



Strategic Plan 2021 - 2023

Confident, Connected and Actively Engaged Learners

This document sets out the goals, priorities and objectives for 2021 - 2023. It constitutes the school's Strategic Plan and sets targets for improved student learning outcomes.

Tahuna Normal Intermediate School School Charter

Mission Statement

The aim of Tahuna Normal Intermediate School is to develop independent learners through the provision of high quality learning programmes.

School and Community Description

Tahuna Normal Intermediate is a state funded co-educational Intermediate School catering for children in the 10 – 13 year age range.

Physically, we have 22 permanent teaching spaces, 7 micro teaching spaces, an art room, 4 technology rooms, library, hall, staffroom and administration block.

Our school community extends over a number of small communities and suburbs in the South East Dunedin area. Most of our pupils come from families of European descent. Maori, Pacific Island, and Asian students also contribute their culture to our school roll. A strong link has been developed with the Otakou Marae and the Kai Tahu people of the district.

Special Character

Normal School

Aim: The Normal School role provides sound modelling and practice for teacher trainees.

Objectives: As a Normal School, Tahuna provides a sound learning environment for pupils, and College teacher trainees. A competent teaching staff supported by College teacher trainees work to provide quality learning situations for children.

RTLB Lead School

Aim: As the Lead School for RTLB Cluster 39 is to ensure the Cluster is well led and the leadership of the cluster provides an overall governance and management structure which facilitates a high standard of service to the students who meet the criteria for additional learning and behaviour support from the RTLB service.

Objectives: The overall governance and management coordination of services in accordance with the RTLB Toolkit to students in the cluster who meet the RTLB criteria for service. This includes the responsibility to put in place and manage all the processes and systems to provide a high quality service in the cluster.

Curriculum

Aim: To design high quality programmes across the curriculum in accordance with the National Education Goals, which ensure that all students achieve significant success.

Objectives: The Board of Trustees will approve a plan which sets out objectives for curriculum delivery. Assessment procedures will provide on-going monitoring of the child's progress for parents and assist with future learning. We will encourage in children a healthy attitude to themselves, learning and to others.

Tikanga Maori and te reo Maori is part of the programme for all students. The extension programme, Te Roopu, also adds to programme opportunities.

Community Consultation, Support and Involvement

Aim: To provide a variety of opportunities for parents and community to consult and participate in the life of the school.

Objectives: Consultation opportunity ensures that all adults in the school community are

considered in order to best meet the needs of the pupils of our school. It is intended that information about the school, its plans for forthcoming decisions, be made known where possible, to groups in the community. It is recognised that a wide variety of consultation modes will be necessary to make purposeful contact with the community.

Finance

Aim : To reflect the school's aims and practices in use of funds.

Objectives : During term four of each year, the Principal and Board of Trustees Finance person will gather data and consult with staff and appropriate persons to draw up a draft budget for the following year. The Board of Trustees will then formally adopt the budget. Administration of various budget codes will be delegated to staff members with particular responsibility. All purchases made must clearly identify the purchaser and be assigned to a budget area. The Principal shall ensure that budget limits are respected. Each Board meeting shall receive a financial report detailing accounts authorised for payment, income received and statements of balance for all accounts held by the school. The Principal and Board Finance person are empowered to make payments on accounts received that are within budget code limits.

Health and Safety

Aim : To maintain a school environment which is both safe and healthy for its pupils and employees.

Objectives : The school will comply with the requirements of the relevant Acts and Regulations governing the areas of Health and Safety, especially the Health and Safety Employment Act 2015.

Maori and Other Cultures

Aim : To develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

Objectives : The school's plan and policies will be implemented in ways that are sensitive to cultural backgrounds and values of individual children and their families, and will recognise expressed needs. The school continues to recognise and foster its relationship with Runanga O Otakou.

Personnel

Aim : To implement positive personnel and industrial policies which recognise the value of staff and promote staff performance through equitable professional development and staff appraisal.

Objectives : The Board of Trustees will prepare plans and policies which reflect its commitment to being a good employer.

Property

Aim : To manage and develop the Board's property and resources to the highest standards for meeting the school's current and future requirements and community uses.

School Self Review

Aim : To seek school improvement through on-going self review of the school's performance in meeting present and future needs.

