



## 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 21<sup>st</sup> 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 21<sup>st</sup> 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.

# OMOKOROA NO.1 SCHOOL

Angitū nō nāia nei... Angitū āpōpō... Angitū tātou kaōa  
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 2022-2024

### ENRICHED LEARNING

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

Enhance 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 resources.

### 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 2022

Strategic Goals	Strategic Outcomes	Actions	Timeframe	Budget	Leadership
<b>1. ENRICHED LEARNING</b>	Sustain a high level of teaching excellence through professional development and collaborations.	- Educators are actively involved in collaborative inquiries within their teams related to raising student achievement.	All year	N/A	All teachers
	Enhance effective literacy and numeracy skills.	- Use effective initiatives to accelerate learning progress for priority/target learners.	All year	N/A	Literacy Team All teachers
	Foster the use of 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	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.	- Kapa Haka to include Tikanga Maori and Whanaungatanga. - Te Reo integrated across curriculum. - Continue to establish relationship with local Marae. - Establish Waka Ama programme	All year	\$5000	Whaea Josie Liz Webster Principal
	Focus on Aotearoa Histories curriculum	- Engage in Aotearoa Histories professional development - Include in Local Curriculum.	All year	N/A	Senior Management Team Teachers
	Focus on hauora/wellbeing of akonga and kaiako including the physical and emotional wellbeing.	- All teachers to use mindfulness practices with students - Identify well-being needs - ensure teachers workload is manageable and emotional well-being is supported.	All year	N/A	All teachers

Strategic Goals	Strategic Outcomes	Actions	Timeframe	Budget	Leadership
<b>2. MAXIMISE OUR ENVIRONMENT</b>	Future proof our school buildings and outdoor environments.	- Breakout spaces – Room 1 & 2 and Juniors	Term 1	MoE	BoT
		- Wastewater upgrade	Term 3		
		- Refurbish Room 14	Term 3	BoT - TBC	BoT
			Term 4		
	Enhance, maintain and expand our outdoor learning and play environment.	- Build outdoor seating in courtyard - Design and build Outdoor Learning Environment	Term 2	\$500	Caretaker
			Term 2-3	\$100,000	Playscape
	Interact with and care for our environment.	- Plan to use all aspects of our learning environment across the school curriculum. - Explore learning opportunities that utilize our local community resources. - Use our 'I CARE' values. Murals.	All year	N/A	All teachers and learners
			All year	N/A	
			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	Timeframe	Budget	Leadership
<b>3. CONNECT WITH OUR CHANGING WORLD</b>	Value and learn about unique language and cultures of the world.	- Continue to make international connections with schools.	All year	N/A	International Manager Principal
	Adapt to new cultures within the school.	- Spend time with new families and students to gain understanding of their culture.	All year	N/A	International Manager All teachers
	Understand and appreciate various people and their cultures.	- Cultural groups across our Rural Cluster invited to lead and share significant events/celebrations/cultural understandings eg, Whakangahau, sports	All year	N/A	Principal and 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
	Explore and develop online learning opportunities	- Continue to use online learning platforms to support teaching and learning programmes	All year	\$4000	All teachers

Strategic Goals	Strategic Outcomes	Actions	Timeframe	Budget	Leadership
<b>4. ENGAGE WITH OUR COMMUNITY</b>	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.	All year	N/A	Senior Management Team All teachers

## STRATEGIC PLANNING SECTION:

### VISION: PROPERTY 2022 -2024

	Approx Cost	Completion	Funding
Verandah to Rooms 10 and 11	\$3000	2022	Fundraising
Breakout spaces – Room 1 and 2 and Juniors	\$100,000	2022	5YA/ SIP
Refurbish Room 14	TBC	2023	5YA
Outdoor Learning Environment	\$100,000	2022	SIP
Waste Water – upgrade to connect to main Council system	\$130,000	2022	5YA

## STRATEGIC PLANNING SECTION:

### VISION: CURRICULUM 2022-2024

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
2022	<p>To reduce the number of students performing below their expected Reading, Writing and Mathematics levels.</p> <p>To continue to implement the Local Omokoroa No.1 School Curriculum.</p> <p>To continue Te Reo and Tikanga Maori learning throughout the school, which includes the option of a Kapa Haka group and new Waka Ama programme.</p>
2023	<p>To reduce the number of students performing below their expected Reading, Writing and Mathematics levels.</p> <p>To continue implementing Omokoroa No.1 School Local Curriculum.</p>
2024	<p>To reduce the number of students performing below their expected Reading, Writing and Mathematics levels.</p>

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

### Baseline data as at Feb 2022

## CURRICULUM GOALS 2022

- 5 students, 1.9%, 4 boys and 1 girl had high needs in Written Language
- 25 students, 9.4 % of all students, 18 boys and 7 girls, were needing improvement in Written Language.
- 203 students, 76.3 % of all students, 99 boys and 104 girls, were competent in Written Language.
- 33 students, 12.4% of all students, 12 boys and 21 girls were excelling. Therefore 84.3 % of all students were either competent or excelling.

There are 10.4% more boys than girls not achieving and 6.8% more girls than boys excelling in Written Language.

Of the 41 Maori students , 22 boys and 19 girls, 22.7% boys and 15.8% of girls are not achieving compared to 16.5% of all boys and 6.1% of all girls.

Also of concern is that only 7.3% of all Maori students, 3 girls, are excelling in Written Language compared to 12.4% of the whole school. It should be noted that this is an improvement on last year when no Maori students were excelling here at the beginning of the year.

There are approximately three 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.

In the small cohort of 29 Maori students, 15 boys and 14 girls, 4 boys and 1 girl are needing improvement which is similar to the rest of the school, but of concern is that no Maori students are excelling in Written Language compared to 13.8% of the whole school.

### Targets:

To progress more boys into the competent and excelling categories.

To progress more Maori students into the excelling category.

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

- Y3 where 10% 4 students, 3 boys and 1 girl are below expectation.
- Y4 where 10% 3 students, 2 boys and 1 girl are below expectation.
- Y5 where 15% 5 students, 5 boys and 0 girls are below expectation.
- Y6 where 29% 16 students, 9 boys and 7 girl are below expectation.
- Y7 where 14% 5 students, 4 boys and 1 girl are below expectation.
- Y8 where 16% 3 students, 3 boys and 0 girl 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 teacher dashboard.	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
Use digital tracking system documentation to track the progress of Target students.	SENCO & SMT		Ongoing
Use Literacy Exemplars and eAsTTle tools to formally assess these students in Terms 2 and 4, informal assessments Terms 1 and 3.	Teachers		Ongoing
Use digital technologies in classrooms to motivate and facilitate written language.	Literacy team and 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.	Teachers		Ongoing
Learning Staircase “STEPS” programme to be continued.	SMT		Term 4
Teacher-Child Conferences used on a daily basis.	Teachers		Ongoing
Student attitudes towards writing monitored.	Teachers		Ongoing
New initiatives explored	All staff		Ongoing
Use of Quick 60	Learning Assistants		Ongoing

**GOAL 2: To reduce the number of students performing below their expected curriculum level in Reading.****Baseline data as at Feb 2021:**

- 1 student, 0.4%, 1 boy has high needs in Reading.
- 18 students, 7.1 % of all students, 11 boys and 7 girls, were needing improvement in Reading.
- 148 students, 58.3 % of all students, 72 boys and 76 girls, were competent in Reading.
- 87 students, 34.3% of all students, 37 boys and 50 girls were excelling in Reading.
- Therefore 92.6% of all students were either competent or excelling in Reading.

Whilst the genders are evenly distributed in the competent category, there are 5% more boys not achieving as girls, and there are 5% more girls than boys who are excelling .

In the small cohort of 29 Maori students , 15 boys and 14 girls, 2 boys are not achieving , 6.9% compared to 7.5% of the whole school. 2 boys and 4 girls are excelling, 20.7% compared to 34.3% of the whole school. This means that the majority of Maori students, 72.4%, are in the competent category, with genders being evenly distributed here. Across the whole school this figure is 58.3%.

**Targets:**

To progress more boys into the competent and excelling categories.

To progress more Maori students into the excelling category.

