

**BEING THE BEST WE CAN
– NO LIMITS!**

Principal's Annual Plan - Strategic Goal 1(a)
Advocates for learning. Generating a desire to enquire.



INQUIRY AND COLLABORATIVE PRACTICE

Baseline Data (Why the goal was chosen)	Annual Goals & Targets	Actions to Achieve (How will we know)	Lead By:	Time Frame							
				2017 - Term				Year			
				1	2	3	4	2018	2019		
Differing forms of Inquiry occurring across the school, teaching differing Inquiry skills to students. Reflection/feedback received from these groups identifying more time needed on explicitly teaching Inquiry skill sets to students.	Develop a scaffolded, schoolwide set of Inquiry skills, to be taught in conjunction with Inquiry practices, across Years 1-13.	<ul style="list-style-type: none"> Work group set up, including staff from across each syndicate, to meet regularly. Professional learning development opportunities offered around Inquiry practices. Set of Inquiry skills at each syndicate level to be designed, laminated and delivered. Full staff meetings on teaching Inquiry and the skills required. Inquiry linked to appraisal. All staff appointed to demonstrate a willingness to work collaboratively across the school at differing year levels with other teachers sharing their expertise. 		X				Yes - W/Ip	Yes - W/Ip		
				X	X	X					
				X		X					
				X							
				X	X	X	X				
Vast range of topics and themes available that lend themselves well to Inquiry learning. Close links between English and Social Studies in terms of literacy skills required; ie comprehending, analysing and synthesising range of written, visual and verbal texts, plus broad range of writing skills – planning, drafting, editing.	Develop collaborative units, researched and planned, for English and Social Studies for Year 9 in 2017. Develop an integrated Years 7-8 curriculum.	<ul style="list-style-type: none"> English HoD and Social Studies HoD to develop inter-department approach to 2017 programme. Professional learning development opportunities offered around Inquiry practices. Time set aside for both departments to work/plan and review together. Regular meetings held, with minutes to be reported back to SLT. Units designed in preparation for 2017 and beyond. Years 7-8 curriculum review undertaken. English and Social Studies departments work with other learning areas throughout 2017 to assist in preparation for schoolwide delivery in 2018. 		X							
				X	X	X					
				X	X	X					
				X	X	X					
					X	X	X				

Baseline Data (Why the goal was chosen)	Annual Goals & Targets	Actions to Achieve (How will we know)	Lead By:	Time Frame						
				2017 - Term				Year		
				1	2	3	4	2018	2019	
<p>Curriculum committee regularly consisted of staff from across only three learning areas.</p> <p>Timetable set up to only allow single cell, single learning area teaching to occur.</p> <p>No collaboration occurring in learning areas, other than English and Social Science.</p>	<p>Collaborative units researched, reviewed and planned, to be taught in 2017, across all learning areas in Years 9-13.</p> <p>Implement and develop 75 minute, 6 day block timetable.</p>	<ul style="list-style-type: none"> • Include collaborative curriculum groups in meeting cycles. • Set up groups (highlighting areas where clear collaboration and integration naturally occurs). • Regular meetings between groups, with minutes to be reported back to SLT. • Plan designed and delivered for collaboration to occur in 2018 between learning areas (to be reported to timetable committee). • Units designed in preparation for 2018. 		x						
<p>Five year old students starting school and not being ready for learning in all areas. Data shows that all students have at least one area of weakness.</p>	<p>To ensure that the Barbara Brann's Building Blocks to Literacy which encompasses print, talking, listening, looking and moving are an integral part of our five year olds programme in their first year of school to ensure that more students reach the National Standard after one year at school.</p>	<ul style="list-style-type: none"> • Test all students when they start school. Teacher aide or teacher time required as test takes an hour per student. • Teacher time to discuss findings and where to next with resources, planning etc. • Preparation of activities to help support the programme. Money for resources to do this. • Give teachers time to make resources as many are paper orientated. • Parent meeting during term 1 to discuss programme with parents and how they can support at home. Ongoing discussions on progress. • Re-test at the end of three terms at school. Teacher or teacher aide time required. • Recognising students who are going to need greater support earlier in their learning journey. 		x	x	x	x			

