

**ONEPOTO PRIMARY**

# **CHARTER**

**2013**



# Onepoto Primary School



## Vision (What we want at Onepoto for our students)

To provide a safe environment that empowers our students to become respectful, responsible and active lifelong learners.

### EDUCATION GOALS

- \* To continue to promote high achievement levels in all curriculum areas with strong emphasis on Reading, Writing and Mathematics
- \* To include the New Zealand National Standards Expectations in written reports to parents/caregivers at mid-year and end of year.
- \* To promote opportunities for community involvement in supporting the learning of our students
- \* To cater for children with Special Needs, English as a Second Language and children that are Gifted and Talented
- \* To provide high quality classroom programmes for all children
- \* To promote Healthy Eating, Physical Activity and Wellbeing for all children
- \* To reflect the spirit of the Treaty of Waitangi in all our learning

### VALUES (To be encouraged, modelled and explored)

Pupils will be encouraged to value:

- \* the worth of the individual
- \* inquiry and curiosity
- \* co-operation
- \* integrity through honesty and reliability
- \* loyalty
- \* equity through fairness
- \* diversity through tolerance for others
- \* personal excellence through the school motto "Aim High"
- \* aroha
- \* awhinatanga/compassion
- \* whanaungatanga/kainga
- \* manakitanga/respect to themselves, others and the environment
- \* hauora/well being
- \* faka'apa'apa/whakapapa

### LOCAL GOALS

- \* To maintain an environment of respect amongst students for all cultures and beliefs
- \* To promote healthy lifestyles through teaching programmes, policy, school activities, school lunches and food
- \* To provide a Study Support Homework Centre which provides a safe and supervised environment to enhance learning and to develop work and study skills
- \* To promote pride and belonging throughout our school
- \* To continue to value, recognise and reward excellence in achievement and effort
- \* To provide opportunities for parents/caregivers to further their own knowledge about their children's learning and how to assist in supporting them
- \* To provide an education in and through Tikanga Maori and Te Reo Maori for all of our students
- \* To promote cultural sensitivity in our students
- \* To use the Key Competencies to live, learn, work and contribute as active members of society
- \* To ensure that the Curriculum Principles underpin decision making in the school
- \* To promote effective use of information and communication technology

This Charter was submitted to the Ministry of Education for the Minister's approval on 27 March 2013.












Our Charter will be reviewed annually and submitted to the Ministry of Education in February.

*L Valesyan* (Chairperson, Onepoto Board of Trustees)

This Charter has been approved fully in its present format by the Board of Trustees at Onepoto School. Consultation with all community groups will take place in 2013.

## ONEPOTO PRIMARY SCHOOL STRATEGIC PLAN

	2013	2014	2015
<b>CURRICULUM</b>	Professional Development Use of interactive data projectors and video camera throughout the school Continue computer upgrade as required throughout the school (10 – 12 computers for Library)	→	Full review of IT Policy
	Review Te Reo Maori - Curriculum and rewrite - School policy with consultation Review Numeracy, including Testing	Review English Curriculum - Listening, Reading and Viewing - Speaking, Writing and Presenting	Review - The Arts - Health and PE - Social Sciences, Science and Technology Curriculums
	NZC Review - Vision - Values - Key Competencies - Principles Policy Review - In relation to needs of Maori, Pasifika and Special Needs Reading, Writing and Maths Review - Interpret data	Review English Policy	Policy Review - Science - Social Studies - Technology
<b>ASSESSMENT &amp; EVALUATION</b>	Annual Plan 2013 Targets set for 2014	Annual Plan 2014 Targets set for 2015	Annual Plan 2015 Targets set for 2016
	Review of children’s Learning Journeys	→	→
	Classroom Manager for Data Collections for National Standards Targets	→	→
	Reports – Mid and End of Year to ensure National Standards information is accurate	→	→

<b>PROFESSIONAL DEVELOPMENT (Whole staff)</b>	Onepoto School SAF Implementation and review plan 2013 and 2014 PID objectives 11 - 3		Health and Physical Education Use of Sport North Harbour to introduce other sports, eg Volleyball, Golf, Squash
<b>(Personal)</b>	Personal choice related to Curriculum – refer School Policies (Personal Development – courses, study etc)  Development Objectives related to annual appraisal – personal goals	  	  
<b>ON-GOING ACTIVITIES</b>	Annual Cultural Festival 22 November 2013  School production (Term 3)  On going Board of Trustees newsletters to community each term  EOTC	  School concert (Term 3)    	  School concert (Term 3)    

<b>COMMUNITY &amp; MARKETING</b>	Board of Trustees elections and training – Terms 1 – 2 Review and community consultation of “Onepoto Curriculum”	On-going Board of Trustees training for new Board elected 2013	→
	Community Consultation re NZC. National Standards, Te Reo/Tikanga Maori, Pasifika		→
	Review of school marketing PID Objective 2		→
	Review of Study Support Homework Centre		→
<b>ADMINISTRATION (BOT/STAFF)</b>	Policy Reviews related to NAG 1 – 6 as per Board schedule including: Finance and Property NAG 4 Employment NAG 3	Continue Policy Reviews related to NAGs 1 – 6 as per Board schedule	→
	Report to MOE on 2012 Standards by March 2013.	Report to MOE on 2013 Standards by March 2014	→
	Set Student Achievement Targets related to National Standards by February for 2013 year.	Set Student Achievement Targets related to National Standards by February for 2014 year	→
	Preparation of Strategic Plan for 2014 (Staff, Board of Trustees, Community).	Preparation of Strategic Plan for 2015 (Staff, Board of Trustees, Community)	→

<b>PROPERTY</b>	Refer 10 Year Property Plan – 2013-2022 (Annual Review)	Refer to 10 Year Property Plan – 2014 – 2023 (Annual Review)	Refer to 10 Year Property Plan – 2015 – 2025 (Annual Review)
	Concrete upgrade Reseal Drive Landscaping Fencing	Continue with 5 Year Property Plan projects as per approved Plan	Electrical Upgrade
	Roofing inspection (12 Year Plan)	Exterior annual maintenance service and inspection – Programmed Services (Year 9 of Plan)	(Year 10 of Plan)
	Maintenance service and inspection - hall - administration - classroom blocks – junior and senior - Pacific Room Annual maintenance service - hall - administration - junior and senior area - Pacific Room - caretaker’s shed (Year 8 of Plan)	Interior annual maintenance service and inspection – Programmed Services (Year 9 of Plan)	(Year 10 of Plan)
	Plan to update playgrounds	Adventure Playgrounds Update and extension of playgrounds Top up bark, soft landing areas Maintain Cycle, Skills and Pump	



## **STRATEGIC PLAN - OVERVIEW FOR 2013**

### **CURRICULUM (NAG's 1, 2 & 2A)**

- Ensure coverage of the New Zealand Curriculum in all classrooms.
- Continue professional development for all staff related to the New Zealand Curriculum Document and National Standards. On-going review of "Onepoto Curriculum" document.
- Staff to continue working on Reading and Writing Standards, Mathematics Standards, Targets set for 2013. Report to MOE – March 2013.
- Review of reports to children and parents to ensure the incorporation of National Standards. Reports to be in "Plain English".
- Continue with the development of programmes for Maori and Pasifika children to improve their levels of achievement especially in Literacy and Numeracy. Reporting to BOT related to Maori, Pasifika, Boys and Girls to assist with Target Setting related to National Standards. On-going professional development for staff related to Te Reo/Tikanga Maori.
- Use of interactive data projectors and video in all rooms – professional development for staff.
- Targets for student achievement 2013 (refer curriculum annual plan). These targets have been selected from assessment data collected from our children at the end of 2012. This data has been analysed, reported on and will be used in planning for 2013. Targets in 2013 will relate to National Standards. Data to be analysed from Classroom Manager and used by staff for planning of class programmes for children.

### **PERSONNEL (NAG's 2 & 5)**

- Continue with high levels of staff performance
  - by monitoring staff performance through on-going appraisal process
  - by providing adequate funding for continued professional development (ICT and Te Reo)
  - by appointing best possible staff to meet the children's needs and provide an adequate induction programme for all new staff
  - by reviewing performance management policy annually in Term 1
- Board of Trustees:
  - providing adequate, appropriate and on-going training for Board of Trustees in 2013
  - reflecting on diverse school community and pupils
  - continuing to develop the New Zealand Curriculum and National Standards documents with the Board of Trustees.
  - having a clear understanding of the National Standards and reporting to parents/MOE and the setting of Targets.



## **PROPERTY (NAG'S 4 & 5)**

- Review the 10 Year Property Plan for 2013-2022 and extend by one further year to 2021.
- Ensure that the new 5 Year Property Plan is carried out satisfactorily. Liaise with MOE Property Officer. Ensure Year 3 of new 5 Year agreement signed by MOE 17.08.10 is instigated.
- Ensure Policy Folder – Property is reviewed in 2013.
- Continuing with 12 Year Painting Programme with Programmed Maintenance.

## **RESOURCES (NAG 3)**

- Provide all resources necessary for implementing effective classroom programmes including on-going upgrade of classroom computers.
- Use the resource room to store and continue to improve the quality of school resources in all curriculum areas.
- To continue to improve and upgrade school facilities. Refer to 5 Year Property Agreement – Year 3.
- To continue using the school library in the best possible way for classes and the Study Support Homework Centre after school – Monday to Thursday.
- To continue to use fibre optic cabling efficiently and well in all areas of the school including the library. Use of interactive data projectors and video equipment.

## **SCHOOL REVIEW**

- Review and rewrite school policies as per Board of Trustees timetable.
- Weekly newsletter to parents and community will continue.
- On-going curriculum reviews as per Charter.
- Review and evaluate strategic plan annually.
- Continue to review student progress through Classroom Manager and Learning Journeys as well as through the National Standards and NZC.
- Identify any barriers to learning for students and groups of students who are not achieving, have special needs, special abilities or have English as a Second Language.
- Further develop Planning and Reporting policy in 2013 related to New Zealand Curriculum and National Standards. Ensure that all reporting to parents/caregivers is in “Plain English”.
- Onepoto School SAF Implementation and review plan PID objectives 1-3

**CURRICULUM**

ANNUAL PLAN	2013	EXPECTED OUTCOMES	ACTIONS	COMMENTS
<p><b>Strategic Statement</b> The curriculum at Onepoto School will reflect the NZ Curriculum and the school's charter. It will be designed:</p> <ul style="list-style-type: none"> <li>*To meet the varied individual needs of our students.</li> <li>* To measure progress towards the achievement of National Standards.</li> <li>* To evaluate targets set for all children.</li> <li>* To improve standards of English for ESOL children.</li> </ul> <p><b>Long Term Goals</b></p> <ul style="list-style-type: none"> <li>* To continue to provide staff with Professional Development across the curriculum.</li> <li>* To review assessment, analysis and reporting systems to include National Standards.</li> <li>*To review performance management and appraisal system aligns with Registered Teacher criteria.</li> </ul>	New Zealand Curriculum (NZC)	* A school curriculum that ensures relevance to Maori & Pasifika	Review Te Reo Maori curriculum and school policy. * Consult Maori & Pasifika communities.	
	National Standards and reporting Special Needs	* To provide reporting systems that are easily understood by all parents and pupils, including those with special needs.	* To continue refining and modifying "Onepoto Reporting System" so that it is in "Plain English" for all parents/ caregivers.	
	ICT and relevance to NZC	* More effective use of data projectors, new computers and digital cameras schoolwide.	* PD with all staff utilizing staff strengths and outside expertise.	
	Maori/Pasifika Consultation continues	* To continue to set targets in Reading, Writing and Mathematics to improve achievement levels for both Maori and Pacific Island children. Levels of achievement for our Maori and Pasifika children will be analysed fully as separate groups for the BOT and MOE. (Maori - Boys, Girls), (Tongan - Boys, Girls).	* Consultation meetings between Board, staff, parents continue in 2013 related to NZC and National Standards as well as Values and Key Competencies and Principles.	

# Student Achievement in Reading

## Onepoto School December 2012

Curriculum Level	National Standards	After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6	
4	End Year 8							Above
	End Year 7						1	At
3	End Year 6					1	7	Below
	End Year 5				2	10	9	Well Below
2	End Year 4			1	13	3	0	
	After 3 years		5	16	4	0		
1	After 2 years	0	6	3	4			
	After 1 year	2	4	2				
		7	1					
		1						

Roll 126

Showing Achievement 102

23 Year0/1 and 1 Year 2 students attended < 1Year not graphed

Above National Standard =10 =10%

At National Standard =54 =53%

Below National Standard =30 =29%

Well below National Standard =8 =8%

**TOTAL =102 =100%**

**READING - DECEMBER 2012**

<p><b>School Overall</b></p> <p>Above National Standards    10    (10%)            At National Standards        54    (53%)            Below National Standards    30    (29%)            Well Below National Standards 8    (8%)</p> <p align="right"><b><u>102</u></b></p> <p>Attended &lt; 1 year            23 Y0/Y1 &amp; 1 Y2                24</p> <p align="right"><b><u>126</u></b></p>	<p><b>Boys</b></p> <p>Above National Standards    5    (9%)            At National Standards        25    (45%)            Below National Standards    20    (36%)            Well Below National Standards 6    (11%)</p> <p align="right"><b><u>56</u></b></p>	<p><b>Girls</b></p> <p>Above National Standards    5    (11%)            At National Standards        29    (63%)            Below National Standards    10    (22%)            Well Below National Standards 2    (4%)</p> <p align="right"><b><u>46</u></b></p>
<p><b>Maori Overall</b></p> <p>Above National Standards    6    (14%)            At National Standards        20    (45%)            Below National Standards    13    (29%)            Well Below National Standards 5    (11%)</p> <p align="right"><b><u>44</u></b></p>	<p><b>Maori Boys</b></p> <p>Above National Standards    3    (12%)            At National Standards        11    (42%)            Below National Standards    9    (35%)            Well Below National Standards 3    (12%)</p> <p align="right"><b><u>26</u></b></p>	<p><b>Maori Girls</b></p> <p>Above National Standards    3    (17%)            At National Standards        9    (50%)            Below National Standards    4    (22%)            Well Below National Standards 2    (11%)</p> <p align="right"><b><u>18</u></b></p>
<p><b>Pasifika Overall</b></p> <p>Above National Standards    1    (2%)            At National Standards        32    (64%)            Below National Standards    15    (30%)            Well Below National Standards 2    (4%)</p> <p align="right"><b><u>50</u></b></p>	<p><b>Pasifika Boys</b></p> <p>Above National Standards    0    (0%)            At National Standards        13    (52%)            Below National Standards    10    (40%)            Well Below National Standards 2    (8%)</p> <p align="right"><b><u>25</u></b></p>	<p><b>Pasifika Girls</b></p> <p>Above National Standards    1    (4%)            At National Standards        19    (76%)            Below National Standards    5    (20%)            Well Below National Standards 0    (0%)</p> <p align="right"><b><u>25</u></b></p>

BASELINE DATA	TARGET	ACTIONS	EVALUATION
<p><b>1. Reading</b></p> <p>Reading data was analysed at the end of the 2012 school year. 64 of the 102 children (63%) (refer to achievement graph previous) were reading above or at the National Standard. 30 were reading below standard and 8 well below standard. This data was the overall teacher judgements in reading following moderation within the school. Data used to come to this OTJ included AsTTle testing, Star testing, Running Records, Classroom work, peer and self assessment.</p> <p>Of the 30 reading below standard 12 of them were new arrivals at Onepoto in 2012. The 8 reading well below standard, 6 of them were also new arrivals in 2012.</p> <p>When breaking down the at and above National Standard groups into gender 54% of the boys and 74% of the girls were reading (63% overall) while of the Maori students 59% were reading at or above standard (54% Maori boys and 67% Maori girls). The Pasifika children had 66% reading at or above standard, with 52% of the Pasifika boys and 80% of the Pasifika girls.</p>	<p>Our target will be to accelerate those students below standard to reach National Standard by the end of 2013.</p>	<ul style="list-style-type: none"> <li>* Use of strategies from Pilot Literacy Programme staff involved in 2011.</li> <li>* Continue to use teacher aides in classroom during Reading time each day.</li> <li>* Ensure "Onepoto Reading Curriculum" is being taken daily in all classrooms.</li> <li>* Continue to work closely with parents/caregivers on ways they can assist their children with reading at home.</li> <li>* Ensure the staff have current data on children to ensure that the "next steps" in their learning is relevant to individual needs.</li> <li>* Encourage these children to use the school and Northcote libraries frequently.</li> </ul>	<ul style="list-style-type: none"> <li>* Results of the Target Outcomes will be forwarded to the MOE in the Analysis of Variance for the year ending 31 December 2013 as part of the Annual Report.</li> <li>* On-going data and progress reports will be presented to the Board of Trustees at mid and end of year.</li> <li>* Meetings for parents/caregivers on ways they can assist their children at home in reading will take place at school.</li> <li>* Parents/Caregivers will be kept fully informed through mid-year and end of year reports, triadic discussions between pupil, teacher and parents as well as through the children's "Learning Journeys" that are sent home at the end of each term.</li> <li>* Through informal teacher/parents discussions throughout the year.</li> </ul>





BASELINE DATA	TARGET	ACTIONS	EVALUATION
<p><b>2. Writing</b></p> <p>Writing data was analysed at the end of the 2012 school year. 57 of our 102 children (refer to Student Achievement Graph) were writing above or at the National Standard. 37 (16 of these new in 2012) were writing below standard and 8 (7 of these new in 2012) well below standard. This data was the overall teacher judgements in writing following moderation within the school.</p> <p>Data used for teachers to arrive at the OTJ included AsTTle Writing - persuasive classroom writing in various genre throughout the year including recounts, letter writing, narratives, persuasive, instructional, self assessments and peer assessments.</p> <p>When data was analysed there was one group of children where there was a discrepancy compared to all others throughout the school. Out of our Maori Boys 16 (62%) were writing well below or below standard. These boys were at various year levels throughout the school.</p>	<p>Our target in 2013 will be to accelerate the learning of those students writing below standard at all year levels with particular emphasis on boys,</p>	<ul style="list-style-type: none"> <li>* Use of teacher aides in all rooms during Writing time each morning.</li> <li>* Ensure that the "Onepoto Writing Curriculum" is being taken <b>daily</b> in all classrooms.</li> <li>* Extend children's personal experiences by using the school minivan for trips and visits to assist writing, eg visits to Smith's Bush, Tuff Crater etc.</li> <li>* Continue to liaise with parents/caregivers so that they are able to assist with children's writing at home.</li> <li>* Ensure staff use current data to develop relevant next steps in the children's writing learning.</li> <li>* Relate writing to relevant areas of interest for boys, include sport.</li> <li>* Experiment with a variety of informal formats for quick, concise communication.</li> <li>* Involve IT in innovative ways,</li> </ul>	<ul style="list-style-type: none"> <li>* Results of the Target Outcomes will be forwarded to the MOE in the Analysis of Variance for the year ending 31 December 2013 as part of the Annual Report.</li> <li>* Continue with parent/caregivers on ways they could assist their children with writing at home.</li> <li>* On-going data and progress reports will be prepared and presented to the Board of Trustees at mid-year and end-of-year.</li> <li>* The parents/caregivers will be kept fully informed through mid-year and end-of-year reports, triadic discussions between pupil, teacher, parents as well as through the children's "Learning Journeys" that are sent home at the end of each term.</li> <li>* Through informal teacher/parent discussions throughout the year.</li> </ul>





**MATHEMATICS - DECEMBER 2012**

<p><b>School Overall</b></p> <p>Above National Standards    2    (2%)            At National Standards        66   (65%)            Below National Standards    30   (29%)            Well Below National Standards 4    (4%)</p> <p align="right"><b><u>102</u></b></p> <p>Attended &lt; 1 year            23 Y0/Y1 &amp; 1 Y2                24  <b><u>126</u></b></p>	<p><b>Boys</b></p> <p>Above National Standards    0    (0%)            At National Standards        32   (57%)            Below National Standards    21   (38%)            Well Below National Standards 3    (5%)</p> <p align="right"><b><u>56</u></b></p>	<p><b>Girls</b></p> <p>Above National Standards    2    (4%)            At National Standards        34   (74%)            Below National Standards    9    (20%)            Well Below National Standards 1    (2%)</p> <p align="right"><b><u>46</u></b></p>
<p><b>Maori Overall</b></p> <p>Above National Standards    1    (2%)            At National Standards        26   (59%)            Below National Standards    15   (34%)            Well Below National Standards 2    (5%)</p> <p align="right"><b><u>44</u></b></p>	<p><b>Maori Boys</b></p> <p>Above National Standards    0    (0%)            At National Standards        14   (54%)            Below National Standards    11   (42%)            Well Below National Standards 1    (4%)</p> <p align="right"><b><u>26</u></b></p>	<p><b>Maori Girls</b></p> <p>Above National Standards    1    (4%)            At National Standards        12   (67%)            Below National Standards    4    (22%)            Well Below National Standards 1    (6%)</p> <p align="right"><b><u>18</u></b></p>
<p><b>Pasifika Overall</b></p> <p>Above National Standards    1    (2%)            At National Standards        35   (70%)            Below National Standards    12   (24%)            Well Below National Standards 2    (4%)</p> <p align="right"><b><u>50</u></b></p>	<p><b>Pasifika Boys</b></p> <p>Above National Standards    0    (0%)            At National Standards        15   (60%)            Below National Standards    8    (32%)            Well Below National Standards 2    (8%)</p> <p align="right"><b><u>25</u></b></p>	<p><b>Pasifika Girls</b></p> <p>Above National Standards    1    (4%)            At National Standards        20   (80%)            Below National Standards    4    (16%)            Well Below National Standards 0    (0%)</p> <p align="right"><b><u>25</u></b></p>

BASELINE DATA	TARGET	ACTIONS	EVALUATION
<p><b>3. Mathematics</b></p> <p>School mathematics data was analysed at the end of the 2012 school year. 68 of the 102 children (67%) – (refer to previous Mathematics Achievement Graph) were working above or at the National Standard. 30 (13 of these were new in 2012) were working below standard and 4 (3 of these were new in 2012) were well below standard. This data was the overall teacher judgements in mathematics following moderation meetings at the school. Data used to come to this OTJ included PAT testing – Y3-6, Numeracy testing – “I Kan”, classroom work, self-assessments and peer assessments, Numeracy Stages, progress in Mathletics and work in the different areas of the mathematics curriculum – Number and Statistics, Algebra, Measurement and Geometry.</p> <p>In 2013 emphasis will be placed on the 23 children in the school who were working below or well below National Standard at the end of 2012.</p>	<p>Our school target in mathematics in 2013 will be to accelerate the learning of those students below or well below standard in 2012 to as close to National Standard as possible.</p>	<ul style="list-style-type: none"> <li>* Continue use of Mathletics in all classroom programmes and analysing and recognising progress (BOT to cover costs of all children joining Mathletics).</li> <li>* Continued use of teacher aides in each class during Mathematics teaching each morning.</li> <li>* Use of PAT Mathematics for Year 3-6 classes and marking and analysing data by NZCER at the beginning of 2013 school year.</li> <li>* On-going professional development available for staff.</li> <li>* Regular liaison and discussion with parents/caregivers on ways to assist with Mathematics at home.</li> <li>* Ensuring that the “Onepoto Mathematics Curriculum” is being carefully followed in all classrooms with Management Team overseeing planning.</li> <li>* All teachers using recently collected data on children to develop learning steps that are relevant to each child.</li> </ul>	<ul style="list-style-type: none"> <li>* Results of Target Outcomes will be forwarded to the MOE for the year ending 31 December 2013 as part of the Annual Report.</li> <li>* On-going data and progress reports will be prepared and presented to the BOT at mid-year and end-of-year.</li> <li>* All parents/caregivers will be kept informed on the children’s progress through mid-year and end-of-year reports, triadic discussions between child, teacher and parents/caregivers as well as through their child’s “Learning Journeys” that are sent home at the end of each term.</li> <li>* Through informal meetings and discussions with parents/caregivers throughout the year.</li> </ul>

