

TAPANUI SCHOOL

MOE School Number 3842



“Me akotahi hei oranga mō te katoa.”

“Together we learn and grow.”

CHARTER 2018-2020

CHARTER 2018-2020

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The following documents are held on the school server: (A printed copy is held by each board member in a document "Board of Trustees Handbook"): National Education Goals, National Administration Guidelines, Board of Trustees Procedures – Governance Manual, ICT Long Term Plan (Revised), School Based Curriculum, School / Board Policies

Strategic Section

Our Vision

We expect our children to leave Tapanui as confident, connected, actively involved, lifelong learners.

Confident - Confident students are effective communicators who are adaptable to change and resilient in a variety of situations. They take every opportunity to develop their abilities to use their initiative, collaborate, problem solve, think critically, use their imagination and be resourceful.

Connected - Connected students are interdependent. They collaborate and communicate across geographical boundaries. They need to develop positive inter-personal skills, be curious and use a variety of communication tools to observe, record, share and reflect on their world.

Actively Involved - Actively Involved students are focused and committed in making a positive difference to the communities they are involved in. They also understand differences in the ways that people learn.

Life-long Learner - Students who are Life-long Learners enjoy problem solving, questioning, thinking, taking responsible risks, tackling challenges and inquiry. They are able to adapt and are ready for changing situations and the innovations of the future.

To Achieve our Vision we will...

1. Develop and implement our school-based curriculum, which is based on the New Zealand Curriculum, students' needs and the community's values and expectations.
2. Maintain a strategic direction through ongoing and focused planning, reviewing and reporting involving all stakeholders.
3. Provide an environment that will support recruitment, development and retention of high quality staff.
4. Continue the shift towards "Modern Learning" where Tapanui School is a place of anytime, anyplace learning. Through the use of a variety of tools and spaces collaborative learning is enabled. Learning is flexible, transparent, equitable, student driven and supportive; in a culture of collaboration and ongoing reflection.
5. Provide a safe physical and emotional environment that promotes self-management and awareness of people's own and others' well being.
6. Strengthen partnerships with all stakeholders using a range of forums to inform and listen.
7. Continue to develop property by opening, sound-proofing and lighting the physical spaces that students learn in, in line with MOE Innovative Learning Spaces.

Our Core Beliefs *We believe that:*

- Learning needs to be enjoyable
- Learning empowers self-growth and curiosity
- Learning is ongoing – life-long
- All students can learn and experience success, acknowledging some failure is a part of the learning process
- Learning should be accessible to all and cater for all learning needs
- Learning is a stimulus for engagement with our world
- Learning is multidimensional
- Students need knowledge about how to learn, as well as a passion to learn
- Learning takes a team
- Students learn best when they experience ownership of their learning
- Learning and next steps are informed through feedback and formative assessment

Our School Values

Our community has identified *four* key values that underpin our school culture. Students will have the opportunity to express, explore and discuss the values that they and others hold. These will be integrated across all classroom and school wide practices and programmes with an emphasis on relationships and friendships, achievement and success.

Our four values are:

- P Perseverance *Manawanui*** – persevering in all my learning and my relationships
- E Excellence *Hiranga*** – always striving to do my best with the right attitude
- E Equity *Mana Taurite*** – caring, cooperative, compassionate, connecting
- R Respect *Whakaute*** – being responsible, showing integrity

Recognising New Zealand's Cultural Diversity

Tapanui School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity, the unique position of Māori culture and the strategies for realising Māori potential outlined in Ka Hikitia – Accelerating Success © 2013. In recognising the unique position of the Māori culture, Tapanui School provides instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language).

Current Situation

1. Te Reo & Tikanga Māori are integrated within the curriculum.
2. Between 2012-2016 (5 years) the whole school participated in externally facilitated Te Reo Māori lessons as part of our Learning Languages Curriculum programme. Te Reo will be taught by the teachers in each Learning Team from 2017.
3. As a staff we are continuing to refine our Māori programme of work, Māori learning and achieving success as Māori, which is implemented throughout the school.
4. Tukutuku Panels depicting our four school values were developed by students with whānau during 2016.
5. Regular Hui / Consultation with whanau throughout every year.
6. Developing relationship with Hokonui Runaka, including a Whakaakoako Club from 2017.
7. Community Hangi and Marae visits feature in the school programme every 3rd year.

Māori Responsiveness Plan

If a parent of a full time student requests that their child be provided with instruction in Te Reo, the Principal, on behalf of the board, will take all reasonable steps and:-

- Refer to our Resource Teacher of Māori for advice and assistance.
- Discuss with the parents the ways the school currently involves Tikanga and Te Reo in our programmes and seek input from whānau and iwi.
- Discuss with parents whether the student will have access to Te Reo in the home. Identity, language and culture count and add value to the student's learning.
- Where appropriate support an application for dual enrolment at the Correspondence School for the student.

Pasifika Partnership

Tapanui School, as appropriate to its community, will ensure Pasifika students improve progress and achievement in literacy and numeracy in relation to the NZ Curriculum levels or progress indicators. Tapanui will also look to engage in effective, culturally responsive conversations around learning when we have students from Pasifika families.

Asian Students

Tapanui School, as appropriate to its community, will ensure Asian students make progress and achievement in literacy and numeracy, reporting as required in relation to the NZ Curriculum levels or progress indicators.

Strategic Section - School Context

<h3>Student Learning</h3>	<p>Students generally come to school with a disposition to learn, however in the last three years we have seen an increase in oral language needs and a drop in student ability to problem solve, to self regulate and with poor fine motor skills. In spite of being a Decile 9 school we are increasingly enrolling students with greater needs and from households without the financial resources to help. There is an increasing percentage of transient students up from 3-4% to 10-12%.</p> <p>From 2010-2017 the Government's National Standards showed a decline in student achievement at Tapanui School over an 8 year period. We went from being a school with 80-90% of student achieving within the appropriate curriculum bands to having only 70-80% achieving "at or above" the required National Standard. Two longitudinal studies carried out by the school both showed that students were not meeting the aspirational requirements of the Standards until the third of fourth year at school suggesting that the Standard was too high. Combine a government with a fixation on Standards, a narrowing of the curriculum and the needs noted above has, we believe, lead to this reduction in achievement.</p> <p>What we have noticed is that for those who spend their first 6 years of schooling with Tapanui, 90+% leave for College achieving at or above Level 3 in the curriculum with the skills they need to continue as confident, life-long learners.</p> <p>Data:</p> <p>In relation to the NZ Curriculum levels using a range of assessments including teacher observations and student work, the following overall teacher judgments (OTJ's) have been formed:</p> <p>In reading, at the end of 2017, 79% are within or beyond the appropriate curriculum level.</p> <p>In writing, at the end of 2017, 83% are within or beyond the appropriate curriculum level.</p> <p>In mathematics, at the end of 2017, 87% are within or beyond the appropriate curriculum level.</p> <p>In relation to the other six (6) areas of the curriculum, student achievement is generally over 85% at or above expectations. Students enjoy a wide range of contextual learning opportunities, a high degree of physical education and sporting opportunities and participation in the arts.</p>
<h3>Student Engagement</h3>	<p>The engagement of students is very high. Our last two ERO visits support this. "Students enjoy school, they know what they are learning and why as well as their next learning steps. Teachers provide a high level of feedback to assist student learning." Agency is increasing and student voice is gathered every year on a variety of aspects of both learning and the school environment (social and physical).</p> <ul style="list-style-type: none"> - Play Based Learning another extremely positive step in increased student engagement <p>OECD outlines 'Seven principles of learning', The second of these states: <i>'Neuroscience confirms that we learn from social interaction – the organisation of learning should be highly social. Cooperative group work appropriately organised and structured has demonstrated very clear benefits for achievement as well as for behavioural and affective outcomes. Cooperative methods work for all types of students because done well they push learners of all abilities.'</i></p>

