



Kapiti College

Board of Trustees

College

Charter

Period: 2009

School ID : 247

Charter Review: 2010

Contents

1	School Statement	3
2	Governance and Management	4
3	College Aims and Objectives	7
4	Kapiti College Values	9
5	Key School Improvement Initiatives 1999-2009	9
6	Achievement Statement	13
7	Achievement of Maori Students	15
8	Kapiti College Strategic Plan 2007-2010	16
9	Goals for 2009	22

Appendix

The National Administration Guidelines	23
--	----



Kapiti College - School Statement

Kapiti College is a coeducational secondary school with a current roll of 1070 students that includes 60 international students. The college is situated at Raumati Beach and draws the majority of its students from the coastal communities running from the top of the Porirua Basin in the south to Waikanae in the north. The Kapiti District has an overall population of 40,000.

The College Community places value on a broad range of achievements encompassing the academic, civic, sporting and cultural pursuits of our students. This is encapsulated in our Mission Statement

'Encouraging all students to achieve their potential, develop a sense of self worth and respect for others and contribute positively to the community'

As a learning community we are in an environment of action, reflection and evaluation. Everyone within the community has an important role to play. The aim is to provide each individual with growth, understanding, empowerment, better relationships, happiness and better performance.

Governance and Management

Governance Policy

The Board emphasises strategic leadership rather than administrative detail, has a clear distinction of board and staff roles, concentrates on the future rather than past or present, and is pro-active rather than reactive.

All elected, appointed and co-opted trustees, whether they are parent, proprietor, staff or student representatives, come to the board table entrusted to ensure effective governance despite the different perspectives they bring to board discussions. Individuals are neither advocates nor delegates with sectional interests but work for positive outcomes for all concerned.

Management

The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal.

Education Act 1989, Section 75 and 76

The legal responsibility of the Board of Trustees is determined by Section 75 of the Education Act 1989:

s.75 Boards to control management of schools –
Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

s.76 Principals –

1. A school's principal is the board's chief executive in relation to the school's control and management
2. Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
shall comply with the board's general policy directions; and
Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

National Education Priorities

Kapiti College recognises the government's national educational priorities:

- Success for all
- A safe learning environment
- Improving literacy and numeracy
- Better use of student achievement information
- Improving outcomes for students at risk
- Improving Maori student outcomes
- Providing career guidance
- Reporting to students, parents and the community

Board Roles and Responsibilities

The Board of Trustees' key areas of contribution are to:

- Set and, as needed, modify the vision, mission and values
- Protect the special character of the school
- Ensure a sensible and feasible Strategic Plan
- Approve and monitor the Annual Plan
- Develop and review the general policy direction
- Monitor and evaluate student learning outcomes
- Appoint, assess the performance of, and support the Principal
- Act as good employers
- Provide financial stewardship
- Oversee, conserve and enhance the resource base
- Approve major policies and programme initiatives
- Manage risk
- Build a broad base of community support
- Exercise governance in the way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage

Trustee's Code of Ethics

The **B**oard is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall:

- Ensure the needs of all students and their achievement is paramount
- Be loyal to the organisation and its mission
- Respect the integrity of the principal and staff

- Observe the confidentiality of non-public information acquired in their roles as trustees and not disclose to any other persons such information that might be harmful to the school
- Be diligent and attend board meetings prepared for full and appropriate participation in decision making
- Ensure that individual trustees do not act independently of the board's decisions
- Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
- Avoid any conflicts of interest with respect to their fiduciary responsibility
- Recognise the lack of authority in any individual trustee or subgroup of the board in any interaction with the principal or staff
- Recognise that only the chairperson can speak for the board
- Continually self-monitor their individual performance as trustees against policies and against any other current board evaluation tools

Chairperson's Role

The Chairperson is the leader of the Board and carries overall responsibility for the integrity of the board's processes. The role involves the following responsibilities:

- Spokesperson for the board on strategic matters
- Establishment and maintenance of an ongoing working relationship with the Principal
- Building of an effective team
- Ensuring that the Principal's Performance Agreement and Appraisal are completed on an annual basis
- Protected Disclosure Officer
- Chairing of the meetings
 - o Meeting discussion content will only be those issues that, according to board policy, clearly belong to the board to decide not the Principal
 - o Deliberation will be timely, fair, orderly and thorough, but also efficient, limited to time and kept to the point
 - o Meeting procedures as outlined in the Standing Orders and Local Government Official Information and Meetings Act 1987 are observed except where the board has suspended them.

