

Paengaroa School

Charter 2022

School I.D: 1882



Stretching to be the best we can be! Resilient, confident and prepared to smooth out the difficult journeys.

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General Description of the school

Contributing Primary, State owned, Co Educational. Decile 4g.

A contributing Primary School involving syndicate groupings - Junior, Middle and Senior. Buildings include 11 classrooms, administration block, library, dental clinic, multipurpose building, computer suite, music suite, ceramics studio, art room and covered areas.

Playgrounds are extensive with playing fields, tennis, netball and volleyball courts (Astro-grassed Multi sport surfacing), adventure areas and a grove of native trees. The school has an attractive environment and is well resourced. The school pupils and community benefit considerably from the 25 m x 10m pool and changing sheds. A new Sports storage facility was recently completed. The school retains its 18m X 4.3m junior Swimming pool complex, which complements the large pool well.

Description of School Community

The school community is drawn from the Paengaroa Village and the surrounding rural area bounded to the north by Maketu, to the east by Te Matai, to the west by Pongakawa district and to the south by the Roydon Downs and Maungarangi Roads.

Although some of the original families still live in the area, many of the school's population have settled in the area within recent years. There are a noticeable number of children who come from families where both parents work.

The school district is predominantly connected directly with horticulture and agriculture, but there is a significant proportion of the community who find employment in commercial and industrial businesses, both locally and in neighbouring centres. A local freezing works also draws workers from the school community. Comvita NZ main offices are located in Paengaroa. Eastern District Rugby and Sports Club is also a significant community facility.

Mission Statement

Paengaroa School exists to provide fair and equitable opportunities with stimulating, challenging and purposeful learning experiences designed to help children achieve personal success and self-esteem.

Such a learning environment is designed to reflect tolerant and supportive characteristics of the community, promoted by close parental involvement and staff relationships, to produce well balanced and caring individuals. **Whanaungatanga.**

Our Vision

For Paengaroa People to achieve personal success and through hard work, creativity, persistence and motivation, strive for academic, physical and social excellence. Thus, growing in their attitudes and skills, values and knowledge so that they become active participants in our community, contributing to the well being of New Zealand.

We are aiming for pupils who are: **confident, connected, actively involved, lifelong learners.**

To ensure this is achievable our decision making revolves around a core set of values that permeate through the following pursuits:

- High expectations for staff and pupils to succeed while striving for excellence
- Gaining and applying knowledge of cultural diversity and all things Maori, histories and traditions included
- A non-sexist, non-racist and non-discriminatory curriculum
- Challenging, **rich, real and relevant** content -with a "Place Based local curriculum"
- Programmes that acknowledge talent and abilities and aim to foster and extend these while also being affirming
- Our staff and pupils reflecting on their own learning and to learn to learn
- Inclusive of the wider community, family / Whanau
- A balanced curriculum that makes links across curriculum areas and provides coherent transitions and is future focussed
- Encouraging positive attitudes and a focus on their own successful futures.
- The best possible resources to ensure that excellence can be pursued. Land, buildings, staff, technology, play and sport fields and equipment, courts, aquatics facilities.

The School's Motto

“Where Learning has no Boundaries.” - “He Akoranga Mutunga Kore”

General philosophy

To grow people who can **think** for themselves, **use language, symbols and text**, **manage themselves**, **relate to others** and **participate and contribute**. They will:

Paengaroa Schools Pupils (symbolised as a Fantail) take flight by learning competencies over 6 years of schooling at Paengaroa School. Year 0 to Year 6. Students are expected to learn (take flight) to the best of their ability:

- **Communicate- Korero through:** languages, symbols and texts. Students will use communication in all its forms: movement, voice, text and ICTs, to communicate ideas and thoughts to others.
- **Manage Self – Pōno through:** Increasingly learning to be independent, organised, and honest, to selfcare and demonstrate self- discipline. Through showing loyalty and friendship, trying their hardest and demonstrating value of self.
- **Develop Creativity-Auāha through:** Developing their original ideas, using imagination and innovations and use literacies, the arts and thinking to make, shape, and create something original.
- **Be Open to Learning-Ako through:** Being reflective, setting goals, building thinking skills. Problem solving and forward thinking strategies being taught and by being encouraged to be risk takers and to challenge themselves. Through taking responsibility for their own learning
- **Participate and Contribute – Whai wahi atu through:** Being involved, taking on leadership, giving things a go then sticking to them, working cooperatively and listening to others.

