



*“Me akotahi hei oranga mō te katoa.”
“Together we learn and grow.”*

MOE School Number 3842

CHARTER 2019-2021

Contents

Strategic Section

School Context and Strategic Planning 2019-2021

Recognising New Zealand's Cultural Diversity

Annual Section

Action Plans to meet the Annual Plan Goals

- Curriculum and Learning (NAG 1)
- Student Achievement Targets 2019 (NAG 1)
- Planning, Self Review and Reporting / Legislation / Consultation (NAG 2, 6, 7 and 8)
- Employer Responsibility / Professional Learning (NAG 3)
- Property and Finance (NAG 4)
- Health and Safety (NAG 5)

Board Overview – 2019 Organisation Plan

[Self Review Schedule](#)

Consultation with the Community

Charter Approval

The following documents are held on the school server or in G-Suite: (A printed copy is held by each board member in a document "Board of Trustees Handbook"): 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 future focused, 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 flexible learning which is 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:*

- Students learn best when they experience ownership of their learning (student driven)
- Student well-being is paramount to learning
- Learning happens when children are engaged
- Learning empowers self-growth and curiosity
- Learning is ongoing – lifelong and lifewide
- All students should experience success, acknowledging failure as a part of the learning process
- Learning should be accessible to all and cater for all learning needs
- Learning should be fun and authentic
- Learning is multidimensional
- We all learn in different ways and at different rates
- Students need knowledge about how to learn, as well as a passion to learn
- Play is a major factor / component in learning
- Sometimes learning is challenging and hard work. Conflict can help us learn!
- Teachers bring a strong wealth of knowledge and professional capabilities which are essential to student learning alongside whānau (as a child's first teacher) and the students themselves.
- Positive relationships are pivotal to effective learning.

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*** – taking responsible risks, building resilience and being a *lifelong learner*
- E Excellence *Hiranga*** – always striving to do my best with the right attitude, being *confident* and using initiative
- E Equity *Mana Taurite*** – caring, cooperative, acting with fairness and compassionate, *connecting* with others
- R Respect *Whakaute*** – *actively* being responsible and showing integrity, treating others as you want to be treated

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 is 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 Hub in 2017-18 and Kapahaka in 2019.
7. Community Hangi or Marae visits feature alternately in the school programme every 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

Using the Pasifika Success Compass in Tapasa, Tapanui School, as appropriate to its community, will ensure Pasifika students improve progress and achievement across the curriculum 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 across the curriculum, reporting as required in relation to the NZ Curriculum levels or progress indicators. Reports are offered in a family's first language.

Strategic Section - School Context

Student Learning



Students generally come to school with a disposition to learn, however in the last four years we have seen an increase in oral language needs and a drop in student ability to problem solve, to self regulate and with poorer 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. The transience of a small number of students is also a growing issue.

From 2010-2017 the Government's National Standards showed a decline in student hauora due to a narrowing of the curriculum and a fixation on measuring, testing and data. 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. However, 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. A return to the richness of the NZ Curriculum in 2018 combined with our beliefs about learning has seen a positive shift in student achievement with by far the majority working within or above expected levels.

Data:

In relation to the NZ Curriculum levels using a range of assessments including teacher observations and student work, the following teacher judgments have been formed. At the end of 2018:

- In oral language, 95% were within or beyond the appropriate curriculum levels.
- In reading, 94% were within or beyond the appropriate curriculum levels.
- In writing, 94% were within or beyond the appropriate curriculum levels.
- In mathematics, 94% were within or beyond the appropriate curriculum levels AND
- In science, in August 2018, 97% were within or beyond the appropriate curriculum levels.

Student Engagement

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).

- Play Based Learning or student led inquiry is another extremely positive step in increased student engagement
 1. OECD outlines 'Seven principles of learning', The second of these states:
'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.'
 2. PBL in its essence is highly social, interactive and cooperative.
 3. Tki.org.nz supports student led Inquiry stating:
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. Personalising learning means students:
 - a. understand how they learn
 - b. own and drive their learning
 - c. are co-designers of the curriculum and their learning environment

	<p>4. The NCZ states: “The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.”</p>
<h2>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>2019 – Resources NAG 4, Student Achievement / Curriculum NAG 1 2020 – Administration NAG 2&6, Employer Responsibility / Personnel NAG 3 2021 – Health & Safety NAG 5</p> <p>Curriculum Focus Areas / Board Reports</p> <p>Reports provided to the BOT throughout the year.</p> <p>2019 – English (Writing), Maths (Statistics), Visual Arts, Social Sciences, Health & PE 2020 – English (Oral), Maths (Number, Algebra), Maori, Technology 2021 – English (Reading), Maths (Geometry/Measure), Performing Arts, Science, EOTC</p> <p>Human Resources / Personnel - Consulting</p> <p>2019-21 – Maintain Performance Management documentation / Job Descriptions / Appraisal Programme / Data files / Staff Meetings 2019 - Staff Audit, Student Consultation/Feedback</p> <p>Curriculum Resources</p> <p>2019-21 – purchase resources as appropriate and carry out <i>ICT Long Term Plan (Revised for 2019)</i> 2019 - The Community will be asked about resourcing as part of the three-year review cycle including Health in 2019</p>
<h2>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 • Modern Learning Pedagogy / Innovative Learning Spaces - 2015, 2018 • BYOD (in place since 2016) - 2018 <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.</p>

Pomahaka Kāhui Ako



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. Across Community Lead Kaiako (ACL's) were appointed for staggered starts in Term 3, 2018 (Challenge 1) and Term 1, 2019 (Challenge 2)

The SG is now working with two PLD providers in the areas of Digital Technologies (*Using Technology Better*) as well as Literacy and Transition (*Core Education*). A total of 410 hours of PLD is to be delivered across the CoL in the next 15 months.

The Kāhui Ako proposes to use the following processes to drive success:

- Spirals of Inquiry
- Collaboration
- Communication
- Cultural Responsiveness and Transformation

Achievement Challenges have been endorsed (April 2018) across four areas:

- 1A = Transition and Hauora (Well-being)
- 1B = Oral Language and the Key Competencies
- 2A = Writing for Boys and Māori Students
- 2B = Maths for Y6-10

Strategic Planning Across the School

Strategic Goals		Core Strategies for Achieving Goals 2019 - 2021
Student Learning	<ul style="list-style-type: none"> To enrich teaching and learning through teacher well-being and quality professional learning To enable and encourage student inquiry, build resilience and self management, problem solving and thinking skills through play, deliberate acts of teaching and the key competencies To have a strong literacy and numeracy base, students will be challenged and find success in literacy and numeracy throughout their six years To build the capacity of all students so that they are making continual progress 	<p>Literacy English is about using language to understand and communicate. Students are not coming to school with strong literacy foundation skills. 2019 – review Play Based Learning in Year 1 and 2 alongside progress in Literacy 2020 – review the teaching of writing 2021 – review oral language practices making links to AC-1B</p> <p>Numeracy Maths is the exploration & use of patterns & relationships in quantities, space, time & data. Students struggle to make connections and transfer learning across the strands. 2019 – review models of teaching reluctant learners with a view to improving outcomes 2020 – review the teaching of the Statistics Strand</p> <p>Play – Conceptual Curriculum Inquiry is a process by which students learn and explore the deeper concepts within a range of contexts and content. 2019 – develop and extend the ethos of PBL across the school and document progress 2020/21 – review the effectiveness of PBL in relation to the Key Competencies making links to AC-1B and to student achievement across the curriculum.</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. 2019 – review G&T identification processes and programmes for extension</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 realise 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. 2019-20 - Embed our Future Focused School-Based Curriculum with an emphasis on building student agency and capacity 2019-21 - Introduce and embed the principles of PB4L to improve culture, engagement and positive behaviour 2019-21 - build strong links across the Kāhui Ako in relation to building student and teacher capacity to work collaboratively in PLG (teachers) and across schools (students)
Te Aō Māori / Te Tiriti O Waitangi	<ul style="list-style-type: none"> To lift the profile of Te Aō Māori across the school through community involvement and feedback 	Māori Responsiveness 2019 - Continue to make links with Te Ao Māori to drive success for Māori students as Māori <ul style="list-style-type: none"> - Perform at the G&D Cultural Festival - Consider the development of pō for the school - Noho for Year 6 and a Hangi in Term 4 in partnership with the Hokonui Runaka 2020 - Whole school marae trip <ul style="list-style-type: none"> - Noho for Year 6 and a Hangi in Term 4 in partnership with the Hokonui Runaka
School Finance and Property	<ul style="list-style-type: none"> To operate within annual grants and fundraising commitments each year To use 5YA to improve infrastructure and develop innovative learning spaces 	Finance 2019-21 – Prepare budget and monitor spending 2019 – MLE Building Development / Native planting / MLE furniture Property 2019 1st half – Phase 1 of MLE Building Development - Matai: Soundproofing, Shared and Breakout spaces, wet area 2019 2nd half– Phase 2 of MLE Building Development - Rimu: Breakout Space, Learning Corridor, Soundproofing 2020 - <i>Carpet throughout Rimu Block, possibly Matai</i>
Health and Safety	<ul style="list-style-type: none"> To regularly review and minimise risks to staff and students 	Health and Safety 2019-21 – Maintain hazard register / checklist, positive relationship programmes, emergency procedures