## PERSONNEL

ANNUAL PLAN	2013	EXPECTED OUTCOMES	ACTIONS	COMMENTS
<p><b>Strategic Statement</b></p> <p>For the education and learning of the pupils of Onepoto School, high quality staff are essential. The Board of Trustees will continue to be supportive of professional development of all staff. To successfully put an induction programme in place for all new staff.</p>	<p><b>Performance Management</b></p>	<ul style="list-style-type: none"> <li>* Job Descriptions, Performance Appraisals and Development Objectives negotiated and set in Term 1.</li> <li>* Self Appraisals in Term 2.</li> <li>* Formal Appraisals – follow-up in Term 4.</li> <li>* Review Performance Management Policy in Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>* Personal Descriptions/ Performance Appraisals/ Development Objectives signed.</li> <li>* Self appraisals.</li> <li>* Formal appraisals.</li> <li>* Staff meetings re Performance Management Policy.</li> <li>* To review and rewrite performance management policy as necessary to align with registered teacher criteria.</li> </ul>	
<p><b>Long Term Goals</b></p> <ul style="list-style-type: none"> <li>* To ensure that an effective performance management system is in place.</li> <li>* To ensure individual staff needs and goals are supported.</li> <li>* To employ a high quality staff to meet the needs of all pupils.</li> <li>* To develop the governance skills of the Board of Trustees members.</li> </ul>	<p><b>Professional Development</b></p>	<ul style="list-style-type: none"> <li>* Adequate funding available to meet the cost of professional development for all staff.</li> <li>* All staff to take part in the SAF Implementation an Review Plan, Ojectives 1 and 3.</li> <li>* All staff involved in professional development in their curriculum of choice.</li> </ul>	<p>Courses for staff available</p> <ul style="list-style-type: none"> <li>* Staff encouraged to continue qualifications to complete degrees and diplomas.</li> <li>* Professional Development related to the NZC and National Standards documents.</li> </ul>	
	<p><b>Provide Adequate Training for Board of Trustees Members</b></p>	<ul style="list-style-type: none"> <li>* Give Board of Trustees members opportunity to continue to upskill.</li> </ul>	<ul style="list-style-type: none"> <li>* Members attend relevant courses, meetings and seminars as required.</li> </ul>	
	<p><b>Teachers' Handbook</b></p>	<ul style="list-style-type: none"> <li>* Smooth induction of new staff</li> <li>* Consistency by all staff across the school</li> </ul>	<ul style="list-style-type: none"> <li>* Review 2013 Handbook in preparation for new one in 2014.</li> </ul>	

## PROPERTY

ANNUAL PLAN	2013	EXPECTED OUTCOMES	ACTIONS	COMMENTS
<p><b>Strategic Statement</b> Through the effective maintenance and development of the school's property and assets all staff and pupils will have a safe and secure environment.</p> <p><b>Long Term Goals</b> * 10 year plan 2010-2020 be reviewed, add 2022 this year. 5 year agreement 2010-2014 - Year 3 work completed. * To continue with the upgrading of the school grounds.</p>	<p><b>School Painting</b></p>	<p>* School checked and cleaned as per the 12 year contract (to be carried out October 2012 – Year 8 of contract – full exterior repaint).</p>	<p>* To monitor and record work needing completing and repairing. To keep on-going repair book in office.</p>	
	<p><b>Grounds Upgrade and Beautification - Landscaping</b></p>	<p>* Visual presentation of school continues through the planting of trees, shrubs and gardens. On-going development (classroom gardens, entrance way, hall, school driveway)</p>	<p>* Continued planting throughout year especially in Terms 2 and 3. * Planting continued by BOT as started in 5 Year Agreement – Year 3.</p>	
	<p><b>Maintenance and Minor Capital Works</b></p>	<p>* School buildings and fittings are maintained in good working order to keep major repairs to a minimum.</p>	<p>* On-going maintenance as per 10 year property plan 2013-2022.</p>	
	<p><b>Safety Audit</b></p>	<p>* That all practical steps are taken to ensure safety in the school grounds.</p>	<p>* Yearly checklist completed – posted to ARGEST monthly.</p>	
<p>* To ensure that items on the long term maintenance and minor capital works programmes are checked and work carried out when necessary * To review the school's evacuation and civil defence plans to ensure they meet Fire Safety and Evacuation of Building regulations. Handbook and Policies updated (NAG 5).</p>	<p><b>Paths and Concrete Upgrade Driveway reseal and Fencing</b></p>	<p>* Upgrading of path and paving around school.</p>	<p>* As per 5 Year Property Plan – use of consultant.</p>	
	<p><b>Evacuation and Civil Emergency Plans</b></p>	<p>* Plans for both evacuation and civil emergency are followed for the safety of all staff and pupils. * All Fire Safety and Evacuation of Buildings regulations are met (Safety Warrant of Fitness).</p>	<p>* Use of plan as developed by BOT and staff.</p>	
	<p><b>Drainage</b></p>	<p>* Continue to monitor all drainage in school.</p>	<p>* Use of Contingency funding from 5 Year Property Plan 2010-2014 if necessary.</p>	

## FINANCE

ANNUAL PLAN	2013	EXPECTED OUTCOMES	ACTIONS	COMMENTS
<p><b>Strategic Statement</b> Through effective financial management the needs and future development of the school's resources and environment will encourage teaching and learning programmes.</p> <p><b>Long Term Goals</b> * Spending reflects the strategic plan and annual plan as in the annual budget. * Both staff and Board members are consulted in the preparation of the budget. * Staff is delegated to spend the curriculum budgets as per budget and an effective monitoring system to control spending is always in place. * Monthly reports are produced at BOT meetings on the school's financial position.</p>	<p><b>Budget</b></p>	<p>* All spending remains within budget and relates to the strategic and annual plan. * There is full consultation between BOT, staff and Financial Adviser in budget preparation. * School activity donations, foreign fee paying fees set for following year in Term 4.</p>	<p>* On-going spending throughout year (spending completed by the end of October). * Draft budget for next year brought to November Board meeting. Final budget for next year confirmed at December meeting.</p>	
	<p><b>Curriculum</b></p>	<p>* Resources purchased enhance the children's learning programmes and are kept within budget.</p>	<p>* Purchasing on-going until 31 October. * Computer printouts of spending and remaining budgets are available through school office as required.</p>	
	<p><b>Monthly Reports</b></p>	<p>* All Board members are fully aware of the financial position of the school at all meetings. * Reports are produced monthly to present to Board. Financial Advisor and School Secretary produce these on alternate months.</p>	<p>* Prepared for all Board meetings.</p>	

<p>* All audit requirements are met.  * Set aside funds for the long term maintenance of the Pacific Room/Hall/ Caretaker's Garden and Art Sheds/ Developmental Area/ Garage Storage Area.</p>	<p><b>Audit Requirements</b></p>	<p>* All William Buck (auditors) requirements are met by the end of December so that Financial Advisor can produce Annual Report to MOE by 31/5. Draft audit to be carried out in December 2013.</p>	<p>* All BOT members and staff members who have requirements for the annual report complete these within the required timeframe.  * Receive an unqualified opinion on financial statements from auditors for the year ending 31 December 2013.</p>	
	<p><b>5 Year Property Agreement Items</b></p>	<p>* All items on plan for 2013 are completed within the required budget. Agreement 2010-2014 – Year 3 work completed.</p>	<p>* All paperwork for MOE is completed on time and completion certificates forwarded to MOE by Property Consultant (Colin Tunncliffe).</p>	

