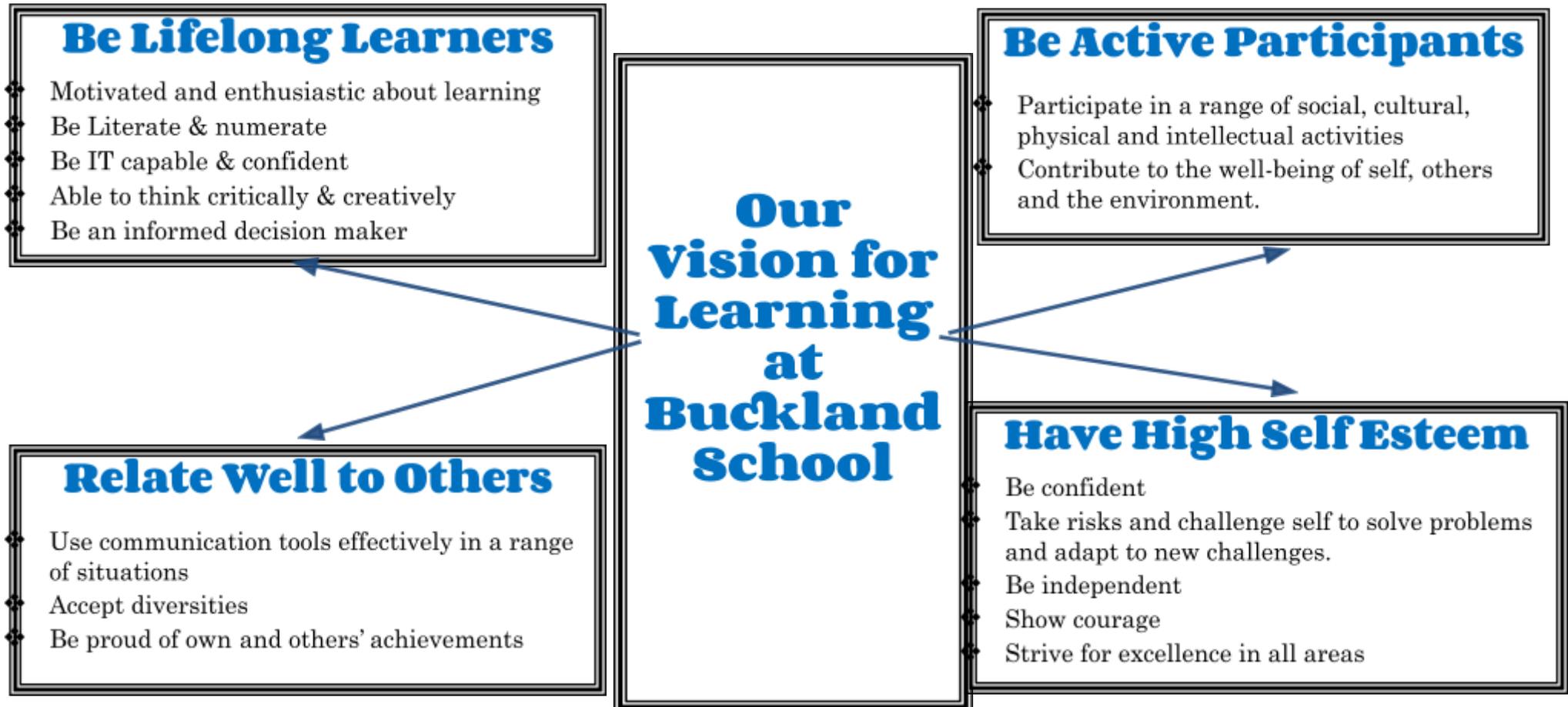


**School Charter
Strategic and
Annual Plan
For Buckland School
2021 - 2023**

INTRODUCTORY SECTION - STRATEGIC INTENTIONS

Mission Statement

Buckland School is committed to providing quality education that engages all students fully in a wide range of learning experiences that will assist them in preparing for the challenges of the future.



School Values

Our school community: students, staff and whanau are encouraged to value and use the Values:

- > Respect (Self, Others, Environment)
- > Responsibility (Learning, Behaviour, School Community)
- > Resilience

National Stated Values

Our students will be encouraged to value:

- > excellence, by aiming high and persevering in the face of difficulties
- > innovation, inquiry and curiosity, by thinking critically, creatively and reflexively
- > diversity, as found in our different cultures, languages and heritages
- > equity, through fairness and social justice
- > community and participation for the common good
- > integrity, which involves being honest, responsible, accountable and acting ethically
- > And to respect themselves, others and human rights

Principles

The principles set out below embody beliefs about what is important and desirable in school curriculum. They underpin all school decision making. They put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity:

- > **High Expectations**
- > **Learning to Learn**
- > **Treaty of Waitangi**
- > **Community Engagement**
- > **Cultural Diversity**
- > **Coherence**
- > **Inclusion**
- > **Future Focus**

Maori Dimensions and Cultural Diversity

As the school recognises the unique position held by Maori as detailed within the New Zealand Administration Guidelines, the school also recognises the increasing diversity of New Zealand culture and will seek to promote understanding and appreciation of all cultures. The school will actively work towards maximising the potential of each student irrespective of cultural background.

The school will use teacher strengths in Maori to further student and staff understanding and use of tikanga Maori, the confidence in speaking Te Reo Maori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi. The school will appoint Maori staff members or staff with strengths in Te Reo or tikanga when possible.

The school will continue to consult with the Maori community both through face to face meetings and invited consultation meetings to gain their views on school direction for Maori learners. The school will actively seek to liaise with local Maori elders and be involved with Kahui Ako schools and wider groups as well as individual school whanau.