Objectives : Each year on-going staff review of identified learning programmes will be conducted and regular revision of policies will be undertaken.

Codes of Conduct

Effective governance and management is a successful blend of community involvement and professional competence.

Board of Trustees

The Board of Trustees agrees to adhere to the following code of conduct:

1. Ensure that the needs of the children and their learning are given full consideration when planning resourcing and implementing the school's curriculum.
2. Ensure that all students are provided with an education which respects their individuality and which challenges them to reach the highest standards of personal achievement.
3. Serve the school and their community to the best of their ability and be honest, reliable, loyal and fair.
4. Respect the integrity of staff, the Principal, parents and students.
5. Maintain the confidentiality and trust vested in them.
6. Ensure strict confidentiality of papers and information related to the Board's position as employer.
7. Ensure that individual Trustees do not act independently of the Board and its decisions.
8. Accept that the Principal is the professional leader of the school who is responsible to the Board.

The Principal

In carrying out his or her duties, the Principal will:

1. Ensure that the needs of the children and their learning are given full consideration in planning, resourcing and implementing the school's curriculum.
2. Show a commitment to the belief that each student is of equal value and is entitled to an education which respects their individuality and challenges them to reach their highest standards of personal achievement.
3. Be loyal to the Charter and fully committed to achieving its purpose, aims and objectives.
4. Respect the integrity of staff, members of the Board of Trustees, parents and students, and show a commitment to the continuing development of the staff's professional skills.
5. Work cooperatively with the school staff, but take the final responsibility for decisions within the Principal's authority as delegated by the Board.
6. Provide all information on a student to any person with legal rights to the information who requests it, and respect confidentiality by keeping information on students from people who have no right to it.
7. Not vote in Board of Trustees' decisions in relation to the Principal's employment.

Charter Undertaking

In accordance with Section 64 of the Education Act, the Tahuna Normal Intermediate School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this Charter which have been approved by the Board following consultation with the community in terms of Section 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligations.

SCHOOL STATEMENT MAORI ACHIEVEMENT

Tahuna Normal Intermediate School will reflect New Zealand's cultural diversity by;

- recognising and valuing the cultures within the school and wider community;

Tahuna Normal Intermediate school will reflect the unique position of the Māori culture by;

- honouring and following the principles of The Treaty of Waitangi;

Tahuna Normal Intermediate school will;

- work with our communities to ensure our plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori. (Education Act 2020 Te Tiriti o Waitangi provision)
- recognise the memorandum between Ngai Tahu and the Ministry of Education;
- undertake to identify and consult with the schools Māori community;
- keep the schools Board of Trustees informed of issues Māori;
- if requested by parents/caregivers of full time Maori students to provide Te Reo programmes the school will refer to the local kura for assistance and request resources from the Resource Teachers of Maori.
- provide extension opportunities for students through Te Roopu Māori, (Te Reo, Tikanga, Taha Māori), the Multi cultural group and other medium whenever possible;
- include Tikanga Māori into class room programmes when appropriate:

Tahuna Normal Intermediates Goals for Māori students are;

- to ensure that Maori students have the opportunity to realise their full potential both academically and socially;
- to ensure that Māori students have the opportunity and feel comfortable with Taha Māori in the Tahuna environment.



Strategic Plan
Tahuna Normal Intermediate School

Mission Statement

The aim of Tahuna Normal Intermediate School is to develop independent learners through the provision of high quality programmes.

Vision

A student who is a confident. connected. actively engaged learner.

Confident

- A positive, respectful, confident learner
- An energetic learner who communicates confidently
- Confident in their abilities and skills
- Able to confidently apply skills with initiative and independence to challenges

Connected

- Actively seeking opportunities
- A co-operative, thoughtful and considerate worker
- Curious about their world and keen to take/play their part in their community
- Able to apply previous learning to new learning situations

Actively engaged

- A happy learner who is actively involved in their learning
- A committed learner who actively builds their skills and understandings
- A risk taker, who perseveres, makes informed decisions and reflects on learning
- Using technology competently

Learner

- Skilled and able in literacy and numeracy
- A creative and critical thinker
- Making well thought out choices and decisions
- Curious, with disciplined work habits
- Able to work Collaboratively and independently