	<p>PBL in its essence is highly social, interactive and cooperative.</p> <ul style="list-style-type: none"> - Quest (individual inquiry or stepping out time) is also a positive step in increased student engagement and future focused learning <p>Tki.org.nz supports student led Inquiry stating: <i>A personalised approach in the classroom allows akonga/students to take control of their own learning. Each akonga is unique and learns in different ways.</i></p> <ul style="list-style-type: none"> • <i>Personalising learning means students:</i> <ul style="list-style-type: none"> ○ <i>understand how they learn</i> ○ <i>own and drive their learning</i> ○ <i>are co-designers of the curriculum and their learning environment</i> <p>The NCZ states: <i>"The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation."</i></p>
<h2 style="text-align: center;">School Organisation and Structures</h2>	<p>Regular Self Review assists the Board to keep the school safe, to meet its legislative responsibilities and resource the school appropriately.</p> <p>Self Review - Policies and Procedures</p> <p>2018 – Health & Safety NAG 5 2019 – Resources NAG 4, Student Achievement / Curriculum NAG 1 2020 – Administration NAG 2&6, Employer Responsibility / Personnel NAG 3</p> <p>Curriculum Focus Areas / Board Reports</p> <p>Reports provided to the BOT throughout the year.</p> <p>2018 – English (Reading), Maths (Geometry/Measure), Performing Arts, Science, EOTC 2019 – English (Writing), Maths (Statistics), Visual Arts, Social Sciences, Health & PE 2020 – English (Oral), Maths (Number, Algebra), Maori, Technology</p> <p>Human Resources / Personnel - Consulting</p> <p>2018-20 – Maintain Performance Management documentation / Job Descriptions / Appraisal Programme / Data files / Staff Meetings 2018 - Staff Audit, Student Consultation/Feedback</p> <p>Curriculum Resources</p> <p>2018-20 – purchase resources as appropriate and carry out <i>ICT Long Term Plan</i> (Revised 2017)</p>
<h2 style="text-align: center;">Review of Charter and Consultation</h2>	<p>It is Board and School's practice to consult regularly with all stakeholders. Parent / Community consultation is handled over a three year cycle. The following is included:</p> <ul style="list-style-type: none"> • Curriculum Consultation - 2010, 2013, 2016, 2019 • Charter Review (Vision and Values) - 2010, 2013, 2016, 2019 • Student Achievement and Engagement - 2010, 2013, 2016, 2019 • Property - 2010, 2013, 2016, 2019 <p>The following are carried out in a separate review:</p> <ul style="list-style-type: none"> • EOTC Review - 2012, 2016, 2018

	<ul style="list-style-type: none"> ● Modern Learning Pedagogy / Innovative Learning Spaces - 2015, 2018 ● BYOD (in place since 2016) <p>Student Voice is gathered every year by selecting random students on the roll and complemented by regular feedback from the Student Council who are elected by their peers.</p> <p>Consultation with our Māori community is driven by whanau and occurs throughout the year, every year. A consultation on the Health Curriculum (including Sexuality Education) is conducted every 'odd' year. Feedback is gathered by the Board from all staff every year in the form of a Staff Audit from 2017 onwards.</p>
<p>Pomahaka Kāhui Ako</p>	<p>Tapanui joined the Pomahaka Kāhui Ako at the end of 2016 when the CoL formed. A Stewardship Group [SG] was formed with representatives from each learning centre and a leader was appointed at the end of Term 2, 2017. The SG is now working with an Expert Partner and Kāhui Ako Lead Advisor from the Ministry to get the shared Achievement Challenges [AC] endorsed. The next stage in the process will include gathering information from all stakeholders which in turn will inform PLD. Across School and Within School positions will also be appointed once AC are endorsed.</p> <p>The Kāhui Ako proposes to use the following processes to drive success:</p> <ul style="list-style-type: none"> ● Spirals of Inquiry ● Collaboration ● Communication ● Cultural Responsiveness and Transformation <p>Achievement Challenges have been set across four areas:</p> <ul style="list-style-type: none"> ● Transition and Hauora (Well-being) ● Oral Language and the Key Competencies ● Writing for Boys and Māori Students ● Maths for Y6-10

Strategic Planning Across the School

Strategic Goals		Core Strategies for Achieving Goals 2018 - 2020
Student Learning	<ul style="list-style-type: none"> To enrich teaching and learning using modern learning pedagogies. To enable and encourage student inquiry, self management, problem solving and thinking skills through deliberate acts of teaching and the key competencies striving towards self-managed learners. To have strong early literacy and numeracy foundations, students will be challenged and find success in literacy and numeracy. To accelerate the progress of students performing below expectations 	<p>Literacy English is about using language to understand and communicate. Students are not coming to school with strong literacy foundation skills. 2018 – review Barbara Brann - Foundational Literacy Skills in use since 2016 2018 – work with the Kāhui Ako Achievement Challenges designed to drive student progress 2019 – review Play Based Learning alongside progress in Literacy 2020 – review the teaching of writing</p> <p>Numeracy Maths is the exploration & use of patterns & relationships in quantities, space, time & data. 2018 – review student ability to problem solve vs their number knowledge 2019 – review models of accelerating reluctant learners with a view to improving outcomes 2020 – review the teaching of the Statistics Strand</p> <p>eLearning eLearning is the integration of digital technologies and the transfer of knowledge and skills to enhance teaching and learning. 2018 – review BYOD (optional BYOD started for Yr4-6 in 2016) 2018 - Board review of the effectiveness of MLE and collaborative teaching and learning</p> <p>Inquiry – Conceptual Curriculum Inquiry is a process by which students learn and explore the deeper concepts within a range of contexts and content. 2018-19 - Develop Senior Quest and Junior PBL further</p> <p>Special Needs (including G&T) These are programmes that cater for the diverse needs of all our students, including remedial and gifted. 2018-20 – continue to meet the needs of students through appropriate resourcing.</p>

