

Te Kura Kaupapa Māori o Tupoho

NCEA Policies



*He Raupā, He Tūnga,
He Tohu Iwi Whakauaua*

**Me *WĀNANGA* tātou kia rapu i te *ORANGA*
e whakakaha ake ai i *TE IHI, TE WEHI* me
TE MANA o te tamaiti.**

**Kia mau ki ngā *IHOWAI*, ngā tukuihotanga.
Kia tū pakari, tū rangatira ia hei raukura
mō tōna lwi.**

**Ko te tamaiti te whakatīnanatanga o
TE MAKURANGI, arā, ko Tupoho.**

FOUNDATIONAL GUIDING DOCUMENTS

NGĀ KAI O TE

PUKU TUPUNA

Whanganui Iwi Strategy

The education standards for Whanganui Iwi are entitled Te Taura Toitū. This name stems from the whakataukī:

“Toitū te kupu, toitū te mana, toitū te whenua.”

The standards refer to iwi knowledge, skills and practices (Whanganuitanga) that are relevant to all uri so they may engage and contribute to the cultural, social, economic and political affairs for Whanganui iwi, hapū and whānau.

1. Te Wananga (Wisdom)
2. Te Oranga (Life)
3. Te Ihi (Power)
4. Te Wehi (Greatness)
5. Te Mana (Rule of Sovereignty)
6. Te Ihowai (Knowledge passed down)
7. Te Makurangi (Te tupuna – in this case Tupoho)

NGĀ MĀTĀPONO
O TE KURA

TE AHO MATUA



Mana Tamariki, Tu Tamariki!

Kia hāpai i te kaupapa o tātou kei
Te Kura Kaupapa Māori o Tupoho.



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Section 1

Assessing Tauira Learning

OVERVIEW

At Te Kura Kaupapa Māori o Tupoho, the Tumuaki and Kaiako monitor and evaluate the performance of tauira and our teaching programmes through good quality assessment. We are committed to reducing barriers to education for all, and ensuring every tauira gains sound foundation skills, including language, literacy, and numeracy (NELP: Objective 2).

Our assessment processes are guided by curriculum statements and national performance measures (Education and Training Act, s 90). Collecting and analysing assessment data allows us to understand how tauira are achieving against expected progress and goals so we can improve tauira learning outcomes and the quality of our teaching programmes.

Curriculum Statements and National Performance measures

Foundation curriculum policy statements

These are statements of policy concerning teaching, learning, and assessment that underpin and give direction to:

- the way in which curriculum and assessment responsibilities are managed
- national curriculum statements and locally developed curricula.
- The foundation curriculum policy statements provide direction for implementation of the national curriculum statements.

National curriculum statements

- These are statements of:
- the areas of knowledge and understanding to be covered by tauira
- the skills to be developed by tauira
- desirable levels of knowledge, understanding, and skill to be achieved by tauira.

National performance measures

- These are targets against which the performance of the board can be measured. National performance measures include school implementation of the NELP and achievement measures within The New Zealand Curriculum or Te Mārautanga o Aotearoa

We ensure that tauira have the skills and knowledge to move from school to work or further study (NELP: Objective 4). Kaiako provide guidance to tauira about relevant assessment pathways. See Career Guidance and Learning Pathways.

Purpose of assessment

The Tumuaki and Kaiako use assessment to measure the progress of our tauira and respond to their strengths and needs. Assessment allows us to adapt our teaching and learning programmes to deliver education that responds to tauira needs, and sustains their identities, languages, and cultures (NELP: Objective 1, Priority 2).

Assessment also supports Kaiako to develop competence to instruct tauira with varying needs, and to appropriately modify teaching approaches (NELP: Priority 6).

The Tumuaki regularly reports to the board on assessment trends and outcomes, and the board evaluates this information to identify:

- tauira and groups of tauira who are not, or are at risk of not, progressing or achieving
- tauira and groups of tauira who have learning support needs (including gifted tauira)
- aspects of the curriculum that require particular attention.

The board uses assessment information to inform our strategic planning. We evaluate tauira progress and achievement in our annual report and use this information in our annual implementation plan as needed. See School Planning and Reporting.

We regularly report to tauira and parents/guardians about individual tauira performance. Our reporting is timely and provided in a clear and accessible format.

See Reporting to Parents on Tauira Progress and Achievement and Sharing Tauira Personal Information with Parents and Guardians.

We report to the school community on the progress and achievement of tauira collectively, and specific tauira groups, based on good quality assessment information. This includes identified groups such as disabled tauira, and tauira with learning support needs (NELP: Objective 2, Priority 3).

See Māori Educational Achievement and Learning Support.

Assessment processes

We collect information about tauira progress through formal and informal assessment. We regularly review how we assess tauira and adapt our processes when required.

We ensure that any assessment tools and strategies:

- are valid, fair, and fit for purpose
- support teaching and learning goals
- meet the needs of tauira, including those with learning support needs
- are clearly communicated between tauira and Kaiako
- allow for constructive feedback appropriate to tauira ability and understanding
- include systems for managing tauira needs (e.g. derived grades, late or missed assessments)
- meet all relevant school and external guidelines.

We ensure consistency in our assessment processes through moderation of assessment decisions that involve Kaiako judgement. Te Kura Kaupapa Māori o Tupoho regularly monitors and reviews how assessment supports our teaching and learning programmes.

Te Kura Kaupapa Māori o Tupoho offers a range of assessment opportunities. We provide tauira with information about assessments as part of their course materials.

New Zealand Qualifications Authority (NZQA)

Te Kura Kaupapa Māori o Tupoho has applied for and gained consent to assess tauira for the National Certificate of Educational Achievement (NCEA). We ensure that we meet the NZQA requirements to maintain our consent to assess and follow up any external review recommendations.

Kaiako hold qualifications relevant to the areas they are teaching or assessing, and/or have equivalent knowledge and skills to assess the subject area, as required. They complete standards-based assessment training as appropriate and participate in ongoing professional development to support their knowledge of best practice. This applies to qualifications delivered by the school and by external providers, where Kaiako are overseeing that study.

See Professional Development.

Te Kura Kaupapa Māori o Tupoho provides information to help tauira understand what is needed to achieve their relevant NCEA level and the co-requisites for literacy and numeracy and/or te reo matatini and pāngarau (e.g. number of credits and/or specific unit/achievement standards needed). Assessment may include unit standards, and internally and externally assessed achievement standards.

NZQA reviews our assessment practices regularly through Managing National Assessment (MNA) reports. Our assessment practices meet all relevant NZQA guidelines and MNA review requirements, including:

- recording assessment information accurately and consistently, and transferring it to the NZQA Record of Achievement database as appropriate
- managing applications for derived grades, special assessment conditions (SAC) applications, late entries, and other applications, and sending them to NZQA on time
- reporting overall results to the school community and Ministry as appropriate.

Moderation

- We ensure that our internal pre- and post-moderation of assessment tasks align with NZQA's internal moderation quality assurance process. See Internal moderation (NZQA).
- We comply with relevant external moderation requirements, such as NZQA and Industry Training Organisations (ITOs), including:
 - only reporting results that have been subject to internal moderation and are complete, up to date, and checked for accuracy
 - submitting materials for external moderation and using moderation reports to validate and/or improve assessment quality
 - ensuring annual external moderation applications are submitted on time, where relevant.

Record keeping

We maintain assessment records securely in alignment with our privacy and records retention policies, and any external requirements. See Privacy and Kura Records Retention and Disposal.



Policy 1

School Planning and Reporting

Schools are required to create a 3-year strategic plan that aligns with an updated planning framework set out by the Ministry of Education. See School planning and reporting: Te Whakangārahu Ngātahi | Planning Together for Ākonga Success (Ministry of Education).

Under the Education and Training Act 2020, the board of Te Kura Kaupapa Māori o Tupoho is responsible for developing and publishing documents that:

- communicate our strategic goals and priorities
- describe our plans to achieve these
- report on progress
- provide details on school finances.

We meet the requirements of Te Whakangārahu Ngātahi | Planning Together for Ākonga Success (Ministry of Education planning framework) by developing:

- a 3-year strategic plan in consultation with the school community that sets out how the board of Te Kura Kaupapa Māori o Tupoho meets its responsibilities under the Education and Training Act
- an annual implementation plan that sets annual targets and actions for working towards our strategic goals
- an annual report that outlines how our finances and resources have been used to meet our strategic goals.

Our plans and reports are clearly written and presented and made publicly available online. We ensure publicly available documents do not breach privacy requirements. See Privacy.

As required under the Education and Training Act (s 139.3), the board consults with the school community to develop our strategic goals and annual implementation plans, and to reflect on our performance against our goals and priorities. Consultation with the community is ongoing and allows our board to review achievements in relation to our objectives, and to consider our priorities, goals, strategies, practical actions, and performance.

Our strategic plan

We produce a 3-year strategic plan with detailed information about:

- our vision for the school
- our strategic goals for meeting our primary objectives (set out in the Education and Training Act), including:
 - the National Education and Learning Priorities (NELP)
 - any other relevant national education strategies or plans
 - foundation curriculum policy statements and national curriculum statements
- how our strategic goals have been prioritised, and our measures, evidence, and processes for evaluating progress towards achieving these
- our plan for working towards our strategic goals based on the identities, needs, and aspirations of our school community, including identifying and catering for students whose needs have not yet been well met
- our strategic goals that reflect Te Aho Matua and local tikanga
- how the kaupapa of the school reflects te Tiriti o Waitangi

We publish our strategic plan online (in effect from 1 January 2024 to 31 December 2025) and submit it to the Ministry of Education by 1 March 2024.

Our annual implementation plan

We produce an annual implementation plan that sets out how the board intends to implement our strategic plan during the year. It includes detailed information about:

- our previous year's performance and how we will address any unachieved targets from the previous year
- our annual targets for each strategic goal and actions to meet these
- our allocation of resources
- our measures and evidence to evaluate progress
- our teaching and learning strategies and programmes, with a particular emphasis on literacy and numeracy and/or te reo matatini and pāngarau, including how we will address the needs of learners whose needs have not yet been well met
- how the kaupapa of the school reflects te Tiriti o Waitangi

We publish our annual implementation plan online for the current school year by 31 March. We also submit our annual financial statements to the school auditor by 31 March.

Our annual report

Our board produces an annual report to provide key performance information to the Ministry of Education, members of parliament, parents, and the wider community. It includes detailed information about:

- our school finances and funding
- our statement of variance outlining the impact of the actions the board took to achieve its targets, reasons for any differences between our targets and our performance, and how these differences will inform the next year's planning
- student progress and achievement
- how the kaupapa of the school reflects te Tiriti o Waitangi
- compliance with our employment policies

We submit our annual report (including audited financial statements) to the Ministry of Education by 31 May and publish the annual report online as soon as practicable following this.

The tumuaki assures the board that the strategic plan is submitted to the Ministry of Education by 1 March; that the annual implementation plan for the current school year is published by 31 March; that the annual financial statements have been sent to the school auditor by 31 March; that the annual report (including audited financial statements) is submitted to the Ministry of Education by 31 May; and that the annual report is published as soon as practicable following this. See Self-Review and Board Assurances.



Policy 2

Reporting to Parents on Tauira Progress and Achievement

Te Kura Kaupapa Māori o Tupoho reports to tauira and their parents on the progress and achievement of individual progress. We provide balanced reporting to parents in ways that are individual, authentic, useful, and relevant to tauira learning.

The Tumuaki assures the board that Kaiako have used good quality assessment information to report to each tauira and their parents/caregivers at least twice a year on tauira progress and achievement. See Self-Review and Board Assurances.

Reporting methods are regularly reviewed to reflect current practices and meet the needs of our community. We seek feedback from parents and moderate reporting practices to ensure consistency across the school.

