



Winchester School Charter



Strategic Plan 2018-2021

School Mission Statement:

A welcoming dynamic environment fostering creativity and lifelong learning.

School Description.

Winchester School, located east of the Palmerston North city centre has a roll of approximately 350 students. The school's immediate community is Hokowhitu, a suburb that includes families in all socioeconomic groups. Although the roll is predominantly Pakeha (80%) and Māori (10%), the balance of the roll is made up of a richly diverse range of other ethnic groups from around the world. This cultural diversity provides valuable social, cultural and language interactions for all children at the school.

The school buildings have been extensively refurbished and modernised in recent years. We are well equipped with a heated swimming pool, a large adventure playground, a modern library facility, and an all-weather sports turf.

We are proud to boast an eco-nected centre which includes gardens for children, recycling facilities, a windmill and animals for the children to care for.

We have large grassed playing fields, sealed court areas and modern playground facilities. Extensive plantings include native bush and wilderness garden areas.

The school is also located near the pleasant walking track along the Manawatu River. The school's heated swimming pool is available for community use during the summer.

The school offers an innovative and modern curriculum based on the philosophy of offering children a wide range of experiences and a well-rounded education. Our Module teaching programme gives children experiences in the International Languages of Spanish and French, Te Reo Maori, music playing, dance and drama. Our experiential learning provides children with opportunities to participate in our photography club, garden club, choir, orchestra, kapa haka, and eco-nected centre, along with a wide variety of sporting pursuits. Winchester School is well equipped with modern computer technology which is an integral part of our children's learning experiences.

The school's catchment is restricted by an enrolment zone and mostly contributes to Palmerston North Intermediate Normal and Ross Intermediate.

Cultural Diversity and Treaty Obligations.

For our students this means:

- Understanding and acceptance of all cultures.
- Value their own and others' heritage.
- Experience Tikanga Māori in class lessons.

For our staff this means:

- Understanding basic Tikanga Māori and having high expectations for Māori students.
- Analysing and reporting on Māori student achievement to all interested parties.

For our community this means:

The Charter reflects Winchester School's acknowledgement of New Zealand's cultural diversity and the unique position of Māori.

To achieve this we will -

- Consult with the community on charter changes
- Document the Te Reo Māori programme in our Curriculum Delivery Statement
- Offer low level instruction in Te Reo

The Board of Trustees will respond to any request for instruction in Te Reo Māori by:

- advising the parent of the current level of Te Reo and Tikanga Māori available at Winchester School
- offering to explore possibilities for extending the current provision, including:
 - dual enrolment with Te Kura (The Correspondence School)
 - consulting a school advisor
 - consulting with another school which is able to provide a higher level of Te Reo Māori and Tikanga Māori
- advising parents where the nearest school is that provides a higher level of instruction in Te Reo Māori and Tikanga Māori

Special Education Needs and Inclusion statement:

Inclusion relates to Presence, Participation and Achievement as key aspects for success for all students, in particular those with special education needs. These special education needs might be for students who have difficulty accessing the curriculum at their respective age/stage and also for those who might exceed expectations.

Our Goal:

Winchester School has high expectations and provides a safe and welcoming environment for all students, regardless of their ability, socioeconomic status or family background. We believe that each child has the right to be safe and to learn in an environment where they are respected and develop a strong sense of self-worth.

Actions:

Inclusive practice begins prior to and during enrolment at Winchester School. Children turning 5 years old take part in 3 transition visits. Liaison with pre-schools and outside agencies as well as with whānau aims to provide a smooth transition for every child entering the school.

Teachers, teacher aides, SENCO and the Principal work collaboratively with students, parents, carers and whānau along with outside agencies such as RTLb, RTlit, Special Education and MOE to best meet the needs of our students.

Winchester School operates a referral system and maintains a Special Education Needs register to ensure that all students who require learning support are monitored. Relevant information is shared with staff via the school's student management system.

Indicators:

SEN register; data collection, review, analysis and reporting; external agencies are liaised with such as CYFS, RTLb, RTlit, Speech Therapy, Public Health nurse; teacher aides to support students in class or withdrawal; reporting mechanisms such as student learning conferences, learning plans, mid-year reports, end of year reports; transition programme; liaison with pre-school education centres.

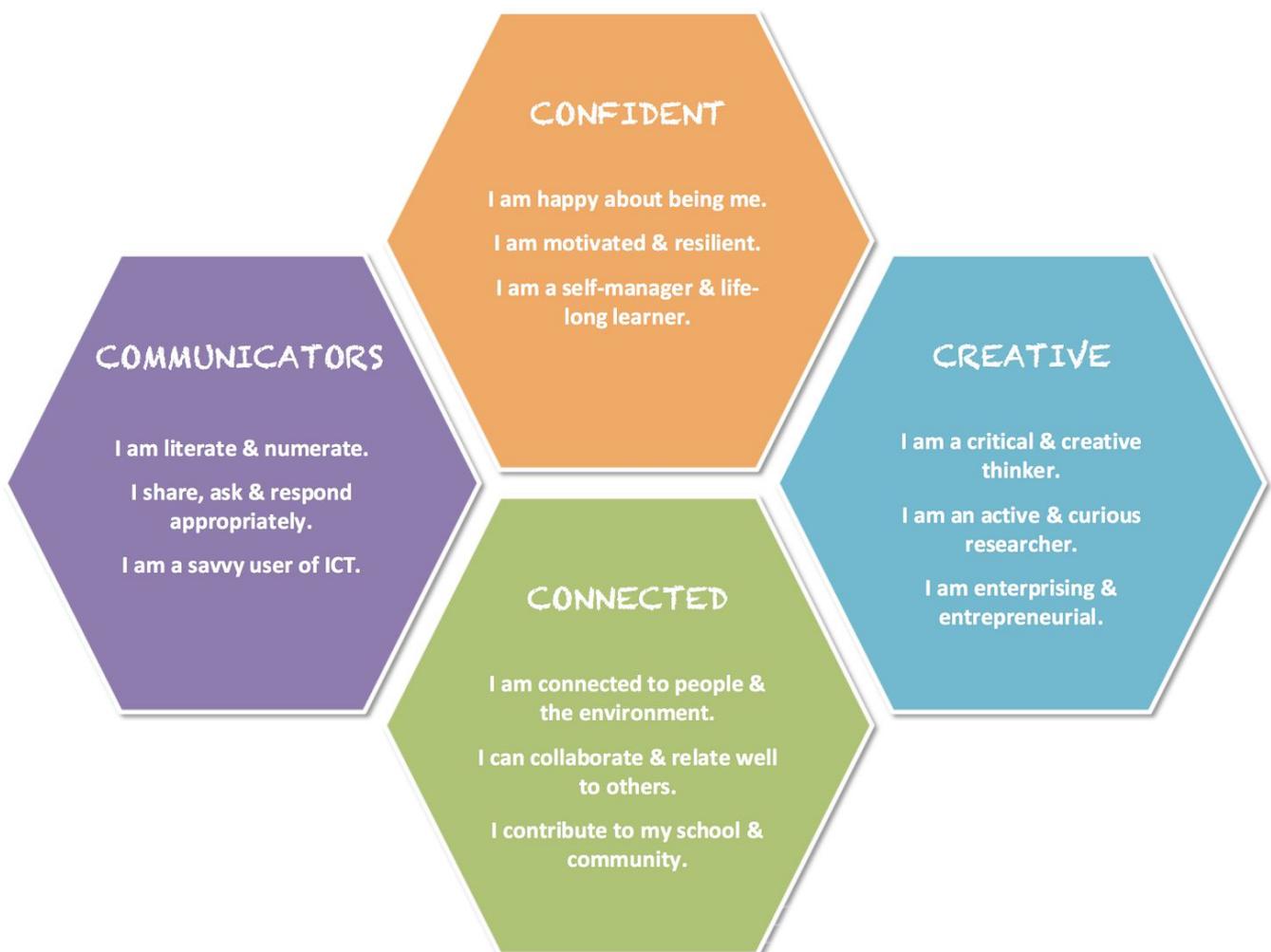
GUIDING PRINCIPLES

The Principles of the New Zealand curriculum are demonstrated at Winchester School through our Core Principles and School Values.

Winchester School Core Principles:

- Strive for excellence in all areas
- Be relevant, innovative and forward looking
- have an active school/parent/community partnership
- foster self-esteem and respect for others
- ensure quality learning and teaching outcomes for all
- encourage students to be self-motivated, critically reflective and active participants
- integrate technology to enhance meaningful learning
- encourage positive use of leisure time
- have an appreciation of the arts, culture and recreation
- understand and respect the cultural heritage of Aotearoa New Zealand

Winchester School Values:



Winchester School Strategic Goals for 2018-2021.

