

## ADMINISTRATION TEAM TERMS OF REFERENCE

**TEAM MEMBERS: Team Leader :** **Other Members :**

**NB** *Chairperson and Principal ex officio on all teams*

**TEAM MEETING TIMES:** As required

**Responsible for:** *National Administration Guideline (NAG) 2(a,b), 2A(b,c) and 6 and the following policies, documents and procedures:*

### **Resources Policy**

**Documents and Procedures: Terms of Reference,** (Include Board Roles), **Charter, Meeting Guidelines, Legal Operations** (Include School Planning and Reporting, Procedures to ensure the Board of Trustees is properly elected and constituted, An ongoing programme of BOT operational review, An ongoing programme of policy/procedure review, Student Achievement, Annual Planning, Attendance registers, General procedures for school administration, Procedures for stand-down and expulsion, Procedures to ensure Treaty of Waitangi considerations, School Hours, School Year, Privacy of Information[*See Health and Safety Above*] and Protected Disclosure <sup>1</sup>[*See Employer Responsibility Above*]), Copyright, **Maori Consultation**[*See Student Achievement and Charter*], **Pastoral Care** (Include Enrolment, TCS dual enrolment, Attendance, Absences, Behavioural Expectations, Discipline & Guidance, Suspension, Supervision of Children[*See Health & Safety for latter four*]), **Community Relations**(Include Community Relations, Concerns & Complaints[*See Employer Responsibility*], Board Communications, BOT consultation, Annual Reporting, Annual Meetings)

### **TEAM RESPONSIBILITIES**

- 1 Ensure the Board and, through them, the school functions legally and effectively within a climate of integrity, goodwill, respect, trust and cooperation.
- 2 Develop and review, according to stated guidelines, the Administration systems of the Board. (NB Each Team is generally responsible for developing and reviewing its responsibilities.)
- 3 Ensure the Charter, Policies, Procedures and Plans of the Board are meeting the needs of the school and community and assist with decisions about priorities for future development and improvement by:
  - Developing new policies, plans and procedures as required
  - Fixing and overseeing a schedule for reviewing existing policies, procedures and plans
  - Carrying out the review of policy, procedures and plans that come within the responsibility of the Team
  - Reviewing the Charter annually.
- 4 Ensure Analysis of Variance, Statement of Resources, Chairperson and Principal's Annual Reports and annual accounts are tabled by 1 March enabling the Statement of Responsibility's signing, then forward to the auditor.
- 5 One week before each monthly Board meeting ensure:

- An agenda is prepared
  - All correspondence has been actioned appropriately and listed for tabling (Secretary)
  - All actions required have or are being undertaken effectively and are reported to the Board
  - The Chairperson, Principal, Student Achievement, Resources, Employer Responsibility, Health and Safety and Administration reports are circulated with the agenda
- 6 Ensure the Board, through the Administration Team, maintains good communication between the school and community and is receptive and responsive to the views and ideas of others in order to:
- Maintain and increase the school roll
  - Build and maintain a positive and informed community awareness of our school
  - Increase meaningful, informed community involvement in the school in the long term e.g. Parent help, use of the school as a community asset, sponsorship, fundraising, etc.
  - Maintain and attract quality personnel - Staff, BOT, Volunteers.

**REFER TO THIS YEAR'S ACTION PLAN FOR SPECIFIC DETAILS OF THE TEAM'S TASKS**

**METHOD OF CONSULTATION:** These Terms of Reference were formulated by the Administration Team in and tabled at the Board meeting for approval.

**DATE APPROVED:**

**DATE FOR REVIEW:**

**PRINCIPAL:**

**CHAIRPERSON:**

## ADMINISTRATION POLICY

Little River School complies with all general administration requirements.

