

Nurturing our Future - Te poipoi i to tatou heke mai

School Charter Strategic Plan & Annual Plan 2021 – 2023

Principals' endorsement:	
Board of Trustees endorsement:	
Submission date to Ministry of Education:	March 1 st 2021

<p>Vision</p>	<p>Nurturing our Future <i>Te poipoi i to tatou heke mai</i></p>
<p>Mission Statement</p>	<p>To create a safe and inclusive school culture where all students excel academically, socially and emotionally and our leaders of the future are inspired to contribute, through the collaborative efforts of students, staff and the school community.</p>
<p>Values (under review)</p>	<p style="text-align: center;">Excellence ~ Inquiry ~ Diversity ~ Equity Community & Participation Integrity ~ Respect</p> <p>Wairau Intermediate will be a school:</p> <ul style="list-style-type: none"> • recognised for its innovation, initiative and energy • recognised for its quality learning programmes • that is the first choice intermediate school for its local community • that is ICT focused • where high standards of behaviour and effort are demanded • where all children have the opportunity to succeed • that celebrates its special character and design as the ideal for the teaching and learning of the emerging adolescent <p>Our vision is for young peoples who have:</p> <ul style="list-style-type: none"> • high standards of academic achievement • confidence and self-esteem • self-discipline and respect for others • flexibility of thinking, and adaptability • motivation to be active participants in a range of life contexts and communities • effective communication skills • cultural awareness and sensitivity • the skills to co-operate and also be independent • a desire for life-long learning • a healthy lifestyle

	<p>In upholding our principles and achieving our core values staff will:</p> <ul style="list-style-type: none"> • develop programmes to cater for the needs of each student • have high expectations of student achievement • ensure each student meets with success • create an environment where parents, caregivers and visitors feel welcome • engage the support of families, whanau, and communities in their children’s learning • recognize and affirm students’ identities, languages, abilities and talents. • plan, monitor and assess in partnership with students • empower students through quality feedback • ensure a climate of mutual respect is evident at all times • support and encourage colleagues • respect New Zealand’s bicultural and multicultural heritage • demonstrate a commitment to school goals and values • model standards expected from students • review and reflect upon their own progress • be encouraged and supported professionally
<p style="text-align: center;">Principles</p>	<p>High Expectations Teachers regularly communicate their confidence that every student can improve, and encourage students to achieve to their personal best. Expectations acknowledge the individual student, ensure each student meets with success, and are understood by the student.</p> <p>Learning to Learn Teachers help students to learn how to learn through explicit feedback and feed-forward that helps students take responsibility for their own learning – knowing where they are succeeding, and how best to move forward. Teachers make the learning goals clear and relevant, and provide exemplars of successful outcomes, so students know what they are learning and what successful learning looks like.</p> <p>Inclusion Each child’s identity, talents, abilities and interests, their own dignity, motivation and ways of learning is recognized and affirmed. Learning opportunities acknowledge and address students’ needs and learning styles. Practice is non-sexist, non-racist, and non-discriminatory.</p>

	<p>Community Engagement Learning opportunities connect with students' lives outside of school; activities that students can see to be relevant, meaningful and useful to them. Learning experiences, where relevant, engage the support of families, whanau, and communities.</p> <p>Coherence Links within and across learning areas are identified and shared with students. Learning experiences build on the learning that the students bring with them, prepare them for future learning, and empower students to take increasing responsibility for their continuing learning.</p> <p>Future Focus Where relevant, learning experiences encourage students to look to the future and to consider associated issues for themselves, others, and the world in which we live. Our school's education philosophy recognizes the unique nature of each child and, in particular, the emotional, physical, social and academic needs of emerging adolescents.</p>
<p>BOT focus 2021 under the leadership of a new Principal</p>	<p>Community – to have a sustainable workforce that works within our communities and provides strategies for student, staff and community well-being</p> <p>People – To have a resilient environment that is safe and inclusive – wherein risks are minimised and good health and safety practices are in place</p> <p>Learning – To ensure our learning programmes leave a good imprint of a lifelong learner</p> <p>Brand – To provide and promote opportunities that ensures WIS stands alone within the education sector and is the best it can be for the community we serve.</p> <p>Framework – To have a framework that allows for creativity and inspires others to be the best they can be.</p> <p>Future – To grow great Wairau citizens for to equip our students for the future.</p>

