

# Argyll East School

School Number 2542

## Strategic Plan

2024 - 2025

*Live, Learn, Grow!*

## ABOUT OUR SCHOOL.....

Argyll East School is a primary school, catering for students from Year 0 – Year 8. It is situated in the rural community of Argyll East and has a small farm attached to the grounds. The school will start 2024 with 70 children and at least 8 new entrants are expected throughout 2024. Children come from the Argyll East community and from the townships of Otane, Waipawa and Waipukurau. There are 2 bus runs, which bring the students to and from school daily.

Our staff consists of our principal who is also the Lead Principal for the Te Angiangi Kāhui Ako, three full-time teachers, two part-time teachers, two teacher aides and a school administrator. Argyll East School is warm and welcoming and the children enjoy good relationships with their peers and teachers. We welcome all students and we are committed to their engagement in all school activities and to their achievement. The school's culture is founded on our values of respect, integrity, perseverance and creativity. These values are evident throughout the school. Our vision is Live, Learn, Grow! and encourages all students to reach their full potential.

The school community is supportive of the school, its programmes and activities with families and children enjoying the close community nature of the school and the rural environment. Parents are encouraged to become actively involved in their child's education.

Argyll East School was opened on July 17th 1905 and currently has four-classrooms an administration block, a library/resource centre, swimming pool, adventure playground, tennis/netball/basketball court, cricket nets and a large playground area. Since 1905 Argyll East School has been at the heart of the Argyll Community, ensuring country values and farming contexts have been included in the school curriculum and are part of school life. We honour our country roots, using the school farm to help provide rich and meaningful learning contexts to enrich student's learning as well as allowing our parents and community to get more involved in school life.

Argyll East School has a very supportive parent body, community and an active Home & School Association. The Home & School Association runs fundraising activities and helps out at school events. Families are kept informed of what is going on at the school with a weekly newsletter, which is also delivered to the local community along with a website and facebook page. Seesaw is also used to keep parents up-to-date on student learning and school events.

The school continues to develop and implement the Argyll East School curriculum – “What Learning Looks Like at Argyll East School”. This is unique to our school. Our strategic plan for the next 3 years focuses on “Outdoor Learning” in our beautiful environment to increase engagement and love for learning. We are excited to further develop our Enviro School with a number of initiatives planned that will inspire and challenge our students, embed our vision and values and produce successful learners with a strong sense of identity!

## Primary Objectives of the Board of Trustees and Ministry Of Education requirements:

*The Board of Trustees is cognizant of its responsibilities as set out in Section 127 of the Education and Training Act 2020*

A board's primary objectives in governing a school are to ensure that—

- (a) every student at the school is able to attain their highest possible standard in educational achievement; and
- (b) the school—
  - (i) is a physically and emotionally safe place for all students and staff; and
  - (ii) gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and
  - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
- (c) the school is inclusive of, and caters for, students with differing needs; and
- (d) the school gives effect to [Te Tiriti o Waitangi](#), including by—
  - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
  - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
  - (iii) achieving equitable outcomes for Māori students.

To meet the primary objectives, the board must—

- (a) have particular regard to the statement of national education and learning priorities issued under [section 5](#); and
- (b) give effect to its obligations in relation to—
  - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
  - (ii) teaching and learning programmes; and
  - (iii) monitoring and reporting students' progress; and
- (c) perform its functions and exercise its powers in a way that is financially responsible; and
- (d) if the school is a member of a community of learning that has a community of learning agreement under [clause 2](#) of Schedule 5, comply with its obligations under the agreement; and
- (e) comply with all of its other obligations under this or any other Act.

