



Strategic Goals 2009 - 2012

- Goal 1:** All students to have a Numeracy level at or above their chronological age for Decile 10
- Goal 2:** All students to have a reading age or writing level at or above chronological age for Decile 10.
- Goal 3:** All students to have skills and knowledge to enable a balanced lifestyle.
- Goal 4:** Our school is inviting and aesthetically pleasing (inside and out) and provides an effective learning and teaching environment.

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Strategic Goal 1: All students to have a Numeracy level at or above their chronological age for Decile 10.

Our community has high expectations. It is a community that is highly educated and highly interested in knowing that their child is performing well against national norms.

Target Group:

As a school we aim to get 80% of our students meeting National Standards.

Target Groups Yrs 3, 5 and 7 monitoring transition between expected Numeracy Project levels to the expected National Standards levels.

Cohort group of concern Yr 4 and 7.

	Expected Outcomes	Responsibility	Target Date	Action Required
	1.1			
Assessment	The school assessment schedule will be reviewed annually to ensure that it incorporates quality Mathematical assessment tools.	Senior Management Team	Term 1	The Senior Management Team in discussion with the staff will review the assessment schedule and implement required changes.
Assessment		Syndicate Leaders	As required	Syndicate leaders will ensure that teachers have a shared understanding of how to administer the assessment tools and collate the information to ensure consistency across the school and timeliness of data entry.

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	Expected Outcomes	Responsibility	Target Date	Action Required
Assessment		Syndicate Leaders	On-going	Syndicate leaders will ensure that teachers are aware of the expected levels our students need to achieve at the beginning and end of the year and that teachers know the expected progress required for students to achieve end of year benchmarks.
1.2				
Assessment	Teachers will use and report against National Standards for mathematics.	Senior Management Team	On-going	Teachers will refer to the National Standards documents as they are assessing in their class using their OTJs. They will use these OTJs, triangulated data and evidence within the class to report to parents.
Assessment		Syndicate Leaders	On-going	OTJs will be moderated and discussed within and across syndicates to ensure consistency. Progress will be monitored throughout the year and issues identified and addressed as early as possible.
		Principal	On-going	Through the principal's report to the board any issues being experienced by the staff in relation to national standards in mathematics will be communicated.

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	Expected Outcomes	Responsibility	Target Date	Action Required
Assessment		All teachers	3 Way Conferences 3 & 4 May; Student led conferences 8 & 10 August; Written reports 9 December	Parents will be notified in writing through the school reporting systems of their child's progress and attainment in relation to National Standards. Notification of low achievement will occur as part of standard practice outside of these timeframes to ensure parents receive no surprises.
1.3				
Assessment	Teachers will be aware of the expected levels students need to achieve in the different domains of mathematics.	Maths Lead Teacher	On-going	Professional development opportunities (mostly via staff and syndicate meetings) are provided for staff unpacking the different levels and expectations within the mathematical domains.
Assessment		Syndicate Leaders	On-going	Syndicate teams will analyse and moderate student data together in order to continue developing consistency of marking to help teachers develop accurate OTJs as well increasing teacher understanding of the expectation at the different levels. Any issues raised will be addressed.

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	Expected Outcomes	Responsibility	Target Date	Action Required
	2.1			
Assessment	Apply reflective teaching practices.	Syndicate Leaders	On-going	Classroom observations, take place in Term 1, by the Maths lead teacher and syndicate leaders.
Assessment		Classroom Teachers	On-going	Staff will reflect on their personal teaching goals in mathematics. These goals form part of the teacher's appraisal. It is encouraged that teachers regularly inquire into their practice to ensure classroom programmes are constantly being modified in order to meet students' needs.
Assessment		Syndicate Leaders	Ongoing	Puzzle of Practice conversations will occur regularly at syndicate meetings with each teacher having the opportunity to share a student from their class and have the opportunity to have a follow-up discussion with colleagues later in that term.