Parent meeting

At the beginning of the year, a parent/kaiako meeting is held to meet parents/guardians and explain class routines, timetables, and achievement expectations for the particular year level, etc.

Formal parent interviews

Our parent interviews are an opportunity for parents and kaiako to discuss tauira progress and any issues/next steps.

Tauira-led conferences

Our tauira-led conferences are an opportunity for tauira, supported by their Kaiako, to share their learning with their parents.

Written reports

Each tauira receives two written reports in plain language each year. Reports are based on good quality assessment information across the national curriculum, including literacy and numeracy and/or te reo matatini and pāngarau. Kaiako draw on a range of evidence to evaluate the progress and achievement of tauira and build a comprehensive picture of tauira learning across the curriculum.

Portfolios of achievement

Portfolios contain samples of tauira work and an indication of the level at which the tauira is working.

Celebrations of learning

Our celebrations of learning throughout the year are an opportunity for tauira to share their learning through oral, written, and visual presentations.

Parent portal

Parents can track achievement through the parent portal. Details and passwords are sent to parents in term 1.

Informal interviews/conversations

Parents/Caregivers are welcome to arrange a time with the akomanga Kaiako to discuss the progress of their tamaiti at Kura. The Kura may contact parents/caregivers if a tauira is identified as needing additional support or not achieving.



Policy 3

Sharing Taura Personal Information with Parents and Guardians

At Te Kura Kaupapa Māori o Tupoho, we share personal information about a taura with their parent/guardian (including in response to parent/guardian requests) when appropriate and in accordance with legislation.

Education and Training Act 2020

Under the Education and Training Act 2020 (s 103, 165), our Kura ensures that parents receive information about the performance of their tamaiti and are told about matters that are preventing or slowing the progress of their tamaiti at Kura or harming their relationships with teachers or other taura. We report to parents in these circumstances, even if a taura requests confidentiality.

Separated parents have equal access to information about their tamaiti, unless there is a court order preventing educational information being shared. It is the responsibility of any parent/guardian to inform the Kura of any such order. Grandparents, step-parents, and caregivers do not have rights of access to this information unless this has been approved by a Court or all parents/guardians have agreed in writing.

Privacy Act 2020

Parents/Guardians are usually able to access other information about their tamaiti if they request it, unless there is a good reason to withhold it. We can share personal information about taura with parents and guardians in accordance with the information privacy principles of the Privacy Act 2020. See Privacy Act 2020 and the Privacy Principles (Privacy Commissioner).

We consider the views of the taura if appropriate and practicable, and where this will not cause harm to the taura. We may advise a taura of a request for access to their personal information by a parent, particularly where the taura is able to exercise their own rights in seeking access to their personal information.

As required by the Privacy Act, we keep personal information the Kura holds up to date and correct. Request to view can only be made by the person the information is about or their representative;

Withholding information

Good reasons for withholding information include:

- we do not hold the information requested
- the parent is not a guardian (in such situations we treat the request as a request under the Official Information Act 1982)
- disclosing the information would be a breach of privacy for the taura or another person
- disclosure would prejudice the maintenance of the law
- the request is frivolous or vexatious
- the taura can exercise their own rights in seeking access to their personal information and they do not consent to their personal information being disclosed to the parent requesting access to the information (in such situations we treat the request as a request under the Official Information Act 1982)
- we have reasonable grounds to believe:
 - the disclosure is likely to pose a serious threat to the life, health, or safety of an individual or lead to serious harassment of an individual
 - the disclosure of the information would be contrary to the interests of a taura who is under the age of 16.
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In situations where we've decided to withhold personal information about a tamaiti, we inform their parent/guardian that they can refer the decision to the Privacy Commissioner (personal information) or the Ombudsman (official information).



Policy 4

Māori Educational Achievement

The board of Te Kura Kaupapa Māori o Tupoho is responsible for supporting Māori educational achievement. We are guided by the following objectives under the Education and Training Act (s 127):

- ensuring that every student is able to attain their highest possible standard in educational achievement
- giving effect to te Tiriti o Waitangi by:
 - working to ensure that our plans, policies, and local curriculum reflect
 - local tikanga Māori, mātauranga Māori, and te ao Māori
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
 - achieving equitable outcomes for ākonga Māori.

Planning for Māori educational achievement

Our responsibilities under the National Education Learning Priorities (NELP) include:

- having high aspirations for every student (Objective 1, Priority 2)
- reducing barriers to educational opportunities (Objective 2).

Te Kura Kaupapa Māori o Tupoho works to meet these responsibilities by partnering with whānau, iwi, and whakapapa connections to design and deliver education that responds to the needs of students, and sustains their identities, languages, and cultures. We engage with parents and whānau to identify barriers that may prevent students from accessing, participating in, or remaining engaged in schooling, and we work to address any barriers.

Teaching and leadership

Our teaching and leadership practices promote achievement, inclusion, and equity. We ensure that the school is a physically and emotionally safe place and we work to eliminate racism, discrimination, and stigma.

Our teaching and leadership support equitable outcomes by:

- Incorporating te reo Māori, mātauranga Māori, and tikanga Māori into teaching and the day-to-day life of our school

- demonstrating integrity, sincerity, and respect towards Māori beliefs, language, and culture
- affirming tauira Māori as Māori, and building productive partnerships with ākonga Māori and their whānau, local hapū, and iwi
- monitoring achievement to provide support (including learning support) or extension programmes as required
- supporting staff to access appropriate professional development.

We recognise the relationship between achievement and wellbeing, and support students in the wellbeing areas of taha tinana (physical), taha hinengaro (mental/emotional), taha whānau (social/family), and taha wairua (spiritual) as important outcomes of schooling alongside academic success.

This policy aligns with NELP Objective 1: Learners at the Centre, Objective 2: Barrier Free Access, and Objective 3: Quality Teaching and Leadership.



