Thornton School

CHARTER 2022

Thornton students are active and connected learners, respectful of self and others, confident and prepared for a life of learning

Mission Statement

To encourage children to set personal goals, to take responsibility for their own learning, to have pride in their achievements, to learn from their mistakes and to be tolerant and friendly to others

OUR PEOPLE		
Board of Trustees	**School Staff**	**The School and the Children**
Trevor Mews (Chairperson) Perry Panayiotou Michael Benner Rachel Watkins Morgan Reynolds	Shelley Bremner Ceciley Walker Erin Moore Catherine Checkley- Hogg Morgan Reynolds Georgia Satherley Carl Imlig Tomomi Steele Angela Bray Perry Panayiotou Julie Harnett Kirsten Mews Odette Mitchley	Our decile 7 rural full primary school has a roll range of 110 - 120 children. Our children have supportive home backgrounds. Their positive attitudes to school life are very evident and are an important aspect of our school culture. The roll is made up of the following ethnicities: Māori 21% Tongan 1.8% NZ European 65.6% African 2.7% Other European 0.9% British 3.5% Australian 1.8% Indian 2.7%

School Charter 2022

Vision	Values	Principles
For our children *Thornton School, through the full support and involvement of the community will:*	**We share** *Our values are the important qualities shared by the children, staff, and community*	**Our curriculum is underpinned by and consistent with the principles outlined in the NZC. We know these principles are evident in our curriculum because:**
➢ Prepare our children with a greater range of knowledge and life skills to take a positive role in society ➢ Provide quality learning opportunities and experiences ➢ Meet the individual needs of all students ➢ Develop a stimulating, exciting environment which fosters strong learning foundations ➢ Encourage students to take risks and challenge their own abilities ➢ Provide social and cultural opportunities ➢ Provide opportunity for extension ➢ Encourage student achievement by fostering independent goal setting ➢ Identify and cater for the learning needs of all children ➢ Provide opportunities for children to mix within class levels and other schools ➢ Provide a low staff/pupil ratio to enable teachers to better cater for individual needs ➢ Welcome all learners, including those with special education needs	➢ Learning is a lifelong process ➢ We respect the right to have an education ➢ Everyone can learn and achieve success ➢ We foster a friendly, supportive atmosphere through our 'I Care' (Co-operation, attitude, respect, effort) philosophy where children feel part of a 'large' family ➢ The school encourages an 'open door' policy ➢ Values of the community are effectively represented by the BOT ➢ The school encourages children to have a high standard of behaviour ➢ The school provides individual programmes based on learning needs ➢ Rural community values ➢ We care for property and the environment ➢ We value our staff's commitment and believe in their professional development	➢ High Expectations – We will support and empower our students to be the best they can be. Our high expectations of attainment and behaviour are suitably differentiated. Our attainment standards are high and continue to improve. Our students are motivated to learn ➢ Learning to learn – Our students receive explicit feedback that helps them to understand their own strengths and weaknesses and their next learning steps. Our pupils are aware of learning intentions and success criteria. ➢ Treaty of Waitangi – Our students benefit from rich learning experiences that enable them to understand and value the bicultural heritage of New Zealand. Diversity – Our teachers and our students are knowledgeable of others' cultural backgrounds and are sensitive to a diverse range of beliefs and practices ➢ Inclusion – Our student's interests and abilities are recognised and celebrated. Our professional practice is non-sexist, non-racist, and non-discriminatory. ➢ Coherence – Our learning is enriched by natural connections that exist across the various dimensions of our curriculum – our principles, values, key competencies and learning areas. Our school-wide procedures, practices, policies, and systems align with our vision as it is articulated here. ➢ Future focus – Our curriculum encourages pupils to look at the future and to consider a range of issues such as sustainability, citizenship, enterprise, and globalisation; that will have an impact on themselves and others in our community and around the world. ➢ Community engagement – Students make connections with their wider lives and engage the support of their families and wider communities

Our Vision

Is for our young people who will develop the competencies they need for study, work and lifelong learning and go on to realise their potential

Active learners	Confident learners	Connected students	Lifelong learners	Respectful students
➢ Participate in a range of life contexts ➢ Positively contribute to school community & society ➢ Participate in decisions about learning & articulate strategies used ➢ Experience success & are willing to take risks with their learning	➢ Accept challenges and are actively involved in their learning ➢ Have a high level of self-esteem and are happy ➢ Strive to be the best they can be ➢ Are resilient and are able to manage change ➢ Are intrinsically motivated ➢ Know that they can learn ➢ Can articulate meaning	➢ Relate well to others ➢ Are effective and confident users of communication tools ➢ ICT – computers, phones, fax, photocopiers, digital media, things that have not yet been invented ➢ Language, symbols and text emphasising literacy and numeracy ➢ Participate fully in the school community	➢ Are critical, creative, and caring thinkers ➢ Are curious about the world around them ➢ Transfer learning to new contexts ➢ Have well developed literacy and numeracy skills ➢ Are active seekers, users, and creators of knowledge ➢ Are informed decision makers	➢ Treat others as they would like to be treated ➢ Have an awareness, understanding and acceptance of diversity ➢ Take care of themselves physically, emotionally, and mentally ➢ Show respect for their environment ➢ Understand that their actions have an effect on others ➢ Understand and respect the place of Tangata Whenua ➢ Strive for excellence (intrinsic motivation) ➢ Show empathy for the needs of others

Values

These are the collective values of our school. They were developed through consultation with students, parents, and staff. All curriculum decision making in our school reflects these values. They are to be encouraged, modelled, and explored in our school.

Excellence	Innovation, Inquiry, Curiosity	Diversity	Equity
- Understand that knowledge is power - Promote high expectations and good work ethic - Strive for excellence (intrinsic motivation) - Encourage children to reach their full potential - Realise that goals guide learning - Celebrate our academic, sporting, cultural and sporting successes	- Not scared to try anything - Know questioning drives learning - Give children many opportunities - We seek independent thinking - Problem solvers - Self-managing - Good communicators - Be interested - Individuals - Goal setters - Resourceful	- Inclusive programmes - Celebrate the bicultural identity of the school - Understand and respect the place of the Tangata Whenua	- Respect the right to have an education - Understand that their actions have an effect on others - Show empathy for the needs of others - Inclusive programmes which address the learning needs of all students - Recognising everyone as a learner - Use positive reinforcement
Community and Participation	**Ecological Sustainability**	**Integrity**	**Respect**
- A genuine partnership with our community - A caring and sharing family atmosphere - We welcome others to our school	- Rural community values - Care for property and the environment - Encourage and provide opportunities for students to become environmentally conscious	- Kind, caring, sharing - Relate positively to others - Honest - Supportive - Approachable - Reliable - Know what's right and wrong - Responsible citizens	- Respect and treat others how we like to be treated ourselves - Follow great role models - Encourage good values

Principles

Our curriculum is underpinned by and consistent with these principles. They provide the foundations of our curriculum decision making.

High Expectations	Treaty of Waitangi	Cultural Diversity	Inclusion
- School wide values - School wide targets for core curriculum areas - Ability and interest groupings within classrooms - Shared learning intentions and success criteria - Remedial programmes - Extension programmes - Children encouraged with sports/arts - Leadership opportunities	- Programme of Te Reo and Te Ao Māori - Hauora is an integral part of our health strands - Marae visits - Art focus	- Religious Education - Social Sciences units - Arts programme includes cultural diversities - Report and analyse achievement of Māori students	- Special needs programme in place - IEP with parent inclusion - Mainstreaming of students with special needs - Support provided for the progress and achievement of students with special education needs - Teacher aides to help support children and address learning needs - Community consultation - Programme for gifted and talented
Learning to Learn	**Community Engagement**	**Coherence**	**Future Focus**
- Goal setting and reflection - Teacher aide programmes to assist with learning and behaviour - Encourage self-managed independent learners - Reporting to parents - Leadership opportunities - WALTs and learning outcomes	- Assemblies - Website - Newsletters - Reporting to parents - PTA group - Charter review - Reading Together programme - Inclusive Practices - SchoolStream	- Curriculum plan builds on each level - School wide values reflective in teaching	- I Care philosophy - environment - Environmental activities - Career education

Thornton School Priorities

National Education Priorities
- Core curriculum of Literacy and Numeracy
- Concept learning in non-core curriculum areas
- Teaching and Learning programmes
- 21st Century skills
- Identification of those at risk / not achieving
- Programmes to improve Māori, Pasifika, and boys' achievement
- Gifted and talented students.
- Ensuring parents have a good understanding of how their child is progressing

School Priorities
- Literacy – written language
- Literacy – reading comprehension
- Literacy – oral language
- Numeracy
- Māori/Pasifika/priority learner student achievement
- EBOP Māori Achievement Cluster involvement
- Assessment and Reporting procedures
- Writers Toolbox
- Numicon – use of resource
- Attendance

Effective Pedagogy – students learn best when teachers
- Create a supportive learning environment
- Encourage reflective thought and action
- Enhance the relevance of new learning
- Facilitate shared learning
- Make connections to prior learning and experience
- Provide sufficient opportunities to learn
- Inquire into the teaching – learning relationships

Developing a Quality Learning Environment

Programmes
- Continue emphasis on literacy – oral, reading, and written language and Numeracy
- Develop programmes for all students identified as below the school's expected level
- Seek agency support for programmes
- Provide resources to support programmes
- Continued programme for students Te Reo Māori and Te Ao Māori
- Japanese language programme
- Writers Toolbox
- SEED Learning

Curriculum Focus and Review
- Language focus

Personal and Professional Development
- Local Curriculum development
- Writers Toolbox
- SEED Learning
- Courses that are in line with the staff's own personal development goals

Promote Student Learning & Achievement

To offer learning experiences in the eight learning areas

To develop, implement, monitor, and review programmes and practices that strengthen achievement at all levels of the school, especially in Literacy and Numeracy

To strengthen school strengths and weaknesses in the delivery of literacy and numeracy so that continual improvement is achieved

To plan, assess and report to show student improvement, identify students not achieving, or at risk of not achieving and those with special needs or abilities

Through consultation, plan for and set targets for all student achievement, in particular Māori student achievement

To maintain the New Zealand Curriculum with an emphasis on vision, values, key competencies, learning areas and curriculum principles

School Organisation & Structure

Other Documentation
Human Resources
- Professional Development
- Support for classroom learning programmes

Curriculum
- Curriculum Delivery
- Assessment and Reporting Schedule

Property
- 5 and 10 year property plan

Finance
- Budget set for resources, professional development, and staffing

Health & Safety
- Develop a manageable system for ensuring safety requirements are met

Self-Review
- Community Partnership
- Inclusive Practices

Thornton School
Cultural Diversity and Maori Dimension

Thornton School acknowledges the bi-cultural nature of NZ society and the rights and responsibilities of Māori as Tangata Whenua and equal partners under the Te Tiriti o Waitangi. Ka Hikitia, the Māori Education Strategy, is an integral part of life at Thornton School and it's benefitting staff, students and whānau. With 21% of our students identifying as Māori, our school has a strong focus on its Māori learners and has found that the principles of Ka Hikitia benefit all of our students

Treaty of Waitangi

- We will understand, value, and appreciate the principles of the Treaty of Waitangi
- All cultures within the school will be valued, accepted, and celebrated through active encouragement of an inclusive school culture and values.
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural backgrounds
- Tataiako will be the base document for staff around meeting the Standards for the teaching profession as part of the staff development and performance management process

Tikanga – Code of conduct

- Our school will consider the position of Māori when making educational decisions for our school
- We will work collaboratively with our Māori families to contribute to what and how our Māori students learn, as well as work together to provide support for Māori students learning
- Separate student achievement data to focus on Māori and use to target resources and funding for optimal effect
- Provide early intervention programmes for students at risk of falling behind
- Strategic direction of the school to set targets that will provide better outcomes for Māori students
- Charter consultation with parents, whanau and Māori community
- Promoting board membership to Māori parents and whanau
- Tikanga Māori will be incorporated into the Thornton school curriculum to ensure that all children display empathy towards Māori culture, protocol and language both in and out of the class
- Daily programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, number.
- Each integrated unit will include components as appropriate to the topic and the class level.
- Professional development and support of staff, on the understandings they need to develop with their students
- Quality provision, leadership, teaching and learning, supported by effective governance

Whakamana - Māori potential approach

- A shared school-wide understanding that that all Māori students have the potential to excel and be successful
- Participation in the EBOPMAC to raise student achievement and promote success for our Māori students
- Expectation for success supported by families, whanau, communities and Māori organisations
- Provision of Te Reo and Te Ao Māori
- Learning and teaching programmes are tailored to the student
- Strong engagement and contribution from parents, families and whanau, hapu and iwi, communities and Māori organisations

