



Te Ao Mārama
SCHOOL

STRATEGIC PLAN AND CHARTER 2019

E NGA IWI O TE AO KATOA... HAERE MAI, HAERE MAI, HAERE MAI
To the peoples of the whole world... welcome, welcome, welcome

Introduction

The Te Ao Mārama School Strategic Plan guides the direction of the school over the initial establishment phase of 2019-2020, setting the goals that the school is initially focused on, and how we will measure them.



Our plan is based around our foundation document: *Whiria Te Tāngata*

The purpose of this visual is to develop clarity and a shared understanding of **why our school exists, who we are, what we stand for, what is most important to us.**

The plan contains two key strategic areas based on our Ngākau (heart): *Ako*, *Whanaungatanga*, and a 3rd goal on *Planning for Growth*.

The Ngākau (heart): Our culture sits right at the heart/ngākau of everything we do. The ngākau weaves together the concepts of Whanaungatanga and Ako.

Whanaungatanga: This concept is about developing a strong sense of relationships, connection, and sense of belonging. We recognise that relationships underpin all learning, and the importance of seeing the whole child.

~ The 3 most important things in our school are relationships, relationships, relationships ~

Ako: The concept of ako means to both teach and to learn, and the strong relationship between the two.

Importantly, the strategic goals also reference the relevant National Achievement Goals (NAGs) as set by the Government.

Due to the pending roll growth, changing community and developing nature of Te Ao Mārama, our strategic goals will evolve to reflect our student needs.

We will not...

- Adopt any programme or service unless it contributes to our Whiria te tāngata document
- Allow behaviours or attitudes that hinder or limit our potential
- Allow behaviours or actions that diminish the value of any person.

About the School



- Te Ao Mārama School opened for the first time on 30th January 2019, catering for years 1 - 6.
- The school is developed to cater for the growing community of Flagstaff North, Hamilton.
- The School has been built under the PPP (Public Private Partnership) model
- Stage One provides 'learning communities' for 560 students including administration, hall/gymnasium, and playground spaces.
- There is capacity for stage 2 and 3 development in the future.
- There is also an attached satellite unit providing a specialist learning facility for Hamilton North learners.
- The design provides open, flexible learning areas to enhance collaborative teaching and purposeful learning both inside and outside.
- The architects, ASC have used sound educational research around teaching and learning to inform their design thinking.
- The enrolment numbers are expected to grow at a rapid rate, and to be a very multicultural community representing many different cultures.
- The socio-economic profile of the school indicates a decile rating of 10.
- The current Establishment Board were appointed in 2017 by the Ministry of Education.
- The Board will transfer to a parent elected board in the 2nd half of 2018.

The iwi of this area is Ngāti Wairere. Ngāti Wairere elders blessed the site in October 2017 before construction began. Further contact with Ngāti Wairere was initiated and a relationship formed with members of both Hukanui and Tauhei marae. An iwi representative was appointed to the Establishment Board in 2018. A very special feature of the school and curriculum is the integration of a cultural narrative. This resource was prepared by Ngāti Wairere in partnership with the Ministry of Education, and several features from the cultural narrative have been woven into the design of the school's curriculum and environment. The name Te Ao Mārama was gifted to the school by Dr. Ngapare Hopa, a Ngāti Wairere kuia.

Through the ongoing partnership established with Ngāti Wairere, Te Ao Mārama School will continue to consult on ways to incorporate Te reo Māori me ngā tikanga.

Cultural Diversity and Maori Dimension

We acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua. Te Ao Mārama School's commitment to the principles of the Treaty of Waitangi is reflected through the following:

- **Partnership and Consultation:** We recognise and value all cultures at our school and acknowledge the special position of Māori in New Zealand society. We work together to achieve the best environment for success for our students. We consult with our Māori community in creating and maintaining our school charter which is the guiding document of our school, and access cultural advice as appropriate.
- **Protection:** We respect each person's culture and their right to follow their cultural direction. We promote the value of Te Reo and tikanga Māori.
- **Participation:** We promote Māori achievement and equal opportunities for all members of the school community, including our staff, and our students who need extra support at school. These principles guide our practice and are incorporated into our policies and procedures.

In recognising the unique position of the Māori culture, we provide some instruction in tikanga (culture) and te reo Māori (language) for students. We will foster Māori culture through:

- teaching Te Reo Māori to an elementary level (greetings, counting, basic pronunciation of place names)
- using resources in the curriculum which recognise New Zealand's dual cultural heritage
- integrating tikanga Māori through all curriculum areas where appropriate
- cultural group
- visits to marae.

We will also celebrate and value a variety of cultures by recognising cultural difference as appropriate, for example:

- integration of cultural perspectives throughout the curriculum across all levels
- convening parent support groups and meetings
- accessing cultural advisors
- cultural dance/food festivals.

Commitment to Te Pae Here Kahui Ako Community of Learning

Te Ao Mārama School is a member of the Te Pae Here Kahui Ako (Community of Learning). We value the opportunity to collaborate with local schools to ensure consistently improving practice for the learners in our region.

*~ He tamaiti akona ki te kāinga, tū ki te marae, tau ana ~
A child educated in their own identity, stands with confidence in their community*

STRATEGIC GOAL 1: AKO

To develop highly responsive teaching and learning programmes that promote equity and excellence in learner* achievement, engagement and wellbeing.

*Students, staff, parents, other stakeholders

~ Ko te ahurei o te tamaiti arahia o tātou mahi ~ Let the uniqueness of the child guide our work.

This goal relates to National Administration Guidelines [One](#) and [Two](#)

STRATEGIC INITIATIVE 1A	VISION/VALUES: Inspire, challenge and empower all learners to model, promote and understand our vision and 5 C's	
2019 Actions	Measures	
<ul style="list-style-type: none"> To implement and embed our vision, throughout all aspects of school life. Develop all visual representation (e.g. signage, website, class display material) Key school documentation has clear links to our vision, values and key beliefs around teaching and learning. 	<ul style="list-style-type: none"> Signage to create visual presence All documentation/processes created will be aligned with vision. Language and visual representation is evident throughout the school (assemblies, newsletter) School families, including learners, can articulate the vision 	
STRATEGIC INITIATIVE 1B	ASSESSMENT: To develop assessment practices that are realistic, formative, and can be used for identifying and supporting learners	
2019 Actions	Measures	
<ul style="list-style-type: none"> Design and implement assessment procedures that reflects our vision and values and provides clear direction and guidance. <i>"We will assess what we value and value what we assess"</i> Gather and analyse initial baseline data on student achievement Report to parents on learning through LINC-ED and/or other online platforms. Begin building a personal learning profile for all students to understand their specific learning, emotional, social needs. Develop teachers' capacity to moderate students learning within and across learning communities Develop and implement effective systems for reporting student achievement - to students, parents /whānau, board and Ministry of Education 	<ul style="list-style-type: none"> Assessment and monitoring systems track student learning accurately and provides sound information for analysis. Individual and cohorts of students are identified and provided with targeted support programmes. All learners make progress and have opportunities for accelerated learning. High levels of consistency within and across school moderation. Assessment systems are perceived to be manageable and purposeful Regular reports to the Board of Trustees Ministry requirements are met 	

STRATEGIC INITIATIVE 1C**PROFESSIONAL LEARNING:** to strengthen the capabilities of our staff through professional development of the highest quality.**2019 Actions**

- High quality professional development focused on our strategic goals, including external consultants, school visits, internal professional development, conferences etc.
- Specific professional development focused on building and sustaining leadership capacity.
- Staff development has a purposeful balance of approaches, including those that promote greater engagement, personalisation and empowerment.
- Develop a supportive advice and guidance programme for provisionally registered teachers

Measures

- Staff report they are receiving high quality personalised professional development.
- Quality advice and guidance programme provided with balance of professional development, support and time.
- The Board are providing resources to ensure the quality of the aspects on the left

STRATEGIC INITIATIVE 1D**ELEARNING:** E-Learning tools are used in innovative and authentic ways to enhance, extend & empower our learners.**2019 Actions**

- Teachers engage with PLD in the new Digital Technologies curriculum
- Careful consideration and planning of initial resources, and planning accordingly for future needs
- Introduce and support BYOD from Years 4-6.
- Ensure that we grow leadership capacity for eLearning throughout our school
- Develop Digital Citizenship programme, including all relevant policies/procedures
- Replacement plan (and future growth) for ICT equipment/tools is developed.

Measures

- ICT Resourcing Plan
- Teacher opportunities to showcase and share ways eLearning is used creatively
- High % of Year 4-6 students have a device
- BYOD development and user agreements are in place
- Sustainable replacement/funding plan in place

STRATEGIC INITIATIVE 1E**CURRICULUM:** Design an innovative and responsive curriculum that reflects our vision, values, and key beliefs about teaching and learning.**2019 Actions**

- Establish a strong research base to our key beliefs about powerful teaching and learning
- Develop a strong Learning through Play approach to our curriculum design
- Embed a strong whānau time approach within our curriculum design and structure
- To develop & embed learning progressions in the foundational literacies (math's, reading and writing)
- Seek opportunities and partnerships to extend individuals in areas of passion and interest.
- Research, explore and develop our STEAM programmes, MakerSpace areas and the Digital Technology curriculum
- Ensure a quality consistent approach to teaching of Literacy and Numeracy skills across the school.

Measures

- Our key beliefs around powerful teaching and learning are well supported by research.
- Learning progressions are used by students and teachers.
- STEAM/Makerspace areas are well resourced, and well used by learners.

**STRATEGIC
INITIATIVE 1F****INCLUSIVE LEARNING:** to develop highly responsive learning support programmes (academic, health, behavioural, and mental wellbeing), which have a positive impact on attitudes to learning, social relations and student achievement.**2019 Actions**

- To develop specialist programmes of student support, responding to the needs of our learners
- Employ and induct learning assistants
- Develop our programmes of support for English as 2nd Language learners.
- Develop a strong class-based approach around mindfulness.
- Develop a close working relationship with our Hamilton North satellite unit.
- Establish links with external providers e.g. RTLB service, Te Pae Here SENCO cluster

Measures

- Full assessment and monitoring of groups and individuals
- Inclusive learning register recorded and tracked on LINC-ED
- Regular meetings are being held to discuss progress of target students and strategies to lift achievement.
- Identification of students in need of remedial support or extension.
- Close working relationship with Hamilton North School

**STRATEGIC
INITIATIVE 1G****TEACHER INQUIRY AND APPRAISAL:** Staff are inspired, challenged and empowered to continually grow their own practice.**2019 Actions**

- Develop a highly effective performance management system
- Develop and strengthen collaborative Teaching as Inquiry across our school
- Develop a coaching and mentoring structure to support and promote reflection, and growth in teacher/leader effectiveness

Measures

- Staff record, share and showcase their learning regularly, and their shifts in practice.
- Highly effective appraisal system (staff survey)

STRATEGIC GOAL 2: WHANAUNGATANGA

To create a positive learning culture through developing powerful partnerships with parents, students, staff, community and other stakeholders.

~ Kō koe ki tēnā, ko āhau ki tēnei kakau o te kete hei whakarerekē ngā whānau me ngā whānau katoa ~
 You at that, and I at this handle of the kete, together families and their schools can bring about change in their communities.

This goal relates to National Administration Guidelines [Two](#), [Three](#), and [Five](#)

STRATEGIC INITIATIVE 2A	GENERAL COMMUNICATION: To develop highly effective communication between our parents/whānau and the school.	
2019 Actions	Measures	
<ul style="list-style-type: none"> • Home/School communication will be strengthened through the development of: • Individual teacher liaison with parents – both informal (i.e. day-to-day interactions) and formal • Full schoolwide information on our website (regularly updated) and prospectus. • Develop Ngā Kākano Transition to School Programme • Hold regular New Parent Evenings • Regular “learning in action” tours and celebration/showcase evenings • Develop a clear concerns procedure/policy • Hold regular “Curriculum Over Coffee” sessions with parents to share various school practices plus offer advice and guidance for parents. • Effective use of social media and school app to share events, updates and highlights • Regular snippets from the Board of Trustees as representatives of the school community • Support the development of a Friends of School group 	<ul style="list-style-type: none"> • Parent survey to include questions regarding schoolwide communication and being informed. • Tracking of engagement statistics related to newsletters, Facebook, attendance at info sessions, events, survey responses. 	

STRATEGIC INITIATIVE 2B	COMMUNICATING LEARNING: To provide timely feedback and information regarding student learning.	
2019 Actions	Measures	
<ul style="list-style-type: none"> • Communicate learning to parents through LINC-ED • Invite parent feedback on our systems for communicating learning • Develop a system of ongoing formative reporting, rather than seeing reporting as an “event”. • Provide rich opportunities for parents, whānau and the community to positively engage in students’ learning • Development of the Whānau programme, to encourage parents to come into learning communities. • Hold parent evenings to improve the communities understanding of our school and “Our Way” • Hold celebration evenings where students share their progress and learning with whānau • Develop “parent-friendly” information regarding aspects of their child’s learning programmes e.g. Fact sheets 	<ul style="list-style-type: none"> • Refer to LINC-ED statistics • Regular contact is made with whānau to engage, inform and discuss the curriculum, learning, progress and next steps • Track attendance and engagement through variety of formats 	

STRATEGIC INITIATIVE 2C	CULTURAL RESPONSIVENESS: To develop culturally responsive practices that value diversity; and validates culture, language and identity	
2019 Actions	Measures	
<ul style="list-style-type: none"> • Acknowledge and celebrate the different cultures within our school. • Actively acknowledge and act upon the implications of the Treaty of Waitangi, e.g. foster Tikanga, Te Reo Māori, Mana Whenua, Tainuitanga. • To increase teacher and student capacity to use Te Reo Māori • To genuinely connect, listen to and action the aspirations of our Māori parents and students • Further develop and enhance the relationship with Mana Whenua, Ngāti Wairere and Hukanui marae. • Work closely with Poutama Pounamu through the Community of Learning, including the completion of the Rongohia te hau cultural audit • To genuinely connect, listen to and action the aspirations of our Pasifika parents and students • To explore authentic cultural opportunities for learning contexts • To ensure the environment reflects the identity of all our cultural groups. • Ensure all learners can confidently express and explore their culture and ethnicity in a safe and inclusive environment • Develop a Kapa Haka group, and other cultural groups 	<ul style="list-style-type: none"> • Teachers confidently use Te Reo as part of their everyday language • Schoolwide planning overview incorporates cultural acknowledgement and celebration • The environment is inclusive and responsive to cultural identity e.g. naming, signage, artefacts, use of language • Students bring their own cultural experiences and languages to learning, which are embraced and valued. • All students can acquire knowledge of Te Reo Māori me ōna Tikanga • Student survey • Monitoring the progress and achievement of Māori learners • Rongohia te hau • Cultural celebrations 	

STRATEGIC INITIATIVE 2D	GROWING COLLABORATION: To build deep collaboration across the school, and realise the impact of 'Collective Efficacy'	
2019 Actions	Measures	
<ul style="list-style-type: none"> • To ensure the strengths of our team are utilised throughout the school, to maximise collaborative opportunities • Develop our systems/structures to support collaborative planning, and practice within and across teams. • Develop our school-wide collaborative protocols to underpin the creation of collaborative teaching agreements. • Explore the various co-teaching models • To keep up to date with emerging research and innovation around new forms and benefits of collaboration and co-teaching • To develop and harness distributive leadership across the school, including exploring different models, and planning for growth 	<ul style="list-style-type: none"> • Regular reflection checkpoints about the benefits/challenges of our spaces and collaborative teaching • Teacher Surveys report that their own practice is enhanced through the support and input of their co-teaching partners. 	

STRATEGIC INITIATIVE 2E	RESTORATIVE PRACTICE: Develop safe, inclusive, and orderly learning environments based on supportive relationships, and the principles of restorative practice.
2019 Actions	Measures
<ul style="list-style-type: none"> • A positive, constructive and consistent restorative practice system is developed, constantly reviewed and embedded into the school culture • Explore and use tools from the PB4L toolbox, and align with our own beliefs. • To develop a school culture that is focused on promoting and protecting the wellbeing and welfare of all learners. 	<ul style="list-style-type: none"> • Student culture survey • Staff survey

STRATEGIC INITIATIVE 2F	STAFF CULTURE: To develop a positive staff culture, built on high levels of trust, respect and fun!
2019 Actions	Measures
<ul style="list-style-type: none"> • Be aware of, and responsive to, creating a culture of a healthy team environment by: <ul style="list-style-type: none"> - Being responsive to the demands and realities of working with a foundation staff - Regular opportunities for staff voice - Clear communication/concern processes/expectations - Create regular opportunities for team building, social activities and fun • Create a wellbeing/hauora committee • Development of Ngā kawa o Whiria te tangata (Our ways of working here) • Staff development around “courageous conversations” to address conflicts, difference in opinions etc. 	<ul style="list-style-type: none"> • Promotion of schoolwide Values • Staff culture survey

STRATEGIC INITIATIVE 2G	COMMUNITY PARTNERSHIPS: To build effective partnerships and relationships with other schools, agencies and organisations within the community.
2019 Actions	Measures
<ul style="list-style-type: none"> • Develop relationships with groups in the wider community (ECEs, retirement home, businesses) • Have an explicit focus on displaying our <i>Community-minded</i> value, and support charities and families in need. • Actively contribute to the Te Pae Here Kahui Ako (Community of Learning {CoL}) • Develop a partnership programme with Rototuna High School, to assist with transition, as well as enriching learning opportunities. 	<ul style="list-style-type: none"> • Identify and employ staff to relevant CoL positions

STRATEGIC GOAL 3: PLANNING FOR GROWTH

To develop and implement systems and infrastructure that allows for future growth & enables sustainability.

~ Iti noa ana, he pito mata ~ With care, a small kumara will produce a harvest.

This goal relates to National Administration Guidelines [Three](#) and [Four](#)

STRATEGIC INITIATIVE 3A	GOVERNANCE: To ensure effective governance practices are in operation, and to ensure a smooth transition to a parent elected board.	
2019 Actions	Measures	
<ul style="list-style-type: none"> To develop and implement appropriate governance systems and structures that will meet current legislative requirements and reflect sound practice. Ensure there is a sound transition from the Establishment Board to the parent elected Board. Ongoing Self-review of our policies and procedures with focus on: <ul style="list-style-type: none"> Raising student achievement Improving school systems Responding to changes in legislation Ensuring policies fulfil their purpose as we scale. 	<ul style="list-style-type: none"> The Board's role is clearly explained to the school community, new board members are actively recruited and supported with a streamlined handover process. Effective induction process and professional development for the newly elected board of trustees. Schooldocs review schedule is adhered to, and staff and community updated on important changes All supporting procedures are up to date 	

STRATEGIC INITIATIVE 3B	PERSONNEL: To ensure personnel resources are adequately addressing the current needs; demonstrating an awareness of future growth and development expectations.	
2019 Actions	Measures	
<ul style="list-style-type: none"> Attract, appoint, develop and motivate the very best staff available (both teaching and non-teaching) Research and develop the required leadership structures that meet the needs of our school, as we grow. To provide a high quality, personalised and responsive induction programme for all new staff. To provide Provisionally Registered Teachers with a high-quality support programme. To provide opportunities for the Board to meet and interact with new staff 	<ul style="list-style-type: none"> A highly effective Induction programme is in place for new staff. Ongoing appointment of high quality staff Ensure that informal and formal staff, board, parent gatherings are frequent Staff culture survey 	

**STRATEGIC
INITIATIVE 3C**

COMMUNITY: To ensure we develop powerful partnerships with our community* as we grow.
(immediate school community, and the wider educational community)*

2019 Actions

Measures

- Work closely with our parent community to ensure any changes regarding growth are communicated clearly.
- Support the development and growth of a Friends of School group, with a focus on community building and fundraising.
- Promote our facilities to the community and encourage the use of our school grounds and buildings
- Develop professional learning and visitation opportunities for interested educators
- Empower our staff to present and host visitors
- Develop and build professional learning groups with other educators from around NZ (and further afield)

- Strategic session between eBoT and Friends of School
- New parents report they feel welcome and supported
- School facilities are well utilised by community groups
- Visitor numbers recorded
- Feedback from visitors
- Staff become confident in presenting and hosting

**STRATEGIC
INITIATIVE 3D**

RESOURCING: To ensure finance/property resources meet both the short-term and long-term needs of the school.

2019 Actions

Measures

- Seek extra income streams for purchase of resources as required
- Provide the highest quality resources and facilities to support teaching and learning
- Budgets are designed to allow for future growth needs
- Develop and maintain a cost effective, flexible and sustainable ICT infrastructure.
- Monitor our roll growth and keep in close communication with the Ministry of Education, in readiness for our
 - second stage growth.
- To review and revise our storage systems and structures as we scale e.g. library, PE storage etc.
- Develop and resource extracurricular programmes i.e. sports, cultural, arts

- The ICT infrastructure adequately supports the needs of staff and students.
- Roll returns and growth rates are recorded accurately.

Achievement Target

ACHIEVEMENT TARGET: Identify all students who are more than one to two sublevels below expected level in literacy and numeracy at the start of the year and accelerate (more than 1 sub-level growth over and above normal growth) by year's end.

Current Position: As a new school we obviously have no baseline information. A key priority for us in the initial stages of 2019 will be to gather and establish baseline achievement levels.

Target Groups: Our roll is expected to climb steadily. Because of this, we plan to track various cohorts to evaluate their rates of accelerated progress.

Cohort #1 Foundation – (The Day One learners) - tracking progress for the children who started with us.

Cohort #2 All students (Whole school data)

The decision to track cohorts like this is our attempt to report as accurately as possible. Reporting on year groups from time checkpoint to checkpoint isn't using clean data, due to the significant roll growth we will face. For example, 1 year 6 may represent 20% of the cohort at the start of 2019, but with expected roll growth, this child may only represent 5-10% of year 6s by year end. This certainly makes it challenging and misleading to compare data over time.

Action	Expected Outcomes
Complete initial assessments/analysis of all learners in literacy and numeracy to establish baseline levels.	Record students in LINC-ED who are more than one sub-level below, and use this to monitor and track progress This will be separated into gender, Māori, Pasifika
Teams will devise an action plan to support the achievement target.	Teams share action plans and regularly revisit and discuss
Differentiated learning programmes will be in place to cater for individual needs.	Children's differing learning needs will be catered for. Planning and assessment will show differentiation.
Referrals will be made to the Inclusive Learning team to provide children with extra support.	Provide support programmes where applicable and identify strategies and track progress of learners.
Work with parents, families and whānau around ways to support children's learning.	Parents will be educated on how to assist with developing children's comprehension skills and strategies.

Business as Usual

In addition to the Strategic Goals, these areas below will also be given due focus.

<p>Finance: To carefully manage school finances, budget allocations to maximise the use of financial resources NAG 4 Finance</p>	<p>Property: Provide a school environment that is safe, attractive, welcoming and well maintained NAG 4 Property</p>
<ul style="list-style-type: none"> • Investigate & carefully manage other sources of income • Prepare annual budget • Ensure all financial management systems are safe and effective 	<ul style="list-style-type: none"> • Identified upgrades to school • Ensure long term maintenance programme is implemented by Spotless
<p>Health and Safety: To ensure an environment which is safe NAG 4 Health and Safety</p>	<p>Legislation & Compliance: To fully comply with all regulatory & legislative requirements NAGs 6.7 and 8</p>
<ul style="list-style-type: none"> • Develop the provision of EOTC opportunities • Check for and minimise potential for physical hazards • Evacuation drill/practice year overview incorporating fire, earthquakes, lockdowns • Develop and monitor traffic safety plan 	<ul style="list-style-type: none"> • All returns completed to MOE: March 1st / July 1st roll returns • Monitor legislation and make any changes necessary. • Charter/Strategic Plan submitted to Ministry by Feb. • Teacher registrations Evacuation drills • Police vetting Attendance • Opening correct number of ½ days, hours of instruction

2019 REVIEW SCHEDULE

See [Implementation Audits and Reports](#) and [Policy Reviews](#) on your SchoolDocs site for more information.

REVIEW	Review the policy / procedure and advertise it to relevant stakeholders so they can also provide their feedback.
Assurance	Assure the board that proper steps and actions have been taken regarding the policy/procedure, and that they are up to date.
Consult	Consult with the school community and adopt a statement about the consultation process/results.
Submit	Update your charter & forward to the Ministry. Prepare annual report for auditor.
Attestation	Return relevant International Student attestation form(s) to NZQA.
	No actions required this year – check 3-year schedule for when action is due.

	WHO TO CONSULT?	TERM 1	TERM 2	TERM 3	TERM 4
NAG 1: CURRICULUM	Curriculum and Student Achievement	Board / staff	REVIEW		
	Education Outside the Classroom	Board / staff / parents			REVIEW
	Health Education/Curriculum consultation	Board / staff / parents	Consult		
	Home Learning	Board / staff / parents			
	Improving Educational Outcomes for Māori	Board / staff / parents			
	Learning Support	Board / staff / parents			
	Reading Recovery/Literacy Support				Assurance
	Recognition of Cultural Diversity	Board / staff / parents			
	Religious Instruction/Religious Education	Board / staff / parents			
NAG 2: DOCUMENTATION AND SELF-REVIEW	Documentation and Self-Review	Board			
	Reporting to Parents	Board / staff / parents			
	School Planning and Reporting		Submit		
NAG 3: EMPLOYER RESPONSIBILITY	Appointment Procedure	Board			Assurance
	Appraisal of Staff				Assurance
	Appraisal of the Principal			Assurance	
	Attestation				Assurance
	Classroom Release Time/Timetable	Board / staff			
	Complaints	Board / staff / parents			
	EEO Policy		Assurance		
	Employer Responsibility	Board / staff			
	Performance Management	Board / staff		REVIEW	
	Police Vetting for Non-Teachers		Assurance		
	Protected Disclosure	Board / staff			
	Provisionally Certificated Teachers (PCTs)				Assurance
	Salary Units/Management Allowances	Board / staff			
Staff Leave	Board / staff				
Teacher Certification and Police Vetting				Assurance	

	WHO TO CONSULT?	TERM 1	TERM 2	TERM 3	TERM 4
NAG 4: FINANCE AND PROPERTY MANAGEMENT	10 Year Property Plan (10 YPP)	Assurance			
	Finance and Property Management	Board	REVIEW		
	Financial Control and Expenditure	Board			
	SUE (Staff Usage and Expenditure)		Assurance		Assurance
NAG 5: HEALTH, SAFETY, AND WELFARE	Abuse Recognition and Reporting		Assurance		
	Alcohol, Drugs, and Other Harmful Substances	Board / staff / parents	REVIEW		
	Behaviour Management	Board / staff / parents			
	Child Protection	Board / staff			
	Digital Technology and Cybersafety		Assurance		
	Emergency Planning and Procedures	Board / staff		REVIEW	
	Evacuation Procedure/Emergency Kit		Assurance		Assurance
	Harassment	Board / staff			
	Health, Safety, and Welfare	Board / staff			REVIEW
	Medicines, Minor/Moderate Injury or Illness		Assurance		
	Physical Restraint			Assurance	
	Risk Management		Assurance	Assurance	Assurance
	Safety Management System			Assurance	
	Separated Parents, Day-to-Day Care, & Guardianship	Board / staff			
	Sun Protection	Board / staff / parents			REVIEW
	Surrender & Retention of Property and Searches			Assurance	
	Swimming Pool	Board / staff / parents	REVIEW	Assurance	
Visitors	Board / staff				
NAG 6: LEGISLATION AND ADMINISTRATION	International Students			Assurance	Attestation
	Length of School Year		Assurance		Assurance
	Privacy	Board			
	Student Attendance		Assurance		