Maori Dimension and Cultural Diversity	<p>Treaty of Waitangi All students experience learning opportunities within and across learning areas and topics that help them understand the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo and nga tikanga Maori, and the importance of both Maori and European traditions, histories, and values. The unique position of the Maori Culture will be respected and celebrated by developing and ensuring shared understandings of Tikanga Maori.</p> <p>Cultural Diversity Teachers and students are knowledgeable of students' cultural backgrounds, beliefs and practices. Through their interactions and relationships students are encouraged to understand and respect the different cultures which make up multicultural New Zealand. Learning opportunities are designed to ensure that the experiences, cultural traditions, histories, and languages of all New Zealanders are recognized and valued</p>
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STRATEGIC GOALS

Baseline Data EOY 2020 & School Context

At / Above data	All students 278	Yr 7 Male 79	Yr 7 Female 65	Yr 8 Male 72	Year 8 Female 62	Maori 30	Pasifika 18
Reading	76%	63%	78%	80%	84%	70%	44%
Writing	71%	61%	74%	74%	81%	57%	61%
Maths	77%	71%	75%	81%	84%	50%	39%

School Context

Wairau Intermediate School is situated on the North Shore of Auckland. It was established in 1980 as the first variable-space intermediate school for Years 7-8. The school has a population of approx. 300 students who come from a range of diverse cultural backgrounds. Learning incorporate a range of academic, sporting and cultural opportunities. The size of the school ensures all students have plenty of opportunities to participate and be involved in the life of the school. Modernisation has already begun with the completion of one the teaching blocks last year. As part of the 5 Year Property Plan, work is planned for the further upgrade and development of the school environment. Our school's education philosophy recognizes the unique nature of each child and, in particular, the emotional, physical, social and academic needs of emerging adolescents.

Learning gives students the power to direct their future. We provide a learning environment that encourages success. We share the desire to provide programmes of work that allow all children to reach their potential. Our spacious open plan buildings and variable space design allows great flexibility in programme planning and the learning opportunities offered.

Our family orientated; collaborative culture is expressed through our school organization. Composite year 7 and 8 classes assist the transition from primary to secondary school. Teachers plan and work together, utilizing each other's strengths in developing comprehensive and coherent programmes, allowing a range of teachers to develop an in-depth knowledge of each child. This can be hugely beneficial in meeting the individual needs of children. We believe learning is best when it is challenging, stimulating and rewarding.

Personal responsibility, reliability and effort are essential for academic and personal development. We will work towards the growth and development of all students, as individuals, as responsible and informed members of society, and as productive contributors to New Zealand's economy and future.

The school has appointed a new Principal for the start of 2021. Therefore its policies, processes and programmes and systems are under review.

(Goals set by the previous Principal and Leadership Team 2020 – 2022) – These goals are under review in the light of a new Principal appointment Term 1 2021

GOAL ONE

Our students will develop a strong sense of personal identity and Turangawaewae – Who I am, what I am, where I am from

- All students will have cause to celebrate their cultures and identity
- The school will demonstrate an ‘interest’ in student’s culture and family background
- Parents, family and whanau will always feel welcome in the school
- Alignment with the four “whares” – Wairua, Aroha, Manawa, Whaakaro

2021 PRIORITIES	2022 PRIORITIES	2023 PRIORITIES
<p>Higher presence of Te Reo in the school All children will have cause to celebrate their culture and identity A high profile Kapa Haka group Involve whanau in all children’s education Engage with Maori community Be sensitive to language concerns Teaching and learning is culturally responsive and inclusive, it recognises each student’s non-school cultural life and background. WSL to use appreciative inquiry to identify what we are doing well, areas for growth Develop shared understandings of the principals of Ka Hikitia and Tataiako</p> <p>Provide opportunities to collect community voice – i.e. Hui, fono evenings on their aspirations and understandings of what success looks like.</p>	<p>Review the presence of Te Reo in the school and opportunities for all cultural groups All children will have cause to celebrate their culture and identity Promote the Kapa Haka group and increase opportunities for our cultural groups to perform within and across our Kahui ako and feeder schools Involve whanau in all children’s education Engage with Maori community Be sensitive to language concerns High expectations for achievement – what does success look like for our Maori students to achieve success as Maori?</p>	<p>Review our approach to inclusion All children will have cause to celebrate their culture and identity Identify further ways in which all group have opportunities to perform in our community and being involved in the life of the school increase opportunities for our cultural groups to perform within and across our Kahui ako and feeder schools. Investigate opportunities to engage with all members of the community so that shared understandings are fostered and developed.</p>

GOAL TWO

Our students will develop skills and attitudes to enable them to reach their full potential:

- Ensure the school curriculum aligns with the NZ Curriculum
- To use assessment data (formative and summative) to effectively evaluate the progress and achievement of students and programme delivery
- Culturally responsive curriculum and effective teaching and opportunities to learn
- Consolidate Innovative Learning in School
- Chromebooks and Google Aps as a teaching and learning tool
- Evaluative, inquiry and knowledge building for improvement and innovation
- To raise student achievement in Literacy and Numeracy
- Renewed focus on Key Competencies
- To further develop programmes of work in technology, performing arts, sport, cultural activities and career opportunities to give maximum opportunities for children to enjoy success
- To identify children with special needs and abilities and develop programmes to meet these needs
- To work with our Maori community to develop programmes to improve the level of Maori achievement
- Continue to meet/exceed the requirements of the Code of Practice for International Students

2021 PRIORITIES	2022 PRIORITIES	2023 PRIORITIES
Review Maths and English curriculums Continue to develop use of e-asttle as part of our assessment system Whole school PLD with Google Aps Ongoing training in use of digital technology Use teacher strengths across the school. Teacher observation Use assessment data from 2020 to set targets for 2021 in literacy and numeracy	Review Science and Arts curriculums Review Board curriculum report format and implement any suggested improvements School wide processes and procedures in ILE pedagogy fully implemented BYOD fully implemented Move to some specialisation across the school Use assessment data from 2021 to set targets for 2022 in literacy and numeracy	Review Health and PE curriculum ILE strategies across the curriculum Evaluation of specialist teaching Use assessment data from 2021 to set targets for 2022 in literacy and numeracy

<p>Enrichment and extension programmes operating within Blocks and across school</p> <p>How well do we support teachers and leaders to make sure every student experiences opportunities to learn and progress through a curriculum that values their identity, language and culture, their strengths and aspirations, and those of their whanau?</p>	<p>Review enrichment and extension programmes. Action plan for any change</p> <p>Review our curriculum – in terms of inclusivity, equity, culturally responsiveness. How does it align with the MOE National Priorities and the NELP framework? The Statement of National Education and Learning Priorities (NELP)</p> <p>The New national priorities for English medium settings will focus on:</p> <ul style="list-style-type: none"> • Cultural capability, local curriculum design, and assessment for learning. • Digital fluency 	<p>Implement action plan</p> <p>Continue to:</p> <p>Review our curriculum – in terms of inclusivity, equity, culturally responsiveness. How does it align with the MOE National Priorities and the NELP framework? The Statement of National Education and Learning Priorities (NELP)</p> <p>The New national priorities for English medium settings will focus on:</p> <ul style="list-style-type: none"> • Cultural capability, local curriculum design, and assessment for learning. • Digital fluency
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GOAL THREE

Our students will be inquisitive, self-directed learners

- To further develop programmes of work in technology, performing arts, sport, cultural activities and career opportunities to give maximum opportunities for children to enjoy success
- Programmes of work will cater for individual needs and promote student ownership and the Key Competencies
- Programmes of work will encourage, promote and foster students that are questioning, inquisitive and deep thinkers
- Learning programmes will foster independence and self-directed learning and utilise problem solving strategies
- Self-assessment will be an important part of our teaching programme

