NAG 2

"**Each Board of Trustees with the Principal and teaching staff is required to:**

a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;
c. on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:
    i. in plain language, in writing, and at least twice a year; and
    ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
d. on the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

OUR BELIEF

Effective planning and the ability to modify approaches and strategies ensures that the immediate and future needs of the children are considered and attended to as required.

Key documentation, procedures and statements, are written clearly and with the specific intent of meeting our school's charter goals
Accurate and timely review of procedures and programme effectiveness is essential in ensuring that the children attending school receive the best possible education.

INITIATIVES/DOCUMENTS

1. Achievement of Maori Students

- Aggregated achievement data for Maori students is shared with the parents of Maori children. Reporting on achievement in Mathematics, Literacy and Inquiry happens every year. Other information shared with parents includes numbers of Maori students involved with Learning Support and Enrichment Programmes.

- All curriculum reports include an analysis of Maori student achievement.

- A parent of a Maori student is available to facilitate meetings and to discuss achievement of Maori students if this is required. Staff of the school may be invited to attend.

2. Curriculum Plans/Overviews
Curriculum overviews have been developed using the 2007 NZC. These include:

- An essence statement
- School-wide goals (localised and reflective of the Achievement Objectives)
- Key areas for learning in each strand.
- Suggested contexts for learning (some areas)
- Learning outcomes for specific practices and identified assessment areas in The Arts
- Delivery guidelines
- School-wide generic planning templates are available and continue to be developed for most curriculum areas. These help to ensure consistency of delivery across the school.
- Evaluation and Assessment focus areas are discussed and planned at whole school level. Summative assessment tasks for Literacy and Mathematics are identified in the School Assessment Plan.
- The review of each Learning area is conducted in a cyclical manner and this overview is noted in the school's Review Programme.

3. Policies/Procedures

- Policy statements and Procedural Guidelines are incorporated into the NAG overviews. These are stated with each of the relevant NAG overviews.
- Policy and Procedural Format Guidelines are stated in NAG 6 – Guideline Format.

4. Reporting to Parents

- See Curriculum Implementation Plan – Reporting.

- Aggregated student achievement data against expected NZC levels is shared with the Board of Trustees (twice a year).

- Student achievement data will be provided in Literacy (Reading & Writing) & Mathematics. Inquiry topics are reported by showing the shift or development for individual students in relation to key concepts that have been identified. Reporting in all other curriculum areas indicates whether a student is below, within or above the appropriate curriculum level expectation.

- Edge (SMS) is used to generate summative reports for PAT, STAR & any other areas being used for school-wide longitudinal tracking & monitoring.

5. Reporting to the community
- The school's weekly newsletter is the main vehicle for sharing information about the school's activities within the wider community and also summaries of student achievement in Mathematics & Literacy. Full newsletters and weekly notice sheets are alternated. Email is the preferred method of communication with families, hard copies are provided for those with no internet access. Separate reports of student achievement, linked to annual student achievement targets & other curriculum areas, may also be provided for parents. Information about specific groups of children and their relative achievements are noted. Review reports are available for parents at the office. Reports may also be uploaded to the school web site.
- The newsletter is also sent via e-mail to interested members of the wider community.

6. School Charter
Developed with the stated intent of meeting our obligations in relation to the National Education Goals and National Administration Guidelines.

It has clear goals, related objectives and indicators of performance.

The charter is the overarching guide for the school. It reflects clearly stated goals in intent and purpose. The board undertakes a charter revision process every three years.

The charter has three key sections:
- Introductory section (vision, mission and values & cultural diversity statement)
- Strategic section
- Annual section

7. Strategic Plan
The school's strategic plan highlights the process for establishing development goals and future directions. Strategic goals are connected to the NAGs.

The cyclic nature of our school's self-review process ensures that each of the Learning Areas is reviewed at least once over a three-year period. Findings and recommendations from the review process may generate future developmental initiatives
The school's review programme is encompassed within the Strategic Plan.

The Strategic Plan includes:
- Strategic Plan 2017-2019
- Annual Board Self Review Schedule
- Board Annual Action Plan
- Improving Outcomes for Maori Students

8. Annual Plan
Specific student achievement targets are included as part of the school charter and will reported to the BoT and the community.
- Annual Goals & Professional Learning & Development
- Annual Assessment Plan

9. Self Review
The school has a self-review programme which is essential in effecting measured and necessary change and improvement across all aspects of the school's operations. It involves investigating evidence about student outcomes and current ways of doing things to find out where improvement is needed. Planning for school improvement requires setting goals and targets for better student outcomes and to make changes that are necessary to bring about these improvements

The self-review programme requires triennial review of all aspects of the school's processes, policies, procedures and curriculum programmes. We use three main types of review – strategic, regular and emergent.

The findings of curriculum reviews and student achievement reports provide the basis of the following year's annual development plan and student achievement targets.

Key aspects of the review process are:
- The ability to respond immediately to critical findings
- The establishment of a comprehensive analytical process for determining effectiveness
- A clear timeframe for review and reporting
- The cyclic triennial approach ensuring coverage over a three-year period
- The ability to apply a consistent process to all areas of operation and curriculum review.

A model for our self review may include – selection of area for investigation, gather data, make a diagnosis, make a judgement based on data, determine an area for action, design an action plan, allocate resources and responsibilities, implement the action plan, provide progress reports, determine the success of the action, decide what to do next

SUPPORTING DOCUMENTS/EQUIPMENT

Document	Location	Key Action
Charter	Office	▪ Triennial Review
Strategic Plan	Management Team/BOT	▪ Annual Review
Curriculum Plans	Classrooms	▪ Triennial Review
Policies/Procedures	NAG Documents	▪ Annual Review ▪ Reference
Self Review Programme	Management Team/ BOT	▪ Annual Review of identified areas ▪ Reference
Newsletters	Office	▪ Distribution
Pupil Reports	Teacher File Network	▪ Principal Read & Sign
Maori Goals	Curriculum Plan	▪ Reports/Reporting ▪ Review
Board Minutes	Office	▪ Availability to Public ▪ Closed meeting security
Curriculum Reports	Principal	▪ To BOT ▪ Community Reports
Board Job Descriptions	Principal BOT	Review
Principal's Reports	Principal Board Minutes – attached	Availability
Annual Report	Lockup	Availability