



OMOKOROA NO.1 SCHOOL



Success Crowns Effort

*Angitū nō nāia nei... Angitū āpōpō... Angitū tātou katoa
Success today...success tomorrow...success together*



CHARTER 2020-2022

Our Board of Trustees – Statement of Intent

- Quality governance that creates the big picture and long term vision that aims to improve student achievement
- Quality governance working through the principal and staff
- Quality governance making decisions based on results, reviews, and information from consultations with our staff, our students and our community.

This Strategic Plan has been developed as a legal agreement between the Omokoroa No.1 School Board of Trustees (representing family / whānau / community) and the Minister of Education.

It presents our vision, beliefs, directions, priorities and targets of the Board of Trustees.

The development of this Strategic Plan has been aligned to the New Zealand Curriculum Framework, National Education Goals, and National Education Guidelines in consultation with the school community.

INTRODUCTION

Omokoroa No.1 School is an attractive, inclusive learning community, committed to meeting the needs of 21st century learners. Our staff and Board of Trustees are dedicated to providing excellence in education.

We are a school focused on Literacy and Numeracy achievement with strong and effective programmes throughout the school.

We have a rich and inviting integrated curriculum where learners connect, learn, innovate and share. We are a place where students are encouraged to have fun in their learning, develop their creativity and imagination.

Omokoroa No.1 School Vision

At Omokoroa No.1 School we will build the foundations of knowledge, skills and key competencies that enable our learners to contribute and thrive as outstanding citizens throughout their lives.

Our Beliefs

We believe...

- *students are the heart / manawa of our learning community.*
- *nurturing individuals to be their best is paramount.*
- *students will succeed when we all work together; whanau, kaiako and akonga.*
- *success crowns effort.*

School Values

I CARE

I – Integrity ***C – Confidence*** ***A – Aim High*** ***R – RESPECT*** ***E - Empathy***
Pono ***Maia*** ***Hiranga*** ***Whakaute*** ***Aroha***



Omokoroa No.1 School Cultural Diversity

The school will implement policies and practices that reflect New Zealand's cultural diversity, which recognize the unique place of Māori culture within New Zealand society and all cultures represented within the school's community.

The school will:

- Identify with local and regional history.
- Observe and reflect on national days such as Waitangi Day and ANZAC Day.
- Establish a long-term plan for the incorporation of Te Reo and Tikanga Māori across the curriculum.
- Ensure Te Reo Māori is a timetabled part of the programme and Tikanga and Te Reo Maori are integrated throughout the curriculum.
- Ensure regular visits to local marae.
- Establish partnerships with local iwi.
- Encourage staff to use commands and Te Reo in classrooms as and when appropriate.

The Special Character of Omokoroa No.1 School

Students learn in a safe and inclusive atmosphere where many opportunities are provided to develop a love of learning, key competencies, and values.

We have:

- Celebration assemblies
- A wide range of intervention programmes to support student learning
- A comprehensive support structure for student well-being and positive relationship development
- Student leadership programme - House Captains, Kaiarahi, Peer Mediators
- Dedicated playground equipment to encourage active bodies and minds including: basketball hoops, adventure play-grounds, well-resourced and student-operated PE sheds for lunchtime activities, two large sandpits with digging and building equipment.
- On-going environmental programmes; Team gardens, Native area
- Gymnastics and Hip-hop groups
- Swimming pool and astro-turf courts
- 1 to 1 digital devices
- Junior Play Based Learning programme
- In school and after school music programmes
- School Rock Band
- Jump Jam
- AIMS Games
- EOTC excursions to deepen learning, including annual camps for all students
- Kapa Haka programme for students
- Specialist Arts Programme – Fresh Moves dance, Drama, Music
- International student programme – *Signatory of the Code*
- Bi-annual Book Fair
- Visiting shows to the school to enrich curriculum learning
- Close involvement with Go4it to enhance sporting competencies
- Parent appreciation events
- Annual Mower Day Community fundraiser
- Regular fundraising events

Māori enjoying educational success as Māori:

Our teaching and learning programme acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. We recognise that knowing, respecting and valuing Māori students, where they come from and building on what they bring with them is vital. We also have an understanding that achievement for Māori students benefit from sharing knowledge and expertise with whānau, hapū, iwi and staff.

Currently we have 6% of students who identify as Māori. Māori achievement in Literacy and Numeracy is an area of priority.

We have been involved in comprehensive consultation regarding localising our curriculum. We have collaboratively developed a localised curriculum overview that considers culture and partnerships and look forward to further developments in this area. A continuum of cultural history, te reo and tikanga has been developed and will be reviewed regularly.

Omokoroa No.1 School implements effective monitoring of all students' pastoral and academic needs:

- Management involved as part of the SENCO (Special Education Needs Coordination)

- Designated SENCO teacher.
- Itinerant digital e-learning coach.
- Regular monitoring of attendance and engagement
- Special needs register regularly reviewed and monitored (IEPs)
- Specialised programmes implemented by trained Classroom Learning Assistants in response to identified student needs and targeted cohort group eg. STEPS WEB, targeted Maths, additional targeted Literacy (Individual/small groups of all cohort levels)
- ESOL – Students assessed, monitored and included in groups with specialised teacher aides (In class and / or withdrawn for small group work where appropriate)
- Inter-agency welfare meetings that include Truancy, Public Health Nurse, Resource teacher of Learning and Behaviour.
- GATE students identified and monitored. In-class enrichment monitored. Withdrawal programmes, when appropriate.
- Math Whizz artificial intelligence online programme for Year 2-8 students

Professional development for staff is aligned to meet the needs of our learners through thoroughly analysing data and the creation of action plans to meet student needs.

Strategic Key Aims

1. To enrich learning and teaching programmes in Literacy and Numeracy that will see greater achievement in relation to students expected curriculum levels and to provide quality learning environments and experiences that engage all learners.
2. To support the upskilling, ongoing development and capacity building of all staff in the area of knowledge, skills and competencies that support 21st century learners.
4. A collaborative Learning Community culture is maintained.

Learning Priorities

To produce learners who:

- are literate and numerate
- are critical, caring, and creative thinkers
- actively seek, use, and create knowledge
- reflect and self-direct
- understand and consistently demonstrate our school values and key competencies
- confidently use digital technologies
- are active and healthy with body and mind
- develop individual talents and interests
- value and demonstrate confidence and competence in Te Reo and Tikanga Māori.

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Success today...success tomorrow...success together

The Omokoroa No.1 School Board of Trustees along with the Principal, staff, and Learning Community believe:

- Students are the heart/manawa of our learning community
- Nurturing individuals to be their best, is paramount
- Students will succeed when we all work together; whanau, kaiako and akonga
- Success Crowns Effort

STRATEGIC GOALS 2020-2022

ENRICHED LEARNING

Sustain a high level of teaching excellence through professional development and collaborations.

Develop effective literacy and numeracy skills.

Deliver a local curriculum that is future focused, authentic, and culturally responsive to our school and community.

Focus on tikanga and te reo Maori for the benefit of all learners.

Focus on hauora/wellbeing of akonga and kaiako including the physical and emotional wellbeing.

MAXIMISE OUR ENVIRONMENT

Future proof our school buildings and outdoor environments.

- Plan, fundraise and build new outdoor/indoor learning environments
- Proactive site plan for anticipated roll growth

Enhance, maintain and expand our outdoor learning and play environment.

Interact with and care for our environment.

Implement authentic and sustainable practices across our school.

Effectively manage Omokoroa No.1 School's finances and

CONNECT WITH OUR CHANGING WORLD

Value and learn about unique language and cultures of the world.

Adapt to new cultures within the school.

Understand and appreciate various people and their cultures.

Purposefully and safely use technology across the school.

Be curious, creative, critical and aware of our changing world.

ENGAGE WITH OUR COMMUNITY

Foster partnerships and maintain strong communication across learning community.

Seek funding from a wide range of sources.

Digital communications are explored and used with whanau about the learning of their tamariki.

Celebrate and grow our school identity.



