

**TUA
MARINA
SCHOOL
CHARTER
2016**

School Number: 3050

Date: February 2016

CONTENTS

INTRODUCTORY SECTION

- Tua Marina School Vision
- Tua Marina School Profile
- Recognising New Zealand's Cultural diversity

STRATEGIC SECTION

- Strategic Plan Statement
- Strategic Plan 2016-2018
- Supporting Documentation

ANNUAL SECTION

- Annual Student Achievement Targets
- Annual Plan

PROCEDURAL SECTION

- Procedural Information
- Consultation



Tua Marina School Vision

Tua Marina School develops resilient, lifelong learners who *strive for peak performance (me whakapau kaha)* in their community and beyond.

<p style="text-align: center;">Resilient</p> <p style="text-align: center;">Have an "I can do it" attitude</p>	<p style="text-align: center;">Life-Long Learners</p> <p style="text-align: center;">Seek and use new knowledge and skills anywhere/anytime</p>	<p style="text-align: center;">Community and Beyond</p> <p style="text-align: center;">Make a positive difference to the world around us</p>
<p>We will ...</p> <ul style="list-style-type: none"> • Believe in ourselves • Give things a go • Stay positive and happy • Problem-solve to work out a solution • Bounce back if things are not going right • Change to suit the situation (adaptable) • Keep on trying and not give up (persevere/persist) • Join in activities (participate) • Look for the good side of things (optimistic) • See the funny side and laugh at things • Be realistic with our goal setting • Develop skills to cope with change • Be confident and brave - have an 'I can do it' attitude 	<p>We will ...</p> <ul style="list-style-type: none"> • Be willing to learn • Reflect on our learning • Be actively involved and make decisions about our learning (agency) • Set suitable goals to work towards • Be proud of our achievements • Have good self-management skills (flexible timetables and learning styles) • Use inquiry learning skills • Work by ourselves (independent) • Be responsible for our own learning pathways (personalised learning) • Communicate well (student voice) • Use our thinking skills • Know our strengths and weaknesses • Make informed decisions • Think about the future • Use e-learning across all areas when appropriate • Find ways to make learning fun 	<p>We will ...</p> <ul style="list-style-type: none"> • Contribute to the well being of the community, the wider community, and the world • Do the right thing at the right time for the right reason • Follow our school rules • Look after ourselves • Look after our environment • Relate well with others • Show values in our everyday lives - respect, kindness, responsibility, and honesty. • Value our uniqueness and differences • Be good team/group members/collaborators • Contribute to an interdependent (what we do affects others) learning community • Involve our families in our learning • Practice our learning as we interact in the real world • Use the wider community to help with our learning • Value the bicultural nature of Aotearoa New Zealand, and value other cultures

TUA MARINA SCHOOL PROFILE

- Tua Marina School welcomes all learners in our community. We are committed to their presence, participation, engagement, and achievement.
- Tua Marina School is a semi-rural, full-primary school, located approximately 10 kilometres from Blenheim, heading towards Picton on State Highway 1. The school is situated close to the main railway line and State Highway One. It is fully surrounded by a fence and faces away from the road with a lovely rural aspect.
- The Tua Marina School community consists of families who live mainly in: the Tua Marina township; the Waikakaho Valley; the area between Tua Marina and half way to Picton; and the nearby Rarangi settlement.
- We are a U3, Decile 9 school with a roll that ranges from 125-145 students, six teachers, and a Principal. Approximately 20% of the students identify with Māori being their first or second ethnicity, and the remainder are mostly of NZ/European descent.
- The school operates an enrolment zone. The boundaries for families living in the zone are: north of the Wairau River; west to the Waikakaho stream then up to the top of the mountain and an imaginary line to the coast; half way between Tua Marina and Picton; east to Rarangi; and south along the main road to the Wairau Bridge. A few out of zone children are accepted each year depending on places available.
- The majority of the children travel to school by bus – most of the inzone children come on the Rarangi bus and a few travel on the Waikakaho bus.
- The school promotes a caring, inclusive, family orientated environment with a focus on ‘Striving for peak performance’. All students are valued and inclusive education needs are well supported.
- The school was established in 1871. The buildings consist of six classrooms, a hall with library attached, an administration area, a staffroom, a teacher resource room, and several other offices/breakout areas. The buildings are set in pleasant surroundings with large trees bordering a generous playing field, and a native forest area. There is a hard court area, an all-weather sports surface, three adventure playgrounds, native gardens, a large sports field, and a swimming pool.
- Tua Marina School develops effective home/school relationships. It promotes an open door policy encouraging the parents and local community to take an active role in the life of the school and their child’s learning. The school has a committed Board of Trustees, PTA, and enthusiastic and willing parents and caregivers. The parents provide assistance with a variety of educational activities and there is strong support for Pets Day and interschool fixtures. The PTA organises/assists with several fundraising activities including the following annual events: Rodeo, Disco, and Christmas Fair.
- Traditionally Tua Marina was a dairy farming area. However the blocks of land have been subdivided and the farming has become more diverse, with a move into viticulture. There has been a growing trend towards lifestyle blocks in Rarangi and many parents commute to Blenheim to work.
- Students leave at the end of Year 8 and in general attend Marlborough Boys’ College, Marlborough Girls’ College, or Queen Charlotte College.
- Tua Marina School belongs to the Wairau Cluster group which consists of five small schools situated geographically close to each other. The children meet once a term for sporting activities as well as extension activities for gifted and talented students.
- Tua Marina School is part of the Blenheim Community of Schools which includes primary, full primary, intermediate and secondary schools.
- The school values e-learning and is a Network for Learning (N4L) school. There is wireless ultrafast broadband access in all classrooms and ICT resources continue to be a focus for development. Each classroom has a ratio of a of 1 device to 1 students, a data projector, visualiser, digital camera, etc. We have a BYOD (Bring Your Own Device) procedure, and are a Google Apps for Education school.
- Our vision, which is outlined on Page 3, links well with the curriculum and is central to our teaching and learning programmes with ‘*Striving for peak performance (me whakapau kaha)*’ as our catch phrase.

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Tua Marina School, as appropriate to its community, has developed and will continue to review policies, procedures, and practices that reflect New Zealand's cultural diversity and the unique position of Māori.

Tua Marina School actively develops culturally responsive practices. All cultures within our school (18% Māori; 79% NZ European; 0% Pasifika; 2% Other European; 1% Asian) are valued, accepted, and celebrated through encouragement of an inclusive school culture and values. Staff members ensure that students from all cultures are treated with respect and dignity, and constantly work towards maximising the potential of each student.

In recognising the unique position of Māori, Tua Marina School takes all reasonable steps to provide instruction in Tikanga Māori (Māori culture and protocol) and Te Reo Māori (Māori language) appropriate to the student's needs.

Practices include:

- Consulting with the community when appropriate
- Providing professional development for staff if required
- Exploring the use of the local iwi (Ngati Rarua, Rangitane, Ngati Toa) in delivery of programmes
- Identifying with local and regional history
- Liaising with our kaumatua
- Observing and reflecting on national days such as Waitangi Day and ANZAC Day
- Implementing the use of Te Reo Māori when planning and delivering the curriculum
- Ensuring all children have regular instruction in Te Reo Māori
- Having visits to the local Marae and a school hangi every 3- 4 years
- Continuing with the kapa haka group and employing a specialist teacher
- Implementing the Tua Marina School Māori Achievement and Consultation Strategic Plan
- Adhering to Kahikitia and Tātaiako guidelines

If a parent requests a higher level of Tikanga and/or Te Reo than is at present evident in our school, the staff and family will explore possibilities which could include one or more of the following;

- Dual enrolment with Correspondence School
- Provide further opportunities within the child's classroom using;
 - Extra resources
 - Digital/online programmes and information
- Other negotiated actions.
- Using local Resource People i.e. Māori Adviser

STRATEGIC PLAN STATEMENT

At Tua Marina School we aspire to Ko te Tamaiti te Pūtake o te kaupapa, The Child – the Heart of the Matter. Tua Marina School strives to be an effective school and uses ERO's Evaluation Indicators to promote improvement. The indicators are:

1. Stewardship
2. Leadership of conditions for equity and excellence
3. Educationally powerful connections and relationships
4. Responsive curriculum, effective teaching and opportunity to learn
5. Professional capability and collective capacity
6. Evaluation, inquiry and knowledge building for improvement and innovation

Tua Marina School aligns its strategic goals and annual plans to the Evaluation Indicators on a needs basis.

The Tua Marina School Board of Trustees operates a governance model that is strategic rather than operational. The Charter is Board led with an entrusting philosophy to the management to carry out the implementation through delegations to the Principal.

Strategic Plan 2016-2018

Vision Link	Evaluation Indicator Domain	Annual Goals 2016	Annual Goals 2017	Annual Goals 2018
Resilience, Life-Long Learning, Community and Beyond	1. Stewardship	<ul style="list-style-type: none"> Develop community relations Support new principal 	<ul style="list-style-type: none"> Embed School Evaluation Indicators 	
	2. Leadership of conditions for equity and excellence	<ul style="list-style-type: none"> Sustain current school culture Property development 	<ul style="list-style-type: none"> Review current curriculum 	
	3. Educationally powerful connections and relationships	<ul style="list-style-type: none"> Review and develop communication processes 	<ul style="list-style-type: none"> Celebrate diversity of culture 	<ul style="list-style-type: none"> Continue developing home school relationships
	4. Responsive curriculum, effective teaching and opportunity to learn	<ul style="list-style-type: none"> Continue with ILP (Innovative learning practices) e.g. student agency, inquiry learning, self-management, etc Continue to develop a sustainable school environment (Enviro-schools) 	<ul style="list-style-type: none"> Develop assessment practices including moderation, exemplars, evidence, expectations 	<ul style="list-style-type: none"> Embed assessment practices
	5. Professional capability and collective capacity	<ul style="list-style-type: none"> Develop collaborative planning, teaching and assessment practices Continue upskilling Inquiry learning Sustain integration of e-learning 	<ul style="list-style-type: none"> Curriculum development Review curriculum statements 	→
	6. Evaluation, inquiry and knowledge building for improvement and innovation	<ul style="list-style-type: none"> Build capabilities in Maths Hauora - total wellbeing - physical activity, social skills, etc Work collaboratively to meet the regional challenges identified by the 2BCoS. 	<ul style="list-style-type: none"> CoL priorities 	→

All our Annual Goals aim to:

Increase the achievement of students achieving at or above the National Standards in Literacy and Numeracy; Increase achievement for Māori & Pasifika students; Integrate e-learning effectively into teaching and learning practices; Continually develop teaching pedagogy through professional development; Raise the achievement of students with special learning needs, and support students with special abilities to broaden/extend their progress; Continually develop student health and wellbeing, and the school learning environment; Engage families and develop home/school relationships.

SUPPORTING DOCUMENTATION

The following documentation supports us in improving student achievement:

- Charter
- School Policies and Procedures
- Board Policy Framework (Governance Manual)
- Board of Trustees Pack
- Board Action Plan (Annual Diary/Agenda)
- Teacher Handbook
- Curriculum Statements
- Assessment Programme
- Curriculum Overview
- Planning Guidelines
- Self Review
- Student and Programme Analysis
- Inclusive Education Register
- Consultation Log
- 2BCoS/CoL guiding documentation

The following documentation supports us in developing good management practices and effective organisational systems:

- Charter
- Policies
- Procedures/Guidelines
- Performance Management Programme
- Annual Budget
- Procedures for controlling/monitoring expenditure
- Ten Year Property Plan
- Board of Trustees Policy Handbook
- Board of Trustees Pack
- Board Action Plan (Annual Diary/Agenda)
- Meeting Minutes – B.O.T., Staff (Admin, Professional Learning)
- Self Review
- Consultation Log

The following documentation supports us in fostering positive community partnerships:

- Community Consultation Plan as part of self review process
- Parent Handbook
- Newsletters – School, Class, Community, and Board
- Reporting System
- Google Drive
- Class sites and Twitter
- Website

ANNUAL STUDENT ACHIEVEMENT TARGETS

STUDENT ACHIEVEMENT TARGET 1: Action Plan

ANNUAL AIM 1:

Writing - to increase the number of students achieving *at* or *above* the National Standard for Writing.

TARGET AREA:

Writing

BASELINE DATA:

Analysis of school-wide writing data in December 2015 identified that boys were underachieving compared to girls. The data showed that only 71% of boys were achieving *at* or *above* the National Standard compared to 95% of girls. The data also showed that 18% of boys were achieving below the standard, compared to 5% of girls.

At each level there are a small number of boys achieving below the standard but overall they represent 18% of our school i.e. 12 boys in 2015.

