



Wainuiomata Primary School

Achieving Hauora for all
“Living, learning, growing..... together”
Through C.A.R.E

“Mā te mahi ngātahi ... ka ora, ka ako, ka tipu”

School Charter

2020

INTRODUCTION

Wainuiomata Primary School's vision and values reflect the aspirations of staff, Board of Trustees, parents, caregivers and children.

**Achieving Hauora for all
Living, Learning, Growing ...together
Through C.A.R.E.**

In order to reflect our vision and values the school aims to:

- Identify children's individual needs and provide varied programmes that will meet these needs and encourage success for each child
- Honour our obligations under Te Tiriti o Waitangi by recognising the unique position of Māori
- Promote increased participation and success of Māori through the advancement of Māori education initiatives, consistent with the principles of Te Tiriti o Waitangi
- Encourage a strong sense of self-discipline in each child and a desire to learn
- Provide a safe, secure and harmonious learning environment
- Recognise and utilise staff strengths
- Promote inclusive, non-sexist, culturally sensitive attitudes and practices
- Have a culture of inquiry throughout all levels of the school

SCHOOL DESCRIPTION

Wainuiomata Primary School was founded in 1857 and is situated at the south end of the Wainuiomata Valley. Wainuiomata Primary had an end of year student roll of over 270 with an ethnic composition of NZ European 47.6%, Māori 40.5%, Pasifika 6.4%, Asian 3.8% and other groups 1.7%. Our school community is both suburban and rural. The school community values the importance of good communication between the various groups that make up our school – children, parents/caregivers, Board of Trustees, leadership, teachers and support staff. We recognise that good communication enhances teaching and learning and helps build positive, collaborative relationships between home and school.

Wainuiomata Primary School is a U5, Decile 4 contributing school catering for students from Years 1 to 6. Students are provided with an emotionally supportive environment. We aim to create a climate of support and respect for individual and cultural differences.

Features of our school that assist us to do the above are:

- School wide data gathering systems that give a clear picture of our students' achievement, particularly in literacy and numeracy
- Identifying areas of need through school wide data systems and establishing programmes to target these areas
- Commitment to the best possible achievement for individual students
- Creating a climate of support for individual students and recognising their strengths and needs
- Professional development including appraisal for learning inquiries to support, and inquire into effective teaching practice
- Emphasis on literacy and numeracy and effective practice in classroom programmes
- Specialist math programme
- Use of thinking skills to deepen students' thinking
- Learning assistance programmes that target areas of need
- Teaching programmes that cater for the diverse needs of our students
- The use of information and communication technology (ICT) to support teaching and learning
- The school's cultural mix reflected in programmes and events
- The delivery of Kapa Haka and Te Reo Māori programmes
- Regular consultation with and reporting to parents and caregivers, including whānau hui and fono
- Continuation of the Mutukaroa programme
- Involvement in the Wainuiomata Kahui Ako
- Professional learning for staff re: mathematics, student agency and restorative practices

CULTURAL DIVERSITY

WHAT WAINUIOMATA PRIMARY SCHOOL IS DOING TO REFLECT THE CULTURAL DIVERSITY IN NEW ZEALAND

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. The curriculum will acknowledge the unique position of Māori and the place of Pacific Island societies in New Zealand society. In response to other cultures, we deliver ELL (English Language Learning) programmes where English is their second language.

WE WILL RECOGNISE AND VALUE THE UNIQUE POSITION OF MĀORI CULTURE IN NEW ZEALAND by ensuring that all learners have the opportunity to acquire basic Te Reo and understanding of everyday conversational language as per the school's Te Reo Curriculum. Te Tiriti o Waitangi will guide our relationships and the nature of our interactions with the Māori community. We will acknowledge and respect the values, traditions and history of Māori and, observe cultural sensitivity to Tikanga Māori. A pōwhiri will be held to welcome new staff members and new students every term.

WHAT REASONABLE STEPS WILL BE TAKEN TO INCORPORATE TIKANGA MĀORI INTO THE SCHOOL CURRICULUM?

A local Te Reo curriculum has been developed after consultation with staff, whānau and community to establish Te Reo in our school. Te Reo will be integrated across the curriculum with support for our staff (teachers and support staff). The National Anthem will be sung in Māori and English. We encourage the correct pronunciation of Māori names and place names. Opportunities will be provided for students to join Kapa Haka and to perform both in the school and for the wider community. We will work with our kaumātua to develop leadership for our students enabling them to take a role in our pōwhiri.