In order to meet these requirements:

The Board of Trustees will develop and implement:

- School Planning and Reporting (*refer P & R Master, Checklist, Charter*)
- Procedures to ensure the Board of Trustees is properly elected and constituted (*refer Education Amendment Act No. 4 1991*)
- Procedures to ensure Board meetings are run properly – (*Reference Model Standing Orders for Meetings of Public Bodies 1993 and Meeting Guidelines in this document*)
- An ongoing programme of BOT operational review (*refer P & R Master, Checklist, Charter*)
- An ongoing programme of policy/procedure review (*refer below*)

The Principal and Staff will develop and implement:

- Student achievement Annual Planning (*Refer P & R Master, Checklist, Charter*)
- Attendance
- Copyright
- Truancy
- Unauthorised Absence
- General procedures for school administration (*Staff Handbook & includes School Organisation-Pupil Placement, Student Leader*)
- Procedures for stand-down and expulsion (*Refer MOE Handbook & Guidelines*)
- Procedures for community partnership activity
- Procedures to ensure Treaty of Waitangi considerations are implemented
- Length of school day
- Length of school year
- Parent Help
- Animal Welfare

Through the development and implementation of sound administrative practice Little River School ensures all legal administrative requirements are met.

Signed

(Board of Trustees Chairperson)

..... Principal      Date: .....

Next review date .....

## **Little River School**

### Attendance and Truancy Procedure

#### **Procedure:**

**To ensure that Little River School complies with regulations regarding records of attendance and truancy management.**

**The attendance register is an auditable document. School funding is based on the school roll and it's therefore important that the register is kept correctly. Attendance is kept electronically using our Student Management System (SMS)– Assembly.**

**- The Office Secretary will make sure all class teachers have an up to date Evacuation Roll. This will be renewed following new enrolments, withdrawals.**

#### A) General entries in the Electronic Attendance Register:

1. Attendance is done as soon after school starts for the day (between 9:00am and 9:15am) – and again in the afternoon (between 1.20-2pm) Absent pupils are coded in the SMS eAR. Attending pupils are by default 'present'
2. The class teacher marks those absent using the appropriate MOE Attendance Codes depending on any information he/she has received regarding absences. Such information has to be from a reliable source – parents, notes, phone calls, previous messages etc. The class attendance notebook is sent to the office for any unexplained absences.
3. The Office School secretary records all absences in the SMS & Day Book, then follows up all unexplained absences that have been noted by class teachers. The Office Secretary re-codes the absence according to the MOE codes for justified and unjustified absence reasons if necessary. A paper report can be printed for the day from the SMS if required.
4. The class notebooks are returned before Morning Tea with the reasons.

5. All messages received by phone or note at the office regarding student absences are added to the class attendance notebook. Late messages are passed on to the class teachers as they come in. A note is also placed in the Day Book.
6. Children arriving late (after the roll has been taken) or leaving and/or returning from an appointment must report to the office. Their movements are noted in the Day Book and the SMS updated.
7. Relievers unfamiliar with the SMS or without access to the teacher laptop, can use the Class notebook to check attendance and let the office know of any absences. The class register will be completed by the office or by the returning teacher based on the notebook/daybook entries.

#### B) In Case of Emergency Evacuation.

1. The Class teacher will take the class attendance notebook as they evacuate their class.
2. The Class teacher will call the roll, and check that all children expected to be present are in the evacuation line.
4. Any absent children will be checked against the Day Book of recorded absences.

\*Evacuation Roll is glued to the front cover of the class attendance notebook and is the most up to date class roll based on our SMS roll.

#### C) Admission and/or withdrawal during the year:

1. If the student is admitted to the class after the beginning of term the Office Secretary enrolls the student on Assembly (SMS) and ENROL.
2. In the same way, when a student leaves this is recorded on Assembly and ENROL.
3. A record is made by the SMS that a student has left the school when he or she has been absent for twenty consecutive school days unless the school has been informed that such absence is only temporary. However, before recording that a student has left the school (when he or she has been absent for 20 consecutive days)

the Board must be able to show that over this period, it has taken all reasonable steps to ensure the attendance of such students in terms of sections 25(2) and 31(3) of the Education Act 1989. Such students shall from their last day of attendance cease to be students of that school, and any computation of attendance from then on should not include their name.

#### D) Health Camp:

1. A student attending a health camp shall be retained on the register. The student should be marked present for the duration of the time they are at the health camp.

#### E) Stood Down or Excluded students:

Section 17 of the Education Act 1989 states that a student "who is suspended from a state school for an unspecified period from a state school" ... "shall stay on the register of the school until the earliest of the following days:

- i) The day on which the suspension is lifted or expires:
- ii) The day the student is enrolled at a registered school:
- iii) The day the student is given an exemption under section 22 of this act. In the case of (i) above, the student of course remains on the roll of the school.