		2019 - Principal will attend 'Legalwise' in Auckland and again in 2021 - likely Wellington
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</p> <p><i>Ensure Tapanui School has an engaged staff involved in ongoing PLD for all members.</i></p> <p><i>Ensure a positive team culture exists to support the continued development of ILS / MLP.</i></p> <p>2019 – Teacher well-being / Kāhui Ako PLD in Digital Technologies, Transition and Literacy</p> <p>2020 – A return to NZC - embedding our understanding</p> <p>2021 - All teaching staff attending ULearn or equivalent PLD to broaden perspective</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</p> <p><i>Grow a well informed school community where all stakeholders can articulate and own our overall goal for learning and 'play'.</i></p> <p>2019 – BOT Community Consultation including Charter, Vision, Values and Curriculum. Also Student Voice and Māori Community / Annual Staff Audit</p> <p>2020 – Annual Staff Audit, Student Voice (What makes learning Fun), Māori Community</p> <p>2021 – Annual Staff Audit, Student Voice (What connects learning), Māori Community</p>

Annual Plan 2019

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

[Annual Plan 2019](#)

[Student Achievement Target #1](#)

[Student Achievement Target #2](#)

[Student Achievement Target #3](#)

[NAG 1 Play - Capabilities and Competency Driven Curriculum](#)

[NAG 1 Learning Support / G&T](#)

[NAG 1 Māori Responsiveness](#)

[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

Student Achievement Target #1

Domains: Student Achievement and Student Engagement All Teachers			
Strategic Goal: To build the capacity of students so that they are making continual progress 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.			
Annual Goal or Target: To advance the progress and enjoyment of reading by improving reading engagement at school as well as at home by providing influence and positive encouragement			
Historical Position / Baseline Data: Data at the end of 2018 shows that overall students are doing very well in reading with 94% within expected Level Bands (NZC). There is one group however that are not progressing as well as the school might hope. 37% of students in Year 3 and 4 (2019) are at NZC Levels lower than that which would be desirable. Further 'inquiry' into attitudes to reading completed as part of the 2018 Reading Target show that 12% enjoy reading less than a year ago and that, irrespective of ability, around 10% believe that they are "not good" at reading. This target seeks to improve these attitudes, advance progress (especially for students in Yr3-4) and lift engagement in reading through the following actions.			
Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators / Actions?
Focus reading activities and exploration on contexts or topics that students are interested in	All year	All Staff	<ul style="list-style-type: none"> The desire to read is evidenced by student response to and engagement in reading Student choice is evident in the selection of texts
Students are 'read to' weekly	All year	All Staff	<ul style="list-style-type: none"> A love of reading is promoted and evident in the teacher's attitude to books Parents are provided with the 'student voice' on reading at home and are encouraged to take 5mins every day to read something to or with their child - reminder twice a term
More and more research is now suggesting that ability grouping is detrimental to student learning, especially Māori. Trial other forms of cross ability grouping related to specific reading skills eg Making Inference	All year	All Staff	<ul style="list-style-type: none"> Attitudes to reading, especially of struggling readers improves Planning shows other forms of grouping and emerging feedback
Resourcing: <i>Money and Time. Who else might help us?</i> Learning Progressions Framework, Literacy Learning Progressions, SRA opportunities, directed library visits			

What? *What have we done so far?*

X

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

X

What Next?