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2.2				
Assessment	Cater for our 'at risk students by providing for their needs.	Syndicate Leaders, SENCO, Classroom teachers	Before the end of each term	Termly referral meeting will occur with the SENCO and classroom teachers, within syndicate meetings, to discuss individual students causing concern. Class programmes will be developed to cater for need where appropriate.
Assessment		Maths Lead Teacher	Immediately following assessment weeks	School wide data will identify students who are underachieving. These children will be catered for in their regular classroom programme. Cross grouping occurs within most syndicates enabling teachers to group students according to their ability. The senior school has an additional teacher during the cross-grouped maths time to reduce the numbers of students within each class. The lower ability senior students are catered for in a small group.
2.3				
Assessment	Programmes catering for our gifted students provide enrichment	Maths Lead Teacher	Before the end of each term.	Student achievement data identifies students who are gifted in maths alongside discussion at termly referral meetings. These children will be catered for in their classroom programme through cross grouping students of similar ability together and challenging them through problem solving activities.

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2.4				
Assessment	Informed prospective and new entrant parents	Junior syndicate teachers	Term 2 and Term 4	A new Entrant parents evening will be held for new and prospective parents. This evening will include information regarding Mathematical stages and an explanation of the stages. It will also provide parents with some guidelines for helping their child mathematically at home.
2.5				
Assessment	All students have access to the necessary maths equipment to carry out effective mathematics teaching.	Maths Lead Teacher	Term 1	Regular stock takes of maths equipment is undertaken and equipment required purchased. Priority for 2011 will be for the Statistics, Measurement and Geometry strands.
		Maths Lead Teacher	Term 1	Re-organisation of the maths storage room will take place as much equipment is out dated. The BSM will be sorted and room made for the Figure It Out books to be added into this room.

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3.1				
Professional Development	Increase the leadership capacity of our syndicate leaders	Principal	On-going	To ensure that syndicate leaders and the maths curriculum leaders have opportunities to extend their leadership skills. Through classroom observations, the appraisal process, NLC, leading staff meetings, aspiring principals course and Leadership and Assessment PD.
Professional Development		Maths Lead Teacher	Term 1	Syndicate leaders will participate in Class observations with the mathematics leader, leading the observed teacher in a co-construction process of a mathematics goal and encouraging a higher level of analytical talk to challenge teachers thinking and practice.
Professional Development		Deputy Principal	On-going	The Deputy Principal will observe and support leaders in syndicate meetings providing feedback to assist other leaders in their leadership development.
Professional Development		All Staff	On-going	All staff will the opportunity to develop their leadership through opportunities available to them within the newly created teams of which all staff are members of at least one team. Teams have set annual goals

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	3.2			
Professional Development	Teachers to become effective and knowledgeable practitioners in mathematics.	Maths Lead Teacher	Terms 1 & 2	Staff members to participate actively in professional development opportunities, using the reflective sheet to show what changes they have implemented into their classroom programme from the PD attended. This reflective sheet will form part of the teacher's appraisal.
	3.3			
Professional Development	To apply reflective mathematics teaching practices	Syndicate Leaders	On-going	'4 minute walk throughs' will occur termly where the teacher chooses who and what they would like to observe. The learner is the person walking through. Teacher conversations with their leader will focus on 5 areas observed with the teacher taking away one 'gem' for them to reflect on and action from the walk through.
	4.1			
Reporting	Provide regular and effective reporting to all stakeholders – children and their parents	Classroom Teachers	3 & 4 May; 8 & 10 August;	Three way conferences / student led conferences are scheduled twice a year to bring all students, their parents and teachers together to establish individual student goals in mathematics and to discuss progress.

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Reporting		Classroom Teachers	Term 3	Teachers will up skill students to enable “student led’ conferences. The staff will have some professional development in how to go about this so that there is an agreed standard.
	4.2			
Reporting	Provide regular and effective reporting to all stakeholders – The Board of Trustees.	Maths Lead Teacher	Term 4	The Board of Trustees will receive reports providing detail of student achievement in mathematics. The board will also receive school wide “best fit” mathematical levels annually. This data will be closely analysed looking at trends, weaknesses and strengths and will identify future recommendations. The principal’s month board report will provide the board with an update of any issues arising in maths, particularly with the implementation and expectations of National Standards

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Strategic Goal 2: All students to have a reading age and a writing level at or above their chronological age for Decile 10.

The staff and board along with the community firmly believe that we have to aim high. Our community is highly educated and greatly interested in knowing that their child is performing well against national norm.

Reading Target Groups:

As a school we aim to get 90% of our students Meeting National Standards. In 2010 we achieved 89%.