#### F) Procedure – Student Attendance and Truancy

1. The Principal is to be notified immediately if a pupil who has come to school in the morning leaves the school or cannot be found.
2. Teachers will ensure the reason for all pupil absences are known. Parents can be asked for a written note\* explaining the pupil's absence. Teachers are to file absence excuse notes until the end of the year. Extended Absence notes are given to the Office Secretary. \* *email and text are acceptable as a note.*

3. Where a pupil's absence is unjustified the Office Secretary will inform the principal. Student attendance is reported as part of the twice yearly school reporting.
  
5. Graphs showing patterns of attendance are available via the SMS.

G) Clarification of what is a justified or explained absence.

Examples of absence considered 'Justified' –

Illness, bereavement, medical appointments, school-arranged experience, school trip.

Examples of absences where an explanation for the Principal to approve a 'justified absence' –

Visiting family from overseas, family cultural occasion, no child care, transport complications, appointments not for health or welfare reasons, extracurricular tuition or exams, term time family holiday, helping with family business.

*Actions in the case of unacceptable patterns of attendance:*

1. Children who have failed to attend school without reasonable excuse, or have been absent for five continuous school days, or whose absences have been one or more days every week or patterns of several days absence shall be referred to the teacher for action.
  
2. The teacher (or principal if required) will contact parents to discuss the absences

3. Parents are to be fully advised of instances of truancy by their children and the consequences.
4. Teachers are to keep absence notes and accurate written records of telephone calls, home visits, letters sent and explanations given (including time, date, and place).
5. Where the teachers' actions do not result in satisfactory attendance the teacher or Office Secretary will report the matter to the principal together with the records of the absences and attempts to resolve the situation, including all records as in 6d above.
6. The Principal then contact the parents and informs the Board.

#### Truancy referral

1. Where any child has failed to attend school without reasonable excuse, and required interventions have failed to ensure a return to school attendance, or the absences have been continuous for 15 school days, or one or more days a week, or patterns of several days absence which persist for a school term, the truant will be referred to the Truancy Officer.
2. The Truancy Officer will be involved through the Principal
3. Any child who has not attended school for twenty school days without written reason will be withdrawn from the school register. The Truancy Officer will be notified of this action.

## Ministry Definition of Terms.

### definition of terms

- *Explained absence*: An absence for which the explanation is accepted by the school as the reason for the absence. The decision on whether an explained absence is 'justified' or 'unjustified' will be largely determined by the school's attendance policy.
- *Justified absence*: An explained absence within the school's policy as an acceptable reason for the student to be away from school.
- *Unjustified absence*: An absence that is either unexplained or, explained but the explanation is not within the school's policy as an acceptable reason for the student to be away from school.
- *Intermittent unjustified absence*: One or more unjustified absences totaling less than two hours within a school day
- *Overseas*: The student is known to be overseas and the Principal has documentation confirming his/her intention to return to the school within 15 weeks.
- *Truancy*: The total of all of a student's unjustified absences and intermittent unjustified absences.
- *Frequent truancy*: Truancy that occurs on more than 20% of the half days which the school is open taken over a four-week period.
- *Attendance rate*: A percentage based on the: (number of half days for which the schools was open, less the sum of all absences) divided by the number of half days in the time period:  
i.e.  $100\% - (\text{Justified absences} + \text{Unjustified absences} + \text{Intermittent absences} + \text{Overseas absences})$

note: Any generic guidelines used by a school to determine whether an absence is 'Justified' or 'Unjustified' do not preclude the Principal from using discretion over any specific student absence.

Taken from Guidelines On Attendance and Truancy

<https://goo.gl/5XAUtF>

**Created: November 2012. Reviewed 2017**

## **COPYRIGHT PROCEDURE**

Little River School has taken out the following licences

- APRA (Public Performance and Print Music)
- APRA Music Recording (Audio/Video)
- Print Copying Licence

There are signs above the photocopier giving advice on printing.