X

Student Achievement Target #2

Domains: Student Achievement and Student Engagement Team 2 Teachers			
Strategic Goal: To build the capacity of all students so that they are making continual progress 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.			
Annual Goal or Target: To raise progress and improve engagement in writing for our Year 4 students.			
Historical Position / Baseline Data: Data gathered at the end of 2018 shows that 94% of students are within acceptable bands in relation to the NZ Curriculum. In saying this however 10/19 (52%) Year 4 students are not yet achieving where we might hope; 3 of these students are still at Level 1. Looking at the same cohort (<i>Year 1-2-3-4 in 2017 to Year 2-3-4-5 in 2018</i>), our work in 2018 around Oral Language has seen a shift in writing data already with 20% below the National Standards at the end of 2017 to only 6% not appearing within acceptable Curriculum Bands by the end of 2018. While this trend is fantastic looking across this whole cohort, the biggest need remains for Year 4 students as discussed above.			
Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators / Actions?
Focus on improving self belief and confidence in writing	All year	Team 2 Teachers	<ul style="list-style-type: none"> • Opportunities to write on subjects and in genres (styles) of the students own choice every week • Feedback targeted in relation to goals the students have set for themselves • Support for reluctant or struggling writers is evidence by improved confidence
Enable students to work autonomously, enjoying learning relationships with others	All year	Team 2 Teachers	<ul style="list-style-type: none"> • Trial student defined groups • Cluster learning around needs rather than ability
Links made across the curriculum and with the lives of learners outside of school	All year	Team 2 Teachers	<ul style="list-style-type: none"> • Teachers provide high interest resources in their reading programmes building knowledge across the curriculum that students can then write about • Discussion about interests outside school leads to more purposeful writing
Resourcing: <i>Money and Time. Who else might help us?</i> X			
What? <i>What have we done so far?</i>			

x

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

x

What Next?

x

Student Achievement Target #3

Domains: Student Achievement and Student Engagement All Teachers			
Strategic Goal: To enable and encourage student inquiry, build resilience and self management, problem solving and thinking skills through play, deliberate acts of teaching and the key competencies. 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: To extend interest and achievement in Science especially for those already achieving above expectation.			
Historical Position / Baseline Data: At the mid point of 2018, 39% of students across the school were working above expected levels suggesting high interest in science and scientific concepts. The introduction of Play has possibly seen students exploring aspects of science far more frequently than they otherwise might have in a system that taught Science topics in silos. Success in science and technology problem solving events such as EPro8 may also be another factor with many students exploring scientific concepts through Quest. Teacher expertise and a willingness to 'do' scientific experiments with students has also ignited interest. The goal of this target is to build on and enhance these experiences which we hope will have a spin of into writing, oral language and mathematics.			
Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators / Actions?
Recognise that teaching and teachers are central to engagement	All Year	All Staff	<ul style="list-style-type: none"> Teachers are enthusiastic about Science, curious about 'finding out', 'testing theories' and problem solving with students There are regular opportunities to 'delve into Science' and respond to student urges or questions
Learning is active, collaborative and fosters positive dialogue and relationships	All year	All Staff	<ul style="list-style-type: none"> Social skills are reinforced in group work and interactions Students explore Science in connection with other areas / strands of the curriculum Connections made to prior knowledge / understandings
Opportunities such as EPro8 and connecting with other schools in the Kāhui Ako are actively pursued	Term 3	Team 3	<ul style="list-style-type: none"> Teams to EPro8 (if held) Teams to Science Fair (if held) Links to Science Department at BMC fostered Possible links to University of Otago
Resourcing: <i>Money and Time. Who else might help us?</i> X			
What? <i>What have we done so far?</i> X			

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

X

What Next?

X

NAG 1 Play - Capabilities and Competency Driven Curriculum

Domain: Student Learning AND Student Engagement Jane/Penny/Judy/Rebekah			
Strategic Goals: To enable and encourage student inquiry, build resilience and self management, problem solving and thinking skills through play, deliberate acts of teaching and the key competencies. 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: To develop and extend the ethos of Play Based Learning (PBL) across the school, and document progress To review PBL in Year 1 and 2 alongside progress in Literacy To embed our Future Focused School-Based Curriculum with an emphasis on building student agency and capacity To introduce and begin to embed the principles of PB4L to improve culture, engagement and positive behaviour To build strong links across the Kāhui Ako in relation to building student and teacher capacity to work collaboratively in PLG (teachers) and across schools (students).			
Historical Position / Baseline Data Play has been embedded in the junior area of the school for about two and half years (since mid 2016). Initially we ran a programme called Quest in our senior team however we found this was still limiting in the way projects were topic / interest based and did not necessarily mean students made connections across the curriculum. We revised our School Based Curriculum at the end of 2018 to shift the emphasis back to the Key Competencies and re-align with the NZ Curriculum. We are deliberate and determined to build capacity of each of our students through personalised learning. Invitation to and engagement in the Ministry's PB4L programme after 6 years of trying should help to align school wide practices and responses to behaviour therefore improving school culture and student well-being.			
Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators?
Extent our ethos of Play Based Learning across the school	Ongoing	All Staff Discovery Team	<ul style="list-style-type: none"> ● Play is trialed for Year 5 and 6 ● Play is extended in Team 2 - Year 4's will already be used to working and learning this way ● Intentional links are made for students to the curriculum ● Teacher PLD using snapshots of Play to build curriculum knowledge
Participate in the MOE PB4L PLD and begin to embed the principles throughout the school	Ongoing	Three Lead Teachers Principal	<ul style="list-style-type: none"> ● PLD sessions attended 7/3; ● Lead teachers work with a buddy within school ● Development of school-wide understandings, systems and procedures as PLD continues and new learning emerges