Baseline Data - Historical Position

Students' Learning	2019 Curriculum Expectation Reporting					
	Reading	Student % At or Above Expected Curriculum level	Mathematics	Student % At or Above Expected Curriculum level	Writing	Student % At or Above Expected Curriculum level
	All Students Yr 1-8	82%	All Students Yr 1-8	85%	All Students Yr 1-8	76%
	Maori	78%	Maori	79%	Maori	67%
	Pasifika	90%	Pasifika	90%	Pasifika	90%
	Asian	67%	Asian	89%	Asian	56%
	European	86%	European	86%	European	79%
	Male	79.5%	Male	83%	Male	70%
	Female	81%	Female	87%	Female	81%
	<p>Students were rated on the Expected Curriculum Level for their Year Level. The above percentages include Year 1s who started during the first term of 2019 but not Year 0s who started after this and who have not yet had a full year at school. Figures also include the new students who joined the school over the year. Of the nineteen new students throughout the year from Year 2 – 8, four were below or well below. Our small number of Pasifika students (10) are achieving well in all areas with only 1 being below expectations. Percentages for our Maori students (58) were a little lower than other groups with writing still showing as a concern, particularly for boys. Those in the lower groups have been supported over the year through inclusion in target groups and interventions such as ALL and ALiM. Of our Asian students (9), the majority are meeting or exceeding expectations. Our curriculum focus and that of our Kahui Ako, in 2019 was writing and this saw a continuing lift in teacher use of inquiry, pedagogy, and assessment capability with the majority of our students enjoying this area of the curriculum.</p> <p>Opportunities for parents to view student learning and progress included: class parent meetings, two formal written reports, an Open Day, and threeway conferences. In addition, a number of teachers used Class Do-Jo to keep parents informed of their child's progress with examples of work sent. Parents are always welcome to make meetings with parents to discuss their child's learning at other times.</p>					
Student Engagement, Inclusion and Transition	<p>Attendance rates are generally satisfactory – 77.5% above 90%. The average for the school is 92.86%. The winter terms of 2019 however showed high absence rates of some children due to illness. We still have a number of children who travel overseas and take extra holidays during term time and therefore have their formal schooling interrupted. Parents continue to be encouraged to book overseas travel during holiday periods and in many cases are attaching overseas holidays to holiday periods.</p> <p>All attendance concerns are addressed by senior management as are any issues with lateness. Reminders to have children at school and ready to learn prior to the 8.55 a.m. hand bell are given. Parents are encouraged to leave classrooms prior to the 9 a.m. bell so lessons can begin. Parents are encouraged to inform the office through emails, voice mail or app when students will be absent so phone calls do not need to be made by staff. Late arrivals are expected to report to the office prior to going to classrooms.</p>					

	<p>Student engagement and Student Agency is high. Students are engaged and included in making decisions about the direction of their learning. This will continue to be a focus for teachers in 2020.</p> <p>Students have numerous opportunities for student voice within their classroom and the school. A school council operates throughout the year where student representatives share class views and concerns. Students are very confident to participate in a wide range of sporting, cultural and academic activities. During 2019 student voice was obtained as part of the values review.</p> <p>Year 7 & 8 students are given many opportunities to develop leadership skills and be good role models for younger students.</p> <p>Transition practices with Pukekohe High school and Tuakau College are good and involve visits for students, including introductory sessions, discussions by teachers on individual students, and visits to the school by past students as well as the passing on of academic progress charts, etc. There is a close relationship with our local intermediate where Year 7 & 8 students attend technology classes. Transition practices continued to improve in 2019 and include face to face meetings with teachers to share information on each individual student.</p> <p>School-wide transition practices include the opportunity for teachers to sit with each other and discuss students prior to the end of the year and visits by students to meet their new teacher and class members at the end of the year. Staff from Buckland also visit preschool facilities and preschool education facilities have also visited over the year. New entrant children are encouraged to complete some school visits prior to starting school. A parent session on preparing students for school was also carried out as well as information afternoons for new parents to support their children at school. The school provides every opportunity for <u>all</u> students to be included in school and class events and activities.</p>
<p>School Organisation and Structures</p>	<p>During 2019 the school continued with the team approach with three teams operating: Yr 0 – 2, Yr 3 – 4, Yr 5 – 8. The Yr 0 – 2 team and a Yr 7 & 8 classes used an Innovative Learning Space which had two teachers team teaching. The leadership team comprises of the Principal and two D.P.s. Leadership opportunities for other staff have been provided through: Within School Kahui Ako roles – 2 positions, and curriculum responsibilities/leadership, B.T. Tutor teachers – 2 positions, ALL & ALiM inquiry groups.</p> <p>There are high levels of staff commitment and performance. Professional development reflects both the school and individual staff priorities. Literacy (writing), Mathematics, Inquiry and Digital Technology were the major school wide professional development areas for 2019.</p> <p>The school is well resourced. Grounds and buildings are well maintained and attractive. Roofs on several buildings were replaced and work on resource rooms completed early 2020. A new 10 YA plan is in the process of being worked on for approval by July 2020.</p> <p>The school funded Chrome books, Ipads and computers for use across the school. Teachers and students in the Year 5 – 8 classes embraced the use of Google Docs and Hapara. Professional development in preparing for the implementation of the new Digital Technologies curriculum, in 2020 took place.</p> <p>Major changes including the use of the Edge Student Management system and the use of Curriculum levels for reporting (with the abolishment of National Standards) continued to require support for teachers. New report formats were used in Edge throughout the 2019 year.</p> <p>There is excellent support from whanau and the community for school events and activities. A committed Board and PTA have operated. A triannual Board election took place in 2019 with the school not requiring an election. A full Board was formed with three new members and four existing members including the staff rep and principal. The PTA are well supported with the organisation and running of the fundraising activities for the annual Agricultural Day by an enthusiastic group of parents. Opportunities were given for parent education to assist them to help their children at home in literacy and mathematics.</p>

	<p>The school operates within the annual grants and funds are allocated to reflect and support the school's strategic and annual plan. An efficient programme of maintenance and development for school buildings and facilities operates, this includes a painting contract.</p> <p>A safe physical and emotional environment for students and adults is provided. An outside agency is involved in the school in preparing an Emergency Plan and the training of staff and students. EOTC events have developed RAMs, Parent Information booklets and parent meetings prior to the events. Police Vetting of all parents attending overnight events take place.</p> <p>On-going reviews of policies and procedures is based on a three year cycle.</p> <p>The school complies with legislation.</p>
<p>Review of Charter & Consultation</p>	<p>Formal consultation in 2019 included an on-line parent survey on a range of issues. Results and findings were communicated by the BOT to staff and the community. The school community (students, parents & staff) was also involved in the review of the school values.</p> <p>Consultation with parents also took place several times on programmes for our Year 7 and 8s. This included face to face meetings and a meeting for Year 6 parents which was held during Term 3. Several parent education sessions were provided by teachers in literacy and junior class programmes.</p> <p>School-wide reviews on: ALL, ALiM, Inquiries, Spelling, Reading, Writing, Reading Recovery, took place. Further curriculum reports undertaken by staff and reported to the Board were: SENCO, Curriculum levels, Mathematics, PAT results, Health, PE & Sport, Dance & Drama, IT. These were reported to the Board of Trustees. Recommendations will be acted on in 2020.</p> <p>On-going face to face consultation with Maori and Pasifika parents also took place. One of our teachers, with the help of a parent, took over the promotion and support of te reo and tikanga Maori across the school and also organised and ran the Kapa Haka group which performed at the Franklin Multicultural festival and the prizegiving. A number of opportunities through other curriculum areas were undertaken to promote Maori cultural understandings, e.g. camps, EOTC weeks. Our local Kaumatua was involved in assisting the school with events and knowledge around the school values.</p> <p>Consultation and communication practices included: annual report, weekly newsletter, website information, surveys on targeted issues, BOT surveys, informal meetings, formal meetings and reporting around student achievement both at an individual level and a group level, prize-giving speeches, opening speeches, EOTC meetings. An electronic sign was also used as another communication channel. School (weekly), BOT and PTA (term) newsletters were sent home in paper form and were also emailed, placed on website and the school app.</p>