Values

Success

- achievement
- excellence
- doing best
- perseverance
- competition

Respect

- respect for self, others, differences, human rights and property
- equity (fairness, social justice)
- diversity, (respect for others views, beliefs, cultures)
- tolerance and inclusion

Responsibility

- belonging
- citizenship
- co-operation
- commitment
- honesty
- Community & Participation
- Caring
- environment, conservation, guardianship, ecological sustainability

Creativity

- inquiry
- curiosity
- innovation
- critical & creative thinking
- open-mindedness



Strategic and Operational Plan 2021– 2023

Strategic Goals

NAG 1 – Curriculum

- To have clear direction for implementing the curriculum in the School Plan
- To enhance the quality of delivery of each curriculum area through using the strengths of the staff team, and through addressing each curriculum area over a time frame that is open to the needs of children, and helps build a positive, skilled teaching team.
- To ensure assessment gives information on what the child can do, and is useful for future teaching.
- To continue developing teaching practice that best meets individual needs and the needs of specific groups.
- To ensure that we have a Response plan that will meet the needs of all students and enable students to learn remotely via distance learning.

NAG 2 – Self Review / Strategic Plan / Policies / Reporting

- To have a Strategic Plan that gives vision and direction for each years operational goals / development plan.
- To continue to review the policies, procedures, systems and programmes of all areas of the school's operation.
- To ensure reports are prepared and presented as required in NAG 2 (iii).

NAG 3 – Personnel

- To ensure the Board meets Good Employer obligations.
- To ensure staff have clear job descriptions and performance agreements.
- To promote high levels of staff development, performance and pride in the school

NAG 4 – Finance / Property

- To ensure the school's finances are allocated to reflect priorities, and are monitored and controlled as required.
- To continue to develop facilities to meet the demands of delivering quality programmes.
- To update and maintain resources that enhance teaching and learning.

NAG 5 – Health & Safety

- To provide a healthy and safe environment for children and staff.
- To promote safe practices

NAG 6 – Legislative Requirements

- To meet the legislative requirements as outlined in relevant acts
- attendance, enrolment, open / closing
- To ensure privacy of information.

Special Character

- To specialize in quality, innovative teaching practice, with a whole school culture of excellence.
- To support the development of Trainees teaching skills and understandings.
- To continue to work in partnership with the Dunedin College of Education to develop and research teaching and learning programmes reflective of the national curriculum.

Tahuna Normal Intermediate School Strategic Goals

Curriculum Strategic Goal

1. To have clear direction for implementing the curriculum in the School Plan
2. To enhance the quality of delivery of each curriculum area through using the strengths of the staff team, and through addressing each curriculum area over a time frame that is open to the needs of children, and helps build a positive, skilled teaching team.
3. To ensure assessment gives information on what the child can do, and is useful for future teaching.
4. To continue developing teaching practice that best meets individual needs and the needs of specific groups.
5. To ensure that we have a Response plan that will meet the needs of all students and enable students to learn remotely via distance learning.

Annual Plan

Situation	Target	Who	Indicators	Cost	Progress	Commentary
1, 2 and 4 Classrooms have been created to support co-teaching.	All teachers work towards creating a co-teaching agreement and explore Co-Teaching strategies	Senior Leadership team Mark Osborne	-Co teaching agreement in place -Teachers planning reflects co-teaching understanding -Increased collaboration across classrooms	\$1000 - \$10,000	T2	
					T3	
					T4	
1. Streaming in Year 8 but no Streaming in Year 7. Focus on Basic Facts in 2021 with good results and systems in place	Review math programme to create a coherent and consistent programme that provides high quality math instruction	Senior Leadership team - David Owen - Uni of Otago	- Review mathematics results - Review mathematics programme with the support of Otago University - Continue to monitor basic facts programme	?		
5. Expectations in place. Excellent feedback from MOE	Students are provided online or hardpack resources with teachers meeting the online learning expectations.	Senior Leadership Team Iain Cook Boney	- All Google Classrooms working in both a synchronous and asynchronous manner including a mix of face to face, online and offline work - All teachers working to			

