

Swanson School

2018 - 2020

Charter



SWANSON
SCHOOL



Vision	Values
<p data-bbox="257 1246 855 1278">New Zealand Curriculum Treaty of Waitangi</p>	<p data-bbox="1043 248 2177 379"><i>In consultation with our community, these values are our deeply held beliefs about what is important. Whilst we acknowledge values cannot be 'taught' by a school, we accept the validity of the obligation to 'encourage, model, and explore' these values and the importance of them being expressed in everyday actions and interactions within the school.</i></p> <ul style="list-style-type: none"> <li data-bbox="1043 384 1671 416">🌍 Respect – for self, for others, and human rights <li data-bbox="1043 421 2063 485">🌍 Responsibility- to aim high, to be innovative and inquire, participation for the common good. <li data-bbox="1043 489 1823 521">🌍 Honesty – to have integrity and to be truthful, fair and just. <li data-bbox="1043 526 1615 558">🌍 Trust – to be accountable and act ethically <li data-bbox="1043 563 1917 595">🌍 Caring – for self, our achievement, for others and the environment. <p data-bbox="1541 655 1671 683">Principles</p> <p data-bbox="1043 687 2069 751"><i>These principles are our beliefs about what is important and they will be seen in our teaching practices. They will underpin all our school decision making.</i></p> <ul style="list-style-type: none"> <li data-bbox="1043 756 2063 788">🌍 High Expectations – We empower all students to achieve personal excellence. <li data-bbox="1043 793 2123 857">🌍 Treaty of Waitangi – We acknowledge the principles of the Treaty of Waitangi and actively nurture Te Reo, tikanga and our bicultural heritage. <li data-bbox="1043 861 2168 893">🌍 Cultural Diversity – We embrace the diverse cultures and histories of our community. <li data-bbox="1043 898 2152 962">🌍 Inclusion – As part of an inclusive learning environment we celebrate and encourage individual talents and identities. <li data-bbox="1043 967 2092 1031">🌍 Learning to Learn – We encourage our students to reflect on their own learning processes and learn how to learn. <li data-bbox="1043 1035 2085 1067">🌍 Community Engagement – Our students' learning has relevance in their world. <li data-bbox="1043 1072 2096 1136">🌍 Coherence – Our students are given diverse opportunities that open up to future learning and encourage successful transitions. <li data-bbox="1043 1141 2168 1204">🌍 Future Focus – Learning experiences are future focussed and therefore are relevant to the changing world in which we live.

Consultation process:

Staff, parents and children re-affirmed the vision, values, and principles that they believed were relevant to Swanson School.

Charter Ratification:

This charter was ratified by the Board of Trustees on the 4th of December 2017, and will be submitted to the Ministry of Education



Swanson School will reflect

Our Special Free Play Philosophy	The Unique Position of Maori in our Culture
<p>To the uninitiated, play is simply the term given to children mucking around. Unstructured or 'free' play may not be so much a lost activity, but it certainly is a significantly diminished one. With the increasing sanitisation of the play experience by well-meaning adults, the opportunities for children to learn through play have been reduced. Play is how a child learns about risk, problem solving, consequences and getting along with others. These learning experiences are arguably just as important as the traditional learning experiences schools provide children.</p> <p>Today, what we do at Swanson School is simply encourage free play to happen at break times. We do this by providing children with the opportunity to experience risk-taking in their world, minimising the influence of adults in the play experience, and challenging some long held beliefs. In the playground children can be seen to be building huts, riding every wheeled contraption that exists all over the school, climbing trees, play fighting, sliding down mudslides, using stair rails as monkey bars, or just lying in the long grass and talking.</p>	<p>Swanson School is committed to meeting Treaty of Waitangi responsibilities by working in partnership with the Maori school community to reach the educational and cultural aspirations of Maori students and their whanau. The partnership involves:</p> <ol style="list-style-type: none"> 1. Maori school community participation in decision-making at all levels of school governance. 2. Senior managers reflecting the partnership in decisions, day-to-day practices, and procedures. 3. All staff reflecting the partnership in their practice and participation in school life. <p>This commitment includes working towards achieving the goals of the National Education Goals and National Administration Guidelines, particularly:</p> <ul style="list-style-type: none"> 🌍 Increasing participation and success of Maori students through the advancement of Maori education initiatives, including Te Reo Maori; 🌍 Acknowledging the unique place of Maori; 🌍 Consulting with, and regularly reporting to, the school's Maori community about plans and targets for improving Maori student achievement; 🌍 Maori students finding Swanson School is a safe and supportive environment. <p>Implementation of the governance partnership is further detailed in Board of Trustees' policies, including its Treaty of Waitangi policy.</p>
The New Zealand Curriculum	New Zealand's Cultural Diversity
<p>At Swanson School we will:</p> <ul style="list-style-type: none"> 🌍 Follow the New Zealand Curriculum as our guiding document. 🌍 Promote the teaching of values that will allow children to become respected and respectful contributing members of their community. 🌍 Support children to develop the necessary Key Competencies to become confident, connected, actively involved, lifelong learners. 🌍 Provide a holistic education, enabling our children to develop skills and knowledge to empower them to be drivers of their own future. 	<ul style="list-style-type: none"> 🌍 Follows practices, which show sensitivity to diverse cultures within the school community. 🌍 Programmes and practices fostered to encourage positive cultural understanding based upon the principles of the Pasifika Education Plan. 🌍 Teacher and teacher aid employed to provide support for ESOL learners. 🌍 ESOL programmes largely concept based so that new language is introduced and learned. 🌍 Engagement of our diverse cultural group, encouraged through meetings and consultation. 🌍 Cultural groups formed to perform at school and community events.



Baseline Data	
Students' Learning	<ul style="list-style-type: none"> • ELLP: ESOL funded students: 85 ESOL funded students in years 2 to 6; 35 (41%) in their first year of funding, 42 (50%) in their second year, and 7 (9%) on their third year. 65 (76%) are NZ born, while 20 (24%) are migrants. Besides ESOL funded students, a substantial number of other children speak other languages at home, and still need some kind of support at varying degrees. • Literacy: 83% (reading) and 68% (writing) of our students scored at or above National Standards at the end of 2017. In terms of gender, 83% (reading) and 72% (writing) of girls scored at or above National Standards, while 76% (reading) and 56% (writing) achieved the National Standard for their age. An ethnical breakdown shows that only 68% of Maori students achieved National Standards in reading, against 86% NZ European, and a similar result in writing, with 58% for Maori, against 67% NZ European. • Numeracy: 70% of students achieved at or above National Standards by the end of the year. 75% of NZ European students achieved at or above National Standards, while only 63% of Maori students, and 68% of Pasifika students reached the expected stage for their age. Boys and Girls achieved at similar levels, with 71% and 70% at or above National Standards respectively. • An audit of the current data collection, analysis and reporting systems revealed there are inconsistencies amongst the different year groups, and lack of clarity with regards to its use and purpose. We have already been working this year to create a more reliable and consistent data management system, that will enable us to obtain more reliable and valid achievement data that can be used with a more formative purpose.
Student Engagement	<ul style="list-style-type: none"> • Our community is under constant change in terms of cultural diversity, and many of our students come from diverse cultural and socio-economic backgrounds. This requires our practice to adapt to meet the different preferences and expectations of our families. • School population is composed of 29% Maori, 37% NZ European, 12% Pasifika, 8% Indian, and 15% from other ethnicities. • Free play is well established and is highly valued by whanau, students and staff. Teachers acknowledge the positive impact it has had on engagement and behaviour across the school. Some teachers reflect this philosophy in their classroom programmes. • The year 1 team operates a play based learning programme, and achievement data shows that it has had a positive impact on student achievement and engagement. • Degree of parental engagement vary across the school.
School Organisation and Structures	<ul style="list-style-type: none"> • Staff were surveyed and subsequently involved in discussions around school culture, relationships, organisation, structures, and teaching and learning. Strengths and areas for future development were identified. • A review of the current leadership structure and unit allocation revealed an unfair, unclear and inefficient distribution of responsibilities (77%), that there were no opportunities to develop leadership (77%), and that there was no clarity of roles within Senior Management, while 2/3 of leaders said they didn't get enough release to carry their responsibilities. • The survey also showed there was no common vision or school wide goals, and that there was a breakdown of communication, and lack of consistency and collaboration between teams. • The above statement coincide with the areas for development identified by the latest ERO review.
Review of Charter and Consultation	<ul style="list-style-type: none"> • We have consulted all stakeholders in our community as part of our school vision development, and have identified strategic areas for development accordingly. • We have taken our latest ERO review recommendations on board and are working to develop our school in these areas.



Strategic Section

	OBJECTIVES	Core Strategies for Achieving OBJECTIVES	Measurable Outcomes	Evaluation
<p>Students' Learning and Engagement</p>	<p>STEAM: - To introduce STEAM to the whole school - To create a student centred curriculum that raises engagement by making learning fun and interesting - To provide students with real-world skills acquired through cross-curricular learning</p> <p>MASAM: - To promote a school culture that values Maori students' identity, language and culture - To include TeReo and tikanga in teaching and learning in ways that support tamariki to engage and achieve success.</p> <p>Literacy: - To improve the teaching of oral language across the school - To get children talking to, with and by - To improve achievement in literacy so that 85% (reading) and 75% (writing) of students reach the expected literacy level for their age - To improve Maori children's achievement to that 75% (reading) and 65% (writing) achieve the benchmark for their age</p> <p>Numeracy: - To assess current numeracy practice across the whole school - To produce a consistent numeracy programme throughout the school - To improve achievement and engagement in Numeracy so that 75% of students achieve the benchmark for their age - To improve Maori children's achievement to that 70% achieve the benchmark for their age</p>	<p>STEAM: - Build teacher understanding and confidence of STEAM - Increase leaders understanding and expertise around STEAM - Ongoing formative assessment</p> <p>MASAM: - Tangata Whenuatanga •Tikanga •Maramatanga •Kotahitanga •Manakitanga - Whakawhanaungatanga •Rangatiritanga •Whakapapa. - Ako •Manakitanga - Kaitiaki Tanga •Hauora</p> <p>Literacy: - Learn and research effective oral language teaching - Provide PD for staff - Ongoing formative assessment</p> <p>Numeracy: - Identify staff's strengths and weaknesses. What does Maths look like in the school now? - Assess the resources we currently have - Ongoing formative assessment</p>	<ul style="list-style-type: none"> • Improved student achievement • Increased student engagement • Improved collaboration across the school • Consistency of assessment, data use and reporting across the school. • Improved communication with and from whanau. 	<ul style="list-style-type: none"> • Student achievement data • Student survey • Parent survey • Staff survey • Appraisals



Strategic Section

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	OBJECTIVES	Core Strategies for Achieving OBJECTIVES	Measurable Outcomes	Evaluation
School Property and Finance	<p>Property: To develop and maintain property as required.</p> <p>Finance: To Allocate available funds to meet charter goals.</p>	<p>Property: Property maintained and developed as detailed in 10-year plan and actioned in 5-YA.</p> <p>Finance: Allocate available funds to meet charter goals</p>	<p>Property: Well maintained and developed as required.</p> <p>Finance: School funds allocated as required and monitored.</p>	<p>Property: Continuous evaluation by senior leadership.</p> <p>Finance: Monthly and annual reports</p>
Health and Safety	To provide a safe physical and emotional environment for the school community	<p>Health and Safety: Devise a Health and Safety plan and a committee to oversee it.</p> <p>Emergency Procedures: Continue to review and practice emergency procedures.</p>	<p>Students can learn and play in harmony.</p> <p>Systems in place to support a Healthy and Safe environment (Free play, peer mediation, hazard register).</p>	<p>Incident data, reports and hazard register.</p> <p>Emergency procedures in place and practiced regularly</p>
Personnel	To staff the school effectively and provide PD that supports the achievement of the school's strategic goals.	<p>All teaching positions covered.</p> <p>Staff will receive PD around charter goals.</p> <p>Leaders will provide release for teachers to engage in critical thinking and collaborate with others.</p> <p>Progress and strategic plans monitored/assessed regularly</p>	<p>School is well staffed</p> <p>Staff attend regular PD aligned with the school's strategic goals.</p>	<p>Reflections</p> <p>Strategic plans' evaluation meetings</p>
Community Engagement	To engage the community in the life of the school.	<p>Create inclusive spaces for our families to come to school and engage with us.</p> <p>Be explicit about our desire to partner with whanau.</p> <p>Seek and create opportunities to engage the community in school activities.</p> <p>Provide a variety of two-way communication avenues.</p>	<p>Parents feel welcomed in the school.</p> <p>Improved attendance at school events and reporting sessions.</p> <p>Improved two-way home-school communication.</p> <p>There are many opportunities for parents to participate of school life.</p>	<p>Surveys</p> <p>Attendance to events</p> <p>parents' feedback.</p>



MASAM Strategic Plan 2018

OBJECTIVES				
<ul style="list-style-type: none"> ✓ To promote Te Reo Maori and Tikanga Maori throughout the school ✓ To create a teaching culture that enables our Maori ako to learn and experience success as Maori 				
GOALS	WHEN	WHO	TASK	EVIDENCE
1. Tangata Whenuatanga <ul style="list-style-type: none"> Tikanga Maramatanga Kotahitanga Manakitanga 	Performance Celebration Term 4 Kapa haka Weekly practice	Maori roopu Lesley Spencer?	Kapa haka <ul style="list-style-type: none"> School interchange New School Haka Performances in school and local community 	<ul style="list-style-type: none"> Tikanga Maori is more present in the school Students know a waiata with haka incorporated. Kapa haka performed at other schools as part of interchange.
2. Whakawhanaungatanga <ul style="list-style-type: none"> Rangatiritanga Whakapapa 	Hui Terms 1,2,3 Powhiri Terms 1&4	Maori roopu Senior students Kapa haka roopu	Maori whanau consultation / Hui <ul style="list-style-type: none"> Notice in newsletter and personal invites to Maori whanau Performance at hui Review 2017 consultation priorities Add new ideas and then re prioritise <ul style="list-style-type: none"> Uniforms, Agendas and feedback after each hui Powhiri	<ul style="list-style-type: none"> Increased whanau participation Hui have a purpose and are interactive (include: invites to all Maori whanau and mainstream, agenda is set, feedback is written and sent home) Whanau have ownership of hui Whanau included in decision making More student involvement and leadership (Term 1 and 4) Powhiri for new staff and students, including wero, during Term 2 and Term 4 Kapa haka students involved in the wero
3. Ako <ul style="list-style-type: none"> Manakitanga 	Mataraiiki June / July Maori Lang. Wk September	Maori roopu Ash Tawhiri Peter	Maori Language week and Matariki <ul style="list-style-type: none"> Ash Tawhiri – Art School-wide waiata and pepeha Professional Development <ul style="list-style-type: none"> Whakaro whare Teakatea Conference (Mike, Kerry, Julia) 26 Feb -2 March Karanga course Treaty PD 	<ul style="list-style-type: none"> Te Reo is used in classrooms Students know pepeha and waiata Kapa haka students know an extensive range of waiata Leaders attend PD and collaborate with other schools. Staff develops a better knowledge and understanding of what MASAM mean and requires. Kapa haka tutor employed (All year) Teachers participate of He Papa Tikanga course through Te Wananga o Aotearoa
4. Kaitiaki Tanga <ul style="list-style-type: none"> Hauora 	All activities Terms 1-4	Maori roopu Jason Holden Rereata	Rongo mara <ul style="list-style-type: none"> Palisades/pou <ul style="list-style-type: none"> Year 8's start term 1 Visit Jason re carving and resources Orchard (Uru Huarakau) <ul style="list-style-type: none"> Digger contact (Julia) Orchard planning (Julia) Sports (Hohe) <ul style="list-style-type: none"> Traditional Maori games (Mau Rakau) Kiaorahi 	<ul style="list-style-type: none"> Maori ako become leaders in the school Tikanga Maori is visible on school grounds Students are exposed to Tikanga Maori Teachers acquire new knowledge about Tikanga Maori and Te Reo Maori Traditional rakau games taught to students Students are offered Mau rakau classes.
Evaluation				



STEAM Strategic Plan 2018

OBJECTIVES				
<ul style="list-style-type: none"> ✓ To introduce STEAM to the whole school. ✓ To support teachers to modify their practice to focus on process instead of product. ✓ To provide students with real-world skills acquired through cross-curricular learning. 				
GOALS	WHEN	WHO	TASK	EVIDENCE
1. Build teacher understanding and confidence of STEAM	<ul style="list-style-type: none"> • Wk 5 T1 • Wk 6 to 9 T1 • Wk 8/9 T1 • Wk 4 T2 • Wk 5 T2 	<ul style="list-style-type: none"> • Leaders • Leaders and Chris • Leaders • Leaders and Chris • Leaders and Chris 	<ul style="list-style-type: none"> • Deliver a staff meeting to introduce and explain STEAM. Send teachers away with a project. • Observe teachers doing their projects in class. • Meet with individual teams and discuss what they already do that links with STEAM. • Share findings with staff, and identify what they could do to include more STEAM into their programme or "STEAMIFY their programme" • Meet to discuss next steps 	<ul style="list-style-type: none"> • Staff has a clearer understanding of what STEAM is and how to teach through STEAM • STEAM activities are incorporated into teaching programmes. • Leaders develop a clear picture of current teaching of science, technology, engineering arts and maths. • Leaders meet regularly to share findings and discuss next steps. • Staff begin to explore teaching other subjects through STEAM.
2. Increase leaders understanding and expertise around STEAM.	<ul style="list-style-type: none"> • T1 	<ul style="list-style-type: none"> • Leaders, Chris and Leandro. 	<ul style="list-style-type: none"> • Identify PD to attend • Arrange visits to other schools • Engage Chantelle and Heather • Find research and readings 	<ul style="list-style-type: none"> • Leaders receive/attend PD • Increased collaboration with other schools • There's evidence of STEAM language being used between leaders and staff.
3. Assessment	<ul style="list-style-type: none"> • Before the first staff meeting • As above • By the end of T1 	<ul style="list-style-type: none"> • Leaders 	<ul style="list-style-type: none"> • Create a solo taxonomy rubric to assess staff learning • Create a solo taxonomy rubric to assess strategic plan progress and success • Create a solo taxonomy rubric to assess student learning 	<ul style="list-style-type: none"> • We have a rubric to assess staff learning • We have a rubric to assess strategic plan progress • We have rubrics to assess students' learning
Evaluation				



NUMERACY Strategic Plan 2018

OBJECTIVES				
<ul style="list-style-type: none"> ✓ To assess current Numeracy practice across the whole school. ✓ To produce a consistent numeracy programme throughout the school. ✓ To improve achievement and engagement in Numeracy so that 75% of students achieve the benchmark for their age. ✓ To improve Maori children's achievement to that 70% achieve the benchmark for their age. 				
GOAL	WHEN	WHO	TASK	EVIDENCE
1. Identify staff's strengths and weaknesses. What does Maths look like in the school now?	<ul style="list-style-type: none"> • End of 2017 • Beginning of term 1 • Between W3&6 T1 • Wk 9 and 10 T1 • Beginning of T2 	<ul style="list-style-type: none"> • CLs and Chris • CLs • CLs and Chris • CLs and Chris • CLs 	<ul style="list-style-type: none"> • Meet to discuss what we are going to be looking for • Survey staff about their strengths and weaknesses in Math? • Observe everybody to assess practice. Check how we are including parents in the learning process? • Hold meetings with teams. • Have a staff meeting to discuss findings 	<ul style="list-style-type: none"> • Survey provides the information we need • We have reliable, valid information about current practice • Leaders decide next steps based on data • Parental participation is considered in the plan • There is lots of collaboration and opportunities for staff to have an input in the process. • Staff are aware of goals and contribute towards their achievement.
2. Assess the resources we currently have	<ul style="list-style-type: none"> • Beginning of T1 	<ul style="list-style-type: none"> • CLs and Chris 	<ul style="list-style-type: none"> • Include this in surveys and discussions with teams: <ul style="list-style-type: none"> ✓ Where are resources kept? ✓ How are resources shared? • Devise a plan to maximise the use of our resources 	<ul style="list-style-type: none"> • Leaders develop a better idea of what resources we have and where are these kept. • Resources needs are identified • Staff are aware of what we have and where to find them. • Resources are better used and maintained.
3. Ongoing formative assessment	<ul style="list-style-type: none"> • Throughout T1 	<ul style="list-style-type: none"> • CLs and Chris 	<ul style="list-style-type: none"> • Leaders will meet with teams to find out: <ul style="list-style-type: none"> ✓ What assessment are we doing? ✓ What skills/knowledge are we assessing? ✓ How are we using assessments for? ✓ How does it inform teaching? • Devise a development to ensure assessment is formative and consistent across the school. 	<ul style="list-style-type: none"> • We have a clear picture of current assessment practice • Assessment is consistent across the school • Assessment is efficient • Assessment is formative • Reporting is consistent across the school
4. Target Students	<ul style="list-style-type: none"> • Beginning of T1 	<ul style="list-style-type: none"> • CLs and Andrew 	<ul style="list-style-type: none"> • Assess our current Target Students' identification and tracking systems • Check what teaching practices we currently have that support accelerated learning for target students • Liaise with MASAM and STEAM teams to ensure their plans promote accelerated learning for target students 	<ul style="list-style-type: none"> • Target students are identified • Achievement is tracked • Teachers are aware of who their target students are • Teachers have specific plans to accelerate target students' learning • There is evidence of accelerated learning
5. Decide on next steps	<ul style="list-style-type: none"> • Beginning/middle of T2 	<ul style="list-style-type: none"> • CLs, Chris, Leandro 	<ul style="list-style-type: none"> • Meet to analyse al data gathered and extend strategic plan 	<ul style="list-style-type: none"> • Data is reflected on • Next steps address identified needs
Evaluation				



LITERACY Strategic Plan 2018

OBJECTIVES				
<ul style="list-style-type: none"> ✓ To improve the teaching of oral language across the school. ✓ To get kids talking to, with and by. ✓ To improve achievement in literacy so that 85% (reading) and 75% (writing) of students reach the expected literacy level for their age. ✓ To improve Maori children's achievement to that 75% (reading) and 65% (writing) achieve the benchmark for their age. 				
GOAL	WHEN	WHO	TASK	EVIDENCE
1. Learn and research effective oral language teaching.	<ul style="list-style-type: none"> • Before the end of T4 2017 • Week 3 T1 	<ul style="list-style-type: none"> • CLs 	<ul style="list-style-type: none"> • Find relevant research and literature like talk to learn, Sheena Cameron, etc • Use release to share and discuss • Create our own definition of and basis for focusing on Oral Language. • Put together a staff meeting for the beginning of next year. 	<ul style="list-style-type: none"> • Leaders have up-to-date knowledge of effective Oral Language teaching. • There is a clearer understanding of what Oral Language is and how to teach it. • Parental participation is considered in the plan • There is lots of collaboration and opportunities for staff to have an input in the process. • Staff are aware of goals and contribute towards their achievement.
2. Provide PD for staff	<ul style="list-style-type: none"> • Wk3 T1 • T2 	<ul style="list-style-type: none"> • CLs and Andrew • CLs and Andrew • CLs and Andrew • Andrew 	<ul style="list-style-type: none"> • Run a staff meeting to talk about what is oral language and set up a task to be complete before • Give staff the task to look at their own practice to find opportunities for oral language, and what new thing they might try. • Run a second staff meeting to share, model and challenge. • Deliver thinking tools snippets in morning meetings. • Identify other school we can go observe. 	<ul style="list-style-type: none"> • Staff are engaged in new learning • Oral language is taught in a variety of ways across the school • There are more opportunities for students to share, collaborate and discuss among themselves. • Teachers start to experiment with thinking tools. • Increased collaboration with other schools/teachers
3. Assessment	<ul style="list-style-type: none"> • Beginning of T1 	<ul style="list-style-type: none"> • CLs 	<ul style="list-style-type: none"> • Gather evidence of how we assess oral language now. • Identify assessment tools we could use (PAT listening, JOST, etc • Choose oral language assessment tools and devise an assessment schedule. 	<ul style="list-style-type: none"> • We have a clear picture of current assessment practice • Assessment is consistent across the school • Assessment is efficient • Assessment is formative • Reporting is consistent across the school
4. Target Students	<ul style="list-style-type: none"> • Beginning of T1 	<ul style="list-style-type: none"> • CLs and Andrew 	<ul style="list-style-type: none"> • Assess our current Target Students' identification and tracking systems • Check what teaching practices we currently have that support accelerated learning for target students • Liaise with MASAM and STEAM teams to ensure their plans promote accelerated learning for target students 	<ul style="list-style-type: none"> • Target students are identified • Achievement is tracked • Teachers are aware of who their target students are • Teachers have specific plans to accelerate target students' learning • There is evidence of accelerated learning
5. Next steps	<ul style="list-style-type: none"> • End of T2 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Assess progress and decide on next steps 	<ul style="list-style-type: none"> • Data is reflected on • Next steps address identified needs
Evaluation				



Other 2018 Key Improvement Strategies to Achieve Strategic Vision

PROPERTY	SHORT REPORT	FINANCE	SHORT REPORT
<ul style="list-style-type: none"> • 10-year plan approved by MoE. • Projects from the 5-year plan will be started • Identify other project to improve the aesthetics of the school, and maximise the use of alternative learning spaces • Keep working to maintain our property safe from theft and vandalism 		<ul style="list-style-type: none"> • Annual report completed for 2017 • Budget prepared for 2018. • Allocation of budget areas to meet strategic goals. 	
PERSONNEL	SHORT REPORT	COMMUNITY ENGAGEMENT	SHORT REPORT
<ul style="list-style-type: none"> • Ensure the school is fully staffed. • Professional Development allocated according to Charter and personal goals. • Provide release for Curriculum and Year Leaders to carry out their responsibilities. 		<ul style="list-style-type: none"> • BoT in place and training sessions organised. • Planned opportunities for whanau to participate in the school. • Regular reporting to whanau on progress and achievement. • Continue our commitment towards improving engagement with our community through WAPA 2020. 	