

OPERATIONAL POLICIES

1. PRINCIPAL'S ROLES AND RESPONSIBILITIES POLICY

1.1 ROLE

The Board of Trustees delegates day to day management of the school to the Principal in the understanding that they will act lawfully, fairly, prudently within the law and Board policy and work towards achieving the strategic goals.

The Principal shall operate within BOT delegations and have the support of the Board. From time to time the Board may issue changes in policies, in minutes of a Board meeting, or by written delegation.

1.2 RESPONSIBILITIES

The responsibilities of the Principal are to:

- (a) Meet the requirements of the current job description
- (b) Meet the requirements of the Principal's Professional Standards
- (c) Act as the education leader of the school
- (d) Manage the school effectively on a day-to-day basis within the law and in line with Board policies.
- (e) Develop an Annual Plan in line with the Board's Strategic Plan and seek approval from the Board by 1 March each year.
- (f) Implement the (annual) operational plans and give priority to the school's annual targets.
- (g) Use resources efficiently.
- (h) Put good employer policies into effect.
- (i) Approve staff attestation for salary increments
- (j) Allocate pay units for management positions
- (k) Oversee teacher appraisals and staff professional development.
- (l) Hire, deploy and terminate teacher and auxiliary staff positions [below DP].
- (m) Preserve assets (financial and property)
- (n) Communicate with the community on operational matters
- (o) Keep the Board informed of information important to their role.
- (p) Report to the Board on the compliance with their policies.
- (q) Organise operations within the boundaries of prudence and ethics established in Board policies on Operations
- (r) Act as Protected Disclosures Officer
- (s) Appoint, on behalf of the Board, the Privacy Officer and EEO Officer.

Only decisions made by the Board of Trustees, acting as a Board, are binding on the Principal. Decisions or instructions of individual Board members, committee chairs, or committees are not binding on the Principal except in rare circumstances when the Board has specifically authorised it

1.3 BOARD - PRINCIPAL RELATIONSHIP

The relationship between the Board of Trustees and Principal is one of trust and support with both parties working to ensure there are "no-surprises".

Refer to Section 3 Board – Principal Relationship in the Governance Policies for more detail

1.4 COMMUNICATION AND SUPPORT TO THE BOARD

The Principal shall communicate with the Board of Trustees in a timely and sufficient manner to keep the Board informed and prepared for its work.

The Principal shall

- (a) seek approval from the Board of Trustees each year for the annual plan
- (b) Report to the Board of Trustees in accordance with Reporting to the Board of Trustees Policy (refer Section 8 below)

1.5 OPERATIONAL POLICIES WITH RESPECT TO THE PRINCIPAL'S ROLES AND RESPONSIBILITIES

Please note that the relevant complete Operational Policies follow in Sections 2 to 8 after this policy

ASSET MANAGEMENT

The Board of Trustees is responsible for over viewing the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Assets shall not be unprotected, inadequately maintained or unnecessarily risked.

Accordingly, the Principal shall not:

- (a) Fail to insure assets.
- (b) Allow unauthorised personnel to handle funds or the organisation's property.
- (c) Subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use or fail to replace furniture, furnishings and equipment as required.
- (d) Fail to ensure the implementation of the 5YA and 10 year property maintenance plan
- (e) Fail to protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication.
- (f) Receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards.
- (g) Invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions.

HEALTH & SAFETY

Staff and students shall have a safe physical and emotional environment.

Therefore, the Principal shall:

- (a) take reasonable steps to protect users of our services from unsafe or unhealthy conditions
- (b) comply with the provisions of the Health and Safety Act 2015
- (c) provide a smoke free environment
- (d) ensure a risk analysis management system (RAMS) is carried out where and when appropriate.

- (e) provide privacy of personal documentation held
- (f) develop procedures that assure the safety and well-being of staff, students and volunteers.

FINANCIAL CONDITION

The financial viability of the school must be protected at all times.

