

School Charter

Strategic and Annual Plan

Sara Cohen School 2016 -18



Principals' endorsement:	Raewyn Alexander
Board of Trustees' endorsement:	Sue Clark
Submission date to Ministry of Education:	16 February 2016
Community Consultation Date:	October 2015- January 2016

Sara Cohen School 2016 - 18

Introductory Section - Strategic Intentions

Mission Statement	At Sara Cohen Specialist School, we promote student independence by helping students develop skills they need to live in an inclusive community.
Vision	Sara Cohen Specialist School delivers excellent education and training to students with special learning needs to enable them to become successful lifetime learners actively involved in their community.
Values	<p>At Sara Cohen Specialist School, we</p> <ul style="list-style-type: none"> ▪ recognise The New Zealand Curriculum, the objectives of the New Zealand Disability Strategy and the Treaty of Waitangi as our focus for teaching and learning ▪ celebrate difference and diversity ▪ model respect and care of all students and staff ▪ support professional growth which fosters the delivery of innovative, high quality learning programmes ▪ create opportunities to promote inclusive practice ▪ recognise all students as successful learners
Māori Dimensions and Cultural Diversity	The school acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.
Celebrating us	<p>Our Students We are a specialist day school. Our students range in age from 5–21. Every student has a Section 9 agreement; most are ORS funded. Some of our students live at home and some live in care or in supported living residences.</p> <p>Our Staff Our teaching staff, of highly skilled professionals, is dedicated to educating students with diverse and special needs —both in our own school settings and in regular school settings. Many of our teachers have extensive experience working in regular classrooms as well as special needs teaching experience. Our paraprofessionals are highly skilled in supporting our teachers and students in a variety of tasks ranging from assistance with educational programmes to looking after students' personal care needs.</p> <p>Our School Our school is situated at three sites: two satellite classes and a base school. Our primary satellite classes are at Concord School and at Bathgate Park School, where we cater mostly for older primary aged students. Our base school is on Rutherford Street, where we teach our secondary and transition students.</p>

GUIDING PRINCIPLES

At Sara Cohen School we are committed to...

- providing a welcoming and inclusive environment to our school community for all learners and their families.
- creating an environment where all learners are empowered to participate in all activities and achieve against the learning areas and key competencies of The New Zealand Curriculum
- fostering an environment that appreciates individuality and uniqueness, where effort is encouraged and success is celebrated
- providing a caring environment that is emotionally, socially and physically safe for all
- delivering a curriculum that enables all students to become active, confident, creative and innovative learners and thinkers and effective users of communication tools appropriate to their need
- developing a community of learners where teachers, students and families work in partnership
- empowering all students to be lifelong learners
- using our local community to provide our students with a wide range of cultural, social and sporting opportunities

Our Aim is to develop..

CONFIDENT LEARNERS WHO...

- have a sense of awe and wonder
- display a 'can-do' attitude
- set and meet their own goals
- persevere to meet challenges
- are motivated and reliable
- are resilient
- are enterprising and entrepreneurial
- show respect for themselves, others and the environment

CARING LEARNERS WHO VALUE...

- achievement
- excellence
- innovation, inquiry and curiosity
- diversity
- equity
- family, friends and community
- ecological sustainability
- integrity
- wisdom

CONNECTED LEARNERS WHO...

- aspire to high standards
- are positive in their own identity
- understand their strengths and areas for development
- relate well to others
- are effective users of communication tools
- are actively and positively involved in all aspects of school life

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2016 - 2018		
		2016	2017	2018
Student Learning	All students in Years 1-8 are able to access The New Zealand Curriculum, as successful learners, through an adapted and differentiated teaching programme, as evidenced by achievement in relation to their personal and school wide goals. These goals may demonstrate a pathway towards achievement of National Standards in Reading, Writing and Mathematics.	1)All students will have a Literacy- based goal which is set following analysis of previous learning and suggested next steps. This will reflect personal and school-wide goals.	1)All students will have a Numeracy-based goal which is set following analysis of previous learning and suggested next steps. This will reflect personal and school-wide goals.	1)All students will have a Literacy-based goal which is set following analysis of previous learning and suggested next steps. This will reflect personal and school-wide goals.
	Students in Years 9 -15+ are equipped to be confident, connected, active life-long learners through an authentic life skills teaching and learning programme based on their individual and school-wide goals and the NZC.	2)For students in years 12 and beyond this goal will reflect the skills and learning required to prepare for leaving school.	2)For students in years 12 and beyond this goal will reflect the skills and learning required to prepare for leaving school.	2)For students in years 12 and beyond this goal will reflect the skills and learning required to prepare for leaving school.