## NELPS - National Education Learning Priorities

### **Objective 1 Learners at the centre - Learners with their whānau are at the centre of education**

#### **Priorities**

- 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

### **Objective 2 Barrier Free Access - Great education opportunities and outcomes are within reach for every learner**

#### **Priorities**

- 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
  - 4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
- Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

### **Objective 3 Quality Teaching and Leadership - Quality teaching and leadership make the difference for learners and their whanau**

#### **Priorities**

- 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

### **Summary of the information used to develop this plan (Regulation 7c)**

We have consulted with our community through Google forms, hard copy forms, phone conversations and face to face conversations. Every school community member has been requested to respond, either through the forms or by a personal conversation with a member of our Board of Trustees. In approaching each school family, we have ensured that we have a comprehensive picture of our community's aspirations for their children's education. We also collected student voice to ensure their perspective is included in our strategic planning. At the end of the 2023 year, we opened classrooms to families, providing an opportunity for meeting 2024 teachers and for sharing ideas to ensure smooth transition for children between levels. We also hold a Back to School BBQ at the beginning of the new school year as an occasion to further share information that will enhance learning and build strong educational relationships. Meetings with families are held throughout the year, including formal conferences held in terms 1 and 3, teachers and parents are encouraged to contact each other whenever the need arises. We also promote an open door policy at all times.

# Giving Effect to Te Tiriti o Waitangi

## Argyll East School believes:

All Māori children have unlimited potential and are inherently capable of achieving educational success.

Argyll East School recognises the importance of teachers' relationships and engagement with Māori learners and with their whanau.

The teachers at Argyll East School actively promote the cultural competencies outlined in Tataiako:

- *Wananga*: participating with learners and communities in robust dialogue for the benefit of Māori learners achievement.
- *Whanaungatanga*: actively engaging in respectful working relationships with Māori learners, parents and whanau, hapu, iwi and the Māori community.
- *Manaakitanga*: showing integrity, sincerity and respect towards Māori beliefs, language and culture
- *Tangata Whenuatanga*: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whanau is affirmed.
- *Ako*: taking responsibility for their own learning and that of Māori learners

***Māori learners achieving education success as Māori***

All cultures within our school are valued, accepted and celebrated through active encouragement of an inclusive school culture and values.

Staff members ensure that all students are treated with respect and dignity, and actively work towards maximising the potential of each student irrespective of cultural backgrounds.

All staff members are expected to develop an awareness of Tikanga Māori (Māori culture and protocol) and Te Reo Māori (Māori language), and incorporate these into classroom programmes. In 2024, teachers are undertaking te reo PD through Scotty Morrison's "Māori Made Easy".

Argyll East School works to foster better cultural understanding consistent with the Treaty of Waitangi.

We report as part of our annual reporting process to the BOT on the achievement of our Māori students in literacy and numeracy.

We continue to build and maintain our Māori resources to support teaching and learning.

Daily programmes have a Māori dimension wherever possible: greetings, commands, language related to everyday objects, days, months, number, waiata, National Anthem.

Each integrated unit includes Māori components as appropriate to the topic and the class level.

Professional development and support of staff is offered on the understandings they need to develop with their students.

We actively seek further opportunities to learn about Māori protocol through visits to local marae. Requests for instruction in Te Reo Māori will be given full and careful consideration by the Board of Trustees with regard to: personnel with the requisite skills and qualifications; overall school financial position; skills in school community and wider community.

Māori community are consulted in various ways including:

- Report evenings;
- Parent workshops;
- Newsletters;
- School events involving students;
- Informal interactions with families;
- Maintaining open door practice encouraging families to approach the school;
- Kapa Haka biannually with outside help where required and school staff.

# Academic Goals - 2024

**Goal:** *Students are high achievers who understand and utilise our vision, values and key competencies to be life long and self-directed learners.*

**Targets:** That 85% of our students will be at or above their Curriculum Level in Reading (2023 - 87%,) **Writing (2023 - 79%)** and Maths (2023 - 90%);

That our target students in years 4-8 make accelerated progress with in-class and extra support from teachers and teacher aides.

To improve and maintain our academic achievement, and increase the number of children at or above their curriculum level, we will:

- Continue to support teachers with DMIC maths pedagogy
- Introduce and trial PRIME Maths in our senior classroom
- Continue using RAPs to focus on target students including frequently tracking and monitoring student progress
- Timetable meetings to discuss priority learners.
- Moderate in maths and literacy across the school
- Continue development of Argyll math curriculum. Focused on basics, rich tasks and authentic activities.
- Plan contexts engaging for Maori, Pacifica and other students.
- Include peer observations twice yearly or as required.
- Share holiday learning ideas with whanau.
- Promote WST support in classrooms
- Add to teaching and learning resources
- Make learning progressions visible to all students
- Use AFL practices in each lesson - including WALTs and Success Criteria
- Set learning goals in each class - differentiated and shared with parents
- Continue Structured Literacy programme for all students across the school
- Explicit phonological awareness to be taught daily in junior and middle classrooms - Heggarty
- Across school writing inquiry through Professional Growth Cycle
- Retain a literacy unit holder
- Continue membership of HB Literacy gp, attending relevant courses and reading Literacy Forums.
- Continue to seek authentic reading and writing situations – 2024 strategic plan promoting outdoor learning and engagement for all students
- Use of Chrome books and other IT to engage learners
- Continue using See-Saw to encourage whanau engagement
- Promote student writing in school newsletter
- Caap becoming embedded.
- LLP indicators in teachers planning and in kids speak in children's books and on classroom walls with exemplars
- Ensure technical vocab consistent throughout school
- Student writing published for the Library for all students to share
- Familiarisation with PACT writing to support planning and assessment where needed
- Continue extra support in Reading, Writing and Maths for target students in years 4-8 with Loss of Learning Funding - 164 hours in total
- Work closely with teacher aides to support teaching and learning programmes
- Provide PLD for teacher aides where appropriate
- Selected year 6 students to attend Writing Workshop with NZ authors as mentors

**STRATEGIC GOAL**

**STRATEGIC INITIATIVES**

**SUCCESS**

**1. Vision and Values**

Our school community actively live and demonstrate our school vision and values daily to support a positive learning and social environment.

A localised curriculum - In 2024 we are focusing on "Navigation - Pathways"  
Well Being Programme - Pause, Breathe, Smile alongside Bal-A-Vis-X  
Develop understanding of neuro diversities within our school and strategies to best support the well-being and learning of our students. Promote understanding and acceptance within the wider school community  
Peer mediation programme - year 6-8

Our school vision and values are evident in everything we do  
Our school has all learners at the centre and provides barrier free access  
Students are successful learners with good learning habits  
Students have strategies in place to help regulate behaviour and emotions

**2. Teaching and Learning**

Our curriculum utilises our amazing environment to support and develop high quality teaching and learning

Outdoor Learning  
Te Reo Maori PD for teachers  
Curriculum Refresh & Inquiry  
Outdoor maintenance programme  
Within School Writing Inquiry  
Introduction of PRIME maths to be trialled in senior class

Outdoor learning is a priority and provides enjoyment and motivation for students  
Wellbeing for all  
Our environment is well managed and thriving  
Improvement in writing achievement  
Growth in teacher capability to teach te reo Māori  
Improvement in math achievement in senior class

**3. Community**

Our school community are engaged in school life and are at the heart of everything we do with a focus on cultural and inclusive practices.

Community in school  
School in community  
Introduction of new outdoor activity - working alongside Home & School group  
Introduction of new school logo  
Introduction of Scholastic Book Club into school community

School whānau contribute to and participate in school life.  
Students contribute to and participate in community life.  
Enhancement of outdoor activities environment  
School Logo reflective and inclusive of all students and families  
Increase student and family reading at home

# Road Map 2024-2025


Goals	2024				2025			
	T1	T2	T3	T4	T1	T2	T3	T4
<b>1.Vision and Values</b> Our school community actively live and demonstrate our school vision and values daily to support a positive learning and social environment.	Trial and evaluate well being programme - Pause, Breathe, Smile				Implement and embed well being programme if appropriate or source another programme.			
	Implementation of Bal-a-Vis-X across all school levels							
	Localised curriculum development - Overriding concept Navigation - Pathways including NZ Histories curriculum. Focus on wider CHB district				NZ Histories Curriculum - focus on National history			
	Neurodiversities - research and development of strategies to support neurodiverse students to reach their potential				Vision and values focus in newsletter			
	Trial and evaluate Peer Mediation programme years 6-8				Implementation of Peer Mediation Programme			
<b>2.Teaching and Learning</b> Our curriculum utilises our amazing environment to support and develop high quality teaching and learning	Evaluate maintenance programme and adjust accordingly							
	School production							
	Introduction of Te Reo Māori programme for teachers				Continue implementation of Te Reo Māori programme for teachers			
	Outdoor Learning - Year 3 of cycle Outdoor/Science Overview				Year 1 Outdoor/Science Overview			
	Next steps in Implementation of Mataiaho				Implementation of Mataiaho			
	PGC - Across School Writing Inquiry				PGC - Across school inquiry			
	Introduction and trial of PRIME Maths in years 4-8				Evaluate PRIME Maths programme			
<b>3.Community</b> Our school community are engaged in school life and are at the heart of everything we do with a focus on cultural and inclusive practices.	Create and implement a community engagement plan - School in Community -				Evaluate school - community engagement plan and adjust accordingly			
	Community whānau day each term to celebrate learning Whānau Information sessions							
	Introduce new outdoor activity - eg - Large Chess, swings, obstacle course, working alongside H&S)				Biannual Community consultation			
	Introduction of new school logo							
			Introduce Scholastic Book Club into school community					