Strategic Section

<u>Strategic Goals</u>		<u>Core Strategies for Achieving Goals</u>		
		<u>2020</u>	<u>2021</u>	<u>2022</u>
<p style="text-align: center;"><u>Students' Learning and Achievement</u></p>	<ul style="list-style-type: none"> ● To focus on student success with high achievement learning outcomes through a wide range of quality learning opportunities. ● To accelerate progress of target students particularly Maori, Pasifika and children with additional needs who are performing below curriculum expectations. ● To promote Te Reo Maori and Tikanga 	<ul style="list-style-type: none"> ● Provide a wide range of learning opportunities to cater for different students' strengths and needs allowing for all children to view themselves as successful learners. ● Continue to embed effective teaching practices and Inquiry teaching in Mathematics, and Literacy, to lift achievement of our target learners. ● Operate ALL across the school. ● Set school and class targets for our Maori students and those from other cultural groups who are not meeting expectations. ● Continue to promote the use of Maori language in all classrooms in the school. ● Embed the use of the Edge SMS to record and report on individual and 	<ul style="list-style-type: none"> ● Achievement data linked to performance management and individualized targets. ● Targets set in Mathematics and Literacy – focus on reading 	<ul style="list-style-type: none"> ● Targets set in Mathematics and Literacy

	<ul style="list-style-type: none"> • To sustain and refine assessment, moderation, recording and reporting methods of achievement and progress. • To be a member of the local Pukekohe Kahui Ako, working on lifting achievement of all students in the Kahui Ako through sharing of resources and implementing advice from Kahui Ako across and within school roles. • To continue to develop and use a range of IT resources across the school that support learning across all curriculum areas. • To review Curriculum programmes and outcomes for students. 	<p>group achievement and progress.</p> <ul style="list-style-type: none"> • Continue to use Kahui Ako data coach to improve teacher's analysis of class and schoolwide data, - leading to effective inquiry and targeted teaching. • Increased emphasis on the use of PACT and moderation. • Use of on-line testing for PATs and analysis. • Staff attend meetings and courses on Kahui Ako goals: Maori initiatives, Coherent Pathways, Data Analysis, Digital Technologies. • Implementation of the Digital Technologies curriculum • On-going teacher support and professional development in IT & support for Digital Technology strands • School-wide review of The Arts – Visual Art, Music, Dance, Drama • Complete the Health/PE/Sports review started 2019 	<ul style="list-style-type: none"> • Continue to enhance the use of a range of assessment tools including PACT. • Continue to be involved in Kahui Ako goals. • Embed the Digital Technologies curriculum in school programmes. • School-wide review of IT use across the curriculum/Google Classroom 	<ul style="list-style-type: none"> • Continue to enhance assessment processes, along with other assessment tools. • Carry out the recommendations from the 2021 IT review. • School-wide review of Health/PE & Sports programmes and outcomes for students.
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<p><u>Student Engagement, Inclusion & Transition</u></p>	<ul style="list-style-type: none"> To ensure a high level of student engagement in all aspects of their learning. To promote the special character of the school –semi-rural, full primary. 	<ul style="list-style-type: none"> Continue to inform parents of the need for high attendance rates and requirements for taking children out of school during term times. Reward high attendance each term and at school prize-givings with awards. Encourage Student voice in school matters through the school council and leadership opportunities. Encourage students to own and make decisions about the direction of their learning through the use of ‘bubbles’, ‘stars’ ‘hives’ etc Continue to increase the availability, stability and use of efficient IT resources to engage students. Provide Careers Education for Yr 7 & 8 students. Continue to provide a range of high quality programmes for Yr 7 & 8 students that prepare them well for college. Communicate Yr 7 & 8 programmes and successes in the weekly newsletter. Use rubrics each term with students and award 	<ul style="list-style-type: none"> Continue promoting the school in the community and the wider community. Continue to foster cultural respect and understanding through involvement in a wide range of groups within the community. Continue the embedding, development and review of Te Reo Maori and tikanga, and support new staff. Review EOTC Activities and events with parents. 	<ul style="list-style-type: none"> Continue ensuring high attendance rates Continue to foster cultural respect and understanding through involvement in a wide range of groups within the community. Continue to liaise with and have positive relationships with local preschools, intermediate and colleges
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	<ul style="list-style-type: none"> To promote and affirm students' identity, language and culture, particularly for Maori, Pasifika and those from other cultures. 	<p>Yr 7 & 8 Diplomas at the end of the year.</p> <ul style="list-style-type: none"> Provision of camps & EOTC events. Promote the special character of the school – full primary through the school website, comments in newsletter and in local papers. Promote cultural awareness and respect by being culturally responsive in classrooms and across the school and value diversity. Include cultural perspectives and knowledge and understanding of the Treaty of Waitangi in curriculum areas. Continued focus on Cultural Responsiveness and Relational Pedagogy. Promote inclusion in the Kapa Haka group. Build further on the liaison with our Kaumatua, the local marae and Maori community. Use Maori protocol, welcomes, karakia when-ever possible. Increase staff/student knowledge of the history of our area and Tainui through involvement in 	<ul style="list-style-type: none"> Continue to increase the use of the Maori language. 	
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	<ul style="list-style-type: none"> • To ensure coherent pathways exist for effective transition within our school and between other local schools for students. • To ensure the school is a fully Inclusive School. 	<p>Kahui Ako PD and class lessons.</p> <ul style="list-style-type: none"> • Provide opportunities for staff to discuss students prior to the beginning of a new year. • Continue to ensure transition procedures for students entering and leaving the school are effective. • Liaise with preschool facilities, intermediate and colleges. • School involvement in Kahui Ako Coherent Pathways initiative. • Include all children irrespective of their gender, cultural background, learning needs in all school activities. • Address learning needs of all students. • Well-being Survey with students. • Implementation of new School Values – staff, students, whanau 	<ul style="list-style-type: none"> • Implement the Kahui Ako's coherent pathways plan 	
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<p><u>School Finance & Property</u></p>	<ul style="list-style-type: none"> • Allocate funds to reflect and support school's annual plan. • Operate within annual grants & monitor expenditure • Ensure financial requirements are met. • Implement an efficient programme of maintenance for school buildings & facilities • Develop school facilities to reflect school priorities • Review Property Plan and Finance & Property policies & procedures 	<ul style="list-style-type: none"> • Set and approve annual budget to meet year's priorities • Maintain asset register • Provide and monitor monthly reports to BOT • Liaise with school's accountant and auditor. • Complete audit requirements • On-going maintenance checks and maintenance • Complete the next 5/10 year property plan in relation to the building programme. • Use the new property funding on projects identified. • Complete office upgrades and any projects identified for the first year. • Continually upgrade and beautify environment. Carry out maintenance on trees and grounds. • Continue to investigate the possible church removal and the building of a Multipurpose block. • Finance & Property policy review • Property Plan review and approval from Ministry of Education 	<ul style="list-style-type: none"> • Implement projects in the property plan • Review Finance & Property policies & procedures (as necessary) 	<ul style="list-style-type: none"> • Carry out projects as identified in the property plan. • Finance & Property Policy/procedure review (as necessary)
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	<ul style="list-style-type: none"> Review Health & Safety policies & procedures ensuring they meet the requirements of the Health & Safety Act. Staff Training on UBRS (Understanding Behaviour, Responding Safely) and restraint 	<ul style="list-style-type: none"> Involvement in initiatives such as Counties Manukau Sport /Health Promoting Schools/Enviro Group/ newsletter snippets/digital citizenship, sports/swimming lessons, etc Advertise the school's AED for community use. Review of Health & Safety Policies and procedures Consult/inform on Health programmes (as necessary) Early full staff PD on UBRS with Ministry & later selected staff training on restraint. Review of Effective Behaviour guidelines 	<ul style="list-style-type: none"> Review Health & Safety policies and procedures (as necessary) Consult on Health programmes 	<ul style="list-style-type: none"> Review of Health & Safety Policies and procedures as necessary
<p><u>Personnel</u></p>	<ul style="list-style-type: none"> To appoint staff as necessary to enhance the teaching/learning opportunities of the school. To provide opportunities for staff PLD. To use the Kahui Ako 'In-School' teachers & 'Across School' teachers to develop staff further. 	<ul style="list-style-type: none"> Appoint (as necessary) high quality staff who will enhance the culture of the school Provide opportunities for PLD for all teaching staff in: literacy, Inquiry, Literacy Progressions/PACT use, Kahui Ako goals – 	<ul style="list-style-type: none"> Appoint highly effective teaching and support staff. PLD provided for staff to meet school targets and individual needs. 	

