

## PROCEDURE – COMPLAINTS; STUDENTS, PARENTS / GUARDIANS / WHANAU

### Rationale:

Handling complaints requires clear and fair procedures, recognition of employment contracts and a commitment to justice and conflict resolution.

### Purposes:

- to acknowledge that all complaints should be investigated fairly and objectively
- to follow a path which encourages resolution of concerns at the earliest opportunity
- to respect the integrity of Principal and Staff
- to acknowledge the role of the Principal as professional leader and manager of the school
- to protect teachers and other employees against malicious and frivolous allegations
- to ensure that any conduct issues are dealt with fairness, and in accordance with existing legislation and employment contract

1. Should the complaint be about the Principal, then the complaint must be submitted to the Chairperson of the RMCTB and the dispute procedures in the Principal's Employment Contract will be invoked.;
2. The Chairperson will seek the advice and assistance of the School Trustees Association should any complaint be unresolved within 2 months of receipt.
3. All actions taken as a result of a complaint must be in accordance with the Employment Contract affecting that particular staff member.
4. Where a complaint is addressed by the Chairperson of the RNCTB, a complaints committee will be convened to investigate the complaint and recommend action to be taken to the full Board.

The composition of this Committee shall be:

- The Chairpersons or Deputy Chairs
- The Principal
- At least two other members of the Board

All other Complaints are to be formalised in writing and submitted to the Principal or Board Chair;

5. The Principal shall keep a centralised Complaints register, into which all complaints will be entered chronologically and tracked through to conclusion;
6. If a complaint is received annotated as "Confidential", then its status shall remain so until concluded;
7. Complaints received per email or facsimile, shall be acknowledged within one working day of receipt and an indicative timescale indicated as to when a response to the issue will follow;
8. Complaints received via letter, shall be acknowledged within three working days of receipt and an indicative timescale indicated as to when a response to the issue will follow;
9. When complaints are responded to and 'closed out' an appeal process should be advised, should the complainant be dissatisfied with the outcome.
10. All issues of teachers competence and issues related to the management of the school will be addressed by the Principal, as professional leader of the school.

11. Where a complaint involving a teacher's competence is proven all possible steps will be taken to provide support for the teacher concerned to restore performance to a satisfactory level.
12. The Principal will inform the Chairperson of the RNCTB of the actions that are being taken to address performance complaints against staff.
13. Any reference at Board meeting will be "In Committee".

**Conclusion:**

Complaints are dealt with quickly and effectively when explicit, fair, procedures are outlined and followed.

APPROVED:

PRINCIPAL:

DATE:

DRAFT APRIL 2013

## TE URUNGA TŪ DAILY TIMETABLE

Time	Activity	Commentary:
7.30am	Conditioning (aerobic, strength, endurance)	Resilience and work ethic are instilled through these very tough sessions. Measured by body composition and yoyo tests. Facilitator directed, student lead.
8.45am	Shower/breakfast/clean up	Nutritional breakfast very key to energy for a whole day of cognitive engagement.
9.30am	Class preparation	Run by student leaders and pertaining to individuals needs.
9.45am	Daily Devotional	Reflection on scripture of the week using the SOAP method (scripture reading, observation, application, prayer)
10am	Brief (waiata, karakia, himene, inspirational scriptures, daily notices, housekeeping – academic, behaviour and values)	Student driven, adults invited to add any notices, feedback or comments. Oral language program [example training reports]. A key part of the day used for unpacking the vision, mission and guiding principles of the school.
10.20am	SB 1 (subject tutorials or individual work)	Supervisor to check all students have a plan up for their days work including when they will have tutorials.
12.20pm	Lunch (nutritional hot or cold meat dish with salad, fruit, water)	Students manage their time. Assist with set up and tidy up of dishes and kitchen.
12.50pm	SSR (sustained silent reading)	All adults and students on board reading in full view. Students may continue after
1.00pm	SB2 (subject tutorials or individual work)	Revisit students in base room doing individual study to make sure following their daily plan.
2.00pm	Snack Break	Students to run a 5minute mind gym game. Leaders to manage time.
2.15pm	SB3 (subject tutorials or individual work)	If plan not completed take home as Study Block 4 (homework).
3.15pm	Clean up	Student leaders to manage full tidy up of school from vacuuming, rubbish to wiping down furniture.
3.20pm	Debrief (notices, himene, karakia)	Leaders feedback on Base room study habits, report from a tutorial, facilitator's notices and training needs for afternoon and following day.
3.30 – 5.30pm	Training	Code sports: Skill based or fitness based. Another chance to reinforce attitudes and values. Coach directed, student lead.

