



ELLESMERE COLLEGE

TE KĀRETI O WAIHORA

CARING · RESPONSIVE · CHALLENGING

Charter
2020

Ko Aoraki te maunga	Aoraki the sacred mountain
Ko Rakaia te awa	The waterways of Rakaia
Ko te Hāpua o Waihora	Ellesmere lagoon
Ko Taumutu te marae	Taumutu is the marae
Ko te Kāreti o Waihora te kura	Ellesmere College is the school
Tihei mauri ora!	Behold the breath of life!

School Haka

Torona Titaha – Titaha	Extended outwards
Piwaiwaka	The fantail
Piwaiwaka	It flies to and fro
Aue ka rere tāku manu ki Nuku Manaia	taking flight to Nuku Manaia
E rere whakarunga e rere whakararo	Upwards and downwards
Ki te awa Rakaia	To the Rakaia
Ki te hapua Waihora	To Ellesmere Lagoon
Ko te kete ika a Rakaihautu	The fish basket of Rakaihautu
Tū tangata, tū tangata, tū tangata	Stand tall
Aue, ko Ruahikihiki	Ruahikihiki
Te tipuna	The ancestor
Ko Ruahikihiki	Ruahikihiki
Te Tangata	The person
Ko Ruahikihiki	Ruahikihiki
Te Hapua	The extended family
Ngā Te Ruahikihiki	Ngai Te Ruahikihiki
Te mana, te wehi, te ihi e	The mana, the awe, the prestige
Aue hi	It is done

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Introduction

Located in the scenic rural landscape of small-town Leeston, Ellesmere College - Te Kāreti o Waihora is an innovative and inclusive educational community which provides a challenging and caring learning environment that enables and encourages all ākonga to be resilient and adaptable lifelong learners who enjoy exploring and positively contributing to an ever-changing world. We aim to empower our ākonga to lead rewarding, culturally rich, sustainable and fulfilling lives as active, independent and caring members of society in Aotearoa/New Zealand. The school is located in the takiwā of Te Taumutu Rūnunga and the school has actively worked to strengthen partnerships with Te Taumutu Rūnunga and with local papatipu marae. At the beginning of 2020, there were 588 ākonga enrolled. 13.3% of ākonga are Māori, 75.2% Pākehā/NZ European, 5.9% Asian (Mainly Philipino) and 3.3% Pasifika.

History of Ellesmere College – Te Kāreti o Waihora

Located in the takiwā of Te Taumutu Rūnunga, Southbridge District High School opened in the grounds of Southbridge School in 1903 and was housed in some of the primary school's buildings. The primary and district high school remained merged until 23rd October 1924 when buildings were destroyed by a suspicious fire. Southbridge District High School was rebuilt on the same site while the Southbridge School was rebuilt on the opposite side of the street. In 1981, Southbridge District High School was closed and Ellesmere College – Te Kāreti o Waihora was founded in Leeston.

The buildings which make up 95% of the school were built in Timaru in 1980 and transported to the present site in Leeston. During transportation one of the buildings came off the back of a truck as it crossed the Rakaia with the classroom ending up in the river. The school opened in February 1981 with a blessing from prominent Te Taumutu Rūnunga kaumātua and Ngai Tahu rangatira the late [Riki Te Mairaki Ellison](#). The school gym is named in his honour and at the time of his death, Matua Riki was a member of the Board of Governors. On opening day, the school was dedicated as a Marae by Riki Te Mairaki Ellison and for several decades it was believed that it was the only secondary school in the South Island to be opened and dedicated as a Marae. 23 staff and 380 foundation pupils started that year. Several of these foundation pupils are current staff members and members of the Board of Trustees. Over the past four decades, additional prefabricated buildings have been added to the school and the student body has grown to over 560 ākonga.

The school primarily serves the Leeston, Dunsandel, Doyleston and Southbridge communities. However, ākonga are drawn from a large enrolment zone which stretches between the Rakaia and Selwyn Rivers. A large number of ākonga live in the rural hinterland and are transported to school each day by school bus.

The school is staffed by committed and highly qualified professionals focused on delivering robust, challenging programmes that prepare ākonga to be successful adults of the future. There is a strong professional development focus for all staff, centred on professional inquiry approaches, and an understanding that all professional development includes evidence-based and culturally responsive and sustaining best practice. Such an approach ensures that national and local priorities for all ākonga are addressed.

The Board of Trustees recognises the importance of its role in raising student achievement and that school planning must focus on improving the standard of all learners, especially those who require more support. The Board supports the Ministry of Education focus on priority learners – Māori, Pasifika and those with special education needs. Such a focus reflects the school's commitment to recognising that 'one size fits all' is not appropriate in terms of educating the adults of the future. Our school welcomes diversity and aims to provide opportunities for all learners to learn and achieve in an inclusive and supportive environment.

In particular, the school recognises the special place of Tikanga Māori and Te Reo Māori in the curriculum and Te Ao Māori across the school. Ākonga requesting instruction in Tikanga Māori and Te Reo Māori are provided

for, as far as possible, within the school. Ngati Moki is our local marae at Taumutu which the school has strong connections to through ākongā and the Parent Whānau Committee, who were recognised for their work at the Selwyn Awards in 2018.

Ellesmere College – Te Kāreti o Waihora is a small school with a student population of approximately 580. However, Selwyn District is one of the fastest-growing districts in New Zealand and the school population is expected to grow over the coming years. The school has ample physical space to cope with this growth being located on generous grounds. The large amount of land which the school occupies also reinforces the rural feel of the school which is important to both ākongā and the local community.

The school sits at the heart of the vibrant rural Leeston District and is proud of being a local community school which works with and for its local community. Links are well established with local organisations such as the Selwyn District Council, the local medical centre, the Leeston Library, commercial interests and the various social agencies the school has relationships with. There is considerable interaction with the wider community during the day, and in the evening/weekends with several local clubs and organisations using the school as a meeting place. Parents, caregivers and volunteers are involved in many facets of school life and there is a strong Parent-Teacher Association and Whānau Committee.

Over the last 5 years, NCEA results have shown consistent improvement. These improvements have been supported through:

- Academic Tracking and Mentoring
- Engagement Reports
- Real-Time Assessment Feedback and Reporting
- Curriculum Innovation and Design
- Links with external providers
- Achievement and engagement initiatives
- Culture of high expectations
- An inclusive learning environment
- Positive relationships between staff and ākongā
- Culture of professional inquiry.

Being located in a rural area has the disadvantage of a lack of public transport and many of the senior ākongā drive to school. As a small school, Ellesmere College – Te Kāreti o Waihora offers as broad a range of subjects as possible. However, some ākongā who wish to study subjects which the school cannot offer do so via video-link and through dual enrolment with NetNZ. A number of ākongā also take advantage of Secondary-Tertiary Pathway programmes provided by external providers such as Ara, spending one or two days a week off-site. The Gateway programme is also a popular choice for senior ākongā.

Kaiako are well supported through targeted professional learning and development that focuses on student learning and wellbeing, and how each student can be best supported to succeed. Every Monday morning teaching staff engage in facilitated professional learning and development sessions as a whole, or in departments/small groups. Targeted data analysis is used to identify specific needs within the school, inform pedagogical practice, and is used to make informed decisions to ensure a culture of continuous improvement.

The school operates a well-established distributed leadership model which effectively supports the management of change, succession planning and sustainability. The delivery of effective pedagogy continues to drive the culture of teaching and learning to ensure that value is added to each student's holistic learning and that they leave Ellesmere College – Te Kāreti o Waihora prepared for the next steps on their individual journey. Ellesmere College – Te Kāreti o Waihora works collaboratively with local Early Childhood Centres and primary schools through Ngā Mātāpuna o te Waihora Kāhui Ako which was established in 2017.

The College has been heavily involved in the Primary ITO Rural Trades Academy and this is a thriving area of the school. The Rural Trades Academy works alongside NCEA and Year 11 or 12 ākonga can combine their NCEA studies with a National Certificate in Agriculture or Horticulture (Level 1 or 2).

International students play an important role in adding to the cultural richness to Ellesmere College – Te Kāreti o Waihora. Up to 25 long-term international students study at Ellesmere College – Te Kāreti o Waihora and numerous groups visit the school throughout the year, with the majority being from Japan. The school has long-standing links with sister schools Urawa Minami Kookoo and Tokushima Kita Senior High School in Japan. Biannual trips from Ellesmere College – Te Kāreti o Waihora to Japan take place, while ākonga from Urawa Minami visit yearly. The school is currently growing strong links in Thailand, Korea, Vietnam and China and we expect to see increasing numbers of international students attending the College over the coming years.

The school celebrates student achievement in a range of different areas including academia, sports, the arts and culture. We experience varying levels of community engagement and support, with a recent focus on improving communication with the local community and publicly celebrating ākonga success. Recently we have seen increased attendance and participation of parents and whānau at school-related events. At the beginning of 2020 new systems of academic tracking, monitoring and mentoring were implemented along with changes to Parent-Teacher interviews. The model of academic mentoring and Parent-Student-Teacher conference is based on the research and work completed by the Starpath Project at the University of Auckland. It is hoped that these changes will increase parent and whānau engagement while developing and strengthening partnerships between school and home.

Feedback from our community consultation has helped inform and shape the key aspirations we wish to achieve through our redevelopment:

Whakapapa/Identity – our ākonga know who they are, their culture, their heritage, their identity – on a local, national and global scale.

Tūrangawaewae/Culturally-Located – Our ākonga can realise their potential as culturally-located individuals.

Whakamana/Empowerment – An empowering curriculum and culturally sustaining learning environment that recognises and enhances the mana of all ākonga and supports them to enhance the mana of others.

Kotahitanga/Unity of Purpose - Our ākonga understand the shared purpose of our school community – realising the potential of ākonga as culturally located individuals.

Kaitiakitanga/Sustainability - Our ākonga role-model and advocate for sustainable practices at a local, national and global level.

Hapori/Community - Our ākonga experience learning approaches grounded in a strong sense of local community underpinned by a culture of care.

Hauora/Well-Being - Our ākonga, staff and school community will flourish and prosper.

Mission Statement

Ellesmere College will provide a challenging and caring learning environment responsive to the learning needs of all students.

Vision

Our students will be confident and motivated young people who are good citizens and lifelong learners

Values



Whakaute/Respect

- Being polite to others/Kia atawhai ētahi atu
- Caring for our surroundings/ Tiaki ōu wāhi
- Showing self-respect/Whakaatu ōu kiritau



Pāhekoheko/Integrity

- Being honest and trustworthy/Kōrero pono me te tika
- Following through on your commitments/Whāi atu ou herenga
- Being responsible/Kia noho haepapa



Momoho/Success

- Giving your best/Me karawhiu koe
- Persevering/Pūnoke
- Identifying goals and achieving/Tautohu ōu whāinga me ōu haumāuiui



Ngākau Aroha/Empathy

- Treating others the way you want to be treated/Tiaki ētahi tangata pērā i a koe
- Caring for others/Manaaki ētahi atu
- Being community-minded/Hapori tautoko

School Crest

Sheep

The sheep recognizes the rural context of our school.

Arch

Represents the local mountains, steps to knowledge & things and shelter afforded by the meeting house. Also symbolises safety for all who enter the school.



Kete:

Represents the 3 baskets of knowledge

Piwaiwaka:

Recognises local bird-life and world significance of Lake Ellesmere. It is also seen as a bearer of good news by South Island iwi.

Wheat:

Recognises Southbridge District High School was the original high school in the area.