Kapiti College Aims

Curriculum Delivery

To have a well managed teaching and learning environment which is safe, positive and supportive of students, where the needs, abilities and learning styles of individuals and groups are catered for, and where students are helped and motivated to set and achieve personal goals.

Curriculum Content

To provide programmes, experiences and opportunities which are relevant to students' present and future needs; to offer choice from a broad range of options, and to ensure a balanced coverage of the essential learning areas and skills required by the national curriculum.

Student Progress and Achievement

To assess, record and report on students' individual achievements in ways that encourage and recognise progress and high standards, have a positive impact on further learning, and provide the basis for constructive dialogue about personal, social and academic dimensions of performance.

Personnel

To be a good employer by promoting a positive working atmosphere with effective communications; to support on-going staff development and high levels of performance, and to endorse staff qualities and actions that reflect the aspirations of this charter.

Finance

To manage the College's finances to enhance the education of all students, in a manner that supports the intentions of this charter and allows the College to meet its immediate and longer term needs, goals and obligations.

Property

To ensure a high standard of property maintenance, development and general care so that the College's buildings and facilities provide a safe, attractive environment suited to a modern curriculum.

Community Involvement

To actively promote College-community confidence and to foster relationships that are positive, co-operative, communicative and mutually beneficial.

Cultural Diversity

To develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture; to show commitment to providing Maori language and culture programmes; to enable Maori students to be achievers, and to maintain the special relationship between the Maori community and the College.

College Self-Review

To regularly self-review the College's performance in relation to this charter so that effectiveness can be gauged and priorities decided for future progress and development.

Kapiti College Objectives

Curriculum Delivery and Content

Each year the Board through the principal and staff will develop, revise or confirm its curriculum plan. The plan will set out specific objectives for curriculum delivery and content.

Student Progress and Achievement

Each year the Board will ensure that its curriculum plan sets out the purposes and objectives for assessing, recording and reporting on each student's progress, achievements and learning needs.

Personnel

In consultation with staff, the Board will prepare plans and policies to reflect its commitment to being a good employer. Plans and policies will be reviewed regularly and revised as the need arises.

Finance

The Board will prepare an annual budget to fund the College's curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year and ensure the preparation, audit and publication of annual accounts.

Property

The Board will comply with the conditions of any current asset management agreement, and prepare and implement an on-going (10 Year) plan of property maintenance and development, including provision for safety and hygiene.

Community Involvement

The Board will have a policy with objectives for achieving parent-community support and involvement. The policy will be reviewed and reported on regularly, and revised as the need arises.

Cultural Diversity

The College's plans and policies will be implemented in ways that are sensitive and responsive to the cultural backgrounds and values of individual students and their families. This includes recognition of the unique position of the Maori people in the area the College serves.

College Self-Review

The Board will have an annual time plan for the ongoing review of its plans and policies. Reports from reviews will form the basis for deciding and implementing priorities for College development and improvement.

Kapiti College Values

At Kapiti, there is

- A climate of mutual respect
- Motivation to succeed
- Pride in our school and ourselves
- A healthy physical and social environment
- Encouragement and celebration of diversity
- Self-responsibility and independence
- Innovation and Creativity

Key School Improvement Initiatives 1999- 2009

In 1999, the board, management, staff and community negotiated a strategic plan with goals and performance indicators under the following eight headings:

1. Learning and Teaching
We will create a highly motivated community of learners.
2. What we Teach
We will offer a curriculum that meets student needs and maximizes life's chances.
3. Co-curricular Involvement
We will provide a wide range of co-curricular experiences for students, emphasize participation commitment and "fair play", encourage parental and community involvement, ensure that 'teams' experience success and ensure high achievers are encouraged and supported.
4. Progressing and Achieving
We will value and celebrate success, ensure all students make academic progress and ensure our students enjoy academic success.
5. School Character and Ethos
We will make sure students feel safe, challenged and supported; ensure the environment reveals that students are proud of Kapiti College; students' attitudes and behaviour are of a high standard; Kapiti College respects and celebrates cultural diversity and enjoys a good reputation in the community.

6. Physical Environment and Resources

We will ensure that finance is used appropriately to support teaching and learning and that the teaching and learning environment is progressively upgraded.