Ako – two way teaching and learning process

- Effective relationships between teachers and students
- Teachers will provide programmes that will engage and motivate the students
- Integrating te reo me ona tikanga into inquiry units and programmes
- Te Reo instruction timetabled and/or woven through the daily classroom programmes
- Include different cultural perspectives in the classroom programmes
- Give consideration to the varying cultural perspectives in planning extra-curricular activities
- Collaborative discussion with teachers to investigate best ways to support, teach and engage with Māori students
- Teacher appraisal process that supports better outcomes for Māori students
- Tataiako will be the base document for staff around meeting the Standards for the Teaching Profession as part of staff development and performance management processes

Tuakiri Tangata - Identity, language and culture count

- Development of a local curriculum that reflects and values Māori identity, language and culture
- Learning will positively reinforce where Māori students come from, what they value and what they already know
- We will provide the children with opportunities to experience Māori culture
- Waiata included in weekly assemblies
- Signage in classrooms and other working areas
- All staff members are expected to develop an awareness of Tikianga Māori (Māori culture and protocol) and Te Reo Māori (Māori language): and incorporate these into classroom programmes.
- Thornton School will provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi
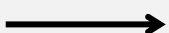
Whakawhanaunga - Productive partnerships

- Ka Hikitia and Tataiako will provide the context for working with and consulting the community
- We will support whanau engagement and involve whanau in conversations about their children and their learning
- Goal setting interviews will involve the student and their parents and whanau
- Reporting of Māori students' progress and achievement will be evidence based and will suggest ways in which parents and whanau can support their child's learning
- Encourage parents of Māori students to become a Board of Trustees member
- Protocols around community meetings and activities e.g: karakia where appropriate

- Māori community consulted in various ways

Ka Hikitia – Accelerating Success
Tataiako Competencies

Thornton School
Strategic Plan 2022 to 2024

In the 3 year period from 2022 our school aims to enhance student learning outcomes by fulfilling our vision and mission while taking account of the NEGs, NAGs, and areas of National Education Priorities. After consultation with the school community, parents, students and staff, the Board of Trustees has set the following Strategic Objectives as its Strategic Plan that will be the basis of the school's strategic goals for 2022 to 2024 and underpin the school's 2022 Annual Plan

Thornton School through a culture of continuous improvement will celebrate…	2022	2023	2024
⬜ **Students:** All students to successfully engage in the NZ Curriculum; with a focus on literacy and numeracy, measured and evidenced by progress and achievement	Literacy & Numeracy Targets in relation to achievement data	Literacy & Numeracy Targets in relation to achievement data	Literacy & Numeracy Targets in relation to achievement data
⬜ **Students:** All students being supported to engage in all school activities and in partnership with their family and teachers being able to share their learning, set goals and strive to achieve those goals	Student goal setting Parents involved in their child's learning and involvement in developing quality learning programmes Attendance and engagement	Student goal setting Parents involved in their child's learning Quality Learning Programmes Attendance and engagement	Student goal setting Parents involved in their child's learning Quality Learning Programmes Attendance and engagement
⬜ **Values:** Shared, inclusive common values that are exhibited and evident in all we do.	Inclusive Practices Shared strategic planning	Inclusive practices Shared strategic planning	Inclusive practices Shared strategic planning
⬜ **Staff:** Innovative staff supported by strong professional development experiences	Standards for the Teaching Profession Professional Growth Cycle	Standards for the Teaching Profession Professional Growth Cycle	Standards for the Teaching Profession Professional Growth Cycle
⬜ **Property:** A well-managed school property portfolio that supports education outcomes	10YPP and 5YA Admin block build 5YA projects	10YPP and 5YA property plan Maintenance	10YPP and 5YA property plan Maintenance
⬜ **Finance:** The financial resources are prioritised to support and provide for the learning needs of our students	Meet all financial responsibilities as per policy and procedure	Asset Register & Replacement Plan in place	Asset Register & Replacement Plan in place
⬜ **School community:** Parents, whanau, and a community, who are enthusiastic to support our children and support, contribute to and nurture our unique rural school	Inclusive Practices Shared strategic planning EBOPMAC	Inclusive practices Shared strategic planning EBOPMAC	Inclusive practices Shared strategic planning EBOPMAC

Policies and Procedures 2022 - 2024

	Annually	Ongoing	Term 1	Term 2	Term 3	Term 4	Other
2022	10 Y Property Plan Asset register Budget TFEA / SEG Professional Growth Cycle International Students Self Review of Code of Practice Hazard Register	Individualised programmes Inclusive Practices Japanese Writers Toolbox	SchoolDocs 3 Year Review Cycle Year 1	SchoolDocs 3 Year Review Cycle Year 1	SchoolDocs 3 Year Review Cycle Year 1	SchoolDocs 3 Year Review Cycle Year 1	NAG 7: Annual update of school charter NAG 2 School strategic plan NAG 8: Analysis of Variance reports Targets Audit process
	Literacy Numeracy	⟶					
2023	10 Y Property Plan Asset register Budget TFEA / SEG Professional Growth Cycle International Students Self Review of Code of Practice Hazard Register	Individualised programmes Inclusive Practices Japanese Writers Toolbox	SchoolDocs 3 Year Review Cycle Year 2	SchoolDocs 3 Year Review Cycle Year 2	SchoolDocs 3 Year Review Cycle Year 2	SchoolDocs 3 Year Review Cycle Year 2	NAG 7: Annual update of school charter NAG 2 School strategic plan NAG 8: Analysis of Variance reports Targets Audit process
	Literacy Numeracy	⟶					
2024	10 Y Property Plan Asset register Budget TFEA / SEG Professional Growth Cycle International Students Self Review of Code of Practice Hazard Register	Individualised programmes Inclusive Practices Japanese Writers Toolbox	SchoolDocs 3 Year Review Cycle Year 3	SchoolDocs 3 Year Review Cycle Year 3	SchoolDocs 3 Year Review Cycle Year 3	SchoolDocs 3 Year Review Cycle Year 3	NAG 7: Annual update of school charter NAG 2 School strategic plan NAG 8: Analysis of Variance reports Targets Audit process