Wavy Lines:

Recognises we are surrounded by water
– lakes and rivers

School Crest as a Model of Pedagogical Practice

Blue Sky

- Teachers who create the environment for all of this to happen
- Big picture thinking

Kete:

- Represent the baskets of knowledge of students, teacher and whanau
- Cultural toolkit we each bring to the classroom
- Culturally relevant responsive and sustaining pedagogies of relations

Sheep

- Represents connections
 - to our local area
 - and connections across the curriculum
- Contextualising learning to our local area
- Experiential learning within our community
- How we work and engage with our local community

Arch

- Represents connections to our local marae and its importance to our school
- Steps to higher learning
- High expectations
- Scaffolding learning so that all students achieve
- Safe learning space



Piwaiwaka:

- Represents our students and a student-centered approach
- Confident, motivated, curious and resilient young people unafraid to take risks
- Life-long learners
- Individual and individualised learning
- Growth mindset unafraid to take risks

Wheat:

- Represents the learning, skillset and dispositions of our learners
- Learning for Life
- Strong set of values to support our students throughout life
 - Respect/Whakaute
 - Integrity/Pāhekoheko
 - Success/Momoho
 - Empathy/Ngākau Aroha
- Strength-based approach

Wavy Lines:

- Represents deep, visible learning which nourishes the wheat
- Well-being
- Strong-positive relationships

Model of Practice



Ākonga

- Whakapapa - knowing one's cultural heritage, genealogy and how this underpins individual understandings of self-identity on a local and global scale.
- Tūrangawaewae - "A place to stand" where we feel culturally located, connected and empowered.
- Whakamana – an empowering curriculum and culturally-sustaining learning environment that recognises and enhances the mana of all ākonga and supports them to enhance the mana of others.
- Kotahitanga - unity of purpose - strong understanding and commitment amongst ākonga, staff and the community of the vision and purpose of Ellesmere College – Te Kāreti o Waihora is to realise the potential of every student.
- Kaitiakitanga - guardianship, protection or preservation of the natural environment. It is a way of managing the environment, based on the traditional Māori world-view.
- Hapori – sense of family and community with whānau-type dynamics and relationships.
- Hauora – staff, ākonga and the wider community understand how to look after their own wellbeing.

Kaiako

- Whanaungatanga - staff, ākonga and the wider community feel connected through strong positive relationships, feel a sense of belonging and acceptance, and a culture of care.
- Manaakitanga - care for others as culturally-located individuals and accepting the responsibility to understand and respect the uniqueness of others.
- Whakapiringatanga - culturally safe and secure learning environment.
- Mana Motuhake - high expectations for staff and ākonga.
- Ako - Learning is dialogic, interactive and ongoing - all members of our school community see themselves as educators and learners.
- Wānanga - strong educationally powerful partnerships based on robust dialogue, communication and innovative practice exist across the learning community.
- Mahi Tahi - Professional learning community with collective responsibility, accountability and commitment to support and care for each other throughout all endeavours.
- Tangata Whenuatanga - learning is place-based, socio-culturally aware and utilises local knowledge and contexts.

These concepts align with, and are supportive of, the values of Te Taumutu Rūnanga which include:

- Aroha
- Whanaungatanga
- Manaakitanga
- Kotahitanga
- Tiakitanga
- Rangatiratanga
- Kawa me te tikanga
- Te Reo me ōna tikanga.