			the procedure			
<p>3. A range of assessment data collected and stored in a variety of places</p>	<p>Student data collected and stored on Edge to help identify school wide trends</p>	<p>Karen Parker Rob Wells Roddy Scoles</p>	<ul style="list-style-type: none"> - Make Edge the kete of all assessment data - Ensure school expectation results are entered correctly - Import EASTTLE data into Edge - Collect Year 6 data to allow us to analyze change over a longer period of time. 	\$0		
<p>A higher % of students who are at the end of Level 2/Year 4 mathematics did not make the progress that all other groups made in 2021. This year we have identified 30 Y7 students in this group.</p>	<p><i>Move the 30 Year 7 students from 2A to 3A by the end of T4. This would be a movement of Below to At.</i></p>	<p>Karen Parker Simon Clarke David Owen</p>	<ul style="list-style-type: none"> - Employ a teacher for 1.5 hours for 4 days per week - Purchase Prime resources for the students - Students demonstrate accelerated learning via the Prime tracking sheets - Students move to 3A in the T4 EASTTLE test in October 	\$2,000		
<p>Pasfika students have disproportionately been affected by Covid 19.</p> <p>School has made available Chromebooks to address equity issues</p> <p>Provided a homework club in 2021 for Pasfika students</p>	<p>Becoming a culturally responsive school where Pacific learners will be secure and confident in their identities, languages and cultures, navigating through all curriculum areas</p>	<p>Senior Leadership team Deb Tasi Cordtz</p>	<p>Attendance - to promote and support Pacific Island students to have attendance of over 90% (allowing for covid isolations).</p> <p>Environments - that Pacific Island culture is evident within the Tahuna environment.</p> <p>Performance - to utilise our Pacific Island students as leaders within our Otago Polyfest performance group and beyond.</p>	\$1000		

<p>Completed cultural competency training with the staff Pasifika names are recorded on Edge to ensure accurate pronunciation</p> <p>They have identified via interviews they don't see themselves as leaders.</p> <p>Attendance is 84% Feb 2022.</p>			<p>Enjoyment - for Pacific Island students to enjoy a variety of activities whilst at Tahuna and this is evident across all curriculum areas.</p> <p>Culture - for teachers to embrace many Pacific Island cultures, to be inclusive, reflective and appropriate towards all cultures.</p> <p>Language - for phrases, welcomes and statements that students and staff embrace the many Pacific Island cultures within our school and it is seen, heard and valued at Tahuna.</p> <p>Curriculum - for teachers to have a Pacific Island tone throughout various curriculum areas, not just art and performance.</p>			
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Personnel Strategic Goal

6. To ensure the Board meets Good Employer obligations.
7. To ensure staff have clear job descriptions and performance agreements.
8. To promote high levels of staff development, performance and pride in the school

Annual Plan

Situation	Target	Who	Indicators	Cost	Progress	Commentary
6 and 8.	Staff participates in personal, professional development.	Simon Clarke	- Staff participates in professional development opportunities as identified in the appraisal process,	\$10,000	T2	
					T3	
					T4	
7. Using Appraisal Connecting which doesn't reflect the new expectations.	Senior leaders will implement Dr Simon Breakspears Teaching Sprints to focus on improved teaching.	Simon Clarke Leadership Team	<ul style="list-style-type: none"> - Teaching Sprints based upon collaborative teaching at all levels of the schools - Appraisal system linked to Teacher Sprints - Teachers visited and visit each other as part of each learning sprints 	\$200		
6 and 8 Staff have had no PD on co-teaching	Staff will have a greater understanding of co teaching and begin to plan for and implement into classroom programme	Simon Clarke Roddy Scoles	<ul style="list-style-type: none"> - Co Teaching evident in planning and instruction - Baseline assessment of time spent co teaching increases - Co teaching agreement in place across the school - Shared vision of how we teach rather than what we teach - Understanding of how each other work - Dot system or similar - Student voice and feedback - Send groups of teachers to 	\$1000 - \$10,000		

			co teaching schools nationally			
Chatbus visited 3 times per week	To promote staff and student well being	Simon Clarke Roddy Scoles Deb Tasi-Co...	<ul style="list-style-type: none"> - Review and implement a replacement programme for chatbus - Make available wellbeing and EAP services 	\$22,560		

Finance and Property Strategic Goal

9. To ensure the school's finances are allocated to reflect priorities, and are monitored and controlled as required.
10. To continue to develop facilities to meet the demands of delivering quality programmes.
11. To update and maintain resources that enhance teaching and learning.