Embedding of our Future Focused School-Based Curriculum	Ongoing	All Staff	<ul style="list-style-type: none"> Teachers attend to the revised Curriculum Design section seeking to build capacity and the key competencies in students Learning is personalised addressing both cultural and learning needs
Resourcing: X			
What? <i>What have we done so far?</i> XX			
So What? <i>How are we going? Checks - results? Where are the gaps? What changes need to be made?</i> XX			
What next: XX			

Domain: Student Learning Jane/Leeana Co-SENCO			
Strategic Goal: To accelerate the progress of students performing below expectations			
Annual Goal(s) or Target: <ul style="list-style-type: none"> - Review G&T identification processes and programmes for extension - Continue to meet the needs of students through appropriate resourcing - 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. 			
Historical Position / Baseline Data: Data has been collected annually to monitor the children of Tapanui School in relation to NZC expectations. Students who are falling below those expectations were identified and had a targeted learning programme to assist them to move towards their individual goals. Since 2015 Learning Assistants have been employed to work in each team with them providing the release for learning support to be delivered by a teacher. In literacy 6% of students are working below expected levels, a further 22% are at lower end of the band for their time at school In mathematics 6% of students are working below expected levels, a further x% are at lower end of the band for their time at school			
Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators?
Regular Monitoring of All Children	All Year As stipulated in Assessment Policy	Teaching Staff	<ul style="list-style-type: none"> • All data entered in MUSAC • Special Needs Register is maintained and regularly updated
Applications to Resource Teachers of Learning and Behaviour	As required	Jane/Leeana Teachers of Child concerned	<ul style="list-style-type: none"> • Form filled in on RTLB data base and submitted to them for consideration.
Applications to Resource Teachers of Literacy	March/August	Jane/Leeana Teachers of Child concerned	<ul style="list-style-type: none"> • 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	Jane/Leeana Teachers of child concerned	<ul style="list-style-type: none"> • 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 fortnightly	Jane/Leeana Teachers of child	<ul style="list-style-type: none"> • All applications will be followed up for a response from these outside agencies

		concerned	
Identification of Children requiring extension	March	Teachers	<ul style="list-style-type: none"> Each hub to submit a list of children requiring additional experiences or programming.
Provision of Programmes for extension/enrichment	All Year	All staff	<ul style="list-style-type: none"> 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	Jane/Leeana All Staff	<ul style="list-style-type: none"> 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.
<p>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</p>			
<p>What? <i>What have we done so far?</i> XX</p>			
<p>So What? <i>How are we going? Checks - results? Where are the gaps? What changes need to be made?</i> XX</p>			
<p>What next: XX</p>			

