

# **Balmoral SDA School**



**CHARTER 2009 - 2011**

## **PHILOSOPHY**

The education provided by this school is based upon a world view derived from the Christian faith. This view begins with an eternal, loving and personal God who has always existed, is all-powerful and is the source of all life, truth, beauty and Christian values.

God, through Christ the Son, created this world as a part of His perfect universe. Furthermore, He sustains His creation by His power and through the natural laws He instituted. Although created perfect, this planet has been corrupted by sin resulting in a world that is out of harmony with the rest of creation. However, God has instituted plans to restore this world to its original perfection.

Humanity was originally created equal in God's image, male and female; a unity of body, mind and spirit; endowed with intellect, emotion, and the power of choice. Sin, however, has not only corrupted our environment, but humanity itself. God's image has been marred, yet may be restored through a personal response to the initiative of Jesus Christ and the work of the Holy Spirit. Humanity's meaning, therefore, is more than interpersonal relationships. Primarily it provides a relationship with the Creator. This educational provision seeks to enable every pupil to accept Jesus Christ as their personal Saviour and Lord, and to realise their inestimable value as a child of God.

All truth finds its centre and unity in God. God communicated truth to man in a general way through the natural world and His providential acts and, more specifically, through Jesus Christ, Scripture and inspiration. Humanity comprehends truth through observation and reason, but these avenues to understanding require faith and the direction of the Holy Spirit. Since all truth is God's truth there is no distinction between the sacred and the secular, rather, Christian faith pervades all of life and every activity has spiritual significance.

God, through His moral laws, has outlined standards of ethical behaviour based on his own character of love. When adopted by man these laws develop a commitment to selfless service and a personal and loving concern for all. This school recognises that all peoples regardless of culture, race, gender, religion or ability, are to be respected and loved as God's children.

Seventh-day Adventist education challenges each pupil to be personally responsible to share the Gospel with the entire world in preparation for the soon return of Jesus.

Humanity's appreciation of beauty and his innate creativity, although marred by sin, still reflects God's image. Without the direction of the Holy Spirit these capacities may be used for evil instead of good. Appreciation of beauty and creativity extend to all of humanity's cultural activities and involve relationships with God, other people and the natural world. This education will lead pupils to function as stewards, conservationists and restorers of their environment.

The education outlined in this statement is only attainable as it is sought in partnership between pupils, educators, families and the wider church community. This community forms a united whole in Christ, retaining much of its indigenous and cultural diversity.

The education provided by this school is seen as a continuing life-long process. All pupils should be empowered to take responsibility for their own learning, guided by the Holy Spirit. Such an education will be based on a balanced curriculum and will be equally accessible to all pupils. All will strive for excellence.

## **STATEMENT OF SPECIAL CHARACTER**

- A. The Balmoral Seventh-day Adventist School is a school established by the local community of the Seventh-day Adventist Church to serve the educational needs of its children and the mission of the Church. This mission includes the provision of educational opportunities to all who share its objectives.
- B. The Special Character of the school is determined by the faith system made up of the Christian beliefs, values and lifestyle of the Seventh-day Adventist Church as determined from time to time by the General Conference of the Seventh-day Adventist Church and delivered through the New Zealand Seventh-day Adventist Schools' Association Limited.
- C. The purpose of the school is to support the home and the church in the transmission of its faith system to children and youth. The function of the school is to facilitate the development of a mature understanding and commitment to the beliefs and practices of the Church so that students will become responsible and caring Christians in the community. The achievement of these goals is through a comprehensive and unified programme involving every aspect of the curriculum and predicated upon the Church's:
- ◆ perception of God as Creator and sustainer of the Universe;
  - ◆ acceptance of Jesus Christ as our only means of salvation;
  - ◆ belief that the Holy Spirit draws men, women and children to a knowledge of God;
  - ◆ reliance on scripture as the revealed Word of God;
  - ◆ commitment to a holistic development of children - spiritual, intellectual, physical, emotional and social.

