



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 2021

INTRODUCTION

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

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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

Mainuiomata Primary School was founded in 1857 and is situated at the south end of the Mainuiomata Valley. Mainuiomata Primary had an end of year student roll of over 230 with an ethnic composition of NZ European 45%, Māori 42%, Pasifika 5%, Asian 4%, Indian 2% and other groups 2%.

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.

Mainuiomata Primary School is a U4, 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
- 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 2018-2021

1. Achievement for every child
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 2021

Achievement for every child	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, with accelerated progress for our at risk learners 2. Continue strengthening student agency 3. 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. Implement our 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 	<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. Behaviour data is collated and reported regularly to the Board 	<ol style="list-style-type: none"> 1. Technologies are used effectively to support learning and assessment 2. eTap is used to full potential 3. Technology is introduced and used in the library to support students' 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

- Achievement for every child

ANNUAL AIM

- To investigate and develop ways to report students' holistic achievement

BASELINE DATA

READING

Analysis of the school-wide data in Reading at the end of 2020 showed the following:

- 55.2% of all students achieved 'at' or 'above' the expected level in Reading – this compares to 57.2% at the end of 2019
(This reflects the low levels of our youngest cohort, 77% of whom are below expected levels. While there has been a trend of low literacy levels at school entry, we also recognise that last year's Year 1 cohort had an extremely disruptive first year of school)

WRITING

Analysis of the school-wide data in Writing at the end of 2020 showed the following:

- 52.2% of all students achieved 'at' or 'above' the expected level in Writing – this compares to 50% at the end of 2019

MATHEMATICS

Analysis of the school-wide data in Math at the end of 2020 showed the following:

- 73% of all students achieved 'at' or 'above' the expected level in Math – this compares to 67.9% at the end of 2019

ANNUAL ACHIEVEMENT TARGETS

ANNUAL TARGET FOR READING

- To accelerate the progress of the 31 identified students in years 1 - 2 achieving below expected levels in reading.
Progress will be defined as improvement in both student agency and achievement

READING TARGET	Year 1	Year 2	TOTAL
Total number of students in cohort	20	43	63
Number of students achieving below expected level	4	27	31
Percentage of cohort achieving below expected level	(20%)	(63%)	(49%)
Number of boys achieving below expected level	4(100%)	13(48%)	17 (55%)
Number of girls achieving below expected level	0	14 (52%)	14 (45%)
Number of students achieving below expected level	3 (75%)	25 (93%)	28 (90%)
Number of students achieving well below expected level	1 (25%)	2 (7%)	3 (10%)
Number of NZE students achieving below expected level	4 (100%)	13(48%)	17 (55%)
Number of Maori students achieving below expected level	0	13(48%)	13 (42%)
Number of Pasifika students achieving below expected level	0	0	0
Number of other ethnicities achieving below expected level	0	1 (4%)	1 (3%)

ANNUAL TARGET FOR WRITING

- To accelerate the progress of the 54 identified students in years 3 - 6 achieving below expected levels in writing.
Progress will be defined as improvement in both student agency and achievement

WRITING TARGET	Year 3	Year 4	Year 5	Year 6	TOTAL
Total number of students in cohort	43	29	31	34	137
Number of students achieving below expected level	20	10	11	13	54
Percentage of cohort	(46%)	(34%)	(35%)	(38%)	(39%)
Number of boys achieving below expected level	8 (40%)	9 (90%)	8 (73%)	7 (54%)	32 (59%)
Number of girls achieving below expected level	12 (60%)	1 (10%)	3 (27%)	6 (46%)	22 (41%)
Number of students achieving below expected level	16	7 (70%)	6 (55%)	8 (62%)	37 (69%)
Number of students achieving well below expected level	4	3 (30%)	5 (45%)	5 (38%)	17 (31%)
Number of NZE students achieving below expected level	6	4 (40%)	5 (45%)	5 (38%)	20 (37%)
Number of Maori students achieving below expected level	10	4 (40%)	6 (55%)	5 (38%)	25 (46%)
Number of Pasifika students achieving below expected level	1	0	0	1 (8%)	2 (4%)
Number of other ethnicities achieving below expected level	3	2 (20%)	0	2 (16%)	7 ((13%)

ANNUAL TARGET FOR MATHEMATICS

- To accelerate the progress of the 47 identified students in years 1 - 6 achieving below expected levels in mathematics.
Progress will be defined as improvement in both student agency and achievement