Goal 1: To embrace a set of Core Values that governs the school's approach to learning, and to develop and review policies consistent with them.

Winchester School Board of Trustees believes that the school is best governed with a clear set of values that the community agrees to and wishes to foster. These values will be reflected in Board policies and decision making, and in the Curriculum Delivery and Assessment Plan. This ensures a level of consistency in all that the school does, in both its long term planning and its daily operations.

Winchester School Board of Trustees has developed a set of policies to ensure quality learning and teaching outcomes and the smooth operation of the school. To keep policies relevant to the school the Board undertakes a review of all policies over a 4-year timetable or sooner if necessary. To recognise the critical partnership that exists between students, parents, iwi, wh nau and the school we will proactively engage with these partners and seek input from the wider community and external experts as the need arises. The school community is regularly informed of policy development and any changes that impact upon them.

To achieve this aim we will –

- *provide for strategic planning in all aspects of the school operations*
- *actively implement our Core Values through professional leadership and mentoring in all aspects of school activities*
- *ensure that school policy reviews are consistent with our Core Values*
- *ensure relevant parties are consulted as part of the review process*
- *value the connection with our M ori community by ensuring we maintain the open lines of communication and positive relationships we have established with wh nau of our M ori children, local iwi and experts in tikanga and te reo M ori*

Policy Review	2018	2019	2020	2021
NAG 1 Curriculum	Health & Sexuality Education Programme	Special Education	Curriculum Delivery Health & Sexuality Education Programme	Library EOTC
NAG 2 Strategic Operations			Reporting on Students' Progress and Achievements	Self-Review
NAG 3 Personnel	School transport, Staff Leave & Absence Equity	Appointments	Serious Misconduct Classroom -Release Time Staff leave and absence	Performance Management, Rest Breaks & Infant Feeding, EEO
NAG 4 Finance & Property	Use of Facilities	Financial Management Property Management	Conflict of Interest	Fee Paying Students
NAG 5 Health & Safety	Emergency Evacuation Health & Safety Child Safety	Animal Welfare	Crisis Management Health & Safety	Administering Medication,
NAG 6 Legislative Requirements	Protected Disclosures	Stand-down, Suspension, Exclusion and Expulsion Religious Instruction	Community Consultation Treaty of Waitangi	Enrolment Privacy

Goal 2: To foster creativity and develop lifelong learning skills by being future focused, innovative and adaptable.

Winchester School has a curriculum plan which has clearly defined programmes of work and assessment to deliver the New Zealand Curriculum. We have established a 'learning to learn' programme, and inquiry learning focus which aim to promote the principles, values, key competencies, and learning areas of the New Zealand Curriculum.

At Winchester School we place an emphasis on giving children a broad education by providing them with as many opportunities and experiences as possible. This is exemplified in the 'modules' teaching programme which introduces children to Te Reo M ori, international languages, digital technologies and the arts. We also offer children a wide variety of arts, cultural experiences and sporting pursuits.

Winchester School undertakes planned reviews of the Learning Areas of the New Zealand Curriculum. These reviews aim to identify strengths and weaknesses, to inform future planning and ensure ongoing success of priority learners. We are also responsive to identified needs and new innovations that align with our Core Values.

To achieve this aim we will -

- integrate the use of technologies throughout all levels of the school
- promote lifelong learning skills that will meet children's future needs
- develop children's self esteem and encourage them to accept responsibility for their own learning so they become adaptable self-motivated learners
- help children to recognise and develop their own talents and be active partners in learning
- support teachers to use innovative teaching approaches to support children to achieve their full potential
- ensure children's ideas are acknowledged, valued and incorporated into a variety of learning experiences
- promote initiative, innovation, enterprise, financial literacy and critical thinking
- encourage children to learn and appreciate the 3 official languages of New Zealand
- regularly review and report progress towards achieving specified learning outcomes and targets

To review student achievement we will assess:

	2018	2019	2020	2021
Literacy	Writing	Spelling	Oral language	Reading
Mathematics	Number & Algebra	Geometry	Problem Solving	Measurement
Learning Area	Health & Sexuality Education	The Arts Social Sciences	Science	Technology Learning Languages