## TITLE: Equal Employment Opportunities

**PURPOSE:** TE URUNGA TŪ wants to be a workplace in which everyone is able to participate and compete equitably, to develop to their full potential and be rewarded fairly for this contribution

**AUDIENCE:** All staff of TE URUNGA TŪ

### **POLICY:**

- People will be employed on their ability to perform the job for which they have applied for. No other irrelevant information pertaining to any person will be used against them in respect of their application for employment or continued employment with TE URUNGA TŪ, unless it is directly in contravention to the position they have applied/ applying for.
- TE URUNGA TŪ will fulfill its responsibilities as a 'good employer' by ensuring that no employee or prospective employee is discriminated against on the basis of age, colour, sex, religion, disability, ethnicity, family status, marital status, sexual orientation.
- The Boards will ensure that a formal EEO program is in place at TE URUNGA TŪ. The program will ensure the 'identification and elimination of all aspects of policies, procedures, and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality in respect to the employment of any persons or group of persons.'<sup>1</sup> The program will also have an Employee Assistance Program in place.
- It is a responsibility of the Principal to appoint a staff member to co-ordinate the implementation of this programme.
- The Board will formally review progress in the implementation of this policy and in the achievement of any objectives contained in the programme at least once each year.
- The programme co-ordinator will keep a record of the monitoring of the various elements in the programme.

**DEFINITIONS:** Nil

### **RELEVANT LEGISLATION:**

State Sector Act 1988

Education Act 1989

Human Rights Commission Act 1977

Human Rights Act 1993

Human Rights Amendment Act 2001

Race Relations Act 1971

Equal Pay Act 1972

Employment Contracts Act 1991

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<sup>1</sup> S.80 State Sector Act 1988

## RELATED PROCEDURES/ DOCUMENTS:

TE URUNGA TŪ – Tai Wānanga - EEO program  
Procedure – Equal Employment Opportunities

## DOCUMENT CONTROL:

Policy responsibility: Principal

Policy owner: TE URUNGA TŪ

Approved on:

Review date:

Status:

Approved by:

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Board Chairperson

Date: \_\_\_\_\_

<b>TITLE: Enrolment</b>
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**PURPOSE:** To inform of eligibility and enrolment preferences for TE URUNGA TŪ.

**AUDIENCE:** Whānau, staff, external groups.

**POLICY:**

The authority of TE URUNGA TŪ to confirm enrolments is directed by the Principal who must act in accordance with **Integration Act 1975**.

TE URUNGA TŪ adheres to the requirements of the **Integration Agreement** between TE URUNGA TŪ Board and the Minister of Education.

TE URUNGA TŪ is a state funded boys school for students wishing to achieve excellence in academics, business and high performance sport.

The order of preference is:

- Māori and Pacific Island students who are accepted for enrolment in a special programme run by the school.
- Applicants who are siblings of current students.
- All other applicants.
- If there are more applicants in the second and third priority groups than there are places available, selection within the priority group will be by a ballot conducted in accordance with instructions issued by the Secretary under Section 11G(1) of the Education Act 1989. Parents will be informed of the date of any ballot by notice in a daily or community newspaper circulating in the area served by the school.

### **Enrolment Requirements**

All requirements for enrolment are to be in writing and on the prescribed TE URUNGA TŪ forms. In addition, the enrolment documents require as a condition of enrolment:

- a) A statement that the parent/guardian accept that the applicant understands the conditions of enrolment and will adhere to the vision, mission and guiding principles, and
- b) A curriculum vitae and cover letter from the applicant outlining their aspirations and commitment towards excellence in academics,
- c) A statement that the parent/guardian contracts to pay donations towards the chosen special programme run by the school where appropriate.

### **Acceptance of Enrolment**

- The Principal must be satisfied that attendance by the student at TE URUNGA TŪ will be in the students best interests and in the best interests of the TE URUNGA TŪ.
- Notification of successful and unsuccessful enrolments must be made in writing and whānau advised at the earliest opportunity. Unsuccessful enrolments will be invited to be included on the waiting list.
- The Principal will be responsible for maintaining a waiting list, listing preference order by enrolment priority. The waiting list will be regularly reviewed and whānau advised if a place becomes available for their son/daughter.