Policy 5

Learning Support

At Te Kura Kaupapa Māori o Tupoho, the board ensures that every taura can attain their highest possible standard in educational achievement and that the Kura is inclusive of, and caters for, taura with differing needs (Education and Training Act 2020 s 127.1.a, c). We have high aspirations for every taura, reduce barriers to education, and support all taura to develop sound skills in literacy and numeracy (NELP Objectives 1 and 2). We provide learning support for taura who may have a range of individual learning support needs. We take a collaborative approach and involve the taura, their parents/caregivers, and others as needed, to best support the taura.

Te Kura Kaupapa Māori o Tupoho works with RTLB health nurses and Tupoho hauora social services.

When providing learning support, we are guided by our health and safety policies. This includes ensuring that taura healthcare and behavioural needs are met, taura are appropriately supervised, and Kaiako are aware of our child protection framework.

Learning support responsibilities

At our Kura, the learning support coordinator (government-funded)/SENCO is responsible for coordinating and monitoring support for taura with learning support needs, including gifted taura.

Te Kura Kaupapa Māori o Tupoho works with a government-funded learning support coordinator (LSC).

A learning support management committee meets regularly to budget, prioritise, and allocate resources, and to monitor the progress of taura. The committee comprises the coordinator/SENCO, and RTLB's Social Workers in Kuras (SWiS) health nurses for kura teina and wharekura.

Learning support coordination may include:

- monitoring learning support implementation and resources (including referrals and record-keeping)
- working with taura and parents/caregivers to support learning needs

- liaising with the Ministry of Education, and other professionals and services (e.g. Resource Kaiako: Learning and Behaviour (RTLB), occupational therapists, speech language therapists, etc.)
- monitoring Kurawide learning support needs, trends, and outcomes
- supporting all Kaiako to effectively deliver our learning support outcomes, including overseeing Kaiako development in learning support
- ensuring the appraisal of learning support Kaiako is completed by the end of the year.

Our Kaiako are responsible for planning and delivering programmes and strategies that are responsive to the individual needs of taura they teach or support. Learning support Kaiako may also be responsible for supporting taura in class or providing support outside of class.

Recording and sharing learning support information

At Te Kura Kaupapa Māori o Tupoho, we record and maintain information about learning support for each taura (e.g. professional reports, observations, support plans, meeting notes) in our taura management system.

The Tumuaki reports to the board on learning support needs, trends, and outcomes. Learning support updates are provided in board and Kaiako meetings, as appropriate, to ensure we are consistent and reflective in our practices. We comply with all privacy and records retention requirements. See Privacy, Sharing Information, and Kura Records Retention and Disposal.

Kaiako support and professional development

We provide appropriate induction and ongoing support around learning support for Kura Kaiako. This is part of our commitment to developing strong teaching, leadership, and learner support capability (NELP Objective 3, Priority 6).

We may offer professional development for teaching Kaiako and Kura leaders to support the engagement, learning, and achievement of all taura. See Professional Development.

We monitor the health, safety, and wellbeing of Kaiako and encourage them to discuss any concerns. See Kaiako Wellbeing and Safety.

This policy aligns with NELP Objective 1: Learners at the Centre, Objective 2: Barrier Free Access, and Objective 3: Quality Teaching and Leadership.



Policy 6

Professional Development

Te Kura Kaupapa Māori o Tupoho provides equitable opportunities for professional development (PD) to meet identified needs. The board is committed to ensuring all Kaiako participate in ongoing, pertinent professional development related to school strategic goals. See School

Planning and Reporting.

We recognise that professional development:

- ensures Kaiako are informed about the latest developments in education
- builds Kaiako capability and competence
- enhances the quality of teaching, learning, and school support services
- is an integral part of our performance management system
- is a central factor leading to student success.

Criteria for approving professional development

- Professional development should support Kaiako to stay up to date with current local, national, and international education practices.
- Professional development hours are treated as work hours and considered when determining Kaiako leave entitlements.
- Applications must be endorsed by the Tumuaki. If the Tumuaki is applying for professional development, the board must endorse the application.
- Each application is based on its own merits. No decision should set a precedent for future Kaiako.
- Centrally-funded PLD (professional learning and development) should meet one of the priority objectives as set by the Ministry and align with the strategic direction of the school.

Funding

Professional development is approved as budget allows. Plans for professional development should be presented to the board before the budget is set each year and reflected in annual budgets to support ongoing professional growth. The expense must be reasonable and comparable to other expenses that provide similar value to the school.



Policy 7

Privacy

Te Kura Kaupapa Māori o Tupoho complies with the requirements of the Privacy Act 2020. We look after the privacy of everyone associated with our Kura. We acknowledge that taura and young people are vulnerable and are given particular emphasis in the Act (Principle 4).

We ensure that Kaiako understand our Kura privacy processes, especially in relation to how we manage personal information, and our process for reporting breaches. Kaiako are made aware of these processes as needed (e.g. through Kaiako induction and professional development, during Kaiako meetings, and after incidents).

Privacy principles

Te Kura Kaupapa Māori o Tupoho follows the information privacy principles of the Privacy Act 2020. See Privacy Act 2020 and the Privacy Principles (Privacy Commissioner).

- We collect, protect, access, and correct personal information according to the information privacy principles of the Privacy Act. See Personal Information.
- We only use information for the purposes it was collected, except in certain circumstances (e.g. for statistical purposes where the person's identity is not disclosed).
- We are guided by the following policies when we share information:
 - Sharing Student Personal Information with Parents/Guardians
 - Sharing Personal Information with External Agencies
 - Public Sharing of Personal Information.
- We only keep information for as long as it is needed and destroy any documents that contain personal information in accordance with the Public Records Act 2005. See Kura Records Retention and Disposal.

Privacy officer

Under the Privacy Act, we are required to have a privacy officer. Our privacy officer is the Tumuaki. Their responsibilities include:

- responding to general questions about privacy at our Kura
- managing requests for personal information
- managing complaints about privacy

- liaising with the Privacy Commissioner in investigations, if required
- informing our Kura community of serious privacy breaches or risks to the security of personal information the Kura holds.

