



SHINE
FOR
GOD

Stella Maris Catholic School

Charter 2016

Our Mission

As a Christ centered community, inspired by Mary and our Catholic faith, we will challenge, support and empower.

Our Vision

For our Students

Through our influence and efforts we aim to help our students to “Develop according to their individual capabilities.”(Stella Maris Curriculum Plan)

Our Values

Our School is a Roman Catholic School in which the whole School community through the general School programme and in its Religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese of Auckland.

At Stella Maris we endeavour to demonstrate the Marian values in our words and actions every day:

✓ **Compassion**

✓ **Empathy**

✓ **Trust**

✓ **Faith**

✓ **Service**

✓ **Strength**

✓ **Courage**

✓ **Wisdom**

✓ **Obedience**

✓ **Loyalty**

Our People

Board of Trustees				Staff	Pupils
• Sarah Porter	Chairperson	• Peter Beckett	Parent Rep.	• 17 Fulltime teachers	Maximum roll is set at 500.
• Peter Watt	Prop Appt.	• Trudi Nelson	Parent Rep.	• 2 Part time teachers	
• Rachel Nui	Prop Appt.	• Conan Willis	Parent Rep.	• School Secretary	
• Fr Pat Brady	Prop Appt.	• Vacant	Parent Rep.	• School Administrator	
• Nicole Lawson	Prop Appt.	• Catherine Cyprian	Staff Rep	• 7 Teacher aides	
• Alan Watts	Principal			• 1 Property Manager	
				• 1 Librarian	

This Charter has been developed in consultation with the Stella Maris School community and the Catholic Education Office.

National Education Priorities

Stella Maris will meet the National Education Priorities by:

1. Success for all

Robust child centred programmes based on the NZ Curriculum.

2. A Safe Learning Environment

A safe physical and emotional environment is maintained by monitoring, updating and regular review of school policies, procedures and practices.

3. Improving Literacy and Numeracy

Emphasis on Literacy and Numeracy programmