

# Te Kura Tuatahi o Melville - Melville Primary School

Te Whakakitenga (Vision)  
Enhance our mana through identity



Ngaa Tikanga (Values)  
Tika – We respect everyone in our school community in our actions, words and thoughts  
Pono – Show integrity in our actions, words and thoughts  
Manaakitanga – Caring for ourselves, others, the school and our environment

Whakataukī

Ahakoā he iti, he pounamu.

# Introduction and School Charter

This Charter is the Boards contract with the Ministry of Education. In governing this school, the Board will take all reasonable steps to ensure that the school meets the goals and objectives of this Charter with the resources and time available to it in accordance with section 138 of the Education and Training Act, 2020.

## 138 School strategic plan and annual implementation plan

A board must have the following strategic planning documents for its school:

- (a) a strategic plan, for each 3-year period or for a shorter period determined by the Secretary, that sets out the board's strategy for achieving (or making progress towards achieving) its objectives during that period; and
- (b) an annual implementation plan for each year that sets out how the board intends to implement that strategy during the year.

## Consultation/Collaboration

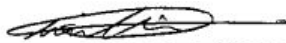
The Board has consulted regularly with our students, staff and our community. Processes for collaboration going forward will include school newsletters, parent and board meetings, whaanau roopu, parent teacher conferences, meet the teachers opportunities, curriculum evenings and school questionnaires, parent focus groups, Iwi, mana whenua and tangata whenua surveys /hui and intentional informal conversations seeking feedback. We will continue to collaborate on this charter and develop it with the support of all stakeholders.

## Ratification of School Charter

The 2022 Melville Primary School Charter is due for ratification in the February meeting of the School Board.

## School Charter (Inclusive of Strategic and Annual Implementation Plans)

A copy of our School Charter is sent to the Ministry of Education along with a copy of the relevant year's Analysis of Variance(AOV) Report, by March 2022.



Signed: February 2022 Presiding Member (Chair) Board.

# School Population and Context

At Melville Primary School we enhance our students Mana by:

- seeing their greatness,
- noticing their strengths,
- valuing their gifts,
- believing in their worth,
- and growing their potential.

We have a dynamic staff who provide the best learning experiences available, that help our students enhance their mana through their identity.

The Board has a vision that we are creating and developing leaders of tomorrow. To do this we must - proactively plan and review for an equitable, unbiased, high quality education for all our students. Work alongside staff to maintain a culture in our school we can all be proud of. We are a school of choice for the whaanau who want high standards, Success is not a choice it is our students destination.

With the support and encouragement of our exciting and diverse community, we can share experiences and skills that builds an understanding through personal testament of our collective strength and shared values ***'Ahakoa he iti, he pounamu.'***

The school is a Decile 2. The school roll as at 1 March 2022 is 234 Learners, an increase from 2021. 64% are Maaori, 14% Pasifika, 10% NZ Pakeha, 12% other ethnicities Therefore 78% of our students are classed as a priority focus.



# Te Kura Tuatahi o Melville - Melville Primary School

Te Whakakitenga (Vision)

Rangatira mo Apoopoo.

Creating and developing leaders of tomorrow

Te Ahunga (Mission Statement)

Tuakiritanga oo Turangawaewae

Enhance our mana through identity



Ngaa Tikanga (Values)

Tika – We respect everyone in our school community in our actions, words and thoughts

Pono – Show integrity in our actions, words and thoughts

Manaakitanga – Caring for ourselves, others, the school and our environment

Our Strategic Goals 2022 - 2024	<u>Strategic Goal # 1 - Curriculum</u> To successfully implement a school curriculum based on the NZC that is personalised to the needs and interests of our school.	<u>Strategic Goal # 2 - Community</u> To enhance and develop educationally powerful connections with our school community.	<u>Strategic Goal # 3 - Culture</u> To develop a school culture which values and recognises mana, is inclusive of all and recognises and respects the diversity of our school community.	<u>Strategic Goal # 4.</u> Embed sound Stewardship that meets legal responsibilities
Our Strategic Aims 2022 - 2024	<p><b>1.1 Localised Curriculum</b> Authentic learning programmes with a heavy emphasis on Te Ara Whakamana</p> <p><b>1.2 Accelerate the progress and Achievement of students</b> Reduce the number of students achieving below their expected curriculum level</p>	<p><b>2.1 Community Consultation</b> Consultation with our community will provide direction and opportunity for our whaanau to feedback in a range of areas.</p> <p><b>2.2 Community Activity and Involvement</b> Enhancing students learning through experiences and projects that involve going out into the community.</p>	<p><b>3.1 Safe Environment</b> To ensure that our school environment continues to be a safe place for aakonga and kaiako.</p> <p><b>3.2 Te Ara Whakamana</b> Continue to embed the Mana Enhancement approach in all aspects of school, e.g. classroom practice, administration, physical environment, community engagement, staff development.</p>	<p><b>4.1 Property Projects</b> Facilitate the completion of four Property Projects</p> <ul style="list-style-type: none"> <li>a) A Block</li> <li>b) B Block</li> <li>c) C Block</li> </ul> <p><b>4.2 Self Review</b> Develop and implement (by the Board collectively) an effective, robust internal evaluation system.</p>

# Strategic Yearly Overview - Reporting to the Board

Strategic Goals Plan 2021 - 2024				
	2021	2022	2023	2024
	Develop and Engage	Extend and Empower	Empower and Embed	New Direction
1.1 Localised Curriculum				
1.2 Accelerate the progress and Achievement of students				
2.1 Community Consultation				
2.2 Community Activity and Involvement				
3.1 Safe Environment				
3.2 Te Ara Whakamana				
4.1 Property Projects				
4.2 Self Review				

# Strategic Aim Targets

## Specific 2022 Strategic Aims

- 1.2 Accelerate the progress and Achievement of students
- 3.2 Te Ara Whakamana

<b>Reading Target</b>	A large majority of students to be At or Above their reading learning progressions in relation to the expected NZ Curriculum level by the end of the year
<b>Writing Target</b>	A large majority of students to be At or Above their writing expectations in relation to the expected NZ Curriculum level by the end of the year
<b>Mathematics Target</b>	A large majority of students to be At or Above their math progressions in relation to the expected NZ Curriculum level by the end of the year

## PREAMBLE

Discussion with leadership, the Board, and ERO looked at words to either replace numbers of students and percentages or WORDS added to the target. The issue is we want something measurable i.e. numbers or percentages to reach our target not just this year but longitudinally to look back at the results and see our progress. We also want to have targets which are equitable and excellent.

Suggested words to use were: Most students ... Some students ... A large majority ... A small majority ...

These words were also linked to percentages where 'Large Majority' (85%) and 'Majority' 75%. Although the word used in our targets is MAJORITY we will report at mid-year and end-of-year Overall Teacher Judgements using percentages (and student numbers) as well for the Board for historical tracking of results over time for ethnicities, all students, cohorts and subject areas in Maths, Reading and Writing.

## Strategic Goal # 1 - Curriculum

To successfully implement a school curriculum based on the NZC that is personalised to the needs and interests of our school.

### 1.1 Localised Curriculum

Authentic learning programmes with a heavy emphasis on Te Ara Whakamana

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Engage with mana whenua and other local communities around the enhancement of the curriculum.	Board  Principal Learning Leaders	Term 1 - Board sends letter of invite to iwi./mana whenua and host hui.  Term 1 - Management invite 'Melville Whanau' to share their story  Face to face hui depending on traffic light system - community consultation using the Te Hurihanganui transformative shift framework.	Kai / koha for Marae \$1000 (Board)	Board and Kaumatua have established a relationship that ensures the mana of Mana Whenua is protected and valued.  Our local curriculum makes it clear to teachers, parents and whānau what we want our students to learn and how we plan to achieve this. It strengthens our people, celebrates our place and utilises community resources.	End of term 2
Revise current school curriculum in combination with culturally responsive practice to design a curriculum which reflects our location, our history, our strategic goals	Principal Learning Leaders Staff	In Term 2 engage with Ngaa Uri o Maahanga Education and apply for Round 2 of PLD hours if it fits with our journey.  End of Term 1 - Train new staff on the 56 matrix - Unlock & nurture children's learning potential.  Term 2 - Revisit Digital	PLD - \$300	Finalise the design of our local curriculum, ensuring a common understanding of the way in which the NZ curriculum is brought to life at our school through a robust consultation process with our school community.	Ongoing throughout the year at curriculum staff meetings

