



# **KNIGHTON**

## **NORMAL SCHOOL**

Towards 2023  
Charter and  
Strategic Plan 2021

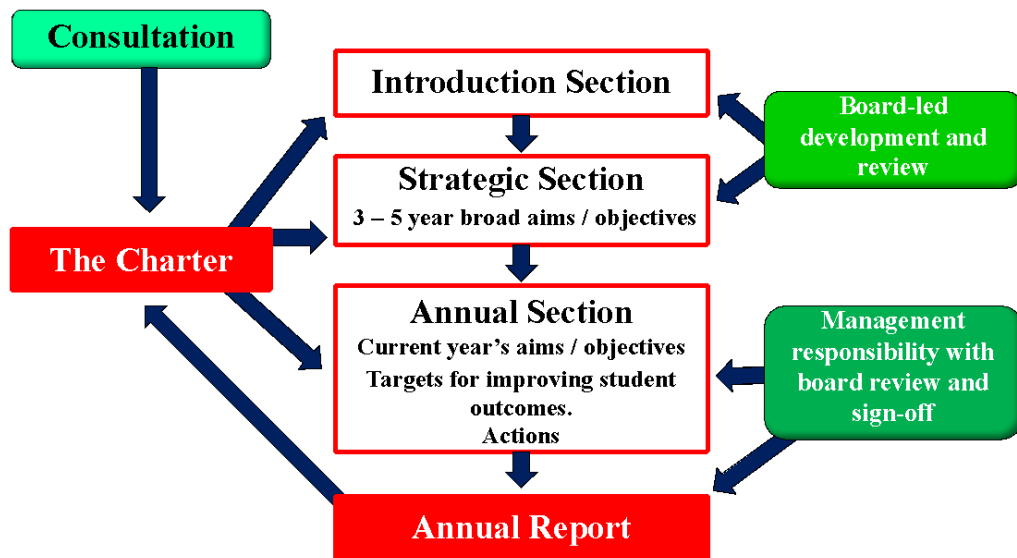
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## THE CHARTER



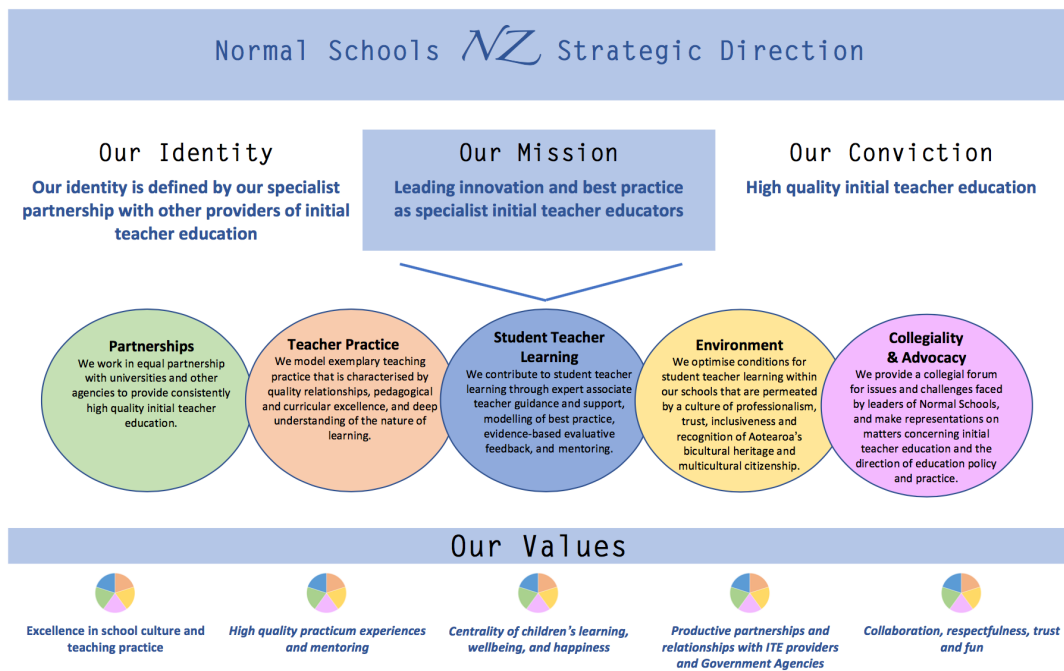
# INTRODUCTION

## ***Who we are:***

Knighton Normal School is a state, decile 5 school located in Hamilton East, next to the University of Waikato.