Writing Target Groups:

As a school we aim to get 80% of our students meeting the National Standards. Areas of concern Yr 6 cohort. Monitor trends of transition from Yr 2 to Yr 3, as past years data shows this to be a big jump for students to achieve.

	Expected Outcomes	Responsibility	Target Date	Action Required
	1.1			
Assessment	The school assessment schedule will be reviewed annually to ensure that it incorporates the best literacy assessment tools for our teachers and students.	Senior Management Team	Term 1	The Senior Management Team in discussion with the staff will review the assessment schedule and implement required changes.

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	Expected Outcomes	Responsibility	Target Date	Action Required
		Syndicate leaders	As required	Syndicate leaders will ensure that teachers have a shared understanding of how to administer the assessment tools and collate the information to ensure consistency across the school and timeliness of data entry. Guidelines to accompany assessments will be distributed to staff.
				Syndicate leaders will ensure that teachers are aware of the expected levels our students need to achieve at the beginning and end of the year and that teachers know the expected progress required for students to achieve end of year benchmarks.
1.2				
Assessment	Teachers will use and report against National Standards in Reading and Writing.	Classroom Teachers Literacy Lead Teacher	Ongoing	Teachers will be able to use a variety of sources of information to inform their OTJs. Further Professional Development will be provided in this area.
Assessment		Classroom Teachers	On-going	Teachers will use OTJs, as well as triangulated data and evidence within the class to report to parents on the National Standards. Staff will be provided with opportunities to moderate in reading through syndicate and staff meetings.

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	Expected Outcomes	Responsibility	Target Date	Action Required
Assessment		Syndicate Leaders	On-going	Syndicates will moderate OTJ across class levels to develop consistency and a shared understanding across the school.
2.1				
Teaching and Learning	Apply reflective teaching practices	All Teachers	On-going	Teachers will reflect on their personal teaching goals in literacy considering and implementing changes following observation feedback in order to improve their literacy teaching especially in the development of the five dimensions of effective teaching practice.
Teaching and Learning		Literacy Lead Teacher supported by Syndicate Leaders	Term 2 & 3	Staff observations will occur twice annually in literacy to observe the teaching of reading and writing.
Teaching and Learning		Syndicate Leaders	On-going	Puzzle of Practice conversations will occur regularly at syndicate meetings with each teacher having the opportunity to share a student from their class and have the opportunity to have a follow-up discussion with colleagues latter in that term.
2.2				
Teaching and Learning	Cater for our “at risk” students by providing special programmes for them.	SENCO	Before the end of each term	Termly referral meeting will occur with the SENCO, and classroom teachers, within syndicate meetings, to discuss student needs. Programmes will be developed to cater for need where appropriate.

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	Expected Outcomes	Responsibility	Target Date	Action Required
Teaching and Learning		Literacy Lead Teacher with assistance from classroom teachers	Immediately following assessment week	School wide data will identify students who are underachieving. These children will be catered for in their regular classroom programme. Cross grouping of some classes will enable students to be grouped according to their ability and lower ability groups will be smaller in size to cater for the student needs.
2.3				
Teaching and Learning	Programmes catering for our gifted students provide enrichment	Literacy Lead Teacher with assistance from classroom teachers	On-going	Student achievement data identifies students who are gifted in literacy alongside discussion at termly referral meetings. These children will be catered for in their classroom programme through cross grouping students of similar ability together.
Teaching and Learning	2.4 Support for English Language Learners is provided.	Classroom teachers and teacher aides with support from SENCO	On-going	ESOL students are formally assessed in the four modes of English to establish their eligibility for ESOL funding twice annually. The junior ELL students will be supported in class by a teacher aide in literacy 4 days per week. Some senior ELL students have access to literacy support software (WordQ). One ELL senior student receives one to one support inclusively and withdrawal.
2.5				
Teaching and Learning	Informed parents	Literacy Lead Teacher	Term 2	To host a parents evening in literacy to provide parents with some knowledge and skills to enable them to help their child in reading and writing at home.
2.6				