## **STATEMENT OF OBJECTIVES**

The objectives of Seventh-day Adventist education are derived from its underlying philosophy and are directed toward the achievement of the primary goal and as such are the common property of pupils, staff, Board of Trustees and constituency.

1. Because we believe in a personal God who is central to the reality of the universe and who is the source of all truth and Christian values, pupils will be encouraged to:
  - 1.1 Recognise God as the source of guidance and direction throughout life.
  - 1.2 Search for knowledge and truth through the ways God has chosen to communicate to humanity - namely through Jesus Christ, scripture, inspiration and the natural world.
  - 1.3 Demonstrate an internalisation of Christian doctrine, faith and practice.
  - 1.4 Develop through constant use, appreciation and understanding of the Bible as the written word of God, an infallible rule of faith and practice.
  - 1.5 Develop a personal life of faith, prayer, worship, service, and vision by sharing the gospel with others.
  - 1.6 Evaluate knowledge, concepts, ideas and standards against those expressed by God.
  
2. Because we believe that this world, though marred by sin, will be restored to its original harmony and perfection, we:
  - 2.1 Recognise the need for a personal Saviour and Lord, accept the sacrifice of Christ and develop a continuing relationship with Him.
  - 2.2 Develop Christian character and integrity through a conversion experience mediated by the Holy Spirit.
  - 2.3 Develop spiritual sensitivity and awareness.
  - 2.4 Share Jesus Christ as the solution to human problems.
  - 2.5 Strive for academic excellence and find pleasure in learning.
  
3. Because we believe humanity was originally made in God's image, (unity of body, mind and spirit, endowed with intellect, emotion and the power of choice), pupils will be encouraged to:
  - 3.1 Recognise the close relationship between body, mind and spirit.
  - 3.2 Recognise the love and acceptance of God as an indication of one's worth.
  - 3.3 Incorporate a biblically based value system into their lifestyle.
  - 3.4 Accept that the redemptive work of Jesus Christ imbues all persons with infinite worth and is the basis for healthy interpersonal relationships.
  - 3.5 Express through these relationships a valued diversity of cultural heritages present in our people.
  - 3.6 Develop skills and abilities to their fullest, and search for knowledge and understanding in the basic branches of learning.
  - 3.7 Establish principles of healthful living for the continuing maintenance of physical, mental, emotional and spiritual well being.
  - 3.8 Nurture the ability to distinguish between right and wrong and foster the desire to choose the right at all times.
  - 3.9 Establish a healthy balance between work and recreation.

4. Because we believe that our appreciation of beauty and innate creativity are God-given, our pupils will be encouraged to:
  - 4.1 Appreciate beauty as a portrayal of God's activity in the world.
  - 4.2 Improve the capacity to enjoy and create works of artistic value.
  - 4.3 Appreciate that creative abilities are a gift from God and, as such, contribute to harmonious personal development.
  - 4.4 Understand, welcome and accept the diversity of expression found in the cultural heritage of all.
  - 4.5 Understand that human creativity exists to glorify God.
  - 4.6 Develop personal criteria, based on the Biblical model, by which beauty may be evaluated and appreciated.
  - 4.7 Accept responsibility for both the character and the consequence of what they have created.
  
5. Because we believe that God's laws outline principles of ethical behaviour based on His character of love, pupils will be encouraged to:
  - 5.1 Demonstrate respect for people of other religions, philosophies, ideologies and cultural heritages.
  - 5.2 Value and seek to develop cross-cultural skills and understandings.
  - 5.3 Participate in enriching cultural experiences within the diversity of heritages available in the fields of literature, oracy, art and music, thus also forming a basis for the discriminating use of leisure time.
  - 5.4 Engage in responsible citizenship as both a moral obligation and patriotic duty.
  - 5.5 Demonstrate qualities such as kindness, empathy, courtesy, patience, humility, tolerance, generosity and helpfulness.
  - 5.6 Recognise fair play and exhibit a positive attitude towards justice.
  - 5.7 Take part in active recreational pursuits that promote balanced development of a holistic lifestyle through which all may excel without rivalry.
  - 5.8 Recognise God's ownership of natural resources and the need to preserve the ecological balance of this earth.
  - 5.9 Demonstrate a commitment to Christian mission and engage in acts of service to humanity to alleviate suffering and frustration.
  - 5.10 Participate in and find fulfillment through co-operative group activities, such as those the church and community provide for the welfare of others.
  - 5.11 Participate together in educational service activities so that the integral unity of home, school and constituent community is experienced.
  - 5.12 Develop an appreciation for the value and dignity of labour by incorporating productive labour as an intrinsic part of the total learning experience.
  - 5.13 Prepare for the responsibility of leadership in the school, home, church, community and nation.
  - 5.14 Eliminate disadvantage due to gender discrimination in religious, social, political and economic structures giving due credit to sexual equality.
  - 5.15 Respond in a way that fulfils the intent of the Treaty of Waitangi by valuing, supporting and reflecting New Zealand's dual cultural heritage where this is compatible with the philosophy and objectives adopted by this school.