Boys Below	After 1 Year	After 2 Years	After 3 Years	Year 4	Year 5	Year 6	Year 7	Year 8
No.	2	3	3	0	3	1	2	1
%	12%	19%	19%	0%	23%	6%	11%	11%

Most of the Y1 and 2 students have anniversary OTJ's due in the first half of the year so these boys will not be included in the target group.

ANNUAL WRITING TARGET:

Boys Writing

The Y4-8 boys (x8) achieving below the standard in Writing will make accelerated progress and achieve *at* or *above* the standard by the end of 2016.

ACTION PLAN:

When:	What:	Who:	Indicators of Progress:
February	Review assessment data with staff and determine particular learning needs of target students	Principal Teachers	Staff identified student needs and plan to meet needs developed
Term 1 and ongoing	Specific programming and planning to meet targeted students needs.	Principal CoL Within School Teacher Teachers of targeted students	Planning reflects target students needs eg timetabled lessons, writing resources for boys developed (eg The Writing Book strategies, online resources, TKI, etc), PL meetings that focus on boys writing. Visits to other classes and schools to observe best practice.
Term 1 and ongoing	Adhere to CoL requirements regarding Boys Writing Challenge.	CoL Within School and Across School Teachers Principal	CoL challenge action plans/ requirements carried out. Progress and achievement improves.
Term 1 and ongoing	e-learning strategies related to the teaching and learning of writing specifically focussing on boys.	Principal E-Learning Lead Teacher CoL Within School Teacher Teachers	Teachers and students using e-learning strategies as part of boys writing programme.
Term 1 and ongoing	Assessment moderation including possible sharing	Teachers Principals of schools	Designated after school PL sessions, e-asTTLe data,

	sessions with another school	involved CoL Within School Teacher	CoL collaboration
End of Terms 1, 2 and 3	Monitoring process developed and regular monitoring meetings to discuss progress of target students	Teachers Principal CoL Within SchoolTeacher	Target monitoring form completed at the end of each term. Reports to the BOT.
Term 1 and ongoing	Liaise with targeted students and their families around ways to support learning – particularly around ways to motivate and engage boys in writing.	Teachers Principal	Timetabled meetings with parents/families, emails, parents in class, comments on google drive, etc (shared with principal). Student voice is evident in teaching programme.
Term 1 and ongoing	Engage community members, buddies, peers, etc to work support boys learning.	Teachers	Community members and other students are positively supporting students/peers.
Ongoing	Continued schoolwide professional development related to writing	Principal CoL Within School & Across School Teachers Class Teachers	Designated PL meetings related to writing, use of Educational Leaders and TKI websites, LwDT resources, CoL expertise, etc so consistent approach to teaching writing is evident.
Ongoing	Process in place for teachers to reflect on and improve practice.	Principal CoL Within School Teacher Class Teachers	Teachers 'Teaching as Inquiry' goals completed and shared with principal and Within School Teacher.
End of year	Collect final data and analyse to inform progress and planning for the following year. Compile report for BOT	CoL Within School Teacher Principal	End of year results used to inform next steps, and included in Principal's BOT report.
Monitoring	Teachers of target students monitor progress at the end of each term and report to the Principal and CoL Within School Teacher on agreed format. Principal then reports to the Board. Incidental monitoring occurs as part of everyday practice and as part of PL meetings.		
Resourcing	CoL Inquiry hours and PD budget used for release time to implement Teaching as Inquiry practices, observing best practice in ours and other schools, and to purchase resources.		
Final Data: <i>End of Term 4</i>			
Analysis:			

STUDENT ACHIEVEMENT TARGET 2: Action Plan

ANNUAL AIM 2:
Mathematics - to increase the number of students achieving *at* or *above* the National Standard for Maths.

TARGET AREA:
Mathematics

BASELINE DATA:

Analysis of school-wide mathematics data in December 2015 identified some concerns across a range of cohorts. The data showed that 11% of Year 1-8 students were achieving below the standard, and 3% were achieving well below the standard. There was no significant difference in ethnicity and gender. At each level there are a small number of students achieving below the standard and overall they represent 11% of our school i.e. 14 students in 2015.

Below	After 1 Year	After 2 Years	After 3 Years	Year 4	Year 5	Year 6	Year 7	Year 8
No.	1	5	0	2	2	1	1	2
%	6%	31%	0%	12%	15%	6%	5%	22%

Three of the Year 1 and 2 students have OTJ's due in the first half of the year, and two of the students are in Year 8 so these five students will not be included in the target for 2016.

ANNUAL MATHEMATICS TARGET:

Target: Mathematics

The students (x9) achieving below the standard in Mathematics will make accelerated progress and achieve At or Above the standard by the end of 2016.

ACTION PLAN:

When:	What:	Who:	Indicators of Progress:
February	Review assessment data with teachers and PD provider, and determine particular learning needs of target students	Maths Lead Teacher PD Provider Principal Teachers	Staff identified students and their needs, and a plan to meet needs is developed
Term 1 and ongoing.	Specific programming and planning in accordance with PD recommendations to meet targeted students needs	Teachers Principal PD Provider	Planning reflects target students needs eg timetabled lessons, maths resources developed (eg nzmaths, TKI, mathletics, sumdog, etc), PD Maths focus, and PL meetings that focus on maths. PD facilitator working with teachers and observing in classes. Visits to other classes and schools to observe best practice.
Term 1 and ongoing	Monitoring process developed and regular monitoring meetings to discuss progress of target students	Maths Lead Teacher Teachers Principal	Target monitoring form completed at the end of each term. Reports to the BOT.
Term 1 and ongoing	Liaise with targeted students and their families around ways to support learning	Teachers Principal	Timetabled meetings with parents/families, emails, parents in class, comments on google drive, etc (shared with principal). Student voice is evident in teaching programme.
Twice a year	Numeracy assessments	Maths Lead Teacher	Consistent assessment

	moderated to ensure schoolwide consistency	PD Provider	administration.
Term 1 and ongoing	Engage community members, buddies, peers, etc to work support students' learning.	Teachers	Community members and other students are positively supporting students/peers.
Ongoing	Schoolwide professional development related to maths.	Principal Maths Lead Teacher PD Provider	Designated PL and PD meetings related to Maths, use of Educational Leaders, nzmaths, and TKI websites, etc so consistent approach to teaching writing is evident.
Ongoing	Process in place for teachers to reflect on and improve practice.	Principal Maths Lead Teacher	Teachers 'Teaching as Inquiry' goals completed and shared with principal
End of year	Collect final data and analyse to inform progress and planning for the following year. Compile report for BOT.	Maths Lead Teacher Principal	End of year results used to inform next steps, and included in Principal's BOT report.
Monitoring	Teachers of target students monitor progress at the end of each term and report to the Principal on agreed format. Principal then reports to the Board. Incidental monitoring occurs as part of everyday practice, and as part of PL meetings. Lead teacher liaises regularly throughout the year with teachers. Data also collected as part of PD programme.		
Resourcing	Funding is required for Maths PD, release time to observe best practice in ours and other schools, and to purchase resources, PAT's, etc. This is incorporated in the budget.		
Final Data: <i>End of Term 4</i>			
Analysis:			

