



Hedgehope School Charter 2019

Hedgehope RD2, Invercargill,

Tel: 03 230 6106

Email: office@hedgehope.school.nz

MOE School Number: 3964

Reaching for Greatness

Whaia te iti kahurangi

Hedgehope School is a three teacher school situated in farmland, thirty minutes drive north of Invercargill. The school enjoys dynamic learning, vast grounds, engaging their community. We are proud to be an Enviro and PB4L school. The community itself, while changing with the increase in dairy activity, is strongly supportive of the school and what is best for student learning.

Whakatuaki

Iti rearea, kahikatea, ka taea, Tehei mauri ora.

Even the small rearea bird can ascend to the great heights of the Kahikatea tree

Mission

Inspire students to be curious to discover, explore and actively engage in their dynamic learning community.

Hedgehope School carries out its mission by:

- Inspiring students to discover, explore and engage in their individual learning path
- Supporting students to engage and aspire for their own learning, social and mental wellbeing
- Enhancing positive behaviours for all learners
- Embracing cultural diversity
- Effective teacher as inquiry practice
- Proactive effective and strategic BOT
- Developing and sustaining community relationships



Hedgehope School values
'Reaching for Greatness'



- The Hedgehope well represents learning & achievement.
- Creating wonder to delve deep, stretch thinking to achieve goals
 - Collecting resources, tools, strategies, skills and character
 - Collaborating widely and resourcefully
 - Participating and contributing digitally

Strategic Aims for 2019 - 2021

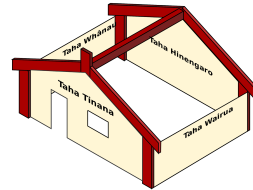
Inspire students to discover, explore and actively engage in their dynamic learning community.

Reaching for Greatness

Whaia te iti kahurangi



Learning for Life



Nurture relationships through communication

FAIR ISN'T
everybody getting the same thing.....

FAIR IS
everybody getting what they need
In order to be
SUCCESSFUL.

Equity



Measure and Reflect Effectively

Consistently design cognitively engaging and contextual learning that is rich with hands on experiences with and for our community and environment so that learning is integrated and purposeful across the curriculum develop a careers education programme and resources for Year 7 and 8 students.

Develop a more comprehensive te reo Māori plan that provides for progression in learning.

Strengthen the ways that Māori language and Māori perspectives are included into day-to-day learning

Consistently plan to facilitate both fair and inclusive learning and social opportunities for all students to include their whanau through an open and welcoming environment that encourages whanau and their cultures.

Ensure that the school's targets related to student achievement are specific and measurable with cross-school moderation and standardised assessment tools. Targets are set, based on the analysis of student and school data.

2019	Digital Technology - STEAM integration
2020	Digital Technology - STEAM integration
2021	

2019-2021 Strategic Aim Overview

Strategic Aims	Initiative	Measurable Outcome	Current	2019	2020	2021
<p>Learning for Life</p>	<p>1. Consistently design cognitively engaging and contextual learning that is rich with hands on experiences with and for our community and environment so that learning is integrated and purposeful across the curriculum</p> <p>2. Further develop a careers education programme and resources for Year 7 and 8 students.</p>	<p>Number of whanau that support events and Seesaw.</p> <p>Learning engages the local whanau, community & environment.</p> <p>Students can talk about freely and excitedly about their learning in real life contexts to make links between curriculum areas.</p> <p>Daily use of Google account and Seesaw as a blog site for each student to interact with teachers and whanau</p> <p>Teacher facilitation of coding and embracing digital tools in the classroom with students. Digital PLD from Sept 2018</p>	<p>Tremendous area & Conservation planting off site from previous years - not maintained.</p> <p>Leadership days in the community.</p> <p>Inquiry learning as separate focus in afternoons.</p> <p>Students can talk about current learning.</p> <p>Students using Google daily from Year 5 to 8. All students daily learning reflection on Seesaw.</p> <p>Teaching team engaging in Digital Technologies Curriculum PD Sept</p>	<p>Engage community - develop support and innovation of local, national and international events, actions, needs and wants to create real life context learning through an integrated curriculum.</p> <p>Collaborate with local cluster schools and businesses to deliver a regular Year 7&8 extension program</p> <p>Explicitly plan and facilitate integrated and authentic program to engage students.</p> <p>Students starting to engage as creators digitally rather than users. Developing critical thinking and problem solving skills</p> <p>Whanau collaboration & consultation.</p> <p>Further engagement of community with Celebrations of learning.</p>	<p>Continue to build and foster relationships searching for local people, events and projects to strengthen real life learning through an integrated curriculum</p> <p>Create an extensive cluster experience to accelerate and extend senior opportunities for real life learning</p> <p>Consistently delivering explicit integrated and authentic program to engage students.</p> <p>Students developing engagement as creators digitally rather than users. Developing critical thinking and problem solving skills</p> <p>Whanau collaboration & consultation.</p>	<p>Continue to build and foster relationships searching for local people, events and projects to strengthen real life learning through an integrated curriculum</p> <p>Further develop an extensive cluster experience to accelerate and extend senior opportunities for real life learning</p> <p>Consistently delivering explicit integrated and authentic program to engage students.</p> <p>Students developing engagement as creators digitally rather than users. Developing critical thinking and problem solving skills</p> <p>Whanau collaboration & consultation.</p>