# BALMORAL SDA SCHOOL - 2010

## Mission Statement:

*The purpose of this school is to provide an environment where an active partnership between God, students, staff, parents and community combine with the school curriculum to provide opportunities for every pupil to achieve their maximum potential spiritually, intellectually, socially and physically.*

<b>Vision</b>	<b>Values / Nga Uara</b>	<b>Special Character Goals - GROWTH</b>
<p><i>Our student graduate profile is:</i>  <i>Have a deep understanding of God's love and grace</i>  <i>Have a genuine relationship with Jesus</i>  <i>Use their talents to be the best that God made us to be</i>  <i>Use our talents for God's work</i>  <i>Walk tall and confident amongst their peers</i>  <i>Demonstrate a happy healthy self confidence</i>  <i>Value themselves and others and the world around them</i>  <i>Value individualness and accept all people /things/ creatures as God's creation</i>  <i>Become life long learners</i>  <i>Be open to further learning</i>  <i>Seek to become truly wise</i>  <i>Strive to be excellent in all things</i>  <i>They will be risk takers</i>  <i>They will be strong leaders</i>  <i>They will be thinkers and doers</i>  <i>They will be relatable</i>  <i>Have life skills that make them resilience and reliable</i>  <i>They will respect themselves and others</i>  <i>They will happily take responsibility</i>  <i>They will confidently manage themselves</i>  <i>They will willingly contribute and participate</i>  <i>They will have values that equip them to be strong Christians and strive and live the best they can be</i></p>	<p>Effective educational programs have effective adult leadership. An effective leader who wants to help children learn respect will both inform and involve children, is straightforward and honest, and identifies a focus such as respect, integrity or compassion that children can develop and work toward over extended periods of time.</p> <p><b>Worship</b> – Love the Lord your God with all your soul, with all your heart and with all your mind.</p> <p><b>Respect</b> – Treat others as you would want to be treated!</p> <p><b>Integrity</b> - Doing the right thing even if no body is watching!</p> <p><b>Excellence</b> - Having good qualities of a high standard</p> <p><b>Responsibility</b> - make good choices do what is right be accountable for your behaviour</p>	<p><b>Godliness</b>  Authentic Integrity Character  Self Respect Committed Self-acceptance  Sense of self Sense of belonging to God (worth)</p> <p><b>Rich Relationships</b>  Confident Compassionate Authentic  Integrity Character Self Respect  Committed</p> <p><b>Ownership</b>  Pride Competent Inquiring  Orderly Persevering Desire to grow  Responsible Risk taker Thinker  Skilled Focused Personally responsible</p> <p><b>Wisdom in Decisions</b>  Curious Individual Desire to serve  Joyful Creative Adventurous  Courageously expressive</p> <p><b>Transformational Learning</b>  Discerning Cheerful (choosing to be)</p> <p><b>HARVEST FOCUS</b></p>
<p><b>Charter Undertaking:</b>  This charter was ratified by Date Here and will be submitted to the Ministry of Education March 2010</p>		<p><b>Consultation process:</b></p>
<p><b>Chairperson, Board of Trustees</b></p>		<p><b>Date:</b></p>

