



2016 vs  
School Charter  
2016 – 18  
Fully revised 2016

<b>Procedural Information:</b>			
<b>Time Frame:</b>	<b>Consultation:</b>	<b>Targets:</b>	<b>Maori Community:</b>
Beach Haven School will lodge with the Ministry of Education a copy of its annually updated charter and a copy of its Report on Annual Targets within the time frames set by the MOE – if there are delays in the submission of our Charter, the MOE will be contacted.	Beach Haven School consults with its community, including its Maori and Pacifica community, regularly as part of its three-year cycle of self-review. Regular opportunities for community consultation take place through open invitations to BOT meetings, hui, focus group sessions and other such processes. Consultation includes all aspects of school management.	Targets for student achievement will be identified by the teaching team with the assistance of the senior management team and then will be presented to the Board of Trustees for discussion. Once the Board has approved the targets for the forthcoming year they will be presented to the school community prior to being submitted to the Ministry of Education, dependent on timeframes set by the MOE. Comment and feedback will be sought.	In addition to the above, the school's Maori community is consulted to develop ways in which the school aims to reflect New Zealand's cultural diversity and the unique position of Maori as expressed in the school charter.
<i>A copy of the school's charter is available to parents at the school office</i>			

Our Vision	Local Community Goals	Local Community and School Values
<p>To create children who:</p> <ul style="list-style-type: none"> <li>• Are confident and want to achieve</li> <li>• Enjoy learning</li> <li>• Have a sense of belonging and pride</li> <li>• Are resilient</li> <li>• Active, engaged and analytical thinkers</li> <li>• Experience leadership (Tuakana Teina) opportunities</li> <li>• Are accountable</li> <li>• Are secure and feel valued in their cultural heritage and experience success as Maori, Success as Pacifica, success culturally</li> </ul> <p>To have teachers who:</p> <ul style="list-style-type: none"> <li>• Show strong confident leadership</li> <li>• Are committed to improving their own teaching skills and abilities</li> <li>• Strive to make our children the best that they can be</li> <li>• Encourage creativity</li> <li>• Facilitate partnerships with parents</li> <li>• Are supported</li> </ul> <p>To have parents who:</p> <ul style="list-style-type: none"> <li>• Are included and engaged in partnership with our school community</li> <li>• Are Informed, Involved and engaged in their child's learning.</li> <li>• Are regularly consulted with</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare our children for their future</li> <li>• Continue developing a solid foundation in numeracy and literacy</li> <li>• Promote and encourage positive values</li> <li>• Maintain high standards of behaviour and work</li> <li>• Maintain and encourage the community aspect of the school</li> <li>• Instill a love of learning that our children will carry with them throughout their lives</li> <li>• Have an understanding of local community and culture</li> <li>• Promote and encourage the bicultural and multicultural aspects of BHPS</li> <li>• All students have access to quality learning programmes, pastoral care, and language support</li> </ul>	<p>After consultation with our school community the following four core values were determined to be the most important, and as such form the Beach Haven Cornerstone Values.</p> <ul style="list-style-type: none"> <li>- <b>Respect</b></li> <li>- <b>Responsibility</b></li> <li>- <b>Excellence</b></li> <li>- <b>Integrity</b></li> </ul> <hr/> <p style="text-align: center;"><b>Board Of Trustees Goals</b></p> <p>The board has identified 3 bold steps to assist them to move from the Current Reality to the Desired Reality</p> <ul style="list-style-type: none"> <li>- <b>Empower Students</b> (Students make decisions, design own learning and unlock and follow their passions)</li> <li>- <b>Engage the Community</b> (Parents are actively involved in the school, in partnership with staff, students and community)</li> <li>- <b>Grow Staff</b> (Teachers are supported to develop and grow as professionals)</li> </ul> <div data-bbox="1420 999 1924 1358" data-label="Diagram"> <p>The diagram is a hand-drawn flowchart on a whiteboard. At the top, it says '3 Bold Steps'. On the left, a cloud labeled 'Current Reality' contains notes like 'What do we see?', 'What do we want?', and 'What do we need?'. On the right, a cloud labeled 'Desired Reality' contains notes like 'What do we want?', 'What do we need?', and 'What do we have?'. Three large arrows point from 'Current Reality' to 'Desired Reality', labeled '1', '2', and '3'. Step 1 is 'Engage the Community', Step 2 is 'Empower Staff', and Step 3 is 'Empower Students'. The diagram is filled with handwritten notes in various colors, including 'Library', 'Sports', 'Partnerships', 'Empowering staff', 'Empowering students', and 'Engaging the community'.</p> </div>

## Cultural Diversity and Maori Dimension

### *How the school will reflect*

#### **New Zealand's Cultural Diversity**

All cultures within the school will be valued and accepted through active encouragement of inclusive school culture and ethos.

Staff members will ensure that students from all cultures are treated with respect and dignity and will actively work towards maximizing the potential of each student so that all students experience success – in particular success as Maori and Pasifika.

#### **The unique position of Maori Culture**

Beach Haven Primary School will endeavour to develop Taha Maori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.

### **What reasonable steps will the school take to incorporate Te Reo and Tikanga Maori (Maori language and protocol) into the school's curriculum?**

Classrooms and school celebrations will reflect Maori Culture through waiata, powhiri and greetings etc. Classroom programmes will include components of tikanga Maori as appropriate. Additional instruction in Te Reo will be provided when available. Children will also have the opportunity to participate in the school Kapahaka group and work with the MLA.

### **What reasonable steps will the school take to incorporate Pasifika into the school's curriculum?**

Classrooms and school celebrations will reflect Pasifika culture through song, dance, food, festivals and basic language.

### **What will the school do to provide instruction in Te Reo Maori for full time students whose parents ask for it?**

Should the school receive requests from a considerable number of families in the local community the Board will take all reasonable steps to introduce bilingual or full immersion education. Where this is not practical then parents will be advised of the local Bilingual options, including the Bilingual classes in Te Reo Maori at Birkdale Primary School.

### **What steps will be taken to keep us informed of the views and goals of the school's Maori and Pasifika community?**





The Board has seconded a local Maori member with strong ties to the community. The school will meet regularly each year with the Maori and Pasifika community through regular fono, hui and panui to discuss Maori and Pasifika achievement compared with other groups and to discuss future goals.

# National Education Priorities

*At Beach Haven Primary School We Meet The NEP's by ...*

<p><b>Success For All (NEP1)</b> – Robust child-centred programmes based on the NZ Curriculum Framework and National Curriculum Statements. Students work through school-wide learning outcomes that build upon one another, and incorporate NS. Where all students regardless of ethnicity or ability have access to success within National Standards and the NZC.</p>	<p><b>Improving Outcomes for Students at Risk (NEP5)</b> – We use effective summative and formative assessment practices to identify and monitor students who may be at risk academically. Children who may be at risk in other ways will be identified through informal and formal means. Special learning programmes that cater for individual needs are developed using internal and external resources. This may be for extension or remedial purposes</p>
<p><b>A Safe Learning Environment (NEP2)</b> – A safe emotional and physical environment is maintained by monitoring, updating and regularly reviewing school policies, procedures and practices – it is important that the social and emotional wellbeing of students is at the heart of all delivery</p>	<p><b>Improving Maori Outcomes (NEP6)</b> – Identification of Maori students is done at enrolment. Students' academic needs will be sensitively and accurately recorded, monitored and reported to ensure needs are met</p>
<p><b>Improving Literacy and Numeracy (NEP3)</b> – Emphasis on literacy and numeracy programmes occurs by ensuring regular review, professional development priorities, budgetary considerations, performance management systems, reflective practice and monitoring of attainment – alignment to NS</p>	<p><b>Reporting (NEP8)</b> – Students' achievement is reported on using a variety of methods relevant and specific to the group reported to. This will include reports to the Board, to parents in plain language and to the community.</p>
<p><b>Better Use of Student Achievement (NEP4)</b> – A systematic approach to assessment is employed that ensures evidence of progress and achievement of students is used to inform next teaching steps and programme priorities for the future, using both summative and formative assessment practices, aligning with NS and AToL</p>	