NAG 1 Māori Responsiveness

Domain: Te Aō Māori me Te Tiriti O Waitangi Antony/Jane			
Strategic Goals: To lift the profile of Te Aō Māori across the school through community involvement and feedback			
<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. To continue to make links with Te Ao Māori to drive success for Māori students as Māori including:</p> <ul style="list-style-type: none"> - Perform at the G&D Cultural Festival - Consider the development of pō for the school - Noho for Year 6 and a Hangi in Term 4 in partnership with the Hokonui Runaka - Establishment of kapahaka in partnership with BMC (Kāhui Ako) 			
<p>Historical Position / Baseline Data Since Hui in 2015 and 2016 we have sought to reflect the aspirations of our whānua and local iwi within and across the school. During 2016 we started a process of designing and making tukutuku panels that reflect the four school values of Manawanui / Perseverance, Hiranga / Excellence, Mana Taurite / Equity and Whakaute / Respect. In early 2017 we were gifted the time and craftsmanship of Mr Takotohiwi (Senior) who carved the panels for our waharoa. This was erected with community help, the tukutuku panels commissioned and the whole this blessed. The school then shared a hangi. Since then whānau have continued the korero with us which had seen the establishment of a weekly Whakaakoako Hub supporting literacy. Unfortunately the Runaka cannot resource this again in 2019, however the Runaka is looking to assist us with kapahaka in possible partnership with Blue Mountain College. We have made significant progress with tikanga and te Reo Māori with many staff choosing to pursue learning in their own time. This has directly benefited students.</p>			
Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators?
Participate in and perform at the Gore and Districts Cultural Festival	Term 1 (March)	All students All Staff	<ul style="list-style-type: none"> ● New waiata learned and performed en-mass ● Revision and embedding of our school song, Kō Matau ● Development of confidence using te Reo through waiata
Development of Pō for the school grounds	All Terms	All Staff All students Whānau Runaka	<ul style="list-style-type: none"> ● Scoping exercise with students, using the Student Council, to agree on the symbols that should be represented on the Pō ● Working with the Art Department at BMC to design and make each Pō ● Consult with whānau and use their expertise to lead ● Student's cultural values are expressed in partnership with whānau

Noho for Year 6 students and, as part of their leadership, put down a hangi for the whole school to share	Term 4 (November)	Year 6 All Staff Whānau Hokonui Runaka	<ul style="list-style-type: none"> ● Students learn new pūkenga and kawa ● Students contribute to hangi ● Successful hangi shared with the whole community
Establishment of kapahaka for any students in partnership with BMC and the Hokonui Runaka	Term 2 → Term 4	Students Runaka	<ul style="list-style-type: none"> ● Kapahaka available during school time for any who wish to attend ● Development of te Reo and tikanga Māori ● Links to BMC are reinforced ● Student well-being and sense of worth improved
Resourcing: Māori Curriculum Budget, Hokonui Runaka staff / advisors / kaumatua			
What? <i>What have we done so far?</i> XX			
So What? <i>How are we going? Checks - results? Where are the gaps? What changes need to be made?</i> XX			
What next: XX			

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 2019)			
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 2019 - Health/PE, English (Writing), Maths (Statistics), Social Sciences, Visual Arts - Regular feedback to the Board on Learning	Terms 2-3-4	Teaching Staff	<ul style="list-style-type: none"> Curriculum Reports to BOT Learning Activities Reports to BOT
Gather Student Voice on learning including attitude to / enjoyment of learning	Term 2 and 4	Principal	<ul style="list-style-type: none"> Student Council used as a sounding board Random students selected from the role
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 Progress 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 legislative requirements and compliance (as detailed in the compliance schedule)	Ongoing	Principal	<ul style="list-style-type: none"> 2019 Charter submitted by 1 March 2019 Analysis of Variance of 2018 Targets submitted by 1 March 2019 Compliance Schedule reported on at EVERY Board Meeting
Stay "in touch" with legislative changes in relation to Education, especially those related to student well-being and H&S	Term 1	Principal	<ul style="list-style-type: none"> Principal to attend Legalwise Conference and report to the Board (<i>standard practise every second year</i>)
Follow the Self Review Schedule 2019: - Review the Student Achievement (P5) and Resources (P1) Policies and the procedures that sit within each NAG	Term 2 and 3	Assurance Committee	<ul style="list-style-type: none"> Test school procedures against practice Ensure the school is compliant with current legislation Assurance Reports to BOT

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

XXX

What Next?

XXX

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?
Board mindful of staff well-being and hauora	All year	Board and Staff	<ul style="list-style-type: none"> Relationships are valued through Board and staff interactions - out of school functions / shared activities / staff morning teas / mid-winter function
Digital Technologies PLD	All year	UTB Facilitators Kāhui Ako ACL's All staff	<ul style="list-style-type: none"> Strengthen understanding and teaching practice across the Technology Curriculum Build collaboration across the Kāhui Ako Deepen understandings of the new strands in the revised curriculum Possible teacher Inquiry into student learning
Oral Language and Transition PLD	All year	CORE Facilitators Kāhui Ako ACL's All staff	<ul style="list-style-type: none"> Strengthen understanding and teaching practice in relation to Oral Language Build collaboration across the Kāhui Ako through teacher Inquiry and the formation of Professional Learning Groups Deepen understandings of the Coherent Pathways Tool learning to improved transition
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 (linked to Kāhui Ako)
Resourcing: <i>Money and Time. Who else might help us?</i> PLD Budget and teacher release / Using Technology Better (UTB) Facilitators <i>Lara Kirk, Mike Reading</i> / CORE-Ed Facilitators <i>Greg Carroll, Anne Kennally</i>			

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

XXX

What Next?