Thornton School Strategic Plan Goals 2022 – 2024

Strategic Goals to raise levels of achievement over the next 3 years

Strategic Direction	2022	2023	2024
NAG 1 Raise student achievement by providing teaching and learning programmes which incorporate the National Curriculum and NZ Aotearoa Histories	Review and develop practices so that all assessments are used to inform out teaching and learning	Collect information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated Embed and sustain our curriculum learning statements with shared understandings and practices of effective teaching and learning	Collect information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated Sustain the use of our curriculum learning statements with shared understandings and practices of effective teaching and learning
Give priority to student achievement in literacy and numeracy: especially in Years 1 - 8	Develop Literacy and Numeracy statements so that we have shared understandings and practices of effective teaching and learning in our school	Review our Literacy and Numeracy learning areas to ensure effective teaching and learning in these areas	Maintain Literacy and Numeracy focus areas
To provide students with opportunities to achieve for success in all areas of the National Curriculum	A shared school-wide understanding that that all students have the potential to excel and be successful	Maintain a school-wide expectation for success	Maintain a school-wide expectation for success
From data collected at the end of 2021, students will be identified in the priority groups of: ➢ Māori and Pasifika ➢ Learners who need teaching adaptions or learning support	Develop register of focus students to monitor progress and achievement, and to develop individualised support Student progress is tracked schoolwide Individualised programmes developed for focus students	To use assessment process to monitor all student progress and achievement and identify students not achieving at the required level Student progress is tracked schoolwide Individualised programmes developed for focus students	To use assessment process to monitor all student progress and achievement and identify students not achieving at the required level Student progress is tracked schoolwide Individualised programmes developed for focus students

➢ Learners who are well below expectation and require IEP's ➢ Learning related to the needs, abilities, and interests of students		Continue to personalise learning	Curriculum relevant to student's needs, abilities, and interests
Review and design a unique and local curriculum, responsive to the priorities, preferences, and issues of our community and our people inclusive of the NZ Aotearoa Histories	Review of a local curriculum to be responsive to the needs, identities, languages, cultures, interests, strengths, and aspirations of our learners and families	Curriculum relevant to student's needs, abilities, and interests	Sustain Charter Māori Dimension and Cultural Diversity principles in our school
In consultation with Māori whanau and community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students	Involve Māori whanau in development of Māori students learning programmes and resources Include Māori consultation in the development of programmes To consult with Māori whanau to promote and extend Taha Māori in our school	Embed Charter Māori Dimension and Cultural Diversity principles in our school Review Māori consultation in the development of programmes	Embed Māori consultation in the development of programmes
Continuation of involvement in the MAC group	Participate in the MAC group to raise student achievement	Participate in the MAC group to raise student achievement	Participate in the MAC group to raise student achievement
Implementation of Te Reo and Te Ao Māori in our school	Promote and extend Te Reo and Te Ao Māori in our school Increase hours of delivery in each classroom to become L4b Learning Te Reo Māori as a separate subject at least 3 hours per week	Extend the use of Te Reo and Tikanga in classrooms and around the school	Continue the use of Te Reo and Tikanga in classrooms and around the school

In consultation, develop and make known policies, plans and targets for improving student achievement	Develop inclusive Practices in our school	Implementation of inclusive practices	Continue and review inclusive practices in our school
Provide opportunities for e-learning in our school	Digital Technologies – consolidation of the revised curriculum area	Embed e-learning in all areas across the curriculum	Sustain e-learning in all areas across the curriculum
	Develop our knowledge and use of e-learning across the school curriculum	Sustain use of devices and other forms of IT	Sustain use of IT
	Continue the implementation of the IPads/Chromebooks/HP purchase programme		
Give priority to regular quality physical activity: especially in Years 1 – 6	Review the Health programme across the school in consultation with staff and community	Embed and sustain the Health programme	Review the Health programme In consultation with community
Implementation of MoveWell programme	To audit the physical skills resources and purchase as required	Extend the range of physical equipment and staff capability in teaching PE and fitness	Maintain suitable resourcing and staff professional development. Review student participation and capability
I Care school philosophy Key Competencies underpin all we do at Thornton School	Emphasis on I Care school philosophy and inclusion of Key Competencies in Charter	Emphasis on I Care school philosophy and inclusion of Key Competencies in Charter	Emphasis on I Care school philosophy and inclusion of Key Competencies in Charter
Provide appropriate career education and guidance for all students in Year 7 and 8	Provide opportunities for career education	Provide opportunities for career education	Provide opportunities for career education

NAG 2 Develop a strategic plan giving effect to the NEGs and NELPs	Charter review: review content and format, and submit 1 March	Charter review: review content and format, and submit	Charter review: review content and format, and submit
Maintain an ongoing programme of self-review – policies, procedures, and programmes, including student achievement using SchoolDocs	Set targets according to needs Review School Strategic Goals in consultation with staff, Board of trustees and community	Set targets according to needs Review School Strategic Goals in consultation with staff, Board of trustees and community	Set targets according to needs Review School Strategic Goals in consultation with staff, Board of Trustees, and community
Report to students and parents on the achievement of individual students; and to the school's community on the achievement of students including the achievement of Māori students	Follow reporting schedule Complete and report on the Analysis of Variance	Follow reporting schedule Complete and report on the Analysis of Variance	Follow reporting schedule Complete and report on the Analysis of Variance
NAG 2A Report to students and their parents on the student's progress and achievement. Report to parents in plain language twice a year.	Review report form	Review student report form	Review student report form
Report to the Secretary of Education annually by 1 March	Student achievement data analysed and collated. Submitted to Ministry in requested format by 1 March	Student achievement data analysed and collated. Submitted to Ministry in requested format by 1 March	Student achievement data analysed and collated. Submitted to Ministry in requested format by 1 March

NAG 3 Develop and implement a Professional Growth Cycle that documents teacher and principal reflections, identifies professional goals and observations of teaching practice	Implement the Code of Professional Responsibility and Standards for the Teaching Profession	Code of Professional Responsibility and Standards for the Teaching Profession underpin our appraisal process	Code of Professional Responsibility and Standards for the Teaching Profession underpin our appraisal process
Tataiako will be the base document for staff around meeting the Standards for the Teaching Profession as part of the staff development and performance management process	Performance appraisals Attestation	Performance appraisals Attestation	Performance appraisals Attestation
Be a good employer complying with the conditions in employment contracts for all staff	Policy/procedure review Review Support Staff agreements EEO policy Attestations	Policy/procedure review Review Support Staff agreements EEO policy Attestations Support Staff Police Vets	Policy/procedure review Review Support Staff agreements EEO policy Attestations