Respecting the mana of students, staff, whānau and community is our main priority in all our dealings.

Wainuiomata Kahui Ako

Wainuiomata Primary School is a member of the Wainuiomata Kahui Ako and is committed to the vision and aims

EQUITY AND EXCELLENCE for ALL through HAUORA, AKO and KAITIAKITANGA

The members of Wainuiomata Kahui Ako will work collectively to:

- Develop all aspects of our Hauora
- Ensure equitable and excellent learning outcomes (Ako) for our ākonga
- Build and promote excellence in our teaching and leadership (Kaitiakitanga)

Our Aims

Hauora - Wellbeing	Ako - Learning	Kaitiakitanga - Leading
Taha Tinana - Physical <ul style="list-style-type: none"> • Promote physical fitness / healthy eating • Engage with agencies / organisations to ensure our learners have their basic needs met 	Wainuiomata Way <ul style="list-style-type: none"> • Co construct values and expectations that support learning in the valley 	Inquiry and Review <ul style="list-style-type: none"> • Follow inquiry, reflection and review processes to improve teaching and learning
Taha Hinengaro - Mental/Emotional <ul style="list-style-type: none"> • Build resilience and a growth mindset in our learners • Coordinate the support available to meet the mental and emotional needs of our students 	Connected, Culturally Responsive and Authentic Curriculum <ul style="list-style-type: none"> • Design a locally co constructed curriculum that enables ALL learners to succeed 	Practice <ul style="list-style-type: none"> • Develop and promote excellence in teaching and leadership through future focused, innovative and creative practices
Taha Wairua - Spiritual <ul style="list-style-type: none"> • Create an awareness of self and the environment • Build positive relationships and connections • Celebrate and value culture, language and identity of all 	Learner Agency / Active Learning <ul style="list-style-type: none"> • Develop and promote critical thinking, innovation and creativity • Co construct individual learning pathways that reflect high expectations and aspirations 	Collaborate <ul style="list-style-type: none"> • Grow our pedagogical knowledge and practices • Utilise the strengths within and across our community
Taha Whanau - Social wellbeing <ul style="list-style-type: none"> • Respect and build on the values and beliefs of whānau and their role in their children's lives • Build a safe learning environment for all our learners through PB4L/Restorative Practice 	Learner Partnerships <ul style="list-style-type: none"> • Co construct meaningful relationships and partnerships within and across schools, whānau and our community 	Celebrate <ul style="list-style-type: none"> • Share and celebrate the successes of our Kāhui Ako with our community

Strategic Goals 2018-2020

1. Accelerated student achievement
2. Effective teaching and a relevant curriculum
3. Positive behaviour for learning evident throughout the school
4. Technologies used to support learning
5. Parents and whānau engaged in children’s learning

Annual Objectives 2020

Accelerated student achievement	Effective teaching and a relevant curriculum	Positive behaviour for learning evident throughout the school	Technologies to support learning	Parents and whānau engaged in children’s learning
<ol style="list-style-type: none"> 1. Improved achievement for all students 2. Improved achievement for our at risk learners 3. Continue strengthening student agency 4. Continue strengthening systems for identifying and responding to students at risk of low achievement 	<ol style="list-style-type: none"> 1. Effective teaching practice is supported and strengthened 2. Begin developing a local integrated curriculum 3. Teachers will inquire into their practice and engage in professional discussions about student learning 4. Enviro school principles are evident in school programmes 5. Play based programmes are continued in our junior classes 	<ol style="list-style-type: none"> 1. The community and school share understanding of positive behaviour expectations 2. Promoting Positive Behaviour programme (Whakaora) is continued across the school 3. C.A.R.E. value skills are planned and taught 4. Behaviour data is collated and reported regularly to the Board 	<ol style="list-style-type: none"> 1. Continue to seek effective use of technologies to support learning and assessment 2. eTap is used to full potential 3. BYOND is continued in senior syndicate classes 4. Junior classes are supported with appropriate technology 5. Technology is used in the library to support student learning 	<ol style="list-style-type: none"> 1. Maintain anniversary testing for first 12 months to align with Mutukaroa 2. Three way learning conversations are continued using student goals 3. Technology is used to regularly share students’ learning with their whānau 4. Regular events are planned with and for the school community

ANNUAL SECTION

STRATEGIC AIM ONE

- Accelerated student achievement

ANNUAL AIM

- To include changes in students' agency when measuring progress

BASELINE DATA

READING

Analysis of the school-wide data in Reading at the end of 2019 showed the following:

- 57.2% of all students achieved 'at' or 'above' the expected level in Reading – this compares to 62.5% at the end of 2018

WRITING

Analysis of the school-wide data in Writing at the end of 2019 showed the following:

- 50% of all students achieved 'at' or 'above' the expected level in Writing –this compares to 59% at the end of 2018

MATHEMATICS

Analysis of the school-wide data in Math at the end of 2019 showed the following:

- 67.9% of all students achieved 'at' or 'above' the expected level in Math – this compares to 70% at the end of 2018

ANNUAL ACHIEVEMENT TARGETS

ANNUAL TARGET FOR WRITING

- To accelerate the progress of the 88 identified students in years 2 - 6 achieving below expected levels in writing. Progress will be defined as improvement in both student agency and achievement

WRITING TARGET	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Total number of students in cohort	43	38	34	31	48	194
Number of students achieving below expected level	51 (%)	37 (%)	38 (%)	45 (%)	52 (%)	45%
Number of boys achieving below expected level	11	8	11	6	16	52
Number of girls achieving below expected level	11	6	2	8	9	36
Number of students achieving below expected level	19	10	6	4	18	57
Number of students achieving well below expected level	3	4	7	10	7	31

ANNUAL TARGET FOR MATHEMATICS

- To accelerate the progress of the 54 identified students in years 2 - 6 achieving below expected levels in mathematics. Progress will be defined as improvement in both student agency and achievement

MATHEMATICS TARGET	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Total number of students in cohort	43	38	34	31	48	194
Number of students achieving below expected level	26 (%)	21 (%)	26 (%)	42 (%)	27 (%)	28%
Number of boys achieving below expected level	3	6	8	5	6	28
Number of girls achieving below expected level	8	2	1	8	7	26
Number of students achieving below expected level	11	7	4	2	11	35
Number of students achieving well below expected level	0	1	5	11	2	19

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM ONE – Accelerated Student Achievement

TERM 1: Identifying our target students – what is their level of student agency?

TERM 2: Are we on track to meet our targets? What strategies have we tried?

TERM 3: Update on syndicate inquiries – what are syndicates doing to improve student achievement?

TERM 4: Have we achieved our targets? What is the data telling us we have to target in 2021?

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	LED BY	BUDGET	TIMEFRAME
1.1 Improved achievement for all students	<ul style="list-style-type: none"> Continue PLD focus on student choice, student voice with Bek Galloway Participate in DMIC PLD Investigate relationship between students' dispositions to learning and academic progress Continue developing teacher observations Continue our emphasis on syndicate inquiries 	<ul style="list-style-type: none"> Senior management Syndicate Leaders MST teacher DMIC facilitators 	<ul style="list-style-type: none"> PLD budget available for specific requests 	Throughout the year
1.2 Improved achievement for our at risk learners	<ul style="list-style-type: none"> Identify students achieving 'below' (up to one year below expected level) and 'well below' (1+ years below expected level) Continue collecting target students' agency levels and track changes Target learners achieving below expected levels in mathematics (MST) IEP meetings for 'at risk' learners Use of learning support programmes to support IEP as well as in-class support AP/DP programme for 'at risk' learners Continue to use progress graphs to track student progress in reading, writing and numeracy Continue to track the progress of students who have participated in any interventions 	<ul style="list-style-type: none"> Senior management BOT MST 		Throughout the year

1.3 Continue strengthening student agency	<ul style="list-style-type: none"> • Continue PLD with Bek Galloway – T/O days and classroom observations / student conferences / feedback • Track the progress of all students using Independent Learning Rubric • Focus on student agency in Mathematics (DMIC) 	<ul style="list-style-type: none"> • Principal • DP • BOT 	\$15000	Ongoing
1.4 Continue strengthening systems for identifying and responding to students at risk of low achievement	<ul style="list-style-type: none"> • Use of school tracking sheets - numeracy, reading and writing • Use of eTap to monitor students who have participated in a learning intervention • Continued development of Diverse Needs register on eTap • Review and refine school IEP format for in-class support students and 'at risk' students • Alignment of school referral system and PB4L tier 2 procedures 	<ul style="list-style-type: none"> • Senior management • Syndicate leaders • Teachers • Support Staff 		Ongoing

STRATEGIC AIM TWO

- Effective teaching and a relevant curriculum

ANNUAL AIM

- To identify and use the strengths of teachers throughout the school

BASELINE DATA

We will continue to refine and develop our teacher observations. Videoing lessons has allowed more staff to be involved and teachers are beginning to work with teachers who have a strength in the area they are focusing on.