## Strategic Section:

Bring It	Handle It	Process It	Share It
			
<p>At Beach Haven, to <b>BRING</b> it means that as Students, Staff and a Community we;</p> <p><i>Gather together, wonder about and discuss our direction, research our options, and discuss and question our plan.</i></p>	<p>At Beach Haven, to <b>HANDLE</b> it means that as Students, Staff and a Community we;</p> <p><i>Investigate our options, redefine our plans, organize our ideas and decide our actions.</i></p>	<p>At Beach Haven, to <b>PROCESS</b> it means that as Students, Staff and a Community we;</p> <p><i>Work on our plans, design and action the next steps, and increase our understanding.</i></p>	<p>At Beach Haven, to <b>SHARE</b> it means as Students, Staff and a Community we;</p> <p><i>Celebrate our successes, reflect on and review our progress and redefine our priorities</i></p>

## Key Objectives:

1. To raise the Achievement of National Standards for all students and to monitor ongoing progress.
2. To effectively deliver the New Zealand Education Curriculum, refining the implementation of our BHPS inquiry
3. To provide technology resources to support the development of E'Learning
4. To improve the communication systems of the school and increase participation and partnerships of families in school life and to build on our school's Enviro Schools Programme
5. To monitor and improve progress and achievement of Māori Students and to monitor and improve progress and achievement for Pacifika students, incorporating Ka Hikitia and the Pacifika Plan.
6. To monitor and improve progress and achievement for students identified with special learning needs, so that they can participate and contribute fully within our school and the wider community, and ensure an emphasis on wellbeing across the school
7. To improve the physical environment of our school
8. Attract, develop and grow high calibre staff, and further refine our Educational Coaching across the school.

## How we will achieve our Strategic Aims

Strategic Aims:		2016	2017	2018
<p><b>Achievement:</b></p> <p><i>To raise the Achievement of National Standards for all students and to monitor ongoing progress.</i></p>	<b>Students</b>	<p>All students who are achieving well below or below in the National Standards show accelerated progress in end of year overall teacher judgements.</p> <p>Pace of progress is considered in targets and actions that are set in the annual plan. This is further elaborated on by teams.</p> <p>Student academic coaching processes to be developed and implemented based on 4 tiers of support (Academic Coaching/Wellbeing/Brain Dev-work and study skills/Resiliency)</p>	<p>All students who are achieving well below or below in the National Standards show accelerated progress in end of year overall teacher judgements. Pace of progress is considered in targets and actions that are set in the annual plan. This is further elaborated on by teams.</p> <p>Student academic coaching processes implemented based on 4 tiers of support (Academic Coaching/Wellbeing/Brain Dev-work and study skills/Resiliency)</p>	<p>All students who are achieving well below or below in the National Standards show accelerated progress in end of year overall teacher judgements. Pace of progress is considered in targets and actions that are set in the annual plan. This is further elaborated on by teams.</p> <p>Student academic coaching processes reviewed based on 4 tiers of support (Academic Coaching/Wellbeing/Brain Dev-work and study skills/Resiliency)</p>
	<b>Staff</b>	<p>Continue to strengthen Coaching and Appraisal systems across the school</p> <p>Committed to fund TAs to ensure target students have the best opportunities to learn and succeed.</p> <p>Integrate Problem Solving across the daily maths programme</p> <p>Use of CAP across the school</p> <p>Implement Vertical Teams for PPLG -</p>	<p>Continue to strengthen Coaching and Appraisal systems across the school</p> <p>Committed to fund TAs to ensure target students have the best opportunities to learn and succeed.</p> <p>Integrate Problem Solving across the daily maths programme</p>	<p>Continue to strengthen Coaching and Appraisal systems across the school</p> <p>Committed to fund TAs to ensure target students have the best opportunities to learn and succeed.</p> <p>Integrate Problem Solving across the daily maths programme</p>