Student Engagement	<ul style="list-style-type: none"> To develop a school wide culture of self regulated learning and behaviour that is aligned to the school's mission and values To realize student potential, knowing where students come from and building on what students bring with them. 	Values / Competencies / Learner Qualities Values are the ideals and beliefs that we, as a community, hold dear. Competencies are the keys to effective learning, which are developed by students as they learn and grow as members of their communities. 2018-19 – learner qualities evident in student development, values evident in school culture, key competencies reinforced building towards meeting the school vision 2018 - continue to gather student voice each term on what makes learning fun / meaningful 2018-19 - revise SBC 2018 – continue te ara o te Aō Māori across the school in consultation with whanau - signage, po, waiata, tukutuku, playground cubes etc
Māori Responsiveness	<ul style="list-style-type: none"> To lift the profile of Te Aō Māori within the school through community involvement and feedback 	2018 - G&D Cultural Festival <ul style="list-style-type: none"> - Develop pō / guardians for the school - Playground cubes (number / colours etc) in Te Reo - Whole school visit to Mataura Marae OR Te Rau Aroha Marae (Motupuhoe) 2020 - Whole school / community hangi, Noho for Year 6 <ul style="list-style-type: none"> - G&D Cultural Festival
School Finance and Property	<ul style="list-style-type: none"> To operate with annual grants and fundraising commitments each year To use 5YA to improve infrastructure and develop innovative learning spaces 	Finance 2018-20 – Prepare budget and monitor spending 2018 – Phase 1 of MLE Building Development - Matai: Breakout Space, Soundproofing, Wet space Property 2018 - carpet in old R7 2018 – ILS-MLP / Priorities for new 5YA (2018-2022) in revised 10YPP 2019 – Phase 2 of MLE Building Development - Rimu: Breakout Space, Learning Corridor 2020 - Carpet throughout Rimu Hub, possibly Matai
Health and Safety	<ul style="list-style-type: none"> To regularly review and minimise risks to staff and students 	Health and Safety 2018-20 – Maintain hazard register / checklist, positive relationship programmes, emergency procedures 2018 - Review H&S Policy and associated Procedures

		2018 - Further development of our 'Play Pod'
Personnel	<ul style="list-style-type: none"> Strengthen the capacity of staff and develop a growth mindset through teaching as inquiry and responsive PLD 	<p>Professional Learning and Development <i>Ensure Tapanui School has an engaged staff involved in ongoing PLD for all members.</i> <i>Ensure a positive team culture exists to support the continued development of ILS / MLP.</i> 2018 – ULearn (Innovative Learning practices) - whole staff attend (3-year cycle) 2019 – Teacher well-being 2020 – A return to NZC - embedding our understanding</p>
Community Engagement	<ul style="list-style-type: none"> To grow a community of learning where all stakeholders have a voice and input into improving outcomes for students 	<p>Relationships and Consultation <i>Grow a well informed school community where all stakeholders can articulate and own our overall goal for modern learning.</i> 2018 – Annual Staff Audit, Student Voice (Learning / Engagement) and Māori Community. BOT Survey on MLP / ILS and BYOD. BOT scoping of EOTC practices 2019 – BOT Community Consultation including Charter, Vision, Values and Curriculum. Also Student Voice and Māori Community 2020 – Staff Audit, Student Voice (What makes learning Fun), Māori Community</p>

Annual Plan 2018

Used the links in this menu to go directly to the Action Plan you are looking for.

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[NAG 1 The Arts](#)

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[NAG 2 Student Achievement Target - Oral Language](#)

[NAG 2 Student Achievement Target - Reading](#)

[NAGs 2 - 6 - 7 - 8 Planning / Reporting / Self-Review / Legislation / Consultation](#)

[NAG 3 Personnel / Professional Learning](#)

[NAG 4 Resourcing - Property / Finance](#)

[NAG 5 Health and Safety](#)

[SELF REVIEW / ASSURANCE PROGRAMME](#)

[Reflections Key:](#) Term 1 = [Blue](#) Term 2 = [Green](#) Term 3 = [Magenta](#) Term 4 = [Red](#)

Domain: Student Learning Jill			
Strategic Goal: To accelerate the progress of students performing below expectations			
Annual Goal or Target: <ul style="list-style-type: none"> - All students will be encouraged to reach their potential - Support from external agencies will be sought to help in the acceleration of student progress - Staff will incorporate individualised programmes to support the accelerated learning of students. - Staff will be offered opportunities, through Professional Development, to improve their knowledge and understanding of how to accelerate children. 			
Historical Position / Baseline Data: Data has been collected annually to monitor the children of Tapanui School against the Government's National standards' expectations. Traditionally those children who were falling below those expectations were identified and had a targeted learning programme to assist them to move towards the National Standards. Since 2015 Teacher Aides have been employed to work in the hub with children and the learning support has been delivered by a teacher. With the change of government and the removal of National Standards' expectations, we are still able to use our professional judgement to identify those children whose achievement levels are of concern and target them for additional support.			
Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators?
Regular Monitoring of All Children	All Year As stipulated in Assessment Policy	Teaching Staff	All data entered in MUSAC
Applications to Resource Teachers of Learning and Behaviour	As required	Jill/Leeana Teachers of Child concerned	Form filled in on RTLB data base and submitted to them for consideration.
Applications to Resource Teachers of Literacy	March/August	Jill/Leeana Teachers of Child concerned	Forms accurately completed and submitted to SENCO by due date for forwarding to Bronwyn Fennessy by date required by her.
Applications to Ministry of Education for ESOL Funding	March/August	Jill/Leeana Teachers of child concerned	ELLP forms to be filled at at June/December reporting times Progressions to be filled in on Ministry reporting forms and submitted by due dates of 1 March and 1 August.
Regular liaison with RTLB/RTLit/MoE	As required - usually	Jill/Leeana	All applications will be followed up for a response from these

	fortnightly	Teachers of child concerned	outside agencies
Identification of Children requiring extension	March	Teachers	Each hub to submit a list of children requiring additional experiences or programming.
Provision of Programmes for extension/enrichment	All Year	All staff	Funding allocation to cater for this Suggested list of needs/interests to be prioritised Deliverers of the programme to be identified and approached A variety of programmes to be provided.
Identification of children who need assistance for Equity	All Year	Jill/Leeana All Staff	Be aware of funding opportunities available - McKenzie Trust, Maxe-grants etc and their closing dates as well as their criteria Make applications to address equity where criteria are met.
Resourcing: Board of Trustees - funding and Release, Ministry of Education - High Learning Needs funding and Behavioural Support, Ministry of Education - ESOL, Resource Teacher of Literacy, Resource Teacher of Learning and Behaviour, Ministry of Education Literacy Contract			
So What?: X			
What next: X			