MATHEMATICS TARGET		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Total number of students in cohort		20	43	43	29	31	34	200
Number of students achieving below expected level		2	7	9	4	10	15	47
Percentage of cohort		(10%)	(16%)	(21%)	(14%)	(32%)	(44%)	(23.5%)
Number of boys achieving below expected level		2	3 (43%)	3	4	6	5 (33%)	23 (49%)
		(100%)		(33%)	(100%)	(60%)		
Number of girls achieving below expected level		0	4 (57%)	6 (67)	0	4	10	24 (51%)
						(40%)	(67%)	
Number of students achieving below expected level		1 (50%)	7	8	2 (50%)	5	10	33 (70%)
			(100%)	(89%)		(50%)	(67%)	
Number of students achieving well below expected level		1 (50%)	0	1	2 (50%)	5	5 (33%)	14 (30%)
				(11%)		(50%)		
Number of NZE students achieving below expected level		2	5 (71%)	2	1 (25%)	5	7 (47%)	22 (47%)
		(100%)		(22%)		(50%)		
Number of Maori students achieving below expected level		0	2 (29%)	6	2 (50%)	5	6 (40%)	21 (45%)
				(67%)		(50%)		
Number of Pasifika students achieving below expected level		0	0	1	0	0	0	1 ((2%)
				(11%)				
Number of other ethnicities achieving below expected level		0	0	0	1 (25%)	0	2 (13%)	3 (6%)

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM ONE

- TERM 1:** What is the structured literacy / science of reading programme?
- TERM 2:** Are we on track to meet our targets? What strategies have we tried?
- TERM 3:** Update on learning support programmes - what is their impact on student achievement?
- TERM 4:** Have we achieved our targets? What is the data telling us we have to target in 2022?

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	LED BY	BUDGET	TIMEFRAME
1.1 Improved achievement for all students, with accelerated progress for our at risk learners	<ul style="list-style-type: none"> Continued focus on student agency so learning is authentic and relevant for our learners Introduce Structured Literacy / Science of Reading programme in Years 1 & 2 and for 'at risk learners' throughout the school Continue with DMIC PLD (Mathematics) Continue using the language of the 'Writing Family of 8' 	<ul style="list-style-type: none"> Senior management Syndicate Leaders MST teacher DMIC facilitators Bek Galloway (facilitator) 	<ul style="list-style-type: none"> PLD budget available for specific requests 	Throughout the year
1.2 Continue strengthening student agency	<ul style="list-style-type: none"> Monitor the progress and evaluate the impact of students agency on student achievement 	<ul style="list-style-type: none"> Principal DP BOT 	PLD Funding from Ministry	Ongoing
1.3 Continue strengthening systems for identifying and responding to students at risk of low achievement	<ul style="list-style-type: none"> Work with and provide support for new AP/SENCo to become familiar with school systems and processes Reflect on the systems put in place and adapt if required <ul style="list-style-type: none"> Referral flowchart – check it aligns with PB4L Use of eTap Progress of in-class support students IEP format Review processes for monitoring internal learning support programmes 	<ul style="list-style-type: none"> Senior management Senior leaders Teachers Support staff 		Ongoing

STRATEGIC AIM TWO

- Effective teaching and a relevant curriculum

ANNUAL AIM

- To work collaboratively planning and implementing learning programmes

BASELINE DATA

This year we begin implementing our Local Curriculum developed from results of the 2020 Parent Survey. We will share the curriculum with our school community and seek feedback later in the year. Part of our local curriculum is Akoranga - Learning through exploration and learning through rich projects.

We will continue to develop and refine our teacher observation processes.

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM TWO

TERM 1: What does Akoranga – learning through exploration look like at our school?

TERM 2: What does Akoranga – learning through rich projects look like at our school?

TERM 3: How is the implementation of our local curriculum 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"> ● Refine and embed our observation process ● Develop a system to collate teachers' self-review data to track and report to the Board ● Grow the collaborative culture within our staff – provide opportunities to utilise the strengths of our staff to support teacher practice 	<ul style="list-style-type: none"> ● Senior management ● Senior leaders ● Teachers 		Terms 1, 2 & 3
2.2 Implement our local integrated curriculum	<ul style="list-style-type: none"> ● Continue working with Bek Galloway re Developing Active Learners with High levels of Agency & Engagement ● Introduce curriculum matrices beginning with writing for assessment ● Implement our local curriculum and gather feedback from whānau re content ● Introduce Akoranga throughout the school – realising that moving from learning through exploration to learning through rich projects is a developmental stage rather than being specific to a year level 	<ul style="list-style-type: none"> ● Senior management ● Senior leaders ● Akoranga unit leader ● Classroom teachers 	\$500	Ongoing

2.3 Teachers will inquire into their practice and engage in professional discussions about student learning	<ul style="list-style-type: none"> Embed the peer planning check system throughout the school – planning checks will include <ul style="list-style-type: none"> Curriculum coverage Student agency Differentiated learning Cultural responsiveness Student voice Provide opportunities for staff to share expertise and plan collaboratively 	<ul style="list-style-type: none"> Senior management Senior leaders Teachers 		Ongoing
2.4 Enviro school principles are evident in school programmes	<ul style="list-style-type: none"> Align our school rubbish and recycling systems with the new Hutt Valley collection system 	<ul style="list-style-type: none"> Senior management Enviro learning coach Teachers 		

STRATEGIC AIM THREE

- Positive behaviour for learning is evident throughout the school

ANNUAL AIM

- To regularly report behaviour data to the school community

BASELINE DATA

The Covid 19 Lockdown made it difficult to compare our 2020 Whakaora (Our Promoting Positive Behaviour programme) data with the previous years. The introduction of peer mediators had a positive impact and their feedback provided teachers with areas to work on with their class e.g. use of appropriate language at school.

Staff and relievers have commented on the positive playground environment when they are on duty.

We will continue refining and developing Whakaora this year, maintaining alignment with our behaviour matrix and tier 2 systems.

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM THREE

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	TIMEFRAAME
3.1 The community and school share understanding of positive behaviour expectations	<ul style="list-style-type: none"> Learning through exploration (Akoranga) is used to support transition to school for our new entrants Record Professional Development procedures for PB4L in staff handbook (TFI action) 	<ul style="list-style-type: none"> Senior management PB4L leader / coach PB4L team 	\$3,000	Ongoing
3.2 Promoting Positive Behaviour programme (Whakaora) is continued across the school	<ul style="list-style-type: none"> Embed our Promoting Positive Behaviour system Whakaora with a particular focus on <ul style="list-style-type: none"> Step 2 - phone calls Step 3 – timely follow up meetings Ensuring the restorative actions (putting right) happens Continue aligning the teaching of C.A.R.E. values to Whakaora data to target areas of need Training of new peer mediators Review and refine Individual behaviour plans for students seen frequently in Whakaora considering: <ul style="list-style-type: none"> What is the function of their behaviour? What support and interventions do these students need to be successful with their behaviour How as a school can we provide this? How can we continue to build relationships with whanau so they are working alongside staff on this journey? 	<ul style="list-style-type: none"> Senior management PB4L leader / coach PB4L team 		Throughout the year
3.3 Behaviour data is collated and reported regularly to the Board	<ul style="list-style-type: none"> Develop ways to regularly update staff, students and school community re Whakaora data - investigate the use of the PB4L data triangle to share data 	<ul style="list-style-type: none"> Senior management PB4L leader / coach PB4L team 		Ongoing

STRATEGIC AIM FOUR

- Technologies to support learning

ANNUAL AIM

- To build on the progress we made during Lockdown using technology to support students' learning

BASELINE DATA

The school has invested in 1:2 Chromebooks for the year 4 - 6 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 year 4 - 6 classes. Our work on student agency has seen most of our students actively using Bek Galloway's on-line learning hubs to support their learning.

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM FOUR

TERM 1: What are the on-line learning hubs? How are they used to support students' learning?

TERM 2: How is Seesaw being used across the school to share students' learning with their whanau?

TERM 3: Update on school library – survey results and strategic plan

TERM 4: What successes / challenges have we had using technology to support 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"> Purchasing of chromebooks and tablets to ensure <ul style="list-style-type: none"> 1:2 ratio for chromebooks in years 4 - 6 sufficient number of chromebooks and tablets in years 1 - 3 Parents are informed of how students are using BYOND to support their learning 	<ul style="list-style-type: none"> Senior Management Executive Assistant Skilled teachers 	\$30,000	Ongoing
4.2 eTap is used to full potential	<ul style="list-style-type: none"> Include Learner Agency skills on eTap Using eTap for invoicing and receipting purposes 	<ul style="list-style-type: none"> Senior management Senior leaders 		Ongoing
4.3 Technology is introduced and used in the library to support students' 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"> Senior management 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 many events, including our school production, Whānau hui/Pasifika Fono were cancelled due to Covid 19 / Lockdown. Greater use was made of technology to engage with parents however we are aware that there is a small group of our whānau who do not have access to digital platforms.

Mutukaroa was also impacted by the lockdown with the number of parent conversations down from previous years.

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 SeeSaw to foster home / school learning partnerships.

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM FIVE

TERM 1: How are teachers engaging with parents? How many of our parents are we connecting with? (Reflection on initial Learning Conferences)

TERM 2: What key messages came from our Whānau Hui / Pasifika Fono?

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 2022 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"> Return to anniversary testing for years 1 - 3 (In 2020 anniversary testing was changed due to Covid 19 / Lockdown) Review assessments given for anniversary testing – need to ensure they are aligned to the Structured Literacy / Science of Reading programme Develop resources to align with Structured Literacy / Science of Reading programme 	<ul style="list-style-type: none"> Principal Senior leaders Years 1 - 3 class teachers 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"> Review format of learning conversations is data from 2020 Parent Survey and teacher feedback 	<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"> Ensure Seesaw is set up within the first few weeks at school in case of emergency / lockdown - use of SMS function Develop the use of technology / social media to communicate student, class and school learning Embed the use of learning stories for years 1 & 2 	<ul style="list-style-type: none"> Senior management Class teachers 		Throughout the year
5.4 Regular events are planned with and for the community	<ul style="list-style-type: none"> Form parent group to support whānau engagement Explore other options to engage and gain feedback with whānau using social media Investigate Principal 'pop ins' to gather whānau voice Parent Information evenings re DMIC, structured literacy 	<ul style="list-style-type: none"> Senior management BOT Parent group 		Term 1 Throughout the year

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 8 March 2021.

CONSULTATION

Community consultation was held Term 3 2017.

The next consultation will be Term 2 2021 (Delayed in 2020 due to Covid 19 /Lockdown).