		<p>action key findings</p> <p>ALiM/ALL training and Inquiry across the school</p>	<p>Use of CAP across the school</p> <p>Review outcomes from Vertical Teams</p>	<p>Use of CAP across the school</p> <p>Make changes as per review re vertical teams</p>
	<b>Community</b>	<p>The board is provided with progress and achievement information in relation to National Standards at least twice a year as per the review schedule. Review the Review schedule to see which areas need strengthening. Review of progress towards ERO outcomes.</p>	<p>The board is provided with progress and achievement information in relation to National Standards at least twice a year as per the review schedule. Review the Review schedule to see which areas need strengthening. Review of progress towards ERO outcomes.</p>	<p>The board is provided with progress and achievement information in relation to National Standards at least twice a year as per the review schedule. Review the Review schedule to see which areas need strengthening. Review of progress towards ERO outcomes.</p>
<p><b>Curriculum Improvement Team:</b></p> <p><i>To effectively deliver the New Zealand Education Curriculum, refining the implementation of our BHPS inquiry</i></p>	<b>Students</b>	<p>Students understanding key competencies/thinking skills (what they are/how they meet them...) Work alongside Student Inquiry team. Collect voice.</p>	<p>Implement processes for student voice in classroom and ability to articulate learning journeys developed</p>	<p>Review processes for student voice in classroom and ability to articulate learning journeys developed</p>
	<b>Staff</b>	<p>Key Competencies focus - Thinking Skills - how are these used across the curriculum/in conjunction with KCs Work with staff to incorporate/use with Inquiry</p>	<p>Inquiry learning to be embedded across the school and integrated across the curriculum with the Values incorporated</p>	<p>Inquiry learning embedded across the school and integrated across the curriculum with the Values incorporated</p>
	<b>Community</b>	<p>Clear communication with direction of what is happening regarding front end of curriculum - workshops/open mornings where applicable Quality information is provided to parents in regards to their children's progress and achievement in relation to National Standards- This information</p>	<p>Quality information is provided to parents in regards to their children's progress and achievement in relation to National Standards and includes incorporating where appropriate identified</p>	<p>Quality information is provided to parents in regards to their children's progress and achievement in relation to National Standards and includes incorporating where appropriate identified changes from the parent</p>

		will include written reports in plain language at least twice a year.	changes from the parent consultation. This information will include written reports in plain language at least twice a year.	consultation. This information will include written reports in plain language at least twice a year.
<b>Digital Improvement Team:</b> <i>To provide technology resources to support the development of E'Learning</i>	<b>Students</b>	BYOD senior school - from Term 2 Students using Google Drive regularly Investigate Homework online options Digital group (Keith)	Digital technology use for improving teaching and learning (acceleration) investigated and elements in place	Digital technology use for improving teaching and learning (acceleration) investigated and in elements in place
	<b>Staff</b>	E-Learning plan continues to be implemented eg: All teachers competent with using Google Drive (workshops for teachers). Blogs for sharing info and work done and communication (workshop) Share all the digital sites for school School website - integrated so that blogs, photos etc are connected. Teachers using updated Digital portfolio/Inquiry	The E-Learning plan/vision is used to support progress and achievement for children  Digital Portfolios in place and regular part of teacher inquiry	The ICT plan/vision is implemented and used to support progress and achievement for children Digital Portfolios in place and regular part of teacher inquiry
	<b>Community</b>	Beach Haven App -encourage all parents to be using this for information School Website - have a link to ALL class blogs Communicate through Newsletters regularly about useful sites eg: for homework, apps for extension etc... Parent workshop - communications meetings	Use of digital technologies to enhance communication/reporting to parents implemented	Use of digital technologies to enhance communication/reporting to parents implemented
<b>Community Improvement Team:</b>	<b>Students</b>	Continue to provide students with opportunities to feed into decision making processes Enviro-schools - EE group in place	Further refine student agency options eg student council/whanau group/ambassadors and	Review/Action student agency options eg student council/whanau group/ambassadors and how