Strategic Plan Overview: 2019-2023

Strategic Focus	Our People – strong culture of inquiry	Our Valued Outcomes – Positive student outcomes: quantity & quality	Our Community – Continued high community trust and school of choice for local community
What will this look like by 2023?	<ul style="list-style-type: none">Professional expertise widely acknowledged as ‘best practice’ and leading edgeShared understanding of effective teaching and learningNew pedagogies for deep leaning embedded in teaching practiceQuality information accessible to inform evidence-based inquiryInquiry-based practices fundamental to professional learning and change managementProfessional learning conversations common placeCommon language of learning and assessmentPriority learners identified and supported to accelerate & achieveQuality extra & co-curricular programmes provide rich learning opportunities and experiences	<ul style="list-style-type: none">Positive well-being indicators across the school communityAll students leaving school with a relevant qualification (minimum NCEA Level 2)High levels of excellence in achievementPositive learning culture & environmentAll students have clear learning and achievement goalsSelf-directed learning flourishingClear curriculum and vocational pathways evidentRich learning opportunities within and outside the classroom with connection to local contextsStrong programme of Academic Mentoring and tracking of achievement with students inquiring into their own learning	<ul style="list-style-type: none">A community school – inviting, friendly, respectedSchool is hub of the communityRelationships between students, school and home are positive and educationally powerfulModern, fresh, contemporary buildings provide multi-functional, flexible 21st century learning environmentTe Ao Māori and biculturalism evident and culturally sustainingFocus on sustainabilityStrong learning and business partnerships with communityContinued steady roll growth from inside school zoneQuality staff seek employment with the schoolStudents sought by universities, training providers & employers
Key Strategies	<ul style="list-style-type: none">Education Brief focused on New Pedagogies for Deep LearningCurriculum design, assessment & academic counselling are strongly aligned through common language of learningModel of Inquiry informs decision-making across the school including PLD and Appraisal	<ul style="list-style-type: none">Values-based school-wide framework for well-beingVision & resourcing for 21st Century flexible learning environmentLocal, bi-cultural and global relationships strengthened and developed	

2019-2023 Strategic Annual Plan Summary

Theme: Future Focus for 21st Century Learning

Strategic Focus	Our People – strong culture of inquiry	Our Valued Outcomes – Positive student outcomes: quantity & quality	Our Community – Continued high community trust and school of choice for local community
Key Focus Questions	What will teaching and learning look like in 2023?	What are our valued outcomes for our students? What 21st Century skills and dispositions do they need to be successful?	How can we engage with the local community to strengthen relationships with external key stakeholders?
2020 Goals	1. Implement a model of new pedagogies for deep learning which is individualised, connected, visible, future-focused and culturally sustaining	2. Implement a range of strategies to track, monitor and enhance student hauora and achievement	3. Implement new opportunities to build collaboration between the school and wider community
	4. Implement collaborative and shared decision-making structures across the school to enhance our bicultural partnership obligations and responsibilities under Te Tiriti o Waitangi/Treaty of Waitangi, and commitment to valued outcomes in our school community.		
2020 Goal Focus Areas	<ul style="list-style-type: none"> • Data & evidence accessible and used to inform and drive individual & collaborative inquiry • Deepen understanding of inquiry processes to provide clearer links to the progress of all learners • Shared language of learning and assessment • Investigate other rebuilt schools' successes and failures • Research and evaluate timetable options for cross-curricular and team-based teaching 	<ul style="list-style-type: none"> • Develop & implement a Well-Being framework across the school • Implement a model of Academic tracking and mentoring • Develop teacher/student agency and accountability in the school learning culture • Develop & implement a supported assessment framework that enables visible learning in the junior school • Develop & implement a common model of leadership across the school – both staff & students • Develop & implement a Graduate Student Profile & Effective Teacher Profile • Emerging culture of risk-taking without fear of failure 	<ul style="list-style-type: none"> • Develop and further strengthen links to Taumutu Rūnanga • Provide effective leadership and support for Ngā Mātāpuna o te Waihora Kāhui Ako initiatives • Enhance opportunities to build collaboration between home and school in relation to student well-being • Property plan for school rebuild • Develop and strengthen links with local business