7. Personnel

We will have a well balanced and well qualified staff who recognise themselves as part of the learning community. All staff will be fully committed to giving students the best deal possible. The teachers can concentrate on teaching and learning and all staff see themselves as part of a team effort and are committed to personal growth.

8. Community Involvement

We want Kapiti College to have a recognised partnership with parents, students, staff and the wider community and for this partnership to recognise responsibilities under the Treaty of Waitangi.

Key actions to promote effective learning and teaching include

1999

- Identified key principles of curriculum management and delivery
- 18 subject departments restructured to 8, including a new Learning Support department.
- Reviewed appraisal and quality assurance systems- setting of annual department and personal goals
- Aligned school assessment practices to match new national curriculum statements
- Preliminary work on developing an effective bicultural educational model
- Reviewed the Mathematics, Social Science and Learning Support departments

2000

- Established formal memorandum of agreement with local Iwi
- Introduced Enterprise studies, outdoor education, drama and Maori Level 2 into the Y9 curriculum. (Have continued to successively build through the levels in 2001-2003).
- Computerised all junior reports and established learning outcomes data base
- Substantially improved induction processes for new students
- Enhanced Learning Support Services
- Consortium agreement for the off site provision of education for alienated students
- Substantial upgrade of ICT facilities

- Ongoing work on bicultural education
- Reviewed Science and PETH (PE/Transition /Health) departments

2001

- Major commitment to teacher effectiveness training to improve learning culture
- Revamped year 10 option structure to maximize choice and reviewed senior curriculum to ensure all courses effectively linked to national qualifications
- Prepared for NCEA in 2002, including all related assessment and administrative systems.
- Further upgraded IT systems
- Reviewed Technology, English and AMOL (Arts, Maori and Other Languages)
- Established peer mentoring scheme

2002

- Established Kapiti Code and revised behavioural management programme.
- Introduced junior school Merit System, Y10 enrichment class and Y9 integrated English/Social Studies.
- Implemented NCEA level 1 and prepared for level 2
- Reviewed Mathematics, Social Science and Learning Support departments and KCL

2003

- Bedded in 2002 initiatives
- Started three-year IT professional development contract with Wellington Girls and Queen Charlotte Colleges.
- ERO reviewed school July
- Commenced major staff professional development programme focused on Information Technology, NCEA, Literacy and Classroom Behavioral Management.

2004

- Second year of ICT Professional Development contract
- Introduced Year 11 Outdoor Education
- Laptops introduced for all teaching staff
- First Class intranet purchased
- Review of Science and Technology Depts

2005

- Third year of ICT Professional Development contract
- Upgrade of ICT facilities
- Upgrade of lower B Block classrooms

- Review of AMOL and English Depts

2006

- First year of Differentiated Learning PD contract
- Introduced Year 11 Outdoor Education
- Introduced Senior/Junior School Management system
- Review by ERO

2007

- 2nd year of Differentiated Learning PD contract
- Introduced Year 11 Outdoor Education
- Introduced KAMAR student management system
- Revised Junior and Senior Reports
- Upgrade of ICT facilities
- Upgrade of C Block (English Dept)

2008

- Professional Learning Group PD approach
- Introduced Year 9 Film and Year 12 Dance
- Introduced pilot Digital Class
- Introduced pilot SPELD tutoring
- Preliminary work on NZ Curriculum
- Completion of C Block upgrade
- Change of financial management system
- Planning for KC Sport and Recreation Centre
- Introduced text-based absence system
- Review of Mathematics and Social Science Depts

2009 (Planned developments include)

