

2025

ACADEMIC POLICY



MELEMAAT SCHOOL

CHAPTER 1: POLICY ON ACADEMIC COMMITTEE

1.1: Rationale

For effective academic governance, **Melemaat School** requires a strong Academic Committee to support decision-making, monitor academic programs, and ensure alignment with school vision and national expectations.

1.2: Goal, Objective & Outcome

- Ensure **transparent, fair academic decision-making**.
- Support the **Academic Principal** in planning and oversight.
- Approve key academic programs, calendars, and initiatives.

1.3: Definition

An **Academic Committee** is a structured body chaired by the Academic Principal or Deputy, composed of key academic staff, responsible for academic oversight.

1.4: Composition

The Academic Committee shall consist of:

- The Academic Dean (Chairperson)
- Heads of Department (HODs)
- Deputy Principal (Academics)
- Other members as appointed by the school administration

1.5: Implementation Plan

To ensure the effective functioning of the Academic Committee, the following measures shall be implemented:

1. **Designation of Chairperson** – The Academic Dean shall serve as Chairperson, overseeing all committee functions.
2. **Scheduled Meetings** – Monthly meetings shall be held, with emergency meetings convened as necessary.
3. **Detailed Record-Keeping** – Accurate minutes and records of meetings shall be maintained for accountability and follow-up.
4. **Visibility of Plans** – The annual academic plan shall be displayed for staff awareness and used to guide departmental objectives.
5. **Provision of Resources** – Adequate resources, including stationery, meeting space, and access to relevant data, shall be provided to support committee operations.
6. **Leadership Development** – All committee members, particularly HODs, shall undergo leadership and management training to enhance their effectiveness.
7. **Performance Monitoring** – Regular evaluations shall be conducted to assess the effectiveness of the committee and its members.

CHAPTER 2: POLICY ON HEAD OF DEPARTMENTS (HODs)

2.1: Rationale

Each academic department requires strong leadership to maintain quality teaching, coordinate resources, and ensure accountability.

2.2: Goal, Objective & Outcome

- Ensure fair and effective **departmental decision-making**.
- Promote **cross-departmental collaboration**.
- Implement decisions from the **Academic Committee**.

2.3: Definition

An **HOD** is a senior teacher appointed by the principal to lead a subject department and represent it at academic forums.

2.4: Implementation Plan

To ensure effective departmental leadership and management, the following implementation plan shall be adopted:

- **Appointment of HODs** – Heads of Department shall be appointed based on seniority, subject expertise, demonstrated leadership capacity, and commitment to institutional goals.
- **Leadership Development** – All appointed HODs shall undergo continuous leadership and management training to enhance their effectiveness in departmental administration.
- **Regular Departmental Meetings** – HODs shall convene regular departmental meetings to review performance, address challenges, and set priorities in line with school objectives.
- **Performance Monitoring** – The performance of HODs shall be regularly reviewed through appraisals and feedback mechanisms to ensure accountability and ongoing improvement.
- **Support and Resources** – The school administration shall provide necessary resources and support to enable HODs to fulfill their roles effectively.
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2.5: Expected Procedures

- HODs prepare termly department reports.
- Maintain department inventories and budgets
- Monitor lesson plans and teaching quality
- Liaise with other schools, NGOs, and government agencies for resource support.
- Develop and review departmental policies, schemes of work, and assessment strategies.
- Ensure compliance with curriculum standards and school policies.
- Organize and chair regular departmental meetings to review progress and address challenges.
- Mentor and support teachers within the department, fostering professional growth.

CHAPTER 3: POLICY ON CURRICULUM AND SYLLABUS

3.1: Rationale

The curriculum must meet **Vanuatu National Standards** while also reflecting the needs of an **urban, technology-driven learning environment**.

3.2: Goal, Objective & Outcome

- Provide a **harmonized, relevant curriculum** from Kindy to Year 13.
- Prepare students for **national and regional examinations**.
- Include **urban-focused subjects** (ICT, Business, Arts, Digital Media).

3.3: Definition

Curriculum is the **organized set of courses** taught to meet academic standards.

3.4: Implementation Plan

To effectively deliver and sustain the school curriculum:

1. **Provision of Facilities** – Ensure adequate classrooms, laboratories, ICT facilities, and teaching resources to support effective curriculum delivery.
2. **Curriculum Inventory** – Maintain an up-to-date inventory of textbooks, syllabi, teaching aids, and digital resources for all levels.
3. **Capacity Building** – Provide regular teacher training on curriculum implementation, differentiated instruction, and assessment practices.
4. **Stakeholder Collaboration** – Partner with businesses, NGOs, and government agencies to provide real-world learning opportunities (e.g., internships, mentorships, and educational excursions).
5. **Curriculum Monitoring** – Establish a structured system for monitoring curriculum implementation through classroom observations, teacher appraisals, and student performance tracking.
6. **ICT Integration** – Embed digital tools into teaching and learning to enhance engagement and prepare students for a technology-driven world.
7. **Support for Special Needs** – Ensure inclusive practices that accommodate students with diverse learning needs through tailored instructional approaches.
8. **Co-Curricular Integration** – Align co-curricular programs (clubs, sports, cultural activities) with curriculum objectives for holistic student development.
9. **Curriculum Review Committee** – Form a sub-committee of the Academic Committee to oversee syllabus updates, evaluate subject relevance, and recommend curriculum enhancements.
10. **Accountability and Reporting** – Require departments to submit termly reports on curriculum coverage, assessment outcomes, and resource needs to the Academic Dean.

CHAPTER 4: POLICY ON ENROLMENT AND ADMISSION

4.1: Rationale

Students are the **central focus** of the school's mission. In an **urban catchment area**, the school accommodates children from diverse social and cultural backgrounds. This policy ensures **fair, transparent, and inclusive admission procedures**.