Action Plan – 2020

Goal	Actions	Success Criteria/Targets
1. Implement a model of new pedagogies for deep learning which is individualised, connected, visible and future-focused and culturally sustaining	Whole School <ul style="list-style-type: none"> PLD plan implemented with focus on SOLO Taxonomy; culturally appropriate, responsive and sustaining pedagogies of relations; online learning (RB) Research and evaluate timetable options for cross-curricular and team-based teaching (FR/AN/PT) Development of a Pedagogical Change Leadership Team 	<ul style="list-style-type: none"> Use of SOLO Taxonomy is evident in class and in assessments across the school Increased knowledge and use of pedagogical practices which are culturally appropriate, relevant and responsive to the needs of students Increased evidence of a localised curriculum Evidence of staff pedagogical risk-taking without fear of failure
	Hauora <ul style="list-style-type: none"> PROSPER Framework is embedded in the planning across all curriculum areas 	<ul style="list-style-type: none"> PROSPER Framework is visible in pedagogical practice
	Middle School <ul style="list-style-type: none"> Collaborative planning to integrate curriculum areas Team-teaching evident 	<ul style="list-style-type: none"> Alignment of learning objective and success criteria wording across the school Common junior framework and language of learning developed and trialled Students have agency over learning which is co-constructed with them
	Senior School <ul style="list-style-type: none"> Workforce focused on 2021 Year 11 curriculum (FR) Staff actively engage in redesign of NCEA 	<ul style="list-style-type: none"> Readiness for phasing out of NCEA Level 1 in 2021 Development of more culturally responsive and flexible assessment
2. Implement a range of strategies to track, monitor and enhance student hauora and achievement	Whole School <ul style="list-style-type: none"> Development of an Evidential Database to track and monitor student achievement and to identify students at risk of not achieving (RB/AN) Support collaboration within Kāhui Ako to aid academic transition of students into and out of Ellesmere College (RB/KP/AST) Assessment data made available to staff in an easy to use format to inform inquiry/pedagogical decision-making (RB/AN/PT) Introduction of Core Class meetings Introduction of Learning Advisory Continue to strengthen and develop student leadership roles across the school 	<ul style="list-style-type: none"> Accelerate achievement of Māori students towards more equitable outcomes with wider school performance Teachers have an indepth understanding of asTTle reading and numeracy data – use this data to inform pedagogical decision-making Teachers working in collaborative teams and positively engaging in professional learning conversations based on evidence
	Hauora <ul style="list-style-type: none"> Well-Being Team develop and implement a framework for well-being across the school (KO) 	<ul style="list-style-type: none"> Positive increase in well-being indicators (NZCER Survey) Positive change in statistics collected through the KIVA Programme

- Implement the KIVA Bullying Education Programme (SH)
- Redevelopment of Ready to RISE & PB4L

Middle School

- Strengthen Collaborative Junior Curriculum & Assessment Team across the junior school (PT & HELAs)
- Develop & Implement Achievement & Learning Objective Framework across junior school (PT & HELAs)

Senior School

- Monitor and track students beyond our Kāhui Ako (FR)
- Review cycle of senior subjects and curriculum areas developed

KA – Reading

- Minimum 75% of all Yr 7-10 male students at or above expected NZC level
- Minimum 70% Yr 7-10 Māori students at or above expected NZC level
- Minimum 79% Yr 7 students at or above expected NZC level

KA – Writing

- 67.5% of all Yr 7-10 male students at or above expected NZC level
- 69% of all Yr 7-10 Māori students at or above expected NZC level

KA – Numeracy

- 78% of all Yr 7-10 female students at or above expected NZC level
- 70% of all Yr 7-8 Māori students at or above expected NZC level
- Learning Advisors actively tracking the academic achievement of junior students
- Development of collaborative teaching team approaches in Years 7 and 8
- Integration of curriculum in Years 7 and 8

- Review cycle of senior subject and curriculum areas will have commenced
- Learning Advisors actively tracking the academic achievement of senior students