	<ul style="list-style-type: none"> • To ensure effective induction practices take place for new staff • To provide a programme of support for Provisionally Registered Teachers • To ensure staff are providing evidence of their meeting the Code of Professional Responsibility and the Standards for the Profession. • Continue to develop leadership skills in all staff and particularly the SLT. • To further embed effective team and staff working professional relationships and staff well-being. 	<p>Coherent Pathways, Data use, Digital Technology, Maori.</p> <ul style="list-style-type: none"> • Provide PLD opportunities for Teacher Aides and other support staff. • Support new staff in gaining information on the school and programmes. • Develop PRTs through support of experienced teachers and the provision of PRT courses. • Provide guidance and checks (through appraisal) to teachers in the keeping of evidence. Review procedures/ requirements as indicated by Education Council • Fund appraisal by outside appraiser of all senior leadership staff. • Encourage staff to take on leadership roles and support them in these. • Continue to focus on having a positive staff climate that promotes respect and collaboration. • Follow Action Plan • Provide opportunities for staff social events 	<ul style="list-style-type: none"> • Inquiry teaching across the curriculum linked to performance appraisal targets. 	
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	<ul style="list-style-type: none">• To review personnel policies and procedures.• Support the introduction and implementation of the Learning Support Co-ordinator	<ul style="list-style-type: none">• Review personnel policies and procedures (as necessary)• Provide resources• Design implementation plans• Formulate policies and procedures.	<ul style="list-style-type: none">• Review personnel policies and procedures (as necessary)	<ul style="list-style-type: none">• Review personnel policies and procedures
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<p><u>Community Engagement</u></p>	<ul style="list-style-type: none"> • To place priority on parent engagement, understanding, support and participation in the school's curriculum programmes and activities. • BOT to conduct any necessary community surveys and analyse and communicate results and formulate goals around these. • Provide the school's community with a range of communication channels to access information. • Provide opportunity for BOT training • Conduct any necessary BOT elections should a vacancy arise. 	<ul style="list-style-type: none"> • Provide opportunity for parent voice through: consultation meetings, face to face meetings, parent education workshops, surveys and questionnaires. • Encourage and promote parental & whanau involvement in school events and activities. • Support the PTA committee in their fundraising efforts especially Ag Day. • BOT Survey/consultation on 2021 Charter/Strategic plan. • Review of Bible in Schools - survey • Use of: weekly newsletters, class newsletters, website, electronic sign, Skool App, BOT/PTA term newsletters, information booklet, emails & texts to engage and communicate to parents and community. • Use NZSTA courses to upskill existing and new BOT members 	<ul style="list-style-type: none"> • Consultation on 2022 Charter/Strategic plan • Consult with community of Bible in Schools programme. 	<ul style="list-style-type: none"> • BOT Survey/Consultation on 2023 Charter/Strategic plan • Conduct BOT Election in May/June.
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	<ul style="list-style-type: none"> • Work towards achieving the goals of the Hautu action plan • Comply with current legislation through policy and procedures. • Review Legislation policies and procedures Nag 7 & 8 (and others as necessary) 	<ul style="list-style-type: none"> • Complete the actions identified in the Hautu plan. • Review the Hautu plan. • Complete Charter/ Strategic Plan, analysis of variance and send to Secretary of Education by 1 March. • Review Nag 7 & 8 Legislative policies and procedures (and others as necessary) 	<ul style="list-style-type: none"> • Review Legislative policies and procedures 	<ul style="list-style-type: none"> • Review Legislative policies and procedures (as necessary)
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Annual Section

Strategy 1

To achieve the school's vision of engaging all students fully in a wide range of learning experiences to prepare them for the challenges of the future the Board will place priority on student learning outcomes with a view to high achievement and quality learning opportunities.

Strategic Area: Student Learning and Achievement

Goals	Actions	Who/When/Costs	Expected Outcome	Review
<ul style="list-style-type: none"> To focus on student success with high achievement learning outcomes through a wide range of quality learning opportunities. To accelerate progress of target students particularly Maori, Pasifika and children with additional needs who are performing below curriculum expectations. To promote Te Reo Maori and Tikanga To sustain and refine assessment, moderation, recording and reporting methods of achievement and progress. 	<ul style="list-style-type: none"> Provide a wide range of learning opportunities to cater for different students' strengths and needs allowing for all children to view themselves as successful learners. Continue to embed effective teaching practices and Inquiry teaching in Mathematics, and Literacy, to lift achievement of our target learners. Operate ALL across the school. Set school and class targets for our Maori, students and those from other cultural groups who are not meeting expectations. Continue to promote the use of Maori language in all classrooms in the school. Embed the use of the Edge SMS to record and report on individual and group achievement and progress. Continue to use Kahui Ako data coach to improve teacher's analysis of class and schoolwide data, leading to effective inquiry and targeted teaching. Increased emphasis on the use of PACT and moderation. 	<p>All Staff – teaching/support ALL teachers Principal & SLT</p> <p>All Staff/SENCO, specialist teachers/LSC</p> <p>Teacher(s) who have responsibility for Maori and All Staff</p> <p>Kahui Ako across school teacher</p> <p>Principal SENCO Kahui Ako teachers SLT</p>	<p>High achievement rates of students</p> <p>Quality learning opportunities offered to all.</p> <p>Inclusive practices evident.</p> <p>Students view themselves as successful learners.</p> <p>Accelerated progress for those identified.</p> <p>Target students will have gaps identified and filled so that accelerated progress over the years in literacy and numeracy will take place.</p> <p>Additional needs and GATE students supported in their learning</p> <p>Small groups operating with ALL resourcing</p> <p>Maori Students will be achieving success as Maori. (See Hautu goal)</p> <p>Staff will be more effective in their use of assessments such as Pact, Progressions and Frameworks.</p> <p>Consistent administration and marking of assessments across the school/Kahui Ako schools.</p> <p>Consistent levelling of children achievement and progress across</p>	