# Annual Plan 2024 - Strategic Goal 1

Initiatives	Key Actions	Measures	Led by	Budget	Timeline
<b>Implementation of Bal-a-Vis-X across all school levels</b>	<p>Discussion at staff meetings at beginning of year to reiterate the importance and value of the programme</p> <ul style="list-style-type: none"> <li>➤ Especially for students to self regulate</li> <li>➤ For whole class well being</li> </ul> <p>Use of Bill Hubert's book <b>Bal-A-Vis-X</b> - a series of <b>Balance/Auditory/Vision eXercises</b>, of varied complexity, all of which are deeply rooted in rhythm.</p> <p>Follow up meetings to monitor progress</p>	<p>Collect Student voice around benefits of participating in programme.- likes and dislikes</p> <p>Behaviour data - baseline # of students needing interventions for negative behaviours # mid year # end of year</p>	Teachers and teacher aides		Continue Term 1 - 4 2024 Until embedded
<b>Trial and evaluate well being programme - Pause, Breathe, Smile</b>	<p>First professional development workshop on 30/1/24</p> <p>Pre modules to be completed prior to the day</p> <p>Trial in classrooms, discuss at staff meetings, collect student voice, Evaluate</p>	<p>Baseline and end - Why do we need it - target students and whole class</p> <p>Baseline - End - Teacher survey what is effective? What more is needed? How is it being used?</p>	Principal	Free programme	Term 1-4 2024
<b>Peer Mediation Programme Yrs 6-8</b>	<p>Introduce to Ruma Wha - trial and evaluate over the year</p>				
<b>Implementation of NZ Histories Curriculum - wider CHB district</b>	<p>Following on from our Creatives Initiative in 2023, we will look further afield to grow our local history knowledge of the CHB district</p> <ul style="list-style-type: none"> <li>➤ Build resources to support classroom programmes</li> <li>➤ Work alongside Ngā Ara Tipuna team</li> <li>➤ Local field trips to sites of interest</li> <li>➤ Work with Kāhui Ako to support growth</li> </ul>	<p>Teacher and student voice around</p> <ul style="list-style-type: none"> <li>➤ practicality of delivering programme,</li> <li>➤ resources available</li> </ul>	Principal Teachers Students	\$1000	Term 1 - Term 4, 2024
<b>Localised curriculum development - Overriding concept Navigation - Pathways</b>	<p>Staff work together to build plan for teaching and learning around the concept of navigation and pathways</p> <ul style="list-style-type: none"> <li>➤ Physical sense eg - navigators, science, technology, social science, etc</li> <li>➤ Mental sense eg - personal choices, conflict resolution, following passions, careers etc. Pause Breathe Smile</li> <li>➤ Whakatauki</li> </ul>	<p>Student engagement in learning</p> <ul style="list-style-type: none"> <li>➤ student voice,</li> <li>➤ Co constructed learning plans</li> <li>➤ Staff feedback/feed forward at meetings</li> </ul>	Principal Teachers	\$2000 - resources for learning in all curriculum areas	Term 1 - Term 4 2024
<b>Neurodiversities - research and development of strategies to support neurodiverse students to reach their potential</b>	<p>Work with RTLB team to source and access resources, professional development and readings to support growth of understanding - for teachers and community</p> <p>Follow up on article in NZSTA journal</p> <p>Work with Kāhui Ako on Universal Design for Learning - UDL to support neurodivergent learners</p>	<p>Student achievement data - beginning, middle and end of year.</p> <p>Student voice as appropriate</p> <p>Staff feedback/feed forward at meetings</p>	Principal, Teachers	\$1500	Term 1-2 2024