KA Yr 12 & 13 – 87.5% of male school leavers gaining NCEA Level 2

EC NCEA Level 1 – 78.8%

Male – 77%

Female – 86%

Asian – 73%

European – 82%

Maori – 72%

MELAA – 100%

Pasifica – 100%

EC NCEA Level 2 – 88%

Male – 81%

Female – 100%

Asian – 100%

European – 87%

Maori – 81%

MELAA – 100%

Pasifica – 100%

EC NCEA Level 3 – 76.9%

Male – 70%

		Female – 88% Asian – 70% European – 80% Maori – 72% MELAA – 100% Pasifica – 100%
3. Implement new opportunities to build collaboration between the school and wider community	Whole School <ul style="list-style-type: none"> • Develop and further strengthen links to Taumutu Rūnanga (RB/BoT) • Provide effective leadership and support for Ngā Mātāpuna o te Waihora Kāhui Ako initiatives (SLT) • Enhance opportunities to build collaboration between home and school in relation to student well-being (KO) • Develop and strengthen links with local business and local council (SLT) 	<ul style="list-style-type: none"> • Increased engagement and strengthened relationship with Taumutu Rūnanga • Increased engagement of school staff with work being carried out by Ngā Mātāpuna o te Waihora Kāhui Ako • Engagement of local community well-being organisations and work effectively with whānau in area of well-being • Strengthened links with local business through Gateway and engagement of students in local business community
4. Implement collaborative and shared decision-making structures across the school to enhance our bicultural partnership obligations and responsibilities under Te Tiriti o Waitangi/Treay of Waitangi, and commitment to valued outcomes in our school community.	Whole School <ul style="list-style-type: none"> • Increase student (and in particular Māori student) voice in decision-making (PT/FR) • Strengthen Whānau Committee • Student-centered approach to decision-making (SLT) 	<ul style="list-style-type: none"> • Development of Māori Student Agency Group • Increased attendance at Whānau Committee meetings • Impact of decisions on students is central to our actions • Increased size and diversity of Board of Trustees

Board of Trustees Annual Self-Review & Action Plan 2020

Review	Area of Review	25-Feb	30-March	26-May	30-June	25-Aug
Strategic Review	<i>Strategic and Annual Plan</i>	Charter & Annual Plan approved by BoT	Draft Analysis of Variance for 2019	Analysis of Variance for 2019 – report on all goals in Annual Plan		
Regular Review	<i>Learner Progress and Achievement</i>	Preliminary NCEA Results	Report on asTTle testing for junior students	NCEA results confirmed	Update on NCEA achievement data	Update on NCEA achievement data
		Staff PLD		Staff PLD	Wellbeing (NZCER Data) and PB4L report	Mid-year report on asTTle testing
				Attendance data for Term 1		Staff PLD
				Feedback on Department Review Process		Attendance data for Term 2
	<i>Other Reports</i>	Health & Safety Report	Health & Safety Report	Health & Safety Report	Health & Safety Report	Health & Safety Report
	<i>HR</i>		Principal Performance Agreement Approved			Principal Performance Informal review
	<i>Administration</i>	Property and Finance Report	Property and Finance Report	Property and Finance Report	Property and Finance Report	Property and Finance Report
	<i>Budget</i>	Review and approval	Monitor	Monitor	Mid-Year Review	Monitor

Emergent Review

*New government
intitatives*

Board Process
Requirements

Appoint chairperson
Approve schedule of
delegations

Policy Updates

Accounts to Auditor

Annual Report approved
and sent to MoE

Review	Area of Review	29-Sept	27-Oct	24-Nov
Strategic Review	<i>Strategic and Annual Plan</i>	Develop Strategic Plan	Draft Strategic Plan Completed	Draft Annual Plan presented & Ratified
Regular Review	<i>Learner Progress and Achievement</i>	Update on NCEA achievement data	Update on NCEA achievement data	Update on NCEA achievement data
			Attendance data for term 3	Report on asTTle testing – progress and acceleration made in Years 7-10
	<i>Other Reports</i>	Health & Safety Report	Health & Safety Report	Health & Safety Report
			Staff PLD	
	<i>HR</i>	Principal Performance Informal review		Staff Appraisals Progress Report
				Principal Performance Review Report
	<i>Administration</i>	Property and Finance Report	Property and Finance Report	Property and Finance Report
	<i>Budget</i>	Budget requests to HELAs	2021 Draft Budget	2021 Draft Budget Approved
Emergent Review	<i>New government initiatives</i>			
Board Process Requirements				

Appendix 1 – Summary of Staff Consultation on Strategic Plan 2019-2023