Annual Plan

Situation	Target	Who	Indicators	Cost	Progress	Commentary
10 and 11 Funding approved and plans created for LSC work space	To complete Special Needs property work to support ORRS students within our school.	Roddy Scoles	<ul style="list-style-type: none"> - Project delivered by mid year - Project delivered on budget 	\$75K	T2	
					T3	
					T4	
10 and 11 Plans created, priced, plans changes and awaiting repricing	To complete the development of an EOTC Resource area, a Tech design / ICT / Robotics teaching space.	Simon Clarke	<ul style="list-style-type: none"> - Plans finalised and Qsed - Project put onto GETS - Main contractor selected 	\$675-\$800K 5YA/School Funding		
10 and 11 Plans created, priced and ordered	Complete covered courts area	Roddy Scoles	<ul style="list-style-type: none"> - Project delivered by mid year - Project delivered on budget with \$60K contingency to be used for lighting, cameras and paths for a higher 	\$150K BOT \$		

			specified space.			
10 and 11 Competing tensions for resourcing for property issues. The Board has \$800K in investments and \$550K remaining in 5YA.	Prioritise property projects and review order by strategic importance	Simon Clarke BOT	<ul style="list-style-type: none"> - \$150K plus SIP money allocated and spent on covered court - Review, approve Technology plans and budget - Review the library and its short and long term future in the school - Create an equitable solution for Room 17 and 18 with a view for co teaching. 			
9. \$1.1 in the bank	Ensure that we don't go into reserves of less than \$250,000.		<ul style="list-style-type: none"> - Monitor reserves and create a plan for long term expenditure 			
10. A range of sculptures that reflect Maori culture	Creation of 4 Pou's and 2 other sculptures to reflect the Chinese, Maori, Pasifika and European cultures	Tony Hunter Creative NZ Technology Team	<ul style="list-style-type: none"> - Students contribute to the three sculptures - Project comes in on budget 			

Governance Strategic Goal

- 12. To have a Strategic Plan that gives vision and direction for each years operational goals / development plan.
- 13. To review the policies, procedures, systems and programmes of all areas of the school’s operation.
- 14. To meet the legislative requirements as outlined in relevant acts- attendance, enrolment, open / closing
- 15. To ensure privacy of information.
- 16. To provide a healthy and safe environment for children and staff.
- 17. To promote safe practices

Annual Plan

Situation	Target	Who	Indicators	Cost	Progress	Commentary
13-17 25 Policies reviewed either tri annually or annually	- Make the review of school policies meaningful but also allowing to focus Board energies on the Governance of the school.	Simon Clarke BOT	<ul style="list-style-type: none"> - Reduce Policies to 9 to align with legislation and also Nags - Curriculum - Documentation and Self Review - Personnel - Finance and Property - Health and Safety - Child Protection Policy - Administrative - Governance - Privacy - The remaining 16 Policies turned into procedures and housed on a new website for teachers to access along with the existing procedures. - Explore School Docs 	\$3000	T2	
					T3	
					T4	
12. No community consultation for a number of years	- Engage with the community in a variety of ways to ensure we have captured their vision for the school in our strategic plan	Simon Clarke BOT	<ul style="list-style-type: none"> - Online survey promoted in a range of ways. - Results collated and reviewed - Whanau Hui - Fono - Teacher and student voice collected 	\$100		

			- Develop new Strategic Goals for 2023			
14. Elections in September 2022. A number of long serving Board members due to either come off at the election or before.	- Ensure that the Board has a highly skilled and diverse members throughout 2022	BOT Simon Clarke Teachers	<ul style="list-style-type: none"> - Identify areas of lack of representation and or skills on the Board - Co-opt new members to replace members who are leaving before 2022 elections - Approach members of the community to stand in 2022 elections - Hold a successful and transparent election if needed 	\$3000		

Tahuna Normal Intermediate School
Self Review 2022

It is a requirement specified in National Administration Guideline 2 (ii) that each school operate a programme of self review. The programme will demonstrate to the Board that all facets of school operation are carried out effectively and efficiently. It will acknowledge those areas operating and provided for well, and those needing improvement and development.