		2016	2017	2018
Student Engagement	<p>All students will have individual learning plans which track their learning throughout the year and which ensure that their programmes of learning are appropriate and regularly reviewed.</p> <p>Times of transition will be carefully planned within the individual learning plan.</p> <p>Work experience opportunities/vocational programmes will be sought or created for students preparing to leave school and the appropriate MOE Guidelines will be followed.</p>	<p>1)Individual learning plans will contain information which informs the pathway for teaching and learning. This will include individual goals, adaptation and differentiation of the curriculum and behaviour management strategies where required.</p> <p>These will be reviewed each term and updated as required.</p> <p>2)Work experience provision and Vocational Programme suitability will be the focus for review for senior students in their last 2 years at school.</p> <p>3)Teaching staff will review the effectiveness of the plans at the end of Term 2 and Term 4 and any recommendations will be discussed to allow change for the following year.</p>	<p>1)Individual learning plans will contain information which informs the pathway for teaching and learning. This will include individual goals, adaptation and differentiation of the curriculum and behaviour management strategies where required.</p> <p>2)Transition points will form a focus for review for students who are transitioning to new classrooms or to life beyond school.</p>	<p>1)Individual learning plans will contain information which informs the pathway for teaching and learning. This will include individual goals, adaptation and differentiation of the curriculum and behaviour management strategies where required.</p> <p>2)Students' individual goal achievement and how successfully students are accessing the curriculum (differentiation and adaptation) will form the focus for the review of learning plans.</p>

		2016	2017	2018
Health and Safety	The Board of Trustees, through the Principal, will review all Health and Safety procedures to ensure robust systems, that are in-line with the new Health and Safety Legislation, are in place and that they are fully understood by all staff.	<p>1) Health and Safety Policies/Procedures will be reviewed by the Principal, and reported to Board, to ensure they follow the new Worksafe Guidelines</p> <p>2) Student Health Plans will be reviewed annually by classroom teachers.</p> <p>3) Police Vetting of new support staff will take place before staff are able to work with students unsupervised..</p> <p>4) Policies and procedures that relate to the Vulnerable Children's Act will be reviewed.</p> <p>5) A Hazard's Register will be developed following MOE recommendations.</p> <p>6) The principal will gather information through Intervention Reporting Documentation and will report serious incidents to the Board in Committee.</p>	<p>1) The new Principal will become familiar with the health and well-being of students through the annual review process.</p> <p>2) The Board will ensure, through the Principal, that all RAMS forms reflect the requirements of the Worksafe Regulations.</p> <p>3) Police Vetting of new staff will take place before staff are able to work with students unsupervised.</p> <p>4) Recommendations made, as a result of Intervention Reporting and seriousness of incidents, will be discussed by the Board of Trustees and will inform revision of Student Behaviour Management planning and crisis intervention.</p>	<p>1) Health and Safety Policies/Procedures will be reviewed</p> <p>2) Police Vetting of new staff will take place before staff are able to work with students unsupervised.</p> <p>3) A review of the Student Management and Behaviour Plans and incident/intervention reporting will inform next steps for the Board of Trustees and staff.</p>
	The Board of Trustees will support the staff to further develop crisis management to ensure the physical and emotional safety of all students and staff.			

		2016	2017	2018
Personnel	<p>The Board of Trustees will actively seek new members for the BOT in 2016.</p> <p>Succession planning for a new Principal, mid 2017, and to replace retiring staff will be a BOT priority.</p> <p>Employment of therapists with expertise in working with our students will continue to be a priority.</p>	<p>1) The Board of Trustees will actively seek new members for 2016 elections</p> <p>2) The Board of Trustees will have a succession plan in place to recognise the retirement of the principal in 2017, and impending retirement of other staff in the next 3 years.</p> <p>3) The Board of Trustees will seek to employ a Speech Language Therapist in Term 1 2016</p>	<p>1) The Board of Trustees will advertise for a new Principal at the beginning of 2017 to start work Term 3 2017</p> <p>2) The Board of Trustees will ensure that a new principal will have adequate support and mentoring, including if needed, First Time Principal training.</p> <p>3) The Board of Trustees, along with the principal, will monitor the continued employment of all personnel.</p>	<p>1) The Board of Trustees will have a succession plan in place to recognise the retirement of experienced teaching and support staff in the next 3 years.</p> <p>2) The Board of Trustees, along with the principal, will monitor the continued employment of all personnel.</p>