Strategic Aims	Initiative	Measurable Outcome	Current	2019	2020	2021
Nurture relationships	<p>1. Develop a more comprehensive te reo Māori plan that provides for progression in learning.</p> <p>2. Strengthen the ways that Māori language and Māori perspectives are included into day-to-day learning</p>	<p>Year 2 to 8 all able to communicate Level 1 and 2 Te Reo Maori. Inquiry related Te Reo vocabulary used.</p> <p>Improve the signage around the school (PB4L).</p> <p>Develop classroom commands, develop Kapa haka, Jerome Kavanagh, Matua Jo</p> <p>Number of whanau that support events and Seesaw.</p> <p>Quality and quantity of learning that engages the local whanau, community & environment.</p>	<p>Kapa haka - Polyfest Whakatauki, Karakia & Pepeha. Limited program in class</p> <p>Initiated relationship with Matua Jo Slade and Hokonui Runanga</p> <p>Extension session with Jerome Kavanagh at Rimu School.</p>	<p>Karakia - daily. Whakatauki use - model for leadership to take on. Level 3 curriculum investigation - daily session to develop daily conversation</p> <p>Runanga powhiri day & hangi</p> <p>Regular Hui. Engaged local experts and tikanga Kapa haka - leadership position. Kapa haka team - new waiata and routine. School waiata used at all celebrations.</p>	<p>Integrate curriculum related Te Reo words and phrases as a norm for planning and teaching across integrated curriculum</p> <p>Termly connection with Runanga</p> <p>Marae visit - overnight stay</p> <p>Develop whanau engagement with Terri & Jo Slade to support Kapa Haka & Tikanga</p>	<p>Integrate curriculum related Te Reo words and phrases as a norm for planning and teaching across integrated curriculum</p> <p>Further develop termly connection with Runanga</p> <p>Develop bi -annual program & Marae visit - overnight stay</p> <p>Develop whanau engagement with Terri & Jo Slade to support Kapa Haka & Tikanga</p>
Equity	<p>1. Consistently plan to facilitate both fair and inclusive learning and social opportunities for all students to include their whanau through an open and welcoming environment that encourages whanau and their cultures.</p> <p>2. Develop a regular sports program that inspires REACH & competitive spirit.</p>	<p>Partnership engagement - Members of the school (staff/ board and students) engage in dialogue with parents and key stakeholders.</p> <p>Partnership engagement - measured through attendance of events, engagement with child's learning, Seesaw and parent feedback.</p> <p>Newsletter, letters, Website & Facebook communication - monitoring quality and quantity</p>	<p>New BOT members. Whanau frequently in and out of school - tea room communal.</p> <p>Year 8 survey to be completed early Term 4. Year 8 parents surveyed also.</p> <p>Assembly turnout improved with kai prior to calving season.</p> <p>Termly celebrations are fairly well supported.</p> <p>Well sponsored Newsletter - fortnightly Phone tree</p>	<p>Termly hui - social with purpose.</p> <p>Termly workshops about learning in class for whanau.</p> <p>Year 8 Leadership roles developed within community.</p> <p>Whanau invitations to support student learning (eg: cultural arts and belief inquiry)</p> <p>Termly Learning Celebrations.</p> <p>Website, blogs and Google classrooms demonstrate current learning for all</p>	<p>Further promote and review termly hui - social with purpose.</p> <p>Survey parent what do they want to know about learning in class for whanau.</p> <p>Year 8 Leadership roles to further develop within community.</p> <p>Deliberately plan learning to invite whanau to support student learning (eg: cultural arts and belief inquiry)</p> <p>Termly Learning Celebrations.</p>	<p>Review termly hui - social with purpose, what is best for current whanau?.</p> <p>Deliver program that suits time and needs for current whanau to address what they want to know about learning in class for whanau (from last years surveys)</p> <p>Year 8 Leadership roles to further develop within community and wider Southland district.</p> <p>Deliberately and further promote planned learning to invite whanau to</p>

