideally, physical restraint should only be applied by staff trained in its safe use.
- It is important to monitor the student, and the person who applied the physical restraint for signs of distress or shock in the aftermath of the incident.
- The school holds a debrief after the incident, examining the events leading up to it, the interventions used, and what could have been done differently.
- An Incident of Physical Restraint Form is to be completed and given to the Principal, who will notify MOE using their approved format. The Board is notified of any incident involving physical restraint at the next available BOT meeting or earlier if deemed by the Principal to be the correct course of action.
- Parents/caregivers whose child was involved in the incident should be notified on the same day, as soon as practically possible. They should be invited to offer suggestions to avoid the use of restraint in the management of their child's behaviour. Any complaints from parents should be dealt with through the school's complaints process, and the Ministry of Education or School Trustees contacted for advice, if necessary.
- Students with high-risk behaviours should have an Individual Behaviour Plan in place. Key staff members and parents/caregivers are involved in the development of the plan. All staff working with the student are fully briefed on the agreed protocols in the plan, and all staff are made aware that there is an Individual Behaviour Plan in place for the student through the IEP section of our staff meetings.

- The principal is the delegate who monitors the use of physical restraint and collates information about any incidents. The principal shares this information with the board through the Principal's Report at Board meetings (in a public-excluded session).

Related Documents

- *Guidance for New Zealand Schools on Behaviour Management to Minimise Physical Restraint. (Ministry of Education – Oct 2016)*
- *Child Protection Policy*
- *Stand-downs, Suspensions and Exclusions Policy*
- *Complaints Policy*
- *Health and Safety Policy*
- *Education Act 1989*
- *MOE Incident of Physical Restraint Form*

RISK MANAGEMENT

Risk assessment and management is the duty of all staff and we partake in an end of term check of all 6 property areas at our end of term hui. We rotate areas and record new findings on the summary sheet. Existing checklists are also updated. Hardcopy returned to the office for school administrator/Board of Trustees health and safety officer to record digitally in schools full hazard register.

The principal does a morning scan and liaises with the school caretaker on immediate repairs or risks that need tending to. Record of these completed jobs are also in the caretaker's notebook.

SEPARATED PARENTS, DAY-TO-DAY CARE, & GUARDIANSHIP

- *Please endeavour to be aware of the home situation of your students.*
- *The parent must have a copy of the custody orders, where access is denied to one party, in the office/principal file for us to act on it.*
- *Any problems around care arrangements for a child are to be dealt with by the principal.*
- *Both parents are entitled to copies of pupil reports.*

- All staff are supplied with a confidential list of children with these types of orders.

Non-custodial Parents

Non-custodial parents must not have any contact with children at school or be given any information about children, written or verbally, without the school directly contacting the custodial parent first or having had prior permission from the custodial parent.

On no account may a non-custodial parent remove a child from the school grounds for any purpose without the custodial parent's permission.

Staff should be made aware of any potential problems in this area as they arise.

SUN PROTECTION

School hats are for sale at the beginning of term 1 and term 4. They are itemised on our stationery list. Hats are compulsory during outdoors time in term 1 and 4. Any child not wearing a hat is asked to play in one of the shaded areas, this is the adventure playground, under the trees or under the shade house by the office.

SURRENDER & RETENTION OF PROPERTY AND SEARCHES

- Whanau are made aware of unpermitted items through whanau pānui, Facebook memos, enrolment pack and whanau handbook.
- The principal is the only authorised staff member for surrender and retention of property, and searches. This process is only done in accordance with the Ministry of Education Guidelines.
- Students are prohibited from bringing the following items to school: cell phones, fizzy drink, lollies, chocolate, cigarettes, lighters, matches, aerosol cans, bb guns, knives, personal music devices. Basically, anything that is likely to endanger the safety of others, likely to detrimentally effect the learning environment, or harmful (poses an immediate threat to the physical or emotional safety of any person.)
- Staff, whanau, students or visitors to the school should immediately notify the principal of any items. Removal of these items is recorded as an incident in MUSAC.