TUA MARINA SCHOOL ANNUAL PLAN 2016

<i>Resilience, Life-Long Learning, Community & Beyond</i>				
Goal 1 – Stewardship	How (steps / options)	\$	When	Who
<p>What</p> <ul style="list-style-type: none"> Develop community relations Support new principal <p>Evidence / Looks Like</p> <p>Develop community relations</p> <ul style="list-style-type: none"> Community events well supported Sustained roll and attendance Higher percentage of responses to consultation procedures <p>Support new principal</p> <ul style="list-style-type: none"> New principal quickly introduced and integrated into the school environment 	Develop community relations			
	<ul style="list-style-type: none"> BOT members to welcome new and returning families at the start of the year 		Term 1, Day 1	BOT members
	<ul style="list-style-type: none"> Principal to travel on the bus 		Term 1,	
	<ul style="list-style-type: none"> Once a month a BOT member come and address the assembly 		2016	BOT members
	<ul style="list-style-type: none"> Agree with the new principal on a community event to meet the parents 		Term 1	
	Support new Principal			
	<ul style="list-style-type: none"> Attend BOT meeting prior to departing principal leaving 		Dec, 2015	New principal
	<ul style="list-style-type: none"> Attend BOT and/or PTA function 		Term 1	New principal, BOT, PTA, Staff
	<ul style="list-style-type: none"> Ensure the principal is supported through mentoring programmes and MPA 		2016	BOT
	<ul style="list-style-type: none"> Establish Principal Performance Agreement 		Term 1 and ongoing	BOT
	<ul style="list-style-type: none"> Regular meetings with BOT Chair (weekly initially) 		Term 1 and ongoing	Carolyn and Principal

Resilience, Life-Long Learning, Community & Beyond

Goal 2 – Leadership of conditions for equity and excellence	How (steps / options)	\$	When	Who	
<p>What</p> <ul style="list-style-type: none"> Sustain current school culture Property development <p>Evidence / Looks Like</p> <p>Sustaining Current School Culture</p> <ul style="list-style-type: none"> Actions and words reflect current vision as outlined in School Culture document Regular management meetings between principal and DP to communicate/sustain current effective practices Effective, ongoing induction programme for the new principal from the BOT and staff Staff proactively supporting and communicating with the new principal Sustaining high but realistic expectations Maintaining effective professional partnerships between all stakeholders <p>Property Development</p> <ul style="list-style-type: none"> 10YP approved Rooms 1,2 and 3 upgraded. Special Needs Building Project completed on time 	Sustaining current school culture				
	Principal familiarizes themselves with current School Culture Document		Jan	Principal	
	Staff model current expected behaviours		All year	All staff	
	Regular meetings with DP and implement Induction Programme		Jan and ongoing	Kerry and Principal	
	Open communication between principal, staff, students and community.		All year	Staff, BOT, students, PTA, parents, etc.	
	New principal takes the time to meet with all staff members individually to understand their role, their wellbeing needs, etc.	Release time - \$600	Term 1	Principal	
	Culturally responsive practices continue to be embedded		All year	All staff	
	Property Development				
	Liaise with School Support Property Manager (Tony Haswell), MoE (Allan Roberts) and Special Education (Jill Ford)		2016 and ongoing		
	Subcommittee formed to oversee completion of building projects.		Feb	Principal and BOT	
	Accurate records/documentation kept		All year		

Resilience, Life-Long Learning, Community & Beyond

Goal 3 – Educationally powerful connections and relationships	How (steps / options)	\$	When	Who
What <ul style="list-style-type: none"> Review communication processes between teachers, support staff and parents/caregivers 	All staff have an up to date email list for their students and parents/caregivers		Term 1	All teachers
Evidence / Looks Like <ul style="list-style-type: none"> Regular and consistent email communication between teachers and parents (and hard copy for those with no email) Use of google sites as a form of communication Use of other electronic devices for communication with parents Staff personal phones are connected to Assembly Use google forms for efficient communication to collect information from parents and store in an easily accessible format. Scheduled time for meetings between teachers and teacher aides staff meet regularly for planning ILP explore one generic permission slip for all events for the year. EOTC notices / permission slips / consent forms (e.g. administer antibiotics) to be available for download from school web-site Parents/Caregivers know expectations for homework for their child 	Paper copies of all communications provided for families without internet access.			All teachers
	Staff will write and implement an agreed policy on purpose and frequency of communications with parents to ensure consistency		Term 1	All teachers Principal
	Teacher aides working with more able students to enable Teachers to work with target students.		Term 1 and ongoing	All teachers
	Specific timetables for teacher aides within classrooms and time to be scheduled for teacher aides to prepare any required resources.		Termly	Principal Teachers
	All year	All staff	Term 1 and ongoing	Principal Teachers
	Scheduled time in timetable for teachers who are working together (ILP) to plan collaboratively.		All year	Principal, teachers
	Investigate value/effectiveness of class sites vs alternative formats of communication		Term 1	Lead teachers
	Investigate other options of communication i.e. smart phone for group texting and / or school app	\$1000	Term 1	Principal
	Teachers communicate consistently to parents/caregivers about homework expectations		Term 1 - ongoing	Teachers
	Ensure staff phones are connected to Assembly			Principal
	Electronic copy of communications and permission slips/ EOTC notices to be supplied to the office.			All teachers
	Office administrator to upload EOTC notices / permission slips / consent forms to school web-site			Angela / Lorraine
Culturally responsive practices continue to be embedded in communication procedures				

Resilience, Life-Long Learning, Community & Beyond

Goal 4 – Responsive curriculum, effective teaching and opportunity to learn	How (steps / options)	\$	When	Who
<p>What</p> <ul style="list-style-type: none"> Continue ILP (Innovative learning practices) e.g. student agency, inquiry learning, self-management, etc Continue to develop a sustainable school environment (Enviro-schools) <p>Evidence / Looks Like</p> <p>Continuing ILP (Innovative learning practices)</p> <ul style="list-style-type: none"> Staff continuing to upskill Utilise Bek Galloway to create the ‘Marlborough Hub’ Students regularly using aspects of ILP to enhance their learning potential Embed the PEAK inquiry cycle across the curriculum Further investigate ways to incorporate student agency in classroom practices Develop physical and emotional well being through fitness and team building <p>Continue to develop a sustainable school environment</p> <ul style="list-style-type: none"> Maintain Eco-Heros group Eco-Hero lead projects that involve the wider school community Maintain and further develop school wide sustainable practices Have a whole school term focus on one of the Enviro-school units 	Continuing ILP (Innovative learning practices)			
	Continue visits to leading/best practices ILP in other school	Time	All year	All staff
	Utilise any ILP PD offered throughout 2016	Time \$1000	All year	All staff
	Liaise with CoS to keep abreast of Bek Galloway’s progress	Time	All year	Principal
	School wide trialling at specific times (Term1 focus, etc) of specific aspects of ILP (e.g. flexible timetabling) to enable collaborative feedback	Time	All year	
	Embed practise by collaboratively planning and assessing whole school inquiry units using PEAK	Time	1 unit a term	All staff
	Continue membership of VLN to keep up to date with new and emerging practices	Time	All year	All staff
	Time given at staff PL meetings to discuss VLN discussions and how we can implement ideas within our own practice	Time	All year	All staff
	Trained staff member (Vanessa) to investigate suitable programmes (e.g. ‘Teaching Games for Understanding’)	Time \$200	Term 1	Vanessa
	Implement a programme such as ‘Teaching Games for Understanding’ to integrate into physical education programmes running throughout the school	Time \$500	Term 2	Vanessa
	Continue to develop a sustainable school environment			
	Enviroschools lead teacher to facilitate 4-6 students in the Eco Heros group	Time	All year	Enviroschools Lead Teacher / Eco Heroes
	Eco Heroes (using PEAK) identify possible projects within the wider school community e.g. native plantings, beach clean up, etc	Time	All year	Enviroschools Lead Teacher / Eco Heroes
	Students take part in an Enviro-schools PEAK study (whole school) and develop further sustainable practices as a result of PEAK (e.g. repair and maintain ecological buildings on school grounds, etc)	Time \$1000	Term 2	All staff / Students

Resilience, Life-Long Learning, Community & Beyond

Goal 5 – Professional capability and collective capacity	How (steps / options)	\$	When	Who
<p>What</p> <ul style="list-style-type: none"> Develop collaborative planning , teaching and assessment practices Continue upskilling Inquiry learning Sustain integration of e-learning <p>Evidence / Looks Like Develop collaborative planning , teaching and assessment practices</p> <ul style="list-style-type: none"> teachers planning together TA employed for support with ILP classes working collaboratively teachers continue to explore and embed ILP pedagogy engage with effective PL in regard to ILP undertake consistent assessment practices moderation practices foster relationship across the cluster <p>Continue upskilling Inquiry learning</p> <ul style="list-style-type: none"> further embed PEAK model and link to school curriculum to enable best practice. engage with effective PL designated PL meetings to hone skills purchase of appropriate resources teachers and classes working together <p>Sustain integration of e-learning</p> <ul style="list-style-type: none"> continue to provide elearning devices to support ILP elearning evident in all classes continue subscription to Interface magazine continue liaison with Allannah continue as members of the VLN designated PL meetings to share skills undertake 2 year contract with Hapara continue Reading Eggs contract for NE <p>Curriculum Review</p> <ul style="list-style-type: none"> review existing documents review the curriculum and make connections with ILP and Inquiry approach Match school curriculum and assessment practice to reflect ILP Examine delivery of Science and Technology 	<p>Develop collaborative planning , teaching and assessment practices</p>			
	Provision of PD opportunities-group and individual	\$1000	All year	All/Principal
	Provision of time for moderation		Term 1	Principal
	Provision of PL opportunities-group and individual		Term 1	Principal & Teachers
	Follow school Assessment Overview		All year	All
	Continued development of learning spaces		All year	BOT/ Principal/ Teachers
	Communication with cluster		All year	Principal
	Timetable planning and teaching sessions		All year	Y2-8
	Provision of TA to support ILP in classrooms	\$20,000	All year	Principal PTA(funding)
	<p>Continue upskilling Inquiry learning</p>			
	Management unit-fixed term		Term 1	Principal
	Provision of PL opportunities		All year	Lead teacher
	Source resources		All year	Lead teacher
	Timetable planning and teaching sessions		All year	Y2-8
	<p>Sustain integration of e-learning</p>			
	Management unit-permanent		Term 1	Principal
	Provision of PL opportunities		Term 1 & ongoing	Lead teacher
	Continue to buy new devices and support	\$10,000	Term 1	Principal/BOT
	Ensure new staff are active in VLN		Term 1	Lead Teacher
	Hapara training when offered		All year	Y3-8 teachers
Webinars undertaken where appropriate for training purposes		All year	All	

Resilience, Life-Long Learning, Community & Beyond

Goal 6 – Evaluation, inquiry and knowledge building for improvement and innovation	How (steps / options)	\$	When	Who
<p>What</p> <ul style="list-style-type: none"> Build capabilities in Maths and Boys Writing (PD and CoL) Hauora - total wellbeing - physical activity, social skills, etc Work collaboratively to meet the regional challenges identified by the 2BCoS. <p>Evidence / Looks Like</p> <p>Build capabilities in Maths and Writing (PD and CoL)</p> <ul style="list-style-type: none"> increased achievement in nominated area of Maths teachers planning together TA employed for support with Maths purchase of appropriate resources <p>Hauora - total wellbeing - physical activity, social skills, etc</p> <ul style="list-style-type: none"> Improved social skills amongst students. Improved wellbeing through increased physical activity. Use of outside agencies to provide support for families. Social skills are actively taught. <p>Work Collaboratively to meet the regional challenges identified by the 2BCoS</p> <p>See appendix:</p> <ol style="list-style-type: none"> Regional Challenges Specific Annual Plan Goals Specific 2BCoS Action Plans 	Build capabilities in Maths (PD and CoL)			
	Provision of PD opportunities-group and individual	\$8000	Feb budget	Principal BOT
	Work with Maths facilitator Marg Wright (Cluster)		All year	Lead teacher
	Revise school Maths Overview		Term 1	Lead teacher
	Review and streamline schoolwide Maths Assessment		Term 1	Lead teacher
	Implement innovative programmes to cater to needs of high achieving students.		All year	All teachers
	Timetabling of maths for best practice for student needs and TA support.	PTA	All year	Lead teacher All teachers
	Research and review online programmes/apps for use in classroom programmes		All year	Lead teacher All teachers
	Provision of TA to support Targeted Maths programmes in classrooms	PTA	Term 1 & ongoing	Principal
	Collaborative planning/observations to support Maths Teaching		All year	All teachers/Lead teacher
	Create inventory of Maths gear available and purchase equipment where necessary		Term 1	Lead teacher
	Hauora - total wellbeing - physical activity, social skills, etc			
	Explore existing resources and staff skills within the school.		Term 1	Lead teacher
	Collect data from teachers and students - do we have issues with social skills, wellbeing, physical activity? What issues?		Term 1 & ongoing	Lead teacher
	Provide a daily programme of physical activity across all rooms.		All year	Lead teacher All teachers
	Teach social skills by using TGFU (Teaching Games for Understanding) approach across the school.		All year	Lead teacher All teachers
	Provide innovative/flexible approaches to daily physical activity using the ILP methods.		All year	Lead teacher All staff
	Culturally responsive practices continue to be embedded		All year	All staff

PROCEDURAL INFORMATION

1. Tua Marina School will lodge a copy of its annually updated Charter to the Ministry of Education by 1 March.
2. Tua Marina School will lodge a copy of its Annual Target(s) to the Ministry of Education by 1 March.
3. Tua Marina School consults its community, including its Māori community, regularly as part of the three year cycle of self review. Consultation may include:
 - ❑ Invitation to meetings re programmes.
 - ❑ Surveys/questionnaires via the newsletter.
 - ❑ Individual meetings/discussions with the Principal
4. Tua Marina School staff and BOT members meet annually to undertake strategic planning.
5. Tua Marina School completes self review, analyses findings, and establishes priorities for the following year in Term 4 each year.
6. Targets for student achievement will be identified by the beginning of Term 1 using:
 - Analysis of school wide assessment data especially in National Standards, Further evidence gathering, and formal discussions
 - National trends
7. Target student progress is monitored each term and reported to the BOT. Intervention strategies are developed through reflection, collaboration, BOT support, etc.

CHARTER CONSULTATION

	Dates
Board of Trustees including Strategic Planning sessions	Ongoing
School parents/caregivers and students	Ongoing
Parents of Māori students	Ongoing
All Staff Members including the following teaching staff: <ul style="list-style-type: none"> <input type="checkbox"/> Cheryl Wadworth <input type="checkbox"/> Kerry Wilkin <input type="checkbox"/> Barb Keane <input type="checkbox"/> Caroline Abbott <input type="checkbox"/> Sarah Gray <input type="checkbox"/> Nicola Moran <input type="checkbox"/> Jan Tuffey <input type="checkbox"/> Nick Raynor 	Ongoing
Community Consultation Log	Updated over the year
Websites: http://www.education.govt.nz , www.tki.co.nz , http://www.educationalleaders.govt.nz/	Ongoing
NZSTA Training sessions	Ongoing
MOE Publications eg Charters, Analysis of Variance and Reporting (November 2015); ERO School Evaluation Indicators (2015); MOE Website; MOE Webinars	Ongoing

A McNeil

Chairperson:

Date: 07/12/2015

Principal:

C. A. Wadworth

Date: 07/12/2015

APPENDIX

INVESTING IN EDUCATIONAL SUCCESS – IES Blenheim Community of Schools (2BCOS) 2015 - 2018 Executive Summary

Background

Blenheim Community of Schools 1 & 2 is made up of 21 schools in the Blenheim Region:

In alphabetical order:

Blenheim School, Bohally Intermediate, Fairhall School, Grovetown School, Marlborough Boys', Marlborough Girls', Mayfield School, Rapaura School, Redwoodtown School, Renwick School, Richmond View School, Riverlands School, Seddon School, Spring Creek School, Springlands School, St Mary's School, Tua Marina School, Wairau Valley School, Ward School, Whitney Street School, Witherlea School
The BCoS's are part of the Marlborough Principals Association (primary and secondary), which has worked together on a variety of teaching and learning projects, over a long period of time, to raise student's achievement.

There are only two secondary options in this area: MGC and MBC so the natural pathway for the majority of students in these 21 schools is to one of the two colleges.

Process for Engagement

The 2BCoS has met as a whole group and because of the size of the 2BCoS established a Working Group to do the initial planning. At various stages the group met to discuss progress before the draft plan was presented to the Boards of Trustees for review and then finally to the combined community for feedback. The 2BCoS used Google to share 2013 data and information, with each school entering its achievement data and the planning group sharing its progress and giving opportunity for each school to give feedback. Schools agreed to take individual responsibility for sharing the information with their own Boards and staff.

Overall Outline:

The 2BCoS has identified two Achievement Challenges:

Literacy & Numeracy – Achieving Standard

Underachievement – Achieving Potential

Underpinned by the

“Wellbeing Kete”

1. Literacy & Numeracy Achievement Challenges

Initial Analysis of Data

The analysis of achievement data has identified the following areas as the initial achievement challenges for our 2BCOS

1. 21% (85/424) of students leave school without NCEA Level 2.
2. 33% (5/15) of Pasifika leave school without NCEA Level 2
3. 34% (24/72) of Maori leave school without NCEA Level 2.
4. 57.5 % of students do not go on to tertiary study (Level 4+ qualification).
5. % of students Year 1 to 10 are not meeting expectations including achieving at or above National Standards in Writing
 - Year 1 – 8: 24.6% (748 / 3115)
 - Year 9 – 10: Data not available
6. % of students Year 1 to 10 are not meeting expectations including achieving at or above National Standards in Mathematics
 - Year 1 – 8: 20.6%, (641 / 3115)
 - Year 9: 16.5%
 - Year 10: 15.9%
7. % of students Year 1 to 10 are not meeting expectations including achieving at or above National Standards in Reading
 - Year 1 – 8: 16.6% (500 / 3115)
 - Year 9: 15%
 - Year 10: 14%
8. % of Maori students not achieving the National Standard
 - Year 1-8 – Maths:26.3% (138/524), Reading 22.9% (117/524) Writing.31.4%, (162/524)

- Year 9 – Maths:19%, Reading 21%
 - Year 10 - Maths:28%, Reading 26%
9. % of Pasifika students not achieving the National Standard
- Year 1-8 - Maths 50.7% (69 /136), Reading 39.7% (54/136) Writing.44.6% (61/136)
 - Year 9 – Numbers are too few to provide valid data
 - Year 10 - Numbers are too few to provide valid data
10. All Special Needs Students (ORs + HLN) are progressing against the goals set in their Individual Education Plans.

2BCos Literacy and Numeracy Achievement Targets

The immediate focus of the 2BCos is to achieve the BPS Target of 85% by the end of 2017. The aspirational target for the 2BCoS is 90% or better by or beyond 2017.

A. Writing: By the end of 2017

- *85% of all Year 1-8 students will be achieving at or above The National Standard*
- *85% of all Year 9-10 students will be achieving at or above the expected standard.*

Target Groups:

- Boys from 67.2%
- Maori from 68.6%
- Pasifika from 55.4%

B. Maths: By the end of 2017

- *85% of all year 1-8 students will be achieving at or above the National Standard.*
- *85% of all Year 9-10 students will be achieving at or above the expected standard in mathematics.*
- *90% of secondary school leavers will have achieved NCEA Level 1 Numeracy.*
- *90% of Maori secondary school leavers will have achieved NCEA Level 1 Numeracy.*
- *90% of Pasifika secondary school leavers will have achieved NCEA Level 1 Numeracy.*
- *90% of secondary school leavers will have achieved NCEA Level 1 Numeracy*

Target Groups:

- Boys from 77.2%
- Maori from 73.7%
- Pasifika from 49.3%

C. Reading: By the end of 2017

- *85% of all Year 1-8 students will be achieving at or above the National Standard*
- *85% of all Year 9-10 students will be achieving at or above the expected standard*

Target Groups:

- Boys from 78.9%
- Maori from 77%
- Pasifika from 60.3%

D. Literacy: By the end of 2017

- *90% of secondary school leavers will have achieved NCEA Level 1*
- *90% of Maori secondary school leavers will have achieved NCEA Level 1*
- *90% of Pasifika secondary school leavers will have achieved NCEA Level 1*
- *65% of secondary school leavers will have achieved NCEA Level 2*
- *85% of Maori secondary school leavers will have achieved NCEA Level 2*
- *85% of Pasifika secondary school Maori leavers achieve NCEA L2*

E. Tertiary: By the end of 2017

- *60% of secondary school leavers go on to achieve a tertiary qualification Level 4 or above.*
- *60% of Maori secondary school leavers go on to achieve a tertiary qualification Level 4 or above.*

- 60% of Pasifika secondary school leavers go on to achieve a tertiary qualification Level 4 or above.

2. Underachievement Challenges

The Primary to Secondary Pathway

The data shows that the majority of students remain engaged in their Primary and Secondary Schools. Some of the barriers to the success of the pathway for some students include:

- Levels of transience for Maori (23.6%) and for Pasifika (21.7%)
These are students who moved schools twice or more between 1 March and 1 November 2012, though the figures have reduced slightly in the last two years.
- There is a lower than national level of participation in tertiary study 57.9% overall of 19 year olds from this 2BCoS.
- Academic achievement in the basic competencies indicate the 85% BPS by 2017 will not be achieved equitably ie for all groups without intervention. In particular the following areas are currently barriers to the successful pathway for learners. (refer Data Charts for 2BCoS).

Writing

Overall the achievement rate is 75.4% At or Above the National Standards. Girls are doing better (84.5%) only 67.2% of boys are meeting the standard, 68.6%, Maori and 55.4%. Pasifika This is seen as the biggest challenge for the 2BCoS and the successful pathway for learners.

Maths

Overall the achievement rate is 79.4% At or Above National Standards. Girls are on track to meet the 85% target by 2017, but other groups are not – 77.2% boys, 73.7% Maori, and 49.3% Pasifika. This is seen as the second biggest challenge for the 2BCoS, especially for Pasifika, Maori, and boys.

Reading

The 2BCoS is overall on track to meet the 85% BPS primary target. Reading achievement is a challenge for some boys (78.9%), Maori (77.1%) and Pasifika (60.3%).

For all learning areas English as a second language is a major factor for Pasifika and Asian students with many arriving at school with little or no English. This is a barrier the 2BCoS will look to address.

The 2BCoS is not on track overall to meet the BPS target of 85% NCEA L2 by 2017 for all 18 year olds. Of concern is that Maori and Pasifika learners are not meeting the standard to the same degree as their peers The 2BCoS has identified that this part of the pathway is a major focus. It has discussed the need to identify the students early in the pathway ie in the primary years so that targeted intervention can successfully raise these levels. For the secondary - retaining Maori retaining students beyond the age of 16 is seen as a major barrier to address.

2BCoS Underachievement Target

- *Increasing the percentage of students, who are currently achieving at, who have the potential to be achieving above.*
- *Increase the percentage of students achieving above National Standards by 10% for Reading, Writing and Mathematics and by 10% in NCEA with Level 1 and 2 endorsements.*

3. Wellbeing Kete

Underpinning the achievement of the 2BCoS targets is the recognition that the wellbeing of students is essential. An unhappy, unhealthy or absent child is less able to learn. The establishment of the Marlborough Children's Team is evidence that there are significant numbers of vulnerable children in the community served by the COS.

Modern Learning Practices: Preparing children for a 21st Century workforce where the skills of creative thinking, questioning, critical analysis, problem solving, team work and entrepreneurship will be critical to the success of students.

The Blenheim 2BCoS has identified that while the majority of students who remain at school achieve NCEA Level 2, that the majority of those students who leave at / before the age of 16 leave without NCEA Level 2. Leavers data shows that the majority of these students (MGC 37 students and MBC 35 students) are leaving to attend community college or NMIT (i.e. level 1-3 courses). It must be recognised that both Community College and NMIT offer free courses to under 18 year olds and offer different programmes than those available at the Colleges i.e. they offer a greater range of vocational courses. Students also go to apprenticeships or work. As census data indicates Marlborough has a lower than national rate of

unemployment.

The data also shows that while MGC has above national average rates for students entering Level 7+ tertiary courses (33.3% (61) students compared with 25.5% nationally); only 16.8% , 31 MBC students progress to university courses. 32.6% of MBC students going onto L4-6 courses (including apprenticeships).

The key issue for the CoS is that this data shows that a higher % of Maori students leave at / or before 16 years of age compared to other ethnicities. 50% of Maori leavers left without NCEA Level 2 compared with 30% European.

Retaining students at school to enable them to achieve NCEA Level 2 as a minimum qualification is key to their lifelong choices and opportunities.

Work will be done to address these issues and strengthen what is already working including:

- Gathering further data through the NZCER Wellbeing Tool. This will provide student and parent family whanau voice
- Engaging with our communities especially Iwi and Pasifika, and other cultural groups addressing engagement, attendance and retention.
- Working with agencies and The Children's Team supporting transitions
- Building on the current inclusive practices
- Reduce the levels of the stand-downs and suspensions particularly for boys and for Maori and Pasifika. (73 Stand downs, 29 Suspensions : Levels 1 – 13 : 2013)
- Improve the retention rates i.e. numbers of students staying at school until age 17. Currently 79.7% of males and 80.7% of females remain in school (70.8% Maori, 73.3% of Pasifika, 80% Asian, 82.3% European/Pakeha). If students are not in school then they can't gain the qualifications that will provide them with the platform for future success and options in life.
- Address the transient rates per 1000. 10.5, Maori 23.6, Pacific 21.7.

This work will provide the foundation upon which the 2BCoS can build and address the achievement challenges it has identified.

What have schools in the 2BCoS already achieved?

The schools have been involved in a number of professional development and initiatives to address the above challenges. These have included:

Literacy:	ALL - Accelerated Literacy Learning Reading Together Sheena Cameron / Louise Dempsey Workshop
Maths:	Numeracy Master Specialist teacher ALIM - Accelerated Learning in Maths
Science:	MOE Contract PD
Health and Well being:	PB4L- 5 schools Incredible Years Teacher e-Learning Initiatives Modern Learning Practices - Early Work across the 2BCoS
Youth Guarantees:	TOTSA – Award winning programme. This has developed links with employers that the COS will build on. ART - Achievement, Retention and Transition. STAR Gateway
Gifted and Talented	Both Colleges
Kahikitia Initiative	
Kia Eke Panuku	Culturally responsive and relational pedagogy focusing on raising Maori achievement in the secondary setting

A number of schools have provision for students who wish to learn in Maori. This includes:

- Marlborough Girls College and Marlborough Boys' College both offer:
 - Te Reo Year 9-13
 - Te Waharoa Maori Performing Arts
 - Through TOSTA Manaaki Tāpoi - a block course focusing on Maori tourism

The pathway is not strong from two preschool (Kohanga) through the compulsory sector. There is interest from Omaka Marae to work on this and as part of engaging with their Iwi the BCoS's will be involved in these discussions.

All schools currently analyse their data and base their annual targets, strategic and annual plans on this data. This is an area the BCoS's will work to strengthen further– using the knowledge and skills of individuals to build across all schools.

Strengths of the 2BCoS

ECE participation:

Overall the participation rate for the 2BCoS is high and there is an expectation that the BPS of 98% participation in 2016 will be achieved. The data (see appendix Data Charts for 2BCoS) shows the rates as: 95.5% overall, 94.1% Maori, 82.4% Pasifika and data is not available for Asian. There are growing numbers of Pasifika students and the recent establishment of Pasifika ECE centres indicate these needs as being met.

The 2BCoS is confident that the start of the pathway for its children has a strong foundation. One area that will need further analysis by the 2BCoS when it starts will be ways to support the Maori medium. Omaka Marae has indicated a desire to discuss this with the 2BCoS.

Tertiary

There are strong links with tertiary institutions through

- School partnerships such as MGC offering hairdressing Level 2 and 3 in conjunction with Community College
- The TOSTA programmes with NMIT and Whenuiti
- A range of institutions through STAR and Gateway Programmes
- Ongoing discussions with NMIT re future consultation opportunities
- Liaison personnel representing Tertiary institutions visiting the Colleges on an annual basis to meet with students. The Careers Evening offered annually.

The 2BCoS is aware of the need to address in the action plan the below average rate of students going on to Level 4+ qualifications.

Blenheim Protocols

The Marlborough Community, of which the 2BCoS schools are part of, has an agreed protocol that all students remain engaged in schools within the community. This applies particularly to students that are excluded. Primary schools also have a protocol that should a parent wish to move their child between schools through the year, the principals of the relevant schools contact each other in order that there is open and honest conversation regarding the reasons for the move, in order to ensure that, whether the child moves or not, they are at the center of the decision. With a number of changes of principals, it is timely for the 2BCoS to revisit and confirm these protocols and extend to the secondary level as appropriate – seeking ways to achieve them.

Modern Learning Practice – A number of the schools have worked on MLP and 21st century learning and this is an umbrella vision for the 2BCoS

The secondary schools have engaged in discussions with NMIT and employers. This has resulted in the success of the TOSTA Academy and other partnerships. Building on this further will be an area the 2BCoS will develop to extend the pathway and raise the numbers of students attaining NCEA L2 and tertiary qualifications.

The 2BCoS has identified that transitions are an area they will explore further and look to strengthen. The traditional ones are ECE to primary, primary to intermediate, intermediate to secondary, secondary to tertiary/employment.

The data suggests the priorities are to investigate first and strengthen the following transitions:

- Into school at 5
- Year 6 to 7 for those going to intermediate
- Year 8 to 9
- Year 10 to 11

- Year 12/13 to tertiary and employment

As a 2BCoS we will make a commitment to be actively involved and support the Picton and Kaikoura CoSs which are within the Marlborough Educational Community.

The 2BCoS will review its targets annually

Plan and Progress

The size of our 2BCoS is such that as outlined on the overview, the more detailed analysis and planning will be developed once the resources are in place. This will include the following:

Development of an agreed Governance Model

- The Boards will agree their governance model and this discussion has started. Whatever the model the actions will include:
- Appointment of key resources
- Approval of the Achievement Plan
- Development of detailed Annual/Strategic Plans for the 2BCoS
- Integration of the 2BCoS actions/goals into the Strategic/Annual Plans of individual schools
- Identification of shared resources, skills etc available across the 2BCoS
- Format of the reporting to each individual school and across the 2BCoS to its Boards, communities about progress against the targets and challenges.
- Consultation with local Iwi – Rangitane, Ngati Apa, Ngati Kuia, Ngati Koata, Ngati Rarua, Ngati Toa, Ngati Tama, Te Ati Awa.
- Ongoing consultation with individual schools as well as across the whole community. This started on 12th May - the whole community were invited to a launch of The Achievement Challenge for the 2BCoS and this was the first whole community consultation.