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Accounting Policy

Finance and Property NAG 4

Adopted by Board of Trustees 14 June 1998

Amended 18 May 2015



Rationale:

In accordance with the National Administration Guideline 4, Birkdale Intermediate School has a commitment to meeting the legislative and regulatory obligations on financial and property matters.

Purposes:

- To reflect the school's Charter priorities.
- To ensure a safe and healthy learning and working environment.
- To maximise the benefits to children through careful budgeting and control of financial and property assets.
- To provide accurate and current information about the school's finances.

Guidelines:

In consultation with the principal and administrative staff, the BOT will develop and follow:

- Procedures for all financial transactions.
- A clear system and timeline for developing a budget so all stakeholders can contribute.
- A programme for property management (buildings and grounds).
- A programme for maintaining and replacing other assets (e.g. furniture, computer equipment).
- Procedures for dealing with health and safety issues.
- Procedures for compliance reporting.
- The BOT seeks the financial support of parents through the voluntary school donation scheme and other fundraising activities.
- The level of voluntary school donations and fundraising is reviewed annually to determine the support needed for the following year.

Procedures:

For Financial Transactions

Accounts

- The computer accounts are to be prepared, balanced, and reconciled on a monthly basis.

- A computer generated report, a list of payments made, and a list of accounts for payment is to be presented at the monthly BOT meeting.

Petty Cash

- Petty Cash is to be recorded separately and a breakdown of how it is spent together with receipt is to be presented when reimbursement is required.

Purchasing

- All purchase orders are to be made using a triplicate purchase order book. The order must be checked and authorised by a designated person.
- The original copy of order is sent to the supplier and the second copy is given to the Accounts Department so it can be matched with the packing slip and invoice when it arrives. The third copy remains in the order book.
- A school credit card is available to the Principal for purchases under \$2,000.

Cheque Signatories

- Cheque signatories will be BOT Chairperson, two Deputy Principals and the Principal's Secretary.
- Two signatories are required to sign payments and any other bank documents.

Banking and Monies Received

- All monies are banked as soon as possible.
- Receipts are to be issued for all school donations, hireage fees and other donations. All other income to be receipted on request.
- All bankings are to be classified appropriately e.g. stationery, donations.
- Monies received through the "money book system" to be checked and receipted.

Payment of Accounts

- All spending should be in accordance with the amounts allocated in the budget. Extraordinary or capital expenditure not already budgeted for requires BOT Finance Subcommittee approval.
- All invoices are matched with packing slips and purchase orders, coded and sent to the budget holder for verification of goods received and approval for payment. They are then passed to the principal who approves invoices for payment.
- Prompt payment invoices to be paid weekly. All other invoices to be collated and prepared for payment by the 20th of each month.
- Where there is no invoice a "Request for Payment" form to be completed, attaching any relevant information e.g. order forms, course information.

A GST receipt for monies paid must be requested and received.

- Invoices and payments to be sent to authorised signatory for signing.
- All cheque vouchers with attachments and direct credit payments to be filed in number order in monthly folders.

Stocktakes

- Stocktakes for trading areas are to be carried out once a year and at other times on request.
- Library stocktake to be completed at the end of each year after books have been returned.

Annual Accounts

- Annual Accounts are to be prepared by the designated person in a timely manner in accordance with current legislation.

Procedures for Budget Holders and Budgeting

The budget will reflect School Charter objectives and school priorities.

Budget Setting

- During the third term (August/September) establish budget holders for each curriculum area for the following year.
- Budget holders to complete the "Budget Request" forms indicating their aims and objectives for the coming year. The expenditure will be prioritised and have costings. Budget Requests to be completed by October.
- By October the Principal and Finance Sub-Committee will review existing contracts and leases, set out fundraising activities for the following year, and set property budgets together with staff responsible for property issues.
- During November budget requests for all areas to be collated. Budgets requested will not always remain intact depending on restraints set by the MOE and locally raised funds. Discussion re changes with principal and budget holders.
- Draft Budget presented for approval and ratification at the December BOT meeting.

Budget Implementation

- On request, Budget holders can receive a monthly transaction report.
- Budget holders must complete an order for all goods purchased.
- Budget review in June/July.

Achievement Reporting Policy

Documentation and Self Review NAG 2

Adopted by Board of Trustees 14 June 1998

Amended 18 May 2015



Rationale:

Reporting gives parents a clear picture of the child's whole development as well as recording the child's current performance and next learning steps. It is a means of increasing the effectiveness by which the child learns. Reporting also informs the Board of Trustees of the effectiveness of the school programmes and the levels of achievement of the pupils; achievement being defined as success by special effort in developing the whole child.

Purposes:

Reporting to Parents

- To inform parents on the main features of their children's development.
- To inform parents of their children's:
 - motivation
 - effort
 - quality of work
 - participation
 - social skills
 - special skills
 - interests
- To inform parents of their children's attainments academically, as assessed on curriculum criteria and National Standards.
- To provide the opportunity for parents to report back in ways that will help the school in providing for their children's education.

Reporting to the Board of Trustees

- To enable the Board of Trustees to monitor the levels of achievement.

Guidelines:

- Reports which assess levels of achievement in curriculum areas, personal development, work habits, attendance, will be sent home to parents end of Term 2 and end of Term 4.

Reporting to Parents

- Threeway Conferences will be held early in Term 1, to establish early contact where the teacher explains routines and programmes. Students and parents can share learning goals.
- Formal interviews will be arranged one week after distribution of the Term 2 report.
- Informal interviews take place throughout the year, initiated by either parents or teachers.

Reporting to the Board of Trustees

- Achievement in each curriculum area will be presented to the Board of Trustees annually.

Administration of Prescribed Medication Policy

Health and Safety NAG 5

Adopted by Board of Trustees 13 March 2000

Amended 21 March 2005



Rationale:

As an integral part of our pastoral care duties the administering of routine, non-emergency prescribed medication is sometimes required so that children can access a safe and healthy educational environment.

Purposes:

- To provide for the administering of prescribed medication in accordance with a parent's or doctor's instructions.
- To allow for a staff member's right to choose whether or not to take responsibility for administering prescribed medication to a child.
- To allow for the right of a child to receive prescribed medication in school hours if this enables them to access education (Education Act 1989, Human Rights Act 1993).
- To maintain a safe physical and emotional environment (Code of Health and Disability Services Consumers' Rights).

Guidelines:

- No staff member should do anything required to be done by a medical professional.
- All medication will be administered by a designated person who has this identified in their job description, or by a parent or guardian.
- A person designated as a person to administer prescribed medicine must agree in each case to do so.
- Prescribed medication should only be administered once an agreement is signed and only by those named in the agreement.
- It is essential that the person administering the medication follow the medical practitioner's directions.
- Storage of any prescribed medicine must be safe and secure at all times.

Procedures:

- Parents or guardians are required to provide the Board with a medical statement that it is acceptable for a non-medical staff member to hold responsibility for administering the medication and an explanation as to how it is to be administered. This can be done by completing our Administering Prescribed Medication Form.
- This statement must be sighted before a staff member who is designated as a person to administer prescribed medicine agrees to take responsibility.
- Once the form is fully completed and signed the administering of the medication can begin.
- Each time the medication is administered a register is to be signed.

Administration of Prescribed Medication Form



Name of Student _____

Room _____

Teacher _____

Medical Statement From a Doctor

I believe that it is acceptable for a non-medical staff member to hold responsibility for administering _____ as a prescribed medication. It should be administered in the following way:

Name _____

Signed _____ Date _____

Parent/Guardians Consent

I request that a designated staff member administer the prescribed medication.

Name _____

Signed _____ Date _____

Staff Members Responsible for Administering Prescribed Medication Agreement

I agree to administer the prescribed medication as instructed.

Name _____

Signed _____ Date _____

Name _____

Signed _____ Date _____

Allocation of Units Policy

Personnel NAG 3

Adopted by Board of Trustees 20 April 1999

Amended 21 March 2005



Rationale:

The Board of Trustees is bound by the State Sector Act 1988 which requires the Board to be a good employer and comply with the conditions contained in employment contracts applying to teaching and non teaching staff. The Collective Employment Contracts introduced management units (permanent units) and responsibility, reward, recruitment or retention units (fixed term units).

Purposes:

- To ensure co-ordination and consistency in matters related to the allocation of these units.
- To recognise the responsibilities, leadership and initiatives undertaken by teaching staff.

Guidelines:

- Permanent units will be attached to the positions of Deputy Principal and Teaching Team Leader commensurate with the size of the school and are to be permanent, except for those generated by roll growth during the year.
- Fixed term units will be allocated according to needs determined annually and allocated for a fixed term (generally a year).

Procedures:

- The school's vision, strategic and annual plan are reviewed.
- Senior management after discussion with the teaching teams decide the roles that will attract fixed term units.
- Where applicable, roles that will attract fixed term units, advertised to staff.
- Staff will be able to apply to take up one of these roles.
- Senior management will decide on the allocation of fixed term units after considering any applications.
- Senior management will define the expectations for each role identified and where needed these will be written as a separate development plan and identified in the person's job description.
- Where a dispute arises regarding non-allocation, the Board will convene a review committee to consider the matter.
- The Board will minute the allocation of units and the salary service will be informed.

Application for Allocation of a Fixed Term Unit

Responsibility, Reward, Recruitment or Retention



EXAMPLE

With regard to our review of the school’s vision, strategic and development plans the leadership team have decided to allocate units to the following areas:

- Sports co-ordination
- Te Reo Maori
- International Languages

If you wish to apply for consideration for one of these units please tick the box and add your comments below.

Name _____

Points you would like us to consider:

-
-
-
-
-
-
-
-
-
-
-

Signed _____

Animal Code of Ethics Policy

Health and Safety NAG 5

Adopted by Board of Trustees 13 March 2000

Amended 21 March 2005



Rationale:

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

Purposes:

- To encourage through example the proper care of living things within the school situation (see 'Science in the NZ Curriculum' Living Word section: Achievement Objectives 3 & 4).
- To ensure students observe, handle and care for a range of animals in a humane way.
- To ensure that the care and welfare of animals has the highest priority in any activity involving the keeping of an animal or its study on a field trip.
- To educate students through example and discussion on the importance of animal care, welfare and the responsibilities involved.

Guidelines:

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

The following freedoms apply:

Freedom 1 – Animals must have appropriate diet, including access to water. Provision must be made for care at weekends and over holidays.

Freedom 2 – Animals must have cages/containers of an appropriate size and be ventilated and hygienic. Animals must not be subjected to extremes of noise, draught or sunlight.

Freedom 3 – Animals must be free from injury or disease. Diseased or injured animals must be treated and must not be kept at school.

Freedom 4 – Animals must be handled/kept in such a way that they are not subjected to stress or fear.

Freedom 5 – Animals must be able to express normal behaviour.

Appointments Policy

Personnel NAG 3

Adopted by Board of Trustees 14 June 1998

Amended 18 May 2015



Rationale:

The appointment of the most suitable staff to a school is critical to the developing education of its students and the efficient administration of the institution.

Purposes:

- To ensure that the most suitable applicant is appointed keeping in mind our equal employment policy.

Guidelines:

- The person best suited to the position will be appointed. In applying that provision regard will be given to the experience, qualifications and abilities relevant to the position and such other relevant matters as the Board determines.
- Teaching positions are to be advertised in the Education Gazette.
- Applicants will usually be given a fortnight to apply for teaching positions but this may be reduced by a few days if necessary. Job descriptions will be available to all inquirers.
- If there are no suitable applicants, as determined by the Board, the Appointments Committee or the Principal, the position will be readvertised.
- The appointment of a Principal will be made by the full Board of Trustees or by as many as wish to be involved. The Board will seek assistance of a senior educationalist from outside the school.

Teachers will be appointed by the Principal and two members of the Leadership Team. Non-teaching staff will be appointed by the Principal and confirmed by the Board of Trustees.

- Late applications may be received at the discretion of the Principal, or the Board.
- Commencement date will be at the discretion of the Principal, or the Board.
- The Board of Trustees reserves the right to make confidential enquiries, including police vetting, as to the suitability of each candidate.
- Unsuccessful applicants will be notified as soon as possible after the appointment has been made and their CV's returned to them.
- Personnel involved in appointments must declare any prior knowledge or association with an applicant and must keep all appointment business strictly confidential (refer to Equal Employment Opportunity Policy).

Assessment Policy

Documentation and Self Review NAG 2

Adopted by Board of Trustees 13 March 2000

Amended 18 May 2015



Rationale:

Teachers are required to assess and report on student's progress and achievement. The school requires data to make sound judgements on the effectiveness of our teaching and learning programmes.

Purposes:

- To provide data to the teacher for classroom instruction.
- To provide data for reporting to students and parents.
- To provide data to the school on the effectiveness of our teaching and learning programmes.

Guidelines:

- Teachers will be asked to indicate their estimate of each students 'best fit' position on an achievement level progression chart for each strand in each curriculum area.
- The allocation will be made twice a year on the schools' written report form.
- To assist with this estimate, achievement objectives have been chosen from each strand that we have identified as key indicators for the achievement levels 3 and 4. Levels 3 and 4 are where we expect the majority of our students to be achieving.
- These key objectives are recorded in the teachers' assessment folders and will be tracked by each teacher as their programme is completed and used when estimating the student's achievement level.
- Indicators for each key achievement objective have also been identified and will be used as an additional aid when making the estimate.
- To provide data for a teachers overall judgement for National Standards.
- The data collected will be reported to the Board of Trutees and used by the teacher for classroom instruction and by the school to judge the effectiveness of our teaching and learning programmes.

Procedures:

- Teachers will select suitable indicators and record these on the assessment sheet in the columns before the key achievement objective.

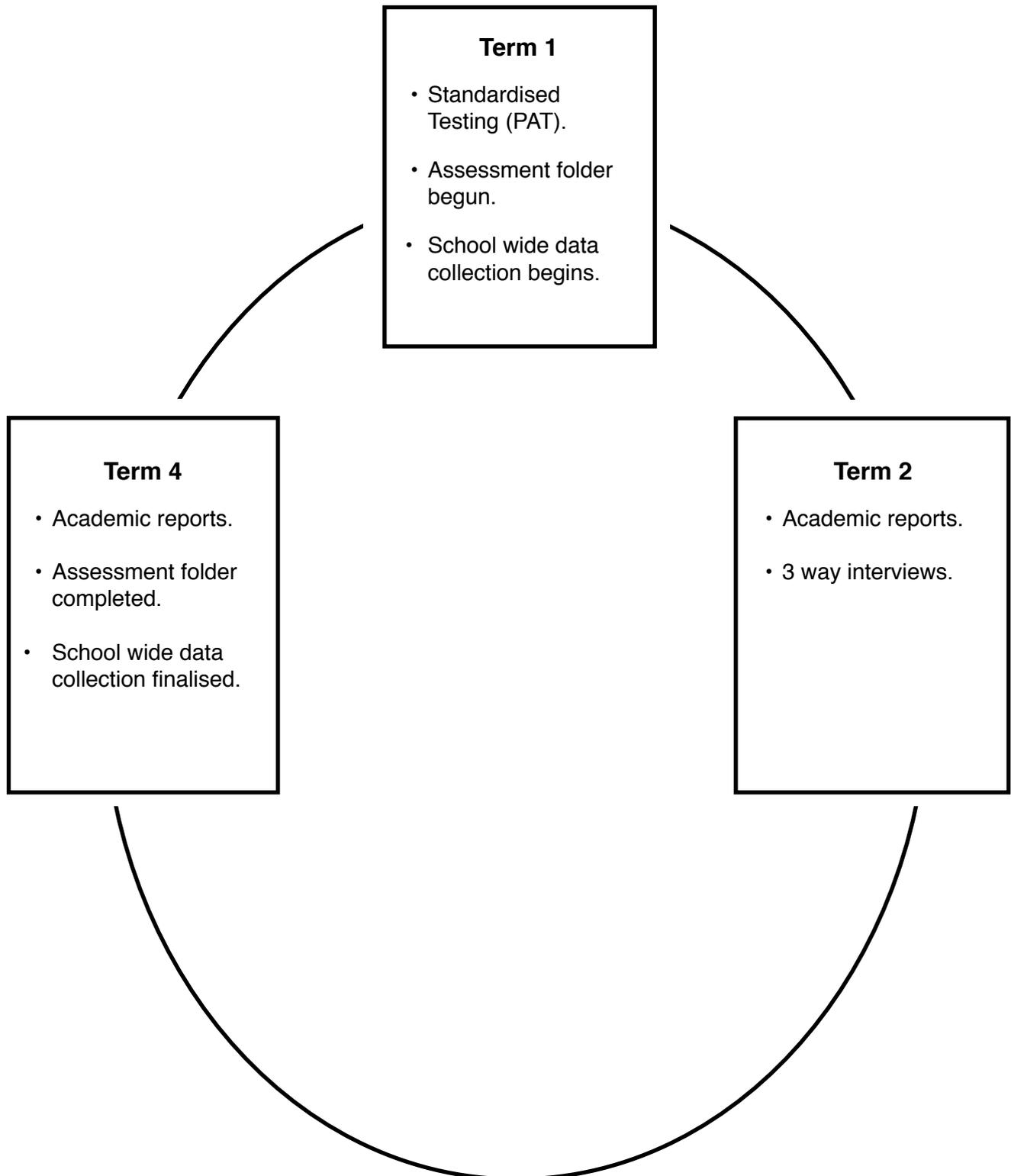
Our assessment guide sheets have suitable indicators (assessment tasks) from which a teacher can select the most appropriate for their programme.

- The indicators (assessment tasks) will then be undertaken and the data recorded on the assessment sheets with a tick if the student has progressed to that stage, a dot if they have not.

- If the indicators and the teacher's own observations warrant it, the key achievement objective column will be ticked.
- The key achievement objectives will be assessed and an achievement level allocated on the report.

Assessment Cycle

Procedures:



Attendance Policy

Legislative Requirements NAG 6

Adopted by Board of Trustees 14 June 1998

Amended 18 May 2015



Rationale:

The school is required to monitor student's attendance at school.

Purposes:

- Students are required to attend 394 half days a year or as directed by the MOE.
- Students must fulfil curriculum requirements.
- Truancy is to be followed up.
- Students must be under supervision for their own safety.
- Students must be removed from the roll after 20 consecutive absences and the Ministry informed (NETS).
- School attendance registers are the only official accounting of school age children in New Zealand and are legal documents.

Guidelines:

- Student's names are to be entered on the computer register in the school office.
- If students arrive at school late they must report to the office where they receive a 'pink card' (Notice of lateness), the 'pink card' is handed to the teacher. If after 9:00 am the office/Sue records on Edge.
- If a student arrives at the classroom without a 'pink card' the teacher must notify the Deputy Principal.
- Parents are required to notify the school either by written, signed and dated note, or a phone call if the student is sick or will be absent. Teachers must sign, date and file these notes and retain for the duration of the school year.
- The Deputy Principal will make checks on students who are absent, by phoning parents where no prior notification has been made, or where the teacher requests this check.
- Where persistent absences occur without an acceptable explanation, the Deputy Principal will contact home and request an interview. If this does not have a positive response Truancy Services are contacted.

- Where a student has been found truanting, he/she must make up the time lost. Deputy Principal to supervise.
- If a student who has many unexplained absences is a State Ward, Children and Young Persons will be notified by the Deputy Principal.
- Attendance is recorded by the teacher, on Edge, twice a day at 9:00am and 1:30pm.
- Office to check unexplained absences at 9:30am.
- Once a week DP's look at individual class notes to look for areas of concern and follow these up.
- Children with 100% attendance receive a certificate at the Final Assembly.
- If during the course of the school day a student is absent from any class without good reason, the Deputy Principal must be immediately notified.

Beginning Teacher Policy

Documentation and Self Review NAG 2

Adopted by Board of Trustees 13 February 2001

Amended 18 May 2015



Rationale:

At Birkdale Intermediate School we are required to provide a programme of advice and guidance for all teachers seeking full registration. This includes Provisionally Registered Teachers and those Teachers Registered Subject to Confirmation.

Purpose:

- To ensure that our beginning teachers are accepted for full registration and that provision is made for their continuing professional development.

Guidelines:

- The Deputy Principal or Team Leader will be appointed Tutor Teacher for Beginning Teachers.
- The Tutor Teacher has responsibility for the induction of these teachers will give professional guidance in to the teaching profession.
- A planned programme for these teachers is expected and this will be determined by the Tutor Teacher in discussion with both the Beginning Teacher and the Principal.
- Provisionally Registered teachers in their first year of teaching will receive the equivalent of 5 hours per week (0.2) will be provided for their induction programme.
- Teachers registered subject to confirmation (those in their second year of practice) will receive the equivalent of 5 hours per fortnight (0.1) will be provided for their induction programme.
- The use of the 0.2 or 0.1 staffing component will follow these principles:
 - Beginning Teachers have time to examine issues related to Professional Development and classroom practices.
 - Tutor Teachers are able to extend and modify their own expertise.
- It is also expected that the Tutor Teacher and the BT will keep the following:
 - Copies of guidance notes and discussion notes issued by the Tutor Teacher or Principal.
 - Term reports.
 - Details of observation visits.
 - Use of 0.2 or 0.1 time.
- Tutor Teachers will provide a copy of the BT personal reports to the Principal and Deputy Principal in Charge at the end of each term.
- The criteria for recommendation for full registration will be based on the Teachers Council's Satisfactory Teacher Dimensions Criteria.

- The Tutor Teacher and the Principal will complete the New Zealand Teachers' Council (TC2) form, a master of which is held by the school or which can be downloaded from: www.teacherscouncil.govt.nz/registration - for each teacher considered suitable for full registration and forward it to the New Zealand Teachers' Council at the beginning of the teacher's final term under Provisional Registration.
- The Principal will ensure that the school holds a copy of the Provisional Registration or Registration Subject to Confirmation for each of these teachers.

Behaviour Management Policy

Health and Safety NAG 5

Adopted by Board of Trustees 14 June 1998

Amended 18 May 2015



Rationale:

The development of a good tone and atmosphere is paramount at this school. We aim to set standards of behaviour which lead to a pleasant, safe, non-threatening environment for all children.

Purposes:

- To ensure teachers establish and maintain clear routines in the classroom and keep children gainfully occupied with activities at their level, provided with the optimum preparation.
- To provide clear guidelines and routines in the playground to ensure the safety of all children.
- To provide clear guidelines for all occasions when children are making visits out of the school.
- To provide children with the opportunity to practise social skills e.g. greeting guests, mixing with other schools, sports teams, cultural groups, socials. These skills may be rewarded appropriately.
- To reward and emphasise appropriate behaviour.
- To provide clearly stated strategies to be followed when children show unacceptable behaviour.

Guidelines:

- A five level system of behaviour management operates (see procedures).
- All factors which affect a student's learning and behaviour must be assessed, analysed and taken into account.
- The school's special needs development team will make the final selection of intervention programmes in consultation with the class teacher.
- The student is usually best helped, through assistance provided to the teacher and or parents.

Definitions:

Unacceptable Behaviour includes such things as:

- insolence
- answering back
- refusing to cooperate
- swearing
- disobedience
- defiance
- disruption in class
- lateness
- truancy
- violence towards others
- vandalism
- intimidation
- theft

Detention

Taken in the classroom at lunchtime directly supervised by a teacher.

Thinking Area

Students sent to the walkway outside the main office and library. Usually for playground misdemeanours. Very rarely instead of a classroom detention.

Community Service

Imposed only by the Principal or the Deputy Principals, at lunchtime for periods of one day or more as deemed necessary. Children on community service report to the Deputy Principal for jobs such as sweeping, gardening etc.

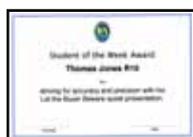
Isolation

Children work under supervision of the Deputy Principal in isolation on work provided by the teacher. Playing areas are restricted to the court outside the staff room.

Privileges

These can only be withdrawn with the agreement of the Principal and will be done so when the teacher feels there is a real and present danger if the student was to take part. These are school trips, sports days socials, camp.

Positive Behaviour for Learning



Sleeve Badge



The Best Choice

Level 1

5 or 10 House Points
 My teachers will have many ways of saying well done.
 All my teachers will use house points.
 I could be given house points either 5 or 10.
 The points will be recorded on board and collected weekly.

Level 2

20 House Points
 If Mr Coote puts a principal's award on my work.
 If I am presented with a student of the week or commendation certificate at assembly.

Level 3

50 House Points
 If I am presented with a bronze, silver or gold principal's award at assembly.
 If I am presented with a sleeve badge at assembly.
 If I am presented with a gold school badge at assembly.

Level 4

100 House Points
 If I am presented with a citizenship or achiever's badge at assembly.

Level 5

Trophies and Awards
 I could be presented with a trophy or an award at an award assembly at the end of the year.

The Other Choice

Level 1

Apology
 My teachers will have many ways of telling me how I can improve.
 They will always discuss the rule with me.
 I will apologise to anyone I have upset.
 A note will be made in the class incident book.

Level 2

Detention
 I will stay in or spend time in the thinking area.
 A note will be made in the class incident book.

Level 3

Other People Involved
 Our team leader will become involved.
 I may be withdrawn from class for a **short** period.
 My parents will be contacted by my teacher.

Level 4

Behaviour Contract
 The deputy principal will become involved.
 I may be withdrawn from class for a period of time.
 I will be put on community service or a behaviour contract.

Level 5

Privileges Withdrawn
 The principal will become involved.
 My parents will be called to a meeting at school.
 I will be withdrawn from school activities.

Serious incidents go straight to Level 5.

Classroom Release Time Policy

Legislative Requirements NAG 6

Adopted by Board of Trustees 19 September 2005



Rationale:

To provide for classroom release time to address teacher workload while maximising benefits for student learning as provided for under the Primary Teachers Collective Agreement.

Purposes:

- To provide classroom release time to all full-time classroom teachers.
- To provide the entitlement of 10 hours release time per term.

Guidelines:

- Release time will be provided when the teacher's class attends their weekly Visual Arts, Performing Arts and Technology programmes.
- The release time is provided to assist in the planning, implementation, assessment, evaluation and reporting of the classroom programme and the professional growth of the teacher.
- Should a situation occur which is outside of the schools control where the release time can not be provided the reason will be noted and form part of the policy review.

Complaints Against Staff Members Policy

Personnel NAG 3

Adopted by Board of Trustees 14 June 1998

Ammended 23 February 2010



Rationale:

From time to time the Principal or Board of Trustees will receive a complaint about the actions of a member of staff or BoT member. This complaint may come from a variety of sources, which include parents, fellow staff members and pupils. All complaints received from any source will be handled according to this policy.

Procedures are required to ensure such complaints are dealt with fairly, due seriousness, uniformity and appropriate process.

Purposes:

- To ensure all award, collective or individual contract provisions are abided by. This policy is in no way intended to replace such provisions nor to replace the relationship that staff have with their professional organisations.
- To ensure the person making the complaint is given a fair hearing and that the concern is taken seriously, being given due deliberation.
- To ensure that the person complained about is given a fair hearing and due deliberation.
- To ensure appropriate follow up actions are carried out and recorded.
- To ensure minor concerns are not blown out of proportion putting the person complained about under undue stress.
- To ensure individual staff members are not harassed or impeded from carrying out their allotted tasks.
- To avoid staff members getting into confrontational situations with people making a complaint.
- To ensure that the professional school team are given the appropriate means to deal with these complaints in first instance.
- When found to be soundly based, appropriate action will be carried out to address the situation that generated the concern, including appropriate professional support where relevant.
- To ensure that appropriate on-going monitoring takes place.

Making a complaint:

- If possible, all complainants are encouraged to raise their concerns directly with the person giving rise to the complaint in the first instance.

- Complaints concerning the management of the school, employment matters or individual behaviour that cannot be resolved operationally (i.e. with the person concerned, team leaders or either Deputy Principal) should be addressed to the Principal. The Board of Trustees Chairperson will be advised of complaints in confidence by the Principal and will receive brief details of action taken. The full BoT will be notified at the next meeting or sooner if required. Additional BoT meetings may be scheduled if the complaint is of a serious nature.
- Board of Trustees members receiving complaints will refer the complainant to the Principal in the first instance.
- Complaints that have already been raised with the Principal directly and that have not been resolved should be addressed to the Chairperson of the Board of Trustees, who will raise the issue with the full BoT at the earliest suitable opportunity.
- Complaints concerning the Principal should be directed to either of the Deputy Principals who will try to resolve the complaint with the Principal. If no resolution is forthcoming, the issue will be referred to the Board of Trustees Chairperson and by them to the board.
- The Board of Trustees may elect to appoint a sub-committee to deal with a specific complaint. The sub-committee will keep the full Board apprised of progress.
- Anyone making major complaints or expressing serious concerns is requested to present them in writing to the Principal or to the Chairperson of the Board of Trustees if resolution with the Principal has not been possible. Award conditions will then be followed if appropriate.

Guidelines:

- Parents are encouraged to discuss any minor concerns they may have regarding their children's education directly with the class teacher concerned. They are also encouraged to make an appointment to ensure a mutually acceptable time.
- In the instance of an agitated parent arriving at an inappropriate and unscheduled time to discuss a concern, staff are strongly recommended to refer that person to the Principal.
- Complainants may refer any matter of concern to the Principal if they feel a matter has not been resolved after it has been raised with the person.
- Where the complaint is found to have some basis, the staff member will receive professional support, to effect change.
- Any ensuing disciplinary action will follow the provisions of the staff member's current award, individual or collective agreement.
- It is important that the employee be advised of their right to request union assistance and/or union representation at any stage.
- The Principal, or a senior staff member assigned by him/her, will follow up all serious concerns with further discussion with the complainant, after an appropriate passage of time, in order to discuss developments.

- Confidential aspects of any action taken will not be divulged to the person making the complaint or to any other inappropriate person(s). It will be kept in-committee.
- In the event that an employment decision needs to be made in relation to a complaint the following will apply:
 - The Principal is to make a recommendation to the Board.
 - The Principal is to remove him/herself from the final decision.

Confidentiality and Anonymity

- Complaints are to be handled in confidence and with respect for all parties involved.
- Where complaints are addressed to the Board of Trustees, these will be handled in committee.
- Complaints made anonymously will be notified to the Board of Trustees and then filed.

Crisis Management Policy

Health and Safety NAG 5

Adopted by Board of Trustees, 18 September, 2006



Rationale:

A trauma management plan shall be set up, made known to all staff and be ready to run in advance of a possible crisis. E.g. serious injury, death on premises, intruder, weapons or other school activity

Purposes:

- Identify the range of situations which would be recognised as crises and which would activate management procedures.
- Develop a culturally sensitive policy on handling death and dying as it affects the school as a complement to the development of a specific crisis strategy.
- Develop a specific crisis strategy, which has the flexibility to respond to a wide variety of crisis situations.
- Establish a crisis management team with a clear chain of command and designated roles, which can be functional, immediately a recognised crisis occurs.

Guidelines:

The administration responsibilities of the management team shall be

- Co-ordination and communication
- Action plan for teachers
- Working with students
- Ensure that all school staff are fully aware of the school's crisis management strategies and how these will involve and affect them
- Identify helping professionals from outside the school and/or other specific community figures who could be called in to help as required.

Procedures:

PHASE 1 Inform the Principal who will convene an initial meeting of staff members who are or will be closely involved.

Action

- Verify facts of circumstance.
- Check individuals' responsibilities.
- Ascertain immediate reactions and arrangement.
- If necessary, establish a group to co-ordinate support and arrangements. This group to be known as the Crisis Management Team.

PHASE 2 Communication to all people involved Inform

- The Board of Trustees.
- Other schools that may be affected.
- Call staff meeting.
- Talk with class(es) in small groups not assemblies.
- MOE Group Special Education Crisis Team.

Daily/twice daily meetings of Crisis Management Team. Regular updates to staff Newsletter to the community if appropriate.

PHASE 3 Arrangements:

- Principal contacts family /s.
- Staff ensure:
 - A place is available at school for students.
 - Relief teachers are available if necessary.
 - Identify close friends, siblings and staff who may have close associations either in or out of the school.
 - Establish a suitable contact person within the school to liaise with the family /s.

PHASE 4 Allow time for staff and friends to adjust to the situation. Normal procedure and schooling should continue for all who are marginally affected. Students and staff should be given the opportunity to participate in any bereavement arrangements. If a serious injury or fatality has occurred as part of the school programmes the Principal is to see that an accident report is lodged with the Occupational Safety and Health Service (OSH) of the Department of Labour. The Principal also begins an internal review of policies and procedures and/or invites experts in to determine any lessons that can be learned to reduce the chances of a recurrence.

PHASE 5 Principal to acknowledge the events to the school at an appropriate time and formally convey to the family /s a message of on-going support.

CRISIS TEAM

Traumatic Incident Crisis Team to be called with as many of the following personnel as available:

Principal, BOT Chairperson, Deputy Principals, Staff Trustee, Principal's Secretary.

- Delegations and responsibilities will be confirmed at meeting.
- Management of Crisis: Principal or person in charge of school.
- Management of school: Deputy Principals.
- Support for staff: Staff Trustee.
- Minutes and records: Principal's Secretary.
- Telephone: Principal's Secretary.
- Media Spokesperson: As agreed by the Crisis Management Team.

Professional support: MOE Group Special Education, Fire Service, Police, Civil Defence, Legal services, NZSTA, NZEI.

Delegation of Principal's Authority Policy

Personnel NAG 3

Adopted by Board of Trustees 13 March 2000



Rationale:

In case of absence from duty by the Principal (from whatever cause arising) or on the occurrence from any cause of a vacancy in the position all or any of the powers and duties of the Principal may be exercised and performed by the person in the position of Acting Principal (section 77(I) of the State Sector Act, 1988).

Purposes:

- To allow the school to always be in the position to exercise the Principal's powers and duties.
- To delegate the powers and duties of the Principal, in particular the power to suspend a pupil, to the person in the position of Acting Principal.

Guidelines:

- The order of delegation for periods of less than a term will be a Deputy Principal, Team Leader or a nominated Teacher.
- For periods of a term or greater the Board of Trustees will appoint an Acting Principal.

Procedures:

- In the absence of the Principal (from whatever cause arising) for less than a term the order of delegation will take effect.
- For an absence of a term or greater the Board will meet to appoint an acting Principal.

Discretionary Leave Policy

Personnel NAG 3

Adopted by Board of Trustees 25 March 1997

Amended 20 June 2005



Rationale:

As a good employer the Board of Trustees is committed to treating all staff equitably in the matter of discretionary leave. Approval for discretionary leave will not be unreasonably withheld, but it must be acknowledged that the needs of students and the maintenance of high quality classroom programmes will be taken into account when the Board of Trustees considers any application.

Purposes:

- To minimise the disruption to classes and curriculum.
- To ensure employment costs are minimised.
- To maintain optimum staffing of the school.
- To ensure all staff are treated equitably.

Guidelines:

Under 5 Days

- Applications for discretionary leave for less than 1 week can be authorised by the Principal on receipt of a completed leave form.

5 Days or More

- All applications for discretionary leave of 5 days or more must be submitted to the Principal for a recommendation to the Board.
- All staff members are expected to have consulted their employment contract before making application.
- Normally only one (1) member of teaching staff will be granted discretionary leave under the provisions of this policy at any time.
- When making an application for discretionary leave, staff must clearly indicate the departure date, reasons for leave, and the expected date on which they will resume their duties.
- Unless exceptional circumstances apply, all applications for discretionary leave must be submitted at least one term prior to the leave being taken.
- The individual taking leave is expected to return on the date specified. Should the individual not assume duties on the agreed date, the Board obligation for re-employment will no longer apply and the employee will be deemed to have resigned. Teachers granted a year's leave under the provisions of this policy will be expected to confirm their intention to resume duties at least one term before the

agreed date on which they are expected to return.

- The actual period of discretionary leave will not usually accrue holiday pay.
- In normal circumstances no employee will be granted discretionary leave unless they have been employed by the school for three consecutive years. In special circumstances, and upon the recommendation of the Principal, this condition may be waived.
- In normal circumstances no employee will be granted discretionary leave more than once in a three year period. This is to allow all staff to be treated equitably and to allow all employees the opportunity of applying for discretionary leave.
- Discretionary leave will normally be granted only to individuals who wish to study, for sporting or cultural activities, to travel for a defined period of time or for health reasons.
- Discretionary leave is a privilege rather than a right. When considering applications for discretionary leave the Board will consider past precedent; and the effects such leave will have on the school and students before making a decision.
- Should the Board receive more than one application for long term discretionary leave at any one time the Principal's recommendation will be considered when determining which, if any, staff member is to be granted leave. The Board may also consider:
 - Length of service in the school of each applicant.
 - Whether leave has previously been granted an applicant. Teachers who have not previously been granted long term discretionary leave will normally receive preference in selection.
 - The input of the applicants to the life of the school. Should the applicants meet criteria (1) and (2) to the same degree the applicant who, in the opinion of the Board of Trustees, is making the more significant contribution to school life will normally be granted leave. The Principal may refer to appraisal records to validate the contribution made to the corporate life of the school by an individual staff member if so required.

Note

The Board will maintain the right to waive the guidelines of this policy in exceptional circumstances. Exceptional circumstances will include:

- Leave to compete at a national or international sporting or cultural event.
- Leave to judge at a national or international sporting or cultural event.
- Leave to attend disciplinary / dispute hearings.
- Leave to attend meetings of statutory bodies.
- Leave to attend court proceedings where the staff member's attendance is required.
- Leave for civil defence duties.
- Leave for reasons of personal health.

Travel for personal reasons will not constitute an exceptional circumstance.

Drug Policy

Health and Safety NAG 5

Adopted by Board of Trustees 14 June 1998

Amended 21 August 2017



Rationale:

The school must assist the students to make sensible informed choices and decisions about their use of drugs and provide a safe environment free of illegal drugs. Our staff must model sensible use of legal drugs at school and at school related functions.