National Priorities: (As published by the Minister of Education – Chris Hipkiss Nov 2020. NELP- (“National Education and Learning Priorities”)

- Learners at the centre of education – learners/ākonga with their whānau are at the centre of education. Grow great partnerships.
- Barrier free access - great education opportunities and outcomes are within reach for every learner/ākonga.
- Quality teaching and leadership - make the difference for learners/ākonga and their whānau. Assess to learn and “know” the child! Relational!
- Future of learning and work - learning that is relevant to the lives of New Zealanders today and throughout their lives.
- World-class inclusive public education - New Zealand education is trusted and sustainable. A safe and inclusive culture.
- Impacting across all these priorities is the **integration of ICT's**. The New Technology Curriculum- compulsory 2020. Digital Fluency.
- Develop a local curriculum to better unlock the national curriculum. This is coupled with a renewed interest in ensuring NZ Histories are included from 2021+. Include Maori in our decision making. Be aware of cultural values
- A curriculum that values our pupils identity, language and culture, their strengths and aspirations, and those of their whanau.
- Growing Cultural Capabilities for all staff. Having processes in place to promptly sort : Racism, discrimination and / or Bullying.

Paengaroa School has already embraced these priorities. Many of our aims, objectives, targets and planned actions reflect both the National and our own local priorities.

Paengaroa School Future Perspective (Note that the NELP work done in 2022 will be reflected in this section in 2023.)

The following trends have been identified as having an effect on the future development of Paengaroa School. Whenever the school is making Strategic decisions about the schools' future these trends must be considered.

21 st Century Issues	Implications for School	School Response
<ul style="list-style-type: none"> • Info & Com Tech impacts on: <ol style="list-style-type: none"> i) Employment ii) School Organisation iii) Accessing, analysing and using information iv) Cyber Safety v) The accuracy with which we live our daily lives vi) Learner Agency and Agentic behaviours of Akonga. • Organisation of the School Day /Year • Personalised Learning. Service driven. • Collective Responsibility for one another's actions and life decisions • Increasing accuracy in the way we conduct our daily lives. Greater compliance and monitoring. • Video surveillance everywhere. • Learning Communities instead of Schools or as an extension of the school. COL- Te Puke Kahui Ako. • Building Business Partnerships • Migration to BOP • Revitalisation of Te Reo, Tikanga Maori, Taha Maori and local Histories (Once clarified) • Strategies to reduce disparity (the 20% at the lower.) The long tail. Including robust educational standards" / expectations and plain language reporting to parents. Inclusive. • Assess to Learn more explicit. "Rich, Real and Relevant! • Promoting active life styles – sports, aquatics, P.E. Health education. 	<ul style="list-style-type: none"> • Curriculum will need to prepare clients for jobs that haven't been invented yet. • Need to keep up with Technology and have skilled staff. • Will face to face teaching be effective? • Will internet links be used more widely • Possible multiple use of school resources through extended hours • Flexible Timetabling and Staffing. • Adult Learning Programmes • Liaison with other providers • Multiple use of school buildings • Will government fully fund schools costs • The role of business enterprises in Schools • Growth Strategies of Local Bodies will effect population densities • Increasing Maori Population in Te Puke area. • Employment of Fluent Speakers of Maori • Staffing • Incorporating monitoring and reporting into the school's current excellent practices, noting that it could cause an increase in teacher work load on assessment and reporting rather than assess to learn. • Foster aquatic sports and fitness to utilise new and old pools. • Learner Centred – whanau engagement 	<ul style="list-style-type: none"> • Inquiry Style Learning- Rich, Real and Relevant • Budget for Upgrading of Hardware and Software • Band Width and Fibre Optic Connectivity. (Done) • Cyber Safety policies and procedures • Create an awareness of trends, including job sharing, specialization, reward structures. • Keep open mind and consider uses of resources: Ceramics studio, Multi Room, Music Suite, Art Room, Computer Suite. Personnel. • Comvita NZ Top School • Property projects must be future focussed eg Toilets, Intranet, etc. Wireless. (Done) • Maintain focus on main mission. • Measure need for Bilingual Programmes at least once every two years • Ensure "high expectations for pupils and staff" are well understood by staff so that teachers are pursuing and obtaining high achievement levels, with minimal to no disparity. (Equity and Excellence pursuit continues.)