<ul style="list-style-type: none"> ● To be a member of the local Pukekohe Kahui Ako, working on lifting achievement of all students in the Kahui Ako through sharing of resources and implementing advice from Kahui Ako across and within school roles/LSC ● Implementation of the Digital Technologies curriculum. ● To continue to develop and use a range of IT resources across the school that support learning across all curriculum areas. ● To review Curriculum programmes and outcomes for students. 	<ul style="list-style-type: none"> ● Use of on-line testing for PATs and analysis. ● Staff attend meetings and courses on Kahui Ako goals: Maori initiatives Coherent Pathways, Data Analysis, Digital Technologies. ● All teaching and support staff to attend Korneihana in, August plus PD for Principal/BOT in March ● Implement the Digital Technologies curriculum into class programmes ● On-going teacher support and professional development in IT & support for Digital Technology strands ● School-wide review of The Arts – Visual Art, Music, Dance & Drama ● Completion of Health/PE/Sports Review started 2019 	<p>All Staff/Vision Education facilitator</p> <p>All teaching and support staff</p> <p>Kahui Ako Across School & Within School Teachers, teachers, SLTeam.</p> <p>Teachers responsible for IT Term 1 2020</p> <p>Teachers responsible for The Arts – Term 2 2020</p>	<p>the school that can be supported by evidence.</p> <p>On-going tracking of students and sharing of knowledge of students by staff.</p> <p>Effective teaching practices will be evident across the school and able to be shared with other teachers in the Kahui Ako to lift achievement levels.</p> <p>Data will be shared and contribute to the Kahui Ako goals and evaluations.</p> <p>Staff knowledgeable about Digital Technologies curriculum and able to incorporate it into class programmes and use confidently.</p> <p>Up to date resources available to meet needs of students. Children sharing IT expertise</p> <p>Consultation with students, staff, and whanau. BOT presented with an Arts review & Health & PE/Sports review</p>	
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Improvement Plan/Target – Strategic Area: Student Learning and Achievement - Writing

- **Strategic Goals:** To continue to develop teacher pedagogical content knowledge and evaluative and assessment capability in writing particularly through professional development in the use of Pact and support from Vision Education.
To improve outcomes for all students, particularly Maori, Pasifika, Asian and children with Additional Needs in Writing.
To accelerate progress of students performing below expectations in writing

- Annual Goals:**
- To have a consistent approach to the teaching of writing across the school.
 - To continue to increase the engagement and enthusiasm of students for writing
 - To ensure students know the purpose for writing and are confident to share their writing.
 - To ensure there is consistency through the use of PACT in assessment of writing levels and samples leading to next steps for individuals and groups.

Annual Target: Students who are below the standard in 2019 will make accelerated progress in relation to the Writing progressions.
To increase the number of students achieving the Curriculum Levels in relation to their Year Level with a target of 85% or above.
To increase the number of boys achieving the Curriculum levels in relation to their Year Level.

Baseline Data: 2019

Writing	Student % At or Above Expected Curriculum Level		Student % At or Above Expected Curriculum Level
All Students	76%	European	78%
Maori	67.2%	Male	70.4%
Pasifika	90%	Female	81.5%

Key Improvement Strategies

Actions	Who	When	Resourcing	Indicators of Progress
Ethic of Care/Cultural Responsiveness continually practiced by teachers. Opportunities for Student Agency and Student Voice. Gather/Analyse and Review 2019 writing assessment data with staff and determine target students and the particular learning needs they have. Student differentiated learning needs in Writing will be identified. All teachers design an Inquiry for target group. Rapid cycles planned for and progress evaluated and next steps planned for. Identified Literacy teachers, ALL teachers, RR teacher & Kahui Ako Within School teachers/data coach who will provide ideas and support for targeted instruction to students identified. Work with other Kahui Ako teachers, Across School Kahui Ako teachers and external facilitators. Tracking of students and discussion during team meetings at least twice a term to monitor progress of target students & plan remedial actions, effective teaching of writing School-wide professional development for all staff to lift effectiveness of teaching writing to meet student’s specific needs and develop a consistent approach to the teaching of writing across the school. Work with Vision Education facilitator to build teacher knowledge of: PACT tool in writing, Aspects, Moderation, Acceleration, etc Continue to unpack the Literacy Progressions, Writing Hives & planning sheets, and PACT writing tool. Moderation of writing samples to ensure school-wide consistency in teams and staff meetings. Consistency of Literacy language use across the school.	Classroom Teachers/T.A. Lead Teachers of Literacy/ALL teachers Principal Lead Teachers Leadership team Students	February Term 1 & 2 Twice a term Staff meetings Team meetings Throughout the year.	Resourcing for staff release Support for teachers to run Inquiry groups Release costs for all teachers to attend Vision Education PLD	Flexible groupings depending on individual needs Explicit teaching of Writing is taking place in all classes. Students are knowledgeable of their level and what their next steps are through use of their hives. Teachers are reflective about their practice and can articulate changes they have made in their practice. Teachers are able to successfully use the PACT tool to evaluate progress and

<p>Encourage student engagement in using the Literacy Progressions to set goals and next steps for their progress in writing. Provide ALL programme for two teachers. ALL teachers to share their knowledge of new/successful approaches. Purchase extra resources as necessary. In class observations and modelling around explicit teaching of writing Principal/Lead teacher involvement in local Kahui Ako goals/implementation, for area. Use of IT resources/Google Classroom to promote engagement in writing (particularly for boys) Use of ALL & specialist teacher(s) & T.A. to work alongside and encourage and support students experiencing difficulties, Maori students, students from other cultures and ESOL students.</p>	<p>Kahui Ako Teachers Specialist Teacher / T.A.s</p>		<p>Release costs for ALL teachers to attend PLD</p> <p>T.A. costs</p>	<p>identify next steps and inform whanau of student progress. Parents and family are involved in supporting their children's progress in writing</p> <p>The goals have been met and students have made accelerated progress.</p> <p>Consistent assessment, levelling and reporting is used.</p> <p>IT resources have been used to lift engagement in writing.</p> <p>% of children achieving at or above in writing will increase.</p>
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Monitoring: On-going tracking of students through the tracking system & use of SMS system. Team evaluation of the progress of the target groups of students in team.
 Use of PACT/E-AsTTle Writing, Spelling tests, Teacher observation, Hives, Student/ teacher conferences.