### **Public Performance**

Allows the public performance and broadcast of music by pupils. It includes performance of music in concerts by school bands/orchestras, choirs, playing of CD's, cassettes, and TVs featuring music, music at school dances, music festivals and combined school concerts, low power FM radio broadcasts and the photocopying of sheet music (Up to 30 copies orchestral or five copies choral).

The only exceptions being the performance of Grand Right Musicals such as Jesus Christ Superstar, Les Miserables, Oliver etc.

### **Music Recording Licence (Audio and Video)**

The licence allows the making of audio and/or video recordings (Tape, CD or live performances, CD compilations or music in video or film recordings) made at school of musical works for the educational purposes of the school and to supply to their students for their private domestic use, providing that the audio or video recording is

- intended to be played at a school event
- of a school event
- for analysis by students as part of a course for instruction

The recordings may be made for the students and distributed either free of charge or on a cost recovery basis.

### **Print Music**

The licence does not replace the need to own original sheet music but it enables teachers to make multiple copies to supplement the resources needed for the students.

Music can be photocopied

- for classroom use,
- for use in rehearsals
- or use in performances by school bands, orchestras, choirs or other school ensembles.

Under the terms of the licence up to 30 copies of a print musical work may be copied for every original owned and in the case of choral works up to 5 copies for every original owned.

## ***EXAMPLE* COMMUNITY PARTNERSHIP AND CONSULTATION PROCEDURE**

### **Explanation:**

- To enable everyone in the Community to have access to lines of communication whereby they feel they have been adequately consulted on all aspects of School Policy.
- To make sure all people involved with School Life are involved in ongoing consultation procedures.
- To help keep staff aware of the need for consultation.
- To be prepared to use and evaluate all methods of consultation.

### **Procedure:**

- The Board of Trustees will endeavour to consult its Community fully on all matters concerning the School through the following means:
  - Weekly newsletter (flexible: drawn up by Principal)
  - Parent-Teacher interviews (2/3 x annually by Staff)
  - Sporting and Cultural Events (Staff/BoT)
  - Written and Oral Reporting to Parents (Staff)
- Checks on consultation will include:
  - How often do parents visit the school?
  - Are parents regularly involved in participating in School and class activities?
  - Do parents tell teachers they feel welcome?
  - Do parents and teachers exchange views in a relaxed manner?
  - Do special efforts produce encouraging results?
  - Regular community gathering.
- The School Staff will endeavour to aid consultation through the following positive steps:
  - All visitors will be met courteously and treated with dignity.
  - Teachers will go out of their way to talk to new faces.
  - Teachers will express interest on parent views.
  - Teachers will actively seek information about parents and children.
  - New parents will be encouraged to visit and take part in their children's classrooms.

- Teachers will request home support or help from parents with some learning programmes.
- Little River School Board of Trustees will endeavour to keep the Community consulted by the following means:
  - By endeavouring to keep open a communication network which allows for genuine mutual sharing or Viewpoints on a two-way basis.
  - Keeping the Community informed regularly through newsletters, minutes of meetings, informal discussion, Annual Reports to Community and holding Public Meetings where necessary.

**Specifically, Little River School will:**

- 1 Ensure communication by weekly school newsletters, newspaper briefs and other media of events and activities is being maintained and projects a positive image:
  - Media contact on matters of governance is through the Chairperson. All other matters related to the day-to-day operation of the school may be delegated to the Principal.
  - Liaise with Early Childhood, Secondary and other education providers
  - Identify resource people in our community and develop and maintain a database
  - Coordinate and maintain the delivery of a sponsorship plan in conjunction with the Finance Team
- 2 The Board of Trustees to complete its Annual Reporting obligations to the community as part of its regular monthly meeting on a day during April fixed by the Board before the first day of April, or where the Board fails or refuses to fix a day during April for the meeting, on the first Tuesday in May.
- 3 At the end of the financial year an annual report, consistent with the Government Annual Reporting Guidelines and a financial statement, duly audited, shall be tabled and made available for public scrutiny at the school's office or at any other appropriate local places.
- 4 Consult the community regarding policy development (This includes an annual review of community perceptions off the school – parents/caregivers, students and staff surveyed – Part of August Review, 7 below)
- 5 The monthly meeting of the Board of Trustees shall be open to the public and parents shall be encouraged to attend.
- 6 A copy of the goals that have been prepared by the Board of Trustees prior to each financial year shall be tabled, copies being available at the school's office and other appropriate places.