<p><i>To improve the communication systems of the school and increase participation and partnerships of families in school life and to build on our school's Enviro Schools Programme</i></p>		Composting systems in place. Buddy classes and monitors. Respect and ownership of looking after our school and environment. Investigate Rock Day with staff.	how they feed into decision making and partnerships in our community	they feed into decision making and partnerships in our community
	<b>Staff</b>	Reading together - Evening for target students to share learning Self Review of EE - complete all staff getting their target kids to invite their parents to the evening. Ensure enviro-schools liaison in place.	Reading together - Review Continue to refine and develop Enviro Education	Reading Tog Continue to refine and develop Enviro Education
	<b>Community</b>	Reading Together - 3 workshops. Include a digital element/digital tutorials. Travel Wise - getting parents on board to run the Walking School Bus. Review need. Arts/Craft and Kai day - how can we develop this as more of a community event? Could we bring in outside/community artists to sell their artwork? Complete Sand-Pit Matariki community focus Continue to foster relationships and support with Community House (Carla) and Kaipatiki Trust (Jill and Michelle) for events such as Matariki and Xmas in the Haven	Reading together programme reviewed  Travelwise - continue to implement changes  Continue to find opportunities for the community to partner and participate in BHPS  Continue to foster relationships and support with Community House (Carla) and Kaipatiki Trust (Jill and Michelle) for events such as Matariki and Xmas in the Haven	Reading Together Programme changes implemented where appropriate Travelwise - continue to implement changes  Continue to find opportunities for the community to partner and participate in BHPS  Continue to foster relationships and support with Community House (Carla) and Kaipatiki Trust (Jill and Michelle) for events such as Matariki and Xmas in the Haven
<p><b>Innovations Team:</b> <i>To look beyond our current practices and</i></p>	<b>Students</b>	Develop classrooms where student voice and agency is the norm, to allow our students the ability to have more tailored experiences in the class, and thus increase their learning outcomes.	To respond to the findings from the previous year	To respond to the findings from the previous year

<i>develop</i>		Look at innovative ways to improve student achievement.		
	<b>Staff</b>	<p>Individual Inquiries - Members of the team will have an individual inquiry based around their passions to help them grow and develop their practice.</p> <p>Individualised Professional Development - look into developing more personalised PD for our staff to assist their growth in key areas, using Edmodo.</p> <p>Continue to engage with the staff on potential new initiatives for the school - ILE, boys class?</p>	To respond to the findings from the previous year	To respond to the findings from the previous year
	<b>Community</b>	<p>Develop new ways of engaging the community and fostering our relationships, such as through programmes being run in online forums or through the development of a BHPS TV station.</p> <p>Look into ways we can use our community and their expertise within the wider school function, i.e. fundraising and promotion, and not just the classrooms.</p> <p>Continue to engage with the community on potential new initiatives for the school - ILE, boys class?</p>	To respond to the findings from the previous year	To respond to the findings from the previous year
<b>Maori and Pasifika:</b> <i>To monitor and</i>	<b>Students</b>	The national priority groups of Maori, and Pasifika students are achieving at the same or better than their non Maori and Pasifika cohorts	The national priority groups of Maori, and Pasifika students are achieving at the same or better than	The national priority groups of Maori, and Pasifika students are achieving at the same or better than their non