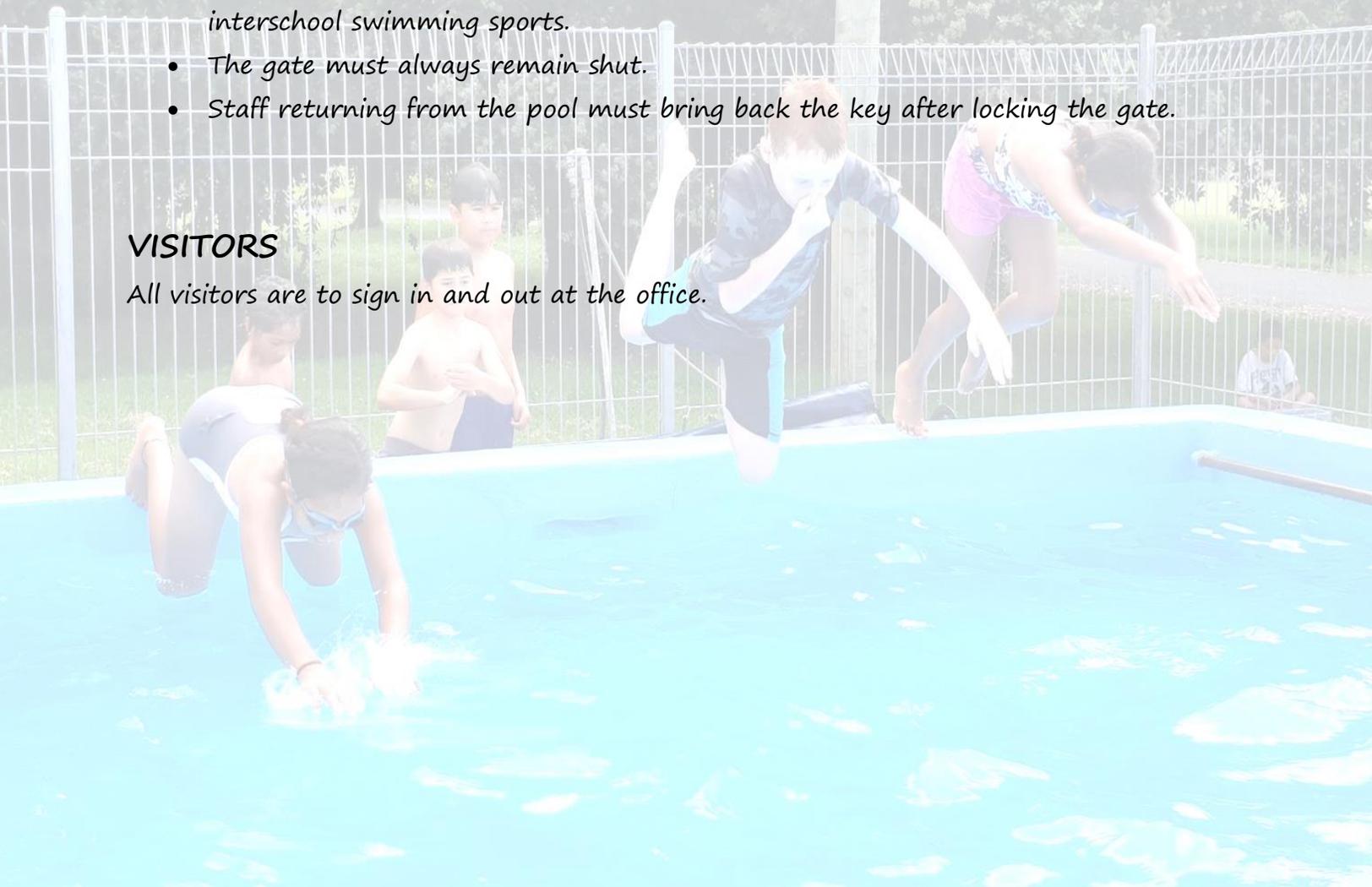
SWIMMING POOL

Maintained by Swimming Pool Caretaker and Principal. Water quality testing carried out by principal.

- This is open for instruction during Terms 1 and 4, depending on the weather and temperature of the pool. Key is in office beside computer – dark blue tag.
- Children to change in toilet areas by Room 2 before walking over with staff member.
- Lunchtime swims will be available. All children will always be supervised.
- No children can swim if they have sores, etc.
- Togs and towel are expected to be brought to school every day during swimming.
- Term 4 is a review of Term 1s achievement and establishing water confidence through tuakana/teina shared swims.
- In Term 1 students access rostered lessons in age and stage appropriate groups to improve swimming capabilities in preparation for school swimming sports and interschool swimming sports.
- The gate must always remain shut.
- Staff returning from the pool must bring back the key after locking the gate.

VISITORS

All visitors are to sign in and out at the office.