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	Expected Outcomes	Responsibility	Target Date	Action Required
Teaching and Learning	Informed prospective and new parents	Junior Syndicate Leader	24 May	A new Entrant parents evening will be held in Term 2 and Term 4 for our new and prospective parents. This evening will include information regarding junior reading and writing programmes as well as ways parents can support their child's literacy development at home.
2.7				
Teaching and Learning	All teachers have the necessary literacy equipment to carry out effective literacy teaching.	Literacy Lead Teacher	Term 1	Literacy leader will do a stock take on our big books and ready to read material and ensure identified gaps are filled.
2.8				
Teaching and Learning	To promote books with our students.	Literacy Lead Teacher	Term 3 (Week 2)	A Book Week will be held school wide. Reading books will be promoted school wide in classes and in the library with a Book Fair. A favourite book character dress up day will also be part of this.
3.1				
Professional Development	To increase the leadership capacity of our Syndicate leaders.	Literacy Lead Teacher	Terms 2 & 3	Syndicate leaders will participate in Class observations with the literacy leader, leading the observed teacher in a co-construction process of a literacy goal and encouraging a higher level of analytical talk to challenge teachers thinking and practice.

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	Expected Outcomes	Responsibility	Target Date	Action Required
Professional Development		Deputy Principal	On-going	D.P. will observe leaders at a syndicate meeting providing feedback.
Professional Development		Principal	On-going	Members of the senior management team will be provided with opportunities to attend leadership courses and conferences that fit their personal and professional goals.
3.2				
Professional Development	Teachers become knowledgeable and effective practitioners in literacy.	Principal Classroom Teachers	On-going	Staff members to participate actively in professional development opportunities, using the reflective sheet to show what changes they have implemented into their classroom programme from the PD attended. This reflective sheet will form part of the teacher's appraisal.
3.3				
Professional Development	To apply reflective literacy teaching practices	Literacy Lead Teacher	Term 2 & 3	Literacy observations are undertaken to observe teaching of Reading and Writing and identify areas for development.

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	Expected Outcomes	Responsibility	Target Date	Action Required
Professional Development		Syndicate Leaders	On-going	'4 minute walk throughs' will occur termly where the teacher chooses who and what they would like to observe. The learner is the person walking through. Teacher conversations with their leader will focus on 5 areas observed with the teacher taking away one 'gem' for them to reflect on from the walk through.
4.1				
Reporting	Provide regular and effective reporting to all stakeholders – children and their parents	Classroom Teachers	3 & 4 May; 8 & 10 August;	Three way conferences are scheduled twice a year to bring all students, their parents and teachers together to establish individual student goals in literacy and to discuss progress.
Reporting		Principal	Term 3	Teachers will up skill students to enable "student led" conferences. The staff will have some professional development in how to go about this so that there is an agreed standard.
4.2				
Reporting	Provide regular and effective reporting to all stakeholders – The Board of Trustees.	Literacy Lead Teacher	Term 1 & 4	The Board of Trustees will be presented with 5-year entry data and 6-year observational data once annually. The board will also receive school wide "best fit" reading and writing levels twice annually. This data will be closely analysed looking at trends, weaknesses and strengths and will identify future recommendations.

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Strategic Goal 3: All students to have the skills and knowledge to enable a balanced lifestyle.

As a diverse community we aim to equip our children with an understanding of what a balanced lifestyle encompasses to help develop a healthy and well-balanced individual.

Area of focus: Art, PE, Inquiry

Expected Outcomes	Responsibility	Target Date	Action Required
1.1			
To provide a wide range of opportunities and challenges for our students.	Classroom Teachers	Term 1 (Week 10)	An annual camp is held for our Y7 & 8 students to be challenged in a range of outdoor situations, which they may not have encountered previously.
		Term 4	To provide an exciting EOTC programme for our junior and middle school students which utilizes our Maungaraki surroundings. The programme should contain opportunities for our students to explore the outdoors and develop skills and interests which may not be otherwise provide through the classroom programme.
	Deputy Principal	Term 2	An electives programme will operate where students can select from a range of different opportunities provided, including activities they may not have had the opportunity to participate in previously or which may provide development opportunities to extend skills.