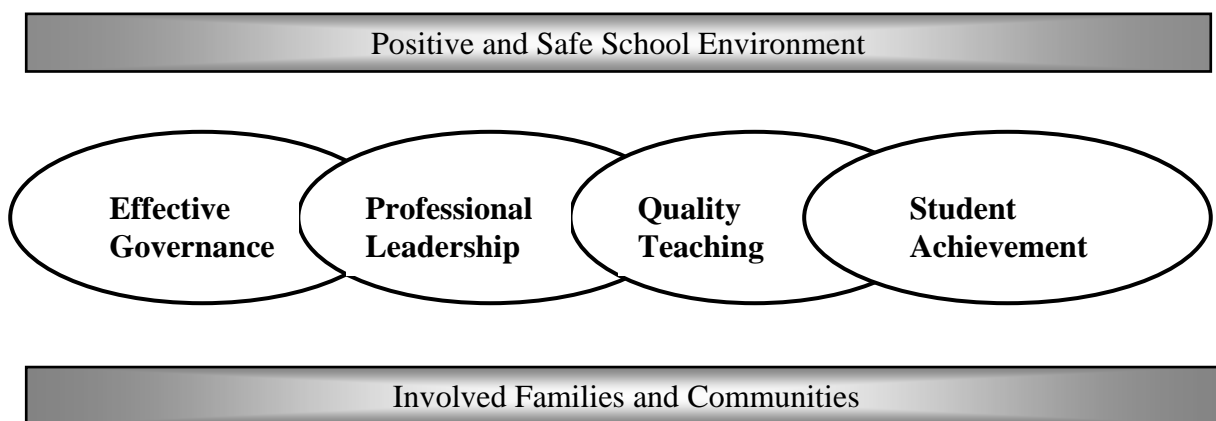
- NZ Curriculum Professional Development
- Introduced direct parent access to student data
- Introduced Year 9 Literacy/Numeracy class
- All staff to trial NZ Curriculum units
- Introduced Year 10 Film and Year 9 and 13 Dance
- Introduced Year 10 Digital class
- Construction of KC Sport and Recreation Centre
- Planning for Technology Block upgrade
- Review of Technology, Learning Support and PE/Health Depts

Kapiti College Achievement Statement



Chain of Quality

The College recognises the importance of the 'Chain of Quality' links in enhancing student achievement. This diagram below illustrates how student achievement, high quality teaching, professional school leadership and effective governance by the board are all linked together.



The College Community places value on a broad range of achievements encompassing the academic, civic, sporting and cultural pursuits of our students. This is encapsulated in our Mission Statement

'Encouraging all students to achieve their potential, develop a sense of self worth and respect for others and contribute positively to the community'

This is reflected in the College Strategic Plan which identifies key goals and success indicators across all elements.

Key indicators in terms of outcomes for individual students include

- Junior School Merit Points
- Junior Course Completion Achievement Grades
- Pastoral Care and Disciplinary Intervention Record
- Participation and achievement in co curricular sporting and cultural activities
- Leadership and civic contribution at all levels
- Senior School National Qualifications Achievement
- Length of stay at Secondary School
- The identification of positive next steps on leaving College

Key indicators for the College as a whole also include

- Retention rates
- Stand-down and suspension rates
- Attendance rates
- Relative performance of male and female students
- Relative performance of Maori students
- Value added performance of each cohort relative to intake data
- Relative performance of each cohort against the national profiles for NCEA qualifications outcomes

The College recognises the importance of using both descriptive and quantitative data, which is accurate and well researched, to measure and evaluate outcomes for these key indicators in order that we are effectively focused on optimising performance. To this end we have used Classroom Manager and in the last two years KAMAR software as data bases to analyse student achievement. In addition there is ample data available from the NZQA website. Documentary evidence is therefore available to demonstrate outcomes on all the indicators listed. This information is widely shared with the board, staff, parents and students. We have learnt much from this data and this has significantly impacted on the professional development of staff, school curriculum management structures, teaching programmes and the pastoral care and guidance systems within the college. We have a high level of self knowledge and are making identifiable progress

Goals for Qualifications

While valuing and promoting achievement across a broad range of endeavours, we expect our students above all to perform to their potential in obtaining quality National Qualifications.

We look to improve our performance relative to:

- our own historical pattern
- the national profile of state coeducational schools of similar Decile rating
- national data on the achievement of Maori students in similar settings

Indicators

National data published as league tables in daily newspapers can be more misleading than informative. A more comprehensive analysis is necessary to reveal what is really going on. Important data includes

- Retention Rates (1 March, 1 July, Year End as well as progression from year to year)
- Participation Rates- credits entered per student in the entire cohort
- Success rates- Unit Standards enrolled/ competed/ achieved
Achievement Standards entered and achieved/ merit/ excellence

Achievement of Maori Students

The school is committed to developing policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture. These practices include the following:

- a Whanau Support Group who meet monthly to support the educational needs of our rangitahi.
- a teacher Bi-Cultural Development Committee which includes a representative from each curriculum department. This committee is focused on strategies to improve learning outcomes for Maori students, especially through the professional development of staff.
- an ongoing PD programme for staff.
- looking at each departments commitment to biculturalism in Department triennial reviews.
- identifying the learning outcomes of Maori students across the curriculum and included these in annual department reports.
- Negotiating a memorandum of understanding between the board and Whakarongotai Marae which includes the establishment of a Marae committee, representation on the board, representation at disciplinary hearings for Maori students and other matters.
- programmes in kapa haka, waka ama, whakairo, taniko and beats with the aim of assisting to engage Maori students in school

The goal is that the performance of Maori students will match that of non-Maori students.