		2016	2017	2018
Property	<p>The Board of Trustees will work with the Ministry of Education, School Support and contractors on the upgrade the school hall and student kitchen facilities.</p> <p>The Board of Trustees will work with the Ministry of Education, School Support and contractors on the replacement the current classroom block.</p> <p>Mark Garden, (Architect) Rhys Wilson (School Support), Barry Sleeman (MOE Property) will work initially with Principal to supply concept drawings and plans for refurbishment and rebuild which will be presented to Board.</p> <p>The Board of Trustees will work with the Ministry of Education to seek development of a new Year 1-8 or Year 7-8 satellite class as well as a secondary satellite class.</p>	<p>1)The Board of Trustees, through the BOT Chair and Principal will continue negotiations with the MoE to ensure any building work reflects community voice as demonstrated by our 10 Year Strategic Plan. This includes a new satellite classroom if funding made available.</p> <p>2) The BOT will provide extra funding from Reserves to adequately furnish the new classroom block.</p> <p>3) The Board of Trustees, through the BOT Chair and the Principal, will engage in discussions with secondary schools (through the Dunedin Secondary School Partnership) and the MOE re a secondary satellite class.</p>	<p>1) The Board will work with the MoE to investigate a suitable TECH unit(house) for our 18-21 year old students.</p> <p>2) Ongoing cyclical maintenance will be carried out according to the Board Plan</p>	<p>1)Ongoing cyclical maintenance will be carried out according to the Board Plan</p> <p>2) The Board of Trustees will seek , through 5YA funding, to upgrade the resource and staff work space areas.</p>

		2016	2017	2018
Finance	As a fund holder school all school finances will be managed as per budget, ensuring the best possible outcomes for students. This includes the funding of staffing to meet the needs of the students.	<p>1)Management of the Operations Grant, Ongoing Resourcing Funding and Specialist Teacher Outreach Service funding will comply with Ministry of Education Guidelines.</p> <p>2)ACC funding for students will be managed appropriately</p> <p>3) Funding for Property upgrades will be managed jointly through the MOE, School Support and the school.</p> <p>4)The BOT will provide extra funding, up to \$50000, from Reserves to adequately furnish the new classroom block.</p>	<p>1)Management of the Operations Grant, Ongoing Resourcing Funding and Specialist Teacher Outreach Service funding will comply with Ministry of Education Guidelines.</p> <p>2)ACC funding for students will be managed appropriately</p> <p>3) 2017 Budget will take into account the costs associated with appointing a new principal</p>	<p>1)Management of the Operations Grant, Ongoing Resourcing Funding and Specialist Teacher Outreach Service funding will comply with Ministry of Education Guidelines.</p> <p>2)ACC funding for students will be managed appropriately</p>

Annual School Improvement Plan – SUMMARY- 2015 Analysis of Variance

Domain	Strategic Goal	Target	Short Report
Students' Learning	All students in Years 1-8 are able to access The New Zealand Curriculum, as successful learners, through an adapted and differentiated teaching programme, as evidenced by achievement in relation to their personal and school wide goals. These goals demonstrate a pathway towards achievement of National Standards in Reading, Writing and Mathematics.	<p>1) Students will have a Communication Passport which is regularly used, is readily available and is understood by all.</p> <p>2) All students will be able to understand an aspect of time or measure of time, appropriate to their learning level and needs. They will be able to do this with 80% accuracy and consistency.</p>	<p>Communication Passports have not been used regularly or consistently in 2015 despite there being an expectation of them always being available for students. Reasons for this are varied and range from students not wanting to use their passport (senior more able students) to students not being encouraged or taught how to use them. The students' 'All About Me' booklets which are kept in all classrooms and in the school office have been used extensively by classroom teachers, visitors, therapists and students, and do contain a copy of the communication passport. Refinement of the communication passport is paramount, as is dedicated teaching of how to use it – both for students and staff. They need to be easily accessed by the student at all times, attached to the wheelchair, in the wallet, or in a pocket or on a lanyard around the neck. (or another form of easy access appropriate to the student)</p> <p>One student (senior) was able to use his following an accident he had on his way to work experience. He is able to go to and from work experience on his own but was the victim of a hit and run on a pedestrian crossing close to school. While he was not injured (his scooter was), he was distressed and unable to clearly express himself. He got his communication passport out of his wallet and gave it to the ambulance officers who were then able to contact school to tell us he was involved in an accident, uninjured but upset.</p> <p>See comment below</p>

