



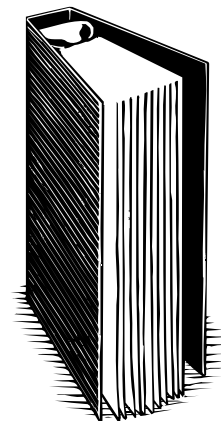
**Documentation & Review NAG 2**

**Documentation & Review Polices**

<u>Policy</u>	<u>Date Reviewed</u>	
Policy Making	October 2005	
Self-Review	October 2005	
“Open Door” Policy	October 2005	Delete policy - redundant

**Supporting Documents**

1. Charter.
2. Startegic Plan.
3. Annual Plan.



## Policy: Policy Making

### Rationale

Policy making is the process by which the Board establishes its mandate to fulfil its governance role in the school. Policy statements provide effective guidelines for action in all areas of the school's operations.

### Purpose:

1. To provide simple, documented statements of school policies for staff, students, parents, and the community.
2. To enable the Board of Trustees to fulfil its governance role in the school.
3. To give specific direction to the School and its programmes
4. To outline broad guidelines by which purposes or outcomes are to be achieved to ensure that expectations are realistic and achievable.

### Guidelines

1. All final policy decisions will be made by the board.
2. Policies will be approved only at board meetings with a quorum present.
3. All policies shall be written, clearly defined and based on the guiding principles, the mission statement and the national and local goals and objectives.
4. Policies shall form the basis of the board's decision making.
5. All policy making is channelled through the board's policy making process as follows:
  - ▶ Notification of a new policy or change to an existing policy shall be given at a board meeting;
  - ▶ The board authorises the development of that policy suggesting the various parties who might be consulted or involved in the process;
  - ▶ Policy development may be the responsibility of a board working party or subcommittee, or be delegated to the principal;
  - ▶ Draft policy statements are presented to the board for approval;
  - ▶ The board approves or rejects the policy.
6. Any policy must be -
  - ▶ Brief, concise, simple to implement and practical.
  - ▶ Relevant to the needs of our children.
  - ▶ Conform to our school Charter and acceptable teaching practices.

### Conclusion

Effective policy-making leads to effective school management.

### Review

This policy will be reviewed annually.

Chairperson: \_\_\_\_\_  
Guss Wilkinson

Principal: \_\_\_\_\_  
Pat Poland

Date Reviewed:  
October 2005

### Appendix: Oversights And Insights - Practices And Principles

Lester Flockton

The prime role of the Board of Trustees, like boards in numerous other sectors, is policy setting. Policies, by definition, are the means of governance, and are therefore the direct responsibility of the Board. Policies are statements of key expectations. While the Board may choose to delegate the drafting of policies, it is the Board that finally approves and adopts them. Policies are distinct from management procedures which are the responsibility of the principal, senior management and staff. Management procedures are often a necessary adjunct to Board policies - they set out how things will be done to ensure that the Board's policy expectations are achieved. For example, the Board's Health and Safety Policy might have an objective along the lines: "The school will have an efficient and regularly rehearsed system for evacuation in the event of an emergency." The principal (Management) with staff, will have formalised procedures and instructions detailing how this will be carried out. It is their function to attend to such detail, not the Board's. The Board's role, through policy setting, is to state key expectations, but not the detail as to how those key expectations will be worked out in practice.

Some schools have created confusion by using the word "policy" interchangeably for statements relative to respective Governance and Management functions. Governance is governance: policy setting. Management is management: implementing and reflecting policy in the way the school operates. Good management practice avoids confusion and ambiguity by recognising the distinctive place of Policy.

Policies are also a key reference for school self-review. Ideally, each policy should be scheduled for regular, cyclic review. Reviewing all policies within a three year timetable fits nicely with the term of office for a Board, and ensures that the Board has maintained full oversight of its expectations. Management procedures need not be reviewed in such a manner by the Board unless, of course, it is necessary for revealing the effect of policy. Management procedures are quite properly the responsibility of the principal who, in turn, evaluates and updates when necessary or desirable.

The actual number of policies required by law or regulation is small (Personnel Policy, Smokefree Environment Policy, Maori Achievement Policy, Staff Appraisal, Disclosures and Development Policy). However, a responsible Board cannot operate on these policies alone. The sensible number of policies is somewhere around 20. I've seen some policy folios with up to 80! That, simply stated, is crazy policy mania. It is symptomatic of energy being spent in the wrong place!

**Governance** is substantially about Policy. Policies are statements of key expectations. Those expectations might reflect the community's wishes and preferences, or they might be intended to ensure that the school operates in manner consistent with legal requirements. Some legal requirements relate to Acts of Parliament (Statutes), such as the Education Act. For schools, the other major statement of legally required obligations are the National Education Guidelines (NEGs). The Minister of Education alone has the authority to prescribe the NEGs. They don't undergo parliamentary process of debate or approval necessary for Acts of Parliament. This gives a Minister considerable power over the lives of Boards and schools, so we would expect that power to be exercised with considerable good sense, and in a manner consistent with the foundation principles of self-managing schools...

The current NEGs are, in my view, highly consistent with such principles. They allow schools to exercise considerable initiative within a sensibly and broadly defined framework. If that NEGs framework were to be intrusively prescriptive, we would seriously risk reverting to the olden days, with schools and their Boards being reduced to government servants with token authority. This, then, is the context for policy making.

## Documentation & Review

Back in 1990, the government of the day contracted two Australians (an academic Brian Caldwell, and a Tasmanian school principal, Jim Spinks) to come and show us how to write policies. It was intended to be a “kick start”. They travelled the country, filled halls and meeting rooms, and got us to do it their one way. Their formula said, amongst other things, a policy should fit onto one A4 page (you can tweek the font size to fit more in), and it should provide details under four headings: rationale, purpose, guidelines, conclusion. Note, however, there is no one required way for the format, design or contents of a policy. But – the vast majority of schools adopted the Caldwell and Spinks way – and the Ministry still uses their model when providing examples of policy. But that doesn’t make it right. Are those 4 headings (rationale, purpose, guidelines, conclusion) really sensible and practically useful. If you think so, then carry on. I would argue (and have been widely supported around New Zealand) that a good policy will have a statement of PURPOSE, a set of OBJECTIVES, and the intention of SELF-REVIEW. The PURPOSE will very briefly state what the Board intends to achieve through its policy. The OBJECTIVES will state the Board’s key expectations for the management of the school, without prescribing how that management will be conducted, and commitment to SELF-REVIEW of the policy will be stated. Clearly written objectives are the reference for self-review. Fluffy “guidelines” can render impotence.



**Policy: Self-Review**

**Introduction:**

Self Review at the Deanwell School is undertaken on an annual cycle completed each year in time to identify:

- 1. Goals for the following year's Strategic and Annual Plans;
- 2. Future financial resourcing needs for the school's Annual Budget.

**Guidelines:**

- 1. Each National Administration Guideline will be reviewed annually by the appropriately appointed Board portfolio holder.
- 2. Each portfolio holder will research the school's performance by way of completion of the Self-Review Checklist relating to National Administration Guideline for which they are responsible.
- 3. The portfolio holder will report their findings at-a specified Board meeting. This report should include the status of any matters deemed outstanding for the previous year as well as identifying goals pertaining to: the Nag for inclusion in the following year's annual plan.
- 4. Requirements for financial resourcing identified by the self review-process should also be reported.

**Conclusion:**

Through application of the Deanwell School Self -Review Scheme, the Board of Trustees will meet their obligations under both National Administration Guideline 2 and the Deanwell School Documentation & Self Review Policy.

**Review**

This policy will be reviewed annually.

Chairperson: \_\_\_\_\_  
Guss Wilkinson

Principal: \_\_\_\_\_  
Pat Poland

Date Reviewed:  
October 2005



**Strategic Planning and Self Review Check-List**

Year: 2005

- 1. Is the Schools Self-Review Policy relevant and current? Yes  
Next review date: 2006
- 2. Was an Annual Plan presented to BOT and ratified this year? Yes
- 3a. Was the previous years' Annual Report reported to the:
  - Board of Trustees Yes
  - Ministry of Education Yes
- 3b. Were the annual targets met? Yes
- 4. Has the community been consulted in the last two years on the Health Curriculum? Yes
  - ◆ Keeping Ourselves Safe – Term 1
  - ◆ Bicycle Safety – Term 1
  - ◆ Puberty and Change – Term 3
  - ◆ Healthy Lunches – on-going via newsletter
- 5. Have all Portfolio Holders completed Self-Review Checklists, tabled them and reported on them? No  
 Outstanding reports: \_\_\_\_\_  
 \_\_\_\_\_  
 Action taken: 2006 – need for a programmed approach to review.
- 6. Has a community survey been undertaken this year? No  
 Focus Area 1: \_\_\_\_\_  
 Focus Area 2: \_\_\_\_\_
- 7. Did the community via the Board of Trustees receive a written report concerning issues and outcomes raised as a result of Board self-review? NA
- 8. What self-review goals identified by this process will-be included in next year's annual-plan?
  - i. Each trustee hold responsibility for an area of school management (portfolio), and leads the audit/review process.
  - ii. Every Board of Trustees meeting will have full attendance of Trustees.
  - iii. Self review of areas of school management will be timetabled for coverage throughout the year.

**Policy Review:**

- ◆ Policy Making.....No change
- ◆ Self-Review.....No change
- ◆ "Open Door" Policy .....Delete policy - redundant

Portfolio Holder: \_\_\_\_\_ Signed \_\_\_\_\_ Date: \_\_\_\_\_

Tabled at Board of Trustees meeting: \_\_\_\_\_ Chairperson: \_\_\_\_\_