I C.A.R.E Values – Integrity Pono **Confidence Maia** **Aim High Hiranga** **Respect Whakaute** **Empathy Aroha**

Annual Plan 2020

Strategic Goals	Strategic Outcomes	Actions 2020	Timeframe	Budget	Leadership
1. ENRICHED LEARNING	Sustain a high level of teaching excellence through professional development and collaborations.	- Educators are actively involved in collaborative inquiries within their teams	All year	N/A	All teachers
	Develop effective literacy and numeracy skills.	- Review our Literacy Learning Progressions. - Use effective initiatives to accelerate learning progress for priority/target learners.	All year	N/A	Literacy Team All teachers
	Develop a local curriculum that is future focused, authentic, and culturally responsive to our school and community.	- Continue to gain learning community shared understandings of what is the most effective pedagogy for our akonga. - The school beliefs and values are embedded in our identity	All year All year	N/A	Senior Management Team Principal and Senior Management Team All teachers
	Focus on tikanga and te reo Maori for the benefit of all learners.	- Extension of Kapa Haka to include Tikanga Maori and Whanaungatanga. - Te Reo integrated across curriculum. - Continue to find Marae to establish relationship.	All year	\$5000	Whaea Josie All teachers
	Focus on hauora/wellbeing of akonga and kaiako including the physical and emotional wellbeing.	- All teachers to use mindfulness practices on a daily basis. - Continue to use new timetable - ensure teachers workload is manageable	All year	N/A	All teachers

Strategic Goals	Strategic Outcomes	Actions 2020	Timeframe	Budget	Leadership
2. MAXIMISE OUR ENVIRONMENT	Future proof our school buildings and outdoor environments.	- Proactive site plan for anticipated roll growth.	Term 2	MoE	BoT
		- Build Multi-Purpose space 115m2	Term 2	BoT - TBC	BoT
		- Breakout spaces – Room 1 & 2 and Juniors	All year		
		- School parking upgrade	Term 3		
	- Replace Room 13	Term 4	BoT - TBC	BoT	
	- Verandah Room 10/11				
- Refurbish Room 14					
Enhance, maintain and expand our outdoor learning and play environment.	- Build outdoor seating in courtyard	Term 2	\$500	Caretaker	
	- Design and build Outdoor Learning Environment - Middles	Term 3	BoT - TBC		Caretaker, Teachers, Parents, Students
- Continue to develop Native area and vegetable gardens.	All year				
Interact with and care for our environment.	- Plan to use all aspects of our learning environment across the school curriculum.	All year	N/A	All teachers and learners	
	- Explore learning opportunities that utilize our local community resources.	All year	N/A		
	- Use our 'I CARE' values. Murals.	All year	\$1000		
Implement authentic and sustainable practices across our school.	- Sustainable plan for use of vegetable garden and community engagement.	All year	\$500	Caretaker, Teachers, Parents, Students	
Effectively manage Omokoroa No.1 School's finances and resources.	- Monthly monitoring and reporting of school finances. - Fundraising Committee planning regular initiatives.	All year	N/A	BoT, Finance Officer, Accountant	

Strategic Goals	Strategic Outcomes	Actions 2020	Timeframe	Budget	Leadership
3. CONNECT WITH OUR CHANGING WORLD	Value and learn about unique language and cultures of the world.	- International students welcomed and appreciated in our learning community. - Continue to make international connections with schools.	All year	N/A	All teachers
	Adapt to new cultures within the school.	- Spend time with new families and students to gain understanding of their culture. - Implement new ESOL programme.	All year All year	N/A \$2000	All teachers
	Understand and appreciate various people and their cultures.	- Cultural groups across the WBOP invited to lead and share significant events/celebrations/cultural understandings throughout the year.	All year	N/A	Principal and Senior Management Team All teachers
	Purposefully and safely use technology across the school.	- Work towards implementing the new 'Digital Technologies' curriculum.	All year	N/A	Senior Management Team All teachers
	Be curious, creative, critical and aware of our changing world.	- Maintain 'open to learn' mindset across learning community	All year	N/A	All teachers