Baseline Data (Why the goal was chosen)	Annual Goals & Targets	Actions to Achieve (How will we know)	Lead By:	Time Frame					
				2017 - Term				Year	
				1	2	3	4	2018	2019
Building up a close relationship with the preschool teachers and the parents so that we get to know the students who are starting at our school. Students come and visit for an hour a week for the term before they start school. Teachers from the pre-school accompany them. Parents are also most welcome to join the sessions.	To build up a closer relationship with five year olds starting at our school so that teachers are better prepared when they arrive.	<ul style="list-style-type: none"> Work with pre-school to decide on an appropriate time for the sessions each week. Teachers need time to organise the sessions. Observe new students while they are working on activities. Pre-school teachers get to know some of the skills that students need before they start school. Visit other Early Childhood Centres in our area where our children attend so that we have met the teacher and the child and have started the new relationship. Teachers better prepared when the five year old starts school as they have already started to build a relationship with him or her. 		x	x	x	x		
20% of our Years 5-6 students have found Inquiry learning difficult to cope with.	To better prepare students in Years 3-4 to better able to cope with Inquiry learning in Years 5-6 by identifying and specifically teaching the necessary skills.	<ul style="list-style-type: none"> Teachers work together to identify skills using curriculum documents, key competencies etc. A half day planning day for Years 3-6 teachers is required. Target the specific skills needed and ensure they are included in Years 3-4 programmes. Simplify a skill for the least able learners in the classes so all students can achieve it. Visit local schools; eg Tuakau, Bombay. Professional development for all teachers. 		x	x				
Budget and other implications: <ul style="list-style-type: none"> Professional learning development for developing Inquiry based practices and skills. Meeting cycles to be re-looked at, tweaked and staff informed. Timetable implications for 2018: staffing, time frame, etc. Time set aside for departments/syndicates collaborative professional learning development. Professional learning development for groups to go offsite to visit schools integrating learning areas and planning collaboratively. Meeting cycles to be re-looked at, tweaked and staff informed. Money for resources for Barbara Brann. Time for teachers for testing Barbara Brann. 									

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**Principal's Annual Plan - Strategic Goal 1(b)
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CURRICULUM AND INTEGRATION

Baseline Data (Why the goal was chosen)	Annual Goals & Targets	Actions to Achieve (How will we know)	Lead By:	Time Frame					
				2017 - Term				Year	
				1	2	3	4	2018	2019
<p>Priority learners' attainment in Years 7-10 shows little significant improvement. These priority learners are predominantly male Maori.</p> <p>These priority learners remain at school through their senior years, with literacy skills significantly lower than those required to effectively tackle NCEA.</p> <p>No clear pathway for priority learners past Level 2, as few unit standards courses aren't offered at L3. These learners are not 'ready' to leave school, so are returning.</p> <p>Priority learners who have not achieved L1, through lack of engagement, yet are returning to school in 2017.</p> <p>No staff accredited to teach L3 unit standards in anything other than Hospitality.</p>	<p>To deliver accelerated learning literacy program for priority learners in Years 7, 8, 9 and 10 to raise the level of attainment thereby bridging the gap of their literacy levels.</p> <p>To develop an authentic and flexible pathway for priority learners, through level 1 to 3.</p> <p>One or two staff to become accredited to teach L3 unit standard courses.</p>	<ul style="list-style-type: none"> List of priority learners for 2017 - 19 presented and discussed with staff, students and parents. Possible pathways for priority learners highlighted, discussed and implemented where practical. Working group to research and report back on, practices occurring at other schools to inform decisions made. English/Social Studies teachers to visit other schools. Staffing/resourcing requirements discussion. PAT maths, reading and writing pre/post tests. Appoint HOD English to allow staff to deliver 'ALL' program. Possible pathways for priority learners highlighted and discussed. Level 1 Employment skills and Life skills taught, refined, reflected upon and improved. Group to visit other schools. Other organisations to be invited to present to working group; for example: Young Farmers. L1-L3 unit standards researched and reviewed. Staff to possibly be given opportunity to become accredited to teach L3 unit standards. L2 and L3 courses to be planned and ready for inclusion in 2018 course handbook. 		<p>x</p> <p></p> <p></p> <p></p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p></p> <p>x</p> <p>x</p> <p></p> <p></p> <p>x</p> <p></p> <p>x</p> <p></p> <p></p> <p>x</p>	<p></p> <p>x</p> <p>x</p> <p></p> <p></p> <p>x</p> <p>x</p> <p>x</p> <p></p> <p>x</p>	<p></p> <p>x</p> <p>x</p> <p></p> <p></p> <p>x</p> <p>x</p> <p>x</p> <p></p> <p>x</p>	<p>Yes - WIP</p> <p>Yes - WIP</p>	<p>Yes - WIP</p> <p>Yes - WIP</p>
<p>Budget and other implications:</p> <ul style="list-style-type: none"> Staffing and resourcing requirements for 2017 to run termly classes for each year level. Professional learning development to allow for staff to visit other schools. 									