Knighton Normal is one a large, ethnically diverse contributing primary school in Hamilton with an end of year roll of 730 and comprised of students from more than 50 countries. The school has 30 classrooms and a range of amazing resources for it's learners and community. It also has Before and After School, and Holiday Programmes. We contribute to Berkley Normal Middle School and Peachgrove Intermediate School.

As a normal school we are committed to providing the standards of best practice in teaching and learning. We are committed to providing high quality professional learning programmes for our staff to ensure we offer a curriculum, as well as physical and online environments that support innovative learning pedagogy.



## **Knighton Normal School offers:**

- a settled start to school in one of four New Entrant classes which slowly build from around 8 children in February to approximately 20 later in the year
- a highly qualified and experienced staff
- progressive teaching with child centred programmes
- special needs and special abilities programmes
- an environment geared to nurture the self- esteem of students in a multi cultural setting
- a parent open door policy ensuring high level of parent participation and support
- The Knighton Way – our approach to the New Zealand Curriculum

The partnership between community and school is a feature of Knighton. The staff enjoy excellent support from the Board of Trustees, Friends of the School, Te Whānau Ō Knighton, and a high level of parental involvement in the day to day running of the school.

As a Normal School we are attached to the University of Waikato's Faculty of Education for the purpose of teacher training. This means that we often have extra adults around the school who are keen to learn from the expertise of our teachers at work in their classrooms. These teacher trainees also work with small groups of children and assist with classroom programmes.

### **Te Hihiri**

The three Te Hihiri classes continue to be a central focus for the school. This unit provides a supportive learning environment for students and their families/whānau.

Expected school attitudes and behaviours are expressed in '*The Knighton Way Ngā Tikanga a Knighton*', which emphasises that students should become resilient lifelong learners who accept and respect diversity. These expectations are explicitly promoted throughout the school. As a result, students have a strong sense of belonging and identity. They appreciate making friends from different cultures and heritages and have many opportunities for leadership. Many students are confident and articulate. They appreciate the benefit of engaging in meaningful learning experiences. Classes are settled and purposeful.

The school continues to maintain a close association with nearby University of Waikato as a normal school that caters for teacher pre-service training. As part of this responsibility the school is also the host for Kākano Rua (Māori language pre-service students) and graduate students from the Faculty of Education. Significant relationships with Kirikiriroa Marae and Te Kohinga Mārama Marae have been established and maintained.

Nga mihi nui

Andrew Campbell  
**PRINCIPAL**

Chad Adams  
**CHAIRPERSON BOT**

## SCHOOL VISION

*'Knighton a Great Place to Be' - engaging, enriching, evolving.*

**Engaging and Enriching-** We want our learners to love being at school! We believe it is our role to help our learners find their talents, passions and interests- this can be a life changing thing! Our staff work hard personalising the learning opportunities for our learners and in providing a range of pathways to engage and involve all.

**Evolving-** We want our learners to be prepared for their futures. We are constantly reflecting on what skills, dispositions, values and knowledge learners will need to be successful in their lives.

## SCHOOL VALUES

- *Belonging*
- *Respect*
- *Resilience*
- *Success*
- *Creativity*
- *Hauora*

Our values, formed by our school community represent how we treat one another and how we aspire to be. The pou at the school's entrance provide a symbol of these.

Each value is explained to all our learners and guides the daily lives we lead at school.



## **Core Beliefs**

All members of the school's learning community will consistently demonstrate respect and integrity in their actions and interactions. We want all stakeholders to live by the values of the school and to model these for the children. This will help them to reach their personal best.

Students will be provided with in-depth quality learning experiences and "rich tasks" to explore deeply rather than wide coverage of a vast curriculum. Our curriculum will be created for our context, our children and their needs.

Evidence of student achievement will be collated and analysed by every teacher to determine appropriate next steps for individual learners and teachers will use this to inform their planning and teaching on a daily basis. School wide collated data will help us to set appropriate goals and targets.