Equity (continued)		Leadership and opportunities - student voice - community related.	Website & facebook not updated. Leadership roles applied for end of 2016. Sports & activities support termly inter school competitions through fitness time.	students and run/lead by students. Develop further opportunities - extend possibilities with High School. Actively develop student voice and leadership to increase competitive sport interactions. Actively encourage and model exercise and wellness for our students.	Further develop student voice and leadership to increase competitive sport interactions. Engage whanau to model exercise and wellness by engaging with school sports events.	support student learning (eg: cultural arts and belief inquiry) Termly Learning Celebrations. Further develop student voice and leadership to increase competitive sport interactions. Engage whanau to model exercise and wellness by engaging with school sports events.
Strategic Aims	Initiative	Measurable Outcome	Current	2019	2020	2021
Measure and Reflect Effectively	<p>1. Ensure that the school's targets related to student achievement are specific and measurable with cross-school moderation and standardised assessment tools.</p> <p>2. Targets are set, based on the analysis of student and school data.</p>	<p>Moderation discourse Comparative data cross school. Standardised assessment tools (Easttle, PAT, STAR)</p> <p>Analysis of shift and annual data comparisons.</p> <p>Analysis of expected shift compared to actual shift of each student - teacher discourse. Set goals with students.</p>	<p>Plan for start, mid and end of year summative assessment.</p> <p>Longitudinal shift tracked on Google doc and ETAP.</p> <p>Reporting to parents mid and end of year.</p> <p>3 parent conferences annually.</p> <p>Seesaw daily learning accessible for families.</p>	<p>Develop Cross School moderation for agreed Curriculum area annually.</p> <p>Ongoing review of standardised assessment tools and current pedagogy.</p> <p>Termly analysis of ETAP and Excel spreadsheets for termly, mid year and end of year tracking for each student. Reporting for 40,80, 120 weeks, Mid and End of year to all families..</p> <p>Maintain and develop target system for students below and well below unless IEP/ORRS. Additional staffing in classrooms to support and challenge learners.</p>	<p>Actively build Cross School moderation cluster.</p> <p>Ongoing review of standardised assessment tools and current pedagogy.</p> <p>Termly analysis of ETAP and Excel spreadsheets for termly, mid year and end of year tracking for each student. Reporting for 40,80, 120 weeks, Mid and End of year to all Families.</p> <p>Build a reflective picture of last 3 year shift for ESOL students.</p>	<p>Actively plan and facilitate Cross School moderation cluster.</p> <p>Ongoing review of standardised assessment tools and current pedagogy.</p> <p>Review effectiveness of Termly analysis of ETAP and Excel spreadsheets for termly, mid year and end of year tracking for each student. Reporting for 40,80, 120 weeks, Mid and End of year to all Families.</p> <p>Further develop a reflection of shift in learning and confidence over last 4 years for ESOL students.</p>

Target - Digital Technologies Curriculum (STEAM) Integration

Develop an engaging student led curriculum that integrates technologies, to challenge students with creation and consumption for purpose and audience. Develop confident students, staff and whanau that are able to think critically about their use of technologies for purpose and audience, to communicate and meet needs and wants.

NAG2A (b)(iii) Planned Actions for enhancing - Digital Technologies Curriculum (STEAM) Integration

- Hedgehope's 2019 Curriculum will develop integration of the Digital Technologies Curriculum. Learning will be relevant, meaningful, engaging and fit for purpose.
- Technology presentation will be purposeful and fit for audience.
- STEAM integration will be celebrated throughout the curriculum.
- Students will co-create visible learning formats to self and peer assess.
- Students will discuss their learning and next steps - Learning and reflection will be scaffolded.
- Expectations will be high.
- Students will be encouraged to engage as creators rather than users of Digital Technologies.
- Students will be supported and coached to actively manage their use and time spent on devices.
- Daily digital presentation will be expected across the curriculum.
- Learning will be shared and critiqued to set new goals.
- Progress will be tracked on both SMS and Excel to identify shifts and learning patterns.
- Summative data will be shared with students.
- Three way partnerships between student, home and school will be further developed.
- Teachers will observe each other, visit other schools and undertake PL.
- Seesaw and Google classroom will be further developed as a daily tool for sharing learning.
- Hedgehope School website will be developed as a daily tool for sharing learning.
- Learning will be fun.
- Student voice will be developed to lead learning and inquiry - wonderings and curiosity.
- REACH values and PB4L will be integrated as the norm.

As we unpack our Strategic Aims to develop our annual plan we use the ERO "School Evaluation Indicators" to support our thinking. Domain 1 - Stewardship, Domain 2- Leadership, Domain 3: Powerful connections and relationships, Domain 4 -Responsive Curriculum, Effective Teaching, Domain 5 - Professional Capability and Collective Capacity

Annual Plan 2019

Strategy 1 = Learning for Life

Key Focus for 2019

Action	Measured	Personnel	Timeframe	Resources	Outcome
<p>Consistently design cognitively engaging and contextual learning that is rich with hands on experiences with and for our community and environment so that learning is integrated and purposeful across the curriculum</p> <p>Develop a careers education programme and resources for Year 7 and 8 students.</p>	<p>Number of whanau that engage digitally with learners on Seesaw & Google</p> <p>Learning engages the local whanau, community & environment.</p> <p>Students can talk about freely and excitedly about their learning in real life contexts to make links between curriculum areas.</p> <p>Teacher facilitation of coding and embracing digital tools in the classroom with students. Digital PLD from Sept 2018</p>	Teachers & Principal	<p><u>Term 1</u> Start to Integrate STEAM & Digital Technologies planning and experiences for all learners.</p> <p><u>Term 2</u> Build confidence of Teaching Staff to Integrate STEAM & Digital Technologies planning and experiences for all learners.</p> <p><u>Term 3</u> Further develop confidence of Teaching Staff to Integrate STEAM & Digital Technologies planning and experiences for all learners through an integrated curriculum.</p> <p><u>Term 4</u> Teaching Staff to confidently plan and Integrate STEAM & Digital Technologies through an integrated curriculum overview for 2020.</p>	<p>Using Technology Better - Lara 50 hours of Digital Technologies Funding from Term 3 2018.</p> <p>Mindlab Digital Passport</p> <p>Community</p> <p>Actively engage with cluster of local schools to share resources and knowledge.</p> <p>Teacher Only Day - engage with other schools and further training</p> <p>Budget \$2500 (includes purchase of digital products and experiences for students)</p>	<p>Increase confidence of Teaching staff to plan and facilitate exciting, relevant, meaningful integrated learning that is rich with STEAM and digital technology creation.</p> <p>Students that are able to talk about their learning openly and identify next steps.</p> <p>Students demonstrating positive learning behaviours to REACH for Greatness..</p>