Quality teaching will be fostered through:

Focus	2018	2019	2020	2021
English	Reading	Writing	Spelling	Reading
Mathematics	PAT analysis	Focus on Rich lessons	Focus on Math Task Centre approach	Focus on Math 300 lessons
The New Zealand Curriculum	Refresher on Learning to Learn Introduce new Technology strands	A Treaty of Waitangi Workshop Implement new Technology strands	Review of Inquiry Curriculum	Reviewing of Technology strands
ICT	ipad PD Workshops for staff	Workshops for staff	Workshops for staff	Workshops for staff

Goal 3: To strive for excellence in teaching and learning and to be a high performing school with a unique, innovative and future focused character.

The Board of Trustees believes that people are the key ingredient of any school. Winchester prides itself in attracting high quality staff who are innovative and committed to embracing the vision, values and culture of the school. To ensure the quality of the staff remains high the school is committed to making sure there is: robust appointments procedures, strong and positive leadership, an organised programme of professional learning and development, opportunities for personal growth and fun.

Winchester School, continues to strive for excellence in all it does through its clearly defined Core Values, innovative practices, a constant drive for improvement, promotion of creative thinking and future focused professional learning programmes.

Strong and well organised leadership ensures that teachers are encouraged to be thoughtful and reflective about their teaching practice. By working as a collaborative team and using the Winchester School framework for curriculum delivery teachers are supported to develop a clear philosophy of how children learn. Experienced teachers are also supported to take on leadership roles within the school.

To achieve this aim we will -

- *be a Board of Trustees who is informed, adaptable and committed to our school's continued success*
- *have a Principal with visionary leadership skills who can articulate and communicate the school's policies and strategies to parents/caregivers, staff, children and other interested stakeholders*
- *employ staff who share the vision and values of the school and who are able to demonstrate the highest standards of teaching and innovation to foster educational success and creativity*
- *encourage active development of staff through regular programmes of school-wide professional learning, a supportive appraisal system and providing opportunities to develop leadership skills*
- *utilise the skills and knowledge that exists in our community*
- *recognise and celebrate children's academic, cultural and sporting achievements*
- *encourage open lines of communication within and beyond the school*
- *ensure staff acknowledge and nurture cultural, ethnic and linguistic diversity*
- *welcome new families by encouraging staff to –*
 - *provide a friendly informative first point of contact*
 - *offer a flexible programme of pre-school visits*
 - *provide opportunities for active involvement*
- *report on progress and student achievement*

To ensure high quality staff we will:

2018	2019	2020	2021
Provide annual appraisal cycle to assist staff in personal growth	Provide annual appraisal cycle to assist staff in personal growth	Provide annual appraisal cycle to assist staff in personal growth	Provide annual appraisal cycle to assist staff in personal growth
Review teachers understandings of Learning to Learn	Review teachers understandings of the White Pages of the Curriculum Delivery Plan	Identify areas for future development	Review Curriculum Delivery Plan
Encourage personal creativity and growth through an enquiry approach	Encourage personal creativity and growth through an enquiry approach	Encourage personal creativity and growth through an enquiry approach	Encourage personal creativity and growth through an enquiry approach

Goal 4: To provide a safe, supportive and stimulating learning environment.

Winchester School provides high quality modern and adaptable facilities to give children the very best learning environment possible. We ensure the facilities are well maintained, safe, and regularly upgraded.

To ensure safety in all aspects of the school, the Board of Trustees and school have processes including:

- the 'Right Choice' programme for positive behaviour management
- whanau classes
- a detailed child safety policy
- pandemic planning
- crisis management
- playground safety and supervision
- sunsmart school practices
- holiday security checks of the property and fixed security cameras
- 'Keeping Ourselves Safe' programme
- Sexuality Education programmes at all year levels
- a pubertal change unit of work for Year 5 and 6
- police vetting of all staff, contractors and parent volunteers for overnight camps
- risk management analysis of all off-site activities

The Board of Trustees will proactively acquire new resources and upgrade current facilities and ICT resources to support future focused teaching practices. We have recently added new recreational and ICT equipment to enhance the teaching programmes. Several rooms have been refurbished to create flexible break out spaces for small group teaching and some of our facilities have been improved and adapted to cater for children with special needs. Continual improvements to our facilities and computer resources are planned to facilitate Aims 2 and 4 of the Charter.

To achieve this aim we will -

- regularly assess and mitigate hazards and potential hazards around the property
- develop and maintain high quality learning spaces and buildings
- provide a safe external environment
- have a 5-year plan of property development
- ensure that Health and Safety standards are maintained and the property is well kept

The Health and Safety Plan will:

2018	2019	2020	2021
Report monthly Health & Safety checks to the Board Meeting - check one classroom block each month	Report monthly Health & Safety checks to the Board Meeting - check one classroom block each month	Report monthly Health & Safety checks to the Board Meeting - check one classroom block each month	Report monthly Health & Safety checks to the Board Meeting - check one classroom block each month
Identify key staff to participate in First Aid Training	Identify key staff to participate in First Aid Training	Identify key staff to participate in First Aid Training	Identify key staff to participate in First Aid Training
Maintain the Hazard Register			
Update children's medical needs and be proactive to health issues	Update children's medical needs and be proactive to health issues	Update children's medical needs and be proactive to health issues	Update children's medical needs and be proactive to health issues
Implement 5-Year Property Plan	Implement 5-Year Property Plan	Implement 5-Year Property Plan	Review 5-Year Property Plan for contingency spending

Goal 5: To ensure sound financial management.

The Board of Trustees has a carefully planned programme of development for the school. To facilitate this, it must in turn ensure it is in a sound financial position to meet planned costs and reasonable unexpected costs.

The Board of Trustees will operate the enrolment scheme to maintain a roll in the range 330 – 370 children for optimum finance and staffing.

The school's accounting requirements are outsourced to ensure that accounts are prepared for monthly reporting to the Board, and for annual reporting and audit.

To achieve this aim we will -

- prepare an annual budget for approval by December for the following year
- prepare annual accounts for auditing and the annual report using a reputable external provider
- ensure adequate funding is available to meet capital expenditure, and planned cyclical and property maintenance
- maintain cash reserves to cover contingencies
- monitor expenditure and revenue monthly against the budget and forecast to year end
- seek other sources of revenue to support school projects
- ensure the Board of Trustees has a member with the necessary financial skills – either elected or co-opted
- annually review the enrolment scheme to ensure the roll is being maintained within our optimum roll range
- ensure the Board of Trustees plans to spend funds (whilst maintaining sufficient funds for maintenance) to ensure today's children benefit from current resourcing
- maintain processes to minimise financial risk

To ensure sound financial practices we will:

2018	2019	2020	2021
Maintain school roll through the Enrolment Scheme for optimal funding and staffing	Maintain school roll through the Enrolment Scheme for optimal funding and staffing	Maintain school roll through the Enrolment Scheme for optimal funding and staffing	Maintain school roll through the Enrolment Scheme for optimal funding and staffing
Prepare an annual report for the May meeting	Prepare an annual report for the May meeting	Prepare an annual report for the May meeting	Prepare an annual report for the May meeting
Prepare the 2019 Budget by December	Prepare the 2020 Budget by December	Prepare the 2021 Budget by December	Prepare the 2022 Budget by December
Maintain investments as reserves for future projects			
Pursue opportunities to increase revenue			

Winchester School Annual Plan 2018.

2018 Annual Plan – CURRICULUM	
Link to Strategic Plan	<p>Goal 3: To strive for excellence in teaching and learning and to be a high performing school with a unique, innovative and future focused character.</p> <p>Goal 2: To foster creativity and develop lifelong learning skills by being future focused, innovative and adaptable.</p>
Annual Aims	<ul style="list-style-type: none"> ● <i>encourage active development of staff through regular programmes of school-wide professional learning, a supportive appraisal system and providing opportunities to develop leadership skills</i> ● <i>support teachers to use innovative teaching approaches to support children to achieve their full potential</i> ● <i>promote lifelong learning skills that will meet children’s future needs</i>