Identified key areas of development in student learning will be addressed through the development of a school wide professional development model and individualised professional development for staff based on their professional goals.

We use coaching and mentoring to grow all staff and to create a team where we learn from each other.

Classroom displays provide students with excellent models of work and aid their goal setting through teacher prompts and unpacking the Knighton Way.

## **Te Reo Māori me Ōna Tikanga & New Zealand's Cultural Diversity**

**Knighton Normal School will nurture the bicultural and multi-cultural nature of New Zealand society.**

Our school will reflect this diversity by:

- Operating Te Hihiri. This comprises three immersion classes (one in each area of the school).
- Providing opportunities for our students and staff to share their culture and heritage openly within the school
- exploring traditions and values of other cultures through curriculum contexts
- developing students' appreciation and respect for others, through the school values
- meeting the needs of ESOL students

Our school will reflect the unique position of the Māori culture by:

- respecting and honouring the traditions of Māori students and their whānau
- supporting the development of our kapa haka performance group
- employing staff who are proud of their Māori background where suitable personnel are available
- providing all students with learning opportunities about Māori culture and language.
- provide instruction in Te Reo Māori where possible.
- engage with our Māori whanau.
- Māori representatives on the Board of Trustees will promote the growth of tikanga and te reo across the school.
- Operating consistently with the principles of the Treaty of Waitangi:
  1. Partnership
  2. Protection – language, knowledge (curriculum), transmission of knowledge (pedagogy)
  3. Participation – access to resources, visibility of Māori language and culture.

## Board of Trustees Undertakings

### Community Consultation

Knighton Normal School Board of Trustees and Senior Leadership team will consult annually with the community. This consultation will help us to target any areas for improvement and highlight things we are doing well as a school. Responses will help to inform our strategic planning for continuing to improve learning outcomes for students.

*Some processes for consultation are:*

- A panui is sent home every week.
- A hui to be held at various times throughout the year (at least one a term).
- The PTA of Knighton Normal School meets every three weeks during the term. Meetings are advised by way of the school newsletter.
- Online questionnaires via our website (hardcopies available)
- The Principal and staff are always available to meet with parents. There is an open-door policy.
- There will be regular reporting to parents/caregivers on student achievement, progress and welfare.
- School App, website and Facebook page allows parents to communicate with the school.

*In addition to the above processes:*

- Parental involvement with numerous learning and wider school activities is encouraged.
- School achievements and events will be publicised in the local press.
- Local resources will be used to enhance learning wherever possible.

### SCHOOL CHARTER

The Charter and Strategic Plan will be reviewed and updated by the end of each year, presented to the BoT for ratification and sent to the MOE by 1<sup>st</sup> March.



# Strategic Plan 2021-2023 - Updated



1. Enriching learners by evolving our professional practices	2. Engaging our community	3. Efficient and effective planning for sustainability and growth (Systems and infrastructure)
1.1 Vision and Values	2.1 Relational dialogue	3.1 Quality Management Systems
1.2 Organisational culture and Hauora	2.2 Communicating Learning	3.2 Personnel
1.3 Inclusive Learning <ul style="list-style-type: none"> <li>- Culturally Responsive Pedagogy</li> <li>- #1 Te Reo and Tikanga Māori; -</li> <li>- #2 Multi cultural:</li> <li>- Including the Literacy Centre and Maths Hub</li> </ul>	2.3 Partnering with the community	3.3 Property/Learning Environment
1.4 Professional Practice	2.3.1 FoE	3.4 Finance

<b>1.5 Curriculum</b>	<b>2.3.2 Ngati Wairere and Ngati Haua</b>	<b>3.5 Policy and Procedure</b>
<b>1.6 Assessment, Planning and Reporting</b>	<b>2.3.3 Hillcrest Kahui Ako</b>	<b>3.6 Health and Safety</b>
	<b>2.3.4 Education Support Agencies</b>	<b>3.7 Legislation and Compliance</b>
		<b>3.8 Governance and Self-Review</b>