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Expected Outcomes	Responsibility	Target Date	Action Required
		Term 3	All students to be involved in the school production with each class creating a montage of their chosen country so that it fits with the inquiry topic of the term. The production will include opportunities for drama, dance, and music.
	Classroom Teachers	Each Term	All the inquiry themes this year will fall under the umbrella concept of "Citizenship" so that the key concept of citizenship can be developed throughout the year. Staff will be provided with at least one professional development session each term to extend their Inquiry skills and knowledge, by learning from each other and having the opportunity to reflect on the current term's inquiry process. It is hoped that the staff place an emphasis on the immersion and celebration stage of the inquiry process.
2.1			
Provide a well-balanced health programme.	Syndicate Leaders	On-going	Each term one aspect of the health curriculum will be integrated into the Inquiry learning programme, which is shown through the planning. The Health consultation carried out in 2010 indicated that parents want Keeping Ourselves Safe, Road Safety and Kia Kaha programmes continued.
	Health and PE Lead Teacher Classroom Teachers	Term 3	Life Education will be organised to visit the school with all classes receiving two sessions in the mobile classroom. Classroom teachers will ensure that their classroom programme supports the Life Education programme.
	Health and PE Lead	Term 1	The 2010 health consultation recommended

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Expected Outcomes	Responsibility	Target Date	Action Required
	Teacher		that staff include a greater emphasis on key competencies, especially managing self and relating to others, within their classroom programmes.
	Principal Classroom Teachers	Term 2	The bullying survey will be carried out school wide in Term 2. Students who have indicated concern in their survey, will be spoken to individually and discretely by their classroom teacher to establish the reason. Follow up action will be taken should the need arise. The results will be shared with the board of trustees.
	Senior School Teachers	Term 1	Parents will be consulted regarding the content of the “Positive Puberty” unit that will be taught in Year 6 – 8 classes. All children will have the opportunity to write the questions they have and notify the teacher of these through a letterbox to maintain confidentiality. Teachers will answer the questions during class sessions if appropriate.
3.1			
To provide quality Physical Education Programmes	Health and PE Lead Teacher	On-going	During the year teachers will participate in Professional Development sessions linked to the long-term plan, to up-skill them in the teaching of PE skills. The new PD reflection sheet has been introduced to encourage teachers to implement new ideas from PD into their classroom programme, this forms part of the appraisal process.
	Classroom Teachers	Twice annually	Students will participate in daily fitness sessions. The “Beep” test will be introduced to staff in term 1 then used to assess students

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Expected Outcomes	Responsibility	Target Date	Action Required
			fitness levels in March and again in October. The results will then be collated school wide by the PE lead teacher and reported to the board of trustees.
	Classroom Teachers	On-going	During 2011 teachers will focus on developing fair play strategies with their classes. A new school award will be introduced to promote fair play amongst our students and this will be recognised at school assemblies.
	Junior School Teachers	Terms 2 & 3	For the Junior school to participate in regular PMP sessions over 2 terms. These will include a floor session and two equipments sessions each week with follow-up language activities taken in the classroom.
	Health and PE Lead Teacher	Terms 1 & 2	Annually the school will offer swimming lessons to ensure all our year 6 students meet the water safety standard of swimming 200 metres. Swim NZ will provide our Teachers with Professional Development on the aquatic skills required for each development stage. Swimming instructors will be hired to participate in our swimming programme enabling smaller groups.
	Health and PE Lead Teacher	As appropriate in line with zone and regional requirements	School wide Cross-country, Athletics and swimming days will occur during the year. Skills will be taught through the PE programme across the school leading up to these events and parental support will be encouraged to provide extra practice for students who qualify for zone and regional events.

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3.2			
Students will be provided with opportunities to participate in a range of sports	Health and PE Lead Teacher	On-going	Our students will be offered a range of sporting opportunities. Netball teams, Touch rugby, Miniball and Waterpolo teams will be organised by a staff member, liaising regularly with parent coaches and team managers. The school will make the most of outside sporting opportunities e.g. Soccer academy, Grasshopper Tennis, Kiwi sport.
4.1			
To provide quality Visual Art programmes.	Art Lead Teacher	Before each new art unit	During the year teachers will participate in Professional Development sessions to up-skill them in the teaching of Visual Arts. The new staff PD reflection sheet has been introduced to encourage teachers to take new ideas from PD and implement them back into their classroom programme. This reflection sheet forms part of the teacher's appraisal.
	Classroom Teachers	Term 1 (Week 9)	For all students to participate in an Art week where they have the opportunity to experience a wide range of art techniques and skills culminating in an Art display for the community.
	Classroom Teachers	On-going	Art displays around the school are changed regularly and represent the quality art programmes occurring in classrooms.
5.1			
To extend our students opportunities to use ICTs.	ICT lead teacher Classroom Teachers	On-going	To successfully install KnowledgeNET and up-skill the staff so that their knowledge of the programme is continually being increased to include students and at a later time the parents portal.
	ICT lead teacher	On-going	To offer the opportunity for our able students in