## Strategic Goal # 1 - Curriculum

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### 1.1 Localised Curriculum

Authentic learning programmes with a heavy emphasis on Te Ara Whakamana

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Engage with Whaanau hui re: new curriculum	Students	In Term 3 we will have a curriculum extravaganza in our Raa Mana where our students share their curriculum journey this year.	Kai - \$500	Students have an opportunity to share their curriculum and Te Ara Whakamana learning and staff can share our 2023 Localised Curriculum.	Term 3  Planning End of 2022 for 2023.
Plan and implement classroom and extra curricular programmes, informed by student voice.	Learning Leader - Health/PE and Events - Leanne Wall	Year 5/6 Camp - Term 2  Year 3/4 Onsite camping - Term 2  Music and Dance lessons across the school based on our integrated curriculum - Term 1/2	\$12,000 for Year 4-6 Camp (Donation Scheme)  \$6,000 for Year 0-3 Outdoor curriculum experiences (Donation Scheme)  Sports teams (Donation Scheme)  \$10,000 Funding for dance and music lessons across the school (Donation Scheme)	Students' will have wider opportunities to experience personal success and build their self-esteem across a diverse range of learning experiences offered both during and after school hours.	Gather student voice in Term 1 and end of the year



## Strategic Goal # 1 - Curriculum

To successfully implement a school curriculum based on the NZC that is personalised to the needs and interests of our school.

### 1.2 Accelerate the Progress and Achievement of Students

Reduce the number of students achieving below their expected curriculum level

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Ensure high-needs learners, particularly Māori and Pasifika, are prioritised in the selection process for Supplementary Learning Interventions in Literacy and Numeracy.	Learning Leader for Assessment - Maree Pene  Learning Support Coordinator - Zoe Ogle  RTLB SWiS	Term 1 Priority Learners identified  Term 1 Meeting with Priority Learners Whaanau to explain hope they can support  Every term a specific staff meeting on acceleration.	Learning Support Assistants \$175,042 year	Māori and Pasifika students are included in all learning support programmes and their opportunities to learn are rigorously tracked.	End of Term 2  End of Term 3
Continue to moderate and validate achievement data – supporting teacher confidence in making judgements against the curriculum.	Learning Leader for Assessment - Maree Pene	Term 1 Priority Learners identified  Term 1 Meeting with Priority Learners Whaanau to explain hope they can support  Every term a specific staff meeting on acceleration.	No cost	Increased teacher confidence in making judgements against the curriculum.  Teachers are developing a better understanding of curriculum levels and the need for more responsive, culturally contextualised assessment.	End of each term and staff moderation meetings

## Strategic Goal # 1 - Curriculum

To successfully implement a school curriculum based on the NZC that is personalised to the needs and interests of our school.

### 1.2 Accelerate the Progress and Achievement of Students

Reduce the number of students achieving below their expected curriculum level

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Build teacher capacity and capability in using the Mana Enhancement Model. All class teachers participate in Te Ara Whakamana: Mana Enhancement PD and complete set task requirements.	Principal  Class Teachers  Support Staff	Outside professional learning providers will make class and school observations Feb 2022.  Teachers released for mana wheel discussions. Term 1  PLD for those who haven't been trained. Term 2  Wahaanau Training in Te Ara Whakamana - Term 2  Whole staff to attend Te Ara Whakamana conference in Auckland - Term 3	\$5,000 Te Ara Whakamana teacher release (16 days release)	Educators will implement a strength-based approach for positive behaviour change.  Behaviour incidents will be handled restoratively, in a manner that respects student mana.  Continue to build all staff capability (including learning support assistants) to respond appropriately to more challenging behaviour.	End of each term  BOT Behaviour reports at each meeting

## Strategic Goal # 2 - Community

To enhance and develop educationally powerful connections with our school community.