# Annual Plan 2024 - Strategic Goal 2

Initiatives	Key Actions	Measures	Led by	Budget	Timeline
<b>Evaluate maintenance programme and adjust accordingly</b>	Check plan with caretaker at the beginning of the year to ascertain needs and areas of focus for 2024. Add to the plan as the year progresses and jobs become apparent Evaluate and adjust as required	Baseline - summary of 2023 maintenance plan, what's next End- all gardening and outdoor jobs are completed each year.	Principal Enviro Unit holder Caretaker	Tbc - dependent upon maintenance jobs	Ongoing
<b>Introduction of Te reo Māori programme for teachers</b>	Purchase "Māori Made Easy" - Scotty Morrison - a copy for each teacher Complete weekly lessons and share learning at the beginning of each staff meeting	Teacher feedback - confidence in using te reo Māori in the classroom	Principal Teachers	\$200	Term 1-4 2024
<b>School production</b>	Staff and principal work together to create plan for production at first staff meeting of school year Ongoing meetings to develop plan Performance or presentation in term 3 or 4	Baseline -  End - feedback on success of production	Principal Teachers Students	\$1500	Term 1-4 2024
<b>Next steps in the Implementation of Mātaiaho</b>	Continue familiarisation of Mātaiaho - Attend Teacher Only Day to unpack the Common Practice Model - Incorporate Understand Know Do into planning Build capacity to weave Matauranga Māori through all curriculum areas especially through development of ANZ histories and Ngā Ara Tipuna Attend any workshops that will look at each curriculum area in light of the refresh Implement new model in classroom settings	Baseline - how are we feeling about the implementation of the new curriculum? Where do we now need to focus our energies and future learning?  End -	Principal MOE Kāhui Ako	Resources?? Teacher release time to investigate further	Term 1-4 2024 and beyond
<b>PGC - Writing Inquiry</b>	Looking at 2023 data - decision on what our focus area will be in 2024 PGC for all teachers across the school Work with Curriculum Lead to develop plan of inquiry - trial Plan D Weekly development in staff meetings with shared RAP and teachers keeping their own PGC notes specific to their class and learners Contact with RTLit for professional readings and guidance Trialling of new ideas and resurrecting old ideas that work Monitoring of students who are below their expected achievement level - this is an academic target in 2024 Classroom observations and across school monitoring	Baseline writing data EOY 2023 Identifying target students  Mid year data 2024  End of year data 2024  Teacher and student voice around writing - what works, what doesn't	Principal Staff RTLit	\$500 for resources	Term 1-4 2024
<b>Year 3 Outdoor/ Science Overview</b> <b>Prime Maths</b>	At first meeting reiterate the importance of using our immediate environment as a teaching and learning asset with particular emphasis on the third cycle of our Outdoor/Science overview. Regular check ins at staff meetings focusing on outdoor environment in classroom learning programmes Introduce and trial Prime Maths for students in Ruma Wha	Baseline - What is currently happening in your classroom programmes that takes advantage of our outdoor environment to support positive student learning and engagement? Next steps?	Principal Staff Students		