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			ICT to develop these further through the Maungaraki Eye programme.
6.1			
To expose our students to Te Reo and Tikanga Māori.	Māori Lead teachers	On-going	Each week at the staff meeting a word of the week will be introduced for staff to practice in an effort to teach staff the correct pronunciation.
	Classroom Teachers	On-going	Ensuring that each inquiry unit has an element of Te Reo Māori and Tikanga Māori incorporated, which extends our students knowledge and vocabulary.
	Classroom Teachers	Term 2	To celebrate Matariki with our students so that they develop an understanding of this Māori celebration.
	Classroom Teachers	Term 3	During our inquiry topic “We are the World” opportunities will be provided for our students to develop a greater understanding of cultural diversity by studying other countries and what makes them special.

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Strategic Goal 4: Our School is inviting and aesthetically pleasing (inside and out) and provides an effective learning and teaching environment.

Our community believes that given our school is the place where our children are based for a large part of their days and that it provides the centre of the learning and teaching opportunities, surroundings and atmosphere are important.

Area of focus: To create effective teaching, administration and outdoor environments.

Expected Outcomes	Responsibility	Target Date	Action Required
1.1			
To provide a range of opportunities for our students to become environmentally aware.	The Enviro Leaders	On-going	The Enviro team will set goals and direction for the school to work towards their “Silver Enviro award”.
	The Enviro Leader	Terms 1 - 3	Enviro team will work with engineers to establish plans for a sheltered, quiet shade area in the school.
	Classroom Teachers	On-going	Teachers will endeavour to promote recycling with their students to make them more environmentally aware. The school is working with the “Trees for Paper” project as an incentive to recycle paper. A promotion is also being held school wide to provide the incentive for classes to collect the most aluminum cans which will be sold for cash.

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2.1			
To provide effective and efficient spaces around the school for outdoor teaching.	Board of Trustees	Term 1	To have the landscaper develop planting plans for selected areas of the school as part of the beatification of our school external environment.
	Board of Trustees	On-going	To look at creative ways to fund landscaping projects around the school through community involvement and fundraising projects.
	Principal	On-going	To follow the landscaper's plans for selected areas and begin the construction work followed by planting.
	The Enviro Leader	Term 1	To establish class/syndicate gardens so children experience the skills of gardening and take responsibility for their maintenance.
	Board of Trustees	Term 2	Work with the Ministry of Education and the property manager to investigate the asphaltting around the school grounds
3.1			
To provide effective and efficient spaces around the school for both teaching and administration.	Board of Trustees	Term 2	Undergo a tendering process for our next property manager to provide continuity of school development to ensure that the board gets value for money for all property work instigated, and that our school meets health and safety regulations.
	Board of Trustees	Term 3	To develop the next 5YP with the property manager with the aim of refurbishing Rooms 7 – 10.
	Principal	Term 2	Investigate how the school can maximize the efficiency of the existing administration block to improve the entrance; provide more office space and position items like the

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			photocopier better.
	Principal	Term 3	Upgrade the existing telephone lines into the school so that all classrooms, offices and the new staffroom have an efficient telephone service.
4.1			
To provide an environment where staff, students, parents, and the general public feel safe and valued.	Principal	On-going	The school will promote a positive culture with open channels of communication so that all school members feel comfortable sharing their views and concerns. A clear complaints procedure is in place for people to follow.
	Principal	Term 2	A bullying survey will be distributed for all students to complete to identify any concerns. Students who indicate that they do not feel safe at school will be talked to one to one following the bullying survey and appropriate actions will be taken.
	Board of Trustees	Term 3	A staff survey will be undertaken to ensure all staff feel safe and supported.
	Teaching Staff	On-going	The school values of Integrity, Persistence, Independence, Creativity, Cooperation, and Respect are enhanced at all levels of the school through constant reminders and integration into classroom programmes so that they are “lived” values.
	Board of Trustees	Term 3	Consult with the community and staff regarding the goals for the 2012 – 2015 charter so that all groups assist in the formulation of this document.