### 2.1 Community Consultation

Consultation with our community will provide direction and opportunity for our whaanau to feedback in a range of areas.

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Conduct a follow-up survey on communication effectiveness and parents willingness to engage in school	Principal Teachers	Term 1 and Term 4 - small class hui to gauge a better understanding of community school engagement	N/A	Our whānau and wider audience is better informed about the day to day operations of the school and the opportunities available to students. Student successes continue to be showcased to the community regularly through a range of media.	Collation of hui - Term 1 and Term 4
Develop a student-led school broadcast.	Digital Lead person - Jef  Students	Term 1 - allocate a unit for this task.  Term 1 - Determine what equipment we need and develop an action plan.  Term 2 - Set up a student led team and begin to broadcast.	ICT Budget \$2000	Student success will be regularly showcased to the Melville student and school community.	Term 4 - Evaluate the effectiveness of this communication.  How can we improve what we have started for 2023?

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Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Engage with mana whenua around our school vision, mission, values and school name. So they are seen as important for our tamariki.	Board  Principal  Learning Leaders	Term 1 - letter of intention sent out to iwi from the BOT  Term 1 and Term 2 in person hui depending on traffic light system - community consultation using the Te Hurihanganui transformative shift framework.	Kai \$1000 (Board)	Our school vision, mission and values reflect the mauri of our school and what culture we are trying to create here.  Strengthen our people, celebrate our place and utilise our community resources.	End of Term 2  End of Term 4



## Strategic Goal # 2 - Community

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### 2.2 Community Activity and Involvement

Enhancing students' learning through experiences and projects that involve going out into the community.

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Recognise and host cultural celebrations that reflect the cultural diversity of our school and wider community.	He iti pounamu - Maree, Karama, Leanne Pasfika - Doriza ELL - Sakina Principal	Create a yearly overview of possible celebrations and coordinate a lead person and support people	\$5,000 (Donation Scheme)	A strong sense of identity and affirmation, developed through the valuing and celebration of different cultural identities, will increase student cultural capital and their sense of belonging.	Sakina - Community voice Term 1 and Term 4  Term 1 Principal Appraisal feedback from students
Engaging local expertise to enhance student learning programmes ie kapa haka, marae visit	Mana Whenua Learning Leader Cultural responsiveness - Maree Principal	Close links with outside agencies that can support our vision.  Competent in local festivals that celebrate our diversity.	\$1000	Project work - evidence of student agency / narratives. Showcases of student work with whanau and community.	Raa Mana Days every term

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Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Development of a communication/marketing plan including FB, website etc.	Principal  BOT	Continue to enhance school profile through website, school app and FB page	N/A	Tracking roll numbers against families in the community.  Tracking online engagement  Record of community engagement.	Termly
Enhancing students' learning through experience and projects that involve going out into the community.	Learning Leader Curriculum - Sarah  Teachers  He iti pounamu - Maree, Karamea, Leanne  Pasfika - Doriza  ELL - Sakina	Problem-based & inquiry-based learning projects.  Scheduling opportunities for student inquiry on global events.	Integrated curriculum Budget - depends on activities. \$33,000 available in this budget	Our school community is actively involved in our school and the learning that the students are doing.  A better understanding in the community of what we are doing at our school.  Opportunity to celebrate the mana of our students	Questions to ponder:  How are we going to gather this engagement?  What groups are we currently engaging with?  What is the level of this engagement?

## Strategic Goal # 3 - Culture

To develop a school culture which values and recognises mana, is inclusive of all and recognises and respects the diversity of our school community.

### 3.1 Safe Environment

To ensure that our school environment continues to be a safe place for aakonga and kaiako.