## STRATEGIC GOAL 1: ENRICHING LEARNERS BY EVOLVING OUR PROFESSIONAL PRACTICE

<b>STRATEGIC INITIATIVE 1.1</b>	<b>Vision and Values:</b> <b>Aspiration: The Knighton Way is a living document and something all people aspire to live by.</b>	
<b>2022 Intentions and Initiatives</b>	<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>Staff are encouraged to engage with the philosophy underpinning the 'Knighton Way' and plan for the explicitly coaching of the dispositions</li> <li>Consider opportunities for sessions to share the Knighton Way with parents / whanau, including the provision of regular newsletters and facebook / Dojo articles based on the Knighton Way in action</li> <li>Collect student voice on the Knighton Way in terms of their growing understanding</li> </ul>	<ul style="list-style-type: none"> <li>Staff can articulate the intentions of the Knighton Way and embed this in their planning and actions.</li> <li>Initiate sharing sessions of the 'Knighton Way'</li> <li>Student voice indicates progress in the understanding of the Knighton Way</li> </ul>	

<ul style="list-style-type: none"> <li>• Regular reporting to the BoT of the Knighton Way in action</li> <li>• Teams formalise their approach to the 'Zones of Regulation' and make clear links to this and resilience within the Knighton Way</li> </ul>	<ul style="list-style-type: none"> <li>• The BoT receives regular updates on the development of the Knighton Way</li> <li>• Staff, learners and parents understand and use the language of the zones.</li> </ul>
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<b>STRATEGIC INITIATIVE 1.2</b>		<b>Organisational culture and Hauora: Aspiration: All staff have a sense of wellbeing and fulfilment in their workplace.</b>	
<b>2022 Intentions and Initiatives</b>		<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>• Continue to be aware of, and responsive to, creating a culture of a healthy team environment by: <ul style="list-style-type: none"> <li>➢ Being responsive to the demands and realities of working with a complex and evolving staff</li> <li>➢ Regular opportunities for staff voice</li> <li>➢ Close liaison with NZEI reps</li> <li>➢ Maintaining regular opportunities for personal development, team building, social activities and fun</li> </ul> </li> <li>• Revision of KNS Code of Conduct</li> <li>• Develop shared understanding around protocols for robust professional dialogue</li> </ul>		<ul style="list-style-type: none"> <li>• Staff survey demonstrates high levels of fulfilment and happiness in the workplace</li> <li>• The KNS Code of conduct is refreshed</li> <li>• Staff feel safe and comfortable participating in professional conversations</li> </ul>	

<b>STRATEGIC INITIATIVE 1.3</b>	<b>Inclusive Learning: Culturally Responsive Pedagogy</b>  <b>#1 Te Reo and Tikanga Māori;</b> <b>#2 Multi cultural:</b> <b>Literacy Centre and Maths Hub</b> <b>Aspiration: All staff, students and community have a sense of belonging and are able to learn in an authentic and culturally appropriate way.</b>	
<b>2022 Intentions and Initiatives</b>	<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>• To continually develop and maintain cohesion between Special Programmes and mainstream classes.</li> <li>• To further develop specialist programmes of student support, responding to the needs of our learners</li> <li>• Continue to employ further Learning Assistants as and when needed</li> <li>• Maintain and bolster our programmes of support for ELL students, by growing a strong class-based approach around hauora / wellness, using the model of te whare tapa wha</li> <li>• Maintain and grow links with external providers e.g. RTLB service, IWS, Oranga Tamariki</li> </ul> <p><b>Culturally Responsive Pedagogy #1 Te Reo and Tikanga Māori</b></p> <ul style="list-style-type: none"> <li>• Actively acknowledge and act upon the implications of the Treaty of Waitangi, e.g. foster Tikanga, te Reo Māori, Mana Whenua, Tainuitanga, Kīngitanga</li> </ul>	<ul style="list-style-type: none"> <li>• Clear lines of communication and ‘windows’ into special programmes are created.</li> <li>• Full assessment and monitoring of groups and individuals</li> <li>• Tracking and monitoring docs for children in need of social emotional support</li> <li>• Regular meetings held to discuss progress of target students and strategies to lift achievement and improve wellbeing</li> <li>• Regular meetings to support resource use, expertise and knowledge across both ELL teachers and LA’s targeting additional needs</li> <li>• The environment is inclusive and responsive to cultural identity e.g.</li> </ul>	