Privacy breaches

We follow the Privacy Commissioner's steps for responding to privacy breaches:

1) Contain

The Kura acts to contain the breach. We inform our privacy officer as soon as possible if our Kura (or an individual at our Kura) intentionally or accidentally provides unauthorised access to personal information, or discloses, alters, loses, or destroys someone's personal information.

2) Assess

We consider each incident on a case-by-case basis to assess the impact and seriousness of the breach.

3) Notify

- We decide whether to notify any affected people, and if the breach needs to be reported to the board. If there is no risk of harm, it may not be necessary to notify affected people of a breach.
- If the privacy breach has caused or is likely to cause serious harm (e.g. physical, psychological, emotional, or financial), our privacy officer notifies the Office of the Privacy Commissioner within 72 hours of being made aware of the breach. We also notify the person or people involved and the board.
- We notify CERT NZ if the breach is due to a cyberattack, or a flaw in a product or online service that our Kura uses.
- We may notify other third parties (e.g. police, insurers) if necessary.

4) Prevent

We investigate the incident and take steps to prevent it from happening again.



Policy 8

Kura Records Retention and Disposal

Te Kura Kaupapa Māori o Tupoho preserves Kura records as valuable assets for the short- and long- term operation of our Kura. We have effective records management systems to meet the requirements of the Public Records Act 2005, which includes complying with other relevant legislation. The Public Records Act provides a framework for ensuring accurate record keeping of public records, including Kura records.

- A Kura record includes most information that is created and/or received as part of the Kura business. Examples may include correspondence, accounts, reports, minutes, and class photographs. This includes Kura/Tauira information in any format, including paper-based and electronic (e.g. emails, social media, and information held in our Tauira management system). Metadata such as dates and identifiers are also managed as a record.

Information and items from other educational institutions or associations for reference purposes are not considered Kura records.

We comply with the guidelines set out in the Kura Records – Retention and Disposal Schedule (the Schedule), which covers all possible records a Kura may create. The Schedule provides further details about how long to keep Kura records, why records need to be kept, and what happens to them when they are no longer useful to our Kura.

Responsibilities

The board and senior management are responsible for maintaining and monitoring our Kura records in keeping with relevant legislation, regulations, and New Zealand standards. The board delegates the oversight of our Kura records to the records officer, who informs staff of their responsibilities and works with the board to ensure that the Kura follows records management processes. At Te Kura Kaupapa Māori o Tupoho, the records officer is the office manager. The records officer consults with the board as needed.

We regularly monitor our records management systems to ensure processes are followed correctly and meet the needs of our Kura. This also involves addressing any issues and working with Archives New Zealand on compliance.

Classes

The Kura Records – Retention and Disposal Schedule divides records into the following classes and states the minimum retention period for each type of record. Te Kura Kaupapa Māori o Tupoho may keep a record longer if needed.

If this is the case, we consider any possible issues involved in doing this (e.g. privacy regarding digital information).

Destroying and discharging Kura records

The Schedule identifies methods for destroying and discharging Kura records, and those which must eventually be transferred to Archives New Zealand.

We do not destroy or dispose of any Kura records without Archives New Zealand's authorisation except in accordance with the Schedule. If any Kura records must be destroyed or disposed of, we:

- follow the standard process for authorising the destruction or disposal of the records, and check the Schedule to ensure the records can be legally destroyed
- ensure the retention period has expired and check that the records are not needed for Kura administration or reference purposes
- request sign off from the board chair, who is responsible for ensuring this is done securely (any delegation of this authority is minuted in board records)
- keep a record (e.g. agreed in the board minutes) of documentation and records to be destroyed or disposed of
- seek support from NZSTA, Archives New Zealand, and/or the Ministry of Education (Records Services team) as appropriate if we require further advice (e.g. closing or merging Kuras, transferring records to Archives NZ).

The Tumuaki assures the board that the Kura has complied with the Public Records Act 2005 in relation to the retention and disposal of Kura records. See Self-Review and Board Assurances.



Policy 9

Self-Review and Board Assurances

Under the Education and Training Act 2020, the board of Te Kura Kaupapa Māori o Tupoho is responsible for the governance of the Kura, including setting and reviewing policies by which the Kura is governed and managed.

The board reviews how well it implements the key legislative and regulatory requirements listed below and takes steps to address any gaps in implementation. The Tumuaiki assures the board through their regular board reporting that the Kura complies with these requirements, that relevant policies and procedures are up to date, and that the appropriate actions have been taken.

Kura Planning and Reporting

- Assure the board that the strategic plan is submitted to the Ministry of Education by 1 March; that the annual implementation plan for the current Kura year is published by 31 March; that annual financial statements have been sent to the Kura auditor by 31 March; that the annual report (including audited financial statements) is submitted to the Ministry of Education by 31 May; and that the annual report is published as soon as practicable following this.

Learning Support

- Assure the board that teachers of students with learning support needs have a sound understanding of student needs, and systems are in place to support these students.

Digital Technology and Online Safety

- Assure the board that Digital Technology and Online Safety policies to promote internet safety and prevent bullying are being implemented correctly. Report on any breaches in digital safety.

Appointment procedure, Staff Conduct and Professional Development

- Assure the board that procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and board delegation for appointment committees. Confirm that supporting policies for induction, staff conduct, and professional development are being implemented.

Curriculum and Student Achievement Policy

- Assure the board that teaching and learning programmes give effect to foundation curriculum policy statements and national curriculum statements.
- Assure the board that the Kura complies with government requirements to teach an average of one hour per day of the following subjects: reading, writing, and maths; or pānui, tuhituhi, and pāngarau. (This applies to year 0–8 only.)

Student Attendance

- Assure the board that student absences are correctly recorded, monitored, and followed up.

Reporting to Parents on Student Progress and Achievement

- Assure the board that teachers have used good quality assessment information to report to each student and their parents/caregivers at least twice a year on student progress and achievement.

Kura Records Retention and Disposal

- Assure the board that the Kura has complied with the Public Records Act 2005 in relation to the retention and disposal of Kura records.