Therefore the Principal shall not:

- (a) Incur unauthorized debt.
- (b) Violate generally accepted accounting practices or principles.
- (c) Use budgeted funds for purposes other than those approved, without prior approval of the Board.
- (d) Spend more funds than have been allocated in the fiscal year, without prior approval of the Board..
- (e) Fail to ensure all money owed to Kawaha Point School is collected in a timely manner.
- (f) Fail to make timely payment to staff and other creditors.
- (g) Sell or purchase unauthorized property.
- (h) Fail to ensure that all relevant Government returns are completed on time.
- (i) Fail to ensure that no one person has complete authority over the schools financial transactions.
- (j) Fail to ensure that the financial statements are audited each year and forwarded to the MOE
- (k) Use school credit cards for personal expenses or purposes.
- (l) Make any purchase of over \$2000 without adequate review of:
 - Comparative pricing
 - Quality
 - Ongoing costs
 - Value and reliability.

BUDGETING

Budgeting shall not fail to reflect the Board’s strategic results, risk financial jeopardy nor fail to show a generally acceptable level of foresight.

Thus the Principal shall not develop a budget that:

- (a) Contains too little information to enable a credible projection of revenues and expenses
- (b) Does not reflect the results sought by the Board.
- (c) Does not reflect the priorities as established by the Board.
- (d) Fails to ensure adequate working capital.
- (e) Neglects to demonstrate responsible management of the organisations assets.
- (f) Fails to demonstrate an appropriate degree of conservatism in all estimates.

LEGAL RESPONSIBILITIES

The Principal shall ensure that all the legal responsibilities are met.

HUMAN RESOURCES

The Board delegates responsibility to the Principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents.

Therefore, the Principal shall not:

- (a) Operate without personnel policies that make clear rules for staff and guard against unethical practices.
- (b) Discriminate against employees on other than clearly job-related criteria, individual performance or qualifications.
- (c) Deny to employees their rights to personal dignity, safety and access to an approved and fair internal grievance process.
- (d) Fail to check that all teaching staff are registered or have a current Limited Authority to Teach.
- (e) Violate any part of workplace employment legislation
- (f) Fail to provide a suitable professional development programme which takes into consideration the requirements of the strategic and annual plan
- (g) Fail to carry out annual performance appraisals
- (h) Neglect to take reasonable steps to protect staff from unsafe or unhealthy working conditions
- (i) Fail to provide Protective Disclosure protection.

The Principal shall complete the following attestation yearly.

ATTESTATION PERSONNEL

- All staff, teaching and non-teaching are employed on an employment agreement.
- All required staff are registered or have a current Limited Authority to Teach
- All staff have undergone an annual performance appraisal within the last 12 months and have a professional development programme as a result of this.
- Staff are informed of the grievance process
- EEO requirements are met
- Privacy Act requirements are met and the personal files are secure
- The school is a smoke free environment.

I attest that the above legal personnel requirements have been met.

Principal
Date

CURRICULUM

Delivery of the curriculum shall foster student achievement.

Therefore the Principal shall:

- (a) ensure opportunities for success in all essential learning areas and skill areas of the school's curriculum.
- (b) report on progress and achievement of students.
- (c) identify students at risk of not achieving including those gifted and talented students and implement teaching and learning strategies to address needs.
- (d) consult with our school's Maori community about the policies/plans for improving the achievement of Maori students.
- (e) seek Board approval before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.
- (f) Ensure progress is made towards achievement of the Charter goals and targets

PLANNING AND REPORTING

The Principal shall:

- (a) ensure the school's strategic plan is the focus of day-to day activity and report on the progress towards the strategic goals.
- (b) ensure that policies, programmes and plans are evaluated including student achievement.
- (c) report to students and their parents on the achievement of individual students.
- (d) report to the community on the achievement of students as a whole and of groups at risk of not achieving.
- (e) report on the outcomes of programmes developed for Maori students.