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Principal's Annual Plan - Strategic Goal 1(c)
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GROWTH MIND-SET

Baseline Data (Why the goal was chosen)	Annual Goals & Targets	Actions to Achieve (How will we know)	Lead By:	Time Frame						
				2017 - Term				Year		
				1	2	3	4	2018	2019	
<p>Historical lack of engagement and desire to achieve for males and Maori across Years 9-13.</p> <p>Highlighted through Kamar pastoral issues, student apathy and teachers reflections at syndicate meetings held weekly.</p> <p>Decrease in percentage of males, and in particular Maori males, achieving merit and excellence grades in 2015-16, compared with European and females.</p>	<p>Staff focus on student engagement through improved knowledge of Growth Mind-set, linking to PB4L and Inquiry learning.</p> <p>10% increase in merit and excellence grades and subject/certificate endorsements at L1 – L3 and middle school diploma.</p>	<ul style="list-style-type: none"> Staff professional learning development on Growth Mind-set and continued PB4L. Staff and students to be tested on Growth Mind-set. Growth Mind-set working group to develop key messages, terms and examples of positive Growth Mind-set, to be placed in all rooms. Growth Mind-set to be included in pastoral/values discussions. Staff meetings on Growth Mind-set. Students offered Growth Mind-set training through academic mentoring. Continued delivery and support of principles of PB4L. 		x						
				x		x				
							x	x		
				x	x	x	x		Yes - WIP	Yes - WIP
						x	x			
				x	x	x	x			

Budget and other implications:

- Professional learning development on Growth Mind-set.
- Meeting cycle to include Growth Mind-set working group and full staff Growth Mind-set meetings.
- PB4L supported and delivered school-wide.

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Principal's Annual Plan - Strategic Goal 1(d)
Advocates for learning. Generating a desire to enquire.




EFFECTIVE ASSESSMENT & USE OF DATA

Baseline Data (Why the goal was chosen)	Annual Goals & Targets	Actions to Achieve (How will we know)	Lead By:	Time Frame					
				2017 - Term				Year	
				1	2	3	4	2018	2019
Decrease in level of students' attainment at different NC levels through Years 7-10; most significantly for males and Maori.	<p>Increase number of students at the required NC level in reading to 80% at the end of Years 8 and 10.</p> <p>Halt the sliding-scale deterioration of male students' attainment at NC levels across Years 7 to 10.</p>	<ul style="list-style-type: none"> • Effective assessments used to identify and monitor priority learners and those at risk of under-achieving. • Assessment data used to better identify students' areas of weakness to enable teaching to target areas of deficit. • Meetings with students and contact with home to discuss concerns around student progress. • Better use of reporting to highlight issues around attitude and progress. • Use of student voice to gain data allowing staff to measure students' engagement with topics, activities and skills. • Regular meetings to discuss data. • Data used to impact curriculum decisions and planning. • Working group continues to develop academic mentoring focus/plan. • Academic mentors (tutor teachers) in Years 9-10 meet regularly. 		x	x	x		Yes - WIP	Yes - WIP
				x	x	x	x		
				x	x	x	x		
				x	x	x	x		
					x	x			
				x	x	x	x		
					x	x	x		
				x	x	x	x		