2021 PRIORITIES	2022 PRIORITIES	2023 PRIORITIES
<p>Extension and enrichment programmes operating across the school</p> <p>Review systems for identification of children with learning needs – review current intervention programmes – what are we doing differently to close the gaps?</p> <p>Children identified and IEPs written</p> <p>Review assessment procedure for Key Competencies</p> <p>Inquiry learning embedded in teaching pedagogy</p> <p>Self-assessment incorporated in teaching units</p> <p>Process to improve consistency of making OTJs reviewed and PLD provided to support teachers to make robust judgements</p> <p>Shared understandings of the assessment tools we use developed and explored.</p>	<p>Continue to develop GATE programmes utilising the strengths of our community</p> <p>Intervention programmes refined</p> <p>Continue to refine systems for assessment, moderation and reporting on student achievement – develop processes that ensure consistency of assessment tools and OTJs across the school</p> <p>Review reporting of Key competencies</p> <p>Reviewing of school reporting and opportunities for student led conferences. Seek community feedback on our current reporting system.</p> <p>Continue to develop inquiry learning across the curriculum and our assessment for learning practices.</p> <p>Student capability in knowing where they are and where they are going further explored</p>	<p>Review all enrichment, extension and learning needs procedures</p> <p>Continue to refine systems for assessment, moderation and reporting on student achievement – develop processes that ensure consistency of assessment tools and OTJs across the school</p> <p>Develop digital report system</p>

GOAL FOUR

Our teaching pedagogy will focus on teaching as inquiry to raise student achievement and accelerate progress supported by targeted professional development

- Place a high priority on staff professional development with opportunities for all staff to participate in appropriate staff development programmes relating to needs around Innovative Learning and Teaching as Inquiry
- Teaching as Inquiry be a focus of appraisal which will be ongoing throughout the year
- Performance Appraisal – performance appraisal linked to Teacher Registration Criteria. To include school-wide goals and personal goals
- Target groups established across school to accelerate progress of selected students

2021 PRIORITIES	2022 PRIORITIES	2023 PRIORITIES
<p>School wide goals established to go with personal goals</p> <p>Key areas for professional development for all staff identified – staff supported to set professional and personal goals</p> <p>Interlead Appraisal Connector online appraisal system reviewed in the light of the new requirements for appraisal (professional growth cycle) What does a good appraisal system look like for our school? Where to next. PLD for the leadership team in regards to appraisal.</p> <p>Inquiry learning linked to appraisal</p> <p>Target groups established and targets set that focused on accelerating student progress and achievement.</p>	<p>School wide goals established to go with personal goals</p> <p>Apply for MOE centrally funded PLD that aligns with the needs of the school.</p> <p>Appraisal system refined – alignment with teacher registration as appropriate - with focus on Inquiry Learning - Growing capability in mentoring and coaching</p> <p>Tracking of target groups refined – systems to improve the early identification of these students reviewed and established as needed.</p>	<p>School wide goals established to go with personal goals</p> <p>Review ILE programmes across the school</p> <p>Review of appraisal system across the school – how effective are we? Where to next?</p> <p>Tracking systems reviewed- how do we successful identify these groups?</p> <p>Measure the impact of our interventions?</p>

Wairau Intermediate School Annual Plan 2021

Wairau Intermediate School: Curriculum Achievement Targets for 2021

Focus: Maori achieving success as Maori

Strategic aim: To ensure shared understandings of what success looks like for Maori students to achieve success as Maori

Baseline data:

At / Above	Maori
Reading	73%
Writing	67%
Maths	53%

Targets 2021: To accelerate the progress of Maori achievement in reading, writing or maths. Of the 10 Year 8 students, 4 students are below in all 3 curriculum areas, 2 students are below in 2 curriculum areas and 4 students are below in 1 curriculum area.

Actions	Who	Costs	When
Review assessment data with all teachers at start of 2021 and discuss the needs of the target group	Principal		Term 1
Evidence of class grouping and planning specific to children's needs	Teachers		Ongoing
Term meetings to discuss progress and share ideas on what is working with target students, and resources	Principal, DP Teachers		Term 1, 2 and 3
Work with parents/caregivers around ways they can support students learning	Teachers		Term 1, 2 and 3
Moderate OTJs to ensure school-wide consistency	Principal, DP Teachers		Mid and end year
Gather data at mid-year to check on progress of target students	DP Math leader		Term 2
Analyse end of year data to inform progress and future planning	Principal, DP		Term 4

Wairau Intermediate School: Curriculum Achievement Targets for 2021

Focus: Reading

Strategic aim: To develop and improve the literacy knowledge and skills of boys in reading

Baseline data:

At / Above Reading	All students	Yr 7 Male	Yr 7 Female	Yr 8 Male	Year 8 Female	Maori	Pasifika
	78%	70%	83%	80%	84%	73%	38%

Targets 2021: To accelerate the progress of boys' achievement in reading. Of the 43 Year 8 students below in reading 29 students are boys.