<p><i>improve progress and achievement of Māori Students and to monitor and improve progress and achievement for Pasifika students.</i></p>		Whanau Student group in place	<p>their non Maori and Pasifika cohorts</p> <p>Whanau Student group in place</p>	<p>Maori and Pasifika cohorts</p> <p>Whanau Student group reviewed</p>
	<b>Staff</b>	<p>Cultural Competencies framework developed</p> <p>Oral language – academic language and vocabulary extension focus, with emphasis on planning and best practice for ESOL</p>	<p>Implement Cultural competencies work</p> <p>Oral language – academic language and vocabulary extension focus, with emphasis on planning and best practice for ESOL</p>	<p>Oral language – academic language and vocabulary extension focus, with emphasis on planning and best practice for ESOL</p>
	<b>Community</b>	<p>Implement any changes</p> <p>Consult with community and involve student Whanau Group</p> <p>Encourage representation on the BOT</p>	<p>Review and respond to any changes implemented or may need to be made over the past two years to ensure a greater participation/partnership with and by the community</p>	<p>Implement engagement processes that involve the community in participation/partnership with and by the community</p>
<p><b>Special Needs and Inclusivity:</b></p> <p><i>To monitor and improve progress and achievement for students identified with special learning needs, so that they can participate and contribute fully within our school and the wider community, and ensure an</i></p>	<b>Students</b>	<p>Students with special education needs are all meeting their individual learning goals.</p> <p>Children who are at risk of not achieving continue to be identified early and appropriate programmes have been implemented so that at the end of Year Six they are able to fully access the NZ Curriculum to the best of their ability. Implement any changes from 2015 Survey. Target outcomes for special needs students. Refine and review processes</p> <p>Continue to refine processes for students to take responsibility across</p>	<p>Students with special education needs are all meeting their individual learning goals.</p> <p>Children who are at risk of not achieving are identified early and appropriate programmes have been implemented so that at the end of Year Six they are able to fully access the NZ Curriculum to the best of their ability. Implement any changes from previous years.</p>	<p>Students with special education needs are all meeting their individual learning goals.</p> <p>Children who are at risk of not achieving are identified early and appropriate programmes have been implemented so that at the end of Year Six they are able to fully access the NZ Curriculum to the best of their ability. Implement any changes from previous years.</p>

<i>emphasis on student wellbeing is evident across the school.</i>		the school including leadership	Continue to refine processes for students to take responsibility across the school including leadership	Continue to refine processes for students to take responsibility across the school including leadership
	<b>Staff</b>	<p>The school is demonstrating inclusive practices.</p> <p>Reporting against ELLP reviewed. Using ELLP to confirm ESOL funding eligibility is in place</p> <p>As an inclusive school, all students (and potential students) are embraced and programmes developed to support transition.</p> <p>G&amp;T contract</p> <p>Continue to investigate and implement ways to support students from low socio economic backgrounds, in order to remove and address barriers to learning</p>	<p>The school is demonstrating inclusive practices.</p> <p>Reporting against ELLP reviewed. Using ELLP to confirm ESOL funding eligibility is in place</p> <p>As an inclusive school, all students (and potential students) are embraced and programmes developed to support transition.</p> <p>G&amp;T contract</p> <p>Continue to investigate and implement ways to support students from low socio economic backgrounds, in order to remove and address barriers to learning</p>	<p>The school is demonstrating inclusive practices.</p> <p>Reporting against ELLP reviewed. Using ELLP to confirm ESOL funding eligibility is in place</p> <p>As an inclusive school, all students (and potential students) are embraced and programmes developed to support transition.</p> <p>Review outcomes of G&amp;T contract</p> <p>Continue to investigate and implement ways to support students from low socio economic backgrounds, in order to remove and address barriers to learning</p>
	<b>Community</b>	<p>Closer relationships with most local early childhood centres contributing five year olds to our school exist.</p>	<p>Review relationships with most local early childhood centres contributing five year olds to our school exist.</p>	<p>Refine processes with ECE relationships and transitions</p>