Improvement Plan/Target – Strategic Area: Student Well-Being and Learning

Strategic Goals: To improve outcomes for all students, particularly Maori, Pasifika, and children with Additional Needs through improving their well-being.
 To accelerate progress of students performing below expectations.

Annual Goal: Improve the well-being of all students which will lead to accelerated academic progress.

Baseline Data: 2019

Anecdotal Observations: The majority of our children are happy and caring students who are supportive of others and appreciate diversity and acceptance of those who are different from themselves however as with all schools:

- We have a group of children who lack the confidence to take risks with their learning through fear of failure.
- We have a group of children who lack the confidence to use their initiative to solve problems.
- We have a group of children who are unable to self manage – in and out of the classroom
- There are children who do not have the ability to self-regulate emotions/feelings – and can become anxious in situations.
- There is a lack of resilience of some children.
- There is a lack of understanding of what bullying is and therefore some react inappropriately.
- For a few children socialization with the different groups in the school is an issue.

Key Improvement Strategies

Actions	Who	When	Resourcing	Indicators of Progress
Build teacher knowledge of the history of the area and of Tainui through attendance at Kahui Ako events such as Koroneihana. Use Kahui Ako across school teacher to empower and support staff in Maori tikanga.	All Staff	March/August	Resourcing for staff release	Teacher knowledge of the area and Tainui has increased through their PD.
Professional development for all teaching and support staff in Understanding Behaviour and Responding Safely.	All staff	February	PLD costs	Teachers are better supported and feel more confident in the use of tikanga and te reo.
Professional development through the use of YouTube clips especially: Engage by Katherine Berkett.		Throughout year	Any associated costs	Students' cultures are valued and they are proud of their heritage.
Ethic of Care/Cultural Responsiveness continually practiced by teachers.				
Gather/Analyse and Review wellbeing of students through the use of NZCER Well-being surveys.	SLT Health Lead Teacher	Term 1 & Term 4		Well-Being survey will identify next steps for the school and an inquiry will be formulated and worked on.
Identify (through the surveys/trends and areas of need and strategically plan actions to address these.				Students who are struggling will be feeling better about themselves and be responding in a positive way to the strategies that are in place.
Identify target students who are having difficulty with aspects of well-being.	All Teachers/Support Staff	Term 1		
Formulate a school-wide inquiry		Throughout the year	Resourcing for materials.	
All teachers work with this target group of students to improve their well-being and build their self esteem.				
Embed the school values: Respect, Responsibility and Resilience throughout the school through schoolwide unit of work and continual promotion of these.	All Teachers/Support Staff/Community	Term 1 & throughout the year		Explicit teaching of our school values will take place and the values will be exhibited by all in the school community.
Encourage student engagement through student council/leaders				Student leaders will be impacting on the school emotional environment.
Empower student leaders to support children in the playground positively.	Senior Students	Throughout year		
Provide safe places in the playground for students who need extra support – e.g. Friendship seat/library	BOT Principal SLT	May Term 2	\$5000 approx for seat/blessing, etc	There will be places and people in the school that students can go to for support.
Review School wide Effective Behaviour Guidelines				The school wide behaviour guidelines will be updated to reflect the school values and increased knowledge of teachers.
Repeat well-being survey at the end of the year and analyse data and report on shifts.	Lead Teacher of Health/Principal	Term 4		Our students will have high self-esteem and feel good about themselves and their learning.

<p>Ensure staff Well-being is being met so that staff can model behaviours and respond to situations appropriately.</p> <p>Provide opportunities for parent involvement and consultation</p>	<p>All Staff/BOT</p> <p>Parents</p>	<p>Throughout the year</p>	<p>Staff will be good models for students through their positive well-being</p> <p>Parents will have the opportunity to impact of the well-being of all involved in the school and be supported in their roles as parents.</p> <p>Parents and family are involved in supporting their children's well-being leading to positive academic gains.</p>
<p>Monitoring: On-going tracking of student well-being through Team and Staff meetings. Monitor incidents and record on Edge SM & Identified Needs register. Well-being surveys will be completed.</p>			

Strategy 2

To achieve the school's vision of engaging all students fully in a wide range of learning experiences to prepare them for the challenges of the future the Board will place priority on student engagement and transition with a view to high achievement and quality learning opportunities.

Strategic Area: Student Engagement, Inclusion & Transition

Goals	Actions	Who/When/Costs	Expected Outcome	Review
<ul style="list-style-type: none"> To ensure a high level of student engagement in all aspects of their learning. 	<ul style="list-style-type: none"> Continue to inform parents of the need for high attendance rates and requirements for taking children out of school during term times. Reward high attendance each term and at school prize-givings with awards. Encourage Student voice in school matters through the school council and leadership opportunities. Encourage students to own and make decisions about the direction of their learning through the use of 'bubbles', 'stars' 'hives' etc 	<p>Principal Teaching staff</p> <p>Principal</p> <p>Principal Senior management</p> <p>Teachers</p> <p>Yr 7 & 8 teachers</p>	<p>High attendance rates of individual students.</p> <p>Less absence through overseas trips/holidays during term time.</p> <p>Students will be confident to discuss issues and make decisions about the direction of their learning.</p> <p>A higher % of Yr 6 students will remain at Buckland for their Year 7 & 8 years.</p> <p>Stable and relevant infrastructure in place.</p>	

<ul style="list-style-type: none"> To promote the special character of the school –semi-rural, full primary. To promote and affirm students’ identity, language and culture, particularly for Maori, Pasifika and those from other cultures. 	<ul style="list-style-type: none"> Continue to increase the availability, stability and use of efficient IT resources to engage students. Provide Careers Education for Yr 7 & 8 students. Continue to provide a range of high quality programmes for Year 7 & 8 students that prepare them well for college. Communicate Yr 7 & 8 programmes and successes in the weekly newsletter Use rubrics each term withh students and award Yr 7 & 8 Diplomas at the end of the year. Provision of camps & EOTC events. Promote the special character of the school – full primary through the school website, comments in newsletter and in local papers. Promote cultural awareness and respect by being culturally responsive in classrooms and across the school and value diversity. Include cultural perspectives and knowledge and understanding of the Treaty of Waitangi in curriculum areas. Continued focus on Cultural Responsiveness and Relational Pedagogy. 	<p>Principal Yr 7 & 8 Teachers</p> <p>Principal/BOT</p> <p>Yr 7 & 8 students</p> <p>Lead Teachers of IT BOT</p> <p>All Staff Specialist teacher of Maori</p> <p>All Staff</p> <p>Principal All Staff Lead teacher of Maori Kahui Ako Across School teacher</p> <p>Principal</p>	<p>Students will be using a range of IT equipment to engage in their learning across the curriculum.</p> <p>A high number of students will receive bronze, silver and gold diplomas.</p> <p>The school will be highly thought of in the school and wider community</p> <p>All students will have a respect for different cultures. Students from different cultural groups will feel valued and be successful learners.</p> <p>Knowledge of and understanding of the Treaty of Waitangi will increase.</p> <p>There will be evidence of an increase of Te Reo Maori being spoken.</p> <p>A marae visit for children will take place.</p> <p>A Kapa Haka group will operate.</p>	
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<ul style="list-style-type: none"> To ensure coherent pathways exist for effective transition within our school and between other local schools for students. To ensure the school is a fully Inclusive School. 	<ul style="list-style-type: none"> Promote inclusion in the Culture group. Build further on the liaison with our Kaumatua, the local marae and Maori community. Use Maori protocol, welcomes, karakia when-ever possible. Increase staff/student knowledge of the history of our area and Tainui through involvement in Kahui Ako PD & class lessons Provide opportunities for staff to discuss students prior to the beginning of a new year. Continue to ensure transition procedures for students entering and leaving the school are effective. Liaise with preschool facilities, intermediate and colleges. School involvement in Kahui Ako Coherent Pathways initiative. Include all children irrespective of their gender, cultural background, learning needs in all school activities. Address learning needs of all students. Well-being Survey with students and analysis Implementation of new School Values – staff, students, whanau 	<p>All Staff</p> <p>End of Term 4</p> <p>All Staff/BOT, Senco, LSC, RR tchr, teacher aides</p> <p>SLT</p> <p>All staff, students, whanau</p>	<p>Staff and students will be more confident to us Te Reo and will be more knowledgeable of local history relating to Maori</p> <p>All relevant information will be forwarded to ensure effective transitioning to other schools and students will be well supported to settle in quickly</p> <p>The class and school environments will be totally inclusive.</p> <p>Term 1 unit of work will be completed. Parent education on values will be communicated</p> <p>School Values will be embedded</p>	
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Strategy 3

To achieve the school's vision of engaging all students fully in a wide range of learning experiences to prepare them for the challenges of the future the Board will place priority on the effective management of finance and property with a view to providing resources to promote high achievement and quality learning opportunities.

Strategic Area: School Finance & Property

Goals	Actions	Who/When/Costs	Expected Outcome	Review
<ul style="list-style-type: none"> ● Allocate funds to reflect and support school's annual plan. ● Operate within annual grants & monitor expenditure ● Ensure financial requirements are met. ● Implement an efficient programme of maintenance for school buildings & facilities ● Develop school facilities to reflect school priorities 	<ul style="list-style-type: none"> ● Set and approve annual budget to meet year's priorities ● Maintain asset register ● Provide and monitor monthly reports to BOT ● Liaise with school's accountant and auditor. ● Complete audit requirements ● On-going maintenance checks and maintenance ● Complete the next 5/10 year property plan in relation to the building programme. ● Use the new property funding on projects identified. ● Complete office upgrades and any projects identified for the first year. ● Continually upgrade and beautify environment. Carry 	<p>Finance Committee February</p> <p>Executive Officer BOT Treasurer Principal</p> <p>Principal Executive Officer March 2020 Costs – Auditor – \$4700 Accountant- \$5000 Insurance - \$5000</p> <p>Caretaker BOT Property Person Principal Programme Property Service (\$9000)</p> <p>\$200000</p> <p>BOT</p>	<p>Budget will be approved and school's priorities will be funded.</p> <p>There will be on-going monitoring of school's finances and expenditure.</p> <p>Legal financial requirements will be met.</p> <p>School buildings and facilities will be maintained to a high standard of health & safety and efficiency.</p> <p>Projects will be clearly identified for the 5 Yr Property Plan through assessments by outside agency.</p> <p>Projects will be begun. Office upgrade will be completed</p> <p>School grounds will be attractively presented.</p>	

<ul style="list-style-type: none"> Review Property Plan and Finance & Property policies & procedures 	<p>out maintenance on trees and grounds.</p> <ul style="list-style-type: none"> Continue to investigate the possible church removal and the building of a Multipurpose block. Property Plan review and approval from Ministry of Education 	<p>BOT</p>	<p>Future proofing of the school will enable the establishment of the multipurpose building.</p> <p>Property Plan will be approved. Finance & Property policies & procedures will be reviewed & added to as necessary</p>	
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Strategy 4

To achieve the school's vision of engaging all students fully in a wide range of learning experiences to prepare them for the challenges of the future the Board will place priority on Health and Safety with a view to ensuring a safe and healthy learning environment that supports high achievement and quality learning opportunities.

Strategic Area: Health & Safety

Goals	Actions	Who/When/Costs	Expected Outcome	Review
<ul style="list-style-type: none"> To provide a safe physical and emotional environment for students and adults. 	<ul style="list-style-type: none"> Comply with Health & Safety requirements Ensure regular H & S checks are completed and equipment and resources are safe to use. Staff identification and training of children's health requirements, first aid and Health & Safety requirements. Continue to employ Harrison Tew Emergency firm to review emergency procedures and train staff and students in preparation for a range of emergencies including lock-down. Regular emergency drills are carried out, including: fire, earthquake & lockdown. 	<p>All staff, children, BOT, parents, caretaker, cleaners School Health & Safety officer Principal BOT Property person</p> <p>Staff/SENCO/ Principal</p> <p>Harrison Tew (\$1000) SLT/Executive Officer, staff, students</p> <p>Principal/SLT</p> <p>Caretaker</p>	<p>The physical and emotional environment will be safe and healthy for all students, adults and visitors to the school.</p> <p>Students health needs will be met.</p> <p>Staff and students will be prepared and know what to do in the case of an emergency.</p> <p>Swimming pool will be able to be used throughout Terms 1 & 4.</p>	

<ul style="list-style-type: none"> To promote with the school community health & safety issues – road, sun, water, abuse, digital citizenship, etc. Staff Training on UBRS (Understanding Behaviour, Responding Safely) and restraint Review Health & Safety policies & procedures ensuring they meet the requirements of the Health & Safety Act. 	<ul style="list-style-type: none"> Daily swimming pool testing during the season Use of Effective Behaviour plan & School Values: respect, responsibility & resilience. Promotion of inclusiveness. Promote healthy and safe practices with children and the school community through class and school wide programmes and communication. Involvement in initiatives such as Counties Manukau Sport /Health Promoting Schools/Enviro Group/ newsletter snippets/digital citizenship, sports/swimming safety lessons, etc Advertise the school’s AED for community use. All staff: Teaching and support will undertake training in UBRS with selected staff having training in restraint. Review of Effective Behaviour guidelines as a result of training Review of Health & Safety Policies and procedures Consult on Health programmes 	<p>Principal/SLT, Staff/Students</p> <p>All Staff, students, parents HPS team Health leader Outside support agencies.</p> <p>Health Leader Enviro group leaders Travelwise team Walking School Bus team</p> <p>Principal</p> <p>All Staff Term 1 – prior to school starting</p> <p>Staff</p> <p>BOT/Staff</p>	<p>Safe and healthy practices will be evident within and outside the school. Students will be able to make sensible and informed choices. Parents will be given current information.</p> <p>Health & Safety policies and procedures will be developed and/or updated as the need arises. Other policies will be reviewed.</p>	
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Strategy 5

To achieve the school's vision of engaging all students fully in a wide range of learning experiences to prepare them for the challenges of the future the Board will place priority on Personnel with a view to ensuring the school is staffed to provide for high achievement and quality learning opportunities.