Safety and Welfare for Students on Work Experience

- Assure the board that work-based learning and work experience situations for students meet the required welfare and safety conditions.



Section 2

Career Guidance and Learning Pathways

OVERVIEW

Te Kura Kaupapa Māori o Tupoho meets the Education and Training Act 2020 (s 103) requirement to provide tauira with career education and guidance that prepares them for work or further study. In alignment with the National Education and Learning Priorities (NELP), we support tauira to make connections between our teaching and learning programmes, and opportunities beyond school. We collaborate with industries and employers to ensure tauira have the skills, knowledge, and pathways to succeed in work (NELP: Objective 4).

The board takes all reasonable steps to ensure tauira attend school regularly and remain enrolled until they move on to a different school or are of appropriate leaving age. The Kura works with whānau to support regular attendance. See Tauira Attendance.

We only consider early leaving exemptions in consultation with parents/guardians and the Ministry of Education.

As required by law, children in New Zealand aged 6 to 16 years old must be enrolled at school. However, if a student who is 15 years old intends to follow an appropriate pathway outside the formal school system, they may be granted an early leaving exemption (ELX) and be allowed to leave school. Appropriate pathways include secondary-tertiary or vocational programmes.

Te Kura Kaupapa Māori o Tupoho encourages students to stay at school or consider other options before discussing an early leaving exemption. If an early leaving exemption would be appropriate, parents/guardians may apply to the Ministry of Education for a student over 15 years old to leave school. The Ministry of Education must be satisfied that the student will not benefit from staying at the school (Education and Training Act 2020, s 39).

Ministry of Education | Te Tāhūhū o te Mātauranga: Early leaving exemption (ELX)

Career guidance

As required by the Education and Training Act, we ensure that tauira receive good guidance and counselling and provide tauira with appropriate career education and guidance (s 103). Career guidance at Te Kura Kaupapa Māori o Tupoho is consistent with Te Mārautanga o Aotearoa and supports tauira to see connections between their learning and possible careers. We ensure our teaching and learning programmes are relevant to current opportunities for our tauira.

Career and learning pathways

Our curriculum and qualifications support tauira to access work opportunities and/or further study. We also consider other external pathways that tauira can take while still enrolled at the school, including work experience.

See Safety and Welfare for Tauira on Work Experience.

We work with tauira, their parents and caregivers, the Ministry of Education, and external providers as appropriate to help tauira explore external career and learning pathways and help them make informed decisions about further study and/or work.



Policy 1

Tauira Attendance

At Te Kura Kaupapa Māori o Tupoho, our attendance procedures ensure tauira are accounted for during Kura hours and activities as well as emergency events. This allows Kura Kaimahi to identify and respond to tauira attendance concerns. We recognise the importance of regular attendance to support tauira welfare and help tauira achieve their educational potential.

As required by the Education and Training Act 2020 (s 35), tauira between six and sixteen years old must be enrolled at Kura. Once enrolled, it is compulsory to attend Kura regularly, unless a specific exemption has been approved by the Kura and the Ministry of Education. The board takes all reasonable steps to ensure all tauira enrolled at Te Kura Kaupapa Māori o Tupoho attend Kura when it is open (Education and Training Act, s 36).

Attendance

The Ministry of Education considers regular attendance to be 90% attendance or above. This is the equivalent of having fewer than 10 half days or 5 full days off school per term.

Exemptions from attendance

In certain situations, students may be exempt from attending school regularly. These include:

Early leaving exemption

Parents/Guardians may apply to the Ministry of Education for a student over 15 years old to leave school. The Ministry of Education must be satisfied that the student does not benefit from staying at the school (Education and Training Act 2020, s 39).

Wellbeing or transitional plan

Students may be allowed to attend school part-time if it is in support of their wellbeing. A doctor or psychologist must provide medical evidence, and parents/caregivers, the Tumuaki, and the Secretary for Education must all agree on the plan. A wellbeing or transition plan can't be for longer than six months but may be extended for another six months as agreed by the parents/caregivers, Tumuaki, and Secretary of Education (Education and Training Act 2020, s 45).

Te Kura Kaupapa Māori o Tupoho records and monitors attendance using set attendance procedures. We have annual targets for tauira attendance, and work with tauira, parents, caregivers, kaimahi, and external agencies where necessary to improve our levels of tauira attendance. We share our attendance information with the Ministry of Education, which ensures we receive correct funding and Kaimahi entitlements. We keep our attendance registers for seven years from the date of last entry.

Parent/Guardian and tauira responsibilities

Parents and guardians have legal obligations to ensure their tamaiti attend Kura (Education and Training Act, s 244). We expect parents/guardians to:

- notify the Kura as soon as possible if their tamaiti is going to be late or absent
- arrange appointments and trips outside Kura hours or during Kura holidays where
- possible
- work with the Kura to manage attendance concerns.

We share attendance expectations with tauira and their parents/guardians and caregivers and require tauira to be present and attend classes on time. Parents/Guardians may ask for their child to be excused from certain areas of the curriculum for religious or cultural reasons. The Tumuaki reviews these requests and considers the preferences of the tauira. The Kura provides supervision for any tauira who do not participate in certain areas of the curriculum.



Policy 2

External Career and Learning Pathways

Te Kura Kaupapa Māori o Tupoho supports students to access external career and learning pathways, and meets any policy and reporting requirements for students who access these pathways.

External pathways may include:

Secondary Tertiary Alignment Resource (STAR)

STAR is an operational funding grant that may be accessed by the board. STAR funding supports students to explore different career pathways, and enables the school to partner with tertiary education providers and external employers. If Te Kura Kaupapa Māori o Tupoho accesses STAR funding, STAR participants are identified in our student management system, the tumuaki reports to the board at least once a year on the effectiveness of the funding, and the school sends student achievement information to NZQA. Compliance requirements include the board and tumuaki fulfilling set responsibilities, the school developing appropriate policies and procedures for using STAR funds, and administration, reviewing, and reporting requirements.