# Annual Plan 2024 - Strategic Goal 3

Initiatives	Key Actions	Measures	Led by	Budget	Timeline
<p><b>Community whānau day each term to celebrate learning</b></p> <p><b>Whanau information sessions</b></p>	<p>-Plan termly events to celebrate learning and success.</p> <p>-Develop information sessions for community with students as facilitators or participants to encourage family attendance.</p> <p>Possible focus areas:</p> <ul style="list-style-type: none"> <li>➤ Writing</li> <li>➤ Neurodiversity</li> </ul>	<p>- Monitor number of actions to increase engagement - have we met the targets - weekly, monthly, quarterly, annually?</p> <p>- Record families engaged in events - 3 times during year</p> <p>- Monitor attendance levels of parents at information sessions and carry out satisfaction surveys</p>	<p>Principal</p> <p>Staff</p> <p>Community</p>	\$1000	Term 1 - 4 2024
<b>Implement community engagement plan - school in community</b>	Further develop our community engagement plan setting our weekly, monthly, quarterly and annual goals for our involvement in the community	Monitor number of actions to increase engagement - have we met the targets - weekly, monthly, quarterly, annually?	Principal Staff Community	\$1000	Term 1-4 2024
<b>Introduce new outdoor activity - eg - Large Chess or swings (work alongside H&amp;S)</b>	<p>Work with staff, Board of Trustees and Home &amp; School group to plan and introduce a new outdoor activity area for students eg. obstacle course</p> <p>Board regularly attend H&amp;S meetings to develop plan</p> <p>Student voice for ideas</p> <p>Community working bees to carry out plan</p>	<p>Baseline - need for new outdoor activity area</p> <p>End - satisfaction survey for students and community</p>	Principal BOT H&S Students		Term 1-2 2024
<b>Introduction of new school logo</b>	<p>Final work on logo design with local artist - term 1</p> <p>Implementation of logo on school stationery, website, etc.</p> <p>Discussion re school uniform for future development</p>	<p>Community Feedback</p> <p>Teacher feedback</p> <p>Student feedback</p>	Principal and Staff		Term 1 - Term 4 2024
<b>Introduce Scholastic Book Club into school community</b>	Source and introduce Scholastic through school newsletter	Community feedback	Principal and staff		Term 2 2024

# Other 2024 Key Improvement Strategies to Achieve Strategic Vision

## Property

1. Implement new communication system
2. Maintenance of riparian and wetland learning areas – pathways, weed control, pest control
3. Cyclical maintenance - exterior painting of Learning Hub. Interior painting of administration block and staffroom. Painting of doors, window sills and skirting boards throughout school.
4. Old School Building maintenance and repairs
5. New outdoor activity for students (working alongside Home & School)

## Finance

1. Continued development of investment programs
2. Work closely with Home and School to achieve common goals

## Community Engagement

1. Curriculum information sessions/evenings where needed
2. Continue using Seesaw to promote communication between classroom and home
3. Invitation to community members for reading and helping with classroom and school projects wherever possible
4. Inquiry learning projects with local farmers, teachers, kaumatua as relevant.
5. School production
6. Meet the teacher opportunities – Back to School BBQ

## Personnel

1. 2 Teacher aides with time directed at students best needs.
2. Participation in Te Angi Angi Kāhui Ako in CHB – Lead principal and one classroom teacher as Within School Teacher.

## Strategic and Annual Planning

1. School Docs in use for policy development and review
2. Board review schedule kept up to date and relevant
3. Necessary PD outlined and completed by board, staff and principal

## Curriculum Level Implementation

1. Unit holders to facilitate moderation and discuss professional development ideas to ensure clarification of curriculum levels and expectations.

## 2024 Review Schedule

2024	Area of Review	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	
		Tuesday 27th Feb Term 1 Week 5	Tuesday 28th May Term 2 Week 5	Tuesday 30th July Term 3 Week 2	Tuesday 10th Sept Term 3 Week 8	Tuesday 12th Nov Term 4 Week 5	Tuesday 10th Dec Term 4 Week 9	
Strategic Review	Strategic Plan	Approve Strategic Plan Values	Annual Plan review, Mid year strategic review	School Vision Annual plan review	Strategic Planning		Analysis of Variance End of year data	
	Strategic Aims	Strategic Goals	Strategic Goals	Strategic Goals	Strategic Goals	Strategic goals 2025	Strategic goals 2025	
Regular Review	Policies	Review will align with School Docs schedule of review						
	Evaluation Indicators		Domain 1	Domain 2		Domain 3		
	Student Progress and Achievement	Standardised Tests (if completed)	Other Learning Areas, Curriculum Levels - Mid Year		Curriculum levels - End of Year			
	Budget	Budget approved	Monitor	Mid year review		Draft budget for 2025	Approve budget	
Board Process Requirements		Strategic Plan to MOE 1st March Accounts to Auditor	Annual report completed and sent to MOE Review 10YPP			Plan accordingly for next year Review maintenance plans		
Other	Report on hazards, asthma medication, accident register, monthly water results, maintenance plan, fire drills and evacuation							