Strategic Goals	Strategic Outcomes	Actions 2020	Timeframe	Budget	Leadership
4. ENGAGE WITH OUR COMMUNITY	Foster partnerships and maintain strong communication across learning community.	- Work in partnership with Fundraising Committee. - Hold regular events that include family, whanau and the wider community. - Utilise local expertise in delivering programmes including the arts and EOTC.	All year	N/A	BoT Principal SMT All teachers
	Seek funding from a wide range of sources.	- Continue to utilize community groups and businesses to enhance opportunities through sponsorship. - Continue to apply for funding grants from NPO's	All year	N/A	Principal Fundraising Committee Parents
	Digital communications are explored and used with whanau about the learning of their tamariki.	- communication software used by teachers and students to share individual learning progress. - Social media platforms used on a regular basis.	All year	\$1500	Principal and Senior Management Team All teachers
	Celebrate and grow our school identity.	- Use our 'I CARE' values. - Use bicultural practices within our school. - Develop local school curriculum	All year	N/A	Senior Management Team All teachers

STRATEGIC PLANNING SECTION:

VISION: PROPERTY 2020 -2022

	Approx Cost	Completion	Funding
Verandah to Rooms 10 and 11	\$3000	2019/20	Fundraising/Grants
Replace Room 13 with 115m2 Multi-purpose space	\$450,000	2020	5YA
Refurbish Room 14	\$20,000	2020	5YA
Breakout spaces – Room 1 and 2 and Juniors	TBC	TBC	5YA
School parking upgrade - Plan	TBC	2021	Fundraising/Grants/Council
Refurbish Room 14	TBC	2020	5YA
Outdoor Learning Environment	TBC	2020	Fundraising/Grants

STRATEGIC PLANNING SECTION:

VISION: CURRICULUM 2020-2022

All students are able to access the New Zealand Curriculum as evidenced by achievement in relation to individual student learning stages/levels.

The NZC used effectively to support acceleration in student outcomes.

Students with special learning needs are supported in their learning.

Maori students are engaged in their learning and are achieving educational and personal success.

TIME FRAME	GOALS
2020	<p>To reduce the number of students performing below their expected Reading, Writing and Mathematics levels.</p> <p>To continue with Professional Development to improve students' learning.</p> <p>To implement the new Omokoroa No.1 School Curriculum.</p> <p>To re-develop the 'No 1 Learner Model'.</p> <p>To continue Te Reo and Tikanga Maori learning throughout the school, which includes the option of a Kapa Haka group.</p>
2021	<p>To reduce the number of students performing below their expected Reading, Writing and Mathematics levels.</p> <p>To continue implementing the 'No 1 Learner Model' and Omokoroa No.1 School Curriculum.</p>
2022	

ANNUAL SECTION:

CURRICULUM GOALS 2020

GOAL 1: To decrease the number of students achieving below their expected level in Written Language.

Baseline data as at Feb 2020:

- 5 students, 2.0%, 1 boy and 4 girls, have **high needs** in Written Language.
- 25 students, 9.9 % of all students, 21 boys and 4 girls, are **needing improvement** in Written Language.
- 184 students, 72.7 % of all students, 95 boys and 89 girls, are **competent** in Written Language.
- 39 students, 15.4% of all students, 12 boys and 27 girls are **excelling**.
- Therefore 88.1% of all students are either **competent or excelling**.

There are approximately five times more boys than girls in the needing improvement category, and girls are more than twice as likely to be in the excelling category than boys.

The small cohort of 22 Maori students are achieving at broadly similar levels to the rest of the school, with 77.3% being competent and 9.1 % excelling, making 86.4 % altogether . No Maori boys are excelling.

Targets:

To progress more boys into the competent category.

To progress the Maori students who are below expectation.

To progress the students in each Year level who are performing below expectation to the expected level for their cohort, in particular:

- Y2 where 28% are below expectation.
- Y3 where 6% are below expectation.
- Y4 where 12% are below expectation.
- Y5 where 10% are below expectation.
- Y6 where 9% are below expectation.
- Y7 where 15% are below expectation.
- Y8 where 12% are below expectation.