2. ASSET MANAGEMENT POLICY

The Board of Trustees shall protect and adequately maintain all tangible and intangible assets of Kawaha Point Primary School and ensure that the School's assets are used to achieve our educational goals as determined by our School's strategic plan and charter.

The Principal is delegated the day to day management of the school's assets in accordance with the Principal's Roles and Responsibilities Policy

The Asset Protection Policy will be monitored by:

1. External auditor during annual audit
2. Direct Board inspection, as required

3. HEALTH AND SAFETY POLICY

The Board of Trustees shall ensure that the school maintains a safe emotional and physical environment for students, staff and community members.

The Principal is delegated the day to day management of the school's Health and Safety in accordance with the Principal's Roles and Responsibilities Policy

4. FINANCE POLICY

4.1 GENERAL

The Board of Trustees shall ensure that the School's financial resources are used to achieve our educational goals as determined by our School's strategic plan and charter.

4.2 BOARD RESPONSIBILITY

The Board of Trustees shall develop and approve a budget each year and regularly monitor its implementation

4.3 PRINCIPALS DELEGATION

The Principal is delegated the authority to manage the day to day finances of the school and to implement the approved budget, in accordance with the Finance Policy and Principal's Roles and Responsibilities Policy

With respect to the actual, ongoing financial condition and activities, the Principal will operate Kawaha Point School in a sound and prudent fiscal manner for short and long term financial health of the School.

4.4 FINANCIAL REPORTING

The Principal shall obtain financial reports from an approved accounting organization which compares the actual financial results with the projected budget and last years financial results. The frequency of the financial report shall be determined by the Board, however should be provided at least quarterly.

The financial reports shall include the following:

- A summary of income and expenditure (2 pages max)
- A balance sheet showing the financial position of the organization
- Detailed income and expenditure report of revenue and expenses
- Explanations of any significant variance
- A list of payments made during the reporting period

In addition the Principal shall report on the following:

- The number of students currently enrolled compared with the number projected, and compared with the number in same period of the previous year;
- A report on fund raising activities and results;
- A list of critical issues that might affect the financial stability of the school.

4.5 **FINANCIAL MONITORING**

Board's Role	Principal's Role
Approves a budget that reflects the charter school's goals and board policies	Prepares the budget and presents it to the Board with backup information. Revised budget as required and makes recommendations
Approves the format and frequency of financial and programmatic reports.	Makes recommendations for financial and programmatic reports to the board; assures reports include information required by MOE.
Reviews monthly or quarterly financial statements.	Monitors income and expenses on a daily basis. Prepares financial and educational program reports that can be compared to the budget and projected activities.
Ensures adequate financial controls are in place and that financial reports are in accordance with accounting practices and applicable provisions of the charter contract.	Raises policy issues and provides information for standard accounting policy decisions. Carries out policies established by the charter school board and makes recommendations for changes and improvements
Reviews the audited financial statements and managements response letter	Reviews the audited financial statements. If necessary, responds to the audit firm's letter.
Approves charter school's investment policies and reviews them annually.	Regularly reviews and makes recommendations about investment policies.
Is well-informed about the charter school's finances.	Coordinates board training on financial matters.

4.6 **THEFT AND FRAUD**

The Board of Trustees has ultimate responsibility for the prevention and detection of fraud and is responsible for ensuring that appropriate and effective internal control systems are in place

- (a) As preventative measures against theft and fraud, the Board of Trustees requires the Principal to ensure that:
- The School's physical resources are kept secure and accounted for.
 - The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Public Finance Act 1989, Section 45C(b) and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
 - Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
 - All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.
 - Develop a Theft and Fraud Prevention procedure which provides processes to prevent detect and investigate theft and fraud

- (b) The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.
- (c) The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
- (d) Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.
- (e) Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the Theft and Fraud Prevention procedure.
- (f) Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the Theft and Fraud Prevention procedure.