<b>Resources:</b> <i>To improve the physical environment of our school and to attract, develop and maintain high calibre staff.</i>	<b>Students</b>	Resources are purchased to support teaching and learning programmes across the school	Resources are purchased to support teaching and learning programmes across the school	Resources are purchased to support teaching and learning programmes across the school
	<b>Staff</b>	Professional development programmes continue to be made available to ensure that all staff are implementing best practice in literacy and numeracy.	Professional development programmes continue to be made available to ensure that all staff are implementing best practice in literacy and numeracy.	Professional development programmes continue to be made available to ensure that all staff are implementing best practice in literacy and numeracy.
	<b>Community</b>	The community is involved in initiatives for fundraising and resourcing to improve teaching and learning opportunities	The community is involved in initiatives for fundraising and resourcing to improve teaching and learning opportunities	The community is involved in initiatives for fundraising and resourcing to improve teaching and learning opportunities

## Operational Strategic Planning Section: Strategic Section Two 2016

This section addresses the remaining NAGS 2-6. All operational functions and requirements are covered in this section. Although not derived directly from the vision the following plan supports the vision by providing an environment that enables the school to achieve it. Through careful planning and monitoring it is possible for the school to create an ideal learning and teaching environment that caters directly to the needs of the children. This is after all why schools exist.

This section addresses each NAG individually. Stated are the strategic goals for each NAG followed by the annual plan illustrating how the school aims to achieve each goal.

<b>Nag 2:</b>  <b>Documentation And Self- Review</b>	<b>GOALS:</b> <i>To develop and monitor annually the school's strategic and operational plans in all areas of school operations within the schools operational funding.</i> <i>To establish an ongoing programme of self review/policy review as per annual calendar and annual plan</i> <i>To report to parents on the achievement of individual students through a variety of reporting formats – NS</i> <i>To report to the BOT on the achievement of students, and of Maori and Pasifika students, Special Needs and ESOL</i> <i>To communicate and consult effectively and appropriately with the community through a variety of means</i> <i>To undertake BOT training and development as required. Training programmes will be provided for new Board members</i>		
	<b>Action:</b>	<b>Expected Outcome:</b>	<b>Actual Outcome:</b>
	<b>Students</b> <i>Continue with annual reporting cycle to BOT</i>	<i>Board will be informed on student achievement Refer target action plan, including regular updates on achievement/NS</i>	Regular reporting through Principal Report to BOT
	<b>Staff</b> <i>To complete, amend and adjust the annual review</i>	<i>Review completed in line with MOE requirements</i>	Regular reporting through Principal Report to BOT
<b>Community</b> <i>To further refine self review cycle as per strategic and annual plan</i>  <i>Reporting cycle completed on annual basis</i>  <i>Charter - Develop and co construct with the community the schools vision for now and the future</i>  <i>Communicate with the community through a variety of means</i>  <i>To plan and provide BOT training as required – Education Group to provide further training as required</i>	<i>Review cycle is implemented and school will have direction for further planning – review plan will include revised curriculum review</i>  <i>Parents will be informed on student achievement – process streamlined and updated to meet NS requirements</i>  <i>Updated to meet MOE requirements, BHP section that reflects the unique position of our school with a succinct summary that sits at the heart of our Charter</i>  <i>The community will be consulted on student achievement and through school celebration – more in-depth use of schools social media communication tools, and email digital newsletter – seek feedback and consultation on key issues such as uniforms, charter, health, community hub, HIPPY and any other important issue</i>  <i>Competent BOT members who are able to make informed decision on school governance</i>	Regular reporting through Principal Report to BOT	