7 The Board of Trustees shall consult with the community concerning the School Charter and any necessary review of the Charter. (August)

8 Parents will be encouraged to participate in all school activities.

9 Little River School has an open door policy but parents are asked to respect the rights of children and teacher's individual classrooms.  
Parents may need to approach teachers to arrange suitable times for visits.

10 An annual plan will be tabled at the December meeting of the Board of trustees. Copies of this plan will be available to the community via the school office.

## **TREATY OF WAITANGI PROCEDURE**

- 1 The School acknowledges the principles of the Treaty and the bicultural foundations of Aotearoa New Zealand.
- 2 The Board of Trustees will involve the local Maori community to gain an insight into particular needs and values. This can be done by consultation and parent involvement.
- 3 The School will provide opportunities for students to learn in and about Te Reo and Tikanga.
- 4 School programmes will incorporate the values and knowledge of the Maori and in particular local Maori knowledge.
- 5 The school will provide cultural experiences and recognise Maori needs with marae visits, consultation, parental involvement, and use of Maori resources in the community.
- 6 Staff development should include Te Reo Maori, Tikanga Maori and cultural sensitivity.
- 7 Through assessment, information and analysis, the Board of Trustees will gain a realistic perspective of the achievement of Maori within the school and therefore, will be able to implement programmes as required to allow the Maori students to realise their potential and talents.
- 8 The school will provide a welcoming atmosphere for all parents and children by reflecting all cultures.

### ***EXAMPLE* Parent Help Procedure**

#### **Explanation:**

Parent help forms an essential part of any school, both in and out of the classroom. The co-operation and assistance is gratefully acknowledged, and is to be encouraged.

#### **Procedure:**

- Parents are to be thoroughly informed of their obligations and purpose as helpers within the classroom environment:
  - Be warm and accepting of all students and their issues, not just your child.
  - It is not purposeful to compare students' abilities or behaviour especially with your own children.
  - Confidentiality is essential. This is a trusted position.

- Working alongside students. Students can be very trusting when young, or suspicious when older of other adults in the classroom. Parent helpers are to show students their genuine intentions are to be supportive. The following guidelines may be helpful:
  - Listen to what students say and encourage them to share their ideas.
  - It is alright if a student makes a mistake.
  - Give students time to work out their answers and respond.
  - Look for every opportunity to praise students' success.
  - Be aware of vocal students and try to involve all members of a group, ensuring all children get equal speaking time.
  - Don't encourage misbehaviour.
  - Watch out for students who may be isolated, assisting them to communicate successfully with their peers.
  - Give everybody a turn.
  - Answer students honestly.
  - Don't intervene – often it is more helpful and a better learning experience if children are able to discover the answer to a problem themselves.
  - Use a variety of questioning techniques, allowing for two-way conversations.
  - Always show students respect.
  - Show interest and warmth in all students.
- Little River School expects parents to be good role models for the students. Schools must check out all the people they employ to ensure the safety of the children in their care. Working as a volunteer won't exempt parents from checks. Please refer to the Police Vetting Procedure.
- Parent helpers should be made aware of relevant policies and procedures.
- Parents are invited to assist with supervision and transport for Educational Opportunities outside the classroom. This is essential in small country schools. Please refer to the Road Safety Procedure.
- Overall, parent helpers must ensure they are present in the classroom to support the teacher, and consequently the learning opportunities offered to all children. It is vital parent helpers work alongside the teacher helping as instructed.

## **ANIMAL CODE OF ETHICS PROCEDURE**

Little River School recognises that under the Animal Protection Act 1987, it is required to have a Code of Ethical Conduct relating to the welfare and treatment of any animals under its care.

### **Purposes**

1. To encourage through example the proper care of living things within the school situation.
2. To provide experiences for students to observe, handle and care for a range of animals in a humane way.
3. To ensure that the care and welfare of animals must have the highest priority in any activity involving the keeping of an animal or its study on a field trip.
4. To educate students through example and discussion on the importance of animal care, welfare and the responsibilities involved.

