

PROCEDURE 34: H&S - SCHOOL CULTURE

Rationale:

Whareorino School Vision: **Stand Tall, Grow Strong, Reach High!**

We uphold the values of the New Zealand Curriculum, and in particular we value:

The Three R's

Relationships: Being ready, willing, and able to learn from and with others, as well as on your own.

Resilience: Being ready and able to 'lock onto learning' even when learning is hard, or others are distracting you!

Reflection: Being able to think deeply about your learning, progress and achievement and to set and work on learning goals.

A positive school climate and culture is one where individuals feel valued, cared for and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school.

Intentions:

The Whareorino School Board and staff strive to maintain a positive school culture that provides a safe, supportive, encouraging, inviting, and challenging environment for students and staff, which in turn allows students' academic, social, and emotional development to evolve. Integral to the workplace culture at Whareorino School is the way we treat each other, including how we cooperate, collaborate, speak, and trust each other.

Whareorino School aims to:

- Foster a climate where creativity is nurtured.
- Ensure the school's curriculum provides an environment that will enhance effective learning.
- Provide programmes of learning that enhance children's ability to communicate effectively.
- Sustain the uniqueness and whanaungatanga of Whareorino School.
- Ensure staff are part of a learning culture of reflective teaching professionals.
- Recognise and celebrate the individual successes of staff and students.
- Promote relationships and interactions characterised by openness, trust, respect, and appreciation; where feedback is actively sought and received.
- Maintain staff relationships that are collegial, collaborative, and productive, ensuring all staff members are held to high professional standards.
- Support staff to seek clarification concerning matters of ambiguity and uncertainty.
- Should staff conflict surface, staff concerned will use the 'conflict management' procedures to resolve the concerns, issues.

Guidelines:

In implementing this procedure, school staff will:

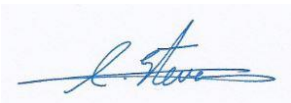
- understand that not all matters being worked on by the board or school management, can be shared with staff
- know that the board is the employer, with the following roles and responsibilities including, but not limited to: -
 - works at a governance level, not being engaged in the day-to-day management level
 - establishes the school's strategic plan
 - respect the integrity of the principal and staff

- staff board representative is not a staff advocate, and does not bring staff issues to the board; staff work with and through the principal on day-to-day matters
- work within the Boards' Code of Behaviour that prescribes a commitment to ethical conduct in all areas of its responsibilities and authority
- establish school policies at a governance level and outlines clear delegations to the principal
- board presiding member and principal meet regularly to ensure governance and management is aligned
- board presiding member leads the board, while the principal manages and leads the day to day operations of the school
- know that the principal is responsible for all day to day operational matters including personnel, curriculum, planning and reporting, school internal evaluations and reviews, health and safety, finance, and legal matters

Expected Outcomes:

Through the effective implementation of this procedure, it is the aspiration of the Whareorino School Board and staff that the following qualities and characteristics are evident at Whareorino School:

- Tikanga and Te Reo Māori is fostered, supported, and promoted.
- Whareorino School staff promote positive habits of respect for others, self-discipline, and self-responsibility. School Procedures 01 and 02 will be used by staff should issues, concerns or conflict arise.
- Whareorino School acts on the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- Whareorino School promotes qualities of social responsibility, tolerance and understanding among all school stakeholders, both in school and within the school's wider community.
- Model respect for all members of the school's community at all times.
- Staff members share a collegial responsibility, with and through the principal, to establish, refine and maintain a positive, inclusive school culture.
- Ensure effective communication within and outside the school.
- Creating a health promoting physical and emotional environment.
- Developing democratic processes.
- Enhancing self-esteem.
- Fostering respect for diversity.
- Fostering inclusive and respectful language.
- Maintaining strong and relevant communication between home and school.
- Implement an across-class approach to assessment, covering all Year Levels and individual student learner needs, tracking and reporting on progress over time.
- Parents are actively involved in the social elements of school life and increasingly involved in the learning, progress, and achievement relationship with their child/ren.
- Constructive feedback is provided to staff.
- Actively promote the right of every members of staff, all students, and their parents and whānau, to be safe and secure within the school's environment.
- All staff actively watch out for signs of bullying and engage in actions to eliminate bullying; *refer to School Procedure, 32 H&S Antibullying*.
- Whareorino School demonstrates the capacity to change to meet the needs of staff, students, parents and whānau.



PRINCIPAL

Dated: February 1, 2022