<b>Nag 3: Personnel Goals</b>	<b>GOALS:</b> <i>Develop and further refine procedural frameworks which promote high levels of staff performance (appraisal)</i> <i>External consultant for Principal appraisal, introduction of coaching processes and key personnel trained</i> <i>Staff the school to reflect the priorities stated in the school's curriculum</i> <i>BOT funding to release Senior Management for identified tasks</i> <i>Ensure a professional development plan as identified in NAG 1 which will equip staff to deliver quality teaching and learning</i> <i>This will either be a (a) whole-staff focus or (b) individual as identified through the appraisal process</i> <i>Establish systems to ensure the BOT fulfills its role as a 'good employer' and to continue policy &amp; procedure development</i>		
	<b>Action:</b>	<b>Expected Outcome:</b>	<b>Actual Outcome:</b>
	<b>Students</b>	<i>Strengthen Teacher Teacher interviews at the end of the year to assist transitions and ensure best fit for student/teacher match</i>	Regular reporting through Principal Report to BOT
	<b>Staff</b> <i>Continue with appraisal systems</i>  <i>Principals appraisal</i>  <i>Implement Professional Development plan as identified in NAG 1 of the strategic plan.</i>	<i>Appraisal completed as per PMS – need to further align with EDUCANs and incorporate Coaching elements – train new staff as coaches</i>  <i>Appraisal completed by BOT chair/Education Group and BOT notified</i>  <i>Staff development will provide teacher with the knowledge and skills to implement high quality learning programmes – Senior Management team to devise further</i>	Regular reporting through Principal Report to BOT
	<b>Community</b>	<i>Ensuring Board involvement in major staffing appointments</i> <i>Board Elections</i>	Regular reporting through Principal Report to BOT
<b>Nag 4: Finance &amp; Property Goals</b>	<b>GOALS:</b> <i>Allocate funds to reflect and support the school's strategic and operational plans through the annual budget review.</i> <i>Implement an efficient programme for maintenance for school buildings and facilities through the 5 year property plan</i> <i>Develop school facilities to reflect priorities as stated in the schools charter and strategic plan</i> <i>To review and prepare Annual Budget</i> <i>Ratify Budget Workable budget established within limited operation grant limit and locally raised funds</i>		
	<b>Action:</b>	<b>Expected Outcome:</b>	<b>Actual Outcome:</b>
	<b>Students</b>	<i>Resource appropriate funding for various interventions eg counselling and pastoral care</i>	Regular reporting through Principal Report to BOT
	<b>Staff</b>	<i>Resource additional TA hours to support teaching programmes</i> <i>Support staff eg EAP as required</i>	Regular reporting through Principal Report to BOT
	<b>Community Fot/BOT</b>	<i>Hall rebuild (leaky building)</i> <i>Committed group from the community working for the needs of the school</i> <i>Work will be carried out if sufficient funds available — funding options explored and sorted for the Hall</i>	Regular reporting through Principal Report to BOT

		Implementation of 5yp after MOE signed off To carry out identified projects in Manage 5 year property plan	
<b>Nag 5: Health &amp; Safety Goals</b>	<b>GOALS:</b> To provide a safe physical and emotional environment for students and staff through regular policy updating and five year property plan, and providing pastoral care processes Develop or review, as appropriate Health and Safety legislation, policy and procedures and ensure identified staff have current first aid qualifications Consult community regarding Health and PE curriculum		
	<b>Action:</b>	<b>Expected Outcome:</b>	<b>Actual Outcome:</b>
	<b>Students</b>	First aide processes in place for students with medical needs Regular emergency drills	Regular reporting through Principal Report to BOT
	<b>Staff</b>	Police vetting processes in place for staff and community/contractors – review Vulnerable Children's Act New Health and Safety Guidelines	Regular reporting through Principal Report to BOT
	<b>Community</b>	Sign in processes for visitors to school using the new digital – to review Road safety practices (parking and drop off) – review New Health and Safety guidelines  POLICY REVIEW AS PER SCHOOL DOCS	Regular reporting through Principal Report to BOT
<b>Nag 6: Legislation</b>	<b>GOALS:</b> Develop systems to comply with all current legislation through policy and procedure Board will take note of any legislation requirement and ensure that management have the opportunity to enhance their legal literacy		
	<b>Action:</b>	<b>Expected Outcome:</b>	<b>Actual Outcomes:</b>
	<b>Students</b>	Follow school docs advisories	Regular reporting through Principal Report to BOT
	<b>Staff</b>		
	<b>Community</b>	Board Elections	