ACTIONS TO ACHIEVE GOAL	LED BY	BUDGET	TIME FRAME
Review assessment data with staff and determine the particular areas of need.	SMT, Teachers, and BoT		Feb/March
Identify Target Learners who are achieving below their expected curriculum levels.	Teachers		Feb/March
Inform parents that their child is in a target group for written language.	Teachers		Feb/March
Students will know the learning intentions for their learning and receive regular feedback/feedforward.	Teachers		Ongoing
Plan differentiated lessons for these students – Visual, practical and authentic learning contexts.	Teachers		Ongoing
Monitor student learning using the teacher dashboard tool.	Teachers		Ongoing
Ensure the students have regular written language lessons.	SMT & Teachers		Ongoing
Ensure Classroom Learning Assistants have guidance and professional development.	Principal		Term 1
Provide extra budget to provide Classroom Learning Assistant time and resources and specific funding for testing where required.	SENCO & SMT		Ongoing
Use digital tracking system documentation to track the progress of Target students.	Teachers		Ongoing
Use Literacy Exemplars and eAsTTle tools to formally assess these students in Terms 2 and 4, informal assessments Terms 1 and 3.	Literacy team and Teachers		Ongoing
Use digital technologies in classrooms to motivate and facilitate written language.	Teachers		Ongoing
Use the potential of GAFE (Google Apps for Education) for editing, collaborative and online learning.	Teachers		Ongoing
Analyse end of year data to inform progress and planning for the following year.	SMT		Term 4
Learning Staircase “STEPS” programme to be continued.	Teachers		Ongoing
Teacher-Child Conferences used on a daily basis.	Teachers		Ongoing
Student attitudes towards writing monitored.	All staff		Ongoing
New initiatives explored	All staff		Ongoing
Use the literacy progressions developed by staff.			

GOAL 2: To reduce the number of students performing below their expected curriculum level in Reading.

Baseline data as at Feb 2020:

- 5 students, 2.0%, 2 boys and 3 girls, have **high needs** in Reading.
- 11 students, 4.3 % of all students, 8 boys and 3 girls, are **needing improvement** in Reading.
- 149 students, 58.9 % of all students, 77 boys and 72 girls, are **competent** in Reading,
- 88 students, 34.8% of all students, 42 boys and 46 girls are **excelling**.
- Therefore 93.7% of all students are either **competent or excelling**.

Genders are evenly distributed in all categories except **needing improvement**, where there are 6.2% boys as opposed to 2.4% girls.

The small cohort of 22 Maori students are achieving at slightly better levels than the rest of the school, with 63.6% being **competent** and 31.8% **excelling**, making 95.4% altogether and genders again being evenly distributed.

Targets:

To progress the students in each Year level who are performing below expectation to the expected level for their cohort, in particular:

- Y2 where 24% are below expectation.
- Y3 where 6% are below expectation.
- Y5 where 8% are below expectation.

ACTIONS TO ACHIEVE GOAL	LED BY	BUDGET	TIME FRAME
Differentiated programme implemented to accelerate student achievement.	Teachers		Ongoing
Inform parents that their child is a Target Learner	Teachers		Feb/Mar
Students will know the learning intentions for their learning and receive regular feedback/feedforward.	Teachers		Ongoing
Classroom observations by senior teachers and peer observations to inquire into current teaching practice.	SMT		Every term
Teachers reflect on and improve practice, by providing feedback after observations.	SMT and Teachers		Ongoing
Professional learning between teachers during staff meeting discussions, forming a professional learning community.	SMT and Teachers		Ongoing
Utilise AVAILLL Reading Programme for Y5-8	Teachers		Term 1-4
Continue Learning Staircase STEPS and Reading Eggs programme.	Teachers		Ongoing
Provide extra budget to provide Classroom Learning Assistant time and resources and specific funding for testing where required.	BoT		Term 1-4
Ensure Classroom Learning Assistants have guidance and professional development.	SENCO & SMT		Term 1
Analyse end of year data to inform progress and planning for the following year.	SMT		Term 4
Resource and Implement and trial "Quick 60" Reading programme.	Teachers, CLA		Ongoing

GOAL 3: To reduce the number of students performing below their expected curriculum level in Mathematics.

Baseline data as at Feb 2020:

- 5 students, 2.0%, 1 boy and 4 girls, have high needs in Mathematics.
- 28 students, 11.1 % of all students, 11 boys and 17 girls, are needing improvement in Mathematics.
- 157 students, 62.3 % of all students, 72 boys and 85 girls, are competent in Mathematics.
- 62 students, 24.6% of all students, 44 boys and 18 girls are excelling.
- Therefore 86.9% of all students are either competent or excelling.