Annual Plan 2019

Strategy 2 = Nurture relationships

Action	Measured	Personnel	Timeframe	Resources	Outcome
<p>Develop a more comprehensive te reo Māori plan that provides for progression in learning</p> <p>Strengthen the ways that Māori language and Māori perspectives are included into day-to-day learning</p>	<p>Year 2 to 8 all able to communicate Level 1 and 2 Te Reo Maori.</p> <p>Inquiry related vocabulary used</p> <p>Improve the signage around the school (PB4L).</p> <p>Develop classroom commands, develop Kapa haka, Jerome Kavanagh, Matua Jo</p> <p>Number of whanau that support events and Seesaw.</p> <p>Quality and quantity of learning that engages the local whanau, community & environment.</p>	<p>Teachers and Principal</p>	<p><u>Term 1</u> Co-construct and overview of inquiries and integration for Enterprise umbrella theme. Create vocabulary of topic words in English and Te Reo. Review and co-construct Te Reo signage for classrooms. Reflect on whanau time - how could it be improved? Powhiri with Hokonui Runanga at start of year. Develop relationship with Matua Jo and whanau.</p> <p><u>Term 2</u> Explicitly build topic vocabulary, classroom commands and phrases to integrate Te Reo. Marae visit. Develop relationship with Matua Jo and whanau.</p> <p><u>Term 3</u> Polyfest - Kapa Haka Develop relationship with Matua Jo and whanau.</p>	<p>Community Taitaiako Te reo curriculum - TKI Hokonui Runanga Cherrie & Terri/Jo Slade MOE Invercargill Polyfest Bluff Marae</p>	<p>Students are confidently able to use and understand simple Level 1 & 2 in every day conversations.</p> <p>Students participate to REACH as a Kapa Haka team with increasing confidence to perform proudly.</p>

Annual Plan 2019

Strategy 3 = Equity

Action	Measured	Personnel	Timeframe	Resources	Outcome
<p>Consistently plan to facilitate both fair and inclusive learning and social opportunities for all students to include their whanau through an open and welcoming environment that encourages whanau and their cultures</p>	<p>Partnership engagement - Members of the school (staff/ board and students) engage in dialogue with parents and key stakeholders.</p> <p>Partnership engagement - measured through attendance of events, engagement with child's learning, Seesaw and parent feedback.</p> <p>Newsletter, letters, Website & Facebook communication - monitoring quality and quantity</p> <p>Leadership and opportunities - student voice - community related.</p>	<p>Teachers and Principal</p>	<p><u>Term 1</u> Hui breakfast- social with purpose. Hui - social to gain voice about their beliefs and cultural implications of STEAM & Digital Technologies. Year 8 Leadership roles discussion with community via newsletter Learning Celebration for community.</p> <p><u>Term 2</u> Digital Technologies workshops to being cultural values for whanau. Year 8 Leadership roles promoted to support a project within community. Learning Celebration for community. Community event - purely social</p> <p><u>Term 4</u> Hui - social to gain reflective voice and cultural implications of the teaching of STEAM & Digital Technologies during 2019. Reflection of Year 8 Leadership roles with students and community. Learning Celebration for community.</p>	<p>School whanau Community members Digital Technologies PD John Parsons</p>	<p>Develop a more proactive engagement with all whanau at and through school. Create a warm and relaxed culture that enhances whanau interaction during the school day.</p>

Annual Plan 2019

Strategy 4 = Measure and Reflect Effectively

Action	Measured	Personnel	Timeframe	Resources	Outcome
<p>Ensure that the school's targets related to student achievement are specific and measurable with cross-school moderation and standardised assessment tools.</p> <p>Targets are set, based on the analysis of student and school data.</p>	<p>Moderation discourse Comparative data cross school. Standardised assessment tools (Easttle, PAT, STAR) Analysis of shift and annual data comparisons.</p> <p>Analysis of expected shift compared to actual shift of each student - teacher discourse. Set goals with students.</p>	Teachers & Principal	<p><u>Term 1</u> Teachers co construct a comprehensive targeted teaching format for all at risk students. Explicit acts of teaching explored and skills identified that students require to reach expectations.</p> <p><u>Term 2</u> Teachers reflect critically on their practice as a coaching team as to whether their targeted teaching practice for all at risk students has created the desired outcome for each student. Team reflect on explicit acts of teaching that has created positive shift in skills of students. Question what can be implemented to further improve practice?</p> <p><u>Term 3</u> Teachers co-construct practices that have demonstrated shift with explicit differentiation for each targeted student.</p> <p><u>Term 4</u> Teachers reflect critically on their practice as a coaching team as to whether their targeted teaching practice for all at risk students created the desired outcome for each student. Co analysis of shift data over the year discussion. What have we learnt? What will we implement for 2020?</p>	<p>NZ Curriculum Summative assessment tools Cluster of schools ETAP Longitudinal tracking doc</p>	<p>All target and ESOL students will shift at least 2 sub levels in maths and English.</p> <p>All target students will be able to talk about their learning and set goals for the following opportunity.</p>