Sara Cohen School - School wide goal 2015

Mathematics: Measurement of Time

All students will be able to understand an aspect of time or measure of time, appropriate to their learning level and needs.

Explanation:

For many students, understanding and relating to aspects of their school day is the way they make sense of what is happening around them and their learning. Being able to recognise simple concepts such as , 'now', 'next', 'then', allows them to settle and begin their learning for the day. They understand what is happening and when it is happening. This is done in visual form and students are able to take ownership of moving/removing the activity visuals under each heading when they are completed. In one classroom, our junior class, all activity changes are indicated by the teacher singing to the students about the next activity. These students are now all able to move to the correct area during each break, and be ready for the next task. None could do this at the start of the year.

For other students learning may be centred around a whole day programme, which is, once again, visible and personalised, or for more able students, written on the whiteboard for the class to see and use. A number of students memorise what activities are expected on what days, and recognise days of the week in this way. For example, 'it is Wednesday, we go swimming today'.

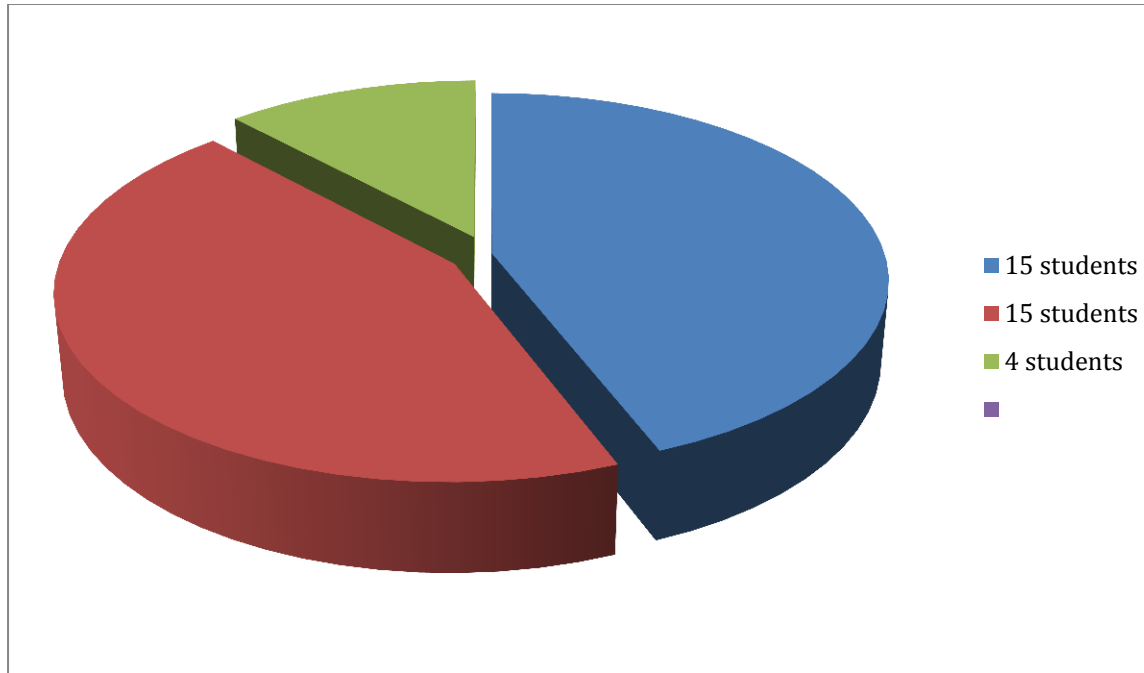
Some students require their daily schedule to be written in their diary or on the tablet/laptop. A written explanation of activities is also required.

Our more able students have a goal around telling time or reading timetables. This also relates to making sense of their day, what they do and where they have to be.