## PUPILS

ANNUAL PLAN	2013	EXPECTED OUTCOMES	ACTION	COMMENTS
<p><b>Strategic Statement</b> All pupils will be provided with a balanced curriculum covering all NZ curriculum documents. The school's assessment procedures will continue to focus on the achievement of pupils and their future learning needs. Opportunities for personal pupil growth and development will continue for all pupils. National Standards introduced in 2010 to continue in all reporting formats in 2013.</p> <p><b>Long Term Goals</b> * All pupils including those with English as a Second Language, Foreign Fee-Paying Students, Special Needs or Abilities (Gifted and Talented) will be provided with equal learning opportunities. Programmes available for these children – use of teacher aides to assist classroom teachers.</p>	<p><b>Curriculum</b></p>	<p>* Planning, preparation and evaluation throughout the school will be consistent and will reflect a balanced curriculum coverage to meet the varied needs of our pupils.</p>	<p>* On-going through syndicate and staff meetings.</p>	
	<p><b>Assessment</b></p>	<p>* Continue reviewing assessment procedures as part of Standards and NZ Curriculum Documents especially in literacy and numeracy. Pupils who are not achieving or at risk of not achieving or those with special needs and abilities will be identified from data collected. Teaching staff will use data after analysis from Classroom Manager. Report to parents each term through Learning Journeys and written reports using school guidelines as per Assessment Guideline Booklet (reviewed in 2013). Written reports to be in Plain English using National Standard expectations. Refer – Onepoto Curriculum – Assessment.</p>	<p>* Throughout the year. Full staff and syndicate meetings. * Review Assessment Timeline Action Plan 2013.</p>	



<p>* Pupil behaviour management programme to continue improving play-ground behaviour and provide consistency throughout the school.</p>	<p><b>Maori and Pasifika</b></p>	<p>* Pupils will receive assistance as necessary to meet targets. Extra assistance with teacher aides. (Use of Targeted, SEG and ESOL funding).</p>	<p>* Consultation meetings with parents. * Programmes will be set up to meet pupils' needs in classrooms if necessary.</p>	
<p>Lunchtime programmes to continue – Sport (Netball, Basketball, Rugby), Library, Team Coaching, , Kapa Haka and Pasifika practices.</p>	<p><b>Behaviour Management</b></p>	<p>* Existing behaviour management programme will be modified if necessary. * Use of RTLB for Behaviour needs if necessary. * Lunchtime activities to assist playground behaviour, daily sports duties etc – refer weekly timetable.</p>	<p>* Staff meetings to modify existing programme and procedures as and if necessary. - Sports practices (basketball, rugby, netball) - Guitar group - Kapa Haka group - Pasifika group - Library open every lunchtime - Lunchtime games including Church groups (Monday)</p>	

## SCHOOL REVIEW

ANNUAL PLAN	2013	EXPECTED OUTCOMES	ACTION	COMMENTS
<p><b>Strategic Statement</b> Regular review of classroom programmes, policies and school developments throughout the year which will allow the school to enhance the learning opportunities for all pupils.</p> <p><b>Long Term Goals</b> * To undertake an annual review of school charter. * To modify student assessment and Learning Journeys especially in Reading, Writing and Mathematics. * Curriculum reviews as in Strategic Plan. * Identify barriers to learning of Maori and Pacific pupils and develop programmes to overcome these. * Review Strategic Plan and Annual Plan for 2013. Term 4 - Rewrite Strategic Plan for 2014. * Review of school policies as per cyclic review (in 2013). * Review BOT procedures ( and sub-committees)9 with BOT.</p>	<p><b>School Charter</b></p>	<p>* School charter sent to MOE in February and approved by MOE.</p>	<p>* Review of charter – staff, BOT and community liaison.</p>	
	<p><b>Student Assessment</b></p>	<p>* Assessment procedures for 2013 in place – use of Classroom Manager, “Onepoto” Assessment Guideline and National Standards documents in Reading, Writing and Mathematics. Refer – Onepoto Curriculum.</p>	<p>* Staff meetings. * Professional development – curriculum leaders</p>	
	<p><b>Curriculum Review</b></p>	<p>* Policies, curriculum and units of work using the New Zealand Curriculum Document (NZC).</p>	<p>* Professional development and staff meetings to review and develop policies and curriculum using NZC.</p>	
	<p><b>Strategic and Annual Plans</b></p>	<p>* These will be in place for the beginning of 2014 school year.</p>	<p>* On-going development throughout year between staff, Board and community.</p>	
	<p><b>Onepoto School SAF Implementation and Review Plan</b></p>	<p><b>Objective 1:</b> Strengthening quality relationships and engagement with Parents, Families and Whanau to support lifting student achievement. <b>Objective 2:</b> Planning and implementing effective strategies that support student roll growth. <b>Objective 3:</b> Strengthening and linking quality assurance systems, processes and practices to support best practise teaching and learning and accelerated student achievement.</p>		

	<b>School Policies</b>	* All policies to be reviewed during 2013 will be completed.	* The Board in 2013 will review all policies needing updating.	
	<b>Board of Trustees Procedures and Sub-committees</b>	* Board of Trustees familiar with all school and Board procedures. * Sub-committees in place – Personnel, Property, Curriculum and Finance for 2013.	* On-going training available for all BOT members. * Sub-committees operating throughout the year if necessary with BOT.	

# ANNUAL REVIEW CHECKLIST

## CURRICULUM REQUIREMENTS

### NAG 1

The Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007.

The Board, through the Principal and staff is required to:

- a) develop and implement teaching and learning programmes:
  - i) to provide students in Years 1-6 with opportunities to achieve for success in all the areas of the National Curriculum;
  - ii) giving priority to student achievement in literacy and numeracy, especially in Years 1-6;
  - iii) giving priority to regular quality physical activity that develops movement skills for all students, especially in Years 1-6.
- b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated;  
  
first giving priority to:
  - i) student achievement in literacy and numeracy, especially in Years 1-6;  
and then to
  - ii) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the National Curriculum as expressed in the New Zealand Curriculum.
- c) on the basis of good quality assessment information, identify students and groups of students
  - i) who are not achieving
  - ii) who are at risk of not achieving;
  - iii) who have special needs (including gifted and talented students)and
  - iv) aspects of the curriculum which require particular attention;
- d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e) in consultation with the school's Maori community, develop and make known to the school's community, policies, plans and targets for improving the achievement of Maori students;

**CURRICULUM PLAN - NAG 1 (i)**

Should include statements for school wide planning in the form of ...