5 Year Property Agreement

The Ministry of Education has had Paengaroa Schools latest 5 of 10 Year property plan approved 2021-2026. The school will work through the first five years of priority items during 2021-2026. The 10 yr plan (2021-2031) is approved.

Our Values include respecting the dual cultural heritage of New Zealand. Our cultural diversity is respected.

We strive to model and live by five main values. Aiming to grow great citizens who are:

- Responsible Haepapa
 Te kawenga me te tika
- Honest Hononga
- Respectful Whakaute Manaakitanga
 Te Whakaaetanga me te Tangata
- Creative Whakapiringatanga.
- Confident Mana Motuhake

Personal qualities:

- Cooperative Whakawhanaungatanga/Kotahitanga
- Collaborative Mahi-Tahi
- Contribute and Participate
- Fair minded Te kawenga me te tika
- Inclusive Whakauru
- Tolerant Whakawhanaungatanga
- Make healthy choices Te Ora me te Ora
- Self-manage – are organised, determined and can assert themselves
- Care for the environment Kaitiakitanga
- Show integrity Te tika
- Strive to achieve Tuhianga o mua
- Life long learners Ngā ākongā roa o te ao
- Kind to others Manaakitanga
- learning Risks
- Communicate clearly
- Stay positive (Growth mindset.)
- Show perseverance and resilience

All persons are treated with respect as New Zealanders, no matter their race, religious or cultural background.

The school encompasses the notion of inclusiveness.

The unique position of Maori Culture: The special place of Maori in the community is recognised and valued through Kapa Haka, Maori language inclusiveness and cultural EOTC involvement.

The document Ka Hikitia is a guiding document for the school's expectation to ensure success for Maori students as Maori.

The school recognises and values the unique position of Maori in New Zealand and the importance of the Treaty partnership.

The school acknowledges and respects the values, traditions and histories of all New Zealanders but explicitly recognises the culture, language and history of Maori.

Classes in two close geographic schools can offer immersion: Te Matai School and Maketu School. If immersion is requested parents are advised of these options.

The school incorporates Tikanga Maori into the curriculum. At Paengaroa School children are given integrated instruction in Maori through day-to-day programmes (The school is developing a comprehensive resource to support instruction). Teachers are continually developing in Maori competencies- Tātaiko.

The school has a strong cultural group and parents are encouraged to be part of the whanau group. All Maori and Pasifika children are encouraged to be members of the Kapa Haka, along with any other pupils. This is part of our inclusiveness model.