There are approximately 1.5 times more girls than boys in the needing improvement category and there are 2.5 times more boys than girls in the excelling category .

In the small cohort of 22 Maori students, none have high needs.

4 Maori girls are needing improvement, 18.2% compared to 13.7% of all girls. No Maori girls are excelling.

No Maori boys are not achieving. 4 Maori boys are excelling, 36.4% compared to 34.4% of all boys.

Targets:

To progress more girls into the competent category.

To progress the Maori girls who are below expectation.

To progress the students in each Year level who are performing below expectation to the expected level for their cohort, in particular:

- Y2 where 24% are below expectation.
- Y3 where 6% are below expectation.
- Y4 where 16% are below expectation.
- Y5 where 14% are below expectation.
- Y6 where 11% are below expectation.
- Y7 where 30% are below expectation.

ACTIONS TO ACHIEVE GOAL	LED BY	BUDGET	TIME FRAME
Review assessment data with staff and determine the particular areas of need.	SMT Class Teachers		Term 1
Identify Priority Learners who are achieving below the expected NZC levels and provide support as required.	Teachers		Feb/March
Inform parents that their child is in a target group for mathematics.	Teachers		Feb/March
Plan differentiated lessons for these students.	Teachers		Ongoing
Students will know the learning intentions for their learning and receive regular feedback/feedforward.	Teachers		Ongoing
Provide extra budget to provide Classroom Learning Assistant time and resources and specific funding for testing where required.	BoT		Term 1-4
Ensure teachers, Classroom Learning Assistants have guidance and professional development.	SENCO & Principal		Term 1
Use digital tracking system for Target learners	Teachers		Ongoing
Use assessment tools such as PAT, GLOSS and JAM to formally assess these students in Mathematics as well as informal testing used at the teachers' discretion.	Teachers		Ongoing
Resource and Implement Staff Professional Development in "Numicon" mathematics equipment and methods	Teachers		Ongoing
Implement Artificial Intelligence online maths programme for students – Maths Whizz. Teachers provided with professional development.	Teachers		Term 1-4
Analyse beginning, mid, and end of year data to inform progress and planning for the following year.	SMT		Term 4

GOAL 4: To provide further professional development in the learning and teaching of Written Language.

ACTIONS TO ACHIEVE GOAL	LED BY	BUDGET	TIME FRAME
Scoping activities through staff workshops to see where teachers are at in regards to the literacy curriculum.	Literacy Team		Term 1-4
Teachers identify own teaching needs	Teachers		Ongoing
Teachers working on an investigative approach	Teachers		Term 1-4
Teachers observe experts and colleagues	Teachers		Term 1-4
Teachers mentoring and coaching.	Teachers		Term 1-4
Exploring assessment and writing exemplars	Literacy Team		Term 1-2

GOAL 5: To continue to upskill staff and pupils in Digital Technologies.

ACTIONS TO ACHIEVE GOAL	LED BY	BUDGET	TIME FRAME
Review ICT vision and follow new e-learning strategic plan for 2020 - 2022.	Principal and SMT		Ongoing
Continued Professional Development for staff in the use of digital devices.	Specialist teacher and Principal		
To enhance library to become a 'Learning Hub' including the use of digital technologies.	Principal		

Our annual programme of self-review is designed to maintain a focus on continuous improvement, with a particular focus on raising student achievement and engagement, is implemented.