PB4L data and observations and anecdotal notes indicate that our new entrants' transition to school has been supported by including Tākaro into classroom programmes. The introduction of a junior syndicate wide Tākaro programme should ensure consistency and greater curriculum coverage.

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM TWO – Effective teaching and a relevant curriculum

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| TERM 1: | What progress have we made as an enviro school? |
| TERM 2: | Update on junior syndicate Tākaro programme |
| TERM 3: | Update on how our local integrated curriculum is progressing |
| TERM 4 | What progress has been made re teacher practice? |

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	LED BY	BUDGET	TIMEFRAME
2.1 Effective teaching practice is supported and strengthened	<ul style="list-style-type: none"> • Continue developing/refining observation process – teachers are responsible for completing three observations throughout the year • Observations for all staff will be videoed • Progress scale will be developed for tracking and reporting purposes • Evidence from observations will be reported to the BOT 	<ul style="list-style-type: none"> • Senior management • Syndicate Leaders • Teachers 		Terms 1, 2 & 3
2.2 Begin developing a local integrated curriculum	<ul style="list-style-type: none"> • Introduce curriculum matrices • Continue consulting with school community re school curriculum • Continue with peer planning checks • Develop recording sheet for peer planning reviews • Collate our school systems as a starting point for our school curriculum 	<ul style="list-style-type: none"> • Senior management • Senior Leaders 	\$1000	Ongoing
2.3 Teachers will inquire into their practice and engage in professional discussions about student learning	<ul style="list-style-type: none"> • Peer planning checks – recording sheet to be developed • Observations to improve teacher practice • Syndicate inquiries will focus on an identified area of need – juniors Tākaro / seniors technology tools • Target students will be identified and tracked • Teachers to inquire into an area of their practice – teachers are strongly advised to focus on DMIC, student agency or their syndicate inquiry 	<ul style="list-style-type: none"> • Senior management • Senior leaders 		Ongoing
2.4 Enviro school principles to ensure they are evident in school programmes	<ul style="list-style-type: none"> • Make explicit links between school C.A.R.E. values and the Enviro schools' guiding principles • Continue to have groups of students work with Enviro learning coach and Enviro teacher • Classes will be encouraged to take on an area to work on around the school e.g. school garden • Key dates for environmental events (e.g. Keep NZ Beautiful week) are used for school wide events • Explore ways for enviro students to share their enviro inquiries with the school / greater community 	<ul style="list-style-type: none"> • Principal • DP • Teacher and support team • Syndicate leaders 		

<p>2.5 Play based programmes are continued in our junior classes</p>	<ul style="list-style-type: none"> • Junior syndicate wide Tākaro programme to be introduced to ensure consistency and curriculum coverage • Storage system and tracking of where resources are used will be reviewed and refined • Learning stories to share learning will be trialled across the junior syndicate • Some senior classes to trial Tākaro as part of their class programme 	<ul style="list-style-type: none"> • Senior management • Junior syndicate leaders and teachers • Georgina (expert teacher) 	<p>\$2000</p>	
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STRATEGIC AIM THREE

- Positive behaviour for learning is evident throughout the school

ANNUAL AIM

- To refine and develop our Promoting Positive Behaviour Programme Whakaora

BASELINE DATA

Our Promoting Positive Behaviour programme, Whakaora, has had a positive impact on classroom and playground behaviour. Keeping families and whānau informed has been identified as a strength of the programme.

We will continue refining and developing Whakaora this year, ensuring it aligns with our behaviour matrix and tier 2 systems.

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM THREE – Positive Behaviour for Learning is evident throughout the school

- TERM 1:** Update on Whakaora – what are we focusing on this year?
- TERM 2:** What is our Whakaora data telling us?
- TERM 3:** How safe are our students feeling in the school environment? (Wellbeing@school)
- TERM 4** What progress have we made as a PB4L school?