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

- Y2 where 12%, 3 students, 2 boys and 1 girl are below expectation.
- Y3 where 15%, 6 students, 3 boys and 3 girls 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
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.	BoT		Term 1-4
Ensure Classroom Learning Assistants have guidance and professional development.	SENCO & SMT		Term 1
Continue "Quick 60" Reading programme.	Learning Assistants		Ongoing
Analyse end of year data to inform progress and planning for the following year.	SMT		Term 4

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

#### **Baseline data as at Feb 2021:**

- 5 students, 2.0%, 3 boys and 2 girls, had high needs in Mathematics.
- 36 students, 14.2 % of all students, 13 boys and 23 girls, were needing improvement in Mathematics.
- 161 students, 63.4 % of all students, 71 boys and 90 girls, were competent in Mathematics.
- 52 students, 20.5 % of all students, 34 boys and 18 girls were excelling.
- Therefore in February 2021 83.9% of all students were either competent or excelling.

There are approximately 5% more girls than boys who are not achieving and there are 14.6% more boys than girls in the excelling category .

In the small cohort of 29 Maori students, none have high needs. 3 Maori boys and 3 Maori girls are needing improvement, 20.7% compared to 14.2% of all students. 4 Maori boys, 26.7% compared to 28.1% of all boys, are excelling. No Maori girls are excelling compared to 13.5% of all girls.

#### **Targets:**

To progress more girls into the competent and excelling categories.

To progress the Maori students, particularly Maori girls who are below expectation or who are not excelling.

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

- Y2 where 12%, 3 students, 2 boys and 1 girl are below expectation.
- Y3 where 13%, 5 students, 2 boys and 3 girls are below expectation.
- Y4 where 16%, 5 students, 1 boy and 4 girls are below expectation.
- Y5 where 11%, 4 students, 3 boys and 1 girl are below expectation.
- Y6 where 24%, 13 students, 3 boys and 10 girls are below expectation.
- Y7 where 14%, 5 students, 3 boys and 2 girls are below expectation.
- Y8 where 26%, 5 students, 3 boys and 2 girls are below expectation.

<b>ACTIONS TO ACHIEVE GOAL</b>	<b>LED BY</b>	<b>BUDGET</b>	<b>TIME FRAME</b>
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.	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 development and use of Inquiry Model and School Values.**

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.	SMT		Term 1-4
Exploring different models of Inquiry	SMT/Teachers		Term 1-2
Develop local 'Inquiry Model'	SMT/Teachers		Term 3-4

**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		Ongoing
To enhance library to become a 'Learning Hub' including the use of digital technologies.	Principal and Library Manager		Ongoing
Continue to utilise online learning platforms to enhance teaching and learning programmes.	Teachers		Ongoing

## Annual Self-Review

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
2022	<b>Student progress and achievement:</b> ongoing priority/target student support. Parent teacher interviews. Spotlight system. Analysis of end-of-year data informs next year's 'target'.			
	<b>Staff Performance:</b> refer to Performance Management Systems Guidelines and Procedures for Attestation and Appraisals			
	<b>Annual/Strategic Aims:</b> refer to School Charter; these Aims will be part of ongoing self-review (regular reviews) with monthly reports to staff and the board. 2021 School Charter; copy sent to Ministry of education by March 1, 2022.			
	<b>Personnel:</b> 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
	<b>Finance</b> Continue to process Audit Requirements. Send current year's ratified budget to Service Provider.	Annual Accounts to Auditors by <b>March 31</b> . Annual Report. Accounts and Variance Report, sent to MoE by <b>March 1</b> .	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.
	<b>Property:</b> Hazards check		Maintenance review Hazards check	
	<b>Health and Safety:</b> 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 2022.			
	<b>Policies and Procedures:</b> 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.			
	<b>SAFE AND INCLUSIVE SCHOOL CULTURE</b> <i>Focus on learning in a positive learning environment.</i>  <b>LEADING AND MANAGING THE SCHOOL</b> <i>Analysis and use of assessment data.</i>	<b>EFFECTIVE TEACHING</b> <i>Use of wide range of teaching methods / strategies; written language.</i>	<b>STUDENT LEARNING</b> <i>Student engagement; written language.</i>	<b>ENGAGING PARENTS, WHĀNAU AND COMMUNITIES</b> <i>Engaging parents and whānau.</i>  <b>GOVERNING THE SCHOOL</b> <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.

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 2022 Charter by March 24<sup>th</sup> 2022.

### **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 2022