NAG 1 The Arts

Domain: Student Engagement Judy			
Strategic Goal: To realize student potential, knowing where students come from and building on what students bring with them.			
<p>Annual Goal or Target: To focus Teachers and students attention on two particular Arts events in the School calendar - School Production (Term 3) and A&P annual art competition (Term 4)</p> <p>To use these two events as a catalyst for increased School-wide, Arts engagement.</p> <p>To increase awareness of, and utilise the local artistic community.</p> <ul style="list-style-type: none"> - To encourage Teachers to use the weeks leading up to the Production to inspire the students to make a wide variety of Artworks which can be displayed to the Community. - To provide support and a 'go-to' person with an overview of the Production's timeline. - To create a collaborative piece of artwork which will serve the dual purpose of being the School's entry at the A&P Show and making up part of the decoration of the PlayPod container. - To use community artisans to guide or help students towards success in creating their own artworks. 			
<p>Historical Position / Baseline Data:</p> <p>The School holds a full-scale Production every two years, where every student is involved. The Principal is producer/director and all Staff provide willing 'hands' in every other area. All students are fully engaged in the story-line and the songs, senior students play the leading roles and have been superbly cast, with some finding real stardom! Junior students learn the songs really well and can be found singing and trying out the parts during Play Based Learning. They are suitably impressed and inspired. In past years each class group has prepared some artwork to display on performance nights which has been inspired by the theme of the Show. It has been up to individual Teachers to come up with these ideas.</p> <p>A&P Show Art: Traditionally this has been a large piece of art which has been collaboratively made by the whole School. Students follow instructions to create their own (or small group's) part, which is then put together by Teachers. The resulting works have been very impressive and successful in the competition. They are displayed around the School.</p>			
Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators?
<ul style="list-style-type: none"> • Meet with Staff to decide on and purchase Production. Make sure Staff have access to music and so can begin to expose it to students early Term 3. • Make a timeline or spreadsheet available to all Staff . • Meet with staff to propose ways of making the Artworks significant and challenging and using new skills and materials. 	Mid Term 2	<p>Judy lead Staff in decision and begin to track responsibilities and action plan</p> <p>Judy - source community people to contribute</p>	<p>A production is chosen, purchased and music shared</p> <p>Venue booked</p> <p>WOTS forms forwarded</p>

<ul style="list-style-type: none"> Staff meet to discuss ideas, list required resources, including 'tutors' from outside the school. Compile a list of art events/people available and make up cross-school groups according to student's choices. Make a decision whether to do all groups at the same time in an <u>Art Week Extravaganza</u>, or a short session each week. (I favour a week-long event) <p>Keep 'spread sheet' alive for Staff information...all able to edit</p>	<p>Early Term 3</p> <p>Propose Week 5 or 6 Term 3</p>	<p>All Teachers</p>	<p>A list of possible people from outside the school who could contribute to students artworks Teachers are enthusiastic!</p> <p>Groups and work spaces decided, materials sourced Date decided for Extravaganza Supper Room booked Extravaganza advertised</p>
<ul style="list-style-type: none"> Display artworks in the Supper Room of the Community Centre for 4 days and 2 evenings. (Mon,Tues - day only, Wed, Thurs - day and evenings of Show) 	<p>Week 9 Term 3</p>	<p>will need some parents(?) to supervise day sessions</p>	<p>Artworks displayed</p>
<p><u>PlayPod Mural/A&P Show Art:</u> Price the cleaning, rust-proofing and priming of PlayPod container. Apply for funding - MLT</p> <ul style="list-style-type: none"> Price top coat paint - Apply for funding - MLT Design final paintwork and implement with students Price suitable weather-proof boards for mural Design (5) boards to show a mural - 3 of which can be shown at the A&P competition.All students names will feature. Attach to container's west side. Make target boards to be attached to the court (east) side of the container for Target Kicking/Throwing 	<p>Term 4</p>	<p>Judy - approach Calder Developments</p> <p>Judy & Teachers Murray Harris/Mervyn Clayton (building work)</p>	<p>Quotes gathered for materials and work Funding applied for</p>
<p><u>PlayPod Video:</u> Document the development and progress of the PlayPod both in terms of loose parts in the container, the student's use of them and the art works made to decorate the outside. Make available on you-tube and School Web page.</p>	<p>On-going throughout 2018</p>	<p>Abbie and students</p>	
<p>Resourcing:</p> <ul style="list-style-type: none"> MLT funding for PlayPod materials and preparation BOT provision for Production Community 'arty' people giving their time and expertise BOT provision for art materials 			
<p>So What?: x</p>			
<p>What next: Arrange to meet with Staff to outline plans, choose Production, gather information for MLT funding request, discuss an Art Extravaganza week.</p>			

NAG 1 Te Reo Maori

Domain: Student Learning			
<p>Strategic Goals: To lift the profile of Te Aō Māori within the school through community involvement and feedback.</p> <ol style="list-style-type: none"> 1. To increase teacher capability to support Māori success as Māori 2. To begin developing a sustainable/embedded model of te reo Māori curriculum delivery 3. To develop connections between Tapanui School and Hokonui Runaka 4. Facilitate a Marae visit (likely Term 2) 			
<p>Annual Goal or Target: To increase teacher understanding of, and capability to address the Treaty of Waitangi principle in the New Zealand Curriculum and to weave this throughout daily practice.</p>			
<p>Historical Position / Baseline Data Recently teachers have identified the area of te reo Māori as an area requiring professional development and support to effectively enact this within the classroom. This is needed to continue developing teacher ability to support Māori students to succeed as Māori. Teachers have taken a number of steps to address this, such as the development of school tukutuku panels in 2016 and their subsequent unveiling alongside our waharoa, and including a hangi. PLD has been provided around the Tataiako document. Waiata plays a key part in the delivery of te reo Māori and basic tikanga (e.g. not sitting on tables) are respected. Whānau hui are held to discuss next steps. The senior school regularly prepares for and attends a local cultural festival with a focus on Māori waiata. Te reo Māori is used to varying degrees and frequency across the school. A previous lead teacher of the Māori curriculum area has investigated outside sources of PLD which could be accessed by teachers.</p>			
Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators?
<p>1: Provision of PLD which focuses on</p> <ul style="list-style-type: none"> • The release of an updated Ka Hikitia strategy (due to occur this year) • Review available resources for supporting te reo delivery. • What Māori success as Māori means and how this relates to other cultural perceptions of success • Key strategies to support Māori success as learners and how these connect with the more widely accepted notions of success. 	<p>Staff meeting Phrase of the week (Kupu) continued in admin meeting notes each week</p>	<p>Abbie/ any outside PLD providers All staff participate</p>	<ul style="list-style-type: none"> • Increased confidence of staff to discuss and understand these matters • Teacher voice survey

