

RIDGEVIEW SCHOOL CHARTER

Strategic and Annual Plan

2020 - 2022



Creating Confident, Connected, Life-Long Learners

Principal's Endorsement	
Board of Trustees' Endorsement	
Submission Date of Ministry of Education	

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1.

OUR SCHOOL

We are a small semi-rural, decile 9 school situated 8 km outside of Albany township, on a private road bordered by beautiful farmland and quiet surroundings. Our families enjoy the beautiful bush, waterways and local reserves. The school is close enough to the city to make the most of all that the North Shore and Auckland have to offer. Although some children choose to travel some distance to our school, most either walk or bike. Students at RidgeView have the advantage of being able to know everyone in the school by name within the week.

The school is the centre of the Paremoremo community – during week days parents come to school to meet their neighbours and celebrate their children’s successes and after hours it is a place where children come to play and swim with their families. The school and community are united in their goals for their children and families.

RidgeView is characterised by its happy, settled tone and positive relationships. Families at our school represent a range of demographics, ethnicities and backgrounds. There is a strong focus on inclusivity, which is fostered from an early age and modelled by the older students. Children at our school develop a strong sense of worth, confidence, respect, and care towards others, and pride in who they are and what they want to become. Parents and students appreciate the strong sense of community and the way the school embraces diversity.

We aim for our children to be confident and competent ‘all-rounders’ and work to provide them with opportunities in which they can grow and excel in our supportive environment. Families place importance on the acquisition of foundation literacy and numeracy skills within a modern learning environment. They support the school’s ability to ensure students learn at their individual levels. Our active children enjoy learning and gain success academically, on the sports field, in The Arts and when performing culturally. We plan for our students to become self-regulated learners who are curious, inquiring and self-driven. Students enjoy strong learning-focused relationships with their teachers who encourage them to be agentic learners. We expect that every child is supported by a strong partnership between home and school, so they can achieve the highest levels possible. We have successful programmes in place for students that require the curriculum and teaching methods to be adjusted, in order for them to succeed.

We are aware of the increasing complexities of the world we live in and strive to prepare our children in such a way that they can be successful now and in the future. We foster resilience, critical thinking, and problem solving skills. Our students are agile and adaptive – they make connections with people of diverse cultures and thinking.

We live in a fast-changing digital world where connections are made across town, country and the world. At RidgeView, we focus on developing the fundamental skills that children need to thrive in a digital world where we function as global citizens. We encourage students to interact with technology as users and creators, and to utilise their access to worldwide information and skills to improve learning outcomes.

Our committed staff are supported by a close, connected community. We are lucky to have dedicated parents who are fully involved in many aspects of our school; coaching sports, helping with school events, as parent helpers in and around the school and even supporting our school curriculum. Our parents want our children to achieve high academic standards in a modern digital learning environment. They value education and want to work with us to create “balanced, worldly, well-adjusted, socially adaptable, resilient students”.

2.

WHANAU KI TE AKO KAHUI AKO – COMMUNITY OF LEADERS

RidgeView School is a member of Whanau ki te Ako – Albany Learning Pathway. Our Kāhui Ako is made up of five contributing schools: Albany Primary School, Coatesville School, Greenhithe School, RidgeView School and Upper Harbour Primary School. These are feeder schools to Albany Junior High School, which in turn provides a pathway to Albany Senior High School.

Whānau ki te Ako formed in 2016 to enhance achievement and provide opportunities for all students. The Kāhui Ako supports individual schools to work towards 2019 achievement targets in writing, mathematics, NCEA and University Entrance. These targets include supporting students achieving below expectation and increasing the number of students achieving above expectation. We understand this will involve the adoption of strategies to accelerate Maori, Pacific Island and Chinese learners, and those with additional learning needs.

During 2017 comprehensive feedback has been sought from all stakeholders, including a teacher and principal audit of our key drivers for change. This review identified our original Theory of Improvement has not changed in relation to our key drivers: Collaboration, Learner Agency, Teacher Effectiveness, Cultural and Relational Responsiveness, Community Involvement and Transitions.

The successful application from the Ministry of Education centrally funded professional development (2018 / 2020) has ensured Whānua ki te ako has had access to high quality external professional support. A variety of providers and facilitators were selected to ensure the COL goals as well as each school's individual needs were met. Additional delivery and support through whole COL conference day, nano conferences, as well as focussed training days for Within School Leads (WSL's), were organised by the Across School Leaders (ACL's).

In 2018 – 2019 we are moving from the Establishment phase through to the Developing phase (Shifting from cooperating to collaborating on what matters most) and in some areas the Embedding phase (Collaborating leads to collective impact on children and young peoples' learning) of the Kāhui Ako. Whanau ki te ako principals' and leaders recognise their shared responsibility and accountability for this valuable staffing and professional development resource. Ultimately we have the opportunity to transform practice through collaboration and synergy of shared expertise.

Building Leadership Capacity

Our school is a member of a Kāhui Ako that is committed to the growth of leaders.

Principals will continue their own leadership growth through the collaborative model of learning from and with each other (as well as external facilitators, expert partners and change managers). Through the development of middle leaders and designated Kāhui Ako roles, we can raise the capability of all teachers. Aspiring leaders will have opportunities to explore alternative career pathways where they remain in their context as expert practitioners while developing themselves further and leading innovative change.

3.

INTRODUCTORY SECTION – STRATEGIC INTENTIONS

Our Vision is:

To create *confident, connected, lifelong* learners.

Confident

Our community wants our learners to:

- show courage as they learn new things
- have a variety of strategies and skills in their kete
- show perseverance
- know when and who to ask for help
- be agentic learners
- have high standards.

We take pride in our learning and celebrate our successes.

Connected

Our community wants our learners to:

- belong to different groups of people, friends and my family
- communicate positively with others
- be excited about learning from others
- use technology effectively
- relate my learning to my community, my country and the world

We connect with others in a variety of ways.

Life-Long

Our community wants our learners to:

- be skilled in many areas
- be curious learners
- have a strong voice
- use what they learn to solve problems and make decisions
- think deeply about things
- find out answers to my questions

Everyone at Ridgeview is a learner and a teacher.

Learners

Our community wants our learners to:

- be independent and self-motivated
- seek out opportunities to learn and innovate
- have confidence in themselves
- be resilient

We learn skills that will promote a desire to

Our Values are

Respect (Manaakitanga), Excellence (Hiranga) and Positive Relationships (Whanaungatanga).

Our values were agreed upon after consultation with our community, parents, Board, teachers and students. These values form the basis of what we do and who we are at RidgeView. We encourage all students to be RidgeView R.E.P.s who live these values as part of their school life.

Respect Manaakitanga

We aim for our students to:

- respect themselves and others, their possessions, equipment and property.
- develop an understanding and appreciation of kaitiaki (guardianship/custodianship) and respect for the environment so that they are able to make informed decisions about sustaining our taonga (treasures) and way of life.

Excellence Hiranga

We aim for our students to:

- learn and make maximum progress.
- have the determination and resilience to succeed, persevere and develop a problem-solving attitude.
- show forethought and courage in risk taking.
- be curious about the world around them.
- think critically and creatively in a caring manner.
- develop a reflective attitude to learning.
- develop high levels of self-management skills.
- take pride in their own and others' successes.

Positive Relationships Whanaungatanga

We aim for our students to:

- develop strong relationships that are focussed on understanding and communication.
- share their ideas and feelings.
- resolve conflict and negotiate with peers.
- understand and value 'difference' in our inclusive and caring school.
- be connected to multiple groups and communities and have a sense of our wider communities (local, national, global and digital).
- participate widely and value individual and collective achievement.

Māori Dimension and Cultural Diversity

RidgeView School recognises the learning opportunities of being part of a culturally diverse community and celebrates all that is unique about New Zealand's bicultural heritage.

New Zealand's Cultural Diversity

- All cultures within our school are valued, accepted and celebrated as they each contribute to our 'RidgeView culture'.
- We celebrate our diversity through classroom activities, community activities and special events.
- We work together as a staff to develop cultural awareness and understanding to foster excellent communication amongst our community members.
- Parents of Māori have confirmed the employment of a part-time teacher of Māori as a priority when funds allow.
- We aim to have either a Maori representative or co-opted member on our board.
- We teach at least one curriculum based unit each year on the Treaty of Waitangi.
- The Board of Trustees and Principal aim to consult with Maori parents and other cultural groups with significant numbers at least once a year.

The Unique Position of Māori Culture

- RidgeView School is committed to supporting and promoting the key principles of the Treaty of Waitangi: Partnership, Participation and Protection.
- Level 1 Te Reo classes are taught throughout the school. We aim for Te Reo to be heard and used in all classrooms.
- We sing waiata in both Maori and English including the National Anthem.
- Maori reading material is available in all classes for children to select and take home to share with whanau.
- Maori programmes such as te ao kori are considered for integration into planning throughout the school.
- Our kapahaka group is well supported and takes part in the local cultural festival and other special occasions at school.

Provision of Te Reo Māori

- Basic Te reo Maori is taught in all rooms.
- We encourage parents and families to share their Maori heritage, skills and strengths in our school.
- The School will discuss requests for full time instruction in Te reo Maori with the Board of Trustees who will consider its ability to provide classes (in relation to personnel, finance and property).
- Advice will be sought from Birkdale Primary School in relation to meeting the needs of families wanting full time instruction in Te reo Maori for their children. Birkdale Primary School has a Maori immersion unit on-site. It has agreed to being a 'point of contact' for RidgeView School and its families. The Board of Trustees may approach the Ministry of Education to request funding to set up a class.
- If the options above are not successful, the parents requesting instruction for their child will be advised of alternative local venues which may meet their needs.

Student's Learning

At RidgeView School, teaching and learning programmes are designed to meet students' needs and progress them to their next learning steps. Students' progress is carefully monitored and teachers respond to individual needs through a 'closing the gap' approach. Teachers share data and work collaboratively to identify needs and areas of focus. The school operates in a flexible manner, which allows students to move across learning spaces, to be taught at their individual levels.

Teachers have close learning-focused relationships with students. 'Assessment for Learning' is a key pedagogy that underpins the school at all levels. Students are supported to make strong connections between their prior knowledge and new learning. They are encouraged to ask, predict and inquire, as teachers support them to become agentic, self-regulated, lifelong learners. There is a school and CoL-wide focus on developing Learner Agency in 2019 and 2020.

Teachers work hard to improve outcomes for all students. Our special needs students are monitored carefully and teachers are adept at adapting programmes so that all students can access the curriculum, while still being inclusive and equitable in their teaching. Our Maori students take part in programmes to support learning as well as gifted and talented programmes.

Over the last six years, there has been a focus on developing students' literacy skills. The school developed its own sensory phonics and 'Literacy Transference' models to support learners. These successful approaches have resulted in accelerated progress in writing for all student groups. 80% of all learners achieve at or above expectation in writing.

School Student Achievement Data

Students in all year groups experience success in literacy and numeracy. Groups of students (up to 50%) achieve above expectation in reading, writing and mathematics.

Students enjoy literacy, making strong connections between reading and writing. All year groups, genders and ethnicities experience high levels of success in writing. This includes students with additional needs.

Student achievement data and progress rates are carefully monitored and interventions planned to accelerate learning where required. The school has identified the following areas of current focus:

1. Reduce the number of students in the junior section of the school (Years 1 – 3) achieving below curriculum in reading.
2. Increase the number of Year 6 students achieving above curriculum expectations in reading by two.
3. Shift the number of boys' writing below expectation to at expectation.
4. Shift the number of students in one specific cohort from below to at expectation in all learning areas.

<p>Student Engagement</p>	<p>Student attendance and engagement across the school is high. Students are encouraged to be agentic learners and to share their ideas and thoughts about what they are learning and what they feel they need to learn. Student voice is strong – children are expected to contribute towards their own learning, goals and school decisions.</p> <p>The roll is diverse and made up of families from different ethnicities and socio-economic backgrounds. A feature of the school is the prevailing sense of inclusiveness and teachers’ active engagement with parents.</p> <p>Several students require adapted programmes to access the curriculum and the supportive nature of the school works to seamlessly integrate these students. There is not a local pre-school or Kindergarten in Paremoremo, however most students experience some time in an Early Years’ Centre before attending school.</p>
<p>School Organisation and Structures</p>	<p>The school is managed by the Principal with the support of two fulltime teachers and two part-time teachers. The teaching staff work collaboratively to ensure positive, engaging, equitable learning experiences and outcomes for all students. All teachers take on leadership roles within the school as needed. We are in the fortunate position of having one teacher with an Across School Lead position that was gifted to us by the other schools in our ka hui ako. Teachers take an interest in and responsibility for all children in the school. We are proud of the fact that every child in the school is ‘known’. We have skilled teacher aides who work professionally alongside teachers to improve learning outcomes for all.</p> <p>The school is divided into three learning areas. The space is separated by glass doors that can be opened so that the learning spaces can be varied as the learning needs vary. There is a small library and break out space. The space is often opened-up to allow whole school experiences or access to greater spaces, equipment or resources. Students learn to read and write alongside each other, using one to model the other. The success of this approach has seen both priority students and those with exceptional abilities flourish and succeed. A large separate building is used for drama, dance, cultural activities and as a meeting space.</p>

Review of Charter and Consultation

The school has strong, productive partnerships that are focused on student learning. We work hard to ensure that parents tell the school, Board and Education Review Office that they feel valued and empowered to contribute to their children's education.

The Board is made up of a diverse group of parents and community members. They are committed to ensuring the sustainability of our increasingly successful school vision and making sure that the ongoing development of the school meets the current and future needs of our diverse children and community.

The school and Board have regular hui with Maori families and other ethnicities that form the school roll. The Board is committed to strengthening its relationships and cultural responsiveness through Hautu.

In addition to formal self-reviews, the school gains significant information through ongoing informal discussions with families on a day-to-day basis. This can result in emergent reviews that are used to inform future practice and decision-making. The Principal will often seek feedback from selected families to find out their ideas and opinions related to school organisation, procedures and processes.

The school is part of a Kāhui Ako that formed in 2016. This group of contributing schools fall within a 5km radius of each other.

5.

SCHOOL CONTEXT

Strategic Goals		Core Strategies for Achieving Goals 2020 - 2022		
		2020	2021	2022
Students' Learning	Improve learning outcomes for Year 1 students.	Research Play-based learning/Learning through Play. Adapt to RidgeView School's community and needs. Begin to implement, observe and reflect.	Have a Play-based Learning/Learning through Play pedagogy that can be used at RidgeView. Reflect on the success of this approach and adapt if necessary.	Run our Year 0/1 classroom using our RidgeView Play-based pedagogy.
	Improve learning outcomes for all students particularly Maori, Pasifika and children with special needs. Accelerate progress of students performing below expectations.	Use 2019 data to identify gaps in learning areas as well as groups that need support. Design interventions to promote reading skills. Upskill teachers in the art of teaching reading. Access tier 1 and 2 support if needed.	Check 2020 data to trends and improvements. Continue to work with teachers to provide resources and skills required to improve learning outcomes.	
Student Engagement and Transition	Review approach to teaching and learning to ensure it reflects and caters to the needs of our school.	Apply for Professional Development funding from the Ministry of Education. Investigate and experiment with Universal Design for Learning as an approach that allows all students equitable access to the curriculum.	Use an adapted form of Universal Design for Learning to plan, teach and learn.	Reflect on the success of Universal Design for Learning – has it made it easier for students to access the curriculum?
School Finance and Property	Maintain financial security for our school that benefits student learning.	Work with the Ministry of Education to maximise our financial security. Run a tight budget.	Work with the Ministry of Education to maximise our financial security. Run a tight budget.	Work with the Ministry of Education to maximise our financial security. Run a tight budget.

	Develop property and learning resources in order to maximise students' growth and achievement.	<p>Apply for grants that will benefit the school. Work within the school community to organise a major fund raiser. Board to complete a decile review.</p> <p>Implement Block 1 upgrade as per our 5YA – delayed due to asbestos tiles. Upgrade the toilets. Add a new toilet block. Investigate cost of ways to resurface the school pool. Begin painting the outside of the school as per our cyclical maintenance obligations. Purchase resources to enhance learning opportunities and engagement.</p>	<p>Apply for grants that will benefit the school. Work within the school community to organise a major fund raiser.</p>	<p>Apply for grants that will benefit the school. Work within the school community to organise a major fund raiser.</p>
Health and Safety	Regularly review policies and procedures to ensure best practice approaches within our school.	<p>Board to keep policies up to date as per the policy schedule. Update policies as law or other circumstances require. Principal to update procedures.</p>	<p>Board to keep policies up to date as per the policy schedule. Update policies as law or other circumstances require. Principal to keep procedures up to date.</p>	<p>Board to keep policies up to date as per the policy schedule. Update policies as law or other circumstances require. Principal to keep procedures up to date.</p>
Personnel	Continue to work with the Ministry of Education to ensure that the school is adequately resourced with high calibre personnel committed to our school.	<p>Board to work with the Ministry of Education to find a way to allow the principal's teaching component to be covered by another teacher. Board and Principal to work towards increasing student numbers in order to maintain staffing.</p>	<p>Board to ensure that suitably qualified staff are employed.</p>	<p>Board to ensure that suitably qualified staff are employed.</p>

		Board and Principal to investigate ways to upgrade the qualification of teacher with LAT.		
Community Engagement	Create a sustainable learning community through enhanced community engagement and input.	Board and Principal to send out a community consultation. Findings from this consultation to inform next action. Board and Principal to meet with Maori and South African parents as these are our largest cultural groups. Board to complete and send out a well-being/health survey.	Board and Principal to consult with the community. Board and Principal to meet with Maori community and other large cultural groups. Board to complete and send out well-being/health survey.	Board and Principal to consult with the community. Board and Principal to meet with Maori community and other large cultural groups. Board to complete and send out well-being/health survey.

5. STRATEGIC GOALS AND TARGETS

Improvement Plan – Domain: Learning – Academic Improvement

Strategic Goals:

Improve learning outcomes for Year 1 students.

Improve learning outcomes for all students particularly Maori, Pasifika and children with special needs.

Accelerate progress of students performing below expectations.

Annual Goal:

Accelerate progress of students performing below curriculum expectations in reading in Years 1 – 5.

Accelerate progress of two students performing at curriculum expectations in reading in Year 6.

Annual Target:

70% of students in Years 1 – 5 achieving at or above for reading.

Two students in Year 6 moved from at to above in reading.

Baseline Data:

Reading data as at the beginning of 2020.

Beginning of 2020	Below	At	Above	At/Above
Year 2	75%	13%	13%	26%
Year 3	67%		33%	33%
Year 4	50%		50%	50%
Year 5	50%	50%		50%
Year 6		50%	50%	100%

Key Improvement Strategies

When:	What:	Who:	Indicators of Progress
February 2020	Analyse data Identify Priority/Targeted learners	Staff guided by principal	Staff agree on area for focus Priority learners identified
Throughout the school year	Identify areas that need improvement Design approaches/interventions to meet learning needs.	Staff guided by principal	Staff have a variety of approaches that they can use to teach targeted aspects of reading.
March 2020	Observe another staff member teach reading.	All staff	Staff observe each other, reflect and feedback
March 2020	Use OTJ – where are the students at?	All staff	Staff can say where students are learning/making progress
April 2020	PD during staff meeting focussing on reading	All staff led by principal/expert	Staff learn new skill
May 2020	Principal available to model teaching lesson	All staff and principal	
June 2020	Assessment – staff to agree assessment tool	All staff and principal	Progress noted
August 2020	Analyse data Take note of Priority/Targeted learners	Staff guided by principal	What gaps?
November 2020	Assessment – staff to agree assessment tool	All staff and principal	Progress noted

Monitoring:

- Check student outcomes every term
- Student voice – what do the students say about their learning?
- Where are the gaps – how do we bridge the gaps?

Improvement Plan – Domain: Learning – Student Engagement

Strategic Goals:

Review approach to teaching and learning to ensure it reflects and caters to the needs of our school.
Improve learning outcomes for Year 1 students.

Annual Goal:

Investigate approaches in teaching and learning that align with community needs and expectations and lead to progress of all students in our diverse school.

Annual Target:

Decide on approaches to a Local Curriculum that includes a Social Curriculum and behaviour plan that allows differentiation and targeted learning so that all students feel supported, are engaged in learning, and achieve to the best of his or her ability.

Baseline Data:

High number of students needing learning support (currently 33% funded in some or other form).

Two ORS students and one IWS student

In 2020 we are able to separate the Year 0/1s from the Year 2/3s. These groups are particularly low in reading, and we need to use this opportunity to accelerate their learning.

Key Improvement Strategies

When:	What:	Who:	Indicators of Progress
December 2019	Work with CORE Education via kahui ako to brainstorm possible approaches to a Local Curriculum that suits our community and our needs.	Principal James and Ara from CORE Education	Agreement on an approach
December 2019	Present these ideas to staff for feedback and buy in.	Principal and staff	Adapt and agree on our approach
February 2020	Teacher Only day – collaborate on our approach for Term 1 based on the needs of the students.	Principal and staff	Collaborative Long Term Plan for Health and Science
	Teacher Only Day – Year 1 teachers work with principal to agree an initial approach to Play-based learning/Learning through Play in the Year 0/1 classroom.	Principal and Year 1 staff	Agreed approach to experimenting with play in the Y0/1 classroom.
February 2020	Buy some play based resources for the classroom	Principal	Quality play equipment in the classroom
February 2020	Year 1 staff and principal attend Longworth Education course on the introduction to Play-based learning. Decide on practical aspects to introduce into our classroom.	Principal and Year 1 staff	Attend course Discuss and implement aspects of Play-based learning

February 2020	Work with James from CORE Education to put in a PD application with the Ministry of Education focussing on Local Curriculum approached from a Universal Design for Learning foundation including Play-based learning, Phonics, AFL etc.	Principal and James from CORE Education	Construct a high quality application for professional development
February 2020	Staff meeting – Teachers agree on behaviour plan	All staff	Basic behaviour plan agreed and understood by all
February 2020	Student voice – Student input to behaviour plan	Principal and Y2 – 6 students	Basic behaviour plan agreed and understood by all
March 2020	Submit Professional Development Application	Principal	PD application submitted
March 2020	Large loose parts collected and put onto the playground for all students to use. Teachers and principal to watch for creative play, encourage problem solving, develop student resilience	School community Staff Students	Whole school play based learning that aligns with and promotes our developing social curriculum.
April – December 2020	Staff Meetings, Release days and classroom application as we investigate and trial UDL with Play-based learning and AFL.	All Staff with CORE Education if PD approved. Input from SENCO at ASHS who is experienced in UDL in the learning support area.	Clear understanding of what works and does not work for our school.
April, May, June 2020	Social Curriculum socialised and adapted	All staff led by principal	Working document
July 2020	Social Curriculum finalised	Principal	Social Curriculum
November 2020	Staff and CORE Education develop broad guidelines on a RidgeView Local Curriculum based on UDL and including Play-based Learning and AFL.	All staff together with CORE Education facilitator	Beginnings of Local Curriculum
December 2020	Agree next steps for Local Curriculum	All staff together with CORE Education facilitator	Plan for what to do next

Monitoring:

Staff, principal and facilitators check in.

Teachers start to change the way they plan/change focus during planning

Aspects of play-based learning visible in Year 1 classroom

Aspects of play-based learning visible on the playground

Other 2020 Key Improvement Strategies to Achieve Strategic Vision

Property	Short Report	Finance	Short Report
<ul style="list-style-type: none"> Implement Block 1 upgrade as per our 5YA – delayed due to asbestos tiles. 	<p>The school is working with Watershed and MOE to decide on how to deal with the asbestos tile that is laid throughout the school. Once the MOE has agreed to finance the uplifting of the tile, then the upgrade will go ahead and will include repainting the inside of the school. This due to start in April 2020.</p>	<ul style="list-style-type: none"> Work with the Ministry of Education to maximise our financial security. 	<p>The Board is working with the MOE to ensure that we are using our money in the best way possible.</p>
<ul style="list-style-type: none"> Upgrade the toilets. Add a new toilet block. 	<p>The Board intends to use the extra \$50k allocated by the MOE to upgrade the toilets.</p>	<ul style="list-style-type: none"> Run a tight budget. 	<p>Principal and others to stick to the budget.</p>
<ul style="list-style-type: none"> Investigate cost of ways to resurface the school pool. 	<p>The pool needs to be resurfaced before next season. The Board is to look for grants and other funding opportunities to optimise this very important resource.</p>	<ul style="list-style-type: none"> Apply for grants that will benefit the school. 	<p>Members of the Board, staff and parents are encouraged to apply for grants to cover aspects such as reading books, resurfacing of the pool, Maori resources, upgrading technology.</p>
<ul style="list-style-type: none"> Begin painting the outside of the school as per our cyclical maintenance obligations. 	<p>Use money allocated in 2020 Budget to begin to fulfil our obligations to paint the outside of the school.</p>	<ul style="list-style-type: none"> Work within the school community to organise a major fund raiser. 	<p>The Board, principal and FORS committee need to work together to try and raise funds for the school.</p>
<ul style="list-style-type: none"> Purchase resources to enhance learning opportunities and engagement. 	<p>School has budgeted to buy a technology kit sponsored by EPro8 and to buy mathematics licenses for the school for the next three years.</p>	<ul style="list-style-type: none"> Board to complete a decile review. 	<p>The Board is trying to have the school's decile reassessed to more accurately reflect our community.</p>

Personnel	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> Board to work with the Ministry of Education to find a way to allow the principal's teaching component to be covered by another teacher. Board and Principal to work towards increasing student numbers in order to maintain staffing. Board and Principal to investigate ways to upgrade the qualification of teacher with LAT. 	<p>The chairperson of the Board and the principal applied for Special Reasons Funding that allowed the principal to be out of the classroom for Term 4 2019 and Term 1 2020. We assert that our circumstances are still the same and that we have seen tangible improvements at the school since this has occurred. We will therefore be approaching the MOE to extend this Special Reasons Funding.</p> <p>By having three learning spaces we have been able to separate our Year 0/1 students and are implementing a classroom pedagogy that focuses on the fundamentals that these students need.</p> <p>One of our teachers has been given a LAT. She has a South African qualification from a private college that is not recognised in New Zealand. She has skills in ECE and learning through play and we would love to keep her and her expertise. The Board and Principal need to investigate ways to upgrade her qualification.</p>	<ul style="list-style-type: none"> Board and Principal to send out a community consultation. Findings from this consultation to inform next action. Board and Principal to meet with Maori and South African parents as these are our largest cultural groups. Board to complete and send out a well-being/health survey. 	<p>A community consultation has been sent out to all families. The information will be analysed and reported to the Board to inform further action.</p> <p>Members of the Board and the principal will meet with these groups to ensure that we are meeting the needs of their communities and to answer any questions they might have. All suggestions and ideas will be reported to the Board and used in the development of our local curriculum.</p> <p>The Board will send out a health and well-being survey to all families, students and staff. Data from this survey will inform future actions including informing our Social Curriculum.</p>