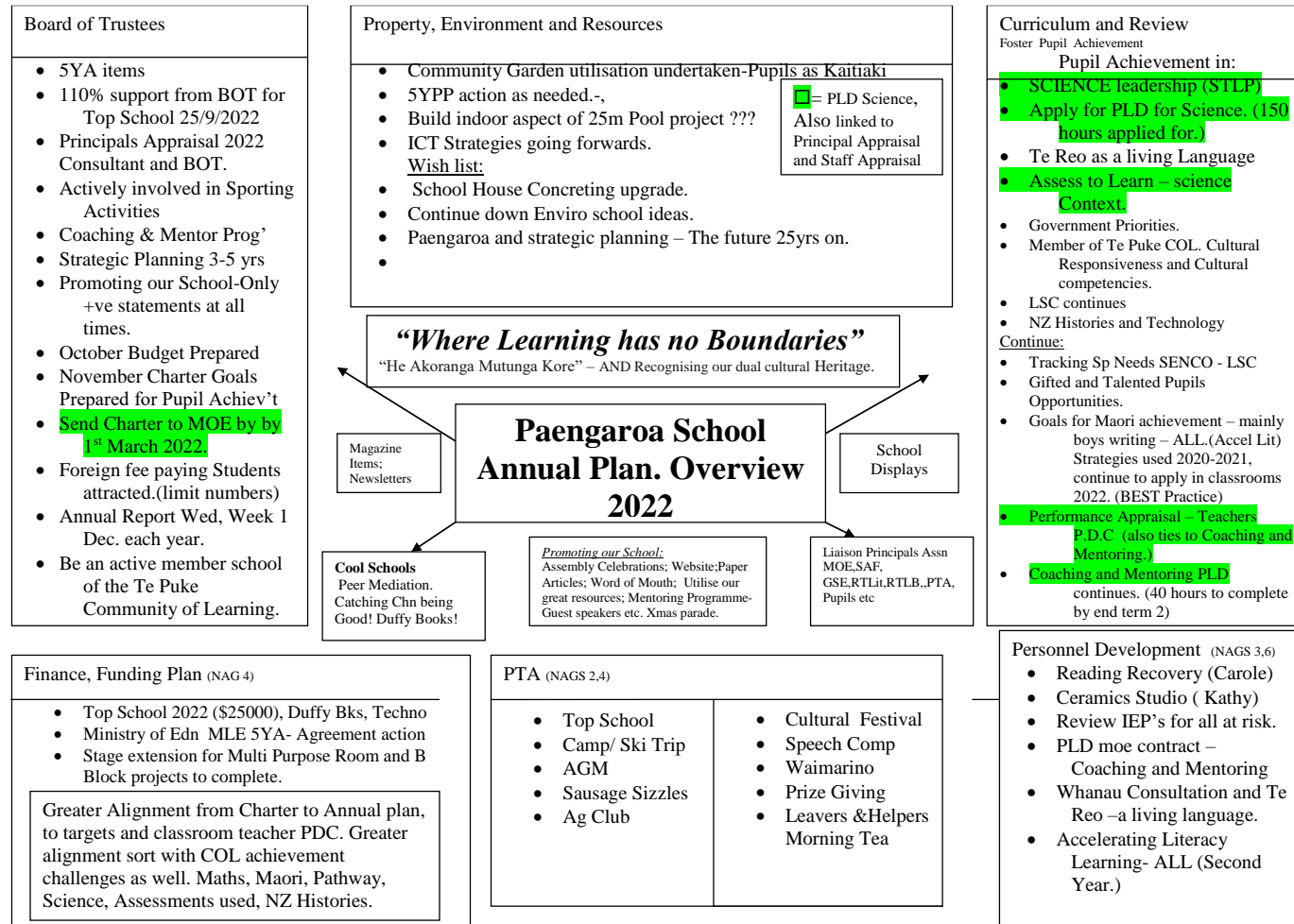
Maori resources are available to the community on request.

Consultation

- The Board of Trustees, through a Whanau Rep and Te Reo teacher, will continue to have open communication with our Whanau -using a Whanau Group structure.. With 44%-49% Maori roll, the school aims to ensure that all Maori students at risk are identified and every effort is made to ensure the children get assistance. Engaging with our Maori community" is a focus area. The whanau Group has been going since 2017, meeting at least once per term.
- The school maintains an open-door policy with regards to all parents wishing to discuss any issue with the staff or principal. Often consultation is dealt with informally while the parents are at school for an event. The Principal aims to capture their thoughts in a non-threatening, friendly and relaxed manner.