### **Guidelines**

1. "Animal" is defined as any living creature with a backbone, including land-based and aquatic mammals, birds, fish and reptiles.
2. It is generally accepted that other living creatures such as spiders, snails, worms and insects must also be treated with care and kindness.
3. If the appropriate care cannot be provided, the animal is not to be kept at school.
4. Creatures kept in classrooms for observation must be housed and fed properly, and returned to their natural habitat on completion of the study.
5. Creatures captured on field trips for observation must be returned to their habitat prior to leaving the area unless their proper care in the school is guaranteed.
6. Responsibility for the welfare of animals rests with the teacher involved, but ultimately with the principal and board.

### **The following freedoms apply:**

1. Animals must have appropriate diet, including access to water. Provision must be made for care at weekends and over holidays, if relevant.
2. Animals must have cages/containers of the appropriate size, which are ventilated and hygienic. Animals must not be subjected to extremes of noise, draught or sunlight.
3. Animals must be free from injury or disease. Diseased or injured animals must be treated, and must not be kept at school.

4. Animals must be handled/kept in such a way that they are not subjected to stress or fear.
5. Animals must be able to express normal behaviour ( within reason )

By following the above rules, students will be able to understand about the correct treatment and welfare of animals and enjoy learning from the observations they make on such animals.

## **SCHOOL PLANNING AND REPORTING CHECKLIST**

Guidelines at: <https://www.education.govt.nz/school/schools-planning-and-reporting/>

**Strategic Plan template:**

[https://docs.google.com/document/d/1o98nWbVxYxC5wixaPfJyM\\_i-v0QIID7uOF34BFjC5Ak/edit?usp=sharing](https://docs.google.com/document/d/1o98nWbVxYxC5wixaPfJyM_i-v0QIID7uOF34BFjC5Ak/edit?usp=sharing)

## **POLICY AND PROCEDURE REVIEW**

*Refer to Annual Development Action Plan for specific details of “Business as Usual”*

[procedure review doc](#)

Previous schedule doc - 2015

## BOARD EFFECTIVENESS REVIEW

<https://drive.google.com/open?id=0Bz8iE2Wy6Yn9SE84eXdjY3pTd2s>

*(Accountability procedure for Policy, Procedure and Curriculum Programmes)*

**The Board is required to document how the national education guidelines are being implemented, and to maintain an ongoing programme of review.**

*(National Education Guidelines, 1993)*

The process for policy and procedure review is the same as that outlined for achievement review below.

- 1 These reviews will generally follow a 3 year cycle based on the five policy areas and their supporting procedures
- 2 Performance criteria will be guided by the policy itself.

### **Review Procedure for Little River School**

The Achievement Statement sets out the Board's achievement objectives. These objectives have been drawn up in consultation with the principal, staff and parents. The objectives recognise the national curriculum, and incorporate local emphases. They are written in a form intended to help the Board review the school's curriculum performance.

#### **1. People who will take part in reviews**

Reviews will be chaired by a parent member of the Board. The team will include the principal, staff and others invited by the Board.

#### **2. Criteria to be used for reviews**

Reviews will be referenced directly against the objectives written in the Achievement Statement (*Specific indicators for assessing and reporting against these objectives at each level are detailed in the Curriculum Overviews*).

#### **3. Frequency of reviews**

The Achievement Statement, along with corresponding Curriculum Overviews, will be progressively reviewed each year according to the Board Curriculum Review and Reporting Programme.

#### **4. How will the review be conducted**

Reviews will be based on the day-to-day practices of the school as experienced by staff and children, and as observed and understood by parents (*They may also be referenced to the Annual Planning and Reporting Targets if applicable*).

The review team will establish a performance profile by rating each objective on a 5 point scale;

- 5 : representing a high level of performance
- 3: a satisfactory level of performance
- 1: action required to improve performance

Where appropriate, written statements will complement profile ratings.

The review team will give opportunities to staff, children and parents to take part in the review as

appropriate. The review process will identify areas for celebration, barriers to development and prioritise developmental areas. This will be documented in an Action Plan aimed at achieving success and noting support required.

## **5. REPORTING**

The Board will report to the community on the outcome of the Review and any steps it plans to take as a consequence of the Review.