

Amuri Area School



Kia Kitea Toikaka
Nothing But The Best

Kia Kitea Toikaka – Nothing But The Best

BOT Charter 2017

AMURI AREA SCHOOL PROFILE

Amuri is one of around 43 schools known as Area Schools in New Zealand – these are deemed by the NZ Area Schools Association to be schools that offer education in a rural, geographically isolated, state funded and coeducational setting. It is a decile 8 school within the NZ system.

History and Location

The original Culverden Primary School was established in 1896. In 1960 the school converted to a District High School and then in 1977 to an Area School. Amuri Area School is 98 kilometres north-west of Christchurch on the Lewis Pass highway. It is 30 minutes drive from Hanmer Springs resort and about 45 minutes from Mt Lyford Skifield. The school also owns and operates its own outdoor education facility at Windy Point in the Lewis Pass.

The school's catchment area is from the Hurunui River in the south to the Waiau River in the north, Lowry Peaks in the east and Culverden Range/Leslie Hills to the west. This is approximately 4300 square kilometres.

The school is located in the centre of the Amuri plain on 10.3 hectares of land. Steep hill country surrounds the plain to the north, east and west.

Students

The school currently provides education for approximately 320 students from Year 0 to Year 15 including:

- Students from Waiau and Rotherham contributing schools who enter at Year 7
- Students from the Hanmer Primary School who enter at Year 9.

The school also provides:-

- Technology instruction for Years 7 & 8 from the Hanmer School
- Day classes for adult students

The student population is predominantly European with Maori students comprising approximately 16% of the roll. However recently there has been significant growth in enrolments of students from the Philippines, South America and Fiji associated with the predominance of dairying in the district. The ESOL roll has therefore increased significantly.

The majority of the students travel to school daily by bus.

The school is organised into two: Primary (Years 0-8), and Secondary (Years 9-15). The Deputy Principal has oversight of the Year 9-15 students while the Assistant Principal oversees the Year 1-8 students and staff.

Leadership is a focus for the school and opportunities are mainly given through the whanau structure (Caverhill, Hamilton and Mitchell whanau groups), Vertical form groups (four within each whanau) and a Student Executive.

The school works a five period day (hour periods) with a five day timetabled week. A new timetable structure that sees a number of senior option subjects blocked over 2 or 4 hours on one day was put in place in 2012 and after review has been continued with students, staff and parents enthusiastic about the opportunities presented by this structure.

This option has allowed senior students to attend Trades Academy courses offered by the Canterbury Tertiary College and Primary Industry courses run by the National Trades Academy in Christchurch under the Secondary Tertiary Programme (STP). It has also made Work Experience and Gateway placements for students easier to arrange and complete without affecting their normal school work.

The school uniform is compulsory for all students in 2015.

Staff

The teaching staff comprises a Principal, Deputy Principal, Assistant Principal, 8 Heads of Essential Learning Areas (HELA's) and around 14 further full and part time teachers. Support staff play an important role in school affairs. We employ 3 office staff comprised of an Office Manager (who acts as the Secretary for the BOT), a Finance Manager and a Receptionist. The school also employs a Property Manager, Cleaners and Teacher Aides.

Parents

A Parent Teacher Association supports the school through a wide range of activities, providing funds and opportunities for all to be involved. This group has a tradition of outstanding success in terms of fundraising and their work is highly valued and appreciated.

Facilities

The school occupies a split site with Years 0 to 6 on the south side of School Road and Years 7 to 13 on the north. Throughout the school there is a full range of general purpose and specialist teaching spaces. A well developed range of equipment is available to students throughout the school.

The grounds are spacious with room for a wide range of playing fields. Adventure Playgrounds are available on both sites and a wetlands area has been developed on the senior site. The school shares many of its facilities with the local community – netball and tennis courts, swimming pool, cricket wicket and squash courts and soccer are about to become regular users of the grounds. The school has a skate-park on site for the students to use at school and in out of school time. It is proving very popular! A community library, Council Service Centre and space for a mobile dental clinic are found on school grounds. The school owns seven schoolhouses and two flats. It also owns the former Canterbury Education Board bus garage and uses this as a base for the Property Manager.

We have 2 new roll growth classrooms due July 2017 and a further 6 replacement buildings scheduled for 2018.

Amuri Area School



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Our School Vision

Amuri Area School is a positive, supportive and enjoyable learning environment that seeks to develop self-disciplined learners to become independent and responsible citizens who always give nothing but their best

Our School Mission

Raising achievement; Realising potential; Encouraging excellence

Our Values



Amuri Area School Strategic Plan 2017-2019

NAG 1 Fostering Student Achievement	2017	2018	2019
<p>Key Projects</p> <p>1) Improve the provision of ICT to create powerful learning opportunities and seamless systems for administration.</p> <p>2) Creating independent future focused learners and collaborative teaching practice.</p>	<p>1) Framework for Developing a Strategic Plan for Learning through Information Communication Technology completed.</p> <p>BYOD extended to year 7-13, use agreements established</p> <p>Staff utilisation of SITES/ONE NOTE as learning platforms for students to access content and feedback.</p> <p>Staff development linked directly to using technology to support learning.</p> <p>Formalize Cyber safety plan. Set a teaching plan across the school.</p> <p>2) Solo Taxonomy Development with Pam Hook Spiral of Inquiry linked to professional development goals Initial SOLO resources compiled. Staff meetings allocated</p> <p>Collaborative teaching pilots underway.</p>	<p>1) Merged with Independent learner's project Complete next steps from Framework findings</p> <p>BYOD usage linked to Teaching and Learning</p> <p>ONE Note delivery common place for year 11-13</p> <p>Staff development linked directly to using technology to support learning.</p> <p>Integrate cyber safety into curriculum document</p> <p>2) Continued integration into appraisal teaching and learning. New staff inducted and trained..</p> <p>SOLO Resource bank expanded. Learning goals linked to SOLO and Spiral of Inquiry evident in learning.</p> <p>Collaborative teaching pilots reviewed and expanded based on evidence</p>	<p>1) Continue application of framework findings</p> <p>Review</p> <p>ONE note delivery mandatory for 11-13. Common for Year 9 and 10.</p> <p>Staff development linked directly to using technology to support learning.</p> <p>Review for effectiveness</p> <p>2) Continued resource staffing and development whole school.</p> <p>Year 9 and 10 curriculum implementation</p>

<p>3) Extend and develop the use of Windy Point facility for powerful learning opportunities.</p> <p>4) Continued focus on improvement of Mathematics achievement in year 1-8.</p> <p>5) Improved provision in performing arts</p> <p>6) Involvement and engagement with a community of schools/learning.</p> <p>7) Assessment practices in year 1-10 clarified and communicated and used to inform Charter achievement goals.</p>	<p>3) Extend use of Windy Point facility to other subject areas, extend use by other schools. Investigate Trust and shared ownership model.</p> <p>4) School-wide Mathematics used to inform teaching and learning supported by PD.</p> <p>5) Performing arts added as extra curricula option.</p> <p>6) COS/L fully in place for CASA and our contributing schools. Achievement challenge accepted by MOE.</p> <p>7) Assessment timeline completed for year 1-10 and used in practice.</p>	<p>3) Shared Ownership model and sustainability. High usage! Wider community contribution to upkeep.</p> <p>4) Continuation of use of school-wide plan. Evaluation based on achievement data, where to next.</p> <p>5) Performing arts integrated into curriculum. 11-13 options through Net NZ and locally if possible.</p> <p>6) In and across school roles appointed Shared development opportunities explored</p> <p>7) Integrated into curriculum document</p>	<p>3) Continued focus on wider usage and development.</p> <p>4) Based on outcomes in 2017/18</p> <p>5) Year 11-13 options for NCEA available</p> <p>6) Evaluation of challenges, re-appoint COL leader.</p>
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NAG 2 Strategic Planning and Review	2017	2018	2019
<p>1) Developing a shared understanding of the school Vision and Values placing into context for learning and cultural development.</p> <p>2) Curriculum Review</p> <p>3) School and community transitioned to School Docs for policy and procedure review.</p> <p>4) Community Communication plan designed</p>	<p>1) Complete Hautū self-review process Implement identified review findings Visual presence of vision etc improved including Hautū recommendations. Teaching Matrix linked to Values in public domain. Check links throughout school processes i.e. behaviour system, presence, staff conduct etc.</p> <p>2) Complete year 9 and 10 review process Visits to Akld and Melbourne, basic document written up by year end.</p> <p>3) Regular review schedule for school docs increase staff usage for day to day forms</p> <p>4) Full communication plan established with yearly events stated and explicit. Year 9 brochure updated and open evenings improved.</p>	<p>1) Check on progress, finish up outstanding issues.</p> <p>2) Pilot changes for year 9 and 10</p> <p>3) Regular review schedule</p> <p>4) Whole community Hui for new strategic Planning</p>	<p>1) Check progress</p> <p>2) Adapt as required from learnings and finalize curriculum document for year 9 and 10. Monitor achievement and engagement.</p> <p>3) Regular review schedule</p> <p>4) Implement new 3 year plan</p>