Strategic Area: Personnel

Goals	Actions	Who/When/Costs	Expected Outcome	Review
<ul style="list-style-type: none"> ● To appoint staff as necessary to enhance the teaching/learning opportunities of the school. ● To provide opportunities for staff PLD. ● To use the Kahui Ako 'In-School' teachers & 'Across School' teachers to develop staff further. ● To ensure effective induction practices take place for new staff ● To provide a programme of support for Provisionally Registered Teachers ● To ensure staff are providing evidence of their meeting the Code of Professional Responsibility and the Standards for the Profession. 	<ul style="list-style-type: none"> ● Appoint (as necessary) high quality staff who will enhance the culture of the school ● Provide opportunities for PLD for all teaching staff in: literacy, Inquiry, Literacy Progressions/PACT use, Kahui Ako goals – Coherent Pathways, Data use, Digital Technology, Maori. ● Provide PLD opportunities for Teacher Aides and other support staff. ● Support new staff in gaining information on the school and programmes. ● Develop PRTs through support of experienced teachers and the provision of PRT courses. ● Provide guidance and checks (through appraisal) to teachers in the keeping of evidence. Review procedures/ requirements as indicated by Education Council ● Fund appraisal by outside appraiser of all senior leadership staff. 	<p>Senior Leadership team</p> <p>Principal Senior Leadership team Teachers Kahui Ako team Throughout 2019</p> <p>Senco/Principal</p> <p>Principal Experienced teachers</p> <p>Principal S Miles, A Lindgreen SLT</p> <p>Principal</p>	<p>All staff will be performing to high standards.</p> <p>On-going staff development will contribute to effective teaching.</p> <p>Support staff will develop skills and knowledge to use to enhance and support student learning.</p> <p>New staff will be knowledgeable about the school's programmes, events and expectations.</p> <p>Standards for the Profession will be met leading to full registration for PRTs</p>	

<ul style="list-style-type: none"> • Continue to develop leadership skills in all staff and particularly the SLT. • To further embed effective team and staff working professional relationships and staff well-being. • To review personnel policies and procedures (as necessary) • Support the introduction and implementation of the Learning Support Co-ordinator 	<ul style="list-style-type: none"> • Encourage staff to take on leadership roles and support them in these. • Continue to focus on having a positive staff climate that promotes respect and collaboration. • Follow Action Plan • Provide opportunities for staff social events • Opportunities for personal staff growth in aspects of well-being • Review personnel policies and procedures (as necessary) • Provide resources • Design implementation plans • Formulate policies and procedures. 	<p>Principal BOT</p> <p>Full Staff SLT Throughout year</p> <p>BOT/Staff Rep BOT Term 3</p>	<p>There will be a consistent approach across the school to compiling evidence.</p> <p>Senior leadership staff development will continue and will impact positively across the school. Staff will gain experience in leadership.</p> <p>There will be a positive staff climate where all staff members will feel valued and respected.</p> <p>Policies and procedures will be reviewed as necessary.</p>	
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Strategy 6

To achieve the school's vision of engaging all students fully in a wide range of learning experiences to prepare them for the challenges of the future the Board will place priority on community engagement with a view to encouraging partnership between home and school which is vital in achieving high achievement and quality learning opportunities for students.

Strategic Area: Community Engagement

Goals	Actions	Who/When/Costs	Expected Outcome	Review
<ul style="list-style-type: none"> • To place priority on parent engagement, understanding, support and participation in the school's 	<ul style="list-style-type: none"> • Provide opportunity for parent voice through: consultation meetings, 	<p>All staff Principal Students</p>	<ul style="list-style-type: none"> • Parents/whanau will approach the school staff on 	

<p>curriculum programmes and activities.</p> <ul style="list-style-type: none"> • BOT to conduct any necessary community surveys and analyse and communicate results and formulate goals around these. • Provide the school's community with a range of communication channels to access information. • Provide opportunity for BOT training • Conduct any necessary BOT elections should a vacancy arise. 	<p>face to face meetings, parent education workshops, surveys and questionnaires.</p> <ul style="list-style-type: none"> • Encourage and promote parental & whanau involvement in school events and activities. • Support the PTA committee in their fundraising efforts especially Ag Day. • BOT Survey/consultation on 2021 Charter/ Strategic plan. • Review of Bible in Schools - survey • Use of: weekly newsletters, class newsletters, website, electronic sign, Skool App, BOT/PTA term newsletters, information booklet, emails & texts to engage and communicate to parents and community. • Use NZSTA courses to upskill existing and new BOT members 	<p>BOT PTA</p> <p>Throughout year</p> <p>November</p> <p>June/July</p> <p>PTA/BOT/Staff/Parents/Community</p> <p>BOT February</p> <p>Throughout year</p> <p>BOT members – as courses are available</p>	<p>issues and feel listened to and valued.</p> <ul style="list-style-type: none"> • Meetings and courses will be well attended by parents and ideas and views will be expressed. • School events will be well supported. • School meetings and student lead conferences will be an effective way of informing parents and whanau of expectations and student progress and achievement. • Community surveys will be carried out effectively. • PTA & BOT, Community & Staff will work in partnership for the benefit of the school. • A successful AG Day will be held. • An enjoyable social event will be held for the school community. • Students, staff and whanau will exhibit the School Values. • Parents and the school community will be well informed of events and opportunities to be involved in the school. 	
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<ul style="list-style-type: none"> • Work towards achieving the goals of the Hautu action plan • Comply with current legislation through policy and procedures. • Review Legislation policies and procedures Nag 7 & 8 (and others as necessary) 	<ul style="list-style-type: none"> • Complete the actions identified in the Hautu plan. • Review the Hautu plan. • Complete Charter/ Strategic Plan, analysis of variance and send to Secretary of Education by 1 March. • Review Nag 7 & 8 Legislative policies and procedures 	<p>Principal/Staff/BOT Throughout year</p> <p>By 1 March</p> <p>Term 2 BOT</p>	<ul style="list-style-type: none"> • The community will be represented by a full BOT who will be knowledgeable about their roles and responsibilities. • Hautu plan will be reviewed • All current legislation around planning and reporting will be completed in a timely way. • Legislative policies and procedures will be reviewed. 	
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