<ul style="list-style-type: none"> <li>• Increase teacher and student capacity to use Te Reo Māori and continue to value, acquire and use Te Reo Māori as part of their every day</li> <li>• Genuine connection, listening to and actioning the aspirations of our Māori parents, whānau and students</li> <li>• Ensure all learners can confidently express and explore their culture and ethnicity in a safe and inclusive environment</li> <li>• Continue work with Tamsin Hanly resource, Taki Turner, Ted Sweet, Adam Whauwhau and Parekura Collins around mana whenua histories</li> </ul> <p><b>Culturally Responsive Pedagogy #2 Multicultural</b></p> <ul style="list-style-type: none"> <li>• Acknowledge and celebrate the identity of different cultures within our school, authentically exploring cultural opportunities for learning.</li> <li>• Genuinely connect, listen to and action the aspirations of our Pasifika parents and students</li> <li>• To further establish and develop a rich English language support programme</li> </ul>	<p>naming, signage, artefacts, use of language</p> <ul style="list-style-type: none"> <li>• Teachers confidently use Te Reo as part of their everyday language, being Staff are enrolled in Te Ahu O Te Reo Māori programme and Poutama Reo framework</li> <li>• Students bring their own cultural experiences and languages to learning, which are embraced and valued</li> <li>• All students can acquire knowledge of Te Reo Māori me ōna Tikanga</li> <li>• Monitoring the progress and achievement of Māori learners</li> </ul> <ul style="list-style-type: none"> <li>• Schoolwide planning overview incorporating cultural acknowledgment and celebration</li> <li>• The environment is inclusive and responsive to cultural identity e.g. naming, signage, artefacts, use of language</li> <li>• The opportunities of an English language support programme</li> </ul>
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<b>STRATEGIC INITIATIVE 1.4</b>	<b>Professional practice:</b> <b>Aspiration: All staff continuously develop their formation as a teacher, administrator, learning support, and leader of learning.</b>
<b>2022 Intentions and initiatives</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>• The provision of high quality professional development focused on our strategic goals, including external consultants, school visits, internal professional development, conferences etc.</li> <li>• Staff development has a purposeful balance of approaches, including those that promote greater engagement, personalisation and empowerment.</li> <li>• Develop a supportive advice and guidance, 'coaching and mentoring, programme for provisionally registered teachers and new staff</li> </ul> <p><b>PGC's:</b></p> <ul style="list-style-type: none"> <li>• Maintain and review our performance management system to reflect changes made to appraisal requirements and the new 'Growth Cycles'</li> <li>• Strengthen collaborative 'Teaching as Inquiry' across our school as a part of teaching and learning</li> <li>• Observations are invited by teachers to grow practice</li> </ul> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>• To ensure the strengths of our staff are utilised throughout the school, to maximise collaborative opportunities</li> <li>• Develop our systems/structures to support collaborative planning, and practice within and across teams</li> </ul>	<ul style="list-style-type: none"> <li>• Staff report they are receiving 'high quality' personalised professional development</li> <li>• The Board has provided necessary resources to ensure high quality professional development</li> <li>• An A &amp; G programme of support is established</li> <li>• Highly effective appraisal system to be refined developed (staff survey)</li> <li>• Using agreed goals/next steps, staff reflect on and share their learning, and shifts in their practice</li> <li>• Teachers receive feedback from Learning Partners, and other leaders in the school</li> <li>• Regular reflection checkpoints about the benefits/challenges of our spaces and collaborative teaching</li> <li>• Professional conversations and dialogue are embedded in our daily practice</li> </ul>

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<b>STRATEGIC INITIATIVE 1.5</b>	<b>Curriculum:</b> <b>Aspiration: The National and Local Curriculum inspires and provides a framework for our students to learn and grow.</b>	
<b>2022 Intentions and Initiatives</b>	<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>Continue to explore the research aligned to our key beliefs about powerful teaching and learning.</li> <li>Continue to develop a strong Learning through Play approach to our curriculum design in the early levels.</li> <li>To develop and embed learning progressions in the foundational literacies (maths, reading and writing), ensuring a quality consistent approach to teaching of Literacy and Numeracy skills across the school</li> <li>Develop our knowledge and skill in promoting early literacy skills through using the Better Start Literacy project and internal pld.</li> <li>Continue to embed Dramatic Inquiry into all years levels at our school.</li> <li>Develop our knowledge around the new Social Sciences curriculum. ANZH (histories) curriculum aligning to NZC and Te Takanga o te Wā aligning to TMOA</li> </ul>	<ul style="list-style-type: none"> <li>Our key beliefs around powerful teaching and learning are well supported by research</li> <li>Leadership roles within the school supports teachers with planning, professional learning and resourcing of play</li> <li>Learning progressions and ELLP's are used by students and teachers</li> <li>Year 1 team successfully complete the Better Start Programme</li> <li>Complete the Dramatic Inquiry 3 year PLD initiative.</li> <li>Staff will further develop their understanding of the new Social Sciences curriculum.</li> </ul>	