- The whole community, including Maori is engaged in conversations via: Newsletters, two parent interviews, whanau Board Representation, formal and informal discussions at events, PTA meetings and Board meetings. All to be well recorded.
- Kahui Ako - cultural Responsiveness and Relational Pedegogies continues – Poutama Pounamu work as well.
- Specific events to include and encourage engagement with Whanau continue to be organised. E.g. Whanau BBQ, Numeracy and Literacy evenings, Ra Whakangahau and Te Puke Cultural Festival preparation and performance allows another chance to engage with the whanau who are always heavily involved in these events.
- Further “Whanau Group Development” in 2018-2022+ with Annual Goals developed and achieved collaboratively – e.g marae visits, Hangi, Matariki Celebration, etc.

Annual Overview.



Annual Calendar

Paengaroa School B.O.T Annual Calendar.

Reporting Curriculum Issues in Red

Month	Chairperson	Secretary	Principal	Treasurer	Property	Teacher Rep	Whanau
January / February	Chair Meetings per Month Meet with Principal Weekly Ensure Involvement by all.	Minutes per Meeting	Agenda with Chairperson each Month	Accounts with office Manager presented each month.	Property checks done each month	Staff Welfare	Maori Voice heard.
Term 1 Preparation Achievement Objectives	Assist with Top School Org Com		Whanau Consultation Prepare monthly Report against NAGS and Strategic Plan Attend PTA meetings	Ensure accounts at Accountant for previous years Annual Acct preparation.	Organise Working Bees as needed to ensure all is Safe and well maintained.	Report on Pupils Achievement Targets With Principal or Guest Teacher.	Be Mindful of Treaty Obligations and community wishes.
March		Advertise AGM	Agenda with Chairperson each Month	Ensure annual accounts at Auditor for AGM deadline.	Property checks done	Prepare EEO Report with Principal and Other Board Members.	Prepare Annual Whanau Report for AGM
Parent Goal Setting Interviews	Consult On Issues as needed Staff Shout end of Term 1		Consult On Issues as needed		Consult On Issues as needed	Report Special Needs in Summary form	Consult On Issues as needed
April	Chair AGM	Minutes of Previous AGM available.	Agenda with Chairperson each Month		Property checks done		
AGM Summary of Previous Yr Achievement Obj Results Asttle explained to BOT Algebra Yr5/6 Test as Eg	Present Annual Report		Present Annual Report Include Achievement Info. Send Copies of Reports To M.O.E.	Present Audited Accounts to AGM		Present EEO Report at AGM.	Present Whanau Report at AGM
May / June / July			Agenda with Chairperson each Month		Property checks done	Develop EEO Plan for next twelve months.	
Asttle Reading	Review BOARD Manual (Policy & Procedure)						
	Staff Shout end of Term 2						
August / September			Prepare Wish list for Priority Buying next yr		Property checks done		
Exemplars Shared with BOT			Agenda with Chairperson each Month Report on Reading Goals Report on Writing Goals Report on Maths Goals				
	Staff Shout end of Term 3						
October / November	Prepare Annual Budget for following Yr. Note spending in Past and Present yr.				Property checks done		
	Present Draft Budget at November Meeting						
	Top School Com Meets		Report on Inservice for yr.				
Inservice Report and Draft Budget	Prepare Annual Plan for following Year. Evaluate Current years Annual Plan Progress.						
	Organise end of year BOT Celebration		Agenda with Chairperson each Month				
December					Property checks done		
Annual Prize Giving	Present Annual Plan and Strategic Revision at Final Meeting per year.					Report Special Needs/ Abilities	
	Staff Shout end of Term 4		Agenda with Chairperson each Month				

Paengaroa School Curriculum Review – Development Plan

Review and Develop Implementation Plans	Curriculum Area	Implementation Plans Adopted for use to determine Programme	Notes and additional information	Tick
<p>2018 -2021 Major Focus</p> <p>Minor Focus</p>	<ul style="list-style-type: none"> Te Reo as a Living language along with Cultural Responsiveness and Cultural Competencies. Maori Education Strategy 2018-2020 Technology Curriculum Implementation. <hr/> <ul style="list-style-type: none"> Inclusive Education. Yr 3 and 4 Maths – Number knowledge and Place Value 	<p>Improvement Documents. Key personnel employed and hours increased.</p> <p>Charter Reviewed in Structure 2019 – Old charter structure reviewed and turned into an implementation plan.</p>	<ul style="list-style-type: none"> PMS cycle – Teacher own docs and responsibility to record and reflect . MOE PLD contract with Linda re Te Reo and Cultural Competencies and Responsiveness. 	
<p>2018 Major Focus</p> <p>Minor Focus</p>	<ul style="list-style-type: none"> Maths throughout school Written Language <hr/> <ul style="list-style-type: none"> Teacher Inquiry into accelerating learning for all. 	<p>Use of RTLit to revise resource listing and gaps, Running Record procedures, daily reading strategies – guided reading, large printed text, central word attack, reading mileage, etc</p>	<ul style="list-style-type: none"> New A.P. to appoint once Role growth triggers employment. (Achieved Dec 2018) SENCO role split into Junior and Senior school roles. (Curriculum leadership and syndicate leadership distribution reviewed Dec 2018.. Agentic strategies - Learner Agency – Choice, ownership, voice, awareness of own learning journeys and articulation of this by pupils. 	
<p>2019 Major Focus</p> <p>Minor Focus</p>	<ul style="list-style-type: none"> New Technology Curriculum Social Sciences and Local Curriculum conversations and refinement. <hr/> <ul style="list-style-type: none"> UBERS – MOE training <hr/> <ul style="list-style-type: none"> Cultural Responsiveness and Relational Pedegogies. <p>(Kahui Ako and PLD)</p>	<p>In 2019 we may also use Art as a medium for motivating and encouraging greater detail in writing. Writing me a picture. Imagery and voice.</p> <p>Incorporated into Charter and Strategic planning for next few years.</p>	<ul style="list-style-type: none"> UBERS (TOD and Staff meetings Feb) then and training for restraint for safety only later term 1 early term 2. Kahui Ako – Cultural Responsiveness work continues 2018-2020- Our Code – Our Standards, Add in Super Senco Development and Local Curriculum (Growing healthy food-Community garden, Kaituna River, Local Marae, Histories and Whakapapa, Te Arawa Canoe Landing Place- Maketu, etc) A large influx of Special Needs pupils. Total review of Teacher Aide resourcing and distribution. (Feb 2019) Learner Agency continually pursued. (Not willing to go down “Play to learn” as pupils who arrive from these types of schools are often well behind and lack self-discipline and focus. (Lack of deliberate acts of teaching with structure and scaffold.) 	
<p>2020 Major Focus</p> <p>Other Focus</p>	<ul style="list-style-type: none"> Technology Doc included. Science and Local Curriculum <hr/> <p>Explore “ Mindfulness.”</p> <ul style="list-style-type: none"> Teaching as Inquiry enhanced through PLD application 	<p>PLD application sent in for “Mentoring and Coaching” and Collaborative Collegial Tutoring / observing. Equity /excellence / disparity reduction/ agentic - pupils knowing and self assessing etc.</p>	<ul style="list-style-type: none"> Inclusion Te Reo as a living language Lifting Maori Boys Achievement is still a focus. Agentic strategies continues 	
<p>2021 – 2022 Major Focus</p>	<ul style="list-style-type: none"> Science and Local Curriculum NZ Histories The Arts reviewed and refocussed. Science Continues (STLP) 	<p>(D.P attending 2 term scholarship on teaching Science – T1 and T 2 2021.) Coaching and Mentoring PLD continuing Term 1 and 2 2022.</p>	<ul style="list-style-type: none"> Covid 19 has affected the time framing and work streams significantly. Especially PLD. 2020 through 2022 at this stage. 1X LSC 2021 onwards.) Professional Development Cycle. Introduced for PMS 2020 onwards. We have applied for PLD for Science for 2022-2024. 	