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	LED BY	BUDGET	TIMEFRAME
3.1 The community and school share understanding of positive behaviour expectations	<ul style="list-style-type: none"> • C.A.R.E. behaviour expectations are regularly shared with parent community • Regular articles re C.A.R.E are included in the School Newsletter • C.A.R.E. expectations to focus on are timetabled throughout the year as a result of analysing Whakaora data • School continues tier 2 training 	<ul style="list-style-type: none"> • Senior management • PB4L leader • PB4L team 	\$10 000	Ongoing
3.2 Promoting Positive Behaviour programme (Whakaora) is continued across the school	<ul style="list-style-type: none"> • Promoting Positive Behaviour programme (Whakaora) is continued • Whakaora brochure is available for parents • Regular reminders are included in newsletters • Specific focus on: <ul style="list-style-type: none"> ○ Step 2 and 3 procedures ○ Ensuring restorative (fixing up) actions are completed 	<ul style="list-style-type: none"> • Senior management • PB4L leader • PB4L team 		Term 1 initially and then throughout the year
3.3 C.A.R.E. value skills are planned and taught	<ul style="list-style-type: none"> • Matrices for our behaviour expectations (C.A.R.E.) are reviewed • Whakaora data will identify areas of need to inform C.A.R.E. teaching in classrooms • Lesson plans are reviewed by PB4L team and used as required 	<ul style="list-style-type: none"> • Senior management • Senior teachers • PB4L Unit Holder • PB4L team 		Term 1 & 2 Ongoing
3.4 Behaviour data is collated and reported regularly to the Board	<ul style="list-style-type: none"> • Continue to use eTap to record behaviour incidents • Develop ways to regularly update staff, students and school community re Whakaora data 	<ul style="list-style-type: none"> • Senior management • PB4L leader • PB4L team 		Ongoing

STRATEGIC AIM FOUR

- Technologies to support learning

ANNUAL AIM

- Upskill teachers in the use of technology and technology tools to support students' learning programmes

BASELINE DATA

The school has invested in 1:2 Chromebooks for the senior syndicate classes and 6 tablets in all year one classes and a combination of Chromebooks and tablets in year 2 – 3 classes. There is also BYOnD (Bring Your Own Nominated Device) in all senior syndicate classrooms. Our work on student agency has seen most of our senior students actively using Bek Galloway's on-line learning hubs to support their learning. This year we are ensuring senior syndicate teachers are supported in the use of technology tools

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM FOUR – Technologies to Support Learning

- TERM 1:** What steps are the senior syndicate taking to integrate the use of technology and technology tools in their classrooms?
- TERM 2:** Update on school library – survey results and strategic plan
- TERM 3:** What are the future needs of our school in terms of resourcing?
- TERM 4:** How has the use of technology impacted on student achievement?

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	LED BY	BUDGET	TIMEFRAME
4.1 Continue to seek effective use of technologies to support learning and assessment	<ul style="list-style-type: none"> • PLD sessions are held as the need arises • New Digital curriculum is integrated into existing learning programmes • Senior syndicate inquiry into the effective use of technology tools 	<ul style="list-style-type: none"> • Principal • DP/AP • Skilled teachers 		Ongoing
4.2 eTap is used to full potential	<ul style="list-style-type: none"> • Continued use of reading, writing and numeracy graphs • Investigate entering data for other curriculum areas onto eTap • Review the use of eTap for report writing • Include learner agency skills on eTap so data on student agency can be collated and shared • Training for admin staff on invoicing through eTap 	<ul style="list-style-type: none"> • Senior management • Senior leaders 		Ongoing
4.3 BYOND is continued in senior syndicate classes	<ul style="list-style-type: none"> • School has 1:2 ratio for Chromebooks in the senior syndicate • Parents are informed of BYOND options • Parents are informed of how students are using BYOND to support their learning • Continue upskilling teachers re use of Chromebooks – senior syndicate inquiry • Upskilling parents in the use of Chromebooks 	<ul style="list-style-type: none"> • Senior management • Senior syndicate leaders 		Ongoing
4.4 Junior classes are supported with appropriate technology	<ul style="list-style-type: none"> • Continued use of a buddy system to support teachers in the use of technology in the classroom • Increase numbers of Chromebooks in junior classes • Time spent in admin meetings sharing ideas 	<ul style="list-style-type: none"> • Senior management • Junior syndicate leaders and teachers 		Term 1 Throughout the year
4.5 Technology is used in the library to support student learning	<ul style="list-style-type: none"> • Survey carried out with staff, students and whānau as to how they would like to see the library used conducted • Library 5-year plan is developed using data from survey • Staff and students upskilled in the use of Accessit • Students take an active role and develop leadership skills in using the library technology 	<ul style="list-style-type: none"> • Principal • Frances • Marlene • Alison • Class Teachers 		Ongoing

STRATEGIC AIM FIVE

- Parents and whānau engaged in children’s learning

ANNUAL AIM:

- All students are sharing their learning on a digital platform

BASELINE DATA

Last year our student leaders and past students presented at our Whānau Hui and Pasifika Fono. We will continue building on the feedback we received from these meetings.