**DEFINITIONS:** nil

**RELEVANT LEGISLATION:**

Education Act 1989

**RELATED PROCEDURES/ DOCUMENTS:**

TE URUNGA TŪ Trust Board Agreement  
Enrolment application

**DOCUMENT CONTROL:**

Policy responsibility: Principal

Policy owner: ROAR Ministries Charitable Trust Board

Approved on:

Review date:

Status:

Approved by:

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Board Chairperson

Date: \_\_\_\_\_

## TITLE: Health and Safety

**PURPOSE:** ROAR Ministries Charitable Trust is committed to providing a safe and healthy environment for the students, staff and others who enter into the TE URUNGA TŪ environment.

**AUDIENCE:** Students, staff, whanau and visitors to TE URUNGA TŪ.

**POLICY:** TE URUNGA TŪ emphasises that health and safety is an important issue for all people. It is expected that all students, staff, visitors (includes contractors) will adhere to this policy and be committed to maintaining good health and safety practices at TE URUNGA TŪ in accordance with this policy and all relevant legislative requirements. To this end TE URUNGA TŪ is committed to ensuring the following in order to provide a safe and healthy environment:

### Health and Safety Committee

- Appoint a Health and Safety Committee who will have overall responsibility for ensuring the health and safety responsibilities of TE URUNGA TŪ are met in all environments. It is also the responsibility of this committee to annually review the health and safety procedures of TE URUNGA TŪ. The committee will monitor and respond to:

### Environment

- Provide and maintain a safe learning and working environment for students and staff.
- Provide and maintain facilities for the safety and health of all at TE URUNGA TŪ.
- Provide and maintain safe and healthy boarding facilities for students.

### Hazards

- Ensure students and staff are not exposed to hazards, or create hazards that may place others at risk.
- Identify and rectify any hazards and ensure staff, students and visitors are aware of what these are and how to manage them in their environment.

### Accidents, incidents and injuries

- Accurately report and record all accidents, incidents and injuries that occur.
- Ensure rehabilitation and reintegration plans are in place for the return to work of staff and/ or students who have experienced an injury.

### Prevention

- Encourage safe and healthy work practices.
- Ensure processes are in place to encourage early identification and reporting of pain and discomfort.



- Encourage staff and students to participate in all matters relating to health and safety. Also ensure consultation with staff and students.
- Encourage reporting of hazards and ensure resources are allocated to eliminate or isolate these hazards.

**BREACHES OF THIS POLICY:** Students or staff found to be in breach of this policy will be subject to discipline as per the relevant procedures.

**DEFINITIONS:** nil

**RELEVANT LEGISLATION:**

Health and Safety in Employment Act 1992  
 Health and Safety in Employment Amendment Act 2002  
 Health and Safety in Employment Regulations 1995  
 Health and Safety in Employment (Prescribed Matters) Regulations 2003  
 Injury Prevention, Rehabilitation Compensation Act 2001  
 Employer Premium Regulations 2001

**RELATED PROCEDURES/ DOCUMENTS:**

Occupational health and safety management systems within TE URUNGA TŪ  
 Smoke Free Policy  
 Swimming pool  
 Use of TE URUNGA TŪ facilities  
 Procedure – Wilful Damage by students  
 Procedure – Harm to others  
 Procedure – Behaviour Management

**DOCUMENT CONTROL:**

Policy responsibility: Health and Safety Committee

Policy owner: ROAR Ministries Charitable Trust Board

Approved on:

Review date:

Status: Draft

Approved by:

\_\_\_\_\_

Board Chairperson

Date: \_\_\_\_\_

## Procedure – Use and abuse of harmful and illegal substances

Whilst it is understood that the use of harmful and/or illegal substances is prohibited the response must be appropriate in assuring reoccurrence is minimised. To this end the following procedures should be adhered to when a student is found to be under the influence, in possession of, supplying harmful and/or illegal substances (includes any paraphernalia associated with these activities). Where practicable the goal should be to have the student remain in education.