<p>Across the junior school, particularly Years 3-6, strand in Maths is still a weakness.</p> <p>From our data there is a group of eight Year 4 students who are at least two years below expectation in both numeracy and literacy.</p>	<p>To raise the level in strand maths for all students to make the learning more relevant.</p> <p>To create a specific programme in numeracy and literacy to enable them to cope better in Years 5-6.</p>	<ul style="list-style-type: none"> Teachers work across all levels to prepare suitable units of work at various levels to cover the range and needs of the classes. Half day with all teachers. Make the learning more relevant to the learner. Test at the end of the units. Find out the student's interests to help motivation. Teacher and teacher aides work closely together. Use other teacher expertise to assist with programmes, eg: (Kelly) Maths. Resources for specific computer programmes, eg: Reading Eggs, Mathletics \$25 per pupil. Provide a device to the student. Have regular meetings or communication with parents (per term). 		<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>		
<p>Decrease in percentage of students gaining L1 Literacy by Year 12 over the past year.</p> <p>Decrease in percentage of L1 students gaining L1 Literacy over the last two years.</p> <p>Level 1 achievement rate down to 68.9% in 2015.</p> <p>Lack of use of estimated credits data gathered.</p> <p>Not utilising all of Kamar data accumulation functions, eg: No use of target setting abilities in Kamar across Y9-13.</p>	<p>95% of Level 1 students to gain L1 Literacy in Year 11.</p> <p>100% of Level 2 students to gain L1 Literacy by end of Year 12.</p> <p>Increase L1 achievement to 80% minimum.</p> <p>Structured academic mentoring plan developed.</p>	<ul style="list-style-type: none"> Develop detailed job description for: Curriculum, Careers Advisor and new Learning Hub Co-ordinator. Regular meetings between 3 staff above. Kamar professional learning development provided for relevant staff members, on use of Kamar and effective data collection and use. Staff professional development on what data to gather and how to enter it. Data printed off and discussed regularly (per term). Data used to impact curriculum decisions and planning. Working group continues to develop academic mentoring focus/plan. 	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>		
<p>Budget and other implications:</p> <ul style="list-style-type: none"> Purchasing of PAT assessments to assist in effective data collection. Professional learning development for more efficient use of Kamar. Staff meetings for Kamar use and data entry/effective use. Planning time for Years 3-6 teachers and Year 1 teachers. Devices for a special programme. 									

BEING THE BEST WE CAN – NO LIMITS!	<u>Principal’s Annual Plan - Strategic Goal 2</u> Community partnerships of diversity, unity and shared high expectations.												
Baseline Data (Why the goal was chosen)	Annual Goals & Targets	Actions to Achieve (How will we know)	Lead By:	Time Frame									
				2017 - Term				Year					
				1	2	3	4	2018	2019				
Less than 75% of students bringing their own device to school in Years 9-13.	Become a 1:1 ratio school by 2019.	<ul style="list-style-type: none"> Continue to develop our relationships with outside providers of ICT, eg: Noel Leeming. Promote a rent-to-own option with parents. Research other schools and how they increase their BYOD (bring your own device) uptake. eTeam to revisit eLPF and develop plan of action for BYOD across Years 3-13 for next 3 years. Provide research/data for the community on the benefits of BYOD and use of ICT in education. Provide parent evenings on BYOD and help educate the community. 		x				Yes - WIP	Yes - WIP				
				x									
				x	x								
				x	x	x							
				x	x	x							
Little, if any, relationship between local businesses and curriculum leaders. School trips to businesses outside of the Franklin region. Very little Ag/Hort in the curriculum and a small uptake in Teen Ag committee, although a high interest in the learning area.	Develop a memorandum of understanding between at least five local businesses, including at least one Ag/Hort representative.	<ul style="list-style-type: none"> Research all local businesses in the immediate area. Create a spreadsheet of contact details and relevant information. Send out letters of interest to all businesses. Hold business/school evenings to encourage growth of relationships. Develop curriculum plans to include use of local businesses. Staff visits to local businesses to develop links. 		x									
				x									
						x							
						x	x						
						x	x						
								x	x				