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Improve emotional and mental health of students	Principal  Leading Learners	<p>Term 1 - NZCER Wellbeing survey</p> <p>Term 1 - outside agencies</p> <ul style="list-style-type: none"> <li>• Social Worker in schools</li> <li>• Counselor</li> <li>• Teenlink</li> <li>• Bluelight</li> <li>• RTLb</li> <li>• MOE Psychologists</li> </ul> <p>Term 1 - Develop a leadership role for someone who can lead and support the Principal in the SENCO role.</p> <p>Term 1 - Develop a student led Well-being group of students who can discuss ways to improve student wellbeing and build up the student culture of mana.</p>	N/A	<p>We will be able to explore and analyse how different layers of school life contribute to creating a safe and caring climate.</p> <p>Develop a deeper understanding of different aspects of school life: school-wide leadership, climate, policies, and practices how teachers teach, and what happens in classrooms student culture and behaviour, and how connections are made with the school community.</p> <p>Use Te Ara Whakamana to create a school environment that encourages student and whānau engagement and whole school community partnership in education and learning.</p>	<p>Comparison datas of the NZCER 2020 - 2022</p> <p>Student voice - student well-being group.</p> <p>Our school to use the School Self-Review Tool (SSRT)</p>

## Strategic Goal # 3 - Culture

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### 3.1 Safe Environment

To ensure that our school environment continues to be a safe place for aakonga and kaiako.

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Document behaviour policies and procedures aligned to changing practice and expectations.	Principal  Leading Learners	<p>Term 1 and 2 - Use the data from the major and minor behaviour survey completed with community, students and staff and create a clear behaviour process</p> <p>Term 1 - use Te Ara Whakamana to build emotional regulation through the Mana wheels.</p> <p>Term 3 - Begin to use this as part of the enrollment</p> <p>Term 3 - share this on our school community communication avenues.</p> <p>Term 3 Raa Mana Day - launch our new behaviour system.</p>	N/A	<p>Use Te Ara Whakamana to develop understanding and language to communicate about themselves and their emotions which supports emotional regulation.</p> <p>Use Te Ara Whakamana to establish meaningful relationships that enhance effective teaching philosophies and practices to improve educational outcomes.</p> <p>Use Te Ara Whakamana to develop a whole school wellbeing framework extending beyond a behavioural model that is culturally responsive and inclusive of the whole school community</p>	Behaviour data - shared at each BOT meeting



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Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Provide a safe social and physical workplace for staff.	BOT Principal	<p>Term 1 - Revisit EAP services with staff and let them know that we would like them to access if they have been involved in any physical behaviour incidents at school.</p> <p>Term 1 - Provide an accord day so staff can attend Waitangi celebrations.</p> <p>Term 1 ascertain other accord days that the staff would like to use when are why?</p> <p>Create more opportunities for staff to connect with the BOT and share their thoughts through the staff representative.</p>	<p>\$2000 EAP services</p> <p>\$10,000 staff wellbeing</p>	<p>Staff are supported to learn effective ways of working with students from different cultural groups.</p> <p>As a school we actively address staff workplace harassment and bullying.</p>	<p>Staff voice</p> <p>Access of EAP</p> <p>NZCER - Staff wellbeing survey</p>

## Strategic Goal # 3 - Culture

To develop a school culture which values and recognises mana, is inclusive of all and recognises and respects the diversity of our school community.

### 3.2 Te Ara Whakamana

Continue to embed the Mana Enhancement approach in all aspects of school, e.g. classroom practice, administration, physical environment, community engagement, staff development.