<b>E-Learning</b> <ul style="list-style-type: none"> <li>• Work with school leaders to update the Digitech action plan and budgets for relevant digital technology tools, apps and computer programmes. <ul style="list-style-type: none"> <li>➤ Facilitate consultation with school staff and our community to update and continue moving forward with the KNS E Learning vision/plan.</li> </ul> </li> <li>• Ongoing whole-school professional development in pedagogy and digital technology tools, aps, and computer programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Resourcing Plan</li> <li>• Teacher opportunities to showcase and share ways eLearning is used creatively</li> </ul>
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<b>STRATEGIC INITIATIVE 1.6</b>	<b>Assessment, Planning and Reporting:</b> <b>Aspiration: Assessment, planning and reporting enables kaiako and ākonga to identify their strengths and opportunities for further growth.</b>	
<b>2022 Intentions and Initiatives</b>	<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>• Continue to review assessment procedures that reflect our vision and values and provide clear direction and guidance.</li> <li>• Track and monitor shifts and trends in schoolwide achievement data, particularly those on the learning support register</li> <li>• Continue to review reporting procedures that fit with our values and our community</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and monitoring systems track learning accurately and provide sound information for analysis</li> <li>• Learners of concern are tracked and monitored</li> <li>• Reporting procedures inform the community about their child's learning in a clear and concise way</li> </ul>	



<ul style="list-style-type: none"> <li>• Develop teachers' capacity to moderate students learning within and across teams</li> <li>• Continue to develop and maintain effective systems for reporting student achievement - to students, parents/whānau, board and MoE</li> </ul>	<ul style="list-style-type: none"> <li>• High levels of consistency within and across team moderation</li> <li>• Assessment systems are perceived to be manageable and purposeful</li> <li>• Regular reports to the Board of Trustees</li> <li>• Ministry requirements are met</li> </ul>
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## STRATEGIC GOAL 2: ENGAGING OUR COMMUNITY

<b>STRATEGIC INITIATIVE 2.1</b>	<b>Relational dialogue:</b> <b>Aspiration: There is open, respectful and useful dialogue between school and the community.</b>	
<b>2022 Intentions and Initiatives</b>		<b>Outcomes</b>
<ul style="list-style-type: none"> <li>• Home/School communication will be strengthened through the development of: <ul style="list-style-type: none"> <li>➢ Individual teacher liaison with parents - both informal (i.e. day-to-day interactions) and formal (parent conversations)</li> <li>➢ Full school wide information on our website (regularly updated) and prospectus</li> <li>➢ Continue the pre school visit programme</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Parent survey to include questions regarding school wide communication and being informed</li> </ul>

<ul style="list-style-type: none"> <li>➤ Hold regular New Parent meetings</li> <li>➤ Develop a clear concerns procedure/policy through SchoolDocs</li> <li>➤ Effective use of social media and school app to share events, updates and highlights</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking of engagement statistics related to newsletters, Facebook, attendance at info sessions, events, survey responses</li> </ul>
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<b>STRATEGIC INITIATIVE 2.2</b>	<b>Communicating learning:</b> <b>Aspiration: Communication of learning between kaiako, ākonga, and whanau is reciprocal and useful.</b>	
<b>2022 Intentions and Initiatives</b>	<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>• Investigate ways of reporting to parents using a system of ongoing formative reporting, rather than seeing reporting as an 'event'</li> <li>• Invite parent feedback on our systems for communicating learning</li> <li>• Provide rich opportunities for parents, whānau and the community to positively engage in students' learning</li> <li>• Develop 'parent friendly' information regarding aspects of their child's learning programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Possible use of etap to communicate ongoing formative assessment</li> <li>• Regular contact is made with whānau to engage, inform and discuss the curriculum, learning, progress and next steps</li> <li>• Parent conversations held at various times throughout the year to share and celebrate learning</li> <li>• Parents feel informed about learning</li> </ul>	