NAG 4 Allocate funds to reflect the school's priorities as stated in the Charter	Prepare and monitor the annual budget	Prepare and monitor the annual budget	Prepare and monitor the annual budget
Monitor and control school expenditure	Ensure expenditure priorities support current school targets	Ensure expenditure priorities support current school targets	Ensure expenditure priorities support current school targets
	Maintain financial procedures	Maintain financial procedures	Maintain financial procedures
Implement a maintenance programme to ensure a safe healthy learning environment	Review the Asset Register and depreciation	Review the Asset Register and depreciation	Review the Asset Register and depreciation
	Complete projects as per 5YPP and 10YPP	Update the 5YPP and 10YPP and plan for future project	Continue project completion 5YPP and 10YPP
NAG 5 Provide a safe physical and emotional environment for students	Review Health and Safety policies and procedures with community consultation	Review Health and Safety Curriculum policies and procedures	Review Health and Safety Curriculum policies and procedures
Promote healthy food and nutrition for all students	Review Health programme	Follow Health guidelines	Review Health programme
Comply in full with any current legislation to ensure the safety of students and employees			Staff First Aid certification
	Complete and report monthly checks	Complete and report monthly checks	Complete and report monthly checks
Signatory for the Code of Practice for the Pastoral Care of International Students	Implement the Code	Implement procedure	Implement procedure

NAG 6 Comply with all general legislations concerning requirements such as attendance, the length of the school day, and the length of the school year	ETap SMS and Enrol Ministry published term dates followed	SMS and Enrol Ministry published term dates followed	SMS and Enrol Ministry published term dates followed
NAG 7 Complete an annual update of the school charter and the Secretary of Education	Development of school's charter and strategic plan in consultation with community	Development of school's charter and strategic plan in consultation with community	Development of school's charter and strategic plan in consultation with community
NAG 8 Provide an analysis of variance between the school's performance and targets set in previous years Charter	Achievement data analysed and collated Development of variance reports	Achievement data analysed and collated Development of variance reports	Achievement data analysed and collated Development of variance reports

Thornton School – 3 Year SchoolDocs Policy and Procedure Review Schedule

	Term 1	Term 2	Term 3	Term 4
Year 1 – 2022	Health and Safety Management	Health care	Student Wellbeing and Safety	HEALTH, SAFETY & WELFARE POLICY
	Safety Management Systems	First Aid	Care and Management of Students	Safety On and Off School Grounds
	Risk Management	Medicines	Child Protection	Alcohol/Drugs and Other Harmful Substances
	Health and Safety Induction	Accidents and Injuries	Abuse Recognition and Reporting	Digital Technology and Cybersafety
	Visitors	Health Conditions and Illness	Supporting Student Wellbeing	Getting to School Safely
	Emergency, Disaster, and Crisis Management	Infectious Diseases	Food and Nutrition	School Bus Transport (O)
	Emergency Planning and Procedures	Behaviour Management	Sun Protection	Pool/Swimming topics (O)
	School Closure	School Values and Behaviour Expectations (O)	Separated Parents, Day-to-Day Care, & Guardianship	Storage and Use of Hazardous Substances
	Emergency Management	Bullying and Online Bullying	Staff Wellbeing and Safety	
	Disaster Management	Surrender and Retention of Property and Searches	Staff Wellbeing	
	Crisis Management	Physical Restraint	Harassment	
	COVID-19 Information	Stand-down, Suspension, and Exclusion Procedures		
Year 2 - 2023	LEGISLATION AND ADMINISTRATION POLICY	Education Outside the Classroom	Learning Support	CURRICULUM & STUDENT ACHIEVEMENT POLICY
	Student Attendance	EOTC Safety Management	Learning Support Coordination	Student Achievement Information
	Enrolment	EOTC Planning and Review	Identify Learning Support	Home Learning
	Privacy	EOTC Risk Management	The Teacher's Role	Distance Learning
	Records Retention	EOTC Roles and Responsibilities	Learning Support Staff	Inclusive Education
	Copyright	EOTC External Providers	Individual Education Plan	Recognition of Cultural Diversity
	Creative Commons (O)	EOTC Staff Competence	Reading Recovery	Maori Educational Success
	Uniform/Dress (O)	EOTC Process	Learning Support Supervision	Religious Instruction/Religious Education
		EOTC Forms	Perceptual Motor Programme (PMP) (O)	Health Education
			Gifted Learners	
			English Language Learners (ELL)	
Year 3 - 2024	Te Tirito o Waitangi	EMPLOYER RESPONSIBILITY POLICY		FINANCE & PROPERTY MANAGEMENT POLICY
	GOVERNANCE AND MANAGEMENT	Appointment Procedure	Concerns and Complaints	Managing Income and Expenditure
	Board Responsibility	Employment		Income
	Principal Responsibility	Safety Checking	Protected Disclosure	Expenditure
	DOCUMENTATION & SELF-REVIEW POLICY	Classroom Release Time/Non-Contact Time		Asset Management and Protection
	School Planning and Reporting	Media		
	Recognising Student Achievement	Performance Management		
	Reporting to Parents on Student Progress and Achievement	Professional Development (O)		
	Parents and Whanau	Staff Exit Interviews/Surveys (O)		
	Special/Designated Character (O)	Staff Conduct		
		Staff Leave		

KEY	REVIEW OVERARCHING POLICY	Review main topic (section heading)	Review topic and key subtopics	Review single topic	(O) = optional topic

Thornton School – Annual Plan 2022

Student Learning Progress and Accelerated Student Achievement – all students are provided with opportunities to succeed (NAG 1, 2 and 3)

What We Want:
➢   Students transitioning from Thornton School are academically equipped to access the NZ Curriculum at expected levels of achievement
➢   Students at Thornton School have informed ownership of their learning and demonstrate an internal motivation to succeed
➢   They are students who:
➢   actively contribute to the learning that occurs in the classroom
➢   can articulate what, how and why they are learning
➢   use assessment information to inform their next learning
➢   value and utilise feedback about their learning
➢   actively reflect and evaluate the learning and learning process; and know where their learning is headed
➢   Organised level of learning shared with whanau
➢   Students are able to make connections between and across all learning areas and the wider world