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Mana Enhancement plans will be in place for all target students (for both learning and behaviour).	Learning Leader Health and PE - Leanne Wall  Teachers	Term 1 - All mana wheels completed  Term 1 - Feb 28 - Class Observation of Mana practices within the classes. Term 1 - Feb 28 - Observations of school culture shifts by an outside provider.	PLD MOE hours - 2022	Teachers will be able to apply a strength-based approach to positive change behaviour implemented with students experiencing potentially disruptive behavioural or educational challenges during their school day.	External evaluation.
Embed the school's vision, mission and values through the Te Ara whakamana model to enhance our school culture.	All stakeholders	Term 2 - Community and Whaanau Te Ara Whakamana training.	PLD Moe hours - 2022  Training Books - \$1000	Empowering our families to use a strength based mana enhancement model to support positive behaviour change and building capacity within our community.	Term 4 - External School Culture Review  Ongoing Teacher Appraisal indicating school culture shifts.  Melinda Webber Survey - School Culture

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### 3.2 Te Ara Whakamana

Continue to embed the Mana Enhancement approach in all aspects of school, e.g. classroom practice, administration, physical environment, community engagement, staff development.

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Use myths and legends, fables and parables, sayings and proverbs have been used through the ages in this way to illustrate instructive lessons or principles for living well on this earth.	Mana Whenua  Learning Leader Cultural Responsiveness- Maree Pene  Teachers	Term 2 - Community and Whaanau Te Ara Whakamana training.  Community Consultation - Student led projects  Utilise our yearly overview to seek opportunities for students to capture these stories and share them.	Capturing the stories of our Kaumatua. \$1000	Utilising the concepts of Te Ara Whakamana: Mana Enhancement to develop the richness and power of imagery, stories of our origins, of archetypes and super heroes, of amazing adventures, actions and deeds, of overcoming great adversity.	Term 4 - How have we used our local pūrākau, or legend to build our school culture.

## Strategic Goal # 4.

### Embed sound Stewardship that meets legal responsibilities

#### 4.1 Property Projects

Improve learning environments to meet Health and Safety requirements, be fit for purpose and to cater for potential roll growth.

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
TERM 1 2022 Develop and implement an action plan with specific timeframes and responsibilities.	Property Committee Board Principal MOE	Regular meetings with the Property Project Manager. Review and Update 10YPP & 5YA Plan. End Term 1 then ongoing 2022	MOE. through 5YA 10YPP, SIP Funding and Extra MOE.	Approved Board plans will be submitted to the MOE and contractors begin their work.asap. (TERM 1, 2022) Health and Safety issues have been rectified by either the Board or the Property Manager through the Property Plan submitted to the BOT. Work on key essential health and safety concerns starts immediately.	Monthly updates from the Property Manager  Health and Safety Check fortnightly to determine if risks have been mitigated.
Review and update 2021 Board property priorities.	Property Committee/ Board Principal and MOE	Start of Term 1- Principal and Property Manager	MOE 5YA 10YPP	Property priorities for 2022 established	Has this been submitted to the MOE?
Continue to liaise with the Ministry of Education on the roll growth property strategy.	Property Committee Board, Principal and MOE	Board continues with our agreed property development strategy to cater for roll growth when it occurs.	MOE funded	We are funded as a school to accommodate all the students that live in our school community.	Principal reporting to the Board on roll numbers with specific in and out of our area enrollments.
Monitor and review the 10 year property plan (TERM 3)	Principal Board Property Committee	Board to look where next in the 10 year Property Plan.2023 -		Future Projects using funding from 5YP are planned and completed taking the needs of students, staff and the environment into account.	End of each year



## Strategic Goal # 4.

### Embed sound Stewardship that meets legal responsibilities

#### 4.1 Property Projects

Improve learning environments to meet Health and Safety requirements, be fit for purpose and to cater for potential roll growth.

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Monitor and review the 10 year Property Plan	Board Property Committee	Board to look at the next steps in the 10 year Property Plan.	N/A	Future Projects using funding from 5YP are planned and completed taking the needs of students, staff and the environment into account.	Term 4
Review and update 5 Year Property Plan	Board Property Committee	The Board will begin forward planning for the next 5 Year Property Plan,	N/A	Melville Primary is prepared and ready to start the next 5 Year Property Plan. in 2023	Term 4
Review Cyclical Maintenance Plan for Melville Primary, and implement any projects that are due to be updated/replaced/re paired.	Board Property Committee	Board reviews the Cyclical Maintenance Plan for Melville Primary and implement any projects that are due e.g., painting and flooring	N/A	Melville Primary is an attractive and well be Maintained property.	Term 1-4

## Strategic Goal # 4.

### Embed sound Stewardship that meets legal responsibilities

#### 4.1 Self Review

Develop and implement (by the Board Review Committee ) an effective, robust internal evaluation system.