Purposes:

- To implement a drug education component in our Health Curriculum.
- To ensure sensible use of medicines at school.
- To control use of alcohol by adults at school and school related functions.
- To ensure that adults and children who are identified as having drug related problems get appropriate assistance.
- To provide appropriate ways of handling drug information that may come to light.
- To keep illegal drugs out of the school.

Guidelines:

- The Skills for Adolescence Programme will be used in all classes.
- Any student who is required to bring medication to school must produce an explanatory note to their teacher from their caregiver. Such medication will be passed to the office and kept in the locked medical room cupboard.
- In the instances of a student becoming sick at school, or requiring pain relief, no medicine such as painkillers, shall be administered by staff unless the caregivers have been contacted for permission.
- Students who suffer from conditions such as asthma or allergies are required to supply the school with named medication displaying directions for use.
- Parents of any child with such conditions are required to notify the school. A master list will be compiled by the end of March, to be updated as new information becomes available. This list to be kept confidential and filed in the Medical Room Log, kept in the front office.
- All medicines kept on the school premises shall be kept in the medical room in a locked cupboard.
- Consumption of alcohol by adults is permitted at appropriate staff functions. On such occasions non-alcoholic drinks and food will be available.
- If information about drug use or abuse which threatens the safety and welfare of students comes to the notice of school staff, the school has a responsibility to take action. The principal is to inform the Board of Trustees if appropriate, and if necessary inform the Police. Appropriate community agencies might be used to resolve the matter.
- The Board reserves the right to bring in drug dogs when it deems necessary for the safety and wellbeing of the students.

Duty Policy

Health and Safety NAG 5

Adopted by Board of Trustees 14 June 1998



Rationale:

To provide the children with a secure and safe environment.

Purposes:

- To ensure that all pupils feel happy, safe and secure in their playground environment.
- To ensure the safe arrival and departure of pupils.
- To ensure that all teachers know what is expected of them.
- To ensure school rules are obeyed.
- To establish a sense of pride and care for the school environment by checking that buildings and ground are being properly looked after.

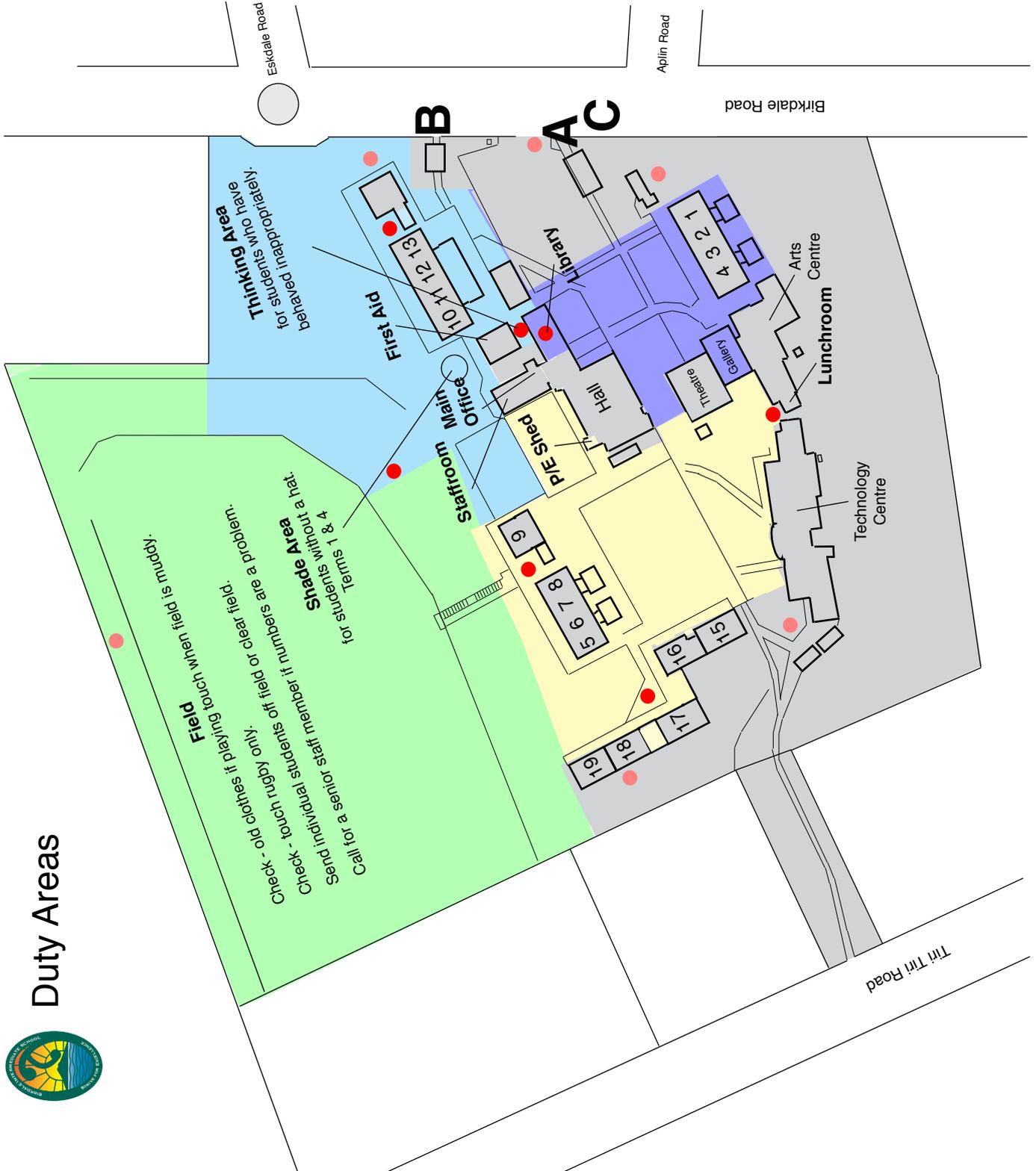
Guidelines:

- A Deputy Principal will organise a duty roster at the commencement of each school term and prepare a list of procedures for all staff.
- This roster will be displayed in the staff room and will include a map of the duty areas.
- All teachers, will have two consecutive half days of duty per week, except any teacher allocated special duties.
- Four teachers will be rostered on duty daily. Each duty person will fulfil the following requirements on his/her duty days.
 - Commencing with 'Second Half' duty, 12.55 – 1.20pm and bus duty after school; either 3.00 – 3.15pm or 3.00 to 3.30pm (taking turns or as decided by duty teams).
 - 'First Half' duty the following day 10.30 – 10.50am and finally, 12.30 – 12.55pm.
 - One teacher of the duty team will be exempt from after school duty in order to supervise the Road Patrols and cyclists, one to supervise bus lines and bus loading.
- Lunch eating time is from 12.20 – 12.30pm. Children are to be seated and teachers are to supervise their class during this time.
- On a wet day a 'wet day' timetable applies with two teachers on duty per Team.

- Any accidents occurring in the playground must be dealt with immediately. The child is to be sent to the Sick Bay and will be cared for by a support staff member. For injuries of a serious nature the parent is to be informed and an Accident Report to be filed in the office. These forms may be obtained from the Executive Officer.
- Teachers are expected to inform the Teacher in Charge of duty of any areas of concern in the playground.
- Teachers are expected to:
 - Be punctual.
 - Be vigilant.
 - Be mobile.
 - Thoroughly check all areas within their area.
 - Regard themselves as on duty at all times.
 - When absent from school on sickness, inform the Deputy Principal if on duty.
 - When absent from school for any other reason, inform the Deputy Principal in charge of duty, arrange a duty swap themselves/or ask the DP to arrange.
- The Deputy Principal will ensure that relievers are informed of any duty obligations on the Relievers Information folder.
- The duty teacher has full control over their designated area.



Duty Areas



We want you to take action. We appreciate it if you call for assistance.

Please approach and talk to any large groups of students.

- Problem area that needs your physical presence frequently.
- Problem area that needs a few visual checks.

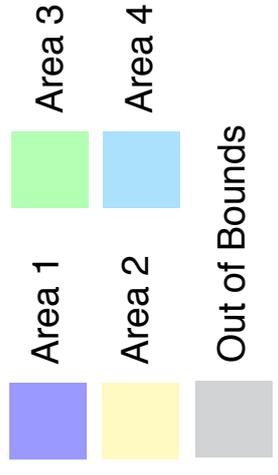
Area 1 - Don't forget inside library, Gallery and Arts Centre corridor.

Area 2 - lunchroom most of interval and first half lunch - until crowd has gone, then walk around the rest of the area.

A Upper bus line

B Lower bus line

C Road patrol - crossing



Education Outside the Classroom Policy

Curriculum NAG 1

Adopted by Board of Trustees 18 July 2000

Amended 18 May 2015



Rationale:

The National Administration Guidelines require the school to deliver the achievement objectives of the curriculum documents in particular the Health and Physical Education curriculum document, Key Areas of Learning, Outdoor Education.

Purposes:

- To ensure all outdoor activities are carefully and safely planned for.
- To ensure all transport and arranged activities are within budget.
- To ensure child/adult ratios are considered carefully.
- To ensure all planning is carefully communicated to all involved.
- To ensure all consideration has been given to risk management.
- To ensure all equipment is carefully obtained and cared for.

Guidelines:

Day Activities, Over Night Activities

- Our three EOTC Planning Forms must be completed fully.

EOTC Application Form

EOTC Checklist

Risk Analysis and Management System Form/s

Health Form

- A letter of intention must be sent to parents well before – indicating assistance required/costs/permission etc.
- All letters to parents must be approved by the Principal.
- Bookings and deposits must be made and recorded.
- All fundraising is to be authorised by the Principal.

Adult:Student Ratios

- Local excursions - those that require no transport e.g. College, local Primary 1:30
- Those day trips that require students to be transported away from school by either car or bus e.g museum, zoo, sports field days etc 1:8
- Overnight stays/camps/bush walks/confidence courses etc 1:8
- In/on water 1:4

No more than 8 students are to be swimming at any one time, when using a water source other than a properly constituted and supervised swimming pool.

Inform Principal immediately if these ratios can not be met. If this is the case the final decision rests with the Principal.

See Education Outside the Classroom Handbook for additional information.

Birkdale Intermediate Student Health Profile



Name

Year

Room

Age

Family Doctor
Name:
Address:

Phone:

Emergency contact
Name:
Address:

Phone:

Medic Alert Number

Date of Last Tetanus Injection

Community Service Card Number

Please tick if your child suffers from any of the following:

- | | | | |
|---|--|---|---------------------------------------|
| <input type="checkbox"/> Migraine | <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Asthma | Overnight Events Only: |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Travel Sickness | <input type="checkbox"/> Colour Blindness | <input type="checkbox"/> Sleepwalking |
| <input type="checkbox"/> Chronic Nose Bleeds | <input type="checkbox"/> Heart Condition | <input type="checkbox"/> Dizzy Spells | <input type="checkbox"/> Bedwetting |
| <input type="checkbox"/> Allergy (please specify) | <input type="text"/> e.g. food/bites/medication: | | |
| <input type="checkbox"/> Dietary requirements | <input type="text"/> | | |
| <input type="checkbox"/> Other (please specify) | <input type="text"/> | | |

Where applicable, please provide medication/treatment details for any ailments identified above

Is your child currently taking medication? Yes No

If Yes, please state ailment, name of medication, dosage and time(s)

Has your child had any recent major injuries or illness that may limit full participation in any activities? Yes No

If Yes, please state the injury/illness and describe how this may limit their participation:

In the event of a minor injury or presence of pain, what medication may your child be given? (e.g. Panadol, antihistamine)

Is there any information the staff at Birkdale Intermediate should know, in order to ensure the physical and emotional safety of your child, i.e: cultural practices, disability, behaviour, emotional problems or anxiety (e.g. height, water). If Yes, please provide details:

Education Outside the Classroom Application Form



Teacher: _____

Destination: _____

Activities: _____

Objectives: Please attach Unit Plan.

Date of visit: _____

Time of departure: _____

Time of return: _____

Contact phone: _____

Type of transport: car / bus / boat

Cost of transport: _____

Cost to student: _____

Parent Letter: Please attach draft.

Adult/child ratio/s: _____

Approved: _____

Date: _____

Principal

Risk Analysis and Management System



Name: _____ Date: _____

Activity/Situation: _____

Analysis		Description		
Undesired Event/s Accident, injury, other forms of damage.				
	People	Equipment	Environment	
Causal Factors				
Risk Management Strategies	Normal Operation			
	Emergency			

English Policy

Curriculum NAG 1

Adopted by Board of Trustees 18 July 2000



Rationale:

The National Administration Guidelines require the school to deliver the objectives of the English curriculum document to meet the needs of our students.

Purposes:

- to record the school based decisions that define the character of our English programme with regard to the particular character of our student population.
- to give clear guidance as to the way the English curriculum is to be delivered here at Birkdale Intermediate School.

Guidelines:

- Our English programme puts an emphasis on:
 - encouraging the effective and purposeful use of the English language to communicate in a variety of ways in real world situations.
 - exposing students to a wide variety of texts to enhance their vocabulary.
 - providing students with a range of control strategies to encourage independent learning skills and higher order thinking skills.
- This is a child-centred needs based programme which acknowledges and values individual differences, experiences and abilities.
- Students should be actively involved in all aspects of the programme.
- Key achievement objectives have been selected for school wide assessment and are listed in the teachers blue assessment folders along with suggested indicators.

Procedures:

At a team meeting begin the process of:

- Identifying the term's topics from the overview.
- Become familiar with Teachers Guide.
- Withdrawing English resources from the library and resource room (as needed).
- Requesting assistance (if needed) from the Team Leaders.

Equal Employment Opportunity Policy

Personnel NAG 3

Adopted by Board of Trustees 14 June 1998



Rationale:

This school has a commitment to maintaining equality in the workplace and will make continuing efforts towards keeping to the requirements of an Equal Employment Opportunities employer.

Purposes:

- To ensure equality is maintained.

Guidelines:

- The Board will maintain this policy of nondiscrimination on behalf of either age, sexual preference, marital status, religion, gender, ethnicity and persons with disabilities.
- The school appreciates the need for all school policies and procedures to incorporate EEO requirements.
- The school recognises the need to identify and address any discriminatory practices and policies that may arise in the school.
- The school understands the need to provide opportunities that enhance the value and career opportunities of all individual staff members whatever social group they come from.
- The school will be sensitive to the need to provide a non-discriminatory, culturally sensitive and safe working environment for all staff.
- Harassment is not acceptable. Any complaints will be considered seriously and sympathetically, ensuring that no victimisation of the complainant occurs. Any incidents of this nature will be considered in terms of the relevant legislation and our internal harassment policy.

First Aid Policy

Health and Safety NAG 5

Adopted by Board of Trustees 14 June 1998

Amended 18 May 2015



Rationale:

The school recognises the need to provide a healthy, secure and comfortable environment for its students.

Purposes:

- To ensure staff are well aware of individual medical needs.
- To provide well organised procedures for student welfare.
- To provide specific guidelines to ensure complete care is taken with all medical needs.

Guidelines:

- All members of the school Ancillary Staff to be trained in basic first aid.
- Caregivers complete the health and emergency contact information on the enrolment form. Where a life threatening condition exists where time is of the essence the wider staff may need to be informed.
- A school master list will be compiled by the end of March, to be regularly updated, of specific student health needs. This list to be kept confidential and filed in the Medical Room Log kept in the Front Office.
- Personal information on such things as HIV/ AIDS and other blood-borne viruses will be kept confidential. Only the principal and Ancillary Staff responsible for first aid will be informed.
- Wherever possible the school will notify the parents of HIV positive children where there is a known outbreak of other infections in the school e.g. chickenpox, measles, mumps.
- All accidents involving injury or suspected injury must be logged. With serious accidents an Accident Report Form will be filed in the office.
- The Office/ Resource Manager must be informed whenever a student is referred to the Medical Room. Serious accidents will be referred directly to the appropriate emergency service.
- **In dealing with injury, all persons should be treated as if they have a blood-borne virus.**
- The caregiver or emergency contact will be informed when deemed necessary. The Ancillary Staff may, contact a student's caregiver to arrange for the student to be taken home, if it is considered necessary for their welfare and inform the Class Teacher.
- No medicines will be administered without the direct permission and instructions of the caregiver. See Administration of Prescribed Medicine Policy.
- Parent/ Caregivers will be notified if any injury to the head occurs.

- Any medication to be given during school hours must be clearly named and given to the Office/Resource Manager to be stored in a secure place.
- All first aid kits are to be updated regularly by the Resource Manager.
- A first aid kit must accompany all class trips and sporting events. Teachers must ensure individual needs are catered for e.g. asthma, allergies.
- Teachers will be trained when they have students with ongoing medical needs.

Fraud Prevention Policy

Finance and Property NAG 4

Adopted by Board of Trustees 25 May 2009

Rationale:

The Board accepts that it has a responsibility to protect the physical and financial resources of the school and has agreed that through the Principal, the school has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.

Purposes:

- To establish systems and procedures to guard against the actions of theft and fraud.
- To report such actions as prescribed in the procedures set out below.

Guidelines:

- As preventative measures against theft and fraud the Board requires the Principal to ensure that:
 - The School's physical resources are kept secure and accounted for.
 - The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Public Finance Act 1989, Section 45C(b) and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
 - Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
 - All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.

Procedures:

- In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
 - Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
 - So far as it is possible and within 24 hours:

- Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
 - Request a written statement from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
 - Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
 - Inform the Board Chairperson of the information received and consult with them as appropriate.
 - On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
- The Principal shall then carry out the following procedures:
 - Investigate the matter further in terms of procedures as set out in sub-paragraph (d);
 - If a prima facie case is thought to exist to continue with their investigation;
 - Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
 - Lay a complaint with the New Zealand Police;
 - If necessary, commission an independent expert investigation;
 - In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
 - Seek legal advice; or Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.
 - Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
 - If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
 - Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
 - Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.

- Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
- Advise the person in writing of the processes to be involved from this point on.
- The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.
- The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
- Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

Allegations Concerning the Principal or a Trustee

- Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 2 of this Policy.
- Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 2 of this Policy.

Harassment Policy

Health and Safety NAG 5

Adopted by Board of Trustees 16 March 1999

Amended 26 July 2004



Rationale:

Birkdale Intermediate School has a clear responsibility to protect its students, and staff as far as is humanly possible, from any form of harassment.

Purposes:

To ensure that the school is a harassment-free environment for parents, pupils, staff and visitors to the school.

Guidelines:

- No form of harassment is acceptable at this school.
- Harassment covers verbal and/or physical behaviour (as noted below) and any offensive documents such as calendars, e-mails, texts, posters etc.
- Verbal harassment includes: offensive suggestions and comments, sexist language, questions and comments about one's private life, racial slurs and overtones.
- Physical harassment includes: aggressive and violent manipulation, pinching, touching, and bullying tactics.
- The Principal will ensure that the programmes and the teaching staff reflect the aim of eliminating any form of harassment eg. sexual/racial.
- All staff will be familiar with the proper procedures for making and handling complaints.
- The Principal, or Deputy Principals, will be responsible for the official handling of complaints: in accordance with the Board's policy and procedure, the Human Rights Commission and relevant Acts and Legislation.
- Where a possible case of sexual assault occurs then the parties concerned would be removed from the situation and the appropriate authorities would be notified.