1. The Board's programme of self review will cover all operational areas over a period of three years.
2. Each year the Board will approve a programme for the year.
3. All areas of the NAG's will be reviewed over the programme cycle.
 - Curriculum
 - Personnel
 - Assets
 - Documentation
 - Health and Safety
 - Legal compliance
4. A final report will be presented to the Principal or Board including details of the review and recommendations for change. Generally the Principal will present a summary of reviews to the Board.
5. Recommendations calling for change, if accepted, will be incorporated in the school's operational/management plan for the following year, or immediately if required.
6. The Board will accept responsibility for reviewing, within the programme, its own operations.

The Self Review Programme

The School Self Review will have two parts. Firstly there will be the reviews of each area of the National Administration Goals following the outlined three year review cycle. Secondly there will be reviews of each curriculum area over the 3 year cycle.

For these reviews, data will be collated on how the children have achieved goals and specific learning outcomes of the programme. This will give a picture of the achievements of the children, of strengths and needs in our teaching programme.

The review will enable the school to assess its performance, to address needs, and to plan change and improvements.

**Tahuna Normal Intermediate School
Self Review Programme Three Year Plan**

CURRICULUM REVIEW	Year
Curriculum Management Systems and Documentation	1
Barriers to Learning	1
Student Progress & Assessment	2
Special Needs	2
Reporting	3

PERSONNEL MANAGEMENT REVIEW	Year
Performance Management System	1
Equal Employment Opportunity	2
Professional Development	2
Equity	3
Privacy	3

ASSET MANAGEMENT and CONTROL REVIEW	Year
FINANCE	
Policies, Procedures & Administration	1
Preparation of Budget & Annual Accounts	2
Asset Register	3
PROPERTY	Year
Day to day maintenance, cleaning, caretaking	1
Long Term Maintenance Plan	2
Insurance	3

DOCUMENTATION and SELF REVIEW	Year
Charter	1
Self Review Programme	2
School Operational & Strategic plans	3

HEALTH and SAFETY REVIEW	Year
Hazards	1
Discipline & Behaviour	1
Evacuation drills	2
First Aid	3
Civil Defence	3

MEETING LEGISLATIVE REQUIREMENTS	Year
Attendance	1
Enrolment	2
Open / Closing	3

Tahuna Normal Intermediate School

Self Review 2022 - Year 3 of Review Programme

Curriculum Review

- (a) Student Progress and Achievement
- (b) Special Needs

a) Student Progress & Achievement

Performance Indicators

- Teachers have clear understanding of national achievement objectives.
- Teachers know how to assess students against the National Curriculum Levels using a variety of assessment tools to inform their OTJs (Overall Teacher Judgement)
- Assessment policy and procedures in place incorporating National Curriculum levels
- Assessment is against progress towards the specific learning outcomes derived from key achievement objectives
- Assessment is completed as part of the programme, without creating an inappropriate emphasis on assessment
- A range of formal and informal assessment techniques is used
- School-wide developments and professional development in assessment are undertaken
- Students receive feedback on progress and achievement
- Information from assessments is used for future teaching
- Assessment data recorded in an efficient and useful manner
- Self assessment is used where appropriate
- Principal reports to Board on effectiveness of programmes in dealing with identified barriers to learning.
- Principal reports to Board annually on achievement and progress of all students in Literacy and Numeracy in relation to National norms and levels.

To increase the Educational Achievement of Maori & Pasifika Students:

- There has been consultation with the Maori & Pasifika Community over Educational issues
- Maori perspectives are included in learning programmes
- All staff are aware of students who identify themselves as Maori and Pasifika
- The achievement of Maori and Pasifika students are monitored
- The Board is informed of the progress of Maori and Pasifika students

b) Special Needs

Performance Indicators

- Procedures to identify students with special needs implemented
- Policies acknowledge and support the rights, abilities, and equal worth of all individuals
- Equality of access to resources
- Special needs students learning is integrated into classes programme
- Staffing resource used to meet individuals needs and to support learning
- Further resourcing applied for when appropriate
- Learning programmes have challenge for all
- Achievement of Maori students (& other appropriate groupings) monitored
- Individual Education Plans developed with specialists, parents and teachers when appropriate

- Support and extension opportunities are available

Personnel Management Review

- (a) Equal Employment Opportunity
- (b) Professional Development

a) Equal Employment Opportunity - Performance Indicators

- There is an annual Equal Employment Opportunities Programme
- An report on the EEO Programme is forwarded to ERO annually
- Policy for staff appointment ensures impartiality in selection of staff
- There is a will to enhance the abilities of staff
- Staff Development programme reflects needs of whole school and also individual needs