Kapiti College Strategic Plan 2007-2010 – A High Trust Learning Community in an environment of Action, Reflection and Evaluation

		Policy	Aims	Document references	Indicators
1	Curriculum content and delivery	1.1 Curriculum development 1.2 Catering for diverse learning needs 5.5 Education outside the classroom 5.6 Student work experience	To have a well managed teaching and learning environment which is fully compliant with the National Curriculum, which is safe positive and supportive of students, where the needs abilities and learning styles of diverse learners are catered for, and where students are expected to set and achieve challenging personal goals.	<ul style="list-style-type: none"> • Curriculum Management handbook • Department Management documents • Subject schemes • QMS/ accreditation documentation • Course information handbooks • <i>The New Zealand Curriculum documents</i> • <i>NAG 1 part 1</i> • <i>Gateway handbook for schools</i> • <i>e-Learning Action Plan – minedu ICT in schools</i> 	<ul style="list-style-type: none"> ▪ There are clear links between classroom programmes, department documentation and New Zealand Curriculum documents, with all staff planning for curriculum change ▪ Learning is relevant and connected to the wider environment and community. ▪ There is evidence of genuine mixed ability teaching in all classrooms, with attention paid to individual learning rates through a differentiated curriculum. ▪ There is a safe, high trust learning environment. Students are enthusiastic about learning and challenge themselves academically. ▪ There is emphasis on learning how to learn. ▪ Course evaluations reveal a high level of satisfaction with the content and delivery of courses.
2	Tangata Whenua	Memorandum of understanding with Whakarongotai Marae.	To develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori Culture; to show commitment to providing Maori language and culture programmes; to enable Maori students to be achievers and to maintain the special relationship between the Maori Community and the college.	<ul style="list-style-type: none"> • <i>NAG 1 part v</i> • <i>Job description of Maori Achievement coordinator</i> • Maori Achievement Coordinators annual report 	<ul style="list-style-type: none"> ▪ The success indicators of Maori student achievement is consistent with the wider school population ▪ The position of Maori Achievement coordinator is supported and further integrated into school structures and practices ▪ Maori students with leadership/role modeling/ mentoring qualities are supported to enhance their personal capability and the educational outcomes for all. ▪ The school engages with the local Iwi and our own Whanau to review the direct involvement of the Maori Community with and in the college ▪ Appropriate professional development is provided to staff and impact evaluated.

		Policy	Aims	Document references	Indicators
3	Monitoring and promoting student achievement	1.3 Student assessment and reporting 2.3 Student reporting	To ensure that student achievement in all aspects of school life is promoted, and that individual and collective achievement is measured, monitored, reported and celebrated.	<ul style="list-style-type: none"> • NAG 1 parts ii, iii • NAG 2 part iii • KC Curriculum Management handbook 	<ul style="list-style-type: none"> ▪ There is a strong achievement orientated culture positively reinforced by recognition and celebration. ▪ There is a database of student achievement which enables all staff to monitor individual and group (gender, ethnic, cohort, class etc) performance across all dimensions of school life (academic, social, co-curricular) in a systematic, longitudinal manner. This data drives evidenced-based improvement strategies. ▪ Appropriate progress and summative reports are provided to students and caregivers. ▪ “League table” results show Kapiti College students performing at an above average level relative to other decile 8-10 colleges, based on highest qualifications of all school leavers and other appropriate indicators, taking into account our atypical ethnic profile. ▪ Literacy and numeracy issues are addressed. ▪ Achievement is systematically identified and celebrated.
4	Behaviour, relationship management and student support services	5.2 Verbal, physical and sexual harassment 5.3 Student abuse 5.4 Students and tobacco, alcohol & drugs 6.1 Student attendance and truancy 6.2 Student discipline 6.4 Uniform	To create and maintain a safe, orderly, supportive environment where students are challenged to give of their best in all situations and held accountable for their actions in a manner that is constructive and educative.	<ul style="list-style-type: none"> • NAG 1 part vi, NAG 5 part i • KC Pastoral Care handbook 	<ul style="list-style-type: none"> • Parent and student evaluations reveal that students feel that they and their property are safe, that they are challenged to learn and grow and that they are supported by staff and peers in accepting these challenges. • The Kapiti Code is reinforced by all. • Students are moved along the continuum from dependence to independence to interdependence in all situations. • Rights and responsibilities are balanced and restorative justice processes are used whenever appropriate. • Students receive appropriate guidance and support in relation to personal, career and academic matters. • Wide-ranging, purposeful leadership training and opportunities are provided.