Actions	Who	Costs	When
Review Reading assessment data with all homegroup teachers at start of 2021 and discuss the needs of the target group	Principal		Term 1
Evidence of class grouping and planning specific to children's needs	Teachers		Ongoing
Reading criteria explained in all classes; self and peer assessment against these	Teachers		Ongoing
Term meetings to discuss progress and share ideas on what is working with target students, and resources	Principal, DP Teachers		Term 1, 2 and 3
Work with parents/caregivers around ways they can support students learning	Teachers		Term 1, 2 and 3
Moderate OTJs to ensure school-wide consistency	Principal, DP Teachers		Mid and end year
Gather data at mid-year to check on progress of target students	DP English leader		Term 2
Analyse end of year data to inform progress and future planning	Principal, DP		Term 4

Wairau Intermediate School: Curriculum Achievement Targets for 2021

Focus: Writing

Strategic aim: To develop and improve students' literacy knowledge and skills.

Annual aim for 2021: To increase the number of students achieving at or above the expected level for Writing.

Baseline data:

At / Above	All students	Yr 7 Male	Yr 7 Female	Yr 8 Male	Year 8 Female	Maori	Pasifika
Writing	75%	61%	88%	74%	81%	67%	63%

Targets 2021: To accelerate the progress of boys' achievement in writing. Of the 48 Year 8 students below in writing 31 students are boys.

Actions	Who	Costs	When
Review Writing assessment data with all homegroup teachers at start of 2021 and discuss the needs of the target group	Principal		Term 1
Evidence of class grouping and planning specific to children's needs	Teachers		Ongoing
Exemplars of 'at standard' work to be displayed and explained in all classes	Teachers		Ongoing
Writing criteria explained in all classes; self and peer assessment against these	Teachers		
Term meetings to discuss progress and share ideas on what is working with target students, and resources	Principal, DP Teachers		Term 1, 2 and 3
Work with parents/caregivers around ways they can support students learning	Teachers		Term 1, 2 and 3
Moderate OTJs to ensure school-wide consistency	Principal, DP Teachers		Mid and end year
Gather data at mid-year to check on progress of target students	DP English leader		Term 2
Analyse end of year data to inform progress and future planning	Principal, DP		Term 4

Nag 1: Effective Teaching and Learning and Student achievement

Strategic Priorities/Aims 2021	Actions	Who /when	Indicators of Progress
<p>Personal Identity and Turangawaewae Higher presence of Te Reo and Tikanga Maori in the school All students will have cause to celebrate their culture Involvement of Whanau in school Culturally responsive and inclusive Engage with Maori community</p>	<p>Maori curriculum group to work with staff on increasing Te Reo in the school (work with WBHS) Improved kapa haka group – especially increase the number of boys Cultural festival mid-year Maori community hui Increased Maori signage around school Ensure Principal participation and contribution to the Kahui Ako Principals group Increase community and engagement and participation – ensure community voice is sought and valued as we carry out a process of self-review Establish the role and inquiry focus of the newly appointed WSL (Within School Lead) Provide opportunities to collect community voice – i.e. Hui, fono evenings on their aspirations and understandings of what success looks like.</p>	<p>Term 1 – 4 Principal Leadership team WSL Teachers</p>	
<p>Student success – empower students to reach their potential Use assessment data effectively Consolidate and develop ILE pedagogy Share good teaching practice Develop programmes in Technology, performing arts and cultural activities Review Maths and English curriculum</p>	<p>Use a variety of sources to develop valid and reliable assessment tools Technology team to develop collaborative practice across their subjects Cultural festival Review of Maths and English curriculum completed by respective curriculum teams Sharing and observation of good practice across the school.</p>	<p>Terms 1 -4 SLT Teachers</p>	