3 Year Self Review 2019 - 2021

Term	2019	2020	2021
1	<p>Technology Health & Safety Monthly Report Review Charter, Analysis Of Variance, review target, promotion of school, goal setting, reporting to parents, draft for annual audit.</p>	<p>Mathematics Health & Safety Monthly Report Review Charter, Analysis Of Variance, review target, promotion of school, goal setting, reporting to parents, draft for annual audit.</p>	<p>The Arts Health & Safety Monthly Report Review Charter, Analysis Of Variance, review target, promotion of school, goal setting, reporting to parents, draft for annual audit.</p>

Annual Meeting, BOT Delegations, Health Programme

2	<p>Social Science NAG 1 to 6 reviews through School Docs Student Achievement SOY Report staff appraisal, plan student and community surveys, Mid - Year reports Annual Plan Progress report, Collated progress data, Mid Year reading , maths reviews, Annual Plan Progress report to BoT, June roll return, Student Led Conferences ,Mid-year Writing review Key Comps review. Terms & Holidays for next year, Fire Evacuation Drill, (Supervised), audited a/c's & Annual Financial Report to MoE.</p>	<p>English - Reading NAG 1 to 6 reviews through School Docs Report staff appraisal, plan student and community surveys, Mid - Year reports Annual Plan Progress report Collated progress data, Mid Year reading , maths reviews, Annual Plan Progress report to BoT, June roll return, Student Led Conferences ,Mid-year Writing review Key Comps review. Terms & Holidays for next year, Fire Evacuation Drill (Supervised), audited a/c's & Annual Financial Report to MoE.</p>	<p>Science NAG 1 to 6 reviews through School Docs Report staff appraisal, plan student and community surveys, Mid - Year reports Annual Plan Progress report Collated progress data, Mid Year reading , maths reviews, Annual Plan Progress report to BoT, June roll return, Student Led Conferences ,Mid-year Writing review Key Comps review. Terms & Holidays for next year, Fire Evacuation Drill (Supervised), audited a/c's & Annual Financial Report to MoE.</p>
----------	--	--	--

Term	2019	2020	2021
3	<p>Learning Languages Draft Budget NAG 1 to 6 reviews through School Docs NAG 3: Staff Appraisal/ planning Assessment & reporting timeline for Terms 3 & 4 developed, Mid-Year budget & Property Review, Target reviews with BoT members</p>	<p>English - Oral Language NAG 1 to 6 reviews through School Docs Assessment & reporting timeline for Terms 3 & 4 developed, Mid-Year budget & Property Review, Target reviews with BoT members</p>	<p>Technology NAG 1 to 6 reviews through School Docs Assessment & reporting timeline for Terms 3 & 4 developed, Mid-Year budget & Property Review, Target reviews with BoT members</p>