## Cultural Diversity and Maori Dimension *The school will reflect.....*

New Zealand's Cultural Diversity.....	The Unique Position of Maori culture.....
<p>By</p> <ul style="list-style-type: none"> <li>• Respecting and recognising diverse cultural backgrounds</li> <li>• Encouraging students to share their cultures and celebrations and identify different cultures within classes</li> <li>• Developing class programmes that reflect an appreciation of the diverse cultures in our school</li> <li>• Staff members will ensure that students from all cultures are treated with respect and dignity and will actively work towards maximizing the potential of each student Treaty of Waitangi</li> </ul>	<p>By celebrating being a bi-cultural nation</p> <ul style="list-style-type: none"> <li>• Using Te Reo commands as part of classroom programme</li> <li>• Staff development including Te Reo Maori, Tikanga Maori and cultural awareness</li> <li>• Providing a welcome atmosphere for all parents by reflecting both cultures</li> <li>• Providing opportunities for students who wish to learn the Maori language</li> <li>• Use the protocols of powhiri as an integral part of Balmoral SDA School life</li> <li>• Including Maori student achievement in reports to the Board of Trustees</li> <li>• Starting assembly with the National Anthem in English and Te Reo and with a Karakia</li> <li>• Promoting the Kapa Haka group</li> <li>• Celebrating Maori language week – using language, art, dance, artefacts, guest speakers</li> </ul>

### **What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the schools curriculum?**

Mainstream classrooms and school celebrations will reflect Maori Culture through signage, waiata, powhiri and daily conversations e.g. greetings, stick games etc.

Study topics will include components of tikanga Maori as appropriate to the topic and the class level

### **What will the school do to provide instruction in te reo Maori for full time students whose parents ask for it?**

The school recognises the need to integrate aspects of Te reo and Tikanga Maori into teaching and learning, however parents may be directed to local schools providing bi-lingual education, i.e., Kowhai Intermediate, Te Kura Kaupapa Maori O Nga Maungarongo.

Applications should be put in writing and submitted for the BOT to consider at their next meeting. The BOT will take into account, finance, personnel, staffing and property. The BOT will reply in writing.

### **What steps will be taken to discover the views and concerns of the schools Maori community?**

- Consultation – informally when parents are at school or at school events.
- Survey parents – annually
- Parent interviews – an opportunity to ask a set of questions re the school meeting the needs of the community
- Open door policy: invites parents to express opinions
- Numeracy and Reading to Read home school partnership (HSP)

## BALMORAL SDA SCHOOL STRATEGIC PLAN 2009 TO 2011

<b>All students will make progress towards reaching the national standards in literacy</b>		
<b>2009</b>	<b>2010</b>	<b>2011</b>
Refer separate Literacy Strategic Plan developed by literacy team including Team Solutions facilitator and MOE Literacy Development Officer. All students will make progress towards reaching the national standards in reading and writing:		

<b>All students make progress towards reaching the national standards in numeracy</b>		
<b>2009</b>	<b>2010</b>	<b>2011</b>
Provide PD for lead teacher Lead tchr to facilitate staff meetings Lead tchr to observe classroom numeracy teaching. New tchrs to participate in Numeracy pick-up workshops Increase student outcomes so that all move at least one stage. Use of iKan and GLOSS tests Provide a numeracy meeting for the community	Increase outcomes so that all students move at least one stage each year.	

**Formative assessment practices will be an integral part of all classroom programmes, so as to improve the quality of curriculum delivery and student learning outcomes across the school.**

2009	2010	2011
<p>Use e-asTTle to develop our formative assessment practices in writing and reading.            To have easTTle Reading to come in line with the National Standards for 2010.</p>		
<p><b>To give effect to the New Zealand Curriculum</b></p>		
2009	2010	2011
<p>Develop a school vision            Continue to incorporate Special Character school values into our planning and greater school life            Develop understandings of the Key Competencies            Focus on Effective Pedagogy            Assessment data to inform planning            Review curriculum planning procedures            Student achievement data to BOT</p>	<p>Develop Balmoral's Curriculum</p>	<p>Focus on Effective Pedagogy</p>