Annual Goal	Actions	Personnel	Timeframe	Indicators of Progress
Students are making accelerated progress towards expected levels of achievement	➢ collate and analyse 2021 data and use this to select target students. Target students are those who are below expectations ➢ review assessment data with staff and determine the particular learning needs of target students ➢ track student cohorts to look for patterns	Principal/SENCO Staff	Start of Term 1 Ongoing	Target students are identified Data is analysed, students are identified and IEPs and programmes developed Targets are set and monitored
Students/priority learners who are identified as underachieving will be resourced and monitored appropriately	➢ teachers report on the progress of target students and effectiveness of teaching ➢ planning is targeted to needs of learners ➢ purchase of specific resources	Principal/SENCO Staff	Ongoing	Informed programme planning and resourcing Principal, teachers, and community can show what we want our students to learn and how the curriculum is designed to achieve this
Review of a local curriculum Implement NZ Aotearoa Histories into local curriculum	➢ use Leading Local Curriculum Guides to design and review local curriculum to be responsive to the needs, identities, languages, cultures, interests, strengths, and aspirations of our learners and families ➢ use Tataiako Competencies ➢ utilise Ka Hikitia, the Māori Education Strategy	Principal/Staff	Over the year	Personalised and inclusive learning Student's learning success is at the heart of the curriculum

Curriculum areas are targeted to develop programmes that improve school-wide achievement	➢ teachers use Writers Toolbox PLD to implement whole school writing programme and improve literacy teaching ➢ strengthen moderation processes in learning areas ➢ support role of curriculum lead teachers – Writers Toolbox	Principal/SENCO Lead Teachers Staff Principal	Ongoing Ongoing	School-wide writing programme developed and implemented Lead teachers feel supported
Review assessment practices to ensure validity of data for individual/school-wide reporting and next steps learning	➢ review, refine assessment practices ➢ review school-wide testing and OTJ format and reporting process ➢ develop teacher effectiveness in administering assessment, unpacking data, and identifying next steps learning ➢ data is used to inform the next steps for teaching and classroom programmes	Principal/SENCO Staff	Ongoing	Staff aware of assessment practices Assessment tools are consistently applied across the school Identified students making appropriate gains in achievement level Verifies learning progress of all students
Continuation of Japanese language programme	➢ support continuation of Japanese learning programme	Principal Japanese teacher Lead teacher		Effective teaching of Japanese language and culture in all classes
Focus on attendance, engagement and truancy	➢ support of Attendance Service to support school with truancy issues	Principal		Identification of students with low attendance rates at risk of becoming disengaged Increased attendance across the school

Strengthened Relationships Across the School Community - (NAG 1 and 5)

What We Want:

Parents, families, and whanau are actively involved in their child's learning

They will:

➢ understand how their child is achieving and progressing

➢ actively contribute to their child's school life and learning

➢ Thornton School community is able to articulate relationships and knowledge/understanding of where students live, things around them and foster a sense of belonging

➢ The school will have a working relationship with all education facilities that feed in and out of Thornton School

➢ Thornton School will communicate with the wider school community

Annual Goal	Actions	Personnel	Timeframe	Indicators of Progress
Strengthen productive partnerships with family/whanau by sharing and discussing teaching and learning to accelerate student achievement	➢ report student achievement targets and results to board & community ➢ report to whanau twice a year in writing ➢ include parents/caregivers/whanau in IEP development ➢ gather whanau voice around identified focus areas	Principal Staff	Ongoing	Parents, families, and whanau are actively involved in their child's learning and in their wider school activities
Improve communication within the school and wider community	➢ connect with/establish communication with our local early childhood centres and high schools to gather voice and establish smooth transitions ➢ identify the skills and knowledge in our community via consultation so they can be leading some parts of the school's education programme – CoastCare, Waste Education, Art Week, school production	Principal Staff	Ongoing	Relationships with the wider school community are well established and fostered
Local beliefs and practices at Thornton School are valued and will reflect the inherent identity, language, and culture of every learner	➢ all students are actively engaged in learning ➢ all students have a sense of belonging	Principal Staff	Ongoing	Students have a sense of ownership of their school and a sense of belonging Students are life-long learners

Review reporting schedule	➢ update annual reporting schedule ➢ review report form to parents	Principal Staff	Term 1	Schedule of reporting reviewed through consultation
Enhance and further develop relationships with parents as partners in learning (Covid restrictions dependent)	➢ implement Reading Together programme ➢ consult with parents as an active voice through newsletters, surveys, meetings, informal chats, SchoolStream app to community	Principal Principal Lead Teacher Staff	Terms 1-4 Ongoing	Whanau are actively involved in their child's learning
Involve Māori whanau in development of their child's learning	➢ Ka Hikitia principles and Taitaiako cultural competencies to underpin Charter and Strategic Plan and teaching and learning programmes	Principal Staff	Ongoing	Māori students will get a culturally responsive programme
	➢ support teachers in developing 'things Māori ' ➢ continue programme of Te Reo, Waiata, Te Ao Māori ➢ share examples of best practice with staff ➢ participate in MAC (Māori Achievement Cluster) ➢ L4b Learning Te Reo as separate subject at least 3 hours per week	Principal	Ongoing	Māori students will get a culturally responsive programme
Review aspects of the Thornton School Curriculum to cater for the learning needs of our tamariki	➢ include parents of focus students in IEP development	Principal SENCO	Ongoing	Students and whanau can collaboratively set goals for learning
	➢ consultation with the Māori community will be ongoing	Principal Teachers BOT Māori community	Ongoing	Whanau will be better informed and knowledgeable and engaged in learner centred relationships

Student-Centred Teaching and Learning - (NAG 2)

What We Want:

Staff to be confident in their knowledge of teaching and learning pedagogy in order to implement effective classroom programmes that support the acceleration of student achievement

All teachers are able to make professionally sound and robust overall teacher judgements, across the curriculum in Reading, Writing and Numeracy

All teachers are knowledgeably implementing a responsive and rich curriculum as evidenced by

➢ knowledge of the NZ Curriculum

➢ responsive and inclusive teaching

➢ learning that leads to deeper understanding

➢ knowledge of learners' achievement and progress

Implementation of the Thornton School's curriculum will be responsive to the changing needs of student and teacher learners

Teachers use critical inquiry and problem-solving effectively in their professional practice