NAG 3 Personnel	2017	2018	2019
1) Complete review of appraisal system started in 2015 to meet requirements for registration.	1) Appraisal system agreed by all staff, evidence portfolio design clear. In place and running. SCT to lead staff development sessions	1) Staff feedback on system led by SCT	1) Business as usual
2) Complete support staff appraisal review.	2) Support staff appraisal review	2) Implement	2) Business as usual
3) Redevelop and evaluate induction and PRT programme	3) Tweak based on 2016 Feedback. Report to BOT term 4	3) Report to BOT term 4	3) Report to BOT term 4

NAG 4 Finance and Property	2017	2018	2019
1) Planning and procurement of a multi-purpose teaching space / science facility on Senior side	1) Complete new class build on primary side	1) Complete	1) Complete
2) Rationalise 6 relocatable buildings and add science facility	2) Master planning	2) Action Summer of 2018/19	2) Complete landscaping etc
3) Finish the refurbishment of year 7/8 Block	3) Master planning	3) Work completed	3) Complete landscaping

4) Recreational space for students in year 9-11	4) Student consultation on concept design.	4) Concept to BOT	4) Concept completed if approved
5) Outside Lighting Improved	5) Budget allocated and areas prioritised	5) Completed	5) Completed
6) Water fountain placement and functionality	6) On hold due to 2018 work	6) Part of 2018 work	6) Completed
7) Furniture Upgrade across identified areas	7) Second round of replacement and new classrooms fitted out	7) Normal Budget allocated and areas prioritised	7) Normal Budget allocated and areas prioritised
8) Outdoor seating improved by year 11 Carpentry students	8) Continue from 2016	8) Continued from 2018	8) Complete
9) Values and Te Reo Signage improved	9) TE REO signage investigated	9) Te Reo Signage installed	
10) Junior courts resurfaced	10) Completed		
11) Junior Boiler rationalised and turned to storage	11) Completed		
12) Sewage and water work	12) Completed		
13) Electrical upgrade	13) Completed		

NAG 5 Safe Physical and Emotional Environment	2017	2018	2019
1) Cyber-safety protocol and educational programme developed and consistently delivered. 2) Peer Mediators integrated into the school	1) Cyber safety teaching plan. Primary teachers provided with resources 2) School leaders trained as mediators and in a leadership role with incoming year 9	1) Plan implemented consistently in year 3-10 and parent education sessions held. Integrated into curriculum review. 2) Extend programme to 7 and 8?	1) Updated as required 2) Ongoing

NAG 6/7/8 Legislative, Charter, AOV	2017	2018	2019
Minor Projects 1) Police vetting completed to new standards for all new and existing staff by July 2016 Deadline 2) Health and safety committee complete internal review based upon new H and S Legislation.	1) Completed for all new staff and overnight volunteers 2) Address any concerns from ongoing review	1) Completed for all new staff and overnight volunteers 2) Address any concerns from ongoing review	1) Completed for all new staff and overnight volunteers 2) Address any concerns from ongoing review