**Students and teachers will use ICTs as an integral part of their daily classroom programme**

2009	2010	2011
Set up workstation configurations in each classroom	Develop an ICT plan Place Smartboards in classes Provide Smartboard training for all teachers using Smartboard in classes	
Provide appropriate software and hardware in ICT Lab – update and replace as necessary		
Develop electronic tracking and reporting on eTap Develop planning forms using eTap		

**Tikanga and te reo programmes will be developed and taught at all levels**

2009	2010	2011
Identify what is currently happening in the school Included in planning Have resources available to assist with the programme Celebrate Maori Language Week (27 July Week 3 T3 – 2009)	Celebrate Maori language week Support and fostering of School Kapa Haka group Use of staff / community expertise  Introduce Level 1 Maori resource as a starting place for implementing Maori into the classrooms – Term 2, 2010	

## Balmoral SDA Primary School Annual Strategic Action Plan – 2010

**Planned Strategy One:** Our students will be working towards meeting national standards in writing and reading/comprehension  
Refer separate Literacy Strategic Plan

## Balmoral SDA Primary School Annual Strategic Action Plan – 2010

**Planned Strategy Two :**

**Our students will be working towards meeting national standards in numeracy**

Specific Strategies for 2010	When	PLANNED STRATEGIES	Actual Result
Home school partnership numeracy focus	T1.2.3.4.	Parental involvement in numeracy workshops Greater understanding of numeracy concepts by parents Greater understanding by parents of children's learning	
Lead teacher focus on effective numeracy teaching	T1.2.3.4.	Lead teacher to facilitate termly numeracy staff meetings Lead teacher to support classroom practice LT to collect, analyse and interpret numeracy data LT to present numeracy reports (2) to BOT	
Teachers will align expectations with national numeracy expectations	T1.2.3.4.	Tchrs will monitor student progress against numeracy expectations. Reflected in tchrs planning and data analysis. Use e-asTTle as assessment tool for data analysis Purchase appropriate resources	

## Balmoral SDA Primary School Annual Strategic Action Plan – 2010

### Planned Strategy Three:

**Formative assessment practices will be an integral part of all classroom programmes, so as to improve the quality of curriculum delivery and student learning outcomes across the school.**

Specific Strategies for 2010	When	PLANNED STRATEGIES	Actual Result
Formative assessment	T1.2.3.4.	Literacy team will lead the change to build a PLC Data will be used to inform planning in reading and writing Tchrs will provide feedback to students re achievement Tchrs will articulate changes in practice	
Introducing e - asTTLe	T1.2.3.4.	Introduce Maths Lead Teachers to e-asTTLe Yr 1 to 8 tchrs will use asTTLe data effectively for writing and maths Data will inform planning	
Analysis of data	T1.2.3.4.	All data is collected for a purpose Data will inform planning	
Identify appropriate assessment tools	T1.2.3.4.	Review current assessment tools to ensure relevance for our students. Consider – asTTLe for maths Research an up to date Running Records programme	

## Balmoral SDA Primary School Annual Strategic Action Plan – 2010

### Planned Strategy Four :

### To give effect to the New Zealand Curriculum

Specific Strategies for 2010	When	PLANNED STRATEGIES	Actual Result
Implement school vision and values	T1.2.3.4.	Use vision and values to inform school wide practice Promote school vision to wider community Display vision throughout school School community can articulate vision and values, including student voice	
Develop understandings of the Key Competencies	T2 - 4	KCs will be reflected in classrooms and teachers planning Further PD re the KCs will occur at staff meetings, with a show and tell at each session	
Focus on Effective Pedagogy	T2 - 4	Teaching will align with the Effective Pedagogies as in the NZC Learning Intentions and Success Criteria will be reflected in teachers planning in all curriculum areas	
Assessment data to inform planning	T2 - 4	All data collected will be used effectively to inform planning Reflect on testing schedule and refine it where necessary for effective use in data collecting	
Review curriculum planning procedures	T2 - 4	Tchrs will refer to the NZC when planning programmes All teachers will use eTap for planning, tracking and marksbook	