NAG 6: GENERAL LEGISLATION

LEGISLATION AND ADMINISTRATION

School Hours

8.15 am	School grounds open
8.30 am	Staff in class
9.00am – 10:30 am	Class Time
10:30am – 11:00 am	Kai Time and Free Play
11:00 am – 12:30 pm	Class Time
12:30pm – 1:30 pm	Kai Time and Free Play
1:30pm – 2:45 pm	Class Time
2:45 pm	Home Time

LENGTH OF SCHOOL YEAR

As per legislation. Term dates are available on the school annual planner in the staffroom, in whānau pānui, in the community newsletter, in homework books, on the school website and on our Facebook page.

PRIVACY

Information about students must always be kept in a secure manner. All raw samples of student achievement data must be filed with students in student portfolios when staff have finished collating information for reporting purposes. Student portfolios kept in a safe place by classroom teacher and used with students for self and peer-assessment. Student lists of data must always be kept private and secure. Lockable locations for data are in the office and the principal office. Digital sharing of private information e.g. IEP's Appraisal documents must not be forwarded to any user outside of our school Google or Microsoft 365 account unless authorised by the principal.

All staff are expected to familiarise themselves with the code of conduct they signed with their employment agreement. Other legislation that applies to student and staff confidentiality:

Privacy Act 1993, Official Information Act 1982, Education Act 1989, Oranga Tamariki Act 1989. School Docs also has further information on privacy guidelines for schools.

STUDENT ATTENDANCE

We are part of the everyday counts initiative which monitors our school attendance records and collates our attendance data. Any staff member that has concerns about a student's attendance must communicate this directly to the principal.

Student Absence

Teachers are expected to take a roll call in MUSAC or in the EDGE app at 9am and 1:30pm every day. They may select a code from the drop-down menu. Our office administrator checks the roll at 9:15 and corrects any codes, contacts whānau, records voice messages/reasons for absence in MUSAC. The afternoon rolls are checked at 9 the following morning by the office administrator. All coded absences are as per ministry guidelines. All communication around absence or late attendance is done immediately.

NAG 7: SCHOOL CHARTER

All staff are expected to become familiar with the school charter. It is shared at the beginning of every school year and made accessible in hard copy and digitally to all staff in the admin block, attached to this document, in School Docs and on our school website. Any changes to the charter are made at a board level. Staff have opportunities to contribute ideas for these changes through staff hui, attending whanau hui, surveys, PMIs and being actively engaged in BoT communication in the community newsletters. See below for our current Board of Trustees.

WAIMĀRAMA SCHOOL BOARD OF TRUSTEES 2019		
Mike Willing Board Chairperson 2019	Helen Moanaroa Parent Representative	Krissy Shadbolt Treasurer
Ed Hema Parent Representative/ Property Officer	Cheyenne Lambert Staff Representative/ Health and Safety Officer	Esther Geerlings Tumuaki / Principal

NAG 8: ANALYSIS OF VARIANCE

This is a large body of work prepared by the principal using data collection over the course of the year. All staff are expected to submit requested data by the due dates to ensure this document can be collated and shared with the Board of Trustees. The schedule for collecting data is shared with staff in staff hui, Gmail, and attached to this document. The schedule is set to coincide with student achievement reports and documentation expected by the Board of Trustees.

Supporting Documents Section

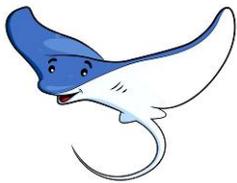
(Also found online)

1. *Student Code of Conduct*
2. *Appraisal Schedule*
3. *Assessment and Reporting Schedule*
4. *School Behaviour Management Procedures*
5. *School Concerns or Complaints Flowchart*
6. *School Charter*
7. *Accident, Injury/Medicine, Behavioural Incident Form*
8. *Incident of Physical Restraint Form*
9. *Report Templates*

Waimārama School Student Code of Conduct

WHAKAMANA TANGATA

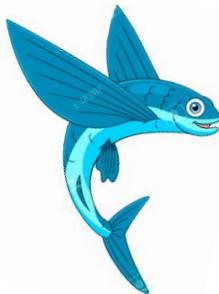
*Empower each other to be the best
we can possibly be.*



Rise up to challenges.



Reach for our dreams.



Achieve Excellence.

KIA EKE – RISE REACH EXCEL

Appraisal Cycle for Waimārama School Teachers and Support Staff

TERM 1

- Job description reviewed for relevance
- Goals for performance discussed and agreed
- Professional development and support agreed – see sample format
- Sign off and file in personnel file (copy to employee)
- Classroom observation for teachers- feedback/forward/ next step notes agreed and linked to Our Code- Our Standards
- 5-minute walkthrough completed at least once. Feedback linked to agreed goals.