OBJECTIVES	IMPLEMENTATION & RESPONSIBILITY	RESOURCE	REPORTING	
To produce young people who will be confident, connected, actively involved, lifetime learners. That progress and achievement will result in young people making an active contribution to economic and social society. To support Māori to achieve and contribute at the same levels as their counterparts of other cultures.	An annual cycle of self-review of key dimensions will result in raised student achievement and engagement in learning based on the model below. The process will cover the three components of review – strategic, regular and emergent.	BoT Personnel School Personnel Community School documents School reviews Professional material	Meetings of BoT Combined meetings Committee meetings Annual Report Parent Interviews Student reports Information evenings	
Year	Term 1	Term 2	Term 3	Term 4
2020	Student progress and achievement: ongoing priority/target student support. Parent teacher interviews. Spotlight system. Analysis of end-of-year data informs next year's 'target'.			
	Staff Performance: refer to Performance Management Systems Guidelines and Procedures for Attestation and Appraisals			
	Annual/Strategic Aims: refer to School Charter; these Aims will be part of ongoing self-review (regular reviews) with monthly reports to staff and the board. 2020 School Charter; copy sent to Ministry of education by March 1, 2020.			
	Personnel: Arrangements for Principal Appraisal. Staff job descriptions completed and signed.	Staff performance self-reviews teacher professional inquiry, staff reflections, classroom walk-throughs, attestations and performance appraisals completed Term 2 to Term 4. Teachers will be assessed against the New Zealand Teachers Council Teacher Registration criteria who are gaining, renewing or reapplying.	Receiving Principal's Appraisal Report	
	Finance Continue to process Audit Requirements. Send current year's ratified budget to Service Provider.	Annual Accounts to Auditors by March 31 . Annual Report. Accounts and Variance Report, sent to MoE by March 1 .	Budget Review	MoE confirmed staffing & funding from July 1 return received. Develop draft budget and school organization. Commence audit requirements for Annual Report. Finalize next year's budget & school organization.
	Property: Hazards check		Maintenance review Hazards check	
	Health and Safety: Section 60B of the Education Act 1989, requires at least once every two years, boards of trustees to produce a written statement about how the school will implement health education; Omokoroa Number 1 School will next consult with parents in 2020.			
	Policies and Procedures: School policies and procedures will be reviewed at the time a <i>Strategic, Regular and/or Emergent</i> self-review is implemented, where there are policies and/or procedures that relate to the area of the self-review. Any policy or procedures not reviewed within a 3 year period will be reviewed the following year; all policies and procedures will be reviewed within a 4 year cycle. Focus areas for quality assurance, regular reviews, are stated immediately below.			
	SAFE AND INCLUSIVE SCHOOL CULTURE <i>Focus on learning in a positive learning environment.</i>	EFFECTIVE TEACHING <i>Use of wide range of teaching methods / strategies; written language.</i>	STUDENT LEARNING <i>Student engagement; written language.</i>	ENGAGING PARENTS, WHĀNAU AND COMMUNITIES <i>Engaging parents and whānau.</i>
	LEADING AND MANAGING THE SCHOOL <i>Analysis and use of assessment data.</i>			GOVERNING THE SCHOOL <i>Board operations and management.</i>

The School holds a 10 Year Property Maintenance Plan which includes reference to the above priorities and is updated annually, the next update being undertaken by a consultant in 2024.

The school holds a Health and Safety policy as well as policies on Behaviour Management, Playground Supervision, Administration of Prescribed Medicine, Procedures for dealing with Communicable Diseases, Sexual Harassment, Reporting on Sexual and Physical Abuse, School Bus policy, Sunsmart policy, Alcohol and Drugs policy and a policy on Emergency Procedures.

Many of the N.A.G. 1 and 6 policies were reviewed throughout 2019.

The school has

- (i) A Financial Policy to ensure accountability and to ensure that operations are within the financial infrastructure of the school.
- (ii) A set of procedures for controlling and monitoring income and expenditure.
- (iii) Further policies for Tendering and Quotations, Allowances and Reimbursements and Budgeting for Curriculum Delivery

PROCEDURAL INFORMATION

a) Consultation

The school has a policy on consultation. Long term planning is done in consultation with staff, BoT and the parent community. The very small percentage of Maori whanau are able to have input on a one to one basis as well as participating in regular school consultation via parent interviews, parent meetings and newsletters.

b) Timeline

The school will send a copy of its Annual Report along with the 2020 Charter by March 1st 2020.

c) Review

The School Board of Trustees will review the Charter and its self-review BoT/Staff meeting in October each year. It is at this meeting that property development and curriculum development 1 – 5 Year plans are reviewed as well as ongoing review and further development of the 10 Year property maintenance plan.

Craig Pentecost (Principal)
For the Omokoroa No.1 School Board of Trustees
February 2020