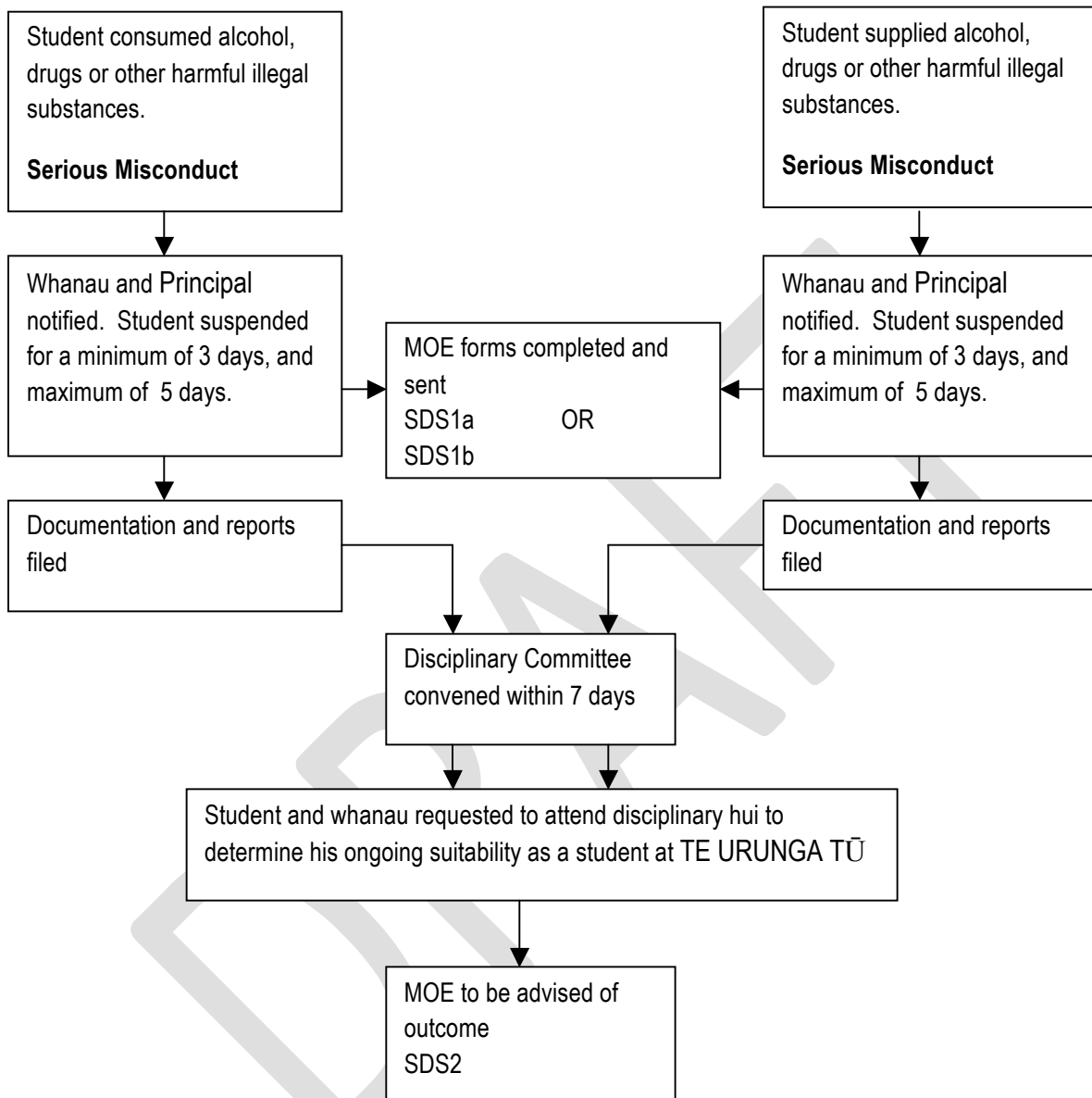
It is prohibited:

- For students to possess, consume or supply alcohol, drugs and/or other harmful and illegal substances at TE URUNGA TŪ, in the hostel or at any event linked with TE URUNGA TŪ.
- For students to use or supply (their own or anyone else's) prescribed medication for use other than what a medical practitioner prescribes it for.
- Students to possess, consume or supply tobacco or tobacco products.
- For students to have in their possession, use or supply, any paraphernalia associated with harmful and/or illegal substances.

### Immediate Checklist

Incident Report  
Statements  
Timeline

The following procedure must be followed.



Principal Approved:

Date:

DRAFT APRIL 2013

<b>PROCEDURE – INSURANCE</b>
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1. Type of Insurance

It is the procedure of the ROAR Ministries Charitable Trust Board to provide adequate insurance cover over losses or potential liabilities as follows:

- (a) Assets essential to the Board business - Replacement Value
- (b) Assets not essential to Board business - Indemnity
- (c) Motor Vehicles - Market Value
- (d) Earthquake insurance - Replacement Value
- (e) Business Interruption - TBC
- (f) Public Liability - TBC any one occurrence
- (g) Travel Insurance - As required
- (h) Professional Indemnity for Board Members TBC any one Employees and Boarders occurrence
- (l) Accident Compensation Insurance - Covered by ACC

Reports to TE URUNGA TŪ Board

2. A brief report to TE URUNGA TŪ is to be made once per year by the Finance & Property Manager covering:

- a) Brief summary of Board insurances
- b) Any changes in risk or other matters, which should be reported to the Board
- c) A Summary of claims made during the year.
- d) Any Insurance trends or implications for the coming year.

Principal Approved:

Date:

<b>TITLE: Personnel</b>
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**PURPOSE:** To ensure TE URUNGA TŪ is a good employer and that all aspects of Personnel management are implemented at TE URUNGA TŪ.

**AUDIENCE:** All staff

**POLICY:**

A 'good employer'<sup>1</sup> is an employer who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment, including provisions requiring:

- Good and safe working conditions;
- An equal employment opportunities programme;
- The impartial selection of suitably qualified persons for appointment;
- Recognition of, the aims and aspirations, employment requirements of Maori;
- Opportunities for the enhancement of the abilities of individual employees;
- Recognition of the employment requirements of women; and
- Recognition of the employment requirements of persons with disabilities.

In addition to the requirements specified each employer shall ensure that all employees maintain proper standards of integrity, conduct, and concern for the public interest.

**DEFINITIONS:** Nil

**RELEVANT LEGISLATION:**

State Sector Act 1988  
 Employment Relations Act 2000  
 Human Rights Commission Act 1977  
 Contracts Act 1991  
 Education Act 1989  
 Race Relations Act 1971  
 Health and Safety in Employment Act 1993  
 Privacy Act 1993  
 Protected Disclosures Act 2000

**RELATED PROCEDURES/ DOCUMENTS:**

National Administration Guideline 3  
 Current collective agreements and individual employment agreements

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<sup>1</sup> As defined in the State Sector Act 1988

Appointment of Staff  
Staff leave procedure  
EEO policy  
Health and Safety Policy and procedures  
Performance Management procedure  
Complaints procedure

**DOCUMENT CONTROL:**

Policy responsibility: Tumuaki

Policy owner: ROAR Ministries Charitable Trust

Approved on:

Review date:

Approved by:

\_\_\_\_\_

Board Chairperson

Date: \_\_\_\_\_

TE URUNGA TŪ PLANNING & ESTABLISHMENT PLAN

2013	JUNE	JULY	AUG	SEP	OCT	NOV	DEC
<b>GOVERNANCE</b>	Finances – confirm budget and allocations, fundraising strategy	Property – secure land & building lease Building plans	Source & interview staff Source labour for building renos	Develop policies & Procedures		Building renovations begin Enrolments 2014 Budget review	
<b>MANAGEMENT</b>	Advertising enrolment & gazette teacher ads Job Descriptions  Source website builder	Website TUT logo design Open Community Hui	Source equipment, furniture, chattels etc	Applications close Policies/Proc SMS Nutrition, conditioning planning	TUT Open Day Notify successful Apps Policies/Proc SMS	Curriculum development Appraisal Systems Staff/Student handbooks Sport calendar bookings Curriculum calendar bookings Timetabling 2014 Staffing interviews Schemes	
<b>ADMIN</b>	Finances Job descriptions Advertising	Property Building Newsletters	Staffing Interviews	Enrolments Student Management System	Enrolments SMS	ICT equip and set up providers SS handbooks	TCS enrolments  SS handbooks

2014	TERM 1	TERM 2	TERM 3	TERM 4			
<b>GOVERNANCE</b>	Appraisal Systems Property Finances	Annual Plans Finances	Policy Review Finances Leadership appraisals	School Plan Review Finances			
<b>MANAGEMENT</b>	Staff/whanau Induction/pohiri Class management Student/staff management Reporting Sport	Curriculum Sport Reporting Applications close	Open Day Staff Appraisals Sport 2015 Enrolments	Student Career expos Junior Camp Exams TCS enrolments 2015 staff interviews			
<b>ADMIN</b>	Systems set up Staffing admin Enrol SMS	Advertising enrolments Website review	Open Day Enrolments	Staff interviews TCS enrol			



**TITLE: Maintaining Good Records**

**PURPOSE:** The purpose of this policy is to ensure appropriate administration systems are in place to protect information held by TE URUNGA TŪ.

**AUDIENCE:** All staff

**POLICY:**

**Recording of Information**

All information is to be recorded in the appropriate place.

The principles of the Privacy Act will be adhered to in the collection and storing of information held by TE URUNGA TŪ.

- Any information written about students will be done in a positive manner.
- All information will be stored in the appropriate place. All confidential information pertaining to students or TE URUNGA TŪ will be kept in a secured place where access is only permitted to those authorised to access it.
- Student files are to be kept in the administration offices at each TE URUNGA TŪ site and will be securely locked.
- Student information on THE STUDENT MANAGEMENT SYSTEM will be kept up to date by staff. At no time are students permitted to access information held on THE STUDENT MANAGEMENT SYSTEM.
- Information pertaining to staff files will be kept in a secure cupboard that is only accessible to those who have authorisation to access them.
- At no time will confidential information pertaining to students or staff, be left unsecured.
- All student information will be held in archives indefinitely. All other information will be held for 7 years as required by law.

**DEFINITIONS:** Nil

**RELEVANT LEGISLATION:**

Privacy Act 1993

**RELATED PROCEDURES/ DOCUMENTS:**

Procedures for the use of THE STUDENT MANAGEMENT SYSTEM

**DOCUMENT CONTROL:**

Policy responsibility: Principal

Policy owner: ROAR Ministries Charitable Trust Board

Approved on:

Review date:

Status:

Approved by:

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Board Chairperson

Date: \_\_\_\_\_

**TE URUNGA TŪ DRAFT STRATEGIC PLAN**

5<sup>th</sup> April 2013

OUTCOMES	STRATEGIES	2014-2016 TARGETS
<p><b>OUR GOALS AND OBJECTIVES WITHIN HOLISTIC DEVELOPMENT:</b>  <b>Goal 1: Access to Taha Wairua (Spiritual Well-being), Taha Hinengaro (Intellect), Taha Tinana (Physical Well-being), and Whakapapa (Identity)</b></p>		
<p><b>Taha Wairua</b></p> <ul style="list-style-type: none"> <li>• All TUT students will reflect the principles of spiritual strength, courage, honesty, teach ability, servant hood and leadership.</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide opportunities for TUT students, staff and whānau to participate in daily karakia (prayer) and himene (hymns)</li> <li>2. Provide opportunities for TUT students, staff and whanau to learn about their taha wairua through the biblical teachings of Jesus Christ</li> <li>3. To use the Bible scriptures, concepts and characters as a reference for developing character, value based training and identifying God’s purpose in their lives</li> <li>4. Make links with the Taha Hinengaro and Taha Tinana development objectives and strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. All TUT students, staff and whānau will participate in or lead daily karakia (prayer) and himene (hymns)</li> <li>2. 75% of TUT students, staff and whanau who have attended for two years will know their taha wairua through the biblical teachings of Jesus Christ</li> <li>3. 75% of TUT whānau who have attended for two years will refer to Bible scriptures, concepts and characters as a reference for understanding and developing a godly character and values</li> <li>4. All TUT whānau will support and/or lead their peers towards confidently demonstrating the TUT guiding principles</li> </ol>

OUTCOMES	STRATEGIES	2014-2016 TARGETS
<p><b>OUR GOALS AND OBJECTIVES WITHIN EDUCATION:</b>  <b>Goal 1: Access to Te Ao Māori, Pasifika Culture &amp; Heritage, Environmental Science, Business and High Performance Sport</b></p>		
<p><b>Te Ao Māori</b></p> <ul style="list-style-type: none"> <li>• To consult and collaborate with local hapū and iwi.</li> <li>•</li> </ul> <p><b>Pasifika Culture &amp; Heritage</b></p> <ul style="list-style-type: none"> <li>• To consult and collaborate with local Pasifika community</li> </ul>	<ol style="list-style-type: none"> <li>1. Seek opportunities for TE URUNGA TŪ whānau to engage in Māori based activities and celebrations.</li> <li>2. Develop and strengthen relationships with local hapū and iwi.</li> <li>3. Ensure Te Reo and Tikanga Māori permeate through all aspects of TE URUNGA TŪ life.</li> <li>4. Seek opportunities for TE URUNGA TŪ whānau to engage in Pacific Island based activities and celebrations.</li> <li>5. Develop and strengthen relationships with the local Pacific Island community.</li> <li>6. Ensure the Pacific Island cultures are acknowledged through all aspects of TE URUNGA TŪ life.</li> </ol>	<ol style="list-style-type: none"> <li>1. By end 2014, 75% of TUT whānau will engage in Māori based activities and celebrations.</li> <li>2. By 2016, strengthened relationships will have developed with local hapū and iwi.</li> <li>3. By 2015, Te Reo and Tikanga Māori will permeate through all aspects of TE URUNGA TŪ life.</li> <li>4. By end 2014, 75% of TUT whānau will engage in Pasifika based activities and celebrations.</li> <li>5. By 2016, strengthened relationships will have developed with local Pasifika community.</li> <li>6. By end 2015, Pacific Island cultures will be valued and acknowledged by all TUT whanau.</li> </ol>
<p><b>High Performance Sport</b></p> <ul style="list-style-type: none"> <li>• All students will understand that</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide specialist coaching</li> <li>2. Provide daily training routines</li> </ol>	<ol style="list-style-type: none"> <li>1. 85% of students will engage in daily mentoring support and mental skills</li> </ol>

# TE URUNGA TŪ DRAFT STRATEGIC PLAN

5<sup>th</sup> April 2013

<p>training and nutrition are essential components of high performance sport</p>	<ol style="list-style-type: none"> <li>3. Provide daily nutritional meals (breakfast, lunch and afternoon snack) to enhance sporting success</li> <li>4. Provide mentoring support and mental skills development</li> </ol>	<p>development</p> <ol style="list-style-type: none"> <li>2. After two years, 90% of students will understand their daily training routines and be able to track their progress</li> <li>3. All students will conduct termly body composition and fitness tests and will progress their results each term</li> <li>4. By 2016, students will understand and manage their nutritional needs outside of the TUT environment</li> </ol>
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OUTCOMES	STRATEGIES	2014-2016
<b>Goal 2: Curriculum and Educational Outcomes</b>		
<p><i>To provide excellence in teaching and learning, utilising collective and individual skills towards developing successful global citizens.</i></p>	<ol style="list-style-type: none"> <li>1. To develop a Long Term Plan to ensure effective curriculum delivery and content.</li> <li>2. To develop planning and monitoring systems towards the Junior School achievement standards and endorsement of National Certificates of Educational Achievement.</li> <li>3. To develop a Long Term Plan to implement best literacy and numeracy practices by engaging in</li> </ol>	<ol style="list-style-type: none"> <li>1. A draft long term curriculum plan will be written to begin implementation by term 1, 2014</li> <li>2. Planning and monitoring systems will be in place by term 1, 2014</li> <li>3. A draft junior Literacy/Numeracy plan and strategy will be in place by term1, 2014</li> <li>4. September 2013 – all prospective students will be assessed in literacy and numeracy (asttle) at the TUT 2014</li> </ol>

	<p>evidence-based inquiry.</p> <ol style="list-style-type: none"> <li>4. Develop professional relationships and strengthen curriculum partnerships with TKP TCS staff</li> <li>5. Perform an annual review of the Long Term Plan to ensure alignment with the New Zealand Curriculum</li> </ol>	<p>open day to gather baseline data</p> <ol style="list-style-type: none"> <li>5. End 2014 – all junior students will be reading at their chronological age</li> <li>6. End 2014 – all junior students will be proficient in Y9-10 numeracy</li> <li>7. 2015-2016 – All L1 students will achieve their NCEA literacy and numeracy credits</li> <li>8. 2015-2016 – 80% L1 &amp; L2 students will achieve their NCEA credits</li> <li>9. 2014 – All students will understand and follow their academic plans delivered by TUT and TKP TCS staff</li> </ol>
<b>Goal 3: Equip Students With the Skills Required to Operate Competently as 21<sup>st</sup> Century Learners</b>		
<ul style="list-style-type: none"> <li>• To provide access to ICT anytime, anywhere within the school.</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop and implement an ICT strategic plan to integrate across the curriculum</li> <li>2. Establish reliable online access across the campus</li> </ol>	<ol style="list-style-type: none"> <li>1. 2014 Develop an ICT strategic plan</li> <li>2. 2013 – Secure an IT provider and develop an action plan to ensure sufficient cabling etc.</li> </ol>
<b>Goal 4: Promote Professional Staff Behaviours</b>		
<ul style="list-style-type: none"> <li>• To provide an environment that promotes professionalism and a</li> </ul>	<ol style="list-style-type: none"> <li>1. Wānanga – unpack the mission, vision and guiding principles of TE URUNGA TŪ.</li> <li>2. Distribute the Staff Handbook to all staff members.</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning 2014 – All staff to attend a weekend wānanga</li> <li>2. All staff will have full access to the staff handbook</li> <li>3. All staff will have full access to the NZ Teachers</li> </ol>

# TE URUNGA TŪ DRAFT STRATEGIC PLAN

5<sup>th</sup> April 2013

<p>high standard of excellence</p>	<p>3. Distribute the New Zealand Teachers' Council Code of Ethics to all teaching team staff.</p> <p>4. Encourage Quality Learning Circles and Professional Learning Groups to discuss and reflect on professional practices.</p>	<p>Council Code of ethics</p> <p>4. All staff will understand and demonstrate sharing ideas, concerns and reflective practice at meetings</p>
<p><b>Goal 5: To allocate and control income and expenditure in ways that reflect the priorities stated in the Charter</b></p>		
<ul style="list-style-type: none"> <li>An annual budget that reflects the RMCTB priorities and strategies to fund the curriculum, property and administrative activities of TE URUNGA TŪ is followed</li> </ul>	<ol style="list-style-type: none"> <li>Ascertain priorities and action steps required from TUT PSKH application</li> <li>Review the draft budget in consultation with RMCTB members.</li> <li>Board and Principal to collaborate and/or undertake training in governance and finances.</li> </ol>	<ol style="list-style-type: none"> <li>May – June 2013 – Priorities and strategies are confirmed with the RMCTB members. An action plan is confirmed. A timeline is set.</li> <li>June 2013 - Principal is set up to be trained by MOE and Board support systems</li> </ol>

## PROCEDURE – STUDENT BEHAVIOUR

### **Rationale**

Discipline involves keeping a balance between control and freedom, rights and responsibilities to help ensure that behaviour remains within the range of limits acceptable by the community and TE URUNGA TŪ. The TE URUNGA TŪ Code of Conduct applies to all students and staff.

- Control to protect students from the influence and effects of inappropriate behaviour and actions
- Freedom for the development of independence and initiative
- The right of the individual to receive an education in a safe, supportive and non-threatening environment
- The responsibility of the individual to ensure that their behaviour is appropriate and contributes to a safe, supportive and non-threatening environment
- Students choose how they behave and must ultimately take responsibility for their actions.

### **Purpose**

To provide an acceptable set of guidelines within which staff, parents and students can work harmoniously.

### **Guidelines**

- 1** The use of corporal punishment by any staff member (or parent helper or member of the public) on any student during school time (or at any time deemed to be school time or when the person is acting in *'loco parentis'*) is illegal and under no circumstances will its use be condoned in TE URUNGA TŪ.
- 2** The establishment of positive relationships between student and teacher helps establish desirable behaviour.
- 3** The emphasis should be on rewarding and reinforcing positive behaviour as opposed to punishing negative behaviour.
- 4** Well established and maintained routines plus good housekeeping and classroom preparation will assist the development of good relationships.
- 5** Expectations (rules, code of conduct, guidelines and procedures) will be clearly stated, consistent, adhered to and followed up.
- 6** A proactive approach in dealing with initial breaches of discipline and prompt action will often prevent the situation from escalating.
- 7** Teachers will provide students with guidance and counselling.
- 8** The class teacher will keep parents informed of matters 'that are preventing or slowing students' progress or harming the students' relationship with teachers and or other students'.

### **Conclusion**

This Management Procedure provides clear guidelines within which staff, parents and students can work harmoniously.



# TE URUNGA TŪ Discipline System

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## Step for negative behaviour:

- Step 1** Verbal warning, **adjustment** required and name is written on the board.
- Step 2** Second verbal warning, **action** required and a mark is put by student's name.
- Step 3** Third verbal warning, **discipline** required another mark is put by the student's name. Student is withdrawn and a non compliance is recorded

## Some examples of behaviour leading to the above

### Low

- **Disrespect to an adult in authority**
- **Late to class**
- **Disruptive behaviour**
- **Disregarding instruction**
- **Inappropriate language**
- **Absence from base room**
- **Absence from tutorials**

### Medium

- **Verbal abuse**
- **Smoking outdoors**
- **Truancy**
- **Repeated withdrawals from class**
- **Out of bounds**

### High

- **Physical assault**
- **Consuming alcohol and or drugs**
- **Continual truancy/disobedience**
- **Breaking and entering**
- **Theft**
- **Wilful damage to property**
- **Smoking indoors**
- **Bullying**

**\*Remember we are currently working with 3 different levels of offence low, medium and high.**

**\*For more details please refer to the Parent information (to be developed) pack regarding Code of Conduct and Student Behaviour Management at TE URUNGA TŪ**

**Severe Clause**

If a student/s threatens, disregards or swears at an adult of authority they are immediately sent to the Principal Office.

Principal Approved:

Date:

DRAFT APRIL 2013