The 2022 Strategic plan

Includes key trends within the 'Future perspective' summary included in 2022 charter

- Takes into account the information collected by teachers and presented to the BOT
- Includes COL goals which is now a requirement but does not mean they standalone. They are embedded in all areas:

GOAL	WHAT	SPECIFIC MEASURES
Goal 1. OUR STUDENTS Engaged and achieving students (NAG 1)	<ul style="list-style-type: none"> • All students experiencing positive rates of learning towards their potential. Emphasizing Numeracy and Literacy • <i>Promote daily Te Reo and Tikanga - living language, used in classes by teachers, supported by weekly lessons led by specialist Te Reo teacher.</i> 	<ul style="list-style-type: none"> • Targeted assessment is used to inform planning and reporting • Targeted action to reduce disparity. Especially in Literacy for Maori Boys. (ERO 2019)
	<ul style="list-style-type: none"> • Rich, real, relevant curriculum developed and learning time used effectively to deliver 	<ul style="list-style-type: none"> • Reporting to take place twice per year and include curriculum and competency progress results Assess to Learn. • PLD Science Contract applied for.
	<ul style="list-style-type: none"> • Specific curriculum focus areas identified through effective analysis of school wide data and community resources for Local Curriculum development 	<ul style="list-style-type: none"> • Online world, MOWS, Aquatics, COL work • Make Te Reo a living language across all levels of the school
	<ul style="list-style-type: none"> • Manage teacher aide / support requirement to best support our students 	<ul style="list-style-type: none"> • Year 3 and 4 mathematics • Science (STLP)- New Technology Curriculum • Expanding the Local curriculum.
		<ul style="list-style-type: none"> • Monitor learner outcomes for all including Needs and abilities registers. Attendance (Nag 6) • Whanau involvement critical – make known policies, plans and targets –with Whanau Group assistance
Goal 2. OUR TEACHERS Effective and inspiring teachers (NAG 2/3)	<ul style="list-style-type: none"> • Professional learning plans / PLD • Develop localised Curriculum with a culturally responsive approach. Include whanau. 	<ul style="list-style-type: none"> • BOT commitment of resourcing to all staff to develop pedagogy and knowledge - all staff undertaken some PLD (incl COL – Kahui Ako) • Mentoring and Coaching – PLD contract 2020.-2022 – empowering the learners to lead their own learning – from teacher to learning facilitator. (ALL PLD will encompass Coaching & Mentoring)
	<ul style="list-style-type: none"> • Focus on wellbeing and resilience • Encourage and pursue “Agentic behaviour” for all Akonga (Learners)Empowering learners to lead their own learning. (ERO 2019) 	<ul style="list-style-type: none"> • Visit Marae, build on Tangatawhenuatanga. • Pupil voice and choice – maintaining and enhancing Mana. Maoritanga. Self- assessment and agentic behaviour(s)
	<ul style="list-style-type: none"> • Teachers demonstrate formative practices through a range of methodologies • Ensure that “Our Code –Our Standards” is the basis of all teaching practice. 	<ul style="list-style-type: none"> • Use data and assessment very well. • The annual report will include an Analysis of Variance (Nag 8)
Goal 3.	<ul style="list-style-type: none"> • COL work – Cultural Responsiveness and 	<ul style="list-style-type: none"> • Obligations under the Treaty of Waitangi understood, applied and