<p>Maori success as Maori.</p> <p>2016 progress having been achieved in establishing educationally powerful connections with parents, families and whānau to accelerate the learning of Maori.</p>	<p>To continue to build on the developments and progress made through 2016.</p> <p>Curriculum review – culturally relevant Māori context: Growing Te Reo confidence and competency within OAS staff, students, whānau.</p>	<ul style="list-style-type: none"> • Setting up of Marae Hapu Committee made up of one member/representative from each marae. This to be used as a more effective and efficient communication strategy to keep all Māori whānau informed of local and OAS education events, information sharing involving all students/taura in the Franklin area. • Wananga on marae for potential opportunities of school report meetings. 2x per year for OAS. Planning the 'how' to be taken to next SLT meeting. • A meeting with Māori parents in terms 1 and 3 to gather data and ideas to combine with other events rather than a one off. • Gather baseline data of staff competency and professional development requirements of Te Reo. • Co-construct a professional development programme for staff – opportunity for wananga on marae and utilising marae whānau as teachers. Tuakau kaumatua Te Reo lessons out of garage. Te Kete process to support the implementation of a programme. • Stock-take by curriculum area of what OAS is currently offering, eg: Short story "Pounamu – English department". • Utilising Te Reo language prompts within each curriculum document. • Building increased use of Te Reo by staff within each curriculum area. Personal for each curriculum area. 		x						
<p>Budget and other implications:</p> <ul style="list-style-type: none"> • Staff visits to local businesses. • Curriculum time to spend visiting, researching, adapting plans for 2018. • Parent evening planned for BYOD (bring your own device) and business evenings. • Professional learning development (150hrs) Success for Maori as Maori – Auckland University as providers. 										

BEING THE BEST WE CAN – NO LIMITS!	Principal's Annual Plan - Strategic Goal 3 Positive, well rounded contributors to a global society.								
Baseline Data (Why the goal was chosen)	Annual Goals & Targets	Actions to Achieve (How will we know)	Lead By:	Time Frame					
				2017 - Term				Year	
				1	2	3	4	2018	2019
<p>Only 12 students from Years 11-13 (2017) have applied for 2017 student leadership roles.</p> <p>Feedback received from current leaders, using Google form, shows a disengagement in the leadership process and portfolio.</p> <p>Very few future junior leaders from Years 7-10 are recognised or given extra responsibilities.</p>	<p>Increase leadership opportunities for future junior leaders and develop more robust action plan and structure for senior student leaders.</p>	<ul style="list-style-type: none"> • Develop staff group to work with leaders. • Calendar regular meetings. • Set a plan of action with staff and students. • Survey student body on leadership. • Continually look for opportunities for junior leaders to undertake. • Meet regularly with leaders. • Continually gather feedback and reflections. • Plan and prepare for 2018 leaders group. 		x x x x x x x	x x x	x x x	x x	Yes - W/P	Yes - W/P
<p>2016 OAS was accredited to host International fee paying students. Two groups were hosted through 2016, one being from Japan for 8 days, the other being a Korean group for 4 weeks.</p>	<p>To continue to develop our International student programme within our school to eventually host longer term, fee paying students.</p>	<ul style="list-style-type: none"> • Appoint an International student school co-ordinator. • Host three groups of students through 2017. • Develop a register of suitable homestay families. 		x x x	x x	x x	x x		
<p>Budget and other implications:</p> <ul style="list-style-type: none"> • Staff incentives to help with leadership group. • Budget money to support offering opportunities for future student leaders throughout Years 7-10. • Budget for International students to be self-funded from income from visiting groups. 									

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Principal's Annual Plan - 2017 NAGS



NAG	Annual Goals & Targets	Actions to Achieve (How will we know)	Timeframe and responsibility	
Personnel	<p>To appoint the most appropriate person possible to any position.</p> <p>To promote staff working in a collegial manner.</p> <p>To maintain and promote high levels of staff performance.</p> <p>Monitor effectiveness of support systems for PRT in the school.</p>	<ul style="list-style-type: none"> • Induction programme. • Induction programme updated and signed off for following year. • Exit interviews (BoT Personnel committee). • Review the documentation re staff appointments. • Monitor that BoT policies are followed when there are disagreements or disputes between staff members. • Ensure policies in relation to staff performance are implemented. • Performance appraisal for all staff are carried out annually according to policy. • Under performing staff members are supported and encouraged to improve performance practice. • Job descriptions for all staff are checked and up-dated. • Annual review of the appraisal system. • SLT to visit classrooms and observe teacher practice across the school regularly. Appoint a PRT co-ordinator/supervisor to co-ordinate PRT's in the school. • Each tutor teacher to receive training. • Deal with personnel issues and concerns in a timely manner. 	<p>Ongoing</p> <p>Term 4</p> <p>As required</p> <p>Term 3</p> <p>As required</p> <p>Ongoing</p> <p>Feb – Dec 2017</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p> <p>As required</p>	<p>Principal</p> <p>Principal</p> <p>BoT Personnel Committee BoT Personnel Committee</p> <p>Principal/ BoT Chair</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>SLT/Principal</p> <p>SLT/Principal</p> <p>Principal</p>