<ul style="list-style-type: none"> ● Brief student voice/ teacher voice survey ● Identify barriers to te reo Māori use in the classroom and identify ways to address this ● update existing ones ● Trial models of te reo curriculum delivery ● Teacher observation 	Term 1-2	Students, staff,	<ul style="list-style-type: none"> ● Increased use of te reo Māori by teachers ● Increased teacher confidence ● Student voice/ teacher voice surveys
2: Develop a schoolwide te reo curriculum delivery plan	Term 1-2	Abbie, staff, local iwi	Draft curriculum plan for review
3: Build teacher capacity in the area of cultural responsiveness <ul style="list-style-type: none"> ● Links to goals in the Kāhui Ako strategic plan ● Understanding what “success as Māori” looks like from a whānau perspective ● Increasing teacher understanding and commitment to cultural responsiveness 	All Year	Whole Staff	<ul style="list-style-type: none"> ● Regular Hui with whānau ● Establishing whānau aspirations for their child on or around enrolment. Navigating the pathway to a shared understanding of this. ● Investigating Kia Eke Panuku - Culturally Responsive and Relational Pedagogy - link
3: Contact Runaka <ul style="list-style-type: none"> ● Find out about available supports - people/ PLD/ funding sources 	Term 1-2	Abbie	<ul style="list-style-type: none"> ● A list of contacts ● A list of supports that can be accessed
4: Marae Visits <ul style="list-style-type: none"> ● Coordinate with Matura school ● Coordinate with Hokonui Runaka ● Confirm time/date of visit ● Identify waiata/ protocol to be learned for visit ● School to practice these ● Organise logistics of travel - bus etc 	Term 1-2	Abbie, whole school.	<ul style="list-style-type: none"> ● Completion of actions ● Participation in Marae visit
Resourcing: Board funding - Marae visit, Hokonui Runaka,			
So What?: X			
What next: X			

NAG 2 Student Achievement Target - Oral Language

Domain: Student Achievement			
Strategic Goals: To accelerate the progress of students performing below expectations To have strong early literacy and numeracy foundations, students will be challenged and find success in literacy and numeracy. To enable and encourage student inquiry, self management, problem solving and thinking skills through deliberate acts of teaching and the key competencies striving towards self-managed learners.			
Annual Goal or Target: Achievement, engagement and motivation will be enhanced through increased oral language opportunities. Students across all year groups will find success in literacy through intensive focus on developing oral language skills. At least 90% of students will be working within or above the appropriate curriculum level across both literacy strands (receiving and transmitting) by the end of 2018.			
Historical Position / Baseline Data: Observations of achievement in reading and writing over the last few years has shown that many students lack depth and richness in the area of oral language. Many students lack the confidence to share their ideas. Many do not have exposure to a wide variety of experiences that are talked about and that they can then bring into the learning context. Observations have recognised that respect, memory and independence in the area of listening is something many children struggle with. Building oral language skills, interacting in a range of activities and the encouragement to follow areas of interest, especially through Play Based Learning has proven to have positive results in reading and writing achievement. Building oral language especially in the first two years at school has enabled children to succeed often from Year 3 onwards in literacy. Data at the end of 2017: Oral Language - Year 1-3 → 84% of students were within or beyond the appropriate curriculum level [only 78% boys]. Oral Language - Year 4-6 → 89% of students were within or beyond the appropriate curriculum level. Reading - 79% were within or beyond the appropriate curriculum level. Writing - 83% were within or beyond the appropriate curriculum level.			
Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators / Actions?
Deliberate acts of teaching about what is a good speaker/listener	All year	Teaching staff	<ul style="list-style-type: none"> • Being able to verbalise and communicate ideas • Confidence in communicating with others and sharing information • Use of Oral Language Learning Indicators (tki)
Utilise Barbara Brann Speaking and Listening activities. Use activities from the Sheena Cameron/Louise Dempsey Book on Oral Language.	All year	Teaching staff	<ul style="list-style-type: none"> • Deliberate inclusion of relevant activities • Opportunity to practise these in an independent time. • PMP Activities to work on memory retention.

			<ul style="list-style-type: none"> Developing vocab through word jars, word of the day etc
Creating regular opportunities for students to engage in conversation, think, share ideas, listen, and talk about a topic of interest.	All year	All staff	<ul style="list-style-type: none"> Teachers read regularly to students then follow up with discussion after thinking time Student led conversation threads
Using aspects of drama to develop confidence, expression, retelling skills, engage and entertain.	All year	Teaching Staff	<ul style="list-style-type: none"> Confidence to enact drama in front of peers Readers theatre, puppets, drama extension
Make connections with the Kāhui Ako Achievement Challenges through the work of the Across School Lead. Work towards achieving the goals of the CoL at the same time as strengthening local student capacity.	Term 2-3-4	Literacy Leaders	<ul style="list-style-type: none"> Knowledge of the Achievement Challenge communicated to staff Contact with ASL for in-school support Oral Language Indicators used as a reference - 'Much More than Words'
Resourcing: <i>Money and Time. Who else might help us?</i>			
So What? <i>How are we going? Checks - results? Where are the gaps? What changes need to be made?</i> W			
What Next? R			