		Policy	Aims	Document references	Indicators
5	Co curricular programmes		To provide a wide range of co-curricular experiences for students across diverse sports codes, arts and cultural activities and community service endeavours which foster participation, quality performance, teamwork and leadership.	<ul style="list-style-type: none"> • Sports handbook • Arts handbook • <i>College Sport Wellington handbook</i> 	<ul style="list-style-type: none"> • There is a wide range of sporting, arts and cultural activities available. • Kapiti College teams have a reputation for fair play and for meeting their commitments. • All students take part in co-curricular activities. • Overall participation rates are above the national or regional averages. • There is strong involvement of coaches, managers and supporters from parents and the wider community. • There are strong links with community activities and sports groups. • Kapiti College groups and teams enjoy a reputation of performing to a high standard with pride in all circumstances. • Kapiti College sports teams, cultural and performance groups, including music, debating, drama etc receive regional recognition on a regular basis. • A steady flow of students gain regional and national status in their field of endeavour and feel actively supported by the college. • There are appropriate facilities for all students to achieve in their field of endeavour • There is a range of clubs and activities in the college which encourage the development of community involvement, environmental responsibility, service and leadership.
6	Adult Community Education (ACE)		To be an effective provider of high quality Adult Community Education consistent with the terms and conditions set out in our contract with the Tertiary Education Commission.	<ul style="list-style-type: none"> • ACE policy and application handbook 	<ul style="list-style-type: none"> • There is an ACE Advisory group made up of representatives of the community. • The group assists the ACE co-coordinator with programme development to reflect community needs in accordance with TEC criteria. • The BoT approves the annual programme and use of ACE funding including fees charged to students, on the recommendation of the group. • Any courses provided that do not meet the intent of the ACE criteria will be on a full cost recovery basis. • All actions, decisions and approvals meet TEC requirements and the intent of TEC changes/developments, specifically for quality assurance.

7	International Programme	6.5 Overseas Students	<p>To run an effective International student programme to:</p> <ul style="list-style-type: none"> ▪ enhance cross cultural awareness and encourage a global perspective on living and learning. • offer quality educational opportunities to overseas students. • provide additional income to enhance school resources for the benefit of all. 	<ul style="list-style-type: none"> • International Student handbook • <i>Code of practice for the pastoral care of IS</i> • <i>Section 238F of Education Act 1989</i> 	<ul style="list-style-type: none"> ▪ An International programme for 40-60 FTE students from a range of at least 7 countries is maintained. ▪ The primary driver must be the delivery of a quality service that meets all code requirements and fits the diverse aspirations of the students. . ▪ All costs associated with the programme, including all personnel costs, but excluding capital costs must be included in the annual budget to ensure an accurate evaluation of the programmes economic viability and contribution. ▪ Financial goals are met. Programme profits are directed towards long term capital development, not short term consumption. ▪ Short Course and Full Programme offerings are provided to meet diverse needs of individuals and groups. ▪ Enrolment ESOL level requirements are set as appropriate. Quality ESOL programmes are provided. ▪ To provide international opportunities for our NZ students – travel and dialogue.
8	Personnel	3.1 Personnel 3.2 Staff appraisal and development 3.3 Staff leave	<p>To be a good employer by promoting a positive working atmosphere with effective communications, supporting ongoing staff development and promoting high levels of performance.</p>	<ul style="list-style-type: none"> • EEO plan • PD Plan • Education Gazettes • Employment relations Act 2000, State Sector Act 1988, Human Rights Act 1993 	<ul style="list-style-type: none"> ▪ Personnel practices in relation to appointments, promotions, professional development opportunities, disputes resolution and workplace safety are fairly implemented and regularly reviewed. ▪ The appointment of high calibre professional staff is paramount to student success. ▪ High integrity, respectful communication is maintained between all parties. ▪ Staff evaluations reveal strong team morale and a shared commitment to achieving goals. Decision making processes are inclusive but effective and sustainable. ▪ Appraisal and review systems are designed and implemented in a manner which most supports the nurture of a high trust, professional culture with a shared commitment to achieving agreed goals focused on improved outcomes for students. ▪ Staff appraisal reveals a strong professional culture. Teachers reflect on own teaching approaches and techniques and take action to develop and improve. ▪ A quality professional development programme consistent with the development goals of the school is maintained.

		Policy	Aims	Document references	Indicators
9	Finance	4.1 Finance and budgeting	To manage the college's finances in a prudent manner, consistent with all legal requirements to meet the college's immediate and longer term needs, goals and aspirations.	<ul style="list-style-type: none"> • Annual budget • Annual Audited Accounts • Monthly Financial management reports 	<ul style="list-style-type: none"> ▪ A zero based budget is developed and approved by the board annually which reflects priorities consistent with the annual plan, making balanced provision for both current and capital development needs. ▪ No accounts exist for any group associated with the college which are not part of the audited college accounts. ▪ A minimum working capital of \$200,000 is maintained at all times. ▪ Appropriate entrepreneurial activities are undertaken to enhance local funding. ▪ Clear audits are obtained annually.
10	Property and Resources	3.4 Insurance for private vehicles 4.2 property maintenance and development	To ensure <ul style="list-style-type: none"> ▪ a high standard of property maintenance, development and general care so that the college's buildings and facilities provide a safe attractive environment suited to the curriculum delivery aspirations of the college. ▪ that the capital assets are continuously reviewed and upgraded for the effective delivery of quality teaching and learning. 	<ul style="list-style-type: none"> • 10 year Property Maintenance Plan • Year Capital Works plans 2002-7, 2008-12 • Report on the Entitlements to support 5YP- Ian Ratray May 06 • IT Development Plan 2003-2008 	<ul style="list-style-type: none"> ▪ There is a sense of total environmental pride maintained through the positive endeavour of all staff and students, with minimum time delay for putting right any damage or shortcomings. ▪ Buildings are effectively maintained through cleaning contracts and the 10 year maintenance plan which shall be updated consistent with MoE requirements by June 2007. ▪ Building modernization and capital works keep up with changing curriculum demands. The 5 Year capital development Property Plan (5YP) is completed and approved by the MoE by 1 July 2007. ▪ The grounds are well landscaped planted and maintained. ▪ Sports fields, courts, exterior spaces and courtyards are conducive to meeting the sporting, social and recreational needs of the school community. ▪ There is effective planning to identify and meet medium term asset requirements, and maintain asset registers at both a department and school level.
11	Community	6.6 Community consultation & communications 6.3 parents/ caregivers concerns & complaints	To create and maintain positive interactions and synergies with our wider community for the enhancement of both educational opportunities for students and the overall reputation of the college in the market place.		<ul style="list-style-type: none"> ▪ The College makes good use of publicity and promotion. ▪ There is recognized partnership with parents, students, staff and the wider community. ▪ There is interaction with local clubs and businesses.

12	Documentat- ion and self review	1.1 Strategic Planning 1.2 Self Review	To create an effective framework for the ongoing evaluation and review of all aspects of school development and operation to meet compliance requirements and drive the forward vision of the college.	<ul style="list-style-type: none"> • College Charter • Department Annual Reports • Department triennial review Reports • College Annual Plan 	<p>There are quality, integrated and annually updated documents at the following levels</p> <ul style="list-style-type: none"> • Board Charter and strategic plan. • School Curriculum and Pastoral management documents. • Appropriate handbooks for International students, co curricular programmes, ACE. • Course information booklets. • Department annual plans, management documents and subject schemes. • Detailed analysis of student performance outcomes. • An annual/ triennial review schedule.
13	Administrat- ion and compliance issues	5.1 health and safety 5.7 Privacy of information 5.8 Food and nutrition 3.4 Insurance for private vehicles	To be fully compliant with all legislation and to ensure the National Education Priorities (NEPs) are given due attention.	<ul style="list-style-type: none"> • Education Act 1989 	<p>Current NEP's are:</p> <ul style="list-style-type: none"> • Success for all, a safe learning environment, improving literacy and numeracy, better use of student achievement information, improved outcomes for students at risk, improved outcomes for Maori students and providing career guidance.

