

Equal Educational Opportunity

The Board of Trustees will ensure equal opportunity for all students to participate and succeed in the full range of school activities. The Board of Trustees will adopt policies and practices that identify and cater for the individual needs of each student in the school. These policies will be reflected in the school's curriculum and in the way the resources are allocated.

They will include programmes that redress existing inequities and address the current and future needs of students, particularly:

- Maori
- Pacific Island
- other ethnic groups
- women and girls
- students with disabilities
- students with other special learning needs

Treaty of Waitangi

The board of trustees accepts an obligation to develop policies and practices which reflect New Zealand's dual cultural heritage.

SPECIFIC GOALS AND OBJECTIVES OF THE BOARD OF TRUSTEES AND PRINCIPAL OF THE SCHOOL

1. New Zealand Curriculum Goal and Objectives

GOAL: To enhance children's learning.

Objectives:

a At all times accept the obligation to meet New Zealand curriculum objectives prescribed by the Minister of Education and the requirements of all syllabuses prescribed under the Education Act or relevant regulations.

b Every year decide what optional subjects are to be offered in the school. (Note: This objective applies only to secondary schools).

c At all times accept the obligation to prepare every learner to make the transition to full membership of New Zealand society.

d Specify local curriculum goals and objectives that take into account the needs and interests of the students, the special skills and qualifications of the staff and the aspirations and resources of the local community.

e Every year approve a policy statement that details how the school will deliver the curriculum. This policy will include time allocation, resources, staff preparation, and options and progressions available to students.

f Every year ensure that the curriculum is implemented through the learning and teaching programmes developed by the staff. They will include specific learning objectives and outcomes realistically stated in terms of a range of achievements.

g Each year review ways in which the school consults with individual students and their families on matters of personal and academic progress.

2. Community Partnership Goals and Objectives

GOAL: To enhance learning by establishing a partnership with the school's community and to be responsive to its educational needs and wishes.

Objective:

a Every year prepare and implement policy on how the board will consult with the school's community.

b Each year state how and when the board of trustees will report to the school's community.

3. Equity Goals and Objectives

GOAL A: To enhance learning by ensuring that the curriculum is non-sexist and non-racist and that any disadvantage experienced at the school by students, parents, or staff members because of gender or religious, ethnic, cultural, social or family background is acknowledged and addressed.

Objectives:

a By the end of 1990, or within 12 months from establishment or integration in the case of a newly established or newly integrated school, establish a policy on equity regarding learning and teaching programmes and the selection of learning materials to ensure that they are non sexist and non racist.

b By the end of 1990, or within 12 months from establishment or integration in the case of a newly established or newly integrated school, establish a policy on equity regarding access by all students to learning programmes and physical resources.

c Every year review and update policies in the light of any observed or expressed claims of disadvantage.

GOAL B: To enhance learning by ensuring that the school's policies and practices seek to achieve equitable outcomes for students of both sexes; for rural and urban students (where appropriate); for all students irrespective of their religious, ethnic, cultural, social, family and class backgrounds and irrespective of their ability or disability.

Objectives:

a Every year, identify any groups of students who do not experience successful outcomes from the school, or who are prevented or discouraged from participating in the full range of activities at the school.

b By the end of the first term in 1991 or within 15 months from establishment or integration in the case of a newly established or newly integrated school, have developed and implemented policies which aim to achieve equitable outcomes for students identified in objective (a) above and which may involve the allocation of additional resources to those students.

c By the end of 1991, or within 18 months from establishment or integration in the case of a newly established or newly integrated school, and once each year thereafter, evaluate and report to its community on the extent to which the policies have been successful, and to review and amend and delete them accordingly.

GOAL C: To enhance learning by providing role models, such as girls, women and people from different ethnic groups in positions of leadership and authority and boys and men as caregivers, so that children can understand the meaning of equity in behaviour they observe from day to day.

Objectives:

a By the end of 1990, or within 12 months from establishment or integration in the case of a newly established or newly integrated school, develop a policy on role models.

b Review annually, the policy on role models.

GOAL D: To enhance learning by developing policies and procedures which aim to eliminate any sexual harassment of students, parents, or staff members in the school and to provide appropriate and proper grievance procedures to handle complaints of sexual harassment.

Objective:

Every year publish a clear statement of the policies and procedures which will be followed in the school to safeguard