Gateway funding

Gateway funding is allocated to support senior students to access work-based learning. Gateway funding allows students to be assessed on learning in the workplace, which contributes to NCEA credits while students remain enrolled at Te Kura Kaupapa Maori o Tupoho.

If Te Kura Kaupapa Māori o Tupoho students receive Gateway funding, the school puts processes in place to support their safety and development at school and in the workplace. This includes (where appropriate) written consent from parents, and an agreement/learning plan between the school, the student, and the workplace.

Trades Academies (Secondary Tertiary Programmes)

Trades Academies aim to engage students in study options that lead to vocational qualifications and work opportunities.

If students participate in Trades Academies, Te Kura Kaupapa Māori o Tupoho complies with staffing, funding, and roll reporting requirements.

Services Academies

The Services Academies programme is a partnership between schools and the New Zealand Defence Force. Services Academies aim to support students through improving NCEA achievement and developing leadership and life skills.



Policy 3

Safety and Welfare for Students on Work Experience

At Te Kura Kaupapa Māori o Tupoho, we recognise the value of work experience for our tauira while they are at Kura. In support of the National Education and Learning Priorities, we collaborate with industries and employers to ensure tauira have the skills, knowledge, and pathways to succeed in work (NELP: Objective 4).

The board acknowledges the risks associated with external work environments and does what is reasonably practicable to ensure the health and safety of workers, including employees, volunteer workers, contractors, tauira teachers, and trainees.

Reasonably practicable is defined in the Health and Safety at Work Act 2015 (see Section 22). The following is a copy of that definition:

22 Meaning of reasonably practicable

"In this Act, unless the context otherwise requires, reasonably practicable, in relation to a duty of a PCBU set out in subpart 2 of Part 2, means that which is, or was, at a particular time, reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters, including—

- the likelihood of the hazard or the risk concerned occurring; and
- the degree of harm that might result from the hazard or risk; and
- what the person concerned knows, or ought reasonably to know, about—
 - the hazard or risk; and
 - ways of eliminating or minimising the risk; and

• the availability and suitability of ways to eliminate or minimise the risk; and

- after assessing the extent of the risk and the available ways of eliminating or minimising the risk, the cost associated with available ways of eliminating or minimising the risk, including whether the cost is grossly disproportionate to the risk."

Health and safety roles

Kura and host employer roles

Under the Health and Safety at Work Act, the Kura and the host employer are both a PCBU (person conducting a business or undertaking) during work experience. The PCBU ensures the health and safety of their workers while at work and ensures the health and safety of other people by ensuring they are not put at risk from work carried out by the PCBU.

The Health and Safety at Work Act 2015 defines and outlines the health and safety responsibilities of different types of duty holders within a workplace. A PCBU is a "person conducting a business or undertaking".

At a school, the whole board is the PCBU, including the Tumuaki, and individual board members are officers. If events, activities, or services involve more than one PCBU, then PCBUs work together to establish responsibilities and actions for health and safety.

The host employer/PCBU has the primary duty of care for tauira on work experience. The Kura and the host employer consult, cooperate, and coordinate their shared health and safety responsibilities, including providing a comprehensive health, safety, and wellbeing induction, and ongoing monitoring and supervision.

Tauira roles

While on work experience, tauira are categorised as workers. As workers, tauira are expected to take reasonable care of their own health and safety and cooperate with any reasonable policy or procedure of the workplace as set out by the PCBU.

Workers

The Health and Safety at Work Act defines different types of duty holders within a workplace, including schools. The Act outlines health and safety responsibilities for each type of duty holder.

Duty holder	School role
PCBU (person conducting a business or undertaking)	Board, including the Tumuaki
Officers	Individual board members, including the Tumuaki
Workers	Employees, including teachers and non-teaching staff, volunteer workers, and contractors
Other people at the workplace	Students, visitors, parents, whānau, and casual volunteers

Health and safety responsibilities

Kura responsibility

The Kura assesses the suitability of placement options, considering:

- the placement's health and safety records
- their risk identification and management strategies
- the nature of the training offered
- records of prior work placements.

The Kura provides general health, safety, and welfare training to tauira before their placement, and tauira and their parents/caregivers sign a work experience agreement, which sets out the conditions and aims of the placement. Tauira comply with the terms of their work experience agreement including following Kura and workplace rules, which includes identifying and reporting risks, and reporting any incidents, injuries, and near misses.

Host employer responsibility

The host employer provides specific workplace and job training and supervision, considering the needs, safety, and welfare of tauira.

After a work experience placement, the employer provides an assessment form for the tauira with reports on their attendance, relevant personal qualities, and vocational skills.

This policy aligns with NELP Objective 4: Future of Learning and Work – Learning that is relevant to the lives of New Zealanders today and throughout their lives.



Policy 4

Primary Duty of Care

At Te Kura Kaupapa Māori o Tupoho, the board has a primary duty of care for everyone at the Kura. This means the board is primarily responsible for the health and safety of workers (including Kaiako and Kaimahi, volunteer workers, and contractors), and others who may be affected by Kura operations.

Primary duty of care is a responsibility of the board as the PCBU (person conducting a business or undertaking) under section 36 of the Health and Safety at Work Act 2015. To meet its primary duty of care, the board does what is reasonably practicable to provide and maintain a safe environment, and works to eliminate or minimise health and safety risks.

PCBU (person conducting a business or undertaking)

The Health and Safety at Work Act 2015 defines and outlines the health and safety responsibilities of different types of duty holders within a workplace. A PCBU is a "person conducting a business or undertaking".

At a Kura, the whole board is the PCBU, including the Tumuaki, and individual board members are officers. If events, activities, or services involve more than one PCBU, then PCBUs work together to establish responsibilities and actions for health and safety.

Board responsibilities under the Health and Safety at Work Act

The board is responsible for providing and maintaining:

- a safe work environment where risks to health and safety are minimised or eliminated
- safe plant and structures
- safe systems of work.

The board must also ensure that systems are in place for:

- safe use, handling, and storage of plant, substances, and structures
- welfare support for workers
- training and supervision to minimise health and safety risks
- monitoring worker health and workplace conditions.
- We fulfil our primary duty of care in these areas and have policies and procedures that support safe practice in each area.



Policy 5

EOTC External Providers

Te Kura Kaupapa Māori o Tupoho may use external providers and/or contractors to support the delivery of our EOTC programme. We keep records of approved external providers and contractors we use regularly. We share relevant medical, health, and support needs information about participants with external providers and contractors to allow them to manage health and safety effectively. Information is shared according to our privacy policy and procedures. See Privacy.

External providers

Te Kura Kaupapa Māori o Tupoho may use external providers to provide an EOTC service to the school (e.g. school camp providers, tourism operators, sport providers). As a PCBU, external providers operate under their own safety management system and we coordinate with them as required by the Health and Safety at Work Act 2015 (s 34).

Engaging an external provider

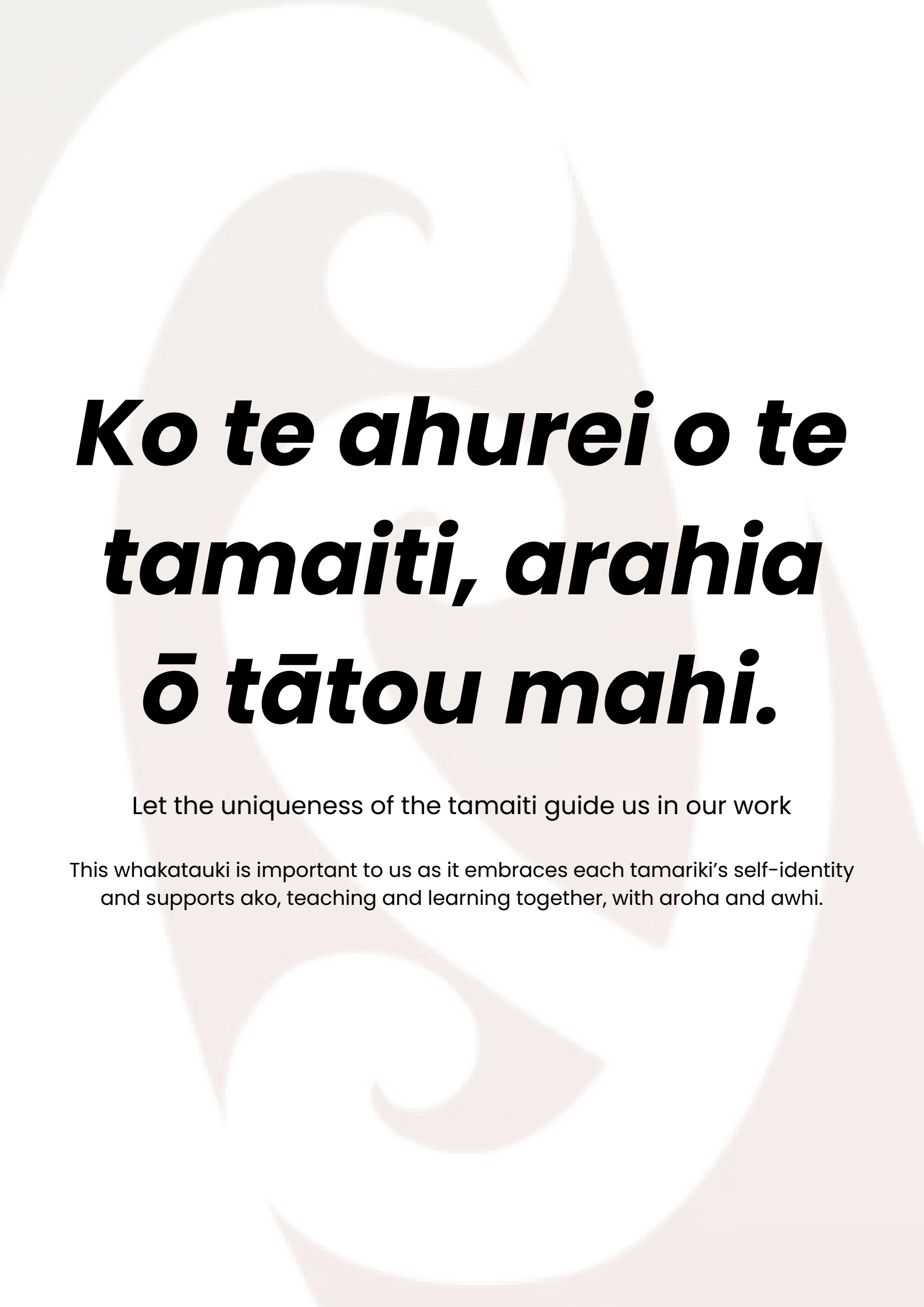
When engaging an external provider:

- For adventure activities, we check that the provider is registered with WorkSafe – see the Adventure activity operators' register .
- For operators not providing adventure activities (and therefore not registered with WorkSafe), we ask for details of their safety management systems, including staff competency and experience, risk management processes, and emergency preparedness and safety record.

We require external providers to sign an agreement that clarifies who is responsible for implementing and supervising all health and safety measures. We also give the provider appropriate information regarding the event, supervision, risk they may be exposed to, emergency procedures, and relevant student information.

Once the external provider is engaged, we:

- communicate with the provider before, during, and after the event
- consult about managing shared risk and ensuring safety measures are not duplicated and there aren't any gaps
- work with the provider to ensure the best possible experience for all students, including those with individual support plans
- support the provider appropriately during the event/activity
- monitor the provider's actions to ensure they are doing what has been agreed
- reserve the right to stop any event or activity conducted by an external provider for safety or other reasons.



Ko te ahurei o te tamaiti, arahia ō tātou mahi.

Let the uniqueness of the tamaiti guide us in our work

This whakatauki is important to us as it embraces each tamariki's self-identity and supports ako, teaching and learning together, with aroha and awhi.