NAG 2 Student Achievement Target - Reading

Domains: Student Achievement and Student Engagement			
<p>Strategic Goal: To accelerate the progress of students performing below expectations To have strong early literacy and numeracy foundations, students will be challenged and find success in literacy and numeracy. To realize student potential, knowing where students come from and building on what students bring with them.</p>			
<p>Annual Goal or Target: To increase the engagement, enjoyment and motivation of all boys with reading. Using the Learning Progressions Framework we aim to lift progress from 65% at or above (using the Government's National Standards) to at least 85% within or beyond the appropriate curriculum level.</p>			
<p>Historical Position / Baseline Data: Many boys become disengaged with reading and cannot see a purpose for it.</p>			
<p>Action Plan / Improvement Strategies:</p>			
What?	When?	Who?	Progress Indicators / Actions?
Guided Reading Groups	All year	Teacher Staff and Teaching Assistants	<ul style="list-style-type: none"> Students have at least 4x 20 minute sessions with a teacher each week Boys only guided reading groups
Reading Moderation	Term 2	Teaching Staff	<ul style="list-style-type: none"> OTJ's consistent across the school Literacy Learning Progressions understood and Learning Progressions Framework explored (LPF) Assessment tools evaluated
PAIR programme	All year	Teachers	<ul style="list-style-type: none"> Meet the Teacher - possibility of parents asked to come on board
Purchase High Interest Books for Boys for the Library	All Year	Judy	<ul style="list-style-type: none"> Books placed into the library in a separate area Allocated budget line for the purchase of boys books
<p>Resourcing: <i>Money and Time. Who else might help us?</i> Learning Progressions Framework, Literacy Learning Progressions</p>			
<p>So What? How are we going? Checks - results? Where are the gaps? What changes need to be made? W</p>			
<p>What Next? R</p>			

NAGs 2 - 6 - 7 - 8 Planning / Reporting / Self-Review / Legislation / Consultation

Domain: Self Review			
Strategic Goal: To develop a school-wide culture of self regulated learning and behaviour that is aligned to the school's mission and values. To grow a community of learning where all stakeholders have a voice and input into improving outcome for students.			
Annual Goal or Target: Grow a well informed community where all stakeholders can articulate and own our overall goal for modern learning. Follow our Curriculum Review and Strategic Self-Review programmes (as timelined for 2018)			
Historical Position / Baseline Data: The Board has a comprehensive Self Review Programme / Schedule which is followed over a 3yr cycle			
Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators?
Follow the Self Review Schedule 2018 - English (Reading), Maths (Geometry/Measure), Performing Arts, Science, EOTC - Audit/Review of the Health and Safety Policy	Terms 2-3-4	Teaching Staff Assurance Committee	<ul style="list-style-type: none"> Curriculum Reports to BOT Assurance Reports to BOT Learning Activities Reports to BOT
Gather Student Voice on learning, the key competencies and on modern learning practices	All Terms	Principal	<ul style="list-style-type: none"> Student Council used as a sounding board Refer to KC Action Plan
Report student progress and achievement to parents twice a year in plain English	All Terms	Teaching Staff and Principal	<ul style="list-style-type: none"> Three-Way interviews in T1 and T3 Interim Report in T2 Summative Report in T4
Complete a Staff Satisfaction and Well-being Audit	Term 2	Assurance Committee	<ul style="list-style-type: none"> Q&A in confidence ... summary and significant findings / recommendations reported to the Board
Complete review of Modern Learning Practices and Bring your Own Device	Term 2 or 3	Assurance Committee	<ul style="list-style-type: none"> Develop terms of reference for the review Gather Community voice, Student voice, Teacher voice Develop recommendations for teaching and learning moving forward
Review EOTC practices, specifically student Camps	Mid year	Assurance Committee	<ul style="list-style-type: none"> Develop terms of reference for the review Review rationale for EOTC Ensure practices align with current legislation especially in relation to payments for camp and Health and Safety Gather the views of all stakeholders Report findings and recommendations

So What? *How are we going? Checks - results? Where are the gaps? What changes need to be made?*

x

What Next?

x

NAG 3 Personnel / Professional Learning

Domain: Personnel			
Strategic Goal: To strengthen the capacity of staff and develop a growth mindset through teaching as inquiry and responsive PLD To develop a school-wide culture of self regulated learning and behaviour that is aligned to the school's mission and values			
Annual Goal or Target: Further development of and growing an understanding of Play Based Learning Learner qualities and key competencies unpacked with students To provide all staff with the opportunity to pursue professional learning or development that will improve their capacity as a teacher Complete the appraisal of staff linking development to teacher inquiry and attesting to competence in line with the RTC			
Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators?
Review SBC - Vision, Values, Key Competencies	All year	All staff	<ul style="list-style-type: none"> Relationships and interconnection between vision, values and key competencies is known and a shared understanding developed PBL Philosophy is included in our SBC
Attendance at ULearn 2018 (Auckland)	October	Learning teams	<ul style="list-style-type: none"> Strengthen teaching practice Build collaboration Deepen understandings of global competencies for learning and 21C pedagogy Staff can follow individual learning threads
Carry out staff appraisal	Ongoing	All staff	<ul style="list-style-type: none"> Staff contribute reflections and evidence of learning to their own appraisal documentation Feedback to teachers via documentation check in Term 2 and observation in Term 3 Teaching staff complete ongoing T@I
Resourcing: <i>Money and Time. Who else might help us?</i> PLD Budget \$12000			
So What? <i>How are we going? Checks - results? Where are the gaps? What changes need to be made?</i> X			
What Next? X			

NAG 4 Resourcing - Property / Finance

Domain: School Finance and Property			
Strategic Goal: To operate within annual grants and fundraising commitments each year. To use 5YA to improve infrastructure and develop innovative learning spaces.			
Annual Goal or Target: Provide appropriate levels of funding to begin Phase 1 of the ILE Building Development so as to facilitate modern learning pedagogy in innovative learning spaces. Implement year 5 of the 5YA and complete new 10YPP			
Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators?
ILE Phase 1 in Matai Hub	Term 2 - Term 3	Board and Staff	<ul style="list-style-type: none"> • Break out spaces between Clearing and Glen completed • Soundproofing of the Clearing including a lowered ceiling and composition autex on the walls • Wider doorways extending out to play area • Wet space developed in the Clearing
Property 5YA Year 5 of 5 - Carpet 10YPP	Term 1 Term 2 Term 4	Board and Principal	<ul style="list-style-type: none"> • Carpet replaced in old Room 7 space • Project Manager completes next 10Ypp • Paint Maintenance completed by Programmed
Asset Replacement	Ongoing	Principal and Staff	<ul style="list-style-type: none"> • Furniture replacement completed per budget • Replacement laptops purchased (2) • Chromebooks -Round 2
Sound Financial Management	Ongoing	Principal with Finance Committee	<ul style="list-style-type: none"> • Complete Budget for first BOT Meeting - February • Report variance on the budget to each meeting of the Board
Resourcing: <i>Money and Time. Who else might help us?</i> Kelvin Lewis - School Support Property Consultant / Project Manager 03 4770380 X2			
So What? <i>How are we going? Checks - results? Where are the gaps? What changes need to be made?</i> X			
What Next?			