Health and Safety Audit, 10 Year Property Plan, Asset Register

4	<p>English - Writing/Spelling NAG 1 to 6 reviews through School Docs. Student Achievement - EOY End of Year Assessments and reports, End of Year Staff Appraisal Interviews, Begin staffing plan, Draft Budget begun, Reading, Writing, Maths endpoint reviews SS, Science, Tech, Health achievement reviews, Begin annual Charter review and Analysis of Variance report (NAGs 7 & 8) annual planning, Report, Staff Appraisal, Reports to parents, End of year national standards report to BoT, Finalised staffing plan Finalised budget, Ref MoE Guidelines and Checklist</p>	<p>Health and PE NAG 1 to 6 reviews through School Docs End of Year Assessments and reports, End of Year Staff Appraisal Interviews Begin staffing plan, Draft Budget begun, Reading, Writing, Maths end point reviews SS, Science, Tech, Health achievement reviews, Begin annual Charter review and Analysis of Variance report (NAGs 7 & 8) annual planning, Report, Staff Appraisal, Reports to parents, End of year national standards report to BoT, Finalised staffing plan Finalised budget, Ref MoE Guidelines and Checklist</p>	<p>Learning Languages NAG 1 to 6 reviews through School Docs End of Year Assessments and reports, End of Year Staff Appraisal Interviews Begin staffing plan, Draft Budget begun, Reading, Writing, Maths end point reviews SS, Science, Tech, Health achievement reviews, Begin annual Charter review and Analysis of Variance report (NAGs 7 & 8) annual planning, Report, Staff Appraisal, Reports to parents, End of year national standards report to BoT, Finalised staffing plan Finalised budget, Ref MoE Guidelines and Checklist</p>
---	--	---	--

Budget Setting, Strategic Plan, Action Plans, Performance Management Systems, Target Setting

BOT Workplan: Annual Agenda and Triennial Review 2019

Meeting Date:	1 12/2/19	2 5/3/19	3 9/4/19	4 14/5/19	5 11/6/19	6 23/7/19	7 15/10/19	8 12/11/19	9 3/12/19
Requirements	Appoint Chair, Delegations, Trustees Code of Behaviour Adopt Charter Final documentation including SAAR to Auditor H&S inspection	Roll return Annual report to MOE/Analysis of Variance Charter to MOE H&S inspection	Finalise/Agree 10YPP/5YA H&S inspection	H&S inspection	Roll return H&S inspection	H&S inspection	Presentation of draft Charter/Achievement Targets H&S inspection	Accounts to Accountant H&S inspection	Accounts to Auditor Finalise draft Charter/Achievement Targets H&S inspection
Charter	Annual plan sign off	Draft annual report (Variance) Aim 4: Measure and reflect effectively	Aim 2: Nurture relationships through communication	Aim 3: Collaborate effectively	Community consultation Aim 1: Learning for Life	Aim 4: Measure and reflect effectively	Aim 2: Nurture relationships through communication	Community consultation Aim 3: Collaborate effectively	Aim 1: Learning for Life
Learner Progress & Achievement	Priority learners foci identified	Writing - Target PD Area	Maths	Reading	Priority learners shift	Learning support data (ESOL, RTLB)	Inquiry curriculum areas	Draft Analysis of variance - all targets	End of Year data
Budget	Review after holidays	Fundraising/grant planning	Monitor	Monitor	Mid year review	Monitor	Draft 2019 budget	Consult BOT 2019 budget	Approve 2019 budget

Meeting Date:	1 12.2.19	2 5.3.19	3 9.4.19	4 14.5.19	5 11.6.19	6 23.7.19	7 15.10.19	8 12.11.19	9 3.12.19
Tumauki appraisal	Performance agreement goals set	Performance agreement goals agreed		Review of reporting	Mid year progress		Appraisal report	Set performance goals for 2019	Performance agreement signed off
Policy Review	School Doc Lead Review	School Doc Lead Review	School Doc Lead Review	School Doc Lead Review	School Doc Lead Review	School Doc Lead Review	School Doc Lead Review	School Doc Lead Review	School Doc Lead Review
Curriculum review		Inquiry - Sustaining me 2018 overview Health & PE PB4L	Technology - New curriculum PB4L	Social Studies - Health Curriculum Survey PB4L	Science PB4L	Arts PB4L	Key competencies PB4L	Plan 2019 foci PB4L - assessment	
BOT process/PD	Identify areas of PD need	Identify areas of PD need Review BOT meeting Procedures			Identify areas of PD need Triennial Election	Review BOT meeting		BOT succession planning	
Community	Breakfast		Celebration of learning Technology parent workshop		Literacy parent workshop	Celebration of learning			Celebration of learning/End of year functions