4.2: Goal, Objective & Outcome

- Increase **access to education** for children within the school's catchment.
- Support **transfer-in students** and those needing special assistance.
- Provide opportunities for **vocational pathways** for at-risk students.

4.3: Definition

Enrolment is the process of **registering a student** to attend school, based on set criteria.

4.4: Implementation Plan

To ensure fair and effective enrolment and admission processes, the following measures shall be implemented:

1. **Community Outreach** – Partner with **local communities, chiefs, and churches** to increase awareness of enrolment opportunities and school expectations.
2. **Registration Window** – Maintain a **two-week registration period** at the start of Term 1; late admissions may be considered on a case-by-case basis.
3. **Counselling Support** – Provide **orientation and counselling** for students with previous academic or behavioural challenges to support their transition.
4. **Transparency** – Display **admission criteria, timelines, and required documents** publicly (noticeboards, school website, and community announcements).
5. **Admission Committee** – Establish a **School Admission Committee** to oversee student selection, ensure fairness, and handle appeals.
6. **Data Management** – Maintain an **up-to-date enrolment database** with demographic, academic, and health information of all students.
7. **Equity Measures** – Allocate a **limited number of spaces** for disadvantaged students (orphans, low-income families) based on set criteria.
8. **Orientation Programs** – Conduct **orientation sessions** for all newly admitted students and their parents to familiarize them with school policies and expectations.
9. **Collaboration with Authorities** – Work with the **Ministry of Education and local education authorities** to verify exam results and eligibility.
10. **Annual Review** – Review enrolment and admission procedures at the end of each academic year to ensure alignment with evolving educational policies and community needs.

4.5 Expected Procedures

The school shall follow a structured and transparent admission process in line with national education regulations:

CHAPTER 5: POLICY ON TRANSFER

5.1: Rationale

Transfers may occur for **academic, disciplinary, or medical reasons**. This policy ensures the process is **managed fairly and systematically**.

5.2: Goal, Objective & Outcome

- Give students a **second chance** in a supportive environment.
- Monitor and support transfer-in students.

5.3: Definition

A transfer student is one who **moves from one school to another** to continue education.

5.4: Implementation Plan

Implementation Plan

To ensure the smooth and fair management of student transfers:

1. **Clear Guidelines** – Publish transfer procedures and requirements on the school noticeboard, website, and in the student handbook.
2. **Transfer Committee** – Establish a **Transfer Review Committee** (Academic Dean, HODs, and Principal's representative) to assess transfer requests and recommend approvals or denials.
3. **Orientation Support** – Provide **orientation sessions** for all new transfer students to ease their integration into the school environment.
4. **Counselling Services** – Offer **counselling and mentorship** for transfer students, especially those with prior academic or behavioural challenges.
5. **Monitoring & Follow-Up** – Track the **progress and behaviour** of transfer students during their probation period and provide additional support where needed.
6. **Partnership with Ministry of Education** – Maintain regular communication with the Ministry to ensure all transfers comply with national placement policies.
7. **Record Management** – Create and maintain **transfer files** for each student, including all application documents, contracts, and assessment outcomes.
8. **Community Sensitization** – Inform local communities about transfer opportunities and the criteria for acceptance to promote transparency.
9. **Periodic Review** – Review transfer policies annually to ensure relevance and effectiveness.
10. **Equity in Admission** – Give priority consideration to **vulnerable students** (e.g., orphans, displaced children) when processing transfers, where capacity allows.

5.5 Appeals & Dispute Resolution

1. **Right to Appeal** – Parents/guardians of transfer applicants have the right to appeal a decision regarding their child's transfer within **five (5) working days** of receiving the outcome.

CHAPTER 6: POLICY ON TEACHERS AND THEIR PROFESSIONAL STANDARDS

6.1: Rationale

Teachers are the **backbone of quality education**. This policy ensures **high standards, accountability, and ongoing professional growth**.

6.2: Goal, Objective & Outcome

- Ensure every class has a **qualified teacher**.
- Support **continuous professional development**.
- Maintain **teacher stability** and reduce turnover.

6.3: Definition

A teacher is a **qualified educator** entrusted with facilitating learning.

6.4: Implementation Plan

To uphold and strengthen professional standards among teachers, the following measures shall be implemented:

1. **Strategic Posting** – Post teachers according to their **qualifications, teaching experience, and subject expertise** to maximize student outcomes.
2. **In-Service Training** – Conduct **regular in-service training, workshops, and peer-sharing sessions** to build teachers' capacity in pedagogy, assessment, and classroom management.
3. **Service Commitment** – Enforce a **minimum three-year service commitment** for all teaching staff (unless in cases of emergency or health grounds).
4. **Mentorship Program** – Assign **experienced teachers as mentors** for new and early-career teachers to support their professional growth.
5. **Performance Monitoring** – Implement a **structured teacher performance evaluation system**, with feedback provided during appraisals.
6. **Professional Learning Communities** – Establish **subject-based learning groups** to encourage collaboration, resource-sharing, and continuous improvement.
7. **Recognition and Rewards** – Introduce **awards and recognition** for teachers who demonstrate exceptional performance, innovation, and commitment.
8. **Code of Conduct Awareness** – Regularly **review and sensitize teachers** on the school's code of ethics and professional behaviour standards.
9. **Support Systems** – Provide **counselling, wellness programs, and conflict-resolution mechanisms** to enhance teacher well-being.
10. **Succession Planning** – Develop a **succession plan** to ensure continuity in teaching and leadership roles within departments.

6.5: Expected Procedures

