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Review current self-review processes and use findings to refine internal evaluation model. This includes timeframes and guidelines for strategic and regular self-review at the Board and school level.	Board  Principal  Learning Leaders	March 24 Board Meeting	N/A	Next steps to strengthen internal evaluation processes have been identified and guide an evaluation model for the school.	Term 1
Board to engage vigorous internal evaluation	Presiding member Principal	Using ERO documents internally evaluate how we are doing things,looking at ways we can improve.	TBC	Board are ensuring the MPS has high quality education and learning that focuses on learning outcomes, student engagement and participation, family and community engagement and resourcing. The Board are confident in their role.	Ongoing discussion throughout the year in Principal and Presiding Member Hui.

## Strategic Goal # 4.

### Embed sound Stewardship that meets legal responsibilities

#### 4.1 Self Review

Develop and implement (by the Board Review Committee) an effective, robust internal evaluation system.

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Continue to review policies and procedures to ensure that they meet legislative requirements and meet the needs of staff and students.	Review Committee  Principal  Board	Principal to review School Docs as specified in the Review Schedule  Board reviews Governance Policies as specified in their triennial review schedule.  Annual Plans and Annual Reports are submitted by due dates.	N/A	All MPS policies are reviewed on a planned 3 year cycle or if the need arises to review earlier than scheduled. All staff and community have clear guidelines on how MPS operates.  Board approves reviews/updates.	Term 1-4
Continue to provide funding for staff and resource the school appropriately - 2022 Budget	Finance Committee  Principal  Board	Planned budgeted expenditure for teachers to ensure they can provide Rich Curriculum learning and wellbeing for our students.	N/A	Teachers have the required resourcing to enable them to engage students in a rich curriculum and wellbeing. Student achievement will be lifted, student and staff wellbeing is paramount.	End of Term 4 January meeting 2023

## Strategic Goal # 4.

### Embed sound Stewardship that meets legal responsibilities

#### 4.1 Self Review

Develop and implement (by the Board review Committee) an effective, robust internal evaluation system.

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
<b>Triennial Election - Sept 2022.</b> Ensure the Election and Succession plan is in place for new Board members. -	Board Review Committee  Presiding Member	Board Election and Succession Plan to be approved by Board at June 2022 Board Hui.  Board approves Polling Date and appoints Returning Officer. - June 2022 Board Hui.  Induction pack for new Board members completed.  Presiding Member works with Returning Officer .  Investigate and encourage community to stand for Board.	Board elections \$2000 tbc	All candidates and board members have clear guidelines around their role and what it includes.  The school community is well informed about the role of a board member. We have people putting themselves forward as candidates.	Election stats
Board members to set school targets to meet identified student and school needs to ensure that student achievement is progressing.	Board Principal	Board and Principal look at school-wide data to investigate patterns and trends, highlighting progress and areas to focus on/target.  AOV submitted on the due	Integrated Curriculum Budget  LSA Budget	MPS sets targets that promote student wellbeing and achievement.	Reporting on these targets happens throughout the year.

## Strategic Goal # 4.

### Embed sound Stewardship that meets legal responsibilities

#### 4.1 Self Review

Develop and implement (by the Board collectively) an effective, robust internal evaluation system.

Action	Who?	Time Frame:	Resourcing	How will you know you will be successful?	Internal Evaluation
Board Hui = 9 per year.minimum. Ensure that student achievement and wellbeing through effective governance is the major focus of the Board	Board	Ensure student achievement data and progress against targets and goals is monitored through Principal Report and review process.	Food & Refreshments at Board hui (2 hrs +) 9 x \$80 , \$720	The Board are making informed decisions from the data reporting of the Principal.	Twice a term at Board hui