OUR CULTURE A culture of pride and respect (NAG 3/4/5)	relational Pedagogies Pursued. <ul style="list-style-type: none"> COL work – Super-Senco – learning Support Delivery Model and LS coordinator worked on. 	reviewed. <ul style="list-style-type: none"> Take stock of our Cultural Responsiveness by revisiting the Hautu tool kit.
	<ul style="list-style-type: none"> A safe place to be for all – All Health and Safety visited regularly. Budgets based on priorities set in the charter. Utilising “School Docs” to ensure maximum benefits for all. 	<ul style="list-style-type: none"> Class / school agreements and code of conduct
	<ul style="list-style-type: none"> Students use inquiry learning to follow their interests within a topic framework - children express themselves and their culture through their learning 	<ul style="list-style-type: none"> Shows that students are sharing their culture with other members of school and school community? Children sharing work at Grandparents day, assemblies, other school open days (Matariki) etc.
	<ul style="list-style-type: none"> Holistic curriculum developed that includes healthy competition and equitable participation 	<ul style="list-style-type: none"> Buddy classes, houses and teams build positive relationships
	<ul style="list-style-type: none"> School / home partnership 	<ul style="list-style-type: none"> Open door policy, reporting, whanau meetings, local input whenever possible. etc
Goal 4. OUR SCHOOL Taking care of our resources (NAG 4/5)	<ul style="list-style-type: none"> Property 	<ul style="list-style-type: none"> Planning meets criteria in school’s 10 year property plan (2016 - 25)
		<ul style="list-style-type: none"> Stage project on end of Multi-Purpose Room (Hall) B Block outdoor / indoor flow and deck development at Innovative Learning Environment. (ILE)
		<ul style="list-style-type: none"> Ensure maintenance reserve is grown to service all obligations.
	<ul style="list-style-type: none"> Environment (Local Curriculum) 	<ul style="list-style-type: none"> Community garden, enviro-schools style -Philosophy. Technology Curriculum Implemented in preparation for 2020
	<ul style="list-style-type: none"> Effective governance 	<ul style="list-style-type: none"> Members of the BOT are informed, engaged and capable All Board Members attending at least one NZSTA PD workshop per year? So they can continue to grow their contribution(s).
	<ul style="list-style-type: none"> Green spaces 	<ul style="list-style-type: none"> Maintain places for play
	<ul style="list-style-type: none"> Financial Planning 	<ul style="list-style-type: none"> Budgeting set annually and monitored monthly.
<ul style="list-style-type: none"> H & S 	<ul style="list-style-type: none"> Comply with all legislation requirements. Grow the culture of safety across the school site. 	

[Additional Supporting Documentation:](#) (Available for School operational Planning and Programming)

- Strategic Plan 2020-2022 Implementation Plan
- [Performance Management programme](#) (Includes all staff and Principal Appraisal processes - Personnel Development Planning.)
- [Annual Budget](#)
- [10 yr Property Plan](#) and 5 Y A.
- Health and Safety Management Policies and Procedures - All on School Docs
- [Special Needs Programmes](#) – Inclusive Education. And [Gifted and Talented Programmes](#)
- Tikanga Maori Implementation Plan, along with Kahikitia –Accelerating success for all 2013-2017
- [Self Review Programme](#) and PLD
- Curriculum Reports
- Management Manuals that include:
 - [Complaints procedures](#)
 - Child Protection
 - EOTC
 - Health and Safety
 - Compulsory Police Vetting
 - Protected Disclosures
 - Food Safety and Hygiene Programmes to be registered by 30th November 2018.
- Appropriate Ministry circulars, gazette notices, NZSTA admin advices, et al.
- Inclusive Planning Tools - NZCER. Online review tools along with Wellbeing @School site – for self - review of Inclusive agenda.

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	<p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>OBJECTIVE 2</p> <p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>OBJECTIVE 3</p> <p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>OBJECTIVE 4</p> <p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>OBJECTIVE 5</p> <p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>
	<p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
	<p>2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p><small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small></p>	<p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		
				<p>The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).</p> <p>Some aspects of these priorities will be more applicable to one sector than others.</p> <p>The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.</p>	<p>In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.</p> <p>The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.</p>
	PRIORITIES				

Implementation of the Statement of National Education and Learning Priorities in schools and kura (continued)

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education		BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner		QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau		FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	