CHECK  
LIST

- **Term overviews**
- **Unit planning**
- **Weekly planning**
- **Topic coverage (Social Sciences, Science, Technology)**

while recording assessment and evaluation of student's progress

- **Personal Profiles using Classroom Manager Data**
- **On-going analysis of student data in Reading, Writing and Mathematics. Relate data to National Standards in Reading, Writing and Mathematics.**

**CATERING FOR SPECIAL NEEDS - NAG 1 (iii/iv)  
(including gifted and talented students)**

Should include organisation related to .....

- **ESOL, Special Needs (including gifted and talented students) and Reading Recovery programmes**
- **Individual Educational Plans – (IEP's)**
- **Special Needs Register - SENCO**
- **Use of SEG, TFEA and ESOL grants etc**

**CONSULTATION WITH MAORI AND PACIFIC COMMUNITY - NAG 1 (v)**

Plans and targets for improving the achievement of Maori and Pasifika Children (90-95% of the Onepoto children)

**STUDENT ACHIEVEMENT**

Targets to improve student achievement reported to MOE in Annual Report.

## DOCUMENTATION AND REVIEW

### NAG 2

The Board of Trustees, Principal and teaching staff are required to

- a) develop a strategic plan which documents how they are giving effect to the National Educational Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;
- b) maintain an ongoing programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- c) report to students and parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1 c)) including the achievement of Maori students against the plans and targets referred to in 1 (e) above.

### NAG 2A

Where a school has students enrolled in Years 1-8 the Board of Trustees, with the Principal and teaching staff, is required to use National Standards to:

- a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;
- b) report school-level data in the Board's annual report on National Standards under three headings:
  - i) school strengths and identified areas for improvement;
  - ii) the basis for identifying areas for improvement; and
  - iii) planned actions for lifting achievement.
- c) report in the Board's annual report on:
  - i) the numbers and proportions of students at, above, below or well below the standards, including by Maori, Pasifika and by gender (where this does not breach an individual's privacy); and
  - ii) how students are progressing against the standards as well as how they are achieving.

### REPORTING TO BOT ON CURRICULUM AND STUDENT ACHIEVEMENT

- Statements on curriculum coverage and initiatives by staff – NAG 2 (iii)
- Review of Social Sciences, Science, Technology curriculum in Term 4
- Student achievement
- Achievement of Maori and Pacific students
- Principal's annual report

**REPORTING TO BOT ON STAFF PROFESSIONAL DEVELOPMENT**CHECK  
LIST

- Professional development action plan for 2013 – NAG 2 (i) (Te Reo/Tikanga Maori, ICT)
- How school wide professional development needs are identified
- Formal reports to BOT from staff related to curriculum responsibilities

**CHARTER – NAG 2 (i)**

- Values for the school reviewed after Community Consultation

**STRATEGIC/OPERATIONAL PLAN – NAG 2 (i)**

- Projected developments for the school across all NAG areas
- An overview of the current year derived from the strategic plan
- Annual plan for the implementation of current year developments

**POLICIES/PROCEDURES – NAG 2 (i)**

- Reviewing of Policies (Board and Curriculum) – Booklets 3 and 4 2013

**STATUTORY REPORTING**

- Annual Report – Chairperson and Principal
- Principal's Monthly Report to BOT meeting
- Analysis of Variance – annually included in Annual Report to MOE by 31 May 2013
- Monthly financial reporting
- BOT meeting minutes
- ERO reports
- BOT Newsletter and School Newsletter to community
- Job Descriptions, Performance Appraisal, Development Objectives
- BOT/Principal's Code of Conduct
- Parent Information Booklets – updated annually

# PERSONNEL

## NAG 3

According to the legislation on employment and personnel matters, the Board of Trustees is required in particular to:

- a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
  
- b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

		CHECK LIST
<b>PERFORMANCE MANAGEMENT</b>	<b>NAG 3 (i) mandatory</b>	<input type="checkbox"/>
<b>EQUAL EMPLOYMENT OPPORTUNITIES</b>	<b>NAG 3 (ii)</b>	<input type="checkbox"/>
<b>ALLOCATION OF UNITS</b>	<b>NAG 3 (i)</b>	<input type="checkbox"/>
<b>SMOKING IN THE WORKPLACE</b>	<b>NAG 3 (ii) mandatory</b>	<input type="checkbox"/>
<ul style="list-style-type: none"><li>• Performance agreements</li></ul>		<input type="checkbox"/>
<ul style="list-style-type: none"><li>• Personal descriptions and professional standards</li></ul>		<input type="checkbox"/>
<ul style="list-style-type: none"><li>• Appraisal processes</li></ul>		<input type="checkbox"/>
<ul style="list-style-type: none"><li>• Professional development plans and organisation</li></ul>		<input type="checkbox"/>
<ul style="list-style-type: none"><li>• Teacher registrations</li></ul>		<input type="checkbox"/>
<ul style="list-style-type: none"><li>• Staff discipline and competency (see relevant CEC)</li></ul>		<input type="checkbox"/>
<ul style="list-style-type: none"><li>• Complaints Procedures</li></ul>		<input type="checkbox"/>



**EQUAL EMPLOYMENT OPPORTUNITIES****NAG 3 (ii)**CHECK  
LIST

The EEO policy is an umbrella for the following statements:

- Annual EEO programme
- Annual EEO report to Board of Trustees and ERO

**APPOINTMENT OF STAFF****NAG 3 (ii)**

- Policy and processes which could include advertising, short-listing, interviewing, composition of personnel committee (as applicable)

**COMPLAINTS****NAG 3 (ii)**

- Policy statement containing guidelines from relevant CEC contracts

**STAFF LEAVE****NAG 3 (ii)**

- CEC has entitlement but to remain at Board's discretion

**HARASSMENT****NAG 3 (ii)**

Procedures to deal with employment related harassment

- Sexual/Physical

**STAFF EXPENSES****NAG 3 (ii)**

Procedures and criteria for staff entitlements for work related expenses, eg travel expenses

**ADMINISTRATION HANDBOOKS FOR TEACHERS**

- Teachers' Handbook – upgraded 2013

**NAG 4**

**FINANCE AND PROPERTY**

4. According to the legislation on employment and personal matters, the Board of Trustees is required in particular to:
- a) Allocate funds to reflect the school’s priorities as stated in the charter;
  - b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989.
  - c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school’s buildings and facilities provide a safe, healthy learning environment for students.