Annual Goal	Actions	Personnel	Timeframe	Indicators of Progress
Consolidate Professional Growth Cycle Develop a culture of inquiry that supports the appraisal system	➢ shared understanding of Standards for the Teaching Profession ➢ continue the appraisal/attestation process ➢ encourage setting of school-wide and personal goals ➢ promote level of staff participation in PD ➢ review teacher aide/cleaner/caretaker agreements	Principal Staff	Ongoing	Shared understanding of Standards Goals/inquiry is the focus of appraisals Improved teacher practice for a positive outcome on student outcomes
IT purchase and Digital technology is used as a tool to provide equity in learning outcomes	➢ implement Digital Technologies learning ➢ implement IPad/Chromebooks/HP purchase programme ➢ complete IT project to the best possible standard	Principal / BOT ICT Lead Teacher	Term 1 - 4	Students will make a connection between and across all learning areas
	➢ Devices and Google Docs PD for staff	Principal	Ongoing	Teachers are upskilled
Review Health programme	➢ create and distribute Health survey to the community ➢ purchase physical skills resources appropriate for programme	Principal/BOT Teachers	Term 4	Parent voice is collected Year 1 – 6 students have access to managed skills
I CARE philosophy	➢ emphasis on I CARE philosophy within school (Co-operation, Attitude, Respect, Effort)	Principal/staff	Ongoing	Students and Whānau have an understanding of the culture at Thornton School

Governance and Leadership Focused on Teaching and Learning - (NAG 2, 4, 5, 6, 7 and 8)

What We Want:

Established goals and expectations

Strategic plan which documents how the Board is giving effect to the National Education Guidelines through their policies, plans, and programmes

Maintain an ongoing programme of self-review in relation to the policies, plans, and programmes, including evaluation of information on student achievement

A strong self-review cycle that provides a framework for continuous improvement

Comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year

The Board of trustees understands and fulfils its role in Governance/Stewardship matters focusing its efforts on raising /accelerating student achievement

Monitor the well-being of the staff, children, and act accordingly

Maintain a safe and well maintained school

Goal	Actions	Personnel	Timeframe	Indicators of Progress
Review and approve the Charter and Strategic Plan, and Annual Plan	➢ Strategic plan will provide direction for our school ➢ Establish goals and expectations	Principal Staff / BOT	Begin review in November Annual Plan to be finalised in February	The Strategic Plan and Annual Plan are finalised in February each year, approved by BOT and submitted to MOE by 1st March
Policy Development and Review	➢ SchoolDocs Policy Self Review cycle to meet current and future legislation ➢	Principal BOT		Policies and procedures are reviewed at BOT meetings and are kept current
Ongoing review to strengthen the use of Key Competencies	➢ Key Competencies immersed as part of core learning and not viewed in isolation ➢ Embedded in planning, assessment & reporting ➢ Key Competencies reported to parents	Principal Staff	Ongoing	Key Competencies underlying all things Thornton
BOT Effectiveness	➢ Ensure that every BOT member knows the collective responsibilities of the board and understands the role as a board member ➢ Ongoing BOT training and support	Principal BOT	Ongoing	Every member contributing effectively to the work of the board
Report to Ministry on achievement data Analysis of Variance reports	➢ report on school strengths and identified areas for improvement ➢ the basis for identifying areas for achievement ➢ planned actions for lifting achievement ➢ how students are progressing in relation to the Curriculum ➢ school achievement data identifying achievement of Māori , Pasifika, European/Pakeha, Asian, gender and by year level ➢ Reporting informed by knowledge about effective pedagogy	Principal BOT Staff	1 March	Specific priority areas determined by measuring progress against expected outcomes through careful analysis

Financial and Property

Annual Goal	Actions	Personnel	Timeframe	Indicators of Progress
Flexibility is evident in the budget to meet the needs of students 10YPP/5YA initiatives	➢ review financial policies and procedures ➢ develop budget ➢ complete audit requirements ➢ identify and target areas of financial need based on analysis of student achievement data ➢ maintain asset register ➢ maintain programme of maintenance	Principal / BOT Principal / BOT Principal / BOT Principal / BOT Principal / BOT Principal / BOT	Ongoing Term 1 Term 1 Ongoing Ongoing Ongoing	Established best practice in financial governance, financial management and reporting A well-managed school property portfolio that supports education outcomes

Health and Safety

Annual Goal	Actions	Personnel	Timeframe	Indicators of Progress
Provision of a safe, healthy environment	➢ staff first aid certification	Principal	Ongoing	Staff certificated
	➢ use funding to provide a safe, healthy learning environment	Principal / BOT	Ongoing	School classrooms and grounds well maintained and safe
	➢ compliance check for all electrical appliances	Principal	Term 3/4	

Thornton School – Outline of Local Curriculum Design and Review 2022

- ➢ Vision statement constructed with community involvement. Develop our vision for our students where their learning clear and shared
- ➢ Reflection on school vision, values, and principles
- ➢ Review our local curriculum to explain how our programmes are designed to meet the needs and interests of our students with an emphasis on Māori students. Ensure that the vision is reflected in the design of our school's curriculum
- ➢ Review local curriculum and assessment. Development and implementation of integrated inquiry-based approach to teaching and learning
- ➢ Review formative practice, inquiry learning and co-constructed learning
- ➢ Key competencies broken down and incorporated into school planning and reporting as well as day to day school
- ➢ Teachers visit school I Care philosophy with classes at beginning of year to give meaning at each year level
- ➢ Parent communication tool – School Stream
- ➢ Review reporting to Māori student parents and all other parents
- ➢ Review - community consultation re health programme
- ➢ Junior class reporting programme
- ➢ New board attending Professional Development
- ➢ A focus on the Literacy teaching and learning programme in early years to lift student achievement
- ➢ Implementation of Writers Toolbox into writing programme
- ➢ Boys education and Māori learning styles studied and current practice reviewed and improved
- ➢ Programmes of early intervention
- ➢ Review of other curriculum areas
- ➢ Student cumulative record and assessment folder updated
- ➢ Update Staff Handbook
- ➢ Professional Development of all teaching staff
- ➢ Implement the Standards for Teaching: Tiriti o Waitangi Partnership, Professional Learning, Professional Relationships, Learning Focussed Culture, Design for Learning, Teaching
- ➢ Develop a Professional Growth Cycle for teacher attestation relevant to our school
- ➢ School student councillors and school leadership programme continually reviewed
- ➢ Review of curriculum goals with inclusion in the writing of Strategic Plan for next 3-5 years
- ➢ Implementation of Digital Technologies learning and review of IT purchases to help learning