Procedures:

- Contact persons and Mediators will be designated and they must ensure they are familiar with the procedures and the support material available, including referral to an external party.
- A Contact person will be somebody who may be approached with a concern or complaint and who will provide support advice and/or guidance where appropriate to the complainant. The Contact person may take a mediation role initially.
- A Mediator's role will be to resolve the situation where possible and may bring the parties together or act as an intermediary.
- The Contact person will advise the Complainant of all possible options available and suggest ways the complainant could deal with the situation themselves.

- The Contact person will, if further action is required, take the complainant and/or the complaint to the Mediator.
- The Mediator will assess, through discussion with both parties, whether the situation can be dealt with informally or not.
- If the Mediator deals informally with the situation, it must be to the satisfaction of both parties and with follow up checks by the Mediator.
- If the Mediator decides upon formal investigation, this will be in accordance with either the Human Rights Commission's or the Labour Relations Acts, personal grievance procedures.
- The Contact person will keep confidential.

Health and Physical Education Policy

Curriculum NAG 1

Adopted by Board of Trustees 18 July 2000



Rationale:

The National Administration Guidelines require the school to deliver the objectives of the Health and Physical Education curriculum document to meet the needs of our students.

Purposes:

- To record the school based decisions that define the character of our Health and Physical Education programme with regard to the particular character of our student population.
- To give clear guidance as to the way the Health and Physical Education curriculum is to be delivered here at Birkdale Intermediate School.

Guidelines:

- Our Health and Physical Education programme puts an emphasis on:
 - the Skills for Adolescence programme.
 - the development of skills for enjoyable physical activity.
- This is a child-centred programme which acknowledges and values individual differences and experiences.
- Students should be actively involved in all aspects of the programme.
- Key achievement objectives have been selected for school wide assessment and are listed in the teachers blue assessment folders along with suggested indicators.
- The community will be informed of the school's intention to hold lessons on Sexuality and Pubertal Change via the school's newsletter. Parents have the right to exclude their child from such lessons. They are to do this in writing.
- The lessons will be made available for parents to inspect with a copy of the Health and Physical Education Handbook to be held in the office.

Procedures:

At a teaching team meeting begin the process of:

- Identifying the terms topic from the overview.
- Planning the unit of work with the guidelines firmly in mind. Tasks are to be selected from the Health and Physical Education Handbook only.
- Withdrawing health and physical education resources from the library and resource room (as needed).
- Requesting assistance (if needed) from the Team Leaders.



	Even Year	Odd Year
Term One		Health Education Caravan Social Decision Making
Term Two	Unit 1 Skills for Adolescence Entering the Teen Years The Challenge Ahead Choose 6 sessions from sessions 6 - 13	Unit 3 Skills for Adolescence Accepting Emotions Choose 6 sessions from sessions 1 - 9
	Puberty Lessons Y7/Y8 Sexuality	Life Education Caravan Y7/Y8
Term Three		
Term Four	Unit 2 Skills for Adolescence Building Self-Confidence and Communication Skills Choose 6 sessions from sessions 1 - 9	Unit 4 Skills for Adolescence Improving Peer Relationships Choose 6 sessions from sessions 1 - 11



	Week 1	2	3	4	5	6	7	8	9	10
Term One	<p>Fitness/Evaluation Tests</p> <p>Small ball skills Linked to NSIS Field Day Programme e.g. tennis, cricket, hockey</p> <p>Large ball skills Linked to NSIS Field Day Programme e.g. league, rugby, basketball, soccer, netball, tag</p>									
Term Two	<p>Large ball skills linked to NSIS Field Day Programme e.g. league, rugby, soccer basketball, netball, tag</p> <p>Gymnastics</p>									
Term Three	<p>Dance Programme</p> <p>Large ball skills Linked to NSIS Field Day Programme e.g. volleyball, touch, tag, Aussie rules</p> <p>Athletics</p>									
Term Four	<p>Athletics e.g. sprints, relays, hurdles, long jump, high jump, javelin, shot put, discus</p> <p>Fitness/Evaluation Tests</p> <p>Team Games</p>									

Healthy and Safe Working Environment Policy

Health and Safety NAG 5

Adopted by Board of Trustees 16 March 1999



Rationale:

Birkdale Intermediate School has a clear responsibility to protect its students and staff and visitors as far as is humanly possible, from any form of harm. To be effective it is essential that the school has a working environment which is both safe and healthy for its pupils and employees.

Purposes:

- To develop and maintain a Health and Safety programme which will encompass safe practices in using school buildings, plant and operation, equipment operation and emergency procedures.
- To develop and maintain systems of monitoring and reviewing the effectiveness of the programme.
- To provide an annual report to the community concerning this aspect, as part of the total property management programme.

Guidelines:

- The Health and Safety Sub-Committee will be responsible for checking that procedures are carried out correctly.
- The Health and Safety Sub-Committee will be responsible for making sure that we meet the obligations of a suitable working environment as required by the School Charter, curriculum requirements, teachers awards conditions, and State Services Commission guidelines.
- The Health and Safety Sub-Committee will be responsible for reporting annually to the Board of Trustees and community.

Procedures:

Hazard Identification

- Physical Inspections
Daily check of playground and property by property manager.
Ongoing check of rooms by Team Leaders and Principal.
Yearly check by Health and Safety Sub-Committee using a hazard identification sheet.
- Task Analysis
Yearly by Health and Safety Sub-Committee.
- Register of Accidents and Sickness
Ongoing by staff member incharge of the medical room.
- Accident Investigation
Ongoing by staff member incharge of the medical room.

Hazard Reporting

- All hazards are to be reported immediately to the principal for elimination, isolation or minimisation.

Emergency Procedures

- See Emergency Evacuation Map on classroom wall, Handbook, Principal's office.
- Evacuation drills will be undertaken each term.



Birkdale Intermediate School
200 Birkdale Road
Birkdale
Auckland
Phone 483 9168
Fax 482 0406
e-mail office@bis.school.nz

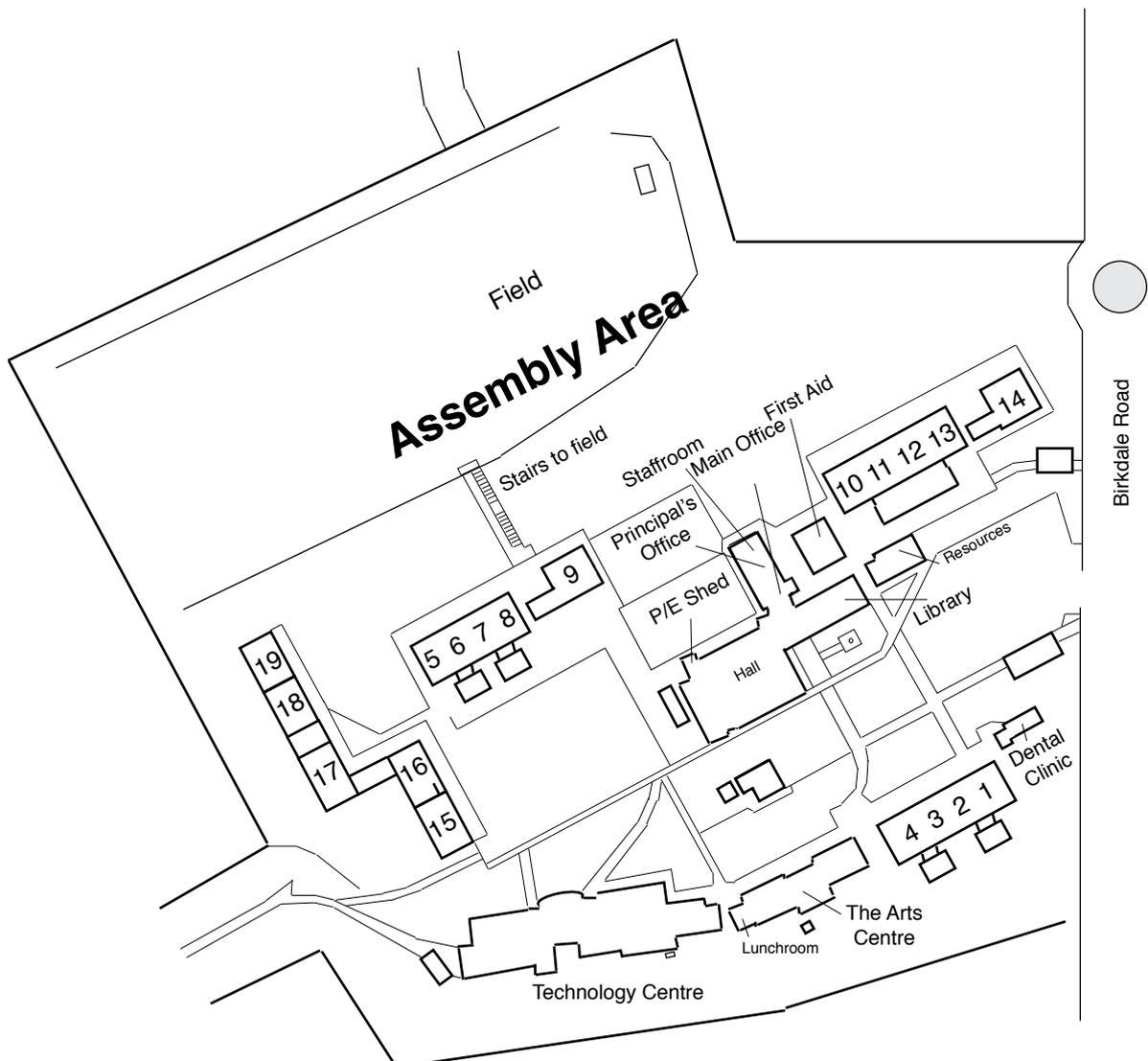
Emergency Evacuation

ALARM

- Continuous ringing of bell (hand or electric) or continuous whistle blowing.
- Word of mouth or any other obvious alarm.

IF THE ALARM SOUNDS

- Evacuate the building using the nearest safe Exit.
- Teachers take your Class List.
- Area Wardens to check buildings are clear and inform Principal.
- Follow all instructions of the Wardens.
- Report to the Assembly Area.
- Teachers call the roll.
- Teachers send runner to the Principal (wearing Yellow Cap).
- Wait until 'all clear' is given.



Homework Policy

Curriculum NAG 1

Adopted by Board of Trustees 8 February 2000



Rationale:

Studies have shown the value of homework for improving students' work habits, for consolidating learning, and for helping parents keep in touch with their child's class activities. Homework is therefore an important part of students' learning and it is school policy to regularly set homework.

Purposes:

- To develop students' work habits.
- To consolidate learning.
- To provide a useful point of contact between home and school.

Guidelines:

- Homework will be approximately 2 hours per week, set and marked weekly.
- Our homework planning diary will be used to record all homework and available online.
- All students will be expected to complete the 'Every Week' column of the planning diary and any additional tasks set unless our special needs team leader has agreed to a change.
- Work set will be within each student's ability so they can work on it independently.
- Parents will be encouraged to work with their child to plan the time management page and provide them with a quiet place where they can work comfortably.
- Parents will be asked to read the diary each week and sign in the space provided at the top of each page.
- When needed, messages or questions for the teacher or parent will be written in the communications column.
- Parents will be asked to assist by encouraging independence, personal effort and self direction.
- Students will be expected to tell their teacher of any problem with their homework tasks and to point out any notes written in the communication column.

Procedures:

- Students
 - Record homework in planning diary.
 - Complete homework.
 - Bring homework to school for marking or testing.
 - Talk to teacher if there is a problem or a note from their parent.
- Teachers
 - Check that homework has been recorded in planning diary.
 - Check for comments from parents.
 - Mark or test homework.
- Parents
 - Check for comments from teacher.
 - Sign at the top of the homework page.

Information and Communication Literacy Policy

Curriculum NAG 1

Adopted by Board of Trustees 8 May 2000

Amended 19 September 2005



Rationale:

The New Zealand Curriculum Framework identifies information and communication skills as essential skills 'to be developed by all students.' The National Education Goals identify the development of skills needed to compete successfully in the modern, ever-changing world.

Purposes:

- to record the school based decisions that define the character of our information literacy programme with regard to the particular character of our student population.
- to give clear guidance as to the way the information and communication essential skills are to be developed here at Birkdale Intermediate School.

Guidelines:

- Our Information and Communication Literacy programme puts an emphasis on the development of an information and communication literate school community able to:
 - Awaken prior knowledge.
 - Construct relevant questions that structure research.
 - Discover pertinent and reliable information.
 - Think Skilfully.
 - Translate data and information into new insights and understandings.

Information and communication literacy skills are to be infused into class programmes particularly through our thinking-based learning approach.

- This is a child-centred programme which acknowledges and values individual differences and experiences.
- Students should be actively involved in all aspects of the programme.
- Key achievement objectives have been selected for school wide assessment and are listed in the teachers blue assessment folders along with suggested indicators.

Procedures:

- In addition to the classroom programmes each class has timetabled use of the library.

International Student Programme Policy

Curriculum NAG 1

Adopted by Board of Trustees 19 September 2002

Amended 23 April 2012



Rationale:

Birkdale Intermediate School recognises that the enrolment of students long term, short term and groups of students from a different culture can bring a richness and diversity to the culture of the school and to the education we offer. The enrolment of international students also gives the school the opportunity to raise additional revenue that can benefit all students and staff of the school.

Purposes:

- To promote an exciting and dynamic teaching and learning environment for all students.
- To prepare students to take their place in an internationally integrated world.
- To develop an international education perspective for all stakeholders.
- To diversify its sources of income to provide resources and facilities for all students.

Guidelines:

Birkdale Intermediate enrolls students whose families make enquiries themselves or through an agent.

Goal One: To promote an exciting and dynamic teaching and learning environment for all students.

Birkdale Intermediate School will:

- Provide programmes appropriate to the learning needs, abilities and stages of development of its international students.
- Provide effective pastoral guidance and support for all international students.
- Promote language learning throughout the school.
- Provide appropriate facilities and resources for all staff and students.
- Conform to the Ministry of Education's Code of Practice for the Pastoral Care of International Students.
- Group students will be placed in classrooms with the option of a paired buddy from within their group for emotional support.
- Younger students will be placed in Year 7 classes and older students will be placed in Year 8 classes whenever possible to cater for age appropriateness.

Goal Two: To prepare students to take their place in an internationally integrated world.

Birkdale Intermediate School will:

- Foster the maintenance of student's first language and culture.
- Provide programmes which develop an understanding of the contribution of other cultures.
- Provide programmes which foster an understanding of people and explore issues and solutions to issues arising out of cultural difference.

Goal Three: To develop an international education perspective for all.

Birkdale Intermediate School will promote and maintain:

- Activities designed to recognise and celebrate cultural differences within the school e.g. cultural festivals.
- Opportunities for international students to gain knowledge and appreciation of New Zealand life and culture.
- Relationships with groups within the community to provide advice and mentoring to support international students.
- Staff development as required to enable staff to more effectively work with international students.

Goal Four: To diversify our sources of income to provide resources and facilities for all students.

Birkdale Intermediate School will:

- Ensure that international students receive a quality education comparable to other students.
- Apply any surplus from international student fees to improve facilities and resources for all students.
- Review and establish international fees annually and ensure that fees are set at a rate such that there is no cross subsidization of the international student's education by the New Zealand taxpayers or the parents of the school.
- Ensure that, in accordance with the Education Amendment Act 1989, no fee paying international student shall occupy a place in preference to an eligible domestic student.
- Implement a transparent and fair policy regarding the refund of international student fees.

International Student Group Policy

Curriculum NAG 1

Adopted by Board of Trustees 6 December 2010

Reviewed Yearly at the July Board Meeting



Rationale:

Birkdale Intermediate School recognises that the enrolment of groups of students from a different culture can bring a richness and diversity to the culture of the school and to the education we offer. The enrolment of international student groups also gives the school the opportunity to raise additional revenue that can benefit all students and staff of the school.

Purposes:

- To promote an exciting and dynamic teaching and learning environment for all students.
- To prepare students to take their place in an internationally integrated world.
- To develop an international education perspective for all stakeholders.
- To diversify its sources of income to provide resources and facilities for all students.

Guidelines:

- Birkdale Intermediate limits the number of International student groups to no more than 3 groups per year.
- Students will be aged 10 - 13 years.
- No student under the age of 10 will be accepted.
- Each group will not exceed 20 students at any one time.
- The responsibility and provision of 24 hour supervision of the students will be the responsibility of the organiser of the groups study tour.

Birkdale Intermediate School will provide the group with:

- A classroom for the group to be used for English language learning as arranged by the organiser of the groups study tour.
- A classroom for the group to be used as a home base and after school instruction as arranged by the organiser of the groups study tour.
- Involvement in our classroom programmes when the members of the student group are placed in our classes.
- Provide the organiser of the groups study tour with a contact person and 24 hour emergency number. Contact person - Yolanda Choromanski, Deputy Principal, Ph 021 0298 0497

The organiser of the groups study tour will provide Birkdale Intermediate with:

- Written parental permission for each student.
- All students parents overseas contact details.
- All students accommodation arrangements.

Birkdale Intermediate will not provide accommodation for students although we are willing to assist in extreme emergencies.

- Any required fees.

Classroom Hire \$150 per room per week. GST inclusive

Students Fees \$280 per student per week while in mainstream classes. GST inclusive.

- A full timetable for all activities and events during the groups stay at our school.
- RAMS reports including adult/pupil ratios for any out of school activities that organised by the organiser of the groups study tour that take place during the groups stay at our school.

Birkdale Intermediate School will not organise out of school events but all such activities require the Principal of Birkdale Intermediate Schools approval.

- Evidence of medical and travel insurance for all students and accompanying adults.

Internet Safety Policy

Health and Safety NAG 5

Adopted by Board of Trustees 3 April 2000

Amended 9 December 2011



Rationale:

The Internet is a wonderful communication and information tool which we encourage our students and staff to use to enhance their classroom programmes. However a small percentage of the information accessible via the Internet is inappropriate for use and we wish to keep this material out of our learning environment.

Purposes:

- To promote and ensure the welfare and safety of our staff and students when using the internet.
- To provide Internet access, so all staff and students can:
 - become effective and safe users of the Internet.
 - extend their awareness and knowledge of the Internet.
 - become motivated, responsible, independent users of the Internet.

Guidelines:

- Use of the Internet facilities at this school is strictly for educational purposes.
- All staff must sign our Code of Conduct before using the Internet themselves. Staff members must indicate that they are aware of the details of the Code. This documentation will be kept on the file by the school.
- Our Internet Safety Officer will randomly check school computers throughout the year.
- Watch Dog filtering software will be used to monitor all Internet usage.
- Internet safety posters will be displayed at suitable locations around the school e.g. library and Technology Forum.
- Any use of the Internet other than that specified here, e.g. by support staff, staff or student's family, or use after hours, must be with the agreement of the Principal.