## Balmoral SDA Primary School Annual Strategic Action Plan – 2010

<b>Planned Strategy Five: Students and teachers will use ICTs as an integral part of their daily classroom programme</b>			
<b>Specific Strategies for 2010</b>	<b>When</b>	<b>PLANNED STRATEGIES</b>	<b>Actual Result</b>
Develop an ICT plan	T2.3.4.	An ICT Plan with focus on: Admin Hardware Software Teaching and Learning Infrastructure	
Provide appropriate software and hardware in ICT Lab – update and replace as necessary	T1	Relevant and reliable daily use of ICT supporting the classroom programme. Mathletics and Spelldome to be offered in the classrooms for Y5 - 8	
Set up workstation configurations in each classroom	T1.2.	Workstations to increase to 6 per room. Master workstation to be of bigger spec. to run programme effectively Workstations are robust and reliable	
Place Smartboards in classrooms	T1	Smartboards to be placed in classrooms as we can afford this – possibly two classrooms per year	
Provide Smartboard training for all teachers	T1	Teachers be skilled in the use of smartboard technology	
Develop electronic tracking and reporting on eTap	T1.2.3.4.	Student data to be accessed and tracked Profiles of students produced for reports at end of the year	

## Balmoral SDA School Annual Strategic Action Plans – 2010

### Planned Strategy Six:

**Mainstream classrooms and school celebrations will reflect Maori Culture  
Tikanga and te reo programmes will be developed and taught at all levels**

Specific Strategies for 2010	When	PLANNED STRATEGIES	Actual Result
Have resources available to assist with the programme	T1.2.3.4.	Teachers will use resources to support in the implementation of Maori	
Included in planning	T1.2.3.4.	Teachers planning will reflect teachers understanding of Tikanga Maori	
Celebrate Maori Language Week (27 July Week 3 T3 – 2010)	T1.2.3.4.	Learn basic phrases and waiata (Songs) in Maori	

## Balmoral SDA Primary School Annual Strategic Action Plans – 2010

### Business as usual

Action Required	PLANNED STRATEGIES FOR THE YEAR	ACTIONED
Curriculum area updates	Each HOD is to present a report in the curriculum area of Health, PE, Social Science, Science, Arts, Technology, Maori, ICT (integrated) and Bible	
Curriculum integration	The school will teach the curriculum through an integrated approach using the Interact Curriculum	
Students at risk	Classroom teachers to identify students at risk Team leaders will ensure new students are having needs met Review Special Needs Register processes	
Gifted Kids programme ESOL programme	Identify gifted students. DP to work students of ESOL and GK. Develop specific ESOL and GK programmes Provide training for staff in the area of identifying and working in the classroom with ESOL and GK.	
To give priority to regular quality physical activity that develops movement skills for all students especially in years 1 - 8	Use the KRIC (Kids Rich in Character) programme to promote PE/Health school wide Provide PD for teachers to present the KRIC programme ASDAH PE students to run 2 organised events for the school Co-ordinating our school with local schools to form teams to participate in eg soccer, netball, cricket, cross country & basketball Have a school wide daily fitness programme	

Consultation with Maori re: achievement	Report accurate achievement data to parents. Develop targets.	
Consultation with Pacifika re: achievement	Liaise with Samoan families. Report accurate achievement data to parents.	
Career Education	Attend the Career's Expo Visitation to ASDAH – talk from the Career's advisor CV writing for Y7 & Y8 Practice interview techniques	
Health Education	Puberty talks for Y7 and Y8 students Meet with the parents for the annual health curriculum consultation	
Bible Programme	Teachers to trial the new Bible Encounter Programme in Term 1 and evaluate its effectiveness. Support, guidance and resources will be provided to ensure success in this area.	
<b>Action Required</b>	<b>PLANNED STRATEGIES FOR THE YEAR</b>	