(b) Professional Development - Performance Indicators

- School wide developments responding to Ministry initiatives and school needs
- Staff Professional Development is part of the Staff Appraisal Process
- Staff encouraged to set own development goals that will enhance their teaching ability, needs, and fit school wide initiatives
- Staff committed and enthusiastic in managing sustainable changes and keeping up with new initiatives and curriculum revisions
- Staff have a positive attitude to seeking improvement
- Staff are open to change for improvement

Asset Management and Control Review

Finance - Preparation of annual budget & Annual Accounts
Property - Long Term Maintenance Plan

Finance Preparation of Annual Budget & Annual Accounts

Performance Indicators

- The Budget is prepared and presented to the Board on an annual basis
- Consultation is held with Staff and Board in early stages of drafting budget
- The Board has approved policies and procedures for financial management
- Regular monitoring on a monthly basis is maintained by reporting expenditure against budget
- Staff kept informed of curriculum spending regularly
- Over budget spending and asset purchases are minuted by the Board
- All financial information delivered to the auditor in January or early February
- Draft statements and supporting documentation delivered to auditor in one package
- Delegated approval of draft financial statements to finance subcommittee, to be ratified at next full board meeting
- Management statement is signed by the chairperson and principal
- Auditor queries and adjustments are responded to promptly

Property Long Term Maintenance Plan - Performance Indicators

- The school has a current 5YA and 10 Year Property maintenance plan

- The plan is regularly reviewed and modified to account for changing and completed maintenance requirements
- The plan is reviewed in terms of minor electrical and plumbing repairs, and in terms of vandalism patterns
- Minor capital works projects require the plan to be reviewed
- The maintenance is linked to the school's annual budget
- Indicates where large items of expenditure will require the building up of reserve funds over several years
- Is progressively extended to cover a ten year period

Documentation and Self Review

Self Review Programme - Performance Indicators

- A programme of self review is in place
- This programme review all major areas of operation over a three year rotation
- How the Board implements the National Education Guidelines is documented
- The review programme covers all areas of the NEG's and NAG's, with performance indicators for assessing how well the school is doing
- The self review programme acknowledges the agreed local goals for the school as written in the School's Curriculum Plan.
- Data is collected from all relevant sources, including Board, Teachers, Parents and Students where applicable.
- Interim reports and a final report are tabled for the Board
- A report on the Board's and School's progress is given to the parents

Health and Safety Review

Evacuation Drills - Performance Indicators

- There is a clear evacuation policy and procedures
- Information on evacuation drills is given to students on the first day of school
- Staff are given clear guidance on evacuation drill requirements
- Evacuation drills are trialled each term
- An assistance register for people with disabilities requiring assistance in evacuations is kept in the school's foyer
- Fire exits are clearly and correctly labelled

Meeting Legislative Requirements

Enrolment - Performance Indicators

- The school maintains an accurate admission register and register of daily attendance via Edge SMS
- The enrolment scheme is implemented in accordance of Ministry of Education requirements

Curriculum Self Review Procedure:

1. Programmes and Planning

Curriculum Team collates information:

- Long Term planning
- Unit Plans
- Check against TNI School Curriculum Plan guidelines

2. Assessment

Collect and analyse data, including relevant key competencies

3. Programme Effectiveness

Monitor success in reaching Curriculum Plan goals and identify any barriers to learning:

- Questionnaire to staff
- Questionnaire to a sample of Students, Parents & BOT

4. Recommendations and Conclusion

Analyse information collected, make any recommendations and provide a concluding statement.

5. Reporting

- Staff – distribute and discuss findings
- Board – report presented with recommendations
- Parents – newsletter summary

TRIENNIAL REVIEW TIMETABLE

	2021	2022	2023
TERM 1	← Planning and Reporting achievement variance report, new goals set →		
TERM 2	LEARNING LANGUAGES	CO-TEACHING	PBL
TERM 3	SCIENCE	MATHEMATICS	THE ARTS
TERM 4	PE	TECHNOLOGY	MAORI
	← Literacy / Numeracy achievement data gathered, analysed & presented to BOT →		