The Analysis of Variance Report reports on the students' initial goal, not on new ones set since. There have been a number of students for/with whom a new goal has been set and students continue to work on these.

	Achieved	Working Towards	Not achieved	Total students	Comments
Class 1 Yrs 1-6		7	1	8	Goals set were realistic. Two of these students are new entrants who have only begun working on their goals in Terms 3 & 4. Some students have achieved part of their goal and are still working on the consistency/accuracy requirement.
Next steps	Reinforcing the student's individual goals through constant use, visuals and the singing used in the classroom to indicate breaks and new activities, will enable the students to be more confident and sure of their day. Having their own personalised visual timetables will allow them to manipulate them and take ownership of the learning.				
Class 2 Yrs 5-8	3	4	1	8	For one student the goal was quickly decided to be inappropriate as his vision did not allow him to follow the schedule as shown. Staff revisited the goal for this student to allow a goal which could be worked on more successfully.
Next steps	Look more specifically to ensure the goal is right for the student, rather than a whole class goal. The 1 student who did not achieve the goal could not as he could not see the visual being used to indicate sequence. It was pleasing to see that the teachers had changed this goal by term 2 to enable more participation, engagement and success. The next step is to ensure that all goals are appropriate and carefully worded. Input from all staff who work with a student will help ensure this.				

Class 3 Yrs 10 -13	5			5	In this class, goals for most students revolved about what happens during their day. 2 are looking at learning the o'clock time. Visuals are being used by students for sequencing their day.
Next steps	Visual timetables being set up by the students, rather than for the students, would ensure more engagement in knowing what comes next. 2 of the students in this room know what happens on certain days so are able to get ready for the activity but they would have little understanding if we changed an activity on any one day. The visual timetable, and working on it together as a group, would help reinforce changes and would allow students better understanding.				
Class 4 Yrs 10-13	5	1	1	7	While the initial goal has been achieved, the students have been set new goals as the year progressed and are now working towards these goals. The student who has not achieved his goals has been absent for two long blocks of the year, following serious surgeries.
Next steps	Careful wording of goals to make them specific and achievable is important. The classroom teacher reported that, when the new goals were set they were too generic and so have not been achieved.				
Class 5 Yrs 14-16+	2	3	1	6	Goals have been achieved by 2 students and others have required a daily individual time input to ensure that they understand their day and what might change. Social stories have been necessary on many occasions. Timetables and schedules are really important for these senior students as they prepare to leave school.
Next steps	4 students from this room are leaving school. It is our hope that the visuals that some of them have used to sequence and understand their day will be used in their new settings as we have worked hard to reinforce this as important. The 2 students remaining at school still require a visual representation of their day, and explanations of what is happening, what changes are happening and why, so that they can cope with their day. They require their goal to be much more specific and focused into small chunks. They are also learning about telling the time so that they can predict when the next activity is due to start.				



Student Achievement of Goal

Achieved -15 students or 44%

Working Towards – 15 students or 44%

Not Achieved - 4 students or 12%

Annual Plan 2016

Improvement Plan - Domain: Learning and Engagement	
<p>Strategic Goal</p> <p>All students in Years 1-8 are able to access The New Zealand Curriculum, through an adapted and differentiated teaching programme, as evidenced by achievement in relation to their personal and school wide goals which may demonstrate a pathway towards achievement of National Standards in Reading, Writing and Mathematics.</p> <p>Students in Years 9 -15+ are equipped to be confident, connected, active life-long learners through an authentic life skills teaching and learning programme based on their individual and school-wide goals, and the learning areas of the NZ Curriculum.</p>	
<p>Annual Goal: Students will use appropriate learning tools to be effective learners and communicators as determined by their individual learning goals and reflected in their personal learning pathways.</p>	<p>Annual Target : <i>By the end of 2016 all students will have identified learning tools, being used in all school settings, which enable/assist them to be successful learners and communicators.</i></p>
<p>Baseline data <i>Where are we now?</i> 1) <i>Communication Passports are still not widely used over a variety of settings</i></p> <p style="padding-left: 150px;">2) <i>There is a group of students for whom we have not identified an appropriate learning tool, therefore they are not gaining good access to teaching and learning</i></p> <p style="padding-left: 150px;">3) <i>Learning Pathways are not clearly designed for students, tracking and teacher reflection, while done by all teachers, is not consistent across the school</i></p>	
<p>Key Improvement Strategies</p> <p><i>What do we have to learn? : We need to trial a variety of learning tools with students to discover which is best for the individual student. Is it a visual tool, an oral tool or something else?</i></p> <p><i>What will we do? : Teachers and therapists work alongside each other to establish the best way each student learns. Applications may need to be made for assistive technology or input from Talk-link.</i></p> <p><i>When? This will be done in Term 1 when initial assessments will take place with discussion between the teacher, student, family/whanau and therapists.</i></p> <p><i>Who is responsible for ensuring this is done? Teachers and therapists will report back to the Principal. Assistive technology applications will be done, in the first instance, by the classroom teacher, assisted by the therapist. This will then be given to the principal and family for further discussion and sign-off.</i></p>	