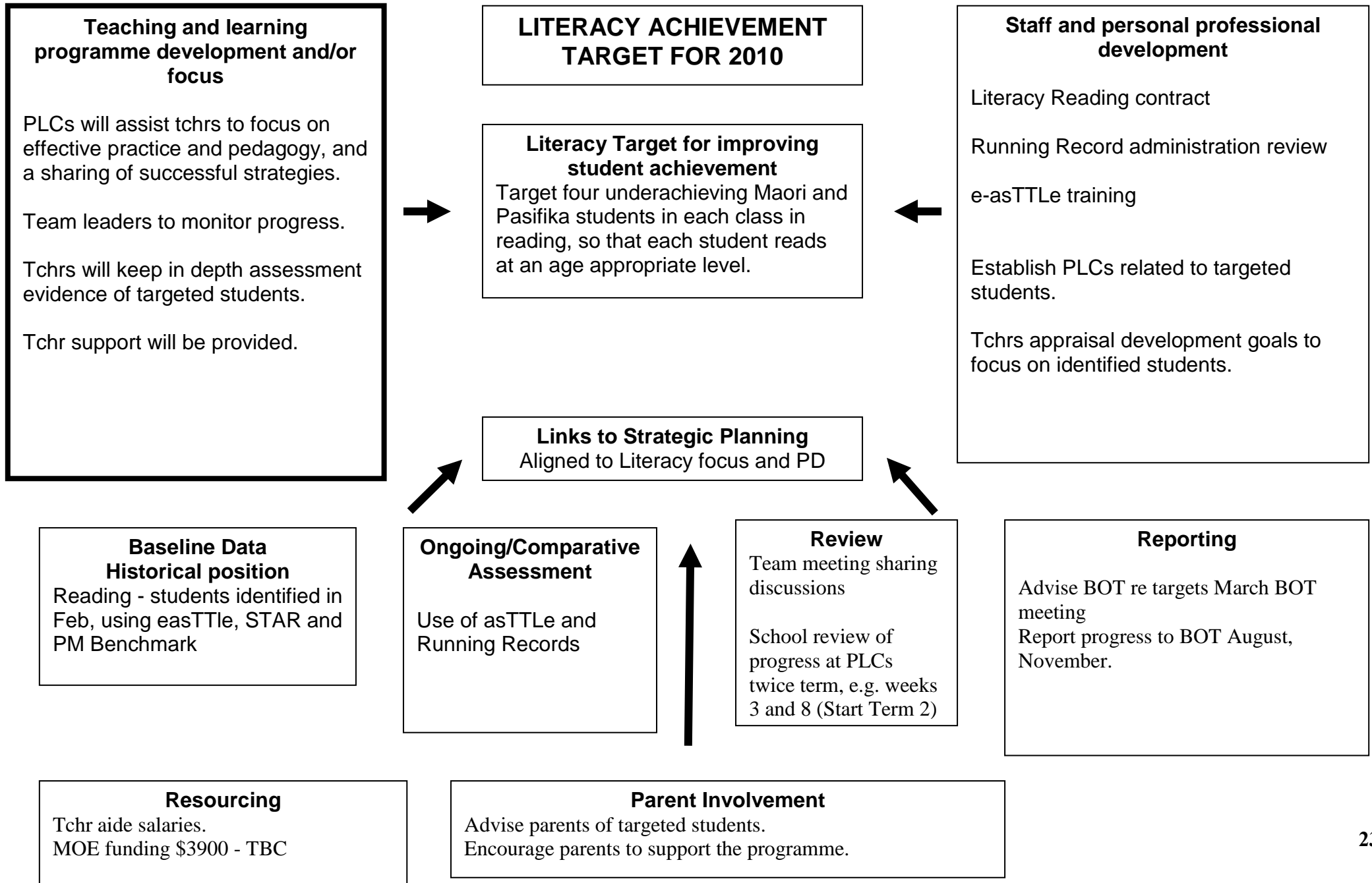
Board Assurance Statements	Review 3 at each BoT meeting	<b>ACTIONED</b>
Strategic plan review	Draft to BoT beg. of T1. Signed off by end T1.	
Develop annual plan	Management team to complete this by end December 2009. Present to BOT beginning T1.	
Develop student achievement targets	Using the baseline data collected in Term One we will identify students underachieving.	
Reports to BoT (general)	Cherie reports to BOT at each meeting referring to the annual plans and targets. HOD to present curriculum report according to yearly schedule	
Reports to BoT – student achievement	Report progress to BOT: T1, T2, T3, T4 T1: Where we are at: Writing, Reading, Maths T2 – 3: Progress T4: Achievement ie movement in each area, comparison with T1	
Reporting to parents	Portfolios T1 and T3 – 3-way interview to discuss goals and targets of pupils with parents in relation to the National Standards Written report to parents June and December (in plain language) against the National Standards	
To plan and provide BOT training for new board	Competent BOT members who are able to make informed decision on school governance	