Amuri Area School Annual Plan 2017

NAG 1 Fostering Student Achievement	What will we do?	How, when and who? Criteria for Success
<p>Improve the provision of ICT to create powerful learning opportunities and seamless systems for administration.</p> <p>Creating independent future focused learners and collaborative teaching practice.</p>	<p>Framework for Developing a Strategic Plan for Learning through Information Communication Technology completed.</p> <p>BYOD extended to year 7-13, use agreements established</p> <p>Staff utilisation of SITES/ONE NOTE as learning platforms for students to access content and feedback.</p> <p>Staff development linked directly to using technology to support learning.</p> <p>Formalize Cyber safety plan. Set a teaching plan across the school.</p> <p>File storage structure finalized</p> <p>Solo Taxonomy Development with Pam Hook Spiral of Inquiry linked to professional development goals Initial SOLO resources compiled. Staff meetings allocated</p> <p>Collaborative teaching pilots underway.</p>	<p>Completed by SMT and staff by year end (James)</p> <p>Extended from Jan 2017 use agreements in place by February (Admin)</p> <p>Continued development with SCT throughout the year Departmental 365 Groups initiated (Denise)</p> <p>SCT ongoing Use package developed in 2016 integrate into curriculum document</p> <p>Admin team</p> <p>Staff PD day Jan SOLO coordinator appointed 4 staff meetings Resource bank in ONE DRIVE</p> <p>STEM projects funded and developed</p>

<p>Extend and develop the use of Windy Point facility for powerful learning opportunities.</p> <p>Continued focus on improvement of Mathematics achievement in year 1-8.</p> <p>Improved provision in performing arts</p> <p>Involvement and engagement with a community of schools/learning.</p> <p>Assessment practices in year 1-10 clarified and communicated and used to inform Charter achievement goals.</p>	<p>Extend use of Windy Point facility to other subject areas, extend use by other schools. Investigate Trust and shared ownership model.</p> <p>School-wide Mathematics plan used to inform teaching and learning supported by PD.</p> <p>Performing arts added as extra curricula option.</p> <p>COS/L fully in place for CASA and our contributing schools. Achievement challenge accepted by MOE.</p> <p>Assessment timeline completed for year 1-10 and used in practice.</p>	<p>Windy Point subcommittee developed mid year, EOTC co-coordinator appointed in Feb</p> <p>PD application submitted</p> <p>Drama option in sport period established</p> <p>COL leader appointed Co leader appointed Achievement challenge submitted</p> <p>Added to curriculum document by year end</p>
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NAG 2 Strategic Planning and Review	What will we do?	How, when and who?
<p>Developing a shared understanding of the school Vision and Values placing into context for learning and cultural development.</p> <p>Curriculum Review</p> <p>School and community transitioned to School Docs for policy and procedure review.</p> <p>Community Communication plan designed</p>	<p>Complete Hautū self-review process Implement identified review findings</p> <p>Visual presence of vision etc improved including Hautū recommendations.</p> <p>Teaching Matrix linked to Values in public domain.</p> <p>Check links throughout school processes i.e. behaviour system, presence, staff conduct etc.</p> <p>BOT STA Internal review completed and analysed</p> <p>Complete year 9 and 10 review process Visits to Akld and Melbourne, basic document written up by year end.</p> <p>Regular review schedule for school docs increase staff usage for day to day forms</p> <p>Full communication plan established with yearly events stated and explicit. Year 9 brochure updated and open evenings improved.</p>	<p>BOT by year end</p> <p>SMT and Maori Achievement co-coordinator by year end</p> <p>All staff</p> <p>SMT</p> <p>BOT Survey in January</p> <p>Allocated Unit responsibility (Julia Steel) alongside SMT</p> <p>Admin</p> <p>Year 9 leaflet update at year end Communication plan formalized by year end</p>

NAG 3 Personnel	What will we do?	How, when and who?
Complete review of appraisal system started in 2015 to meet requirements for registration.	Appraisal system agreed by all staff, evidence portfolio design clear. In place and running. SCT to lead staff development sessions	Concept design December 2016, presentation staff Feb 2017, application for 2017 year. SMT and Admin team and SCT
Complete support staff appraisal review.	Support staff appraisal review	James, Liz and Support Staff
Redevelop and evaluate induction and PRT programme	Tweak based on 2016 Feedback. Report to BOT term 4	Survey after 1 term and one year SCT

NAG 4 Finance and Property	What will we do?	How, when and who?
Planning and procurement of a multi-purpose teaching space / science facility on Senior side	Master planning completed with Logic group for summer 2018 application	Logic
Rationalise 6 relocatable buildings and add science facility	Master planning completed with Logic group for summer 2018 application	
Finish the refurbishment of year 7/8 Block	Master planning completed with Logic group for summer 2018 application	
Recreational space for students in year 9-11	Concept design created	Head Students /Student Exec