CHECK LIST

**FINANCIAL MANAGEMENT**

**NAG 4 (i) and (ii)**

**PROPERTY MANAGEMENT**

**NAG 4 (i) and (ii)**

**FINANCIAL MANAGEMENT**

The finance policy should contain written documentation on:

- Annual budget
- Budget holders’ guidelines as applicable
- Annual audit documents
- Treasurer’s monthly financial statement
- Internal monitoring procedures
- Statements of service performance (as applicable)
- Foreign fee-paying students
- Fundraising
- Activity Donation

**PROPERTY MANAGEMENT**

CHECK LIST

The property management policy should contain documentation on:

- Ten year property plans and five year agreements
- Annual property plans
- Property occupancy documentation
- Asset register (Financial Adviser)
- Hazards checklist (Playground/buildings/plant)
- Annual electrical check
- Buildings and drainage plans
- Capital work planning
- Cleaning and grounds keeping schedules
- Site development plans (including minor works)

**NAG 5****HEALTH AND SAFETY**

The Board of Trustees is required to:

- a) provide a safe physical and emotional environment for students;
- b) promote healthy food and nutrition for all students
- c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

CHECK  
LIST

**HEALTH AND SAFETY****NAG 5 (i) and (ii)****ANIMAL WELFARE****NAG 5 (ii) mandatory****BEHAVIOUR MANAGEMENT**

- Discipline of students
- School rules or Codes of Conduct
- Road Safety

**SUSPECTED CHILD ABUSE**

Procedures to deal with suspected abuse of students

- Sexual
- Physical

**EMERGENCY EVACUATION**

- Evacuation procedures
- Fire drills
- Earthquake drills
- Civil Defence plan

**FOOD AND NUTRITION**

- Promote consistent messages about the importance of healthy food and nutrition

**FIRST AID**

CHECK LIST

- Handling of blood
- Accident and incident register
- Administering medication to students

**EDUCATION OUTSIDE THE CLASSROOM**

- Risk management procedures
- School minibus
- Trip planning checklists (school's own requirements)
- Permission slips and medical forms

**OTHER DOCUMENTATION**

- Playground supervision – duty rosters
- Hazards inspections and hazards identification checklists
- Emergency Procedures
- Pastoral care of students
- Police in the School
- Sickness and Injury

## NAG 6

## ADMINISTRATION

The Board of Trustees is expected to comply with all general legislation concerning requirements such as attendance, the length of the school day and the length of the school year.

CHECK  
LIST

### ADMINISTRATION

Includes documentation held by the school on the government's compliance expectation of Boards in the following areas:

- Attendance registers
- Copyright
- Emergency closures
- Enrolment procedures
- Length of school day and bell times
- Use of facilities outside school hours including Hall and Pacific Room
- Privacy – (the impact of the Privacy Act on school organisation)
  - appointment of privacy officer
  - statement on confidentiality
  - annual compliance register
- Private tuition during school hours
- Staff administration and curriculum responsibilities
- Student classification and placement
- Suspensions and stand downs (related MOE circulars)
- Terms and holidays – length of school year (384 half-days 2013)
- Truancy

## **Maori Consultation**

Maori consultation will take place in 2013 through a variety of meetings and approaches as outlined in SAF Implementation and Review Plan.

The consultation process did not take place in 2012 due to the transition of school management. This involved the retirement of the previous principal after 19 years of service at the school in the role and myself (Marc Dombroski) as a first time principal beginning in Term 4.

# CODES OF CONDUCT

## The Board of Trustees Code of Conduct

The Board of Trustees agree to adhere to the following code of conduct:

Each Board of Trustees is charged with governance of its school. Effective governance is a successful blend of professional expertise and community involvement. This cooperation should lead to effective and positive relationships between the trustees and staff and ensure that the educational well-being of students is maintained. This code of conduct shall be standard for all Boards of Trustees throughout New Zealand and apply to all members.

Trustees shall -

1. ensure that the needs of children and their learning are given full consideration when planning, developing and implementing learning and teaching programmes
2. ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve personal standards of excellence and to reach their full potential
3. serve their school and their community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities
4. respect the integrity of staff, the principal, parents and students
5. be loyal to the school and its charter
6. maintain the confidentiality and trust vested in them
7. ensure strict confidentiality of papers and information related to the Board's position as employer
8. act as good employers
9. ensure that individual trustees do not act independently of the Board's decisions
10. ensure that any disagreements with the Board's stance on matters relating to the employer position are to be resolved within the Board
11. exercise their powers of governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage
12. use the cultural resources of all ethnic groups to consult with their communities
13. trustees shall have the capacity to enter into contracts to receive funds in return for specified programmes and services



## **The Principal's Code of Conduct**

The Principal in carrying out his or her stated duties will:

1. ensure that the needs of students and their learning are given full consideration when planning, developing and implementing learning and teaching programmes
2. demonstrate a commitment to the belief that each student is entitled to an education which challenges him/her to achieve personal standards of excellence and to reach full potential
3. abide by any statutory obligations
4. be loyal to the Charter, so that the Principal's activities will reflect the spirit and the objectives of the charter
5. demonstrate a commitment to the belief that each student is of equal value and is entitled to an education which respects each student's dignity, rights and individuality
6. respect the integrity of staff, members of the Board of Trustees, parents and students
7. demonstrate a commitment to the continuing personal and professional growth and development of staff
8. work co-operatively with the school staff, but will have the final responsibility for making decisions within the Principal's authority
9. freely divulge all information on a student to any person with legal rights to the information who requests it
10. respect confidentiality by keeping information on students from people who have no right to it
11. not vote in Board of Trustees decisions in relation to the Principal's employment
12. have an understanding and commitment to the elimination of sexism and racism, both with respect to equal educational opportunities and equal employment opportunities
13. exercise responsibility in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage

