



Waimataitai School Charter Strategic and Annual Plan 2019-2021

Principals' endorsement: January 2019

Board of Trustees' endorsement: 25 February 2019

Submission Date to Ministry of Education: 2019

Introductory Section - Strategic Intentions

Strategic planning is the visualisation and documentation of desired outcomes, the documenting of procedures to achieve the outcomes, and measuring the achievement of the outcomes. Because it looks to the long term, strategic planning has to take in to account uncertainty so in many respects - it is "Strategic Intent". Our Strategic Plan must incorporate a degree of flexibility; it must be able to be adapted to fit changing circumstance, and it will provide general guidelines rather than specific details and procedures.

Mission Statement

*Whaia te iti kahurangi- me he tuohu koe ki te maunga teitei
Pursue your dream to the fullest, if you should fail let it be to a lofty mountain*

Vision

A happy Wai Learner is a curious, respectful, motivated, reflective, team player



All students will leave Waimataitai School as successful students who have a high level of attainment in literacy and numeracy and an ongoing desire to learn. They will have a desire to be good citizens within whatever community they enter or belong to. They will be resilient and accepting and tolerant of others in an increasingly diverse world.

Striving for excellence and achievement in all areas

Waimataitai School will;

- Be recognised for promoting an education that meets the needs of each individual
- Be seen as a school that encourages ideas and input from our community
- Be seen as a school that focuses on innovative practice
- Be a school recognised as part of a wider learning community
- Be identified as a school that has an attractive, stimulating and safe learning environment

Values

A happy Wai Learner is a curious, respectful, motivated, reflective, team player

These things are valued at our school;

Happy Wai Learner	NAG
Curious	1,2
Respectful	4,5,6
Reflective	2,7
Motivated	1,5
Team Player	2,3



- Respect for others, our environment and learning
- Responsibility for our actions, property and learning
- Developing social skills to be effective and responsible citizens, who co-operate in and want to belong to a positive community
- Motivation to achieve, participate and contribute, encouraging others

Waimataitai School promotes and fosters these values in an environment which aims to

- provide challenge and healthy competition
- emphasise academic and social skills
- provide for physical and cultural opportunities and development
- meet social and emotional needs
- acknowledge and promote New Zealand's bi-cultural heritage and our increasingly multicultural community

Principles

Non-Negotiable Beliefs

- All students need to know they are valued and cared for
- All students can achieve success given appropriate time and support
- High expectations and early intervention are essential
- The staff and Board need to be lifelong learners and model lifelong learning

Māori dimensions and cultural diversity

Waimataitai School is committed to ensuring that we implement practices that reflect New Zealand's cultural diversity and the unique position of Maori. We are a bicultural country with a multicultural base.

In recognising the unique position of Maori, Waimataitai School will take all reasonable steps to embrace and celebrate Tikanga Maori and Te Reo Maori for all students.

To achieve this, our school will strive to be culturally responsive and support all Maori students to be successful as Maori by working with parents, whanau and our local community to explore the best ways to do this.

Reviewed 2017/18

Students, Parents, Whanau, Staff, and Board Consultation					
ENGAGED AND ACHIEVING STUDENTS		COMMUNITY AND FAMILY ENGAGEMENT		QUALITY ACTIVE GOVERNANCE AND LEADERSHIP	
RESOURCE MANAGEMENT					
Governance BOT Organization Operations (National Administration Guidelines)					
Curriculum Development	Professional Learning	Assessment Reporting	Evaluation Self review	Property Development	Asset Replacement
ICT & elearning Development					
2019 Goals developed		2020		2021	
→					

Further supporting documentation please refer to;

Curriculum Development Plan

Assessment Plan

Professional Learning Plan

Consultation Plan

School Policies and procedures

E Learning Plan

Special Needs Priority Learners programmes

Guidance and Counselling

EOTC Programmes

Self Review Plan

Performance Management System

Teaching and Learning Resources

Budget Finance

Property Development Plan

10 Year Maintenance Plan

Asset Purchase/Replacement

BOT Governance Manual

Leaders programme

Student Council

Komiti Maori

PB4L

Pasifika Plan

The Board of Trustees will communicate with the community about;

- Board of Trustees activities and initiatives

- Issues affecting the school and the provision of programmes within the school as part of their ongoing evaluation and self review process

School Context

Students' Learning



Waimataitai Students do well in reading and increasingly so in maths also. However writing has proven to be our greatest concern when measured against the standards. The school's results are above the average achievement of schools in general. The school has a strong professional learning programme each year which focuses on the identified needs of staff which in turn is based on student learning. The school has benefited from involvement in accelerated projects such as Accelerated Literacy Learning (ALL) (2012-14, and 2018) and Accelerated Learning in mathematics (ALIM) 2012, 2013, 2015, 2016. The school is committed to providing a balanced curriculum and also a balance between academic, sporting and cultural activities which are based on their local community. As a decile 6 school we provide for a diverse community and a mix of strengths and needs. We have almost 20% Maori students and a growing number of Pacifica and English Language Learning students. The school celebrates this diversity and actively seeks and encourages community and parent support. We are fortunate to have an increasing number of different ethnicities attending our school which we celebrate and embrace. The school has high expectations for learning and behaviour and this is seen in their commitment to the Wai Learner and PB4L school expectations. There is a cohesive team environment of a mix of experienced and developing staff who work together with parents in the interests of students.

Student Engagement



Strong positive student and parent relationships are encouraged in a nurturing environment which fosters a large family community feel. This enhances student engagement and is supported by the use of buddies, and systems of support within the school which include student input and voice. There is a high attendance rate and involvement out of hours, and students have input into decisions about the school in areas such as PB4L, school environment and, increasingly, aspects of their learning.

Many school systems such as houses, assemblies, buddies, and the Wai Learner gold slip system promote engagement in, and celebration of learning. Participation in a wide range of extracurricular activities is encouraged with high participation levels, and there is a culture of a celebration of success and loyalty and support for others.

School Organisation and Structure



Waimataitai School roll remains stable with some slight growth following a slow decline after the Timaru District Area Review. The 2018 school year began with 425 students and ended with 473, after 119 enrolments with a slight increase in transience for a variety of reasons. This healthy roll saw an increase in the number of new entrant pre-schoolers coming into our school and meant we ended the year with 21 classes in place to accommodate the bulge at the bottom.

The 2019 year will begin with 20 classes organised into 4 teams; year 1-2, 3-4, 5-6 and 7-8. It is anticipated there will be the need for at least one further class (if not two) by the end of term 3 to meet the needs of enrolling new entrants to the school. Predictions for New Entrant enrolments remain high for the year.

The school is fortunate to have a strong, stable experienced and committed staff who are organised to meet the needs of the students and the school. The school welcomes beginning teachers as they enter into their teaching career within a stable and supportive environment where they can learn.

The Board has worked toward developing modern learning environments and provides an attractive and challenging physical environment.

There is a strong and positive management team, and a staff culture of professional learning development and commitment to ongoing self review. Leadership responsibilities are fostered at staff and student level and student and community input is regularly sought.

Review of Charter and Consultation

The Waimataitai School Charter and Strategic Plan is formally reviewed every three years following a consultation process with the wider school community. A new Board was elected in 2017, retaining experienced members as well as welcoming new members, and part of their work was to review the Charter and Strategic Plan in 2017. There will be further Board of Trustee elections in June 2019. Succession Planning is underway.

The Charter is reviewed, reported on and updated annually. The Principal is taking part in the Springboard Trusts Strategic Leadership; Programme which focuses on Strategic planning and implementation in 2019.

Regular feedback and input will be sought from the community as part of our ongoing consultation commitment and ongoing self review processes.

Strategic Section

As a result of community consultation, the analysis of school-wide achievement data and information, the Analysis of Variance and the self-review process, the board has identified the following strategic aims.



Strategic Goals

Reviewed 2017/18

Core Strategies for Achieving Goals 2019 - 2021

Engaged and achieving students

All students are engaged in their learning and are achieving educational success

All students will be engaged in an evolving **meaningful and relevant curriculum** that fosters high and realistic achievement, addresses each child's needs and gives priority to literacy and numeracy

Maori students are engaged in their learning and are achieving education success with pride in their unique identity, language and culture as Maori

Community and family engagement

All families/parents/whanau in our increasingly diverse community are empowered to be effectively engaged in supporting their child's learning

Quality and Active governance and Leadership

Our school is effectively governed by a forward thinking board of trustees committed to ongoing school development and improvement of student progress and achievement, utilising self-review and audit processes

Resource Management

A safe, attractive physical and emotional learning environment is provided for our increasing roll that fosters student achievement and promotes sustainability for the future. Operating within annual grants.

- Finance and Property
- Health and Safety
- People management

2019

2020

2021

Curiosity and Connections

Broad curriculum, high quality literacy and numeracy, increased opportunities for arts and performance

Science Learning and Development

Priority Learners targeted, Pasifika, Maori, Writing,

Te Reo Maori development across the school

Progress monitoring in Reading, Writing, Maths

PB4L Restorative Practice UBRS

Healthy food and an active school

Future-focused sustainable practices; kaitiakitanga

Support and enhance Parent-Teacher partnerships

Attendance and school arrival

Board focus on raising profile and engagement with community,

Promote celebrations and healthy competition

Springboard Trust Strategic Planning and Implementation

Utilise external review process to verify internal self-review

Board Elections

School promotion.

Maximise use of parent community skills and funding opportunities

Sustainable practices

Health and Safety is owned by all

10 Year Property Plan, Maintenance Programme

PTA profile/parent education and support

2019 Annual School Student Learning Improvement Plan – SUMMARY

Strategic Goal	Domain	Target (see detailed plan that follows)
<p>All students will be engaged in an evolving meaningful and relevant curriculum that fosters high and realistic achievement, addresses each child’s needs and gives priority to literacy and numeracy.</p> <p>Maori students are engaged in their learning and are achieving education success with pride in their unique identity, language and culture as Maori</p>	Science Development	<p>To increase the provision of science learning opportunities, developing in students a strong understanding of the nature of science and its relevance to daily life. Shifting attitudes and approaches to science, increasing and improving science vocabulary, observation and investigative skills.</p>
	Embedding Quality Writing Practise	<p>Staff will embed the writing PLD gained over 2017-18 focusing on established needs and engaging and motivating students.</p> <p>Increasing in particular the number of boys, Maori and Pacifica at Year 5-8, operating at or above the expected level of curriculum for their age, stage and development in writing, while demonstrating a more positive attitude towards and displaying engagement in writing. (currently 66%)</p> <p>These learners achieving below a desirable level in writing, at each year level in each class, will be targeted and will make accelerated progress.</p> <p>Boys overall success and achievement in writing across the school will be monitored as well as what strategies and content engages them in their learning.</p>
	Te Reo Maori Development	<p>To increase the use of, and exposure to, Te Reo Maori across the school, building on existing knowledge and extending this further. This will be in class, learning team, playground and across school events to allow it to be seen as normal and in regular use in our school. A longer term goal for it to spill over into our community/society.</p> <p>In recognising the unique position of Maori, Waimataitai School will take all reasonable steps to embrace and celebrate Tikanga Maori and Te Reo Maori for all students.</p> <p>To achieve this, our school will strive to be culturally responsive and support all Maori students to be successful as Maori by working with parents, whanau and our local community to explore the best ways to do this.</p>

Improvement Plan – Domain learning - Science

Strategic Goals: All students will be engaged in an evolving **meaningful and relevant curriculum** that fosters high and realistic achievement, addresses each child's needs and gives priority to literacy and numeracy.

Annual Goal: To increase the number of students achieving at or above expected curriculum level for their age and stage in writing

2019 Target: To increase the provision of science learning opportunities, developing in students a strong understanding of the nature of science and its relevance to daily life. Shifting attitudes and approaches to science, increasing and improving science vocabulary, observation and investigative skills.

Baseline data

Review of science over past three years indicates that there is a need to increase science provision within and across all areas of the school. Students were surveyed and asked: - What is science? Do you like science (72% stating they did 21 stating they didn't know if they liked science which suggested they weren't sure what science was)? What is the best science you have done at Waimataitai (it was very apparent investigations or "experiments" were the hot favourite). What do you like to learn about? What would you like to learn more about in science? What helps you learn in science?

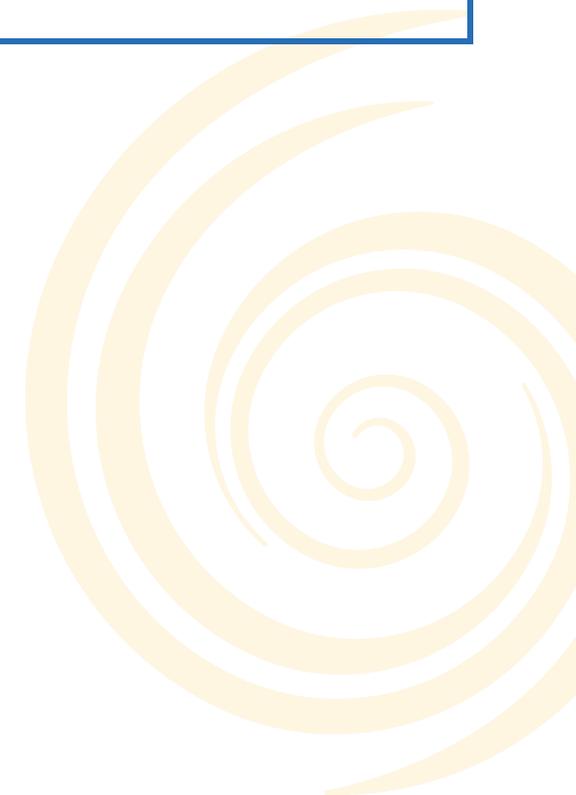
The results elicited useful information, indicating that there was a better understanding about what science was, science was liked as were topics they had explored. There was a general desire to do more science and it was also clear that on balance over the years there appeared to be less science being deliberately planned and taught than was desirable and less "incidental, spontaneous and from the teachable moment" science opportunities occurring largely due to the pressure to get through "core curriculum".

A facilitated staff session on what was needed to address science in our school indicated that there was need to provide more time, more confidence in science teaching, more knowledge of basic science and in some cases more depth, and science which interested and engaged and was relevant to our students and local community so they could identify it readily in their lives.

Key Improvement Strategies:

When:	What:	Who	Indicators of Progress
Year beginning	Staff Only Day – explored a local walk that encompasses many science learning opportunities; rocky shore, tidal zones, coastal erosion, replanting, ecosystems. Science team challenges – strand of science challenge -kits created for use across the school to be fully accessible for teachers to access and use.	Each team led by team leader and Science lead (Lead)	Opportunities identified for use of local area across the school. Kits with materials and equipment prepared, outcomes, processes, links provided for classroom use. Science opportunities and talk amongst staff.
Term 1	Re explore curriculum – nature of science focus, ARBs, set up baseline data, examine elements of good questioning, observational drawing, 5 simple lessons demonstrated. Set up baseline data collection (writing from science), undertake science lesson with writing to follow. Staff teams observe science being undertaken	Facilitator Lead Teachers Teams	Baseline data set up, attitude survey – staff and students. Writing collected and moderated.
Term 2	Identifying staff, needs, challenges and examining the nature of science, observing, modelling – co-planning and teaching of science. Exploring the capabilities of science through process stations, building leaders capacities to support science development through observing lessons and feedback sessions.	Facilitator Lead Teachers Teams	Quality of conversations, questioning and clarifying science thinking, capabilities. Use of Scientific language.

Term 3	Demonstration of lessons set up for data moderation, co plan, co-teach based on teacher needs, review of needs and next steps. <i>Kaitiakitanga/tikanga and sustainability need to be apparent in implementation</i>	Facilitator Lead Teachers Teams	Entry, monitoring and exit data utilised to measure progress and retention.
Term 4	Full staff review of all approaches and what is working, what is not and what is next- seeking guidance and support from facilitators Survey of students and staff attitudes	Facilitator Lead Teachers Teams	Review documentation Science survey of students and staff
2020 development	Determined by outcomes of 2019...		
Monitoring: Ongoing monitoring of indicators of progress will highlight any issues or needs that need further attention			
Resourcing: meeting time, release time to observe and feedback, provision of equipment and resources			





Waimataitai Science SCIENCE– ACTION PLAN 2019 What this will look like in action

Strategic Goal: All students will be engaged in an evolving **meaningful and relevant curriculum** that fosters high and realistic achievement, addresses each child’s needs and gives priority to literacy and numeracy.

ANNUAL AIM To increase the number of students achieving at or above expected curriculum level for their age and stage in writing

Target :To increase the provision of science learning opportunities, developing in students a strong understanding of the nature of science and its relevance to daily life. Shifting attitudes and approaches to science, increasing and improving science vocabulary, observation and investigative skills.

Strategies for supporting and increasing Student Progress and Achievement

Use of PLD Facilitator to implement delivery plan including provision of PLD sessions, modelling science teaching, observing and planning science teaching, establishing prior knowledge , nature of science, questioning correctly development of student use of science language, science vocabulary observation, noticing skills learning to explain the science. Opportunities to observe, investigate and explore are provided to provide for fun, engaging conversations about science across the curriculum and daily life. *Kaitiakitanga/tikanga and sustainability need to be apparent in implementation, what a good scientist does.....*

Who	Term 1	Term 2	Term 3	Term 4
Leader	Liaise with facilitator, Principal and staff about the pld delivery and maintain and support interest by staff and students. Liaise with AP over relief staff required.			
	Survey			survey
	Set up and maintain record of development and learning so accessible to all – identify resources required and set up system to support access to these for staff			
Professional Learning Meetings	Facilitator led PLD, followed up by observations of facilitator teaching science with students as per the delivery plan/ co plan/co teach			
	Baseline followed by moderation			Collect data followed by moderation
Learning Teams	Share progress, review next steps, science discussed at learning team meetings, promotion of science language. Discuss science delivery			
Individual investigation research model	Baseline followed by moderation	Review progress, share with buddy on staff, and then whole staff		Collect data followed by moderation
	Set goals for development based on identified need – regularly review by sharing with colleagues – cycle of inquiry			
Parent Partnership BOT/PTA	Opportunities to share and celebrate science across the school with class, buddies, peers and parents and whanau, competition, Google docs, facebook			

Improvement Plan - Domain: Learning Embedding Writing

Strategic Goals: All students will be engaged in an evolving **meaningful and relevant curriculum** that fosters high and realistic achievement, addresses each child's needs and gives priority to literacy and numeracy.

Maori students are engaged in their learning and are achieving education success with pride in their unique identity, language and culture as Maori.

Annual Goal:

To increase the number of students achieving at or above expected curriculum level for their age and stage in writing

2019 Target:

Increasing in particular the number of boys, Maori and Pacifica at Year 5-8, operating at or above the expected level of curriculum for their age, stage and development in writing, and demonstrating a more positive attitude and engagement in writing. (currently 66%)

Baseline data: Currently only 66% of Boys across year 5-8 are operating at or above expectation for writing. Only 47% of Pasifika boys and 50% Maori boys are writing at or above where we would expect them for their age.

Key Improvement Strategies:

When:	What:	Who	Indicators of Progress
Term 1 Week three	Revisit what made the shift in engagement and motivation in writing, what brought the success in improving quality with the whole staff at PLD meeting. Revisit guidelines for writing expectations across the school – who needs to shift in writing – share resources and drive from 2018 work, noticing, in particular, what engages motivates our boys in writing??? Our Maori/ Pasifika boys ?	Principal – teaching staff	Presentation notes, minutes – records of decisions
Week 4-6	Writing buddies established to share books writing – focus what is engaging working for boys – Maori and Pacifica in writing?? Record what they did and what worked and was achieved.	Teachers, students, family/whanau	Goals shared, modelling books shared, writing shared, what engaged our boys Maori and Pacifica?
7-11	Sharing of noticing and outcomes	Teacher/teams	Plans, meeting minutes and monitoring sheets
Term 2 -4	Leaders to use information from walkthroughs, discussions, moderation to inform content of revisiting and sustaining practice to plan pld for ongoing development of writing. Needs based.	Leaders/ teams	Meeting minutes, student work, modelling books, moderation information

Monitoring: Ongoing monitoring of indicators of progress will highlight any issues or needs that need further attention, leaders will act to support and address these by ensuring teacher utilising learning gained.

Resourcing: Effective use of professional learning time, leader time utilised to support individuals.



Waimataitai Priority Learners –Embedding Writing Development TARGET – ACTION PLAN 2019 What this will look like in action

Strategic Goal All students will be engaged in an evolving **meaningful and relevant curriculum** that fosters high and realistic achievement, addresses each child’s needs and gives priority to literacy and numeracy.

Maori students are engaged in their learning and are achieving education success with pride in their unique identity, language and culture as Maori.

ANNUAL AIMS To increase the number of students achieving at or above expected curriculum level for their age and stage in writing.

Target: Staff will embed the Writing PLD gained over 2017-18 focusing on established needs and engaging and motivating students.

Increasing in particular the number of boys, Maori and Pacifica at Year 5-8, operating at or above the expected level of curriculum for their age, stage and development in writing, and demonstrating a more positive attitude and engagement in writing. (currently 66%)

These learners achieving below a desirable level in writing, at each year level in each class, will be targeted and will make accelerated progress.

Boys overall success and achievement in writing across the school will be monitored as well as what strategies and content engages them in their learning.

Strategies for supporting and increasing Student Progress and Achievement

Who	Term 1	Term 2	Term 3	Term 4
Leaders	Lead team in sharing writing, planning, ideas, motivations, using walkthrough information to prompt discussion, sharing of practice – revisiting expectation – share modelling books, student writing			
Professional Learning Meetings	Revisit learning gained and expectations for writing delivery across the school	Snapshot	Snapshot	Snapshot Review
Learning Teams	Share concerns, goals, share progress, review next steps, walkthroughs, progress shared at learning team meetings, term snapshot analysis, and follow up			
IN CLASS	Identifying and planning for needs– how to know needs and how to address these. knowing learners	Careful selection of content material	High quality delivery of motivating and engaging writing content – target boys, Maori and Pasifika	
Parent Partnership BOT/PTA	Set goals and actions, communication, monitor	Communication, monitor	Communication, monitor	Communication, monitor

Improvement Plan - Domain: Learning Te Reo Maori Development

Strategic Goals: All families/parents/whanau are empowered to be effectively engaged in supporting their child's learning

Annual Goal: To increase the number of students achieving at or above expected curriculum level for all areas.

2019 Target:

To increase the use of, and exposure to, Te Reo Maori across the school, building on existing knowledge and extending this further. This will be in class, learning team, playground and across school events to allow it to be seen as normal and regular use in our school.

Baseline data/information: Waimataitai School is committed to ensuring that we implement practices that reflect New Zealand's cultural diversity and the unique position of Maori. In recognising the unique position of Maori, Waimataitai School will take all reasonable steps to embrace and celebrate Tikanga Maori and Te Reo Maori for all students. To achieve this, our school will strive to be culturally responsive and support all Maori students to be successful as Maori by working with parents, whanau and our local community to explore the best ways to do this. 97 students out of 454 are identified on our role as Maori 21%. We have slowly built our staff awareness, confidence and ability in the use of Te Reo Maori.

Key Improvement Strategies:

When:	What	Who	Indicators of Progress
<p>Term 1-4</p> <p>Ongoing challenges</p>	<p>Lead teacher Maori – promote, lead and support development</p> <p>Raise expectations for planned use daily; must have in roll call</p> <p>Word of the week – distributed for all – incentives/ competitive element – student feedback on use, encouragement and support – ako.</p> <p>Whakatauki – share at PLD meetings – each staff member to identify and share</p> <p>Karakia Timatanga and whakamutu, karakia kai.</p> <p>Introducing new waiata</p> <p>Learning team and school Kapahaka, and mihi.</p> <p>Written word authentically displayed – class labels</p> <p>Knowledge and expertise openly shared – te reo exposure increased.</p> <p>Invite Whanau in to explore their whakapapa, join in kapahaka and te reo</p> <p>Students have access to additional te reo Maori over the year.</p>	<p>Principal</p> <p>Te reo unit lead</p> <p>Kaiako Maori</p> <p>All staff</p>	<p>Use of te reo heard through the school by all staff and students, with students and whanau</p> <p>Use of karakia in class, at gatherings</p> <p>Increase numbers of students authentically engaging in the additional te reo classes provided.</p>
<p>Term 3</p>	<p>Maori achievement plan</p> <p>Flava</p> <p>Term 4 – Polyfest</p>	<p>Principal, Nicky S, Lara, Kathy AP and leaders to lead</p>	<p>Parent take up opportunity and engage to support students</p>

Monitoring: Ongoing monitoring of attendance information will highlight any issues that need further attention, leaders will act to support and address these by ensuring teacher utilising targeted engagement and feedback from parents and whanau

Resourcing: *Time for planning and staff development, engagement opportunities*



Te Reo Maori TARGET – ACTION PLAN 2019 What this will look like in action

Strategic Goal:

All families/parents/whanau are empowered to be effectively engaged in supporting their child's learning

Target To increase the use of, and exposure to, Te Reo Maori across the school, building on existing knowledge and extending this further. This will be in class, learning team, playground and across school events to allow it to be seen as normal and regular use in our school.

In recognising the unique position of Maori, Waimataitai School will take all reasonable steps to embrace and celebrate Tikanga Maori and Te Reo Maori for all students.

To achieve this, our school will strive to be culturally responsive and support all Maori students to be successful as Maori by working with parents, whanau and our local community to explore the best ways to do this.

Strategies for supporting and increasing Student Progress and Achievement

Pasifika plan, Maori achievement plan, Focus on whanaungatanga – relationships, attendance and arrival plan follow up

Who	Term 1	Term 2	Term 3	Term 4
Leaders	Actively promote and support staff in their use and development of Te Reo – modelling own learning			
Professional Learning Meetings	Ongoing use of te reo in the school by teachers and students – word of the week, whakatauki Emphasis on connecting, whanaungatanga, knowing our students and their families well, sharing of practical ways to engage Maori and Pasifika families – what works			
Learning Teams	Sharing of practice in te reo Maori, Actively promote and support staff in their use and development of Te Reo – modelling own learning			
Individual Development Plan	Set personal goal in development of te reo and review each term, utilise support of Nicky, Whaea Kathy, Tim, Jane Develop thorough knowledge of student and their whanau aiga – know the learner			
Parent Partnership BOT/PTA	Wa Whanaunga		BOT REVIEW	FLava. Celebration/polyfest/ Talent quest

Other 2019 Key Improvement Strategies to achieve Strategic Vision			
Property (summarised from property plan) (Examples)	Short Report	Finance	Short Report
10 year maintenance plan - Painting Health and safety @work		Increase roll and therefore funding by increasing community engagement and confidence	
Personnel	Short Report	Community engagement	Short Report
Successful attraction and induction of new staff in a time of teacher shortage Development of Leadership across the school		Board elections – succession planning and then Induction of new Board Consult with community around strategic direction of our school	