4.7 BUDGET TIMETABLE

January	Begin fiscal year	M o n i t o r b u d g e t
February	Delegations for financial management of budget	
March		
April		
May		
June		
July		
August		
September	Delegate budget preparation Consult with those with a vested interest	
October	Prepare draft budget Distribute budget to all trustees	
November	Present proposed budget to board	
December	Adopt the budget Minute adopted budget Renew authority to spend budget	

5. LEGAL COMPLIANCE POLICY

The Board of Trustees are legally responsible for ensuring that all students receive a quality education in a safe environment. The Board is expected to act within the boundaries of the law at all times and the Board will not knowingly break any relevant Acts of Parliament.

The Board of Trustees shall:

- submit a copy of the current Charter and Annual Plan with student achievement targets to the Ministry of Education, before the required date each year.
- ensure that the Annual Accounts are audited and the audited account are sent to the Ministry of Education with a Statement of Variance, before the required date each year.
- work within the National Education Guidelines (NEGs) and National Administration Guidelines (NAGs) , giving priority to the Gazetted priorities of the Ministry of Education.

6. HUMAN RESOURCES POLICY

6.1 PURPOSE

The Board of Trustees shall ensure fair treatment of employees and will show commitment to equal opportunities as regard to recruitment, professional development, promotion and conditions of service

The Board of Trustees shall:

- Act in good faith as a good employer
- Actively seek to eliminate harassment or discrimination in accordance with the Human Rights Act 1993.
- Promote a safe and healthy working environment
- Appoint the most suitable applicant for our school.
- Treat staff discipline and dismissal as legal procedures and the Board will involve NZSTA and NZEI as required.
- Make appointments of Permanent and Fixed Term units according to student needs. Fixed term units are reviewed annually.
- Ensure that staff is afforded an avenue for disclosures of serious wrongdoing in or by the school, and have their name and position protected.
- Carry out police vetting for new staff and regular workers at the school as required by the MoE.

6.2 PERFORMANCE MANAGEMENT

Staff performance is attested annually against the appropriate Standards by the Principal or their delegate. Notification to the Board will then be included in the Principal's Board Report (refer Principal's Role and Responsibility Policy)

Effective appraisal identifies developmental goals for individual teachers and the process should be owned by the participants. The Principal shall appoint suitable appraisers or employ consultants as required.

6.3 STAFF DISCIPLINE AND DISPUTES

The Principal is delegated the day to day management of all staff and is responsible for developing and implementing the Staff Discipline and Disputes Procedure, which shall be in accordance with the relevant acts of Parliament and the MoE, NZSTA and NZEI requirements.

The Principal, in the first instance, is responsible for matters concerning staff discipline and disputes, in accordance with the Staff Discipline and Disputes Procedure.

In the event that the staff discipline and / or staff dispute matter is not satisfactorily resolved by the Principal, the matter shall be referred to the Board of Trustees. The Board of Trustees shall investigate the matter and in the event of dispute, the principles of natural justice will apply. The Board of Trustees will allow each party to seek the advice they desire and provide the evidence they deem relevant. The Board shall seek and act on advice following due process and in the end, the Board of Trustees, as employer, will have responsibility for the final decision.

6.4 PRINCIPAL APPRAISAL

(a) General

The relationship between the Principal and the Board is the critical hub around which the effective governance and management of any school revolves. The most significant task a Board performs is appointing the Principal and managing her/his performance.

The Board of Trustees is the legal employer of all the staff in a school. The Principal is chief executive of the Board but is also an employee of the Board and therefore subject to appraisal. Principal appraisal is two-fold:

(i) Accountability

Firstly, appraisal assures the accountability of the Principal for leading the school and managing the quality of teaching. To achieve this, a Board must document its expectations of the Principal's performance.

(ii) Development Aspects

Secondly, appraisal has the effect of setting development objectives. These relate to school-wide organizational goals and professional development goals personal to the Principal.

Effective Principal appraisal combines accountability and development aspects through:

- role clarification;
- ongoing feedback to the Principal about performance;
- honest identification of concerns to bring about improvement;
- affirmation of successes; and
- support for development.

The Board should consult the Principal to develop its performance appraisal processes and documents, including the Principal's Performance Agreement.

(b) Responsibility for Process

Responsibility for managing the Principal's appraisal is delegated to the Chairperson of the Board. The Chairperson will engage (in consultation with the Principal) persons with appropriate skill and expertise to contribute to the appraisal process.

The Board Chairperson and the Principal will consult to determine a process for the Principal's appraisal. This process will be recorded in the performance agreement and implemented annually.

(c) Confidentiality

Documentation related to the Principal's appraisal interview will remain confidential to the Principal and the Board Chairperson, unless the Principal agrees otherwise. Performance agreement documents will be made available to the Board as confidential documents

(d) Dispute Resolution

Any dispute related to the Principal's appraisal process or its results will be referred to an independent arbitrator agreed upon by the Principal and the Board Chairperson. (Note that in any dispute, the Board, as employer, has responsibility for the final decision.)

In the event of dispute, the principles of natural justice will apply. The Board will allow each party to seek the advice they desire and provide the evidence they deem relevant. In the end, the Board, as employer, will have responsibility for the final decision.

7. CURRICULUM POLICY

The Board of Trustees will ensure that the school curriculum reflects the community's ideals for their children, in accordance with the New Zealand Revised Curriculum and the strategic direction of the school.

Graduate profile of a Kawaha Kid:

Kia Kaha (Be Strong)

- Is able to read at or above their age level, understand and use a wide range of reading material to meet their needs.
- Is able to communicate in writing, expressing their message clearly and concisely, for the intended purpose.
- Is able to communicate using te reo Maori and has an understanding of relevant Te Arawa tikanga / kawa.
- Is able to use numbers and mathematical understanding to solve a wide variety of everyday problems (cooking, budgeting, construction etc).
- Has a clear understanding of what's right and fair and makes informed decisions, even when unsupervised.
- Is physically fit and has a positive self-image.
- Participates and belongs to club or school groups for singing, dance, drama, music, kapa haka or sports.

Kia Maia (Be Brave)

- Is able to independently learn through a process of inquiry.
- Is well balanced and has developed strengths, skills and abilities in a range of fields.
- Is confident and recognizes the value of making mistakes and trying hard.
- Able to use appropriately a variety of ICT tools, apps, websites and blogs to meet their own purpose and the needs of others.
- Sees learning as fun and enjoys a challenge.

Kia Manawanui (Be of Great Heart)

- Is able to effectively contribute to a team, lead when required and work collaboratively.
- Builds positive relationships with others and knows how to make and keep friends.
- Has a deep understanding of who they are and where they come from.
- Demonstrates care for themselves and those around them.
- Understands the impact they have on an environment and makes informed choices before acting.

Student engagement is expected in all learning situations and will be enhanced by appropriate challenging and fun programmes. The individual needs of all students are expected to be met by differentiating the school curriculum and in the process providing the necessary programmes for both at risk students and gifted and talented students.

Kawaha Point School Class Profile

Classes must ooze Kia Kaha, Kia Maia, Kia, Manawanui

The concepts will be contextualised in an integrated curriculum:

Possible Indicators

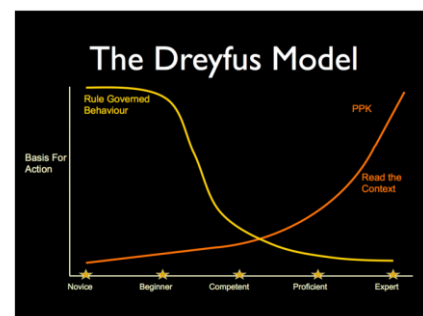
- Localised curriculum- Children learning about local stories, environment, history, community and cultures.
- Flexible learning opportunities. Carpe diem-Seize the day moments.
- Learning links to prior experiences or knowledge and is purposeful.

- Planning that indicates cross curricular integration (not just reading, writing, maths and social studies) with clear WALTs, shared success criteria and DATs.
- Drama, music, dance and visual art are integrated into learning programmes daily
- Students have an understanding of Te Arawa tikanga and kawa and have culturally appropriate experiences.
- Students able to communicate in te reo Maori
- Students know where they come from (background/genealogy/mihi)
- Concepts for learning are derived from the graduation profile/key competencies.
- Students speak with animation and excitement of their individual studies and successes.
- Inquiry approach to learning
- Students able to 'follow their bliss' to investigate concepts.
- Children being appropriately challenged and cognitive conflict is evident

Students have ownership of their learning:

Possible Indicators

- Students who feel safe and valued as an individual
- Engaged and motivated students
- Students making decisions about learning and increasingly planning their day (not all students working on the same curriculum area at the same time).
- Students able to articulate their learning
- Students willing to take risks with their learning and being curious
- Students/teachers understanding how their mind-set impacts on their learning
- Teachers ensuring students have opportunities to lead.
- Students pushing beyond their boundaries. Being challenged.
- Visible learning displays support student learning
- Use of progressions to enhance/extend understanding and learning
- Teachers talking less and listening more.
- Teachers scaffolding only the initial stages of learning in line with the Dreyfus model
- High expectations for student learning are evident



ICT Integrated as a learning tool to enhance student success, ownership and engagement:

Possible Indicators

- Class and/or Individual Blogs to share learning journeys
- A range of Apps being used in a variety of ways that link directly to students next steps
- ICT is seen as a learning tool rather than a novelty and enhances the learning with real purpose
- Students choosing appropriate technologies for the purpose
- Students able to use appropriately a variety of ICT tools, apps, websites and blogs to meet their own purpose.

Collaboration is evident and valued:

Possible Indicators

- Students engaged in focussed discussion
- Students struggling to solve problems together
- Students giving feedback to each other
- Students effectively contributing to a team and leading when required.
- Mixed ability groupings using Vygotskys zone of proximal development

- Students taking responsibility for helping others to learn
- Tuakana/Teina
- Teachers seeing themselves as facilitators of learning.
- Workshops or flexi grouping on needs and children recognising these needs.
- Children seeking support from other children
- Teachers deeply knowing their students to help nudge their curiosity through oral and written feedback and feed forward.
- Students and teachers having fun.
- Students experiencing success

Structures and timetabling:

- Each class is expected to have daily fitness for 15-20 mins that raises the heart rate and builds from the previous sessions, leading to fit students. PE should be twice a week (1 with Terrence) and should involve progressive skill development (communication with Terrence about what the students need to learn is critical).

8. REPORTING TO THE BOARD OF TRUSTEES POLICY

The Principal reports to the Board of Trustees as a whole and keeps it informed of the true and accurate position of the school's programmes, financial position and all matters having real or potential legal consequence for our school. Thus the Board of Trustees is supported in its strategic decision making and risk management.

The Principal shall:

- inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic goals and decisions are based.
- submit the student achievement data required in a timely, accurate and understandable fashion.
- present a schedule of reporting on student achievement data monitoring data at the first meeting of each year, that meets the Board of Trustees needs
- report and explain financial variance over 10% against budget.
- present information in a suitable form - not too complex or lengthy.
- inform the board when, for any reason, there is non-compliance of a board policy.
- recommend changes in Board policies when the need for them becomes known.
- confirm in writing that personnel attestation has been carried out each year.
- limit public statements about the official position of the Board on controversial social, political, and/or educational issues to what the Board has formally adopted as positions of record.

The Principal's Report should not be a tool to inform the BOT about everyday happenings at the school, as newsletters should fill this role.

An example of the Principal's Report is attached.

Example of Principal's Report

2.2 Principals BOT Report
******* 2018**

Current roll is *****. Last years roll *****

<u>Strategic Aims</u>	<u>Annual Goals</u>	<u>Progress/ Actions for the Month:</u>
<u>Each year we will increase the percentage of students At or Above National Standards in reading, writing and mathematics.</u>	All students who are achieving below the National Standard will show accelerated progress in overall teacher judgements relative to their progress till that point.	•
	The principal and staff develop the moderation of overall teacher judgements to be increasingly accurate.	•
	The Principal & staff create a regional moderation timetable to engage local schools.	•
	The reviewed reporting format provides parents with the information they want in relation to National Standards.	•
	The leadership team work to broaden the leadership of curriculum areas through development of less experienced staff.	•
	Overall teacher judgement data is accurate and specific targets and the Annual Plan can be based on this data.	•
<u>Build a positive community support network with parents, whanau and community which focuses on student progress and achievement.</u>	Parents and community are kept informed about the progress and achievement of their children and all student groups across the school.	
	Successful community meetings and curriculum evenings which are increasingly well attended by parents.	•
	90% of parents attend parent interviews.	•
	Increased opportunities are available for parents to be involved in the school and form networks.	•
	The Maori community contribute to target setting for 2014.	•
	We instigate a 'whanau' approach with our community.	•
<u>Maori and Pacific Island students have a sense of their culture and are achieving and progressing against the New Zealand Curriculum at the expected levels.</u>	The school's physical environment reflects the cultures of students at our school.	•
	The Bilingual Unit continues to build their autonomy and identity within our school.	•
	Teachers use a greater variety of strategies to engage Maori & Pacific Island learners.	•
	The achievement gap between Maori and European students continues to close.	•
	Provide an increasingly holistic approach to the curriculum for Maori & Pacific Island.	•
<u>Increase the relevant use of ICT as tools to facilitate learning and engage all students.</u>	The Strategic Plan specifically for ICT is reviewed and aligned with the curriculum concepts for 2013.	•
	Classroom programmes use quality ICT's to engage and enrich learning programmes.	•
	Appraisal includes e-learning goals.	•
	Ipads and other hardware are purchased to ensure we can meet learners needs.	•

	Increase in attendance rates through greater student engagement.	•
<u>For students to have increasing opportunities to excel in sport, academic, creative or performance areas.</u>	The school curriculum is further refined to meet the needs of our community and students.	•
	Increased budgets for music, PE etc ensure that quality equipment is available to facilitate learning experiences for students.	•
	Specialist teachers are used to support class programmes and offer the students greater opportunities.	•
	The Gifted & Talented programme is extensive enough to meet the needs of all students and is assisted by community members.	•
	Teachers are able to develop their own talents with PD as part of their appraisal.	•

2.2.1 Nag 1: Curriculum Requirements & Student Achievement

1. Report on the number of stand-downs and action taken to support students.
2. Report on significant curriculum developments (school and nationally).
3. Report on special needs support, at risk and gifted and talented students / programmes.

2.2.2 Nag 2: Documentation & Self Review

1. Significant trends; implications of board decisions; issues arising from policy matters
2. Non-compliance of a board policy
3. Recommended changes in board policies
4. Consultation with community and other self review items.

2.2.3 Nag 3: Employer Responsibilities

1. Report on any employment issue that may impact on the school or Board.
2. Notification when appraisal and attestation of staff members is complete.

2.2.4 Nag 4: Financial & Property Management

1. Report on major property issues or projects.
2. Report on funding issues, variance or applications.

2.2.5 Nag 5: Health & Safety

1. Report on any incidents and action taken.
2. Report on items that may affect the health and or safety of staff or students.

2.2.6 Nag 6: Legislation

1. Report on compliance with legislation.

School Visitors

- This simply informs the BOT as to who has been at the school recently.