Finance	<p>To ensure financial expenditure remains within the allocated annual budget.</p> <p>To identify priorities for financial expenditure annually.</p>	<ul style="list-style-type: none"> To maintain close monitoring of the budget and financial expenditure and report to all BoT meetings. Finance committee in consultation with full BoT will develop financial priorities. Consider budgeting for ICT infrastructure and software support. 	<p>Ongoing</p> <p>Annually</p> <p>Annually</p>	<p>Principal</p> <p>Principal/BoT Finance committee</p> <p>Principal</p>
Property	<p>To continue to maintain classrooms internally to enhance a positive learning environment.</p>	<p><u>As per our 5YA property agreement:</u></p> <ul style="list-style-type: none"> Upgrade gym. Curtains/blinds as and where required. Relocation of original school building – working with council and community. 	<p>Jan 2017 to Dec 2022</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Principal/BoT</p> <p>Principal</p> <p>Principal</p>
Equity	<p>To provide an environment which addresses the appropriate physical and emotional well-being of students and which is conducive to learning.</p> <p>Annual review of student management policies to assess effectiveness.</p>	<ul style="list-style-type: none"> Identification of students as evidenced by their performance who have special learning needs. IEP developed as necessary. Staff to receive professional development to extend their skills. Access to counsellor and RTLB in school. Access to resources; Senior school students – library, common room, computer room and sports competitions in break times. Junior school students – sports / games organised, wet day activities, art / craft. Transition programmes. Maintain ‘cool schools’ programme & facilitator. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>As required</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>HoDs/SLT/Syndicate Leaders</p> <p>HoDs/SLT/Syndicate Leaders</p> <p>Teachers/HoDs/Syndicate Leaders</p> <p>Counsellor/SLT/Principal</p> <p>Principal/SLT/Syndicate Leaders</p> <p>Cool schools facilitator</p>

Safety of students and employees	To ensure the school is a safe working environment.	<ul style="list-style-type: none"> • Maintain robust systems for reporting safety concerns. • Review policies to ensure they meet current health and safety requirements. • Emergency procedures and policies are in place and a report is to be presented to the Board each month. 	Ongoing Annually Monthly	Health & Safety Committee/Principal Health & Safety Committee/Principal/BoT Health & Safety Committee/Principal
Administration	Continue to refine a timeline for the implementation of administrative processes that ensure the effective running of the school.	<ul style="list-style-type: none"> • Year planner, term planner maintained and regularly updated to reflect school wide matters of administration. 	Ongoing	DP
Governance and legislative requirements	<p>To ensure every BoT member is confident about their roles and responsibilities.</p> <p>To ensure a programme of recruitment and training development is established.</p> <p>Robust self-review practice.</p>	<ul style="list-style-type: none"> • Professional development to improve understanding of governance. • Review of Board policies – check that all policies reflect current legislation and requirements, especially; Health and safety, personnel and performance management of senior managers, attendance analysis and enrolment procedures, Board procedures for recording in-committee minutes and consultation over aspects of the health curriculum and the Maori community. • Programme of promotion, pre training and mentoring implemented for new Board members. • Ongoing evaluation of school performance in relation to strategic goals and the school charter. • Strengthening of reporting systems related to curriculum, achievement, health and safety and appraisals to ensure that school operations and developments are aligned to the Board’s strategic intent. 	Ongoing As per review schedule Term 4 Termly Ongoing	BoT Chair Principal/BoT BoT Chair Principal/SLT/BoT Principal/SLT/BoT