<b>STRATEGIC INITIATIVE 2.3</b>	<b>Partnering with the community:</b>
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	<b>Aspiration: Relationships between the school and community add to the 'life' of the school.</b>	
<b>2022 Intentions and Initiatives</b>	<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>Continue to develop/maintain relationships with groups in the wider community (ECE's, Kirikiriroa Marae, Te Kohinga Marama Marae, Ngāti Wairere, Ngāti Hauā, Te Kohao Health, Te Wānanga o Aotearoa, businesses, university)</li> <li>Continue to foster and develop our community-minded approach, and support charities and families in need</li> <li>Maintain a strong partnership programme with Peachgrove Intermediate and Berkley Middle Normal School, to assist in transition, as well as enriching learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>The organisational relationships established by the school have a sense of 'life'</li> </ul>	

<b>STRATEGIC INITIATIVE 2.3.1</b>	<b>Faculty of Education and Te Wānanga o Aotearoa:</b>	
<b>2022 Intentions and Initiatives</b>	<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>Regularly meet with students to discuss their progress and thoughts of the programme</li> <li>Plan and implement targeted PD sessions in situ for students</li> <li>Give staff the opportunity to complete Mentoring and Coaching papers in school</li> <li>Attend grad programme meetings including: CUSP/Kakano Rua meetings, ITE advisory meetings, and NAMSAs meetings and conference</li> </ul>	<ul style="list-style-type: none"> <li>Staff and student teacher feedback will indicate the success of grad programme</li> </ul>	

<b>STRATEGIC INITIATIVE 2.3.2</b>	<b>Ngāti Wairere and Ngāti Haua:</b>	
<b>2022 Intentions and Initiatives</b>	<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>Actively contribute to a working relationship with Ngāti Wairere and Ngāti Haua</li> </ul>	<ul style="list-style-type: none"> <li>A working relationship is fostered showing a reciprocity of interest</li> </ul>	

<b>STRATEGIC INITIATIVE 2.3.3</b>	<b>HILLCREST KAHUI AKO:</b>	
<b>2022 Intentions and Initiatives</b>	<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>Actively contribute to the Hillcrest Kahui Ako (CoL)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and employ staff to relevant CoL positions</li> </ul>	

<b>STRATEGIC INITIATIVE 2.3.4</b>	<b>Education Support Agencies:</b>	
<b>2022 Intentions and Initiatives</b>	<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>Maintain our use of external education support agencies to help support students who need extra resourcing.</li> </ul>	<ul style="list-style-type: none"> <li>Education Support Agencies are effective in providing support for students who need it</li> </ul>	

**STRATEGIC GOAL 3: EFFICIENT AND EFFECTIVE PLANNING FOR SUSTAINABILITY AND GROWTH (SYSTEMS AND INFRASTRUCTURE)**

<b>STRATEGIC INITIATIVE 3.1</b>	<b>Quality Management systems:</b> <b>Aspiration: All Management Systems enable the school to run in an effective way.</b>	
<b>2022 Intentions and Initiatives</b>		<b>Outcomes</b>
<ul style="list-style-type: none"> <li>Set up annual self review schedule</li> </ul>		<ul style="list-style-type: none"> <li>An annual self review system is set up.</li> </ul>

<b>STRATEGIC INITIATIVE 3.2</b>	<b>Personnel:</b> <b>Aspiration: The school attracts and retains high quality staff.</b>	
<b>2022 Intentions and Initiatives</b>		<b>Outcomes</b>
<ul style="list-style-type: none"> <li>Attract, appoint, develop and motivate the very best staff available (both teaching and non-teaching roles)</li> <li>Research and develop the required leadership structures that meet the needs of our school</li> <li>To provide a high quality, personalised and responsive induction programme for all new staff and Provisionally Registered Teachers with a high-quality support programme</li> <li>To develop job descriptions for all staff</li> </ul>		<ul style="list-style-type: none"> <li>Ongoing appointment of high quality staff, influenced by results from the staff culture survey</li> <li>A highly effective induction programme is in place</li> <li>Job descriptions for all staff</li> </ul>

<b>STRATEGIC INITIATIVE 3.3</b>	<b>Property / Learning Environment:</b> <b>Aspiration: Provide a school environment that is safe, attractive, welcoming and well</b>	
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	<b>maintained (NAG 4 Property)</b>	
<b>2022 Intentions and Initiatives</b>	<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>• Identify upgrades to the school</li> <li>• Investigate options for long term maintenance programmes including painting.</li> <li>• Set up new 5YA</li> <li>• Ensure school property is well maintained</li> </ul>	<ul style="list-style-type: none"> <li>• Upgrades are identified, prioritised, and included in 5YA if necessary.</li> <li>• The school engages with a painter for ongoing cyclical maintenance.</li> <li>• 5YA is set up and in progress.</li> <li>• The school property continues to look attractive, safe and serviceable.</li> </ul>	

<b>STRATEGIC INITIATIVE 3.4</b>	<b>Finance:</b> <b>Aspiration: To carefully manage school finances, budget allocations to maximise the use of financial resources (NAG 4 Finance)</b>	
<b>2022 Intentions and Initiatives</b>	<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>• Investigate and carefully manage other sources of income</li> <li>• Prepare annual budget</li> <li>• Ensure all financial management systems are safe and effective</li> </ul>	<ul style="list-style-type: none"> <li>• Other sources of income continue to be maximised and targeted.</li> <li>• Annual budget continues to meet the needs of the school</li> <li>• Financial management systems are safe and effective.</li> </ul>	

<b>STRATEGIC INITIATIVE 3.5</b>	<b>Policy and procedure:</b> <b>Aspiration: All policy and procedures are known, understood , and relevant to the effective running of the kura.</b>	
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2022 Intentions and Initiatives	Outcomes
<ul style="list-style-type: none"> <li>Join school docs</li> </ul>	<ul style="list-style-type: none"> <li>The school uses school docs as its policies and procedures platform.</li> </ul>

<b>STRATEGIC INITIATIVE 3.6</b>	<b>Health and Safety:</b> <b>Aspiration: To ensure an environment which is safe (NAG 4 Health and Safety)</b>	
2022 Intentions and Initiatives	Outcomes	
<ul style="list-style-type: none"> <li>Develop the provision for EOTC opportunities</li> <li>Check for and minimise potential for physical hazards</li> <li>Evacuation drill/practice year overview incorporating fire, earthquakes, lockdowns</li> <li>Monitor traffic safety plan</li> </ul>		

<b>STRATEGIC INITIATIVE 3.7</b>	<b>Legislation and compliance:</b> <b>Aspiration: To fully comply with all regulatory and legislative requirements (NAG's 6,7 and 8)</b>	
2022 Intentions and Initiatives	Outcomes	
<ul style="list-style-type: none"> <li>All returns completed to MOE: March 1st/July 1st roll returns</li> <li>Monitor legislation and make any changes necessary</li> <li>Charter/Strategic Plan submitted to Ministry of Education</li> </ul>		

<ul style="list-style-type: none"> <li>• Teacher Registrations; Evacuation drills; Police vetting; Attendance; Vaccination registers</li> <li>• Open correct number of half days, hours of instruction</li> </ul>	
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<b>STRATEGIC INITIATIVE 3.8</b>	<b>Governance and self review: To ensure effective governance practices are in operation (NAG 2 Self Review)</b>	
<b>2022 Intentions and Initiatives</b>	<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>• To develop and implement appropriate governance systems and structures that will meet current legislative requirements and reflect sound practice</li> </ul>		
<p>Ongoing Self-review of our policies and procedures with focus on:</p> <ul style="list-style-type: none"> <li>➢ Raising student achievement</li> <li>➢ Improving school systems</li> <li>➢ Responding to changes in legislation</li> <li>➢ Ensuring policies fulfil their purpose</li> </ul> <ul style="list-style-type: none"> <li>• Join up with Schooldocs and set up new policy and procedure framework</li> <li>• All supporting procedures are up to date</li> </ul>		