Mutukaroa has continued to have a positive impact on student learning. We will continue holding Learning Conversations and will focus on students talking to their whānau about the goals they are working on as part of Bek Galloway’s Professional Learning Development. We will continue to strengthen the use of technology to foster home / school learning partnerships through the use of a digital platform.

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM FIVE – Parents and whānau engaged in children’s learning

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| TERM 1: | How are teachers engaging with parents? How many of our parents are we connecting with? |
| TERM 2: | What digital platforms are being used to connect with our whānau? What learning is being shared? |
| TERM 3: | How are teachers engaging with parents? How many of our parents are we connecting with? (Reflection on Three Way Learning Conferences) |
| TERM 4: | Has Mutukaroa made a difference to our year 1 data? What are the implications for 2021 resourcing? |

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	LED BY	BUDGET	TIMEFRAME
5.1 Maintain anniversary testing for first 12 months to align with Mutukaroa	<ul style="list-style-type: none"> • Refine systems/procedures within the junior school for anniversary reporting • Return to Mutukaroa teacher meeting with teachers to ensure relevant and appropriate goals are set with whānau 	<ul style="list-style-type: none"> • Principal • Syndicate leader • AP/Mutukaroa teacher 	\$200	Term 1 – preparation Throughout the year
5.2 Three way learning conversations are continued using student goals	<ul style="list-style-type: none"> • Learning conversations are held with students, parents and teachers in Term 1 - week 5 with students sharing their learning goals • Students share the progress they have made on their learning goals – Term 2 Week 9 • Feedback from parents is gathered after the term 1 & term 2 Learning Conversations 	<ul style="list-style-type: none"> • Senior management • Senior Leaders • Teachers 		Terms 1 & 2
5.3 Technology is used to regularly share students’ learning with their whānau	<ul style="list-style-type: none"> • Chromebooks are used in all senior syndicate classes and tablets in all junior classes • All teachers are expected to share their students’ learning through a digital platform at least 5 times a term • Create a database of resources for Seesaw • Gather feedback from parents re effectiveness • Provide opportunities at parent meetings to upskill parents in the use of technology 	<ul style="list-style-type: none"> • Teaching through Technology unit holder • Class teachers 		Throughout the year
5.4 Regular events are planned with and for the community	<ul style="list-style-type: none"> • Parent group formed to support whānau engagement • Opportunities are made at informal parent gatherings to engage with and get feedback from whānau • Events are planned throughout the year to share students’ learning • Whānau hui and Pasifika fono are planned for our community • Trial principal ‘pop ins’ to gather parent voice • School production planned for 2020 	<ul style="list-style-type: none"> • Senior management • BOT • Parent group 		Term 1 Throughout the year

PROPERTY 2020				
<ul style="list-style-type: none"> To create modern learning spaces which promote student achievement 				
ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	LED BY	BUDGET	TIMEFRAME
1.1 To work through the planning process for our rebuild of new classrooms	<ul style="list-style-type: none"> Design brief sent to project manager Appointment of architects Consultation of building designs Tendering of work 	<ul style="list-style-type: none"> Principal BOT Chair 	\$2,000,000	Throughout the year with aim to get to the tendering stage by October 2020
1.2 Continue implementing essential work on our 10YPP	<ul style="list-style-type: none"> Work with Simon Ramage to timetable the following essential 10YPP work <ul style="list-style-type: none"> Electrical switchboard repairs Complete a 5YA adjustment to decommission the boiler and put heating in office area, library and rooms 1 & 2 	<ul style="list-style-type: none"> Principal BOT Chair 	As per 10YPP	April School Holidays
1.3 Improve our school environment	<ul style="list-style-type: none"> Continue developing and maintaining our school gardens Review and if necessary redevelop our compost/ recycling systems 	<ul style="list-style-type: none"> Principal <ul style="list-style-type: none"> Enviro lead teacher Enviro learning coach 		Ongoing

RATIFICATION

The Charter will be submitted to the Ministry of Education by 1st March each year.

This Charter was ratified by the Board of Trustees on 24 February 2020.

CONSULTATION

Community consultation was held Term 3 2017.

The next consultation will be Term 2 2020.