Actions	Strategy / Timeframe	Costs	Responsibility
Professional development for staff with ipad apps	Term 1 and Term 2 PD days and staff meetings	\$4000	Principal. Innes Kennard, ICT lead teacher
Introduce digital technologies strands to our curriculum, purchase key resources	Term 2 onwards - staff meetings, Modules	\$3000	Principal, DT curriculum team
Introduce Inquiry curriculum	Teacher only days, PD course with Kath Murdoch	\$5000	Principal
Staff to work with MOE on “Understanding Behaviour”	Term 2 and Term 3	Nil	Principal, DP
Enrol 2 staff to complete the Unitech Mindlab programme	All year	\$1400	Principal
Develop new mid year and end of year reports	By end of Term 1	\$1000	Principal, Leadership team
Introduce new reading intervention programme	By Week 6 of Term 1	\$100	Principal, AP, Teacher Aide in charge
Explore an Active Learning Culture with Bek Galloway	End of Term 2 - Call back day for teachers, 20th July.	\$1500	Principal
Increase staff knowledge of dyslexia and phonological approaches to reading	Teacher only day session with Liz Hansen, RTLit at Terrace End	Nil	Principal, RTLit.

2018 Annual Plan – SELF REVIEW	
Link to Strategic Plan	<p>Goal 1: To embrace a set of Core Values that governs the school’s approach to learning, and to develop and review policies consistent with them.</p> <p>Goal 2: To foster creativity and develop lifelong learning skills by being future focused, innovative and adaptable.</p>
Annual Aims	<ul style="list-style-type: none"> • <i>provide for strategic planning in all aspects of the school operations</i> • <i>support teachers to use innovative teaching approaches to support children to achieve their full potential</i>

Actions	Strategy / Timeframe	Costs	Responsibility
Review the school behaviour management procedures	By the end of Term 3	Nil	Principal, DP, Team leaders.
Review how PAT achievement information is analysed and reported	Term 1 and Term 4	Nil	Principal, DP.
Review the schools Special Needs policy and procedures and function of special needs committee	By the end of Term 3	Nil	Principal, DP, Special Needs committee
Review the Health and Sexuality Education programmes as per the 2 yearly cycle	By the end of Term 3	Nil	Principal, BOT
Increase student voice through reviewing responsibilities that School Ambassadors have	By the end of Term 1	Nil	Principal, DP, Staff

2018 Annual Plan – PROPERTY	
Link to Strategic Plan	<p>Goal 4: To provide a safe, supportive and stimulating learning environment.</p> <p>Goal 3: To strive for excellence in teaching and learning and to be a high performing school with a unique, innovative and future focused character.</p>
Annual Aims	

Actions	Timeframe	Costs	Responsibility
Hall repairs and student hand dryers	Term 2	\$25,000 5YA funding	BOT , Proarch
Boiler shed and bike shed re-roof	Term 2	\$30,000 5YA funding	BOT , Proarch
Junior block modernisation, interview room, break out access	By Term 4	\$260,000 5YA funding	BOT , Proarch
Install basketball hoops to the rear court area	Term 2	\$3000	Principal, BOT

WINCHESTER SCHOOL 2017 ACHIEVEMENT TARGETS

Targets for raising student achievement in Reading			
2017 Annual Achievement Targets:			
<ol style="list-style-type: none"> 1. To have 90% of Pasifika learners At or Above NS in Reading by the end of 2017. 2. To have 95% of Male learners At or Above NS in Reading by the end of 2017. 3. To have 97 % of learners in Year 5 At or Above NS in Reading by the end of 2017. 4. To have 95 % of learners in Year 6 At or Above NS in Reading by the end of 2017. 5. To have 30% of Maori learners Above NS in Reading by the end of 2017. 6. To have 30% of Pasifika learners Above NS in Reading by the end of 2017. 			
Baseline data:			
<ol style="list-style-type: none"> 1. There were 82% of Pasifika learners At or Above NS in Reading at the end of 2016. 2. There were 91% of Male learners At or Above NS in Reading at the end of 2016. 3. There were 92% of Year 4 learners At or Above NS in Reading at the end of 2016. 4. There were 89% of Year 5 learners At or Above NS in Reading at the end of 2016. 5. There were 24% of Maori learners Above NS in Reading at the end of 2016. 6. There were 27% of Pasifika learners Above NS in Reading at the end of 2016. 			
Planned actions	Timeframe	Costs	Responsibility
Have Reading as the TAI focus in 2017	Ongoing in 2017	Nil	Principal
Establish PLCs as part of team meetings to support the TAI process	Term 2 and Term 3	Nil	Principal, DP, Team leaders
Have dedicated staff meetings that focus on the teaching of reading	Term 1 and Term 2	Nil	Principal, DP
Share professional readings with staff that support cultural responsiveness	Term 2 and Term 3	Nil	All staff
Review mid-year achievement information in Reading to monitor progress.	End of Term 2	Nil	Principal, DP
Analysis:			
<ol style="list-style-type: none"> 1. 82% of Pasifika learners are At or Above NS in Reading at the end of 2017. 2. 91% of Male learners are At or Above NS in Reading at the end of 2017. 3. 95% of Year 5 learners are At or Above NS in Reading at the end of 2017. 4. 92% of Year 6 learners are At or Above NS in Reading at the end of 2017. 5. 23% of Māori learners are Above NS in Reading at the end of 2017. 6. 29% of Pasifika learners are Above NS in Reading at the end of 2017. 			
Evaluation:			
<p>Teaching as Inquiry was the primary process used to raise student achievement in Reading for 2017. Rocket Readers (a school based Reading intervention programme) also ran for three terms for those students identified in Year 1 needing extra literacy support.</p> <p>There has been improvement in the achievement of Year 5 learners with an increase in the number achieving At or Above NS in Reading.</p>			