Annual Goals 2009:

Student Achievement Goals:

- That the rate of early student departure before Year 12 be less than 10% of our cohort entry number.
- That 75% of those entering Year 11 2009 gain their Level 1 NCEA by the end of the year.
- That 28% of Year 11 and 19% of Year 12 students gain Merit or Excellence endorsements for NCEA.
- That for each Level 1 and 2 subject, 66% of students gain **16** or more credits. In each Level 3 subject, 66% gain **14** or more credits.
- That each student in Years 9 and 10 shows an increase in literacy and numeracy skills as measured by AsTTle between the beginning and end of the year.
- That there are Kapiti College students performing at national and regional level in both sporting and cultural arenas in 2009.
- That all Year 9 students participate in at least one co-curricular activity.
- That all students indicate that their classroom experiences are positive and rewarding.
- That the average student attendance rate is over 95%.

Other Board Goals:

- Completion of the gymnasium project
- Development of the Technology facilities
- Review of Technology and PE/Health
- Trial interoperability system to give parents greater access to student data

The National Administration Guidelines (NAGs)

The National Administration Guidelines for school administration set out statements of desirable principles of conduct or administration for specified personnel or bodies. Recent amendments include the planning and reporting requirements, the footnote to 1(iii)c relating to gifted and talented learners (with effect from Term 1 2005), and clause 1(i)c regarding "regular quality physical activity" (with effect from Term 1 2006).

The National Administration Guidelines (NAGs)

In December 2003 a notice in the New Zealand Gazette advised that NAG 1(iii)c had been amended with a footnote that states: "including gifted and talented students".

From Term 1, 2005 it will be mandatory for all state and state-integrated schools to demonstrate how they are meeting the needs of their gifted and talented learners, as they are currently required to do for students who are not achieving, who are at risk of not achieving, and who have special needs.

A range of professional support is in place to assist schools with implementing this NAG change. This includes:

- in-depth professional development through School Support Services advisors;
- the handbook Gifted and Talented Students: Meeting their Needs in New Zealand Schools;
- a range of online and hard copy materials, including resources on Te Kete Ipurangi/The Online Learning Centre www.tki.org.nz/e/community/gifted/ and the Ministry of Education website www.minedu.govt.nz; and
- the recently released research into effective approaches to meeting the needs of gifted and talented learners www.minedu.govt.nz/goto/gifted

In December 2004 a notice in the New Zealand Gazette advised that an additional clause had been added. The addition, NAG 1 (i) (c), requires the development and implementation of programmes that "give priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6". This requirement takes effect from Term 1 2006.

In May 2007 a notice in the New Zealand Gazette advised that two new clauses had been added to NAG 5. From 1 June 2008 the additions require boards of trustees to:

- promote healthy food and nutrition for all students; and
- where food and beverages are sold on school premises, make only healthy options available.

In February 2009 the requirement to sell only healthy food and beverages on school premises was removed from NAG 5. The requirement to promote healthy food and nutrition for all students remains.

The Ministry of Education's Food and Nutrition for Healthy, Confident Kids: Guidelines to Support Healthy Eating Environments in New Zealand Early Childhood Education Services and Schools (March 2007) provides a framework to help schools and their communities develop environments that promote and support healthy eating.

The National Administration Guidelines are available in te reo at the bottom of this page.

NAG 1

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

Each Board, through the principal and staff, is required to:

(i) develop and implement teaching and learning programmes:

(a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;

(b) giving priority to student achievement in literacy and numeracy, especially in years 1-4;

(c) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;

(ii) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

(a) student achievement in literacy and numeracy, especially in years 1-4;

and then to:

(b) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements);

(iii) on the basis of good quality assessment information, identify students and groups of students;

(a) who are not achieving;

(b) who are at risk of not achieving;

(c) who have special needs (including gifted and talented)

and

(d) aspects of the curriculum which require particular attention;

(iv) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above;

(v) in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;

(vi) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

NAG 2

Each Board of Trustees, with the principal and teaching staff, is required to:

(i) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;

(ii) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;

(iii) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1(ii) above) including the achievement of Maori students against the plans and targets referred to in 1(v) above.

NAG 3

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

(i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;

(ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

(i) allocate funds to reflect the school's priorities as stated in the charter;

(ii) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;

(iii) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5

Each Board of Trustees is also required to:

(i) provide a safe physical and emotional environment for students;

(ii) promote healthy food and nutrition for all students;

(iv) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6

Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.