Thornton School – Planned Action for Lifting Student Achievement 2022

Stewardship:

Board members to be engaged and have raising student achievement as their primary goal

Board to ensure that annual student achievement targets are analysed and based on trends, patterns and progress

Target reports to board mid and end of year with discussion around resourcing to improving student outcomes

Leadership:

Principal sets priority goals and targets to accelerate the learning of students at risk of underachieving

Principal to develop a local school curriculum that responds to Māori and all other students needs

Principal ensures alignment between student learning needs, teacher professional learning goals and the teacher appraisal process

Embed collaborative inquiry in all leadership practice

Ensure leaders meet the needs of teachers

Connections and Relationships:

Development of effective school/family/Whānau /community connections and the building of relational trust

Student wellbeing will be reflected by their engagement in learning and their social and emotional behaviour

School recognition of individual student's backgrounds

School to listen to our school community and respond accordingly

Provision of Reading Together reading parent support programme

Strengthen inclusive learning partnerships across the school community

More in-depth and meaningful parent/Whānau involvement in the learning process by fostering an even more inclusive learning environment for all parents/caregivers/Whānau using specific strategies such as the Reading Together programme and Parent Interviews, Parent Support Group meetings, class blogs, school website, School Stream app and newsletters

Responsive Curriculum, Effective Teaching and Learning:

Recognising that the learner is at the centre of all that we do and provide

Teachers understand the Code that sets out the high standards for ethical behaviour

Develop local curriculum

Use the NZ Curriculum and assessment information effectively to inform teaching and learning programmes and to measure and report student achievement, with focus on progress and adding value

Focus on student outcomes in all planning and resourcing

Ensure that students have the opportunity and capability to contribute to how learning happens, and have a shared ownership and responsibility for learning with the teacher, peers, and wider community

Develop a caring, collaborative, inclusive learning community

Increase students' ability and willingness to articulate their learning journey

Use assessment for learning with the use of formative assessment to inform teaching and learning and provide appropriate feedback and feedforward

Embed Charter Te Kotahitanga Dimension and Cultural Diversity principles in our school

Involve Māori Whānau in review of Māori students learning programmes and resources
To consult with Māori Whānau to promote and extend Taha Māori in our school
Promote and extend Te Reo and Te Ao Māori in our school
Participate in the Māori Achievement Cluster
Embed collaborative inquiry throughout the school and in all teacher practice and learning areas
Ensure effective teaching in every classroom to make a difference and add value to the learning of every student

Develop a strong, responsive local curriculum based on an inquiry approach

Set high challenging and appropriate expectations

Encourage our I Care philosophy Cooperation, Attitude, Respect, Effort

Develop a culture of mutual trust and respect

Embed the Key Competencies in all that we do

Ensure that innovative teaching and learning programmes are provided that strongly support and accelerate student progress and achievement for Māori and for all other students

Provide targeted intervention and learning support programmes including Reading Recovery, Toe by Toe, STEPS, Early Words, Numicon and targeted Teacher Aide 1 to 1 / small group situations

Provide opportunities for all students to identify their own learning needs, develop self-assessment skills and use criteria for self-evaluation

Teachers to co-construct challenging learning goals and criteria for success

Use goal setting and self-monitoring strategies to encourage students to become independent learners

Provide resources – people, materials and IT - to enable teaching and learning

Targets have been developed to lift achievement in cohorts with the greatest variance

Targets developed for our Māori students

Plan and implement systems that allow for sustained intervention progress and achievement including use of appropriate external agency support

Provide targeted interventions for students

Professional capability and collective capacity:

Effective, qualified teachers

Provide PLD – whole school and personal

Implement knowledge of Our Code, Our Standards in appraisal system linked to teacher inquiry

Implement Professional Growth Cycle in attestation system

Link effective teaching and learning programmes and teacher appraisal to teacher inquiry

Ensure past professional learning and development initiatives are sustained and a high level of accountability is maintained

Encourage professional dialogue around student learning and progress

Evaluation, inquiry, and knowledge building:

Strong internal systems, processes and policies and teaching practices

Evidence driven decision making process with all involved

Internal and external evaluation for improvement and innovation

Thornton School Annual Plan Summary 2022

Teaching and Learning Programme Development
- Special Needs intervention programme
- Continue use of baseline data at each level in reading and written language and numeracy for planning, assessment, and reporting
- Continue use of formative assessment practice in classrooms
- Writers Toolbox

Curriculum Focus
Priority Areas for Improving Student Achievement
- Written Language
- Reading Comprehension
- Numeracy
- Key Competencies
- Local curriculum
- Early intervention programme

Property
- Review 10 year & 5 year property plans
- Implement a maintenance programme and property management policy
- Capital build projects

Finance
- Prepare annual financial statements
- Budget reflects school's priorities
- Purchase of resources to support implementation of targets
- Financial policies and procedures to monitor and control school expenditure

Health
- Health and Safety Programme reviewed in consultation and fully implemented
- Adopt a statement on the delivery of the health curriculum after consultation with the school community

Partnership with the Community
Communication
- Weekly newsletters and assemblies celebrating children's success
- Parent interviews timetabled and highly encouraged
- SchoolStream app
- Teacher's blog and class Dojo

Collaboration
- Reading Together programme
- Parent help programmes to improve student achievement
- I CARE philosophy

Consultation
- Review Charter and school goals annually, to ensure continued school development
- Consult with Maori and the wider community
- Reporting to parent's review

Attendance
- Focus on attendance and truancy trends

Professional Development
- Writers Toolbox
- Curriculum upskilling
- IT upskilling
- Courses related to needs of special education and Maori learners
- BOT professional development
- Implementation of Code and Standards

Review
- SchoolDocs Policy and procedure review
- Local curriculum
- Formative practice & inquiry learning practice
- Health curriculum
- Reading programme review
- Boys and Maori current practice review

Human Resources
- Staff management – EEO
- Performance Management – appraisal and attestation – teachers and support staff
- Standards
- Performance Growth Cycle
- Review cleaner/caretaker agreements

Learning Programmes
- Reading Recovery
- Numicon
- Early Words
- Steps
- Writers Toolbox

Vision
- Reflection on vision, principles, values
- I CARE philosophy