XXX

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 Block 5YA Year 1 of 5	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 and Glen including a lowered ceiling and composition autex on the walls • Wider doorways extending out to play area • Wet space developed in the Clearing
ILE Phase 2 in Rimu Block 5YA Year 1 of 5	Term 3 - Term 4	Board and Staff	<ul style="list-style-type: none"> • Breakout space between Den and Campfire completed • Soundproofing of the Den and Campfire including a lowered ceiling and composition autex on the walls • Wider doorways extending out to play area
Property kept in good repair through regular inspection Paint Maintenance completed in Term 4	Ongoing	Principal and Caretaker with Property Committee	<ul style="list-style-type: none"> • Monthly inspections are completed and reported to Argest • Paint Maintenance completed by outside contractor
Asset Replacement	Ongoing	Principal and Staff	<ul style="list-style-type: none"> • Furniture replacement completed per budget • Replacement laptops purchased (2) • Chromebooks - Round 2 (7) • iPads - Round 1 (7)
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> XXX			

What Next?

XXX

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 • Regular review • Replace playground bark chips
Ensure Building WOF and Compliance are satisfactorily maintained and completed	Ongoing	Principal / Caretaker	<ul style="list-style-type: none"> • Act on WRN issued by Wormalds or other contractors • Complete 'Argest' checks monthly
Resourcing: <i>Money and Time. Who else might help us?</i> NZSTA / School Support / Argest			
So What? <i>How are we going? Checks - results? Where are the gaps? What changes need to be made?</i> xxx			
What Next? xxx			

Organisational Plan 2019

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	ERO Visit		Student Achievement P5				Resources P1			
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			Health and PE CR5	Literacy - Writing CR1	Interim Report on Targets C4	Social Sciences CR6	Maths - Statistics CR2	Visual 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 2019	Resourcing 2020
Assessment	Principal & Staff	Data gathering using a variety of Formative assessment		Analysis of Data to inform next steps Additional Testing as required e-asTTle Moderation								
Personnel												
Principal Appraisal	BOT Chair / External Appraiser			End Point review / Visit 3 - Final Report	Agree on Objectives Visit #1				Mid point review / Visit 2 - Interim Report			
Fixed Term Units	Principal & Staff	Units allocated									2020 Priorities Agreed	EOI for 2020
Appointments	Principal and/or Appointments Cttee	Part time staff confirmed Staffing Schedule #1	Teacher Appointment for Term 2	Staffing Schedule #2						Appointments for 2020 based on MOE Staffing		

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 S4TP	
BOT Development	Principal & Chair NZSTA	BOT Chair and Principal to provide or direct 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 2019	Planning priorities for 2020	Budget Setting Meetings
Annual financial statement	Finance Committee Principal			Financial Audit complete	Annual Finance Report							
Asset Management		Ongoing asset replacement										Plan for 2020
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 2018 - 2023 5YA - Yr 1 of 5 ILE - Matia Block followed by ILE Rimu Block									
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	Pō	Learning	Behaviour Pō	Engagement	Pō	Vision and Values	Special Topic?		
Community Consultation	Board				Board begin Community Consultation	Board gathers data	Report on Community Consultation	Implement Recommendations				
Māori Community	Board / Principal			Hui					Annual Hui and Goal Setting			

Community Events / Sports / EOTC

Community Based Events	Staff, Students & Community	Swimming WO Athletics Cricket	SO Swim ES Athletics Rimu Camp	ANZAC	WO X-Country ES X-Country	Netball	Netball Winter Tournament	SO X-Country Netball		Miniball	Touch Cricket A&P Show	Touch Prizegiving
Curriculum Events	All Stakeholders	Cultural Festival	Curriculum Evening #1 Technology	John Parsons	Curriculum Evening #2 Literacy		Curriculum Evening #3 Arts?		Curriculum Evening #4 Science?	Transition Evening		Noho - Yr6 Hangi

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. (Linked to CO1)			✓	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 (see also C1)	✓		✓	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

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

2021	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

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.