Furniture Upgrade across identified areas	Second round of upgrades New classroom outfit	Principal Primary Staff
Outdoor seating improved by year 11 Carpentry students	Continue from 2016	HOD tech
Values and Te Reo Signage improved	As part of Hautu Process	BOT
Junior courts resurfaced		Logic Term 1
Junior Boiler rationalised and turned to storage		Logic Term 2
Sewage and water work		Logic Term 1
Electrical upgrade		Logic Term 1




NAG 5 Safe Physical and Emotional Environment	What will we do?	How, when and who?
Cyber safety teaching plan. Primary teachers provided with resources	Integrate into curriculum document	This plan has already been created, cyber agreement sin place and BYOD agreements. Next step is to integrate into T and L and appropriate age and stages. SMT to lead this integration.
School leaders trained as peer mediators and in a leadership role with incoming year 9	Run programme from January	Peer mediators staff members x 2

NAG 6/7/8 Legislative, Charter, AOV	What will we do?	How will this be achieved?
<p>Completed VCA for all new staff and overnight volunteers</p> <p>Charter / Annual Report Submitted</p>	<p>Ensure this is compliant</p> <p>Address any concerns from ongoing review</p>	<p>Admin staff to monitor</p> <p>Principal</p>

2017 Achievement Target Plans

Strategic Goal To meet or exceed the better public services target of 85% achievement at NCEA level 2.

Annual Target

-  85% of students will achieve at NCEA Level 1 with 35% receiving certificate endorsement.
-  85% of students will achieve at NCEA level 2 with 25% receiving certificate endorsement.
-  85% of students will achieve at NCEA level 3 with 25% receiving certificate endorsement.

Baseline data

- 1) 85% of students will achieve at NCEA Level 1 with 25% receiving course endorsement (**Achieved 85% and 40%**) Note: 30% Gained full certificate Endorsement
- 2) 85% of students will achieve at NCEA level 2 with 25% receiving a course endorsement (**Achieved 96% and 27%**) Note: 23% achieved full certificate endorsement
- 3) 85% of students will achieve at NCEA level 3 with 33% receiving a course endorsement (**Part achieved 80% achieved with 50% endorsed**) Note: 40% achieved full certificate endorsement.

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
January	CTC course for identified students sourced and assisted with application. Transport arranged	Penny	Students on identified courses are supported into this programme.
Additional support	SENCO co-ordinates additional support for year 11 class.	Liz	Support is identified and BOT funded to support learning
On-going	Monitoring through Pastoral systems of students at risk of not achieving. Individualised plans put in place to ensure these students succeed.	DP SMT/SENCO	Pastoral system is used effectively to identify students at risk and plans are put in place in time to make a difference.
On-going	Pastoral monitoring of attendance as this is the biggest risk factor we have identified	SMT/SENCO	Form teachers will monitor this throughout the year and report concerns early!

Monitoring DP responsible for checking and monitoring student progress. SMT informed through weekly meetings

Resourcing Additional staffing and support funded through BOT ops grant. COST students allocated to senior classes.

Strategic Goal To increase achievement in Mathematics to exceed 85% at or above the National Standard.

Annual Target

- From our identified group of 41 students who are currently below the National Standard for Mathematics we will shift 56% (23) to AT or above the National Standard.

Baseline data: 100% of these students are currently below the National Standard

Key Improvement Strategies

- Source and deliver Maths development within 1-8 staff.
- Complete consistent teaching programme for Mathematics in collaboration with the newly appointed Primary Maths HELA.
- Integrate specific programmes based upon PAT assessment and Jam/Gloss assessment data.
- Develop our own philosophy of what works in mathematics in our context based on sound evidence.

When	What (examples)	Who	Indicators of Progress
Jan 2017	Whole staff development with Dr Audrey tan	All	Attendance and feedback during syndicate meetings.
Feb 2017	Identify specific at risk students below the NS within each class		
March 2017	New Maths HELA and SMT to develop professional development programme based on needs and assessment data collected Specific plan for targeting at risk students in place for each classroom.	SMT HELA	External provider used if relevant Plan is in place and applied
Ongoing	Develop and philosophy for learning for mathematics linked to requirements of NCEA and numeracy.	Staff	

Monitoring Ongoing monitoring by AP during syndicate meetings.

Resourcing PD budget allocated through strategic plan and MOE allocated PD

Strategic Goal To increase achievement in Mathematics to exceed 85% at or above the National Standard.

Annual Target

80% of our identified Maori students (5) in year 1-8 who are currently below the National Standard will shift to being AT the National Standard.

Baseline data: 100% of these students are currently below the National Standard

Key Improvement Strategies

- Source and deliver Maths development within 1-8 staff.
- Complete consistent teaching programme for Mathematics in collaboration with the newly appointed Primary Maths HELA.
- Integrate specific programmes based upon PAT assessment and Jam/Gloss assessment data.
- Develop our own philosophy of what works in mathematics in our context based on sound evidence.

When	What (examples)	Who	Indicators of Progress
Jan 2017	Whole staff development with Dr Audrey tan	All	Attendance and feedback during syndicate meetings.
Feb 2017	Identify specific at risk students below the NS within each class	Staff	
Feb 2017	Students identified specifically to the Maori Achievement co-ordinator to liaise with families and ensure the programme delivered is specifically appropriate to each child.	MAC	MAC is fully aware of the individual programmes and strategies and is able to contribute to the solution.
March 2017	New Maths HELA and SMT to develop professional development programme based on needs and assessment data collected Specific plan for targeting at risk students in place for each classroom.	SMT HELA	External provider used if relevant Plan is in place and applied
Ongoing	Develop and philosophy for learning for mathematics linked to requirements of NCEA and numeracy.	Staff	

Monitoring Ongoing monitoring by AP during syndicate meetings.

Resourcing PD budget allocated through strategic plan and MOE allocated PD

Amuri Area School Annual Plan Summary 2017

NAG 1 Fostering Student Achievement	NAG 2 Strategic Planning and Review	NAG 3 Personnel	NAG 4 Finance and Property	NAG 5 Safe Physical and Emotional Environment	NAG 6/7/8 Legislative, Charter, AOV
<p>Framework for Developing a Strategic Plan for Learning through Information Communication Technology completed.</p> <p>BYOD extended to year 7-13, use agreements established</p> <p>Staff development linked directly to using technology to support learning.</p> <p>PD with Cyclone</p> <p>PD with Audrey Tan re Mathematics</p> <p>Formalize Cyber safety plan. Set a teaching plan across the school.</p> <p>File storage structure finalized</p> <p>Solo Taxonomy Development with Pam Hook</p> <p>Spiral of Inquiry linked to professional development goals Initial SOLO resources compiled. Staff meetings allocated</p> <p>Collaborative teaching pilots continued STEM.</p> <p>Extend use of Windy Point facility to other subject areas, extend use by other schools. Investigate Trust and shared ownership model.</p> <p>Mathematics development plan created in conjunction with Primary Maths HELA.</p> <p>Performing arts added as extra curricula option.</p> <p>COS/L fully in place for CASA and our contributing schools. Achievement challenge accepted by MOE.</p> <p>Assessment timeline completed for year 1-10 and used in practice.</p>	<p>Complete Hautū self-review process Implement identified review findings</p> <p>Visual presence of vision etc improved including Hautū recommendations.</p> <p>Teaching Matrix linked to Values in public domain.</p> <p>Check links throughout school processes i.e. behavior system, presence, staff conduct etc.</p> <p>BOT STA Internal review completed and analyzed</p> <p>Complete year 9 and 10 review process</p> <p>Visits to Akid and Melbourne, basic document written up by year end.</p> <p>Regular review schedule for school docs increase staff usage for day to day forms</p> <p>Full communication plan established with yearly events stated and explicit.</p> <p>Year 9 brochure updated and open evenings improved.</p>	<p>Appraisal system agreed by all staff, evidence portfolio design clear. In place and running. SCT to lead staff development sessions</p> <p>Support staff appraisal review complete</p> <p>Tweak induction programme based on 2016 Feedback. Report to BOT term 4</p>	<p>Master planning for 2018 project complete</p> <p>Design for Recreational space for students in year 9-11</p> <p>Furniture Upgrade across identified areas</p> <p>Outdoor seating improved by year 11 Carpentry students</p> <p>Values and Te Reo Signage improved</p> <p>Junior courts resurfaced</p> <p>Junior Boiler rationalised and turned to storage</p> <p>Sewage and water work</p> <p>Electrical upgrade</p> <p>New classrooms up and running</p> <p>EQ work completed</p>	<p>Cyber safety teaching plan. Primary teachers provided with resources</p> <p>School leaders trained as peer mediators and in a leadership role with incoming year 9</p>	<p>VCA checks Completed for all new staff and overnight volunteers where possible.</p> <p>Address any concerns from ongoing review of H and S committee.</p> <p>Charter submitted</p> <p>Annual Report Submitted</p>

SCHOOL SELF REVIEW Reporting to the BOT and Self Review Schedule

2018 and 2021	Term 1 Meeting 1	Term 1 Meeting 2	Term 2 Meeting 1	Term 2 Meeting 2	Term 3 Meeting 1	Term 3 Meeting 2	Term 4 Meeting 1	Term 4 Meeting 2
	Confirmed Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan presented Principal Report NAG Maths Verbal Report Analysis of Variance National Standards NCEA Analysis	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Charter – all policies Procedures reviewed School Leaver Analysis Previous Year staff appraisal English Verbal Report	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG ICT Verbal Report Social Studies Verbal Report	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Annual Report Procedures reviewed ESOL verbal report	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Charter Goal Progress report AP Primary Verbal Report Student voice/survey Mid-year achievement Report on Community Consultation for Strategic Plan	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Draft Budget /staffing for next year Procedures reviewed Health and Safety written report Strategic Plan 2016-2018	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Maori Achievement written DP Achievement Verbal Report (STAR/Gateway/Careers) Attendance written report	Budget Correspondence/Exit Surveys Annual Plan Update Principal Report NAG G and T, special Ed written report/self-review HELA written Curriculum report/self-review Procedures reviewed Principal's appraisal PRT and New teacher feedback
2019 And 2022	Term 1 Meeting 1	Term 1 Meeting 2	Term 2 Meeting 1	Term 2 Meeting 2	Term 3 Meeting 1	Term 3 Meeting 2	Term 4 Meeting 1	Term 4 Meeting 2
	Confirmed Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan presented Principal Report NAG Maths Verbal Report Analysis of Variance National Standards NCEA Analysis	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Charter – all policies Procedures reviewed School Leaver Analysis Previous Year staff appraisal English Verbal Report	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Science Verbal Report PE Verbal Report	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Annual Report Procedures reviewed Special Education verbal report Attendance written report ESOL verbal report	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Charter Goal Progress report AP Primary Verbal Report Student voice/survey Mid-year achievement	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Draft Budget/staffing for next year Procedures reviewed Health and Safety written report	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Maori Achievement written DP Achievement Verbal Report (STAR/Gateway/Careers) Attendance written report	Budget Correspondence/Exit Surveys Annual Plan Update Principal Report NAG G and T, special Ed written report/self-review HELA written Curriculum report/self-review Procedures reviewed Principal's appraisal PRT and New teacher feedback
2017 and 2020	Term 1 Meeting 1	Term 1 Meeting 2	Term 2 Meeting 1	Term 2 Meeting 2	Term 3 Meeting 1	Term 3 Meeting 2	Term 4 Meeting 1	Term 4 Meeting 2
	Confirmed Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan presented Principal Report NAG Maths Verbal Report Analysis of Variance National Standards NCEA Analysis	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Charter- all policies Procedures reviewed School Leaver Analysis Previous Year staff appraisal English Verbal Report	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Tech Verbal Report Arts Verbal Report	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Annual Report Procedures reviewed ESOL Verbal Report Attendance written report	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Charter Goal Progress report AP Primary Verbal Report Student voice/survey Mid-year achievement	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Draft Budget/staffing for next year Procedures reviewed Health and Safety written report	Budget/ Banked Staffing Correspondence/Exit Surveys Annual Plan Update Principal Report NAG Maori Achievement written DP Achievement Verbal Report (STAR/Gateway/Careers) Attendance written report	Budget Correspondence/Exit Surveys Annual Plan Update Principal Report NAG G and T, special Ed written report/self-review HELA written Curriculum report/self-review Procedures reviewed Principal's appraisal PRT and New teacher feedback