<p>Inquisitive and self-directed learners – student agency</p> <p>Extension and enrichment programmes across the curriculum Emphasis on Key Competencies Self-assessment an integral part of teaching programmes To promote and foster students that are questioning, inquisitive and deep thinkers</p>	<p>Programmes planned for across the school for enrichment and extension, including technology, arts and music Target groups established in early March in reading, maths and writing. Differentiated programmes operating Student agency - Programmes of work to include problem solving, promote independence and be self-directed. To review our student leadership opportunities – ensuring student develop the skills needed to be strong leaders .</p> <p>Process to improve consistency of making OTJs reviewed and PLD provided to support teachers to make robust judgements. Shared understandings of the assessment tools we use developed and explored.</p>	<p>Terms 1 - 4 SLT Teachers</p>	
<p>Teaching as Inquiry</p> <p>School wide goals established to go with personal goals Key areas for professional development for all staff identified – staff supported to set professional and personal goals Interlead Appraisal Connector online appraisal system reviewed in the light of the new requirements for appraisal (professional growth cycle) What does a good appraisal system look like for our school? Where to next. PLD for the leadership team in regards to appraisal.</p>	<p>Teacher Inquiry topics selected. Target students identified and differentiated programmes operating for these groups Regular assessment of target groups.</p> <p>Looking at what we do differently to make a difference for our learners?</p> <p>Personal and professional goas supported by the BOT and leadership team.</p> <p>Process for the cycles of professional growth decided and agreed by the leadership team – appropriate PLD accessed through the Teachers Council.</p>	<p>Terms 1- 4 SLT Teachers</p>	

<p>Inquiry learning linked to appraisal</p> <p>Target groups established and targets set that focused on accelerating student progress and achievement.</p>	<p>Teaching as inquiry based on what is worthwhile – what we focus on will flourish.</p> <p>Meaningful targets established and monitored – strategic planning is evidence based and is responsive to meet the need in terms of personnel and school wide resourcing.</p>		
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Nag 2 and 2a : Evaluative / Self-review

Revise our strategic plan. Maintain ongoing self-review Report to parents on student achievement and progress

Strategic Priorities/Aims 2021	Actions	Who /when	Indicators of Progress
<p>With a newly appointed principal undergo a process of self-review.</p>	<p>To review and ensure robust processes for tracking student achievement</p> <p>Do we have shared consistent understanding of what success looks like? Do we have shared understanding of the curriculum levels, OTJs and the assessment tools we use? How are we moderating?</p> <p>To review our current curriculum in order to develop share understandings of where to next.</p> <p>To review our enrichment / extension opportunities – what is the balance between protected, explicit teaching time and other curriculum / learning opportunities – in particular for our target students</p> <p>To investigate the responsiveness is our curriculum to meeting the needs of our diverse groups?</p> <p>To review our appraisal process in the light of the recommendations from the teacher council- establishing a professional growth cycle Reflections on Appraisal Connector as part of appraisal process.</p>	<p>SLT BOT Terms. 1 - 4</p>	

<p>Redefining our strategic direction</p> <ul style="list-style-type: none"> • reviewing process, systems and policies • infrastructure review • developing a consistent approach to student achievement and success 	<p>To ensure timely review of our policies on School docs To review our school vision, values and principles so that we have a clearer strategic direction for 2021</p> <p>To review and ensure good employment processes – review of contracts of employment, roles and responsibilities</p>		
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Nag 3 - Leadership and Management of Professional Learning and Development

Developing capability in others

Strategic Priorities/Aims 2021	Actions	Who /when	Indicators of Progress
<p>Building leadership and teacher capability -To have a focus on developing relational trust using the appreciative inquiry model - identifying the strengths of the leadership team and teachers across the school.</p> <p>To review our processes for behaviour management</p> <p>Cool Schools Mediator Programme</p>	<p>One on one meetings with the principal for all employees</p> <p>Identifying areas for growth and development with a view to a view to applying for centrally MOE funded PLD 2022</p> <p>How can we incorporate the principles of PB4L Developing a shared language across the school</p> <p>To reinstate our Cool Schools Mediator programme (follow on from our Kahui Ako SAT 2020)</p> <p>Beginning principal programme – mentor Building capability re: property, finance, personnel</p> <p>Online modules for Novopay and Enrol to be accessed by the principal and admin team</p> <p>Identify focus area with the input of the leadership team Link to KahuiAako ACs</p>	<p>Terms 1 – 4</p> <p>SLT</p> <p>BOT</p>	