'Student' use of the Internet:

- All students must sign the Online Safety Agreement. These documents must be kept on file by the classroom teacher.
- Students will always have a specific task on the Net, rather than just surfing.
- 'Student' can be any young person whether or not a student of the school. For example, a teacher's child can use the school's Internet facilities only under adult supervision.
- The Online Safety Agreement also covers the school's web site and Moodle site.

Library Policy

Curriculum NAG 1

Adopted by Board of Trustees 24 April 2001



Rationale:

- As part of our development as a learning community both our children and staff need a place that is a thought stimulator, a place that inspires questions, an inquiry and information centre, a knowledge navigation tool, an instrument of discovery, a place of wonderment, a quiet place for recreational reading.

Purposes:

- To provide the main personal recreational reading centre of the school.
- To encourage curiosity and personal research.
- To provide the school's central store of resources.

Guidelines:

- See that the library puts an emphasis on an exciting, visually stimulating environment.
- Ensure that there is a ripple effect of the library moving out into the classroom programmes.
- See that the library supplies material for the development of information literacy skills.
- Ensure that the resources match the needs of the school's curriculum.
- See that the resources can be accessed quickly by students and teachers.
- See that the resources can be tracked efficiently.

Procedures:

- Each class has one library period per week for recreational reading.
- The library is open to students at interval and lunchtimes (excluding wet lunchtimes).
- Teachers may take out resources for their classroom programmes and to assist individual students.
- The bar coding system is to be used when withdrawing or returning resources.

Mathematics Policy

Curriculum NAG 1

Adopted by Board of Trustees 18 July 2000



Rationale:

The National Administration Guidelines require the school to deliver the objectives of the Mathematics curriculum document to meet the needs of our students.

Purposes:

- To record the school based decisions that define the character of our mathematics programme.
- To give clear guidance as to the way the mathematics curriculum is to be delivered here at Birkdale Intermediate School.

Guidelines:

- Our Mathematics programme puts an emphasis on:
 - real world mathematics and problem solving.
- This is a child-centred programme which acknowledges and values individual differences and experiences.
- Students should be actively involved in all aspects of the programme.
- Key achievement objectives have been selected for school wide assessment and are listed in the teachers blue assessment folders along with suggested indicators.

Procedures:

At a team meeting begin the process of:

- Identifying the terms topic from the overview.
- Familiarise yourself with the schoolwide plans (available on the server or in handbook) with the guidelines firmly in mind.
- Withdrawing mathematics resources from the resource room (as needed).
- Checking the mathematics resources in the classroom.
- Requesting assistance (if needed) from your Team Leader.



MATHS – STRAND OVERVIEW

TERM	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
1	<p>Measurement Unit 1 – Estimating and measuring</p> <p>PATS</p> <p>Number – Algebra 1 – PV +/- Algebraic equations</p> <p>Problem-solving strategies to be taught throughout term</p>										
2	<p>Geometry Unit 1 – Symmetry, transformations, angles</p> <p>Number – Algebra – x-div Algebraic equations</p> <p>Mathex</p>										
3	<p>Measurement Unit 2 – Time/rate/change</p> <p>Algebra Patterns/relationships</p> <p>Number – Algebra 3 – Fractions Fractions (ratio/percentage/decimal) Algebraic equations</p>										
4	<p>Number – Algebra 3 – Fractions Algebraic equations</p> <p>Statistics Graphing</p> <p>Geometry Unit 2 – Shape and space (Location and bearings)</p>										

Online Publication of Student Images and Work Policy

Legislative Requirements NAG 6

Adopted by Board of Trustees 22 May 2001



Rationale:

The school uses a range of learning technologies to enhance student learning. From time to time, we publish on the school's Internet website www.bis.school.nz material for educational purposes, to share the results of learning within the school community, and to promote the school within the wider community. This may include examples of students' schoolwork and images of students and groups of students in activities at the school.

Purposes:

The school publishes student material online for the following three main purposes:

- to educate the student in accordance with the national curriculum, including the role and use of technology in society.
- to encourage the student to be part of and participate in the school community.
- to celebrate success.
- to promote the school in the wider community.

Guidelines:

- The school will publish the material only on its own website www.bis.school.nz, and websites endorsed by the Ministry of Education, such as the Ministry of Education's website Te Kete Ipurangi - The Online Learning Centre.
- The school acknowledges that it cannot control who accesses the websites on which students' images or material is published or the copying, by visitors to these websites, of images of the students and their work.
- The school will identify students on the websites only by their first name and year at school. Students' surnames, home addresses, and telephone numbers will not be available on the websites.
- The school will not publish a student's work without written authorisation from the student and the student's legal guardians.
- Where the student's legal guardians do not authorise publication, but the student does, the school will try to resolve the dispute between the parents and the student. Where this is not possible, the school will not publish.
- The school will immediately remove all material relating to a student from its website if requested by the student or his/her legal guardian.
- If the material is to be published on another website, such as Te Kete Ipurangi - The Online Learning Centre, then it must meet the publishing standards of that website.
- The school will not publish material online that may defame anyone, be objectionable from a human rights point of view, be obscene, or infringe the copyright of third parties. All student material published online will be subject to an editing process, which will include the correction of spelling and grammatical errors.

- The school has a designated privacy officer who is available to answer any enquiries from parents or students about this policy. The school also has a policy with procedures to resolve complaints or other disputes.

Procedures:

- Permission is sought by the school using our Student and Parent Permission Form for Online Publication of the Student's Work.
- The permission the school seeks is: authorisation to publish the student's work online and a licence to publish any copyright work of the student online.
- Once the signed permission is received the work can be published.

Student and parent permission for the online publication of the student’s work.



I[full name of student] have read and understand Birkdale Intermediate’s policy for the online publication of student work and the guidelines contained in the policy.

As the student whose work the school may publish online, I authorise Birkdale Intermediate School to publish on the Internet copies of any work that I may create at school, in strict compliance with the school’s policy. I agree that this consent shall continue until I withdraw my consent by notice to the school.

.....

Signature of Student

Date:

I.....[name of the parent/legal guardian] have read and understand Birkdale Intermediate School’s policy on the Internet publication of student work and the guidelines contained in the policy.

As the parent or legal guardian of[full name of student] (“the Student”), I authorise Birkdale Intermediate School to publish work that he or she may create at school, in strict compliance with the school’s policy. I confirm that I have the necessary authority to give this permission.

.....

Signature of parent or legal guardian

Date:

Outstanding Achievements Policy

Curriculum NAG 1

Adopted by Board of Trustees 18 July 2000



Rationale:

One of our specific goals is, 'to recognise and value the accomplishments of staff and students.' This recognition needs to be done in a consistent, fair and transparent way.

Purposes:

- To clearly identify the performance indicators for the recognition of outstanding achievement.

Guidelines:

To qualify for the school honours board a student:

- Must participate in this activity at Birkdale Intermediate team level.
- Will have reached one of the following levels:
 - New Zealand Representation
 - Auckland 'A' level Representation
 - North Island Tournament team selection
 - Captain of a North Harbour 'A' team in ...
- Rugby Union

Bill McLaren Open Weight Team

Roller Mills Under 53 Kg Team

Walter Dickson Under 45 Kg Combined Team

- Netball
 - Basketball
 - Boys Soccer
 - Cricket Team
 - Touch
 - Hockey Y8
 - Softball
 - Waterpolo
 - Badminton
 - Table Tennis
 - Gymnastics
- Is a first choice player in the sport's highest ranking team, as deemed by that sports administration, that reaches the final of a major provincial tournament.
 - The outstanding performer in a North Harbour Representative team at a major provincial tournament.

- Is selected by the school's senior staff Awards Team for Outstanding Achievement in:
 - The Arts
 - Community Awards
 - Individual sports where team selection does not apply
 - Where the performance is judged to be the equivalent of criteria 1 and 2 above.

Meritorious Achievements

To qualify for entry in the school magazine a student will have reached North Harbour Representative status in an activity that the student has participated in at school.

To qualify for entry in the school magazine a student will have:

- Participated at Birkdale Intermediate level in this activity.
- Reached North Harbour Representative status.
- Been in a Representative Team that has won the tournament Fairplay Award.

Terry Wright Cup

The criteria for selecting the winner of the Terry Wright Sports Cup.

- Genuine contribution to school sport.
- Shows a Fairplay attitude in school sport.
- Regular participation in school sport.
- Scores the highest total points using the following formula. Register one level per sport.

New Zealand Representative	4
North Island Representative / NZ Trial Team	3
North Harbour Representative	2
Birkdale Intermediate Representative	1

- Where more than one sports person scores equal top points they will be judged against each other on criteria 1,2 and 3.
- If any are still equal they shall become joint winners of the Terry Wright Cup, each receiving a miniature.

Pandemic Policy

Health and Safety NAG 5

Adopted by Board of Trustees 15 June 2009



Rationale:

It is essential that schools take all practical steps to protect staff and students from a possible pandemic outbreak.

Purposes:

- To provide well organised procedures for student and staff welfare.
- To provide guidelines and procedures to ensure complete care is taken with all medical needs.

Guidelines:

- The Pandemic Manager for Birkdale Intermediate School will be the Principal.
- The Board of Trustees has delegated to the Principal the authority to close the school and then reopen, taking advice from the Ministry of Health and Ministry of Education.

Procedures:

Stage 1 Ensure Readiness

- Update and activate staff and Board telephone and email trees.
- Check all contact details are correct:, students, staff, BoT Members
- Ensure MoE local office has updated BoT / Principal Contact details.
- Brief staff on roles and responsibilities including:
 - Local status.
 - Actions to be undertaken with students, including closing school and sending children home where necessary.
- Outline to parents possible methods of future communications eg national and local media and school website via a newsletter.
- With students, implement programmes to limit spread of influenza eg hand hygiene, cough and sneeze etiquette, not spitting, staying at home when sick. Resources available through www.tki.co.nz
- Advise cleaning contractors of need to implement Pandemic Cleaning Procedure. The use of detergent and/or bleach to clean all surfaces as advised by the MoH public health.
- Review schools resources to ensure that there are sufficient supplies of cleaning materials.

Stage 2 Closing the School



- Through consultation with local DHB emergency planner, local MoE, local Principals and BoT the Principal will make the decision of the need to close the school.
- Communicate the decision through established means.

A letter will be distributed to all parents/caregivers in the event of a pandemic i.e.

Dear Parent

We have been advised by the Ministry of Health of a serious pandemic outbreak and have been advised, for health and safety reasons, to close the school. In order to ensure the health and safety of your children, we are advising you of the closure of the school until further notice. Please ensure that your children are kept at home until this closure has been lifted. Regular updates on the situation can be ascertained from local and national media and the school website in the newsletter section.

- Take care of students and staff showing influenza symptoms:
 - Set up isolation room (sick bay).
 - Arrange with parents to send children home.
 - Arrange for any affected staff member to travel home safely.
 - Notify any cases to health authorities as requested.
 - Children staying at school to be kept in normal classes where possible (dependent on number of staff available) until children are collected or until end of school day.
 - Cancel all extra curricular activities and planned class/school trips.
- Introduce extra cleaning as needed. This will be determined by the nature of the pandemic and will be advised by the MoH community public health.

Stage 3 School Closed

- Close school to students i.e no students are on site.
- Advise all staff and BoT members
- Post notices of closure on entry points – foyer entrance, main notice board..
- Through local media (radio, television), school website and voice message – telephone inform all interested groups:
 - Local station of pandemic
 - What the school is doing
 - What parents could be doing with students

- Collaborate with local agencies in making school facilities available in pandemic response efforts.



Stage 4 Re-Opening the School

- Through media (radio, newspaper, and television), school website, telephone message and email / telephone, advise when the school is to reopen, 0800 to be supplied by MoH.
- As necessary arrange for trauma / grief counselling – contact MoE Group Special Education.
- BoT and Senior Management undertake a debrief / review of procedures undertaken.
- Staff revisits 'importance of keeping safe' guidelines with students and monitor health issues.

Performance Review Policy

Personnel NAG 2

Adopted by Board of Trustees 18 July 2000

Amended 24 April 2001



Rationale:

“We are proud professionals and not prepared to wait passively for someone from outside to tell us how we are doing, preferring to find out for ourselves, within a framework and time scale which maximises our chance of acting on what we find out.”
Self Reviews by Ruth Sutton

We have a responsibility to review and report on the competency of our staff.

Purposes:

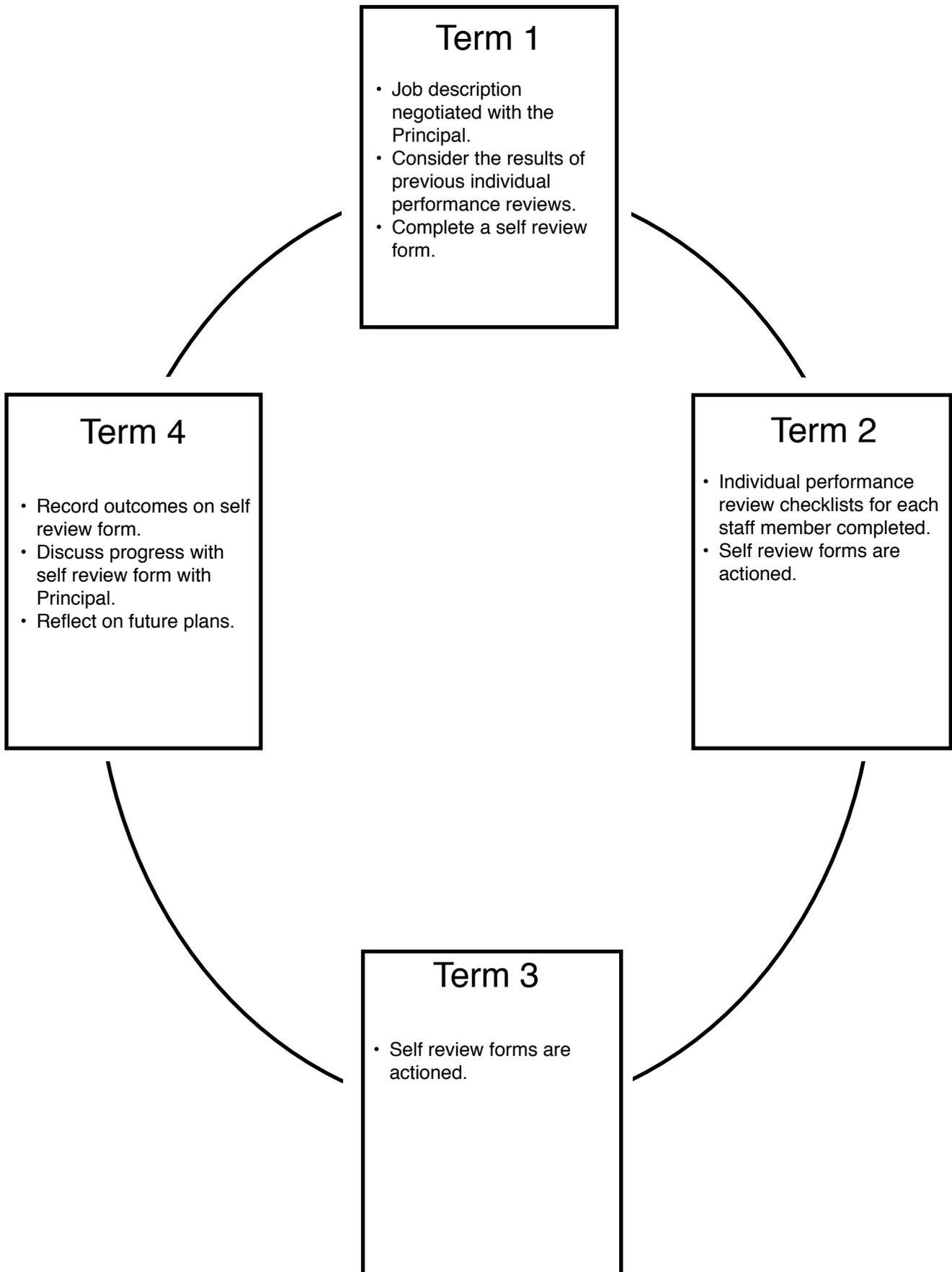
- To provide a framework for personal, professional growth through self review and reflection.
- To provide a clear guide to areas that would benefit from personal, professional development and thereby enhance job satisfaction.
- To provide a clear guide to our teaching staff as to their performance with regard to the basic level of competency and Registered Teacher Criteria
- To provide data for reporting to the Board of Trustees as a part of our responsibilities.
- To accurately target any school funding contributions that are to be made for personal, professional development from the staff development budget.
- To provide data to support the writing of referee reports, testimonials and for teaching staff, assess annual steps on the salary scale.

Guidelines:

- The review will begin after consultation and the completion of the job descriptions and with the Principal completing a performance review checklist including a period of direct observation.
- The checklist and its review outcomes will be shared with the person concerned and they will be given a copy and the chance to comment. A review of the outcomes can be requested. The Principal will appoint a senior person to undertake the review.
- A copy of the checklist will be kept in the Self Reviews - Individual Performance Reviews file. The checklist and its review outcomes is confidential to the staff member, senior staff, our Board of Trustees and the Education Review Office.
- Should the review identify a competency matter the relevant Collective Employment Contract will be the guide for subsequent action. For teachers this includes the review process for deferral of salary increments
- The results of the individual performance review checklist should be given very serious consideration when filling in future self review forms.
- Access to funding from the staff development budget for individual development can only be gained when supported by targets on the self review form or

Performance Review Cycle

Procedures:



Performing Arts Policy

Curriculum NAG 1

Adopted by Board of Trustees 28 August 2006



Rationale:

The National Administration Guidelines require the school to deliver the objectives of The Arts curriculum document to meet the needs of our students.

Purposes:

- To record the school based decisions that define the character of our Arts Programmes.
- To give clear guidance as to the way The Arts curriculum is to be delivered here at Birkdale Intermediate School.

Guidelines:

- Our Arts Programmes put an emphasis on:
 - Providing opportunities for children to create, recreate and appreciate so they become increasingly adventurous, more discriminating and more confident.
- These are child-centred programmes which acknowledge and value individual differences and experiences.
- Students should be actively involved in all aspects of the programmes.
- Key achievement objectives have been selected for school wide assessment and are listed in the teachers blue assessment folders along with suggested indicators.

Procedures:

The specialist performing arts teacher:

- Selects from the Quest available.
- Plans work with the guidelines firmly in mind.

Policy Making Policy

Legislative Requirements NAG 6

Adopted by Board of Trustees 14 June 1998



Rationale:

It is necessary that the daily school operations, learning, and teaching programmes, reflect the intentions of the charter. To fulfil these intentions, key issues will be identified and expressed as a written policy which contains guidelines outlining this school's future actions, and operations, through which the intended outcomes of the charter, are to be achieved.

Purposes:

- To establish a process through which the Board of Trustees can fulfil its governance role in the school.
- The Board will recognise that a key function of the Board is to establish and review policy.
- To establish guidelines, which will ensure the future effective implementation of the charter, in the daily programmes and operations of the school.
- Policies will provide a framework and path for all personnel in the school to follow, so that the school's actions can be measured and evaluated, in terms of whether the intended outcomes are being achieved or not.
- Making of policy in the school will be a shared process involving the Board of Trustees and the school's staff and the school's community.