TERM 2

- Self- assessment against key values/ competencies/ key tasks (by end of term 2) format provided
- As appropriate to position, collect evidence and notes to meet standards, goals or key tasks of position
- Classroom observation for teachers- feedback/forward/ next step notes agreed and linked to Our Code- Our Standards
- 5-minute walkthrough completed at least once. Feedback linked to agreed goals.

TERM 3

- Mid cycle appraisal interview (with principal)
- Progress towards goals documented, evidence sighted
- Classroom observation for teachers- feedback/forward/ next step notes / linked to Our Code- Our Standards
- 5-minute walkthrough completed at least once. Feedback linked to agreed goals.

TERM 4

- Final Classroom observation mid- term feedback/forward/ next step notes / linked to Our Code- Our Standards
- Final appraisal interview self-assessment and evaluation of goals
- Appraisal sign off summary report for teachers to Teachers' council
- Summary report / notes agreed and signed off
- [Teachers' Council expectations for Appraisal for teachers](#)
- **Your Appraisal documentation is accessible in your shared folder in Google drive.**

Assessment and Reporting Schedule for Student Achievement and Wellbeing at Waimārama School

Type of Assessment undertaken		Dates for Reporting to Board Meetings	
		Core – Literacy/ Numeracy	Other Curriculum areas
Term 1	<p>School Entry NEs Baseline Writing sample Recount Running records (PM Seen text Y1,2&3) PM Benchmarks (Y4 - 6) JAMs and Gloss Strand pre and post Schonell Spelling and Basic Facts Health and PE and AKO INQUIRY anecdotal notes Student Self-assessment and co-constructed Goal Setting Whanau Learning Conversations and written record of progress.</p>	<p>By the End of Feb Baseline Reading, Writing and numeracy levels against curriculum progression expectation.</p> <p>1 maths strand assessed Recount writing assessed</p>	<p>Key competencies Goal reflection/Goal setting</p> <p>Health and PE: Swimming/Surfing/Beach Ed Family health</p> <p>Camp (seniors) and trip (Juniors) inquiry: Teacher led Goal setting Te Reo</p>
Term 2	<p>Writing Sample Snapshot Genre variance Running records (PM Seen text Y1,2 & 3) PROBE (Y4 - 6) JAM snap shots Gloss Snap shots Strand pre and post Schonell Spelling and Basic facts STEAM and AKO INQUIRY anecdotal notes Student Self-assessment and co-constructed Goal setting Whanau Hui for progress report to school community on students as whole group etc (See Nag 2, d.)</p>	<p>By the start of July End of Term 2 achievement data in Reading, Writing, Numeracy. 1 Maths strand Assessed 1 other writing genre assessed.</p>	<p>Goal reflection/Goal setting</p> <p>Health and PE: Winter sports. Spiritual Health (Bully free NZ)</p> <p>STEAM inquiry: Teacher/Student Led Te Reo</p>
Term 3	<p>Writing Sample Recount Running records (PM Seen text Y1&2) PM Benchmarks (Y4 - 6) JAM snap shots Gloss Snap shots Strand pre and post Schonell Spelling and Basic facts Health and PE and AKO INQUIRY anecdotal notes Student self-assessment and co-constructed Goal setting Whanau Learning Conversations and written record of progress.</p>	<p>By mid-September End of Term 3 achievement data in reading, writing, numeracy. 1 maths strand assessed. 1 recount writing assessed</p>	<p>Goal reflection/Goal setting</p> <p>Health and PE: Fitness, endurance, cross-country, Fun Run. Mental health (mindfulness) STEAM inquiry: Performing arts/Animal kingdom: Student led Blossom festival end of term Kapa Haka training Te Reo</p>
Term 4	<p>Writing sample EOY Running records (PM Seen text Y1&2) Probe (Y4 - 6) JAM snap shots Gloss Snap shots Strand pre and post Schonell Spelling and Basic facts STEAM and AKO INQUIRY anecdotal notes Student self-assessment summary EOY written progress report.</p>	<p>Before Mid-December End of Term 4 achievement data in reading, writing, numeracy. 1 Maths strand assessed. 1 other writing genre assessed.</p>	<p>Goal reflection/Goal setting</p> <p>Health and PE: Athletics Physical health A&P show. Kapa Haka Festival Finalising self-assessments, portfolios, peer-assessments, goal reflection, report writing.</p>