Professional development for the principal	Appropriate PLD accessed via NZSTA and MOE		
Professional development for Admin team	ENROL / Novopay / Finance training		
Kahui ako WLS role	Roles, expectations and focus defined		
BOT PLD	Roles of BOT defined – governance vs operational Matters clear		

Nag 4 - School Finance and Property

Strategic Priorities/Aims 2021	Actions	Who /when	Indicators of Progress
Continue to operate within annual grants	BOT allocation / strategic resourcing of funds for ESOL / Special needs personnel (TA)	Terms 1 – 4	
Refine implementation of 10 year Property Plan and 5YA	Regular finance committee meetings that consists of BOT, Principal, admin personnel and the EdTech team	Principal	
	Budget approval and monitoring of expenditure timely and appropriate	BOT	
	Novopay / Edpay transition process adopted	Admin Team	
	Admin staff supported to oversee payroll		
	5YA / SIP funding allocated – projects costed and plan to go ahead executed		
Move cashless School	Kindo, online banking and Eftpos established as the preferred means of payment		
	Cash register removed		
ICT	School infrastructures reviewed – i.e. wireless capability – BYOD, use of Google as platform		

Nag 5: Health and Safety

Review and minimise risks to staff and students.

Strategic Priorities/Aims 2020	Actions	Who /when	Indicators of Progress
Ensure all staff are aware of and use the policy documents on our school. docs website	Revisit “school.docs” website to all staff via a staff meeting/workshop on teacher only day. Introduce process for staff leave.	Terms 1 – 4 Principal	
Emergency response	Risk register in place and regularly reviewed Review of school process for emergency response (i.e. pandemic – COVID, lockdowns, fire, earthquake) “Vistab” introduced for signing in and out. Plans and actions review – school – school environment safe and welcoming	SLT BOT Property team	
Responsive approach to the wellbeing and “hauora” of all staff and students within the school	NZCER survey on staff / student wellbeing Investigate our possible PLD options Introduce EAP services		
Code of conduct	Introduce staff code of conduct and safe practice guidelines Ensure share understanding of “restraint”		
Information sharing	Update staff details Introduce Kahui Ako consent for the sharing of student information across the Kahui Ako		
Facility hire	Put a contract in place for the hire of school facilities – costing in line with other (school) providers		
General H & S	Risk register in place – H & S committee established – risks identified in a timely manner		

Community Engagement and Cultural Awareness

Strategic Priorities/Aims 2020	Actions	Who /when	Indicators of Progress
<p>Continue to develop a culturally responsive environment</p> <p>Kahui Ako WSL focus for inquiry</p> <p>Community Communication</p>	<p>Externals walls, signage reflecting our diverse community</p> <p>Culturally inclusive Parent meetings – hui, fono, meet the principal / teacher evenings.</p> <p>Identify the principles of Ka Hikitia and Tataiako so that teachers understand the importance of Maori achieving success as Maori. Procedures and practices that reflect New Zealand’s cultural diversity and the unique position of Maori culture. What are we doing well?</p> <p>To achieve this the school will provide:</p> <ul style="list-style-type: none"> • A two year curriculum plan for homegroups to follow • In-class programmes in Te Reo me Tikanga Maori for every student • Opportunities for students to participate in a Kapa Haka group <p>In recognising the unique position of Maori culture, If parents request extra tuition in Te Reo all reasonable steps will be taken to provide this as far as school resources allow.</p> <p>Create opportunities to engage with the community so that their voice is sought and respected.</p>	<p>Terms 1 – 4</p> <p>Principal</p> <p>SLT</p> <p>WSL</p> <p>Teachers</p>	

<p>School Marketing</p>	<p>Newsletters to be moved to electronic correspondence.</p> <p>Website regularly updated to keep community informed in a timely manner.</p> <p>Time spent investigating other others for the website e.g. Hail</p> <p>Community correspondence timely and appropriate through the use of E-tap</p> <p>To rebrand our school through the introduction of an updated school and sports uniform To make connections with local businesses and community members To ensure correspondence is appropriate and timely Review current website and newsletter providers – explore alternative options</p>		
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