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Term 1 Budget \$1500	Initial assessments with findings reported on to principal and available tools being used with the student at all times. CLPs written that are student voice focused and that identify these learning tools as part of the learning pathway Applications for identified assistive technology, or low-tech items completed by end of term 1 Professional development through Talk-link may be required A report to the Board of Trustees will highlight any areas requiring funding or further PLD	All teachers and therapists. All staff engaged in using the appropriate learning tools for all students	Learning tools identified for each student and noted in their individual learning pathway. Applications for assistive technology supplied to MOE or Talk link Low Tech items purchased Narrative Assessments will show students using their learning tools for a variety of activities
Term 2	Student learning goals, differentiation and adaptation will be shown on the individual learning pathway. Goals may need to be reviewed as identified learning tools are reviewed and replaced by other systems Narrative Assessment will demonstrate use of learning tools as part of the daily classroom programme for each individual student. Report to Board on progress	Teachers and TAs as well as therapists will track progress	Students using their learning tools with support across all settings All staff having an understanding of why and how we are using these tools to assist learning Staff able to contribute to tracking sheets and progress of students. Narrative Assessments will show students using their learning tools for a variety of activities For students using visuals as their learning tool there will be a resource being built up
Term 3	At CLP time a review of student progress will highlight any changes needing to be made in regard to what supports are in place. Narrative Assessment will demonstrate use of learning tools as part of the daily classroom programme for each individual student. Report to Board on progress	Teachers and TAs as well as therapists will track progress	Students using their learning tools with support, and growing independence, across all settings For students using visuals as their learning tool there will be a comprehensive file being built up and a means of best access/storage will be in place. Narrative Assessments will show students using their learning tools for a variety of activities

Term 4	<p>Narrative Assessment will demonstrate use of learning tools as part of the daily classroom programme for each individual student.</p> <p>Analysis of Variance will highlight successes and areas where continued work is required to enable student to be successful learners</p>	Teachers and TAs as well as therapists will track progress	<p>Students using their learning tools with support/independently across all settings</p> <p>For students using visuals as their learning tool there will be a comprehensive useful tool in place.</p> <p>Narrative Assessments will show students using their learning tools for a variety of activities. The final school-goal narrative will review progress for each student and will highlight areas of success and those where progress has not been made according to expectation</p>
<p>Monitoring <i>How are we going – check student outcomes every term</i> <i>Where are the gaps? What needs to change if this is not working?</i></p> <p>Term 1 : Report to Board on progress made by students in regard to school wide goal of having the learning tool in place. Report any external support that has been identified as being required.</p> <p>Report to Board on the learning through the Narrative Assessment of the Curriculum goal of Safe and Healthy Relationships.</p> <p>Term2 : Report to Board – Narrative Assessment that shows progress for students in engagement in learning and communication using appropriate learning tools</p> <p>Report to Board - students' individual CLP goals and progress being made</p> <p>Term 3: Report to Board – Narrative Assessment – overview of CLP goals and the setting of new goals.</p> <p>Report to Board – How assistive technology is being supported in classrooms, use of low tech in classrooms – how these support learning</p> <p>Term 4: Report to Board – Final Narrative Assessment and Analysis of Variance</p>			
<p>Resourcing \$1500 <i>Therapists Talk link</i></p>			

Other 2016 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
<p>The Board of Trustees will work with the Ministry of Education and contractors to upgrade the school hall and student kitchen facilities and to replace the classroom block.</p> <p>The Board of Trustees will work with the Ministry of Education to develop a new Year 1-8 or Year 7-8 satellite class as well as a secondary satellite class.</p>		<p>As a fund holder school all school finances will be managed as per budget, ensuring the best possible outcomes for students. This includes the funding of staffing to meet the needs of the students and the targeted spending of money in areas highlighted as high need. This will include money to outfit new buildings to meet Special School Property Guide standards.</p>	
Personnel	Short Report	Health and Safety	Short Report
<p>Targeted strategic planning will see a new Board of Trustees in place, and planning under way to replace the retiring (July 2017) principal.</p>		<p>All procedures related to Health and Safety will be updated to reflect new Health and safety Guidelines and Worksafe NZ.</p>	

Improvement Plan for the Board of Trustees			
School Strategic Plan Property: The School and the Ministry of Education (Property) will engage in further discussions re the need for another primary (or intermediate) satellite class to reflect our growing numbers in the primary school area. The hall and student kitchen will be redesigned and upgraded to meet the requirements of the Special School Property Guide and the needs of our students. The classroom block will be demolished and a new modern learning area will be built, reflecting the requirements of the Guide and the needs of our students into the future. There will be on-going discussion between the MOE and the Board re a secondary satellite class.		Annual Target : By the end of 2016 the school will have a refurbished hall and student kitchen, as well as a new classroom block on the Rutherford Street site. A new primary or intermediate satellite will be developed or in a stage of development. Discussions will be well-advanced re a secondary satellite class.	
Baseline data : Condition Assessment Report as requested by MOE. Request by School Board for rebuild and subsequent Strategic Plan Visit by Simon Cruickshank re buildings. Letter to Clare Curran from Kim Shannon reporting that an agreement has been reached re our property refurbishment and rebuild.		Target	
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress <i>What will we see? When?</i>
February/March 2016	The Board of Trustees will work with the Ministry of Education to upgrade the school hall and student kitchen facilities.	Board of Trustees Chair – Sue Clark BOT Property Rep – Doug McConaughy Principal- Raewyn Alexander School Support –Rhys Wilson Simon Cruickshank and Barry Sleeman – MoE Property Mark Garden - Architect	Refurbishment of hall and student kitchen, using 5YA money and additional deficiencies money, started as soon as possible in 2016

February/March 2016	The Board of Trustees will work with the Ministry of Education, School Support, Architect and Contractors to replace the current classroom block.	Board of Trustees Chair – Sue Clark BOT Property Rep – Doug McConaughy Principal- Raewyn Alexander School Support –Rhys Wilson Barry Sleeman Mark Garden	Property Upgrade/Rebuild funding from MoE. Old building demolished and new one started by July 2016
Following the election and induction of a new Board of Trustees	The Board of Trustees will work with the Ministry of Education to develop a new Year 1-8 or Year 7-8 satellite class. The Board of Trustees, through the Principal and Board Chair, will seek a meeting with members of the Dunedin Secondary School Partnership to discuss the possibility of establishing a secondary satellite class.	Board of Trustees Chair – Sue Clark BOT Property Rep – Doug McConaughy Principal- Raewyn Alexander School Support –Rhys Wilson	MoE funding MOE engagement with the secondary sector to establish the possibility of a secondary satellite. Agreement reached and planning/building started.
Monitoring <i>How are we going? Where are the gaps? What needs to change?</i>			
Resourcing <i>How much money and time is needed? Who will help us?</i>			

Triennial Review of Policies and Procedures – Board of Trustees will review Policies, Principal will review Procedures when a change is required. The highlighted areas indicate the Policies of the Board to be reviewed by the Board as per the Review cycle.

* Mandatory Procedure, B = Board, S = Staff, P = Principal, C = Community					YearOne: 2016				YearTwo: 2017				Year Three: 2018			
Area	Title	Review Leader	Consult	Frequency	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4
Board of Trustees	Annual Plan (Charter)	P	B+S+C	annual				▲				▲				▲
	Strategic Plan (Charter)	P	B+S+C	annual				▲								▲
NAG 1 & NAG 2: Curriculum Plan, Student Achievement	Annual Budget Curriculum Delivery & Purchasing Rules	P	S	annual				▲				▲				▲
	Assessment & Evaluation Process	P+S		annual				▲				▲				▲
	Career Information and Guidance	P	S+C	3 yearly								▲				
	EOTC	P+B+S		3 yearly								▲				
	IEP Procedures- Itinerant	P+S	S	annual			▲				▲				▲	
	IEP Procedures: School	P	S+C	annual			▲				▲				▲	
	*Maori Achievement	P	S+B+C	annual				▲				▲				▲
	Principal's Report to BOT	P		3 yearly							▲					
	Reporting to Parents	P	S+B+C	3 yearly								▲				

* Mandatory Procedure, B = Board, S = Staff, P = Principal, C = Community					Year One: 2016				Year Two: 2017				Year Three: 2018			
Area	Title	Review Leader	Consult	Frequency	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4
NAG 3 Personnel & Employer Responsibility	Allocation of Management Units	P	B	annual				▲				▲				▲
	Appointments Procedure	B	P	3 yearly				▲								
	Classroom Release Time	P	S+B	annual				▲				▲				▲
	Complaints against Staff Involving Sexual Abuse	P	B	3 yearly									▲			
	Complaints against Principal	B		3 yearly				▲								
	Complaints against Teaching or Support Staff	P	B	3 yearly				▲								
	Complaints - General	P	B	3 yearly	▲											
	Employee Leave	P	B	3 yearly					▲							
	Equal Employment Opportunities	P	B+S	annual			▲				▲				▲	
	Harassment	P	S+B	3 yearly			▲									
	NAGS	P	B	3 yearly							▲					
	Performance Appraisal: Principal	B	P	3 yearly							▲					
	Performance Appraisal: Staff	P	B	3 yearly							▲					
	*Personnel	B	P	3 yearly						▲						
	Police Vetting	P	B	3 yearly							▲					
	Protected Disclosures	P	B	3 yearly									▲			
	Satellite Class Management	P	S+B	3 yearly							▲					
	Sexual Harrassment Complaints	P	B	3 yearly									▲			
	Specialist Teacher Outreach Service Support	P	S	annual				▲				▲				▲
	Tela Scheme	P	S+B	annual				▲				▲				▲

* Mandatory Procedure, B = Board, S = Staff, P = Principal, C = Community					Year One: 2016				Year Two: 2017				Year Three: 2018			
Area	Title	Review Leader	Consult	Frequency	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4
Nag 4 Finance/Resources	Credit Card Use	P	B	3 yearly						▲						
	Curriculum Delivery Budget	P	B+S	annual	▲				▲				▲			
	Gifts	P	B	3 yearly						▲						
	School Management Statement	B	P	annual				▲				▲				▲
	Theft and Fraud Protection	P	B	3 yearly						▲						
	Travel	P	B	3 yearly						▲						
NAG 4 & 5 Property and Health & Safety	*Animal Welfare	P	S+B	3 yearly											▲	
	Behaviour Management	P	S+B	3 yearly								▲				
	Blood and Body Fluids	P	S+B	3 yearly	▲											
	Child Protection	P	S+B	3 yearly										▲		
	Child or Student Abuse	P	S+B	3 yearly										▲		
	Evacuation Plan	P	S+B	3 yearly						▲						
	Harmful Substances	P	S+B	3 yearly							▲					
	Internet Safety	P	S+B	3 yearly							▲					
	Medication: Administration and Storage	P	S	3 yearly			▲									
	Property Management	B	P	3 yearly							▲					
	Restraint of Students	P	S+B	3 yearly						▲						
	Safety in off-site locations	P	S	3 yearly								▲				
	Smoke-free Environment	P	S+B	3 yearly						▲						

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Area	Title	Review Leader	Consult	Frequency	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4
NAG 4 & 5 Policies: Property and Health & Safety	Student Transport	P	B+S	3 yearly		▲										
	Sun Protection	P	S	3 yearly				▲								
	10 Year Property Plan	B	P	3 yearly			▲									▲
	Truancy	P	S+B	3 yearly								▲				
	Visitors	P	S	3 yearly			▲									

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Area	Title	Review Leader	Consult	Frequency	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4
NAG 6 Policies: Admin and Other	BoT Meetings & Conflict of Interest	P	B+S	3 yearly						▲						
	Community Consultation	P	S	3 yearly	▲											
	Planning & Reporting Statement	B	P	3 yearly							▲					
	Stand Down	P	S+B	3 yearly								▲				
	Treaty of Waitangi	P	S	3 yearly			▲									