NAG 5 Health and Safety

Domain: Health and Safety			
Strategic Goal: To regularly review and minimise risks to staff and students.			
Annual Goal or Target: Maintain appropriate H&S controls across the school including hazard register, positive relationships programme and emergency procedures			
Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators?
Maintain safe working environment for staff and students	All Terms	All Staff	<ul style="list-style-type: none"> • Hazard register and Accident register maintained - hazards eliminated, isolated or minimised. • Electrical Contractor completes electrical compliance testing • Playground Audit / Check - Term 2 • Regular review
Review H&S Practices at Tapanui School include the Policy Review (P2)	Term 3	Assurance Committee	<ul style="list-style-type: none"> • Test school procedures against practice • Ensure the school is compliant with current legislation
Resourcing: <i>Money and Time. Who else might help us?</i> NZSTA			
So What? <i>How are we going? Checks - results? Where are the gaps? What changes need to be made?</i> x			
What Next? x			

Organisational Plan 2018

Item	Who?	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Board Admin													
Policy / Procedure Review and Audit	As assigned	BOT Delegations & Sub-Cttee		EOTC Review				Special Topic MLE Review	Health and Safety P2				
Curriculum													
Planning & reporting – Student Achievement	Principal & Staff	Meet the Teacher	Three way Interviews Goal Setting #1 (20mins)			Interim Reports			Three way Interviews Goal Setting #2 (15mins)		Summative Reports		
Curriculum Reports / Reviews	Principal & Staff	AOV C3			EOTC - CR8	Literacy - Oral Lang CR1	Interim Report on Targets C4	Science CR3	Maths - Geo / Measure CR2	Performing Arts CR7		Draft AOV Report on Targets C4	
Special Needs / G&T Programme	Principal , DP	Budgets, identification & planning	Update LS and G&T registers	Barriers to learning meetings (IEPs) as required Learning Support Plans IBP's for severe behaviour G&T extension programmes and / or IEP's written								Report on 2087	Resourcing 2019
Assessment	Principal & Staff	NumPA / JAM / GLOSS RR / STAR BAS Writing Samples		Analysis of Data Additional Testing as required e-asTTle Moderation									
Personnel													
Principal Appraisal	BOT Chair / External Appraiser			End Point review / Visit 3 - Final Report (2018)	Agree on Objectives Visit #1				Mid point review / Visit 2 - Interim Report				
Fixed Term Units	Principal & Staff	Units allocated									2019 Priorities Agreed	EOI for 2019	
Appointments	Principal and/or Appointments Cttee	Part time staff confirmed								Appointments for 2019 based on MOE Staffing		Refreshment Leave concludes.	

Item	Who?	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Staff Appraisal	Principal (Developmental & Attestation)	Agree on appraisal goals			Formative Appraisal Documentation check			Formative Appraisal Observations		Report on T@I	Summative Appraisal PTC	
BOT Development	Principal & Chair NZSTA	BOT Chair and Principal to provide training as required										
Health and Safety												
Buildings / grounds check + Hazard Identification	Principal PT Caretaker H&S Committee	Monthly buildings and grounds checks Ongoing check and documenting Hazard Register maintained and checked										
Evacuation Notification	Principal	Trial Evacuation (Fire)		Trial Evacuation (Fire and Earthquake)			Trial Evacuation (Fire) Trial Lockdown			Trial Evacuation (Fire and Earthquake)		
Financial												
Budget	Principal Finance Committee	Budget Approved		First ¼ Review		Mid Year Review		Review /adjust Banking Staffing projections Third ¼ Review		Close Budgets for 2018	MOE Staffing received	Budget Setting Meetings
Annual financial statement	Finance Committee Principal			Financial Audit complete	Annual Finance Report							
Asset Management		Ongoing asset replacement										Plan for 2019
Property												
Maintenance and Hazards	Principal, PT Caretaker and Property Cttee	Monthly buildings and grounds checks Ongoing check and documenting Hazard Register maintained and checked										
10yr Property Plan	Principal, Property Consultant & BOT	Review	Implement 2013-2018 5YA - Yr 5 of 5 ILE - Matia Hub Property Project Manager submits 10YPP									
Consultation												
Staff Audit	Board				Board Completes Staff Audit and Satisfaction Survey							

Item	Who?	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Student Voice	Principal / Staff		Student Council formed		Learning	Behaviour	Engagement		Vision and Values	BYOD / PBL / ILE-MLP		
Community Consultation	Board			EOTC Review				Special Topic MLE Review				
Māori Community	Board / Principal		Hui			Hui			Annual Hui and Goal Setting			Hui
Community Events / Sports / EOTC												
Community Based Events	Staff, Students & Community	Swimming WO Athletics Cricket	SO Swim ES Athletics Rimu Camp	ANZAC	PMP WO X-Country ES X-Country Leadership Day	PMP Netball	PMP Netball Winter Tournament	SO X-Country Netball		Miniball	Touch Cricket A&P Show	Touch Prizegiving
Curriculum Events	All Stakeholders	Cultural Festival	Curriculum Evening #1 EOTC		Curriculum Evening #2 Literacy	Marae Trip - Mataura	Curriculum Evening #3 Arts?		School Production	Curriculum Evening #4 Science?	Transition Evening	

TAPANUI SCHOOL BOARD OF TRUSTEES

SELF REVIEW / ASSURANCE PROGRAMME

The Tapanui School Board of Trustees has an ongoing programme of self-review to evaluate the effectiveness of the School in implementing its policies, plans and programmes and fulfilling legislative requirements as outlined in NAG 2 (b).

This is achieved through:

- Reporting – a summary of compliance or programme implementation
- Review – an evaluation of the effectiveness of a programme by the person responsible for that programme
- Auditing – an in-depth evaluation of the adequacy and effectiveness of the policies, strategic plan or programme by the BOT or a contracted external auditor

Assurance activities are outlined below and are scheduled to be presented to the board in a triennial cycle as attached. This schedule may be amended and/or additional reviews requested depending on circumstances. Responsibility for each activity will be allocated at the beginning of each year to allow sufficient time for the activities to be conducted thoroughly. *Auditing Guidelines* and an *Audit Report Template* have been developed to assist the Assurance committee in fulfilling their requirements. Templates are also available for curriculum reports.