There has been improvement in the achievement of Year 6 learners with an increase in the number achieving At or Above NS in Reading.

There has been improvement in the achievement of Pasifika learners with an increase in the number achieving Above NS in Reading.

2018 ACHIEVEMENT TARGETS

STRATEGIC AIM: To strive for excellence in teaching and learning and to be a high performing school with a unique, innovative and future focused character.		
Targets:		
<ol style="list-style-type: none"> To have 95% of Year 2 students reading at Turquoise by the end of the year. To have 95% of boys reading at the expected level for their year level at school. To have 95% of Year 6 students reading above their chronological age. 		
Baseline data:		
<ol style="list-style-type: none"> At the end of 2017 there were 6 students who had completed one year at school and had achieved Yellow level but had not reached Green reading level. There were 11 other students reading below Yellow, but had not completed one year at school. At the end of 2017, 91% of all boys were reading at the expected level. Of these boys, 1 is in Year 6, 1 is in Year 5, 3 are in Year 4 - of these, 1 is ORS and 1 is ESOL, 5 are in Year 2 - of these 2 are ESOL. At the end of 2017, there were 7 students in Year 5 who were reading below their chronological age. Of these 7 students, 2 are boys and 5 are girls, 2 are ESOL. 		
Actions / Indicators of progress:	When	Who
<ol style="list-style-type: none"> Reading intervention programme, "5Plus" to be introduced for Year 2 students <ul style="list-style-type: none"> - target students to be identified - resources to be developed and purchased - target students progress to be monitored each 5 weeks 	To start in Week 6 of Term 1 By Week 3 By Week 5 Ongoing	Principal, AP, Teacher Aide in charge of programme. Principal, AP AP, TA AP, TA
<ol style="list-style-type: none"> Teachers to give priority to boys for their Teaching as Inquiry target student. <ul style="list-style-type: none"> - teachers to establish interests and strengths of target students - teachers to meet with carers and whanau to discuss planned progress for the year - running records to be analysed each term to find strengths and weaknesses in reading strategies 	Term 1 Term 1 Term 1 Ongoing	Principal, DP, Kauri Team leader
<ol style="list-style-type: none"> Teachers to give priority to identified students who are not reading at expected level for TAI <ul style="list-style-type: none"> - teachers to establish interests and strengths of target students - teachers to meet with carers and whanau to discuss planned progress for the year - running records to be analysed each term to find strengths and weaknesses in reading 	Term 1	Principal, DP, Kauri team

strategies		
DP to monitor progress of target students in Year 6 and target boys each term through collecting analysed running records	All year	Principal, DP

Procedural Information

To ensure the smooth operation of the school the Board of Trustees has set the following programme for **2018**.

Planning year for school	January – December 2018
Charter lodged with Ministry of Education	March 2018
Annual Report published and presented	May 2018
Community Consultation opportunities	Parent/Teacher Meetings
	PTA meetings
	Newsletters
	Board of Trustees Newsletters
Māori Consultation Meetings Reporting Educational Outcomes	Term 3, 2018
2019 Budget adopted	December 2018