<b>Action Required</b>	<b>PLANNED STRATEGIES FOR THE YEAR</b>	
Review appraisal systems	Appraisals to be conducted every term. Developmental objectives set and PD put in place to support teachers.	<b>ACTIONED</b>
External consultant completes Cherie's appraisal	NZ Education Director for SDA Schools to appraise Principal and guide her in 2010	
Implement Professional Development plan as identified in NAG 1 of the strategic plan.	Ongoing Staff development will provide teachers with the knowledge and skills to implement high quality learning Each HOD to have specific training in their area of the curriculum and give report to staff	
BOT training	PD is to be provided for new BOT: Your role as a BOT member Understanding Governace and Management How the fianaces of a school work	
Management training	Capability Plus to run one session per term	
Continue policy and procedure development	BOT Ongoing Policy and procedures are consistent and within current legislation. Refer BOT and School Review Cycle <b>Complaint Policy (review annually)</b>	

<b>Action Required</b>	<b>PLANNED STRATEGIES FOR THE YEAR Nag 4</b>	
Review existing policies and procedures as required	Ongoing Policies up to date – a safer learning environment established	<b>ACTIONED</b>
Property Plan	Review Maintenance of school buildings and grounds (10 YPP)	
To review and prepare Annual Budget	November Workable budget established within limited operation grant limit and locally raised funds	
To prepare financial statement for annual report	March 2010 Financial Compliance met	
Planned major asset purchases	Signage Data projectors 4 Smartboards Books to support school wide literacy programme	

<b>Action Required</b>	<b>PLANNED STRATEGIES FOR THE YEAR Nag 5</b>	
Review existing policies and procedures as required	Ongoing Policies up to date – a safer learning environment established - <b>re Board Assurance Statements - Section 3</b>	<b>ACTIONED</b>
Accident register incident requiring medical attention will be reported to BOT and OSH as legislation requires	Monthly - BOT will be informed and aware of accidents within the school OSH will be informed of all accidents which are deemed serious	
Follow the Healthy Eating Plan the school has established	Water/Fruit Juice only for students to drink Actively encourage children to eat healthy food Offer students a healthy alternative through our schools tuckshop	
<b>Action Required</b>	<b>PLANNED STRATEGIES FOR THE YEAR Nag 6</b>	<b>ACTIONED</b>
Attendance issues	BoT and to follow school procedure for the named areas -	

<p>School roll  Stand downs and suspensions  Management of truancy  Teacher registration  Staff salary increments  Police vetting of non teaching staff and contractors  Mandatory reporting to Teachers  Council re: competency and/or serious misconduct  Ongoing Current legislation is enacted in school policies and procedures</p>	<p>Ongoing</p>	
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## CONSULTATION DATES for 2010

<input checked="" type="checkbox"/> Community Meeting	February 9
<input type="checkbox"/> Report to BOT	March 23
<input type="checkbox"/> Community Meeting with Maori and Pacifika Com.	March 30
<input type="checkbox"/> Report to BoT	June 22
<input type="checkbox"/> Community Meeting	August 3
<input type="checkbox"/> Community Meeting with Maori and Pacifika Com.	August 18
<input type="checkbox"/> Final consultation with staff	November 23
<input type="checkbox"/> Community Meeting with Maori and Pacifika Com.	November 30
<input type="checkbox"/> Final consultation with BoT	December 14