	Method	Report	Review	Audit	Frequency	Responsibility
Charter						
C1 Strategic Plan	The adequacy and effectiveness of the Strategic Plan will be evaluated and will include surveying students, parents and staff.			✓	Triennially	Assurance Com
C2 Annual Plan	Implementation of the Annual plan, progress towards goals and outcomes are reported on towards the end of each term (Google Doc - Ongoing)	✓	✓		X4 per year	Principal / Leadership
C3 Mandatory Reporting	Ministry of Education reporting requirements (Annual Finance Report and Analysis of Variance) for the previous year. Charter including 3-5year Strategic Plan.	✓			Annual	Principal

C4 Student Achievement Targets	Student achievement outcomes will be compared to targets		✓		X2 per year	Principal
Consultation						
CO1 Community	Full community consultation / audit. Includes consultation on the Charter, Curriculum Delivery and EOTC	✓		✓	Triennially	Board / Assurance Cttee
CO2 Staff	Staff Audit Staff voice on curriculum, leadership - gathering ideas	✓		✓	Annually	Assurance Cttee
CO3 Students	Gathering student voice on teaching and learning, resources and environment. (Student Council)	✓	✓		Annually	Principal / Student Council
CO4 Māori Community / Local Iwi	Consultation with the families of students who identify as Māori and local iwi. Ongoing each year.	✓	✓		At Least Annually	Board / Principal
Curriculum Review						
CR1 Literacy CR2 Numeracy CR3 Science CR4 Technology CR5 Health & PE CR6 Soc.Sciences CR7 The Arts CR8 EOTC CR9 Te Reo Māori	A review is undertaken which draws on information from teacher assessments and evaluations and serve to analyse achievement, programmes, programme delivery and set future direction. Particular emphasis is placed on Government Initiatives e.g. underachievers, Maori and Boys' education. This review is reported to the board using the curriculum report template/guidelines.		✓		CR1 & CR2 annually Others triennially	Curriculum Leaders OR Principal
Governance						
G1 BOT Procedures	Adequacy and effectiveness of the BOT Procedures (Governance Manual) will be evaluated as per the auditing guidelines			✓	Annually	Assurance Com or Chair
G2 Orientation of New Trustees	Adequacy & effectiveness of the induction program will be evaluated following each election cycle		✓		6m post election	Chair

Policies						
P1 Resources NAG4 P2 Health & Safety NAG5 P3 Employer Responsibilities NAG3 P4 Administration NAG2&6 P5 Student Achievement NAG1	Adequacy & effectiveness of these policies will be evaluated as per the auditing guidelines.			✓	Triennially	Assurance Com
Special Topics						
S1 Principals' Appraisal	The goals set, mid way review and end of cycle appraisal will be presented to the board.		✓		At least X2 / year	Chair or External Contractor
S2 Special Education	A review of the programmes for children on the Special Needs Register and the Gifted and Talented Register will be undertaken which draws on information from teacher assessments and evaluations and serve to analyse achievement, programmes, programme delivery and set future direction. This review is reported to the board using the curriculum report template/guidelines.		✓		Annually	Deputy Principal (or Principal)
S3 Finances	a. Monthly financial accounts will be presented to the board and budget lines reviewed b. The annual accounts will be audited as legally required	✓	✓	✓	a. Every meeting b. Annually	a. Finance Com b. Ext. Auditor
S4 Legislative Compliance	The board will be assured of legislative compliance through the Principals report following the attached Compliance list	✓			Every meeting	Principal
S5 Health & Safety	The Health & Safety Programme will be reviewed annually including an analysis of the Accident Register and the Hazard Register.		✓		Annually	Property / Health & Safety Cttee
S6 Property	Progress on the 5 yr and 10 yr property plans is reported on	✓			Every meeting	Property / Health & Safety Cttee

Triennial Assurance, Review and Reporting Schedule

2018	Term 1		Term 2		Term 3		Term 4	
Meeting Dates	Feb	Mar	May	June	Aug	Sept	Nov	Dec
Charter	C3	C2		C2 C4		C2		C2 C4
Governance	Orientation	G1 Orientation	G2					
Consultation			CO2	CO3		CO4		
Policies						P2		
Curriculum Review			CR8 EOTC	CR1 Literacy - Reading	CR3 Science	CR2 Geo & Measure	CR7 Performing Arts	
Special Area			S1 S3b		S5		S1	S2

2019	Term 1		Term 2		Term 3		Term 4	
Meeting	Feb	Mar	May	June	Aug	Sept	Nov	Dec
Charter	C3			C2 C4	C1	C2		C2 C4
Governance		G1	Triennial Elections	Orientation	Orientation	Orientation	G2	
Consultation			CO2	CO3	CO1	CO4		
Policies			P5			P1		
Curriculum Review			CR5 Health/PE	CR1 Literacy - Writing	CR6 Social Sciences	CR2 Statistics	CR7 Visual Arts	
Special Area			S1 S3b		S5		S1	S2

2020	Term 1		Term 2		Term 3		Term 4	
Meeting	Feb	Mar	May	June	Aug	Sept	Nov	Dec
Charter	C3	C2		C2 C4		C2		C2 C4
Governance		G1					Mid-Term Elections	Orientation
Consultation			CO2	CO3		CO4		
Policies			P4			P3		
Curriculum Review				CR1 Literacy – OralLang	CR4 Technology	CR2 Number & Algebra	CR9 Te Reo Maori	
Special Area			S1 S3b		S5		S1	S2

Notes:

- In addition the Principal reports to the board on **S3a, S4, S6** at every meeting
- The highlighted areas (Blue) are the responsibility of the Assurance & Self Review Committee
- Those in bold **Red** are the responsibility of the Principal
- Those in **Green** are the responsibility of the Curriculum Leader / DP or Principal

Consultation with the Community

On-Going Consultation:

Full Community consultation and audit 2007, 2010, 2013, 2016, 2019

Aligned with:

Curriculum Consultation 2008, 2010, 2013, 2016, 2019

Charter Review 2008, 2011, 2013, 2016, 2019

EOTC (Trips / Camps / Sport) 2012, 2016, 2018

Also:

Consultation with Maori Community 2006, 2009, 2012, 2015, 2016 (*Annually from 2015*)

Staff Audit 2011, 2014, 2017 (*Annually from 2017*)

Regular Newsletter Surveys - including BYOD, MLE(ILS), PBL, Starting Date

Student Feedback on Teaching and Learning 2012, 2015, 2016 (*Annually from 2015*)

Cyclic Policy Review

New Parents Morning Tea 2010 onwards (2x / year)

National Standards Information Evening 2010, 2014

Consultation on the Health Curriculum every 'odd' year

Friday Forums 2014, Curriculum Evenings at least twice a year from 2016

Bible in Schools 2014, 2016, Play Based Learning / MLE 2015, 2016, 2017

Yearly

Charter Review. As part of its normal review process the Board amends its Charter and makes it available through the school newsletter inviting feedback. The Board formally adopts the Charter at its February/March meeting.

Charter Approval

The Board of Trustees vouches for the authenticity of the Charter, which has arisen out of consultation with the groups that make up the Tapanui School Community.