Guidelines:

- The focus of all policy making and writing is to ensure equitable practices and opportunities, are being experienced by all pupils and staff at this school.
- The school's mission statement will guide all policy content.
- Policies embrace the following areas:
 - Policy making.
 - Community partnership.
 - Curriculum/Instructional.
 - Personnel.
 - Finance.
 - Property management.
 - Staff and student welfare.
- Matters of equity and Treaty of Waitangi will be considered in all policy formulation. They will also take into account any requirements of the Ministry of Education.

- All policies are subject to annual Board of Trustees and staff review.
- Policy may be initiated by the Board, on behalf of the community and parent body, and the Principal, on behalf of pupils, staff or curriculum requirements.
- The Board of Trustees will establish policy goals and rationale, the Policy Committee and staff will develop the guidelines, the school staff and Board will then implement the policy.
- Policy writing groups may comprise of member(s) of the Board of Trustees, staff representative(s), parent(s), and member(s) of the wider community.
- The composition of the writing group, will depend on the nature of the policy being written and type of expertise required. They may consult with other personnel as appropriate.
- The Maori community will be consulted in the developing of policies of a bi-cultural nature.
- The Board of Trustees has the final approval of all policy as part of their governance role.

Privacy Policy

Legislative Requirements NAG 6

Adopted by Board of Trustees 22 May 2001



Rationale:

A school is obliged under the Education Act, The Health and Safety Act and the Employment Contracts Act to collect specific information. It is also required to comply with the Privacy Act (1993).

Purposes:

- to promote and protect the privacy of students and employees at Birkdale Intermediate School with regard to:
 - The collection, use and disclosure of information relating to individuals.
 - Access by each individual to information relating to that individual held by the school.

Guidelines:

- The Board will appoint a Privacy Officer.

The role of the Privacy Officer is to:

- Make staff aware of their obligations with regard to the collection, storage and retrieval of information and of any gazetted change to the Act.
 - Deal with requests made to the school under the Privacy Act.
 - Work with the Commissioner should there be any investigation under the Act.
 - Constantly review procedures to ensure that only appropriate information is collected and is disposed of appropriately.
- Personal information shall only be collected for lawful purposes connected with the function of Birkdale Intermediate School.
 - Purposes for collecting personal information will be clearly stated.
 - Information collected for one purpose shall not be used for any other purpose.
 - Information legitimately requested by official Government agencies will be passed on with the identity of the individual/s being protected.

Student Information

- Personal student information will be stored so that unauthorised access is not available.
- Confidential discussions about students will not be held in front of inappropriate people.

- Student records will be made available only to those who have an authority to view them. At the time of enrolment parent/ caregivers will be made aware of this fact. In signing the enrolment form they will have agreed to the statement on the form pertaining to student needs. Sensitive student records will be stored securely.
- Details of children will not be given to anyone who does not have the signed authority to have such details. In practice this means no detail will be made available by phone or verbally unless an authority has been given. Requests from CYFS or the Police should be accompanied by written authority referring to the section of the Act under which request is being made.

Employee Information

- All employee records will be stored securely.
- Employee records will be kept for a period of 6 years after the employee has left the Board's employment.
- All employees will be made aware of the existence of such records and be permitted to view them (evaluative material may be withheld if that material has been supplied subject to a promise of confidentiality).
- All employees will be able to request corrections to their record. If a correction is sought but not made this will be noted on the record.
- Employment records other than those mentioned below will be made available only to the employee and to those with the authority of the Board of Trustees to access the records. These records may include:

Curriculum Vitae with application of employment.

Letters of offer and acceptance for the position.

Documentation outlining the contract and the status for the position.

Correspondence entered into with the employee during employment.

Any disciplinary action undertaken.

Applications for holidays/leave.

Leave entitlements and anniversary dates.

- Appraisal records of employees will remain confidential to the appraiser, the appraised and the Principal, Deputy Principals (unless there is a dispute or arbitration procedure required). The Principal's appraisal records will remain confidential to the Board Chairperson, the Principal and the person with the delegated authority to carry out the appraisal.
- Detail concerning competence of an employee/past employee will not be disclosed to anyone without the permission of the employee concerned (except in the case of gross incompetence or unethical behaviour - see TRB Handbook 7.2 'Criteria for Teacher Registration').

Property Policy

Finance and Property NAG 4

Adopted by Board of Trustees 18 July 2000



Rationale:

Land and buildings form an essential part of the children's learning environment. They are also valuable assets. Regular maintenance, upgrading and repair work needs to be of a high standard so as to provide a safe and pleasing environment for children and teachers and to preserve their value as assets for the school.

Purposes:

- To provide for regular maintenance, upgrading and repair work.
- To provide for a safe and pleasing environment.

Guidelines:

- Staff will need to report promptly to the school office about any necessary repairs, safety or maintenance concerns.
- The Property Sub Committee should carry out once a year inspections of the school.
- Repair and maintenance work should be to a high standard by using properly qualified tradesmen when necessary. Professional supervision will be engaged for major projects.
- Safety of play equipment will have a high priority.
- When parents or members of the local community have special skills that they are willing to make available to the school, they should be used.
- Working bees should only be called for specific projects at the discretion of the Board of Trustees.

Protected Disclosures Policy

Personnel NAG 3

Adopted by Board of Trustees 22 May 2001



Rationale:

To ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000.

Purposes:

- To allow employees to disclose serious wrongdoings in confidentiality where they believe on reasonable grounds that such wrongdoings have or are being committed by the employer or another employee in an organisation.
- To protect a person from negative consequences who is asking in good faith that a possible wrongdoing be investigated.

Guidelines:

- A protected disclosure can be by:
 - a staff member (either temporary or permanent).
 - a contractor supplying services to the school.
 - a former staff member (either temporary or permanent).

Note: The Act does not apply to parents or board of trustee members unless they are staff members of the school. It is for the protection of employees. For the purposes of this Act the board of trustees is the employer.

- It is important to remember that this is an Act to protect employees and the disclosure will be about the employer or another employee/s not a student or parent.
- The Act defines a serious wrongdoing as being any of the following:
 - “an unlawful, corrupt, or irregular use of public funds or resources; or
 - an act, omission, or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
 - an act, omission, or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to a fair trial; or
 - an act, omission, or course of conduct that constitutes an offence; or
 - an act, omission, or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement,…”
- You are “protected” when making a disclosure in the following ways:
 - your identity will be confidential unless you give permission to be identified.
 - you can not be victimised by your employer for having disclosed the information.
 - you are not liable for civil or criminal proceedings for disclosing the information.
 - if you believe that you have been unfairly treated in your job or unreasonably dismissed following a disclosure you can take a personal grievance against your employer.

This protection depends on you making the disclosure in accordance with the internal procedure.

There are some limitations to this described in the Act. Every person to whom a protected disclosure is made must use their best endeavours not to disclose information that might identify the person who made the disclosure unless:

- that person consents in writing to the disclosure of that information; or
- the person who has acquired knowledge of the protected disclosure reasonably believes that disclosure of identifying information:
 - is essential to the effective investigations of the allegations; or
 - is essential to prevent serious risk to public health or public safety or the environment; or
 - is essential having regard to the principles of natural justice.

A request for information under the Official Information Act 1982 (other than that one made by a member of the police for the purpose of investigating an offence) may be refused as contrary to this Act, if it might identify a person who has made a protected disclosure.

Procedures:

- If on reasonable grounds you believe you have information that a serious wrongdoing is occurring (or may occur) within the school and you wish to disclose that information so it can be investigated you can make a protected disclosure to the principal.
- This can be done verbally or in writing. You should identify that the disclosure is being made under the Protected Disclosures Act and is following the board procedure, provide detail of the complaint (disclosure), and who the complaint is against.
- It is then up to the person you disclose to, to decide if the disclosure constitutes a serious wrongdoing, and that the allegations need investigating.

They can decide:

- to investigate the disclosure themselves.
- to forward the disclosure to the board or a committee of the board to investigate.
- whether it needs to be passed on to an appropriate authority. If it goes to an appropriate authority they will advise you that they are now investigating the complaint.
- If you believe that both the principal and the chairperson of the board of trustees may both be a party to wrongdoing or in close relationship with the person/s involved in the wrongdoing you can approach an external “appropriate authority” directly yourself.
- An appropriate authority is defined in the Act as:
 - the Commissioner of Police
 - the Director of the Serious Fraud Office
 - the Inspector-General of Intelligence and Security
 - the Parliamentary Commissioner for the Environment
 - the State Services Commissioner
 - the Controller and Auditor-General
 - an Ombudsman
 - the Police Complaints Authority
 - the Solicitor-General
 - the Health and Disability Commissioner

and includes the head of every public sector organisation, whether or not mentioned in this list.

- This can mean in certain circumstances the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officer of the Education Review Office (ERO).
- There are three circumstances when you can go directly to the appropriate authority:
 - When you believe that the head of the organisation is also a party to the wrongdoing or has an association with the person which would make it inappropriate for them to investigate.
 - If the matter needs urgent attention or there are other exceptional circumstances.
 - If after 20 working days there has been no action or recommended action on the matter to which the disclosure related.

Otherwise you need to go through the internal processes.

- If the appropriate authority does nothing you could make the disclosure to the Ombudsman (unless they were the authority you have already disclosed to) or a Minister of the Crown.
- The Act does not protect you if you disclose information to the media or a member of parliament other than a Minister of the Crown in the circumstances referred to above.
- If you notify the Office of the Ombudsman verbally or in writing, that you have or are considering a disclosure under this Act, they must provide information and guidance on a number of matters including those discussed here and the protections and remedies available under the Human Rights Act 1993 if the disclosure leads to victimisation.
- A copy of the Act can be found on the internet at [Legislation on Line](#)

Science Policy

Curriculum NAG 1

Adopted by Board of Trustees 18 July 2000

Amended 22 August 2005



Rationale:

The National Administration Guidelines require the school to deliver the objectives of the Science curriculum document to meet the needs of our students.

Purposes:

- to record the school based decisions that define the character of our science programme with regard to the particular character of our student population.
- to give clear guidance as to the way the science curriculum is to be delivered here at Birkdale Intermediate School.

Guidelines:

- Our Science programme puts an emphasis on:
 - the Planet Earth and Beyond strand.
 - further developing the students' investigative skills and attitudes.
 - developing higher order thinking skills by placing an emphasis on the Thinking-Based learning approach.
- This is a child-centred programme which acknowledges and values individual differences and experiences.
- Students should be actively involved in all aspects of the programme.
- Key achievement objectives have been selected for school wide assessment and are listed in the Quest Handbooks.

Procedures:

At a team meeting begin the process of:

- Identify the terms topic from the overview.
- Familiarise yourself with the plan, learning outcomes, thinking skill focus, assessment rubric as appropriate to the unit.
- Withdrawing science resources from the library and resource room (as needed).
- Requesting assistance (if needed) from the Team Leaders.

Science and Social Science Overviews - Odd Year

Updated 15 May, 2009

Achievement Objective Focus

Quests and Resource Boxes

Achievement Objective Focus

Quests and Resource Boxes

1

Living World

Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and man made.

Survivor! Rocky Shore Skillfully Determining Parts-Whole Relationships

Every second year groups from our school monitor our local rocky shores to see how well life is surviving in this harsh environment. It adds to our understanding of the Hauraki Gulf which is so important to the life of our city. This year it's your turn to make a report. Your task is to become the class experts on a particular animal and using skilful parts-whole relationships report on its special features for survival. As part of this you are to form a question about your chosen species that can be investigated at the shore. How is your species a survivor?

Place and Environment

Understand that events have causes and effects.

Titanic Skilful Causal Explanation

When something tragic happens people are often too quick to guess at the cause. This can be very dangerous. If we are to protect ourselves from we must be very certain of the cause. In 1912 Captain Smith was on the bridge of the largest man made moving object on the planet. The R.M.S. Titanic was near the leading edge of technological development and was thought to be virtually unsinkable. We all know it hit an iceberg and sank but what caused this to happen? Using skilful causal explanation can you work out why the Titanic hit the iceberg?

2

Continuity and Change

Understand that events have causes and effects.

Lest We Forget Forming a Well Founded Judgement

On hundreds of War Memorials all around New Zealand you will find the words 'Lest We Forget' engraved in stone, etched into glass or cast in bronze. These monuments are designed to last many centuries. People have gone to a great deal of trouble and expense to get this message to everyone who stops and reads the words. What should we remember about War?

Investigating in Science

Plan and carry out a 'fair test' and ask questions, find evidence, explore simple models and carry out appropriate investigations to develop simple explanations.

Science Fair Fair Testing

Every day we make decisions - which soap powder to use, which bread to eat, which battery is best. Many of the decisions we make are based on assumptions. When asked we may have difficulty giving good reasons for our choices. Your challenge is to bust an assumption. Carry out a scientific investigation that uncovers the real truth and display the results so the rest of the school can learn from your work.

3

Identity Culture & Organisation

Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

Aye Aye Captain Skilful Compare and Contrast

Two famous names in exploration are Captain James Cook of the Endeavour and Captain William Bligh of the Bounty. They are important figures in world history but does this mean they are 'great' people? We need to ask ourselves how well do we really know these explorers? What were they really like as people? Were they ruthless, or compassionate and humane? Using skilful compare and contrast, who would you wish to sail with, Cook or Bligh?

Identity Culture & Organisation

Understand that events have causes and effects.

Can We Believe It? Determining the Reliability of Sources

Every now and again we come across a mystery that is so interesting, so intriguing, so exciting, that we find it hard to resist. We want to believe it is true. How amazing would it be to find the Abominable Snowman, Big Foot, the Loch Ness Monster or unravel the mysteries of the Bermuda Triangle or Stonehenge. While determining the reliability of your sources, investigate one of these mysteries and make your recommendation. Can we believe it?

4

Living World

Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and man made.

The Hunt Forming a Well Founded Judgement

Most of us are familiar with the kereru, our native wood pigeon, and some know the godwit, a native shore bird. These birds are now protected but have traditionally been a source of food for Maori. In New Zealand and other countries, such as Australia and America, arguments have developed over the rights of indigenous people to resume harvesting protected animals. Some iwi have recently asked to have the right to resume harvesting. Make a well-founded judgement. Should iwi be given the right to resume harvesting these birds?

Planet Earth and Beyond

Investigate the components of the solar system, developing an appreciation of the distances between them.

Starry Night Determining the Reliability of Sources

Light pollution means that many city dwellers do not appreciate the beautiful and strange things that happen above their heads each night. Your job is to show your family what wonders can be seen in the night sky above Birkdale as the Earth's shadow darkens the sky and brings these wonders into view. After skilfully checking the reliability of your sources what are the five most interesting things that we can see out there?

Science and Social Science Quests - Odd Year Alternatives

A Teaching Team may, if they wish, replace a Quest on the odd year overview with one of these alternatives.

Achievement Objective Focus

Quests and Resource Boxes

Achievement Objective Focus

Quests and Resource Boxes

1

Place and Environment

Understand how people make decisions about access to and use of resources.

Not a Drop to Drink Prediction

Many New Zealanders take our safe and reliable water supply for granted. Taking things for granted can be difficult and costly when something suddenly goes wrong. When a resource like water becomes scarce our view of it changes. Using your knowledge of skilful prediction how would your view of water change if the taps failed?

2

Continuity and Change

Understand how people remember and record the past in different ways.

Gunfire Stockade Forming a Well Founded Judgement

One morning in October 1863 gunfire was heard in the fields near the settlement of Pukekohe. Around a small church a group of settlers stood behind a stockade as a Ngati Maniopototo war party attacked. The small church still stands on the hillside with bullet holes in its walls. What happened there over a hundred years ago when guns were fired in anger across these now quiet green fields? Make a well founded judgement, what should be said about this interesting event in our history?

3

Identity, Culture, & Organisation

Understand how the movement of people affects cultural diversity and interaction in New Zealand.

James Shum's Dilemma Skilful Compare and Contrast

In 1873 James Shum's family were trying to decide if he should join the men from his village and sail from Canton, China for the goldfields in Otago, New Zealand, in the hope of gaining a fortune. James was a 17 year old Chinese farmer. Using your knowledge of skilful compare and contrast what would you say to James's family? Should he come or should he stay?

4

1

Planet Earth and Beyond

Develop an understanding that water, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.

**Let the Buyer Beware
Skilful Compare and Contrast**

Your family is about to purchase a very expensive new home. The real estate agent has shown you homes in the Thorne Bay area, Takapuna and others on the cliff top south of Takapuna Beach. As it is so costly you decide to investigate everything possible about the two locations. Make sure you take a very close look at the geology of the area before making your choice. Using skilful compare and contrast which house would you buy and how does your new knowledge of the geology of these two areas affect your decision?

Identity Culture & Organisation

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

**The Real Pocahontas?
Skilful Compare and Contrast**

Many books and movies are based on historic events and the lives of real people. Disney has produced a movie called 'Pocahontas' which they say is based on the life of a real person who lived over 400 hundred years ago. Using skilful compare and contrast, is she the real Pocahontas?

2

Places and Environment

Understand how people participate individually and collectively in response to community challenges.

**Disaster Strikes
Forming a Well Founded Judgement**

Every year we strongly support World Vision's 40 hour famine. World Vision has been providing disaster relief to the earthquake stricken state of Gujarat in India and the city of Bam in Iran. Anyone giving money should be well informed on how their money is being used and if it is being used effectively. To make this judgement you need to know the best way to spend the money. Make a well-founded judgement, which three areas should take the highest priority in an earthquake disaster?

Investigating in Science

Plan and carry out a 'fair test' and ask questions, find evidence, explore simple models and carry out appropriate investigations to develop simple explanations.

**Science Fair
Fair Testing**

Every day we make decisions - which soap powder to use, which bread to eat, which battery is best. Many of the decisions we make are based on assumptions. When asked we may have difficulty giving good reasons for our choices. Your challenge is to bust an assumption. Carry out a scientific investigation that uncovers the real truth and display the results so the rest of the school can learn from your work.

3

Identity Culture & Organisation

Understand that events have causes and effects.

**Faster Higher Stronger
Forming a Well Founded Judgement**

One day you or someone you know will be standing in an Olympic or Commonwealth stadium while the athletes oath is taken. "In the name of all competitors I promise that we shall take part in these Olympic Games respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams." Make a well founded judgement, can we live up to the true spirit of sportsmanship?

Living World

Recognise that there are life processes common to all living things and that these occur in different ways.

**Waste Not, Want Not
Skilful Compare and Contrast**

The North Shore City Council wants everyone to reduce the waste going into landfills. One day their aim is to achieve zero waste. Worm farms and composting are two ways of reducing organic waste. Using skilful compare and contrast could these assist your family to significantly reduce their waste stream?

4

Identity, Culture, & Organisation

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

**Filemoni's Dilemma
Skilful Compare and Contrast**

Filemoni is a 13 year old Samoan student. He is the eldest of five children. He lives in a village on the island of Upolu with his mother, father and siblings. His parents are thinking about emigrating to New Zealand under the belief that the children will be able to have a better life there. They would be able to stay with extended family members in Auckland. However, Filemoni is very confused and has called upon his friend (you) in New Zealand to help him through this time. Using skilful 'compare and contrast' what would you say to Filemoni? Should he come or should he stay?

Planet Earth and Beyond

Investigate the water cycle and its effect on climate, landforms, and life.

**Predicting the Weather
Skilful Prediction**

We are calling for auditions for a new weather forecaster and presenter for the school's radio station. You are to submit a presentation of 2 minutes maximum, in which you must clearly demonstrate your knowledge and understanding of: high and low pressure zones, prevailing wind directions in New Zealand, isobars, fronts and weather action associated with these fronts, influence on geographical features on weather. Using this information you will then also make a prediction on the next few days weather.

Science and Social Science Quests - Even Year Alternatives

A Teaching Team may, if they wish, replace a Quest on the even year overview with one of these alternatives.

Achievement Objective Focus

Quests and Resource Boxes

Achievement Objective Focus

Quests and Resource Boxes

1

2

Identity, Culture, & Organisation
Understand how producers and consumers exercise their rights and meet their responsibilities.

Ripoff? Skillful Decision Making

The clothing labels that we choose to wear contribute enormously to our image. A friend has come for your advice as they have heard about some labelled gear being offered cheap. They may be ripoffs or stolen. Is it right to buy them? Make a skillful decision, what is the right thing to do?

3

4

Continuity and Change
Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

Dead Lock Forming a Well Founded Judgement

Located between Japan and Korea are a small group of islands. Japan and Korea both claim sovereignty of these islands but, since they are unable to reach a resolution, ownership may have to be decided by the United Nations. New Zealand has historic and economic relationships with both countries yet may be called upon to support one country over the other. Make a well-founded judgement, should we support Korea or Japan?

YEAR 8 GATE ONLY

Sensitive Expenditure Policy

Finance and Property NAG 4

Adopted by Board of Trustees 18 May 2015

Amended 18 May 2015



Rationale:

- The board agrees that it has a responsibility to ensure that all expenditure of board funds is clearly linked to the business of the school and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students).
- The board acknowledges that at times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.
- The board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised before approval and will be supported by appropriate fund raising specific to that expenditure.

Guidelines:

- The board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the principal (as the chief executive and the board's most senior employee).
- Particular reference should also be made to the board's travel policy in considering expenditure which may benefit individuals or groups of individuals.
- The board requires the principal, where expenditure may be beneficial to an individual or group of individuals to take account of the following prior to authorising this expenditure.
 - i) Does the expenditure benefit student outcomes?
 - ii) Does the expenditure represent the best value for money?
 - iii) Is it in the budget?
 - iv) Could the board justify this expenditure to a taxpayer, parent or other interested party?
 - v) How would the public react if this expenditure was reported by the media?
 - vi) Would there be perceived to be any personal gain from this expenditure?
 - vii) Does this expenditure occur frequently?

- Any proposed expenditure which may benefit individuals or groups of individuals will be backed by funds which have been raised for the purpose. The funds will be raised with a full understanding of their purpose known to those contributing the funds - such as parents or other funding sources (eg. Charities). The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

Procedures:

- All expenditure which is incurred on behalf of individuals or groups of individuals will be fully accounted for and a separate income statement for management reporting purposes showing all funds raised and expenditure incurred will be provided to the board.
- When the board approved this Policy it agreed that no variations of this Policy or amendments to it may be made except with the unanimous approval of the board.
- As part of its approval the board requires the principal to circulate this policy to all staff, and for a copy to be included in the School Policy Manual, copies of which shall be available to all staff. The School policy manual shall also be made available to students and parents at their request. The board requires that the principal arrange for all new staff to be made familiar with this policy and other policies approved by the board.

Smoking Policy

Health and Safety NAG 5

Adopted by Board of Trustees 18 July 2000

Amended 28 November 2005



Rationale:

We recognise that smoking in school settings presents students and others with a mixed message regarding tobacco consumption and acknowledge evidence that indicates that smoking within a school can contribute to the uptake of smoking by young people both now and in the future. We also recognise that the health and well-being of staff and other users of the school may be negatively affected by smoking, and respect the right of employees to a smokefree environment.

Purposes:

- To comply with the Smokefree Environments Act 1990
- To provide a totally smokefree environment at Birkdale Intermediate School.

Guidelines:

- Smoking shall not be permitted anywhere within the buildings or grounds of Birkdale Intermediate School at any time, nor at any official school activity such as field-trips, sports events etc.
- Organisations or individuals using school facilities must agree in writing to comply with this policy as a condition of use.
- Contractors and others working within the school property are to be advised of the school's smoke-free policy and that the policy applies to them whilst on the property.
- Signs shall be displayed at the entrance to the school and in the office foyer and any other place or places that the board of trustees may consider appropriate.

Social Studies Policy

Curriculum NAG 1

Adopted by Board of Trustees 18 July 2000

Amended 22 August 2005



Rationale:

The National Administration Guidelines require the school to deliver the objectives of the Social Studies curriculum document to meet the needs of our students.

Purposes:

- to record the school based decisions that define the character of our social studies programme with regard to the particular character of our student population.
- to give clear guidance as to the way the social studies curriculum is to be delivered here at Birkdale Intermediate School.

Guidelines:

- Our Social Studies programme puts an emphasis on:
 - developing an empathetic understanding of a variety of cultures.
 - enhancing students information literacy skills while undertaking investigations.
 - developing higher order thinking skills by placing an emphasis on the Thinking-Based Learning approach.
- This is a child-centred programme which acknowledges and values individual differences and experiences.
- Students should be actively involved in all aspects of the programme.
- Key achievement objectives have been selected for school wide assessment and are listed in the teachers blue assessment folders along with suggested indicators.

Procedures:

At a team meeting begin the process of:

- Identify the terms topic from the overview.
- Familiarise yourself with plan, learning outcomes, thinking skill focus, assessment task as appropriate.
- Withdrawing social studies resources from the library and resource room (as needed).
- Requesting assistance (if needed) from the Social Studies Team Leader.

Science and Social Science Overviews - Odd Year

Updated 15 May, 2009

Achievement Objective Focus

Quests and Resource Boxes

Achievement Objective Focus

Quests and Resource Boxes

1

Living World

Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and man made.

Survivor! Rocky Shore Skillfully Determining Parts-Whole Relationships

Every second year groups from our school monitor our local rocky shores to see how well life is surviving in this harsh environment. It adds to our understanding of the Hauraki Gulf which is so important to the life of our city. This year it's your turn to make a report. Your task is to become the class experts on a particular animal and using skilful parts-whole relationships report on its special features for survival. As part of this you are to form a question about your chosen species that can be investigated at the shore. How is your species a survivor?

Place and Environment

Understand that events have causes and effects.

Titanic Skillful Causal Explanation

When something tragic happens people are often too quick to guess at the cause. This can be very dangerous. If we are to protect ourselves from we must be very certain of the cause. In 1912 Captain Smith was on the bridge of the largest man made moving object on the planet. The R.M.S. Titanic was near the leading edge of technological development and was thought to be virtually unsinkable. We all know it hit an iceberg and sank but what caused this to happen? Using skilful causal explanation can you work out why the Titanic hit the iceberg?

2

Continuity and Change

Understand that events have causes and effects.

Lest We Forget Forming a Well Founded Judgement

On hundreds of War Memorials all around New Zealand you will find the words 'Lest We Forget' engraved in stone, etched into glass or cast in bronze. These monuments are designed to last many centuries. People have gone to a great deal of trouble and expense to get this message to everyone who stops and reads the words. What should we remember about War?

Investigating in Science

Plan and carry out a 'fair test' and ask questions, find evidence, explore simple models and carry out appropriate investigations to develop simple explanations.

Science Fair Fair Testing

Every day we make decisions - which soap powder to use, which bread to eat, which battery is best. Many of the decisions we make are based on assumptions. When asked we may have difficulty giving good reasons for our choices. Your challenge is to bust an assumption. Carry out a scientific investigation that uncovers the real truth and display the results so the rest of the school can learn from your work.

3

Identity Culture & Organisation

Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

Aye Aye Captain Skillful Compare and Contrast

Two famous names in exploration are Captain James Cook of the Endeavour and Captain William Bligh of the Bounty. They are important figures in world history but does this mean they are 'great' people? We need to ask ourselves how well do we really know these explorers? What were they really like as people? Were they ruthless, or compassionate and humane? Using skilful compare and contrast, who would you wish to sail with, Cook or Bligh?

Identity Culture & Organisation

Understand that events have causes and effects.

Can We Believe It? Determining the Reliability of Sources

Every now and again we come across a mystery that is so interesting, so intriguing, so exciting, that we find it hard to resist. We want to believe it is true. How amazing would it be to find the Abominable Snowman, Big Foot, the Loch Ness Monster or unravel the mysteries of the Bermuda Triangle or Stonehenge. While determining the reliability of your sources, investigate one of these mysteries and make your recommendation. Can we believe it?

4

Living World

Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and man made.

The Hunt Forming a Well Founded Judgement

Most of us are familiar with the kereru, our native wood pigeon. Kereru are now protected but have traditionally been a source of food for Maori. In New Zealand and other countries, such as Australia and America, arguments have developed over the rights of indigenous people to resume harvesting protected animals. A South Island iwi recently asked to have the right to resume harvesting kereru. Form a well-founded judgement. Should iwi be given the right to resume harvesting Kereru?

Planet Earth and Beyond

Investigate the components of the solar system, developing an appreciation of the distances between them.

Starry Night Determining the Reliability of Sources

Light pollution means that many city dwellers do not appreciate the beautiful and strange things that happen above their heads each night. Your job is to show your family what wonders can be seen in the night sky above Birkdale as the Earth's shadow darkens the sky and brings these wonders into view. After skilfully checking the reliability of your sources what are the five most interesting things that we can see out there?

Science and Social Science Quests - Odd Year Alternatives

A Teaching Team may, if they wish, replace a Quest on the odd year overview with one of these alternatives.

Achievement Objective Focus

Quests and Resource Boxes

Achievement Objective Focus

Quests and Resource Boxes

1

Place and Environment

Understand how people make decisions about access to and use of resources.

Not a Drop to Drink Prediction

Many New Zealanders take our safe and reliable water supply for granted. Taking things for granted can be difficult and costly when something suddenly goes wrong. When a resource like water becomes scarce our view of it changes. Using your knowledge of skilful prediction how would your view of water change if the taps failed?

2

Continuity and Change

Understand how people remember and record the past in different ways.

Gunfire Stockade Forming a Well Founded Judgement

One morning in October 1863 gunfire was heard in the fields near the settlement of Pukekohe. Around a small church a group of settlers stood behind a stockade as a Ngati Maniopoto war party attacked. The small church still stands on the hillside with bullet holes in its walls. What happened there over a hundred years ago when guns were fired in anger across these now quiet green fields? Make a well founded judgement, what should be said about this interesting event in our history?

3

Identity, Culture, & Organisation

Understand how the movement of people affects cultural diversity and interaction in New Zealand.

James Shum's Dilemma Skilful Compare and Contrast

In 1873 James Shum's family were trying to decide if he should join the men from his village and sail from Canton, China for the goldfields in Otago, New Zealand, in the hope of gaining a fortune. James was a 17 year old Chinese farmer. Using your knowledge of skilful compare and contrast what would you say to James's family? Should he come or should he stay?

4

1

Planet Earth and Beyond

Develop an understanding that water, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.

Let the Buyer Beware Skilful Compare and Contrast

Your family is about to purchase a very expensive new home. The real estate agent has shown you homes in the Thorne Bay area, Takapuna and others on the cliff top south of Takapuna Beach. As it is so costly you decide to investigate everything possible about the two locations. Make sure you take a very close look at the geology of the area before making your choice. Using skilful compare and contrast which house would you buy and how does your new knowledge of the geology of these two areas affect your decision?

Identity Culture & Organisation

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

The Real Pocahontas? Skilful Compare and Contrast

Many books and movies are based on historic events and the lives of real people. Disney has produced a movie called 'Pocahontas' which they say is based on the life of a real person who lived over 400 hundred years ago. Using skilful compare and contrast, is she the real Pocahontas?

2

Places and Environment

Understand how people participate individually and collectively in response to community challenges.

Disaster Strikes Forming a Well Founded Judgement

Every year we strongly support World Vision's 40 hour famine. World Vision has been providing disaster relief to the earthquake stricken state of Gujarat in India and the city of Bam in Iran. Anyone giving money should be well informed on how their money is being used and if it is being used effectively. To make this judgement you need to know the best way to spend the money. Make a well-founded judgement, which three areas should take the highest priority in an earthquake disaster?

Investigating in Science

Plan and carry out a 'fair test' and ask questions, find evidence, explore simple models and carry out appropriate investigations to develop simple explanations.

Science Fair Fair Testing

Every day we make decisions - which soap powder to use, which bread to eat, which battery is best. Many of the decisions we make are based on assumptions. When asked we may have difficulty giving good reasons for our choices. Your challenge is to bust an assumption. Carry out a scientific investigation that uncovers the real truth and display the results so the rest of the school can learn from your work.

3

Identity Culture & Organisation

Understand that events have causes and effects.

Faster Higher Stronger Forming a Well Founded Judgement

One day you or someone you know will be standing in an Olympic or Commonwealth stadium while the athletes oath is taken. "In the name of all competitors I promise that we shall take part in these Olympic Games respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams." Make a well founded judgement, can we live up to the true spirit of sportsmanship?

Living World

Recognise that there are life processes common to all living things and that these occur in different ways.

Waste Not, Want Not Skilful Compare and Contrast

The North Shore City Council wants everyone to reduce the waste going into landfills. One day their aim is to achieve zero waste. Worm farms and composting are two ways of reducing organic waste. Using skilful compare and contrast could these assist your family to significantly reduce their waste stream?

4

Identity, Culture, & Organisation

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

Filemoni's Dilemma Skilful Compare and Contrast

Filemoni is a 13 year old Samoan student. He is the eldest of five children. He lives in a village on the island of Upolu with his mother, father and siblings. His parents are thinking about emigrating to New Zealand under the belief that the children will be able to have a better life there. They would be able to stay with extended family members in Auckland. However, Filemoni is very confused and has called upon his friend (you) in New Zealand to help him through this time. Using skilful 'compare and contrast' what would you say to Filemoni? Should he come or should he stay?

Planet Earth and Beyond

Investigate the water cycle and its effect on climate, landforms, and life.

Predicting the Weather Skilful Prediction

We are calling for auditions for a new weather forecaster and presenter for the school's radio station. You are to submit a presentation of 2 minutes maximum. In which you must clearly demonstrate your knowledge and understanding of: high and low pressure zones, prevailing wind directions in New Zealand, isobars, fronts and weather action associated with these fronts, influence on geographical features on weather. Using this information you will then also make a prediction on the next few days weather.

Science and Social Science Quests - Even Year Alternatives

A Teaching Team may, if they wish, replace a Quest on the even year overview with one of these alternatives.

Achievement Objective Focus

Quests and Resource Boxes

Achievement Objective Focus

Quests and Resource Boxes

1

2

Identity, Culture, & Organisation
Understand how producers and consumers exercise their rights and meet their responsibilities.

Ripoff? Skillful Decision Making

The clothing labels that we choose to wear contribute enormously to our image. A friend has come for your advice as they have heard about some labelled gear being offered cheap. They may be ripoffs or stolen. Is it right to buy them? Make a skillful decision, what is the right thing to do?

3

4

Continuity and Change
Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

Dead Lock Forming a Well Founded Judgement

Located between Japan and Korea are a small group of islands. Japan and Korea both claim sovereignty of these islands but, since they are unable to reach a resolution, ownership may have to be decided by the United Nations. New Zealand has historic and economic relationships with both countries yet may be called upon to support one country over the other. Make a well-founded judgement, should we support Korea or Japan?

YEAR 8 GATE ONLY

Special Needs Policy

Curriculum NAG 1

Adopted by Board of Trustees 18 July 2000

Amended 10 February 2003



Rationale:

All students at Birkdale Intermediate School have the right to receive appropriate instruction to enable them to reach their full academic potential.

Purposes:

- To have in place a system for identifying all students with a specific learning need - either those with special needs (CWSN) or special abilities (GATE).
- To ensure that all teachers are given adequate support and resources to enable them to cater for students in their classes.
- To ensure that the Special Education Grant (SEG) and ESOL funding are used in a way to enhance the learning of CWSN students.

Guidelines for Students with Special Needs (CWSN):

- The SENCO will work with teachers and teacher aides to ensure that the following occurs:
 - Students with special needs are identified and their progress monitored while at Birkdale Intermediate. A folder of profiles and Individual Educational Programmes will be held by the SENCO.
 - IEPs are developed and followed in consultation with parents, caregivers, students where appropriate. All students receiving assistance must have an IEP. This will be reviewed twice a year.
 - Outside agencies such as CYPs, GSE, health nurse etc are called in where appropriate to give assistance when required.

Guidelines for Students with Special Abilities (GATE):

- ILC Teachers will work to ensure that the following occurs:
 - Students with special abilities are identified and programmes developed to ensure they are catered for at Birkdale Intermediate.
 - A differentiated curriculum is available to these students selected for the Independent Learning Class (ILC).
 - Non-ILC students are given opportunities to be extended within their regular class and through schoolwide initiatives.

- GATE students are those who have been identified as having:
 - A keen interest in new ideas.
 - A passion for learning.
 - Divergent thinking ability.
 - Critical thinking ability.
 - Creativity.
 - Academic performance above average.
 - Independent learning skills.

Academic achievement, PAT age stanines, behaviour, and effort of Year 6 students is considered in our initial identification of GATE students. Their teachers and in some cases parents are also consulted. The top band is then offered an independent test on reasoning skills by the University of Canterbury. Year 7 placements are then made on the basis of this information.

The top students are then placed in our Year 7 Independent Learning Class (ILC). The balance of students are then spread evenly across Year 7.

The expectation in our ILC class is that the students will be highly motivated and interested in setting goals and reflecting on their own performance. These are students whose independent learning skills are presently well above their peers.

For those students not selected for the ILC classes, the expectation is that opportunities will be provided in class for their extension.

Staff Development Policy

Documentation and Self Review NAG 2

Adopted by Board of Trustees 14 June 1998



Rationale:

Staff development is a means whereby staff are kept up to date with new occupational trends, their knowledge of curriculum, administrative and technical matters increased and their skills enhanced.

Purposes:

- To enable staff to develop personal and occupational skills related to their school environment through a variety of means: Opportunities for study, participation in courses, school based developments, idea sharing and mutual problem-solving with colleagues, advisers or visiting specialists, observation of, or feedback from, other colleagues.
- To provide a means whereby staff are able to keep up to date with new educational, administrative, and technical developments.
- To reflect the school charter.

Guidelines:

- Staff development will be made available to all staff including support personnel.
- Where appropriate staff should attend at least one course per year either school based or external.
- Topic priorities will be established early each year although flexibility will be maintained as course programmes are advertised.
- A range of implementation will be considered, including teacher-only-days, staff meetings and external courses.
- The constraints of the budget will influence the extent of the programme.
- Courses attended and personnel involved will be reported to the Board.
- The most appropriate agencies, will be used to design and deliver programmes for staff development.
- The involvement of staff in identifying their needs will be required as part of the holistic process of school development.

Strategic Plan Development Policy

Documentation and Self Review NAG 2

Adopted by Board of Trustees 13 March 2000

Amended 18 May 2015



Rationale:

There is a need to plan for the future development of the school so we can build on the efforts of those who have gone before us. Small steps will build on each other as we move forward towards our common goal.

Purposes:

- To have a plan where everyone can clearly see the proposed avenues of development over the next two years.
- To provide a forum where both the staff and community can express their views regarding the school's future development.
- To give reference points for decisions made in the day-to-day management of the school.

Guidelines:

- The development of, and any alterations to the plan are the responsibility of the Board of Trustees.
- The development of, and any alterations to the plan by the Board will be made after discussion with our staff and community.
- The plan will be available for any member of our staff or community who wishes to see it.
- The plan will be reviewed yearly.
- The development plan will be our guide when making decisions regarding all school developments.

Procedures:

'Blue Skies'

- The Principal will prepare for a 'Blue Skies' meeting in Term 4.
- Early in Term 4 a 'Blue Skies' meeting is held with staff and the Board.
- The meeting will be split in groups of 7 or 8 with members from each invited group being asked to spread themselves about.
- The Principal will:

Welcome everyone.

Give a brief introduction to what is wanted and why.

Put the development plan on an OHP

Put the vision up on an OHP and leave it there for the meeting

Ask each person to introduce themselves to their group.

Give instructions to complete the sheets.

Sheet 1 "Tell us what we do well."

Sheet 2 30 ideas for improving with the top 5 identified.

Sheet 3 Group collates the top 20 ideas.

Photocopies sheet - one for each group member.

Group identifies personal and groups top 5.

Sheet 4 Top 5 ideas recorded

Asks each group to read out their top five.

Collects all sheets

Thanks the groups for their assistance.

- The Principal collates all the ideas and presents the top 5 to the Board. The Board decides on any adjustments to the school's Strategic Plan which is then shared with our staff.

Student Council Policy

Curriculum NAG 1

Adopted by Board of Trustees 25 August 1999



Rationale:

Successful schools are characterised as those which provide leadership opportunities for pupils to aspire to the highest level possible.

Purposes:

- To give students the opportunity to learn and refine leadership skills.
- To provide a link between students, staff and Board of Trustees.
- To give students experience in handling public situations and occasions.
- For the students to become ambassadors of the school.

Guidelines:

- The student council will be elected by the students.
- The council's leadership team, the executive, will be elected by the council members.
- The council will meet on a regular basis with the Principal to jointly discuss and action school activities and selected targets from our school's development plan.
- Criteria for selection and performance
 - has respect of peers
 - practices appropriate behaviour
 - able to express him/herself orally
 - proven leader or obvious potential leadership
 - takes part in a variety of school activities
- Duties
 - show leadership during school activities
 - contribute to the development of the school
 - run school assemblies
 - greet visitors

Procedures:

- At the beginning of Term 1 after discussion on the criteria for selection and performance each class will elect a councillor.
- Councillors from the previous year will also be invited to join the new council should they wish.
- The new council will then meet to elect 8 executive who will lead the council.
- The student who received the Principal's Cup from the previous year will become the ninth student executive member.
- The council will then meet regularly with the Principal to discuss and action school activities and selected targets from our school's development plan.

Suspected Child Abuse Policy

Health and Safety NAG 5

Adopted by Board of Trustees 22 February 1999



Rationale:

Birkdale Intermediate School has a clear responsibility to protect its students, as far as is humanly possible, from any form of abuse. "Principals and teachers have an unequivocal responsibility to safeguard the welfare of their pupils." (Department of Education 1984/48).

Purposes:

- To provide guidelines and procedures when signs of injury and distress are noticed that suggest abuse (sexual, physical, emotional, failure to thrive) is present.

Guidelines:

- Where signs of possible abuse are observed, Staff will follow the school's Child Abuse Procedures.
- Any and all communications with the child concerned will be receptive and empathetic but NOT probing or leading.
- "Believe what children tell you - it is usually true."
- A prime concern is to refer, in confidence, any allegations to the agency best able to investigate and to act in the pupil's best interests.
- In any discussion with outside agencies it is important for it to be clearly established when the parents will be notified and by whom.
- STRICT CONFIDENTIALITY must be preserved - the names of all involved (child, family and others) may only be disclosed to those who need to know.
- Neither the principal nor the staff should confront any person identified as allegedly responsible for sexual or physical abuse.
- "Believe what you see rather than what (plausible) adults tell you." Parents who physically abuse their children will often call such abuse "discipline" and will regard school discipline as "weak and ineffective" leading them (the parents) to have to be "strict" for their child's sake.

Procedures:

- Staff are to bring to the attention of the principal all cases of suspected child abuse of which they become aware.
- All staff who have contact with the child may be informally asked if they have concerns or have seen indications of abuse.

- The principal may request that the situation be monitored.
- Where necessary, the principal will form an action committee e.g. child's teacher, SENCO, other teachers, public health nurse, social worker, etc).
- The committee will decide if further action is necessary and decide upon the appropriate professional agency to refer the case to.
- If there appears to be some basis for the concern the principal will report the concern to the public health nurse, police and/or CYPS.
- The child may need the support of an educational psychologist and/or a specialist facility (e.g. Child and Family Unit). The school should do its utmost to secure whatever help the child needs.
- Where possible and/or applicable, there will be ongoing liaison between the school and agencies, to ensure proper support for the child.
- Dated, written records must be kept of all meetings and communications.
- Support will be given to the child's teacher through the school support system, as required.
- Any and all information concerning an abuse case will be treated in strict confidence by all concerned.

Teachers' Laptop Policy

Documentation and Review NAG 2

Adopted by Board of Trustees 25 August 2003



Rationale:

The school has been asked by the Ministry of Education to integrate the laptops issued under the TELA scheme into the school environment to increase teachers use of ICT for teaching and learning, class management and administration.

Purposes:

- To manage the allocation and integration of the TELA laptops.

Guidelines:

- The ability to seamlessly integrate the laptops into our ICT development programme will guide the selection of laptops from this scheme.
- The school will provide 100% of the funding for the leasing of the laptops.
- Laptops will only be allocated to permanent, full-time teachers.
- Teachers will be required to sign the Laptop Agreement, Responsible Use Policy and the school's Online Safety Agreement before receiving their laptop.
- The school will from time to time require that the laptop be made available for checking by our Internet Safety Officer.
- Any excess on insurance claims or the costs associated with loss or damage of the laptop caused by negligence will be paid by the teacher responsible for the laptop.
- Teachers are expected to use their laptop for teaching and learning, class management and administration.
- The laptop is to be used principally for work related purposes.
- Teachers wishing to use their laptop while on leave require BoT approval. Consideration will be given to its educational use and the school's ability to provide a laptop to any relieving teacher.

Procedures:

- Each term application will be made to the MoE for any laptops required.
- Teachers who will be receiving the laptops sign the Laptop Agreement, Responsible Use Policy and the school's Online Safety Agreement when receiving their laptop.
- The laptops are delivered.
- Training is arranged for the following:
 - operating system
 - accessing our network
 - assessment and reporting software
 - desktop publishing software

Laptop Agreement



This Agreement is between Birkdale Intermediate School

and _____

The following are the conditions under which you accept the provision of a laptop for your use from the school. This Agreement will start on receipt of the laptop from the school. The school reserves the right to transfer the laptop to another eligible teacher if you do not, or are unable to, for any reason, fulfil the requirements of this Agreement.

Under this Agreement the School will:

1. Provide a leased laptop computer for your sole use while you are a permanent full-time teacher at the school. You are encouraged to use it outside work hours, however, it is for your sole use only, and not for use by family members or any other person.
2. Set up the laptops to enable you to connect to and make effective use of the school network, and provide a secure location for the safe storage of your laptop during the school day.
3. Plan and manage the integration of laptops into the school environment, and provide the professional development required to enable you to use the laptop effectively in your professional practice.
4. Make regular payment to the leasing company for the lease of the laptop.
5. When required expect you to pay insurance excess or repair or replacement costs where the loss or damage is a result of your own negligence.
6. Have an expectation that you will abide by the School's Responsible Use Policy.

Under this Agreement You will:

1. Use the laptop for the purposes it was provided and abide by the School's Responsible Use Policy.
2. Provide suitable care and security of the laptop computer at all times and immediately report any damage or loss of the laptop to the School. The leasing company has ongoing ownership rights to the laptop.

3. Be prepared to cover the insurance excess or the cost of repair or replacement of the laptop when the damage or loss has been a result of your own negligence.
4. Make a commitment to achieving the ICT goals of the school and take part in the ICT Professional Development Activities provided for you by the school.
5. Make necessary arrangements, for the return of the laptop to the school when you resign or leave the school or when you will be away from the school for an extended period.

ACCEPTANCE OF CONDITIONS

**accepts the conditions, as outlined in the Laptop Agreement,
for the provision of a laptop by**

Birkdale Intermediate School

You have been provided with a Apple MacBook 13.3 laptop

with the following:

Machine:	SuperDrive (DVD_RW/CD-RW) 2GHz Intel Core Duo 512MB RAM 80GB Ultra ATA Hard Drive AirPort Extreme Wi-Fi 1x FireWire 400 and 2x USB 2.0 ports	Extras:	Carry bag
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Teacher

Principal

Date

Responsible Use Policy



Under this policy you agree to:

- use the laptop in a responsible manner and not permit it to be used by anyone who is not authorized to do so. This includes family members.
- use the laptop for school related activities and keep within the limited level of use allowed for personal purposes.
- avoid engaging in any unreasonable activity, including any that:

affects the ability of other staff to meet their obligations to the school

is for personal profit

is for political reasons

brings the school into disrepute

causes harassment or offence to others

incurs unreasonable cost

breaches NZ laws

overloads shared systems by sending or receiving excessive amounts of material.

- observe high ethical standards in laptop use and not access or store any information, files or software that do not meet such high ethical standards. Inappropriate material includes, but is not limited to, objectionable material, viruses, virus hoaxes, chain letters.
- use the internet and email in an appropriate manner and avoid use that would be considered misconduct. This includes:

accessing material of an objectionable nature, such as pornographic images

carrying out gambling or trading activity

disseminating material of an objectionable or defamatory nature

'hacking' or carrying out malicious attacks on electronic systems, including deliberately introducing a virus

any activity that would constitute breaking any school policy

using another teacher's email account to send messages, or using false

identification on any internet service

any activity that would be considered harassment, including sending offensive material and repeated unsolicited email

- respect the copyright on software, music, images, text, etc., by not making unauthorized copies of copyrighted material or loading unauthorized copies of copyrighted material onto your laptop.

Teacher

Principal

Date

Technology Policy

Curriculum NAG 1

Adopted by Board of Trustees 13 March 2000

Amended 18 May 2015



Rationale:

The National Administration Guidelines require the school to deliver the objectives of the Technology curriculum document to meet the needs of our students.

Purposes:

- to record the school based decisions that define the character of our technology programme with regard to the particular character of our student population.
- to give clear guidance as to the way the technology curriculum is to be delivered here at Birkdale Intermediate School.

Guidelines:

- Our Technology programme puts an emphasis on:
 - providing a programme that embraces a wide range of practical activities.
 - students being innovative and translating their ideas into action.
 - developing higher order thinking skills by placing an emphasis on the Thinking-Based Learning approach.

The objectives of the technology document will be delivered by specialist technology teachers.

- This is a child-centred programme which acknowledges and values individual differences and experiences.
- Students should be actively involved in all aspects of the programme.
- Key achievement objectives have been selected for school wide assessment and are listed in the teachers blue assessment folders along with suggested indicators.

Procedures:

- Identify the terms topic from the overview.
- Planning the unit of work with the guidelines firmly in mind.
- Withdrawing technology resources from the library and resource room (as needed).
- Requesting assistance (if needed) from the Team Leader.
- Organisation of technology classes:
The technology programme will be available to every child in the school.

- **Timetables:**
Class teachers deliver their classes to technology at the commencement of block time and technology teachers dismiss them at morning interval and after school but escort them back to class in time for lunch eating.
- **Behaviour management:**
The school discipline plan is displayed in every room. The discipline of the group is the responsibility of the technology teacher while the group is in the room and discipline should be carried out according to the school plan. Problems should be discussed with the classroom teacher to identify students' long term problems.

Teachers are made aware of students who have disabilities, have signed On Line Agreement, have health problems or learning difficulties and where required, or if available, these students may have Teacher Aide assistance.
- **Uniform:**
Students must wear covered shoes in all rooms. Uniform must be worn, in exceptional cases, following negotiation, PE gear may be worn but must be tucked in. Long hair must be tied back. On mufti days a sensible standard of dress is expected.
- **Supply and purchase of materials:**
All materials are provided for the students and are purchased by the teacher. All major purchases have to be budgeted for in the annual budget. Equipment is replaced and updated annually as required with deleted equipment being sold to offset the cost of new equipment. The school has accounts with appropriate suppliers and an order number is required with each order. Each technology teacher has an order book and writes which area of technology the order is for, above the order number. White copy goes to the supplier, yellow to the office, pink remains in the book.
- **Storage and care of equipment:**
All equipment is stored in an appropriate secure manner, is kept in good working order and is checked regularly for safety in compliance with OSH. The rooms are all on the alarm system.

Trusted Class Policy

Curriculum NAG 1

Adopted by Board of Trustees 14 June 1998



Rationale:

The awarding of a trusted class shield is an important method of recognising and rewarding the children's attempts at self discipline. It rewards children's growing awareness and acceptance of responsibility.

Purposes:

- To encourage children to take responsibility for their actions.
- To recognise children's growing self discipline.
- To recognise the cooperation the class is demonstrating.

Guidelines:

- Children and class teacher discuss the criteria necessary in order to become a trusted class; perhaps role play a scenario to fit each. The recognition of collective responsibility is important.
- **Criteria**
School work and homework completed on time and to best of their ability.
Correct uniform worn daily.
Correct physical education gear brought to school and worn at appropriate times.
Punctuality – to school and all classes.
Courtesy to visitors, relievers, staff and peers.
Appropriate behaviour:
 - as a class.
 - classroom.
 - wet days.
 - trips.Cooperation within the group.
Supportive attitude.
- After an appropriate time – judged by the teacher, each child in the class makes a written and signed undertaking to abide by these criteria.
- The class 'contract' is presented to the Principal.
- After considering the application, taking into account the impression the class has made on the school, the Principal talks to the applicants, reinforcing the expectations.
- At the next assembly the Principal awards the class the shield and the school acknowledges the new trusted class.

- The trusted class has the privilege of an 'open' classroom. This means that children may be in the room other than at class times.
- The class with their teacher should review the criteria regularly to reinforce their resolve!
- If a trusted class is causing concern to:
 - its teacher.
 - technology teachers.
 - duty teachers.
 - relieving teachers.
- The class teacher must be informed. He/she discusses the problem with the class and if he/she deems it appropriate, rescinds privileges and room is locked at intervals and lunchtimes for a time.
- A duty teacher finding children from a trusted class displaying inappropriate behaviour has the option of clearing and locking the room before informing the class teacher but may not remove the shield.
- If misdemeanours are constant and don't seem to be resolved by discussion and cooperation, the Principal is informed. The shield may be forfeited for an appropriate period.
- After an appropriate interval, during which the criteria of a trusted class are again discussed, the class may apply again for the shield to be returned.
- If he/she thinks the class is sincere, the Principal will return the shield for the **final** time. If lost again, the class may not reapply.
- If class is let down, time and time again, by one child and has found him/her unresponsive to their support, then that child may be excluded from class privileges and the class retains the shield without him/her. However this applies to ONE child only. Groups of children excluded from the trusted class is not acceptable.

Uniform Policy

Personnel NAG 3

Adopted by Board of Trustees 14 June 1998

Amended 21 February 2005



Rationale:

School uniforms have been overwhelmingly approved by parents in this community as a cost effective suitable dress for school children.

Purposes:

- To identify with children when out of the school.
- To develop a feeling of belonging and sense of pride in the school.
- To help develop children's self esteem.
- To enhance the image of the school.
- To eliminate peer pressure brought about by comparisons resulting from differing socioeconomic backgrounds.
- To provide suitable clothing for school activities.

Guidelines:

- The school dress uniform will be as follows:

Girls

Green polo shirt with school logo, school tartan culottes, black leather lace up shoes in the traditional school style with white ankle socks, cornflower blue sweatshirt with school logo.

Summer Option

Plain black or brown sandals with supporting heel strap.

Winter Options

Black Pongee straight leg trackpant.

Boys

Green polo shirt with school logo, grey shorts, black leather lace up shoes in the traditional school style with grey knee length socks, cornflower blue sweatshirt with school logo.

Summer Option

Plain black or brown sandals with supporting heel strap.

Winter Options

Black Pongee straight leg trackpant.

During Terms 1 and 4 the school's cornflower blue Aussie slouch hat is to be worn as sun protection when outside the classroom for extended periods e.g. interval, lunchtime, sports events.

Winter options may be worn during Term 2 and Term 3.

Dress uniform is also to be worn when representing the school and on formal occasions.

Physical Education Sports Uniform

Tee shirt with school logo, black sports shorts, sports shoes.

Winter Options

Pongee straight leg trackpant.

- Pupils transferring from another school will be permitted to wear the uniform of that school for a reasonable time until a replacement can be purchased.
- Departures from the standard school uniform must be approved by the Principal or a Deputy Principal.
- **No jewellery** (ear-rings, rings, necklaces, bangles etc) makeup or nail polish is to be worn. Plain stud ear-rings only. No body piercing is allowed e.g. tongue studs.
- Only blue Aussie slouch hat is to be worn.
- Hair ties to be plain blue, green or white.
- A named, clean uniform entitles the wearer to a Grooming Badge.

Visual Arts Policy

Curriculum NAG 1

Adopted by Board of Trustees 18 July 2000



Rationale:

The National Administration Guidelines require the school to deliver the objectives of the Visual Arts strand of The Arts curriculum document to meet the needs of our students.

Purposes:

- to record the school based decisions that define the character of our visual arts programme with regard to the particular character of our student population.
- to give clear guidance as to the way the visual arts strand of The Arts curriculum is to be delivered here at Birkdale Intermediate School.

Guidelines:

- Our Visual Arts programme puts an emphasis on:
 - developing the students skill thereby allowing them to communicate their ideas.
 - using a wide range of media and projects that encourage personal development.

The objectives of the visual arts strand will be delivered by a specialist art teacher.

- This is a child-centred programme which acknowledges and values individual differences and experiences.
- Students should be actively involved in all aspects of the programme.
- Key achievement objectives have been selected for school wide assessment and are listed in the Visual Arts assessment folders along with suggested indicators.

Procedures:

- Identify the terms topic from the overview.
- Plan the units of work with the guidelines firmly in mind.
- Withdraw visual arts resources from the library and resource room (as needed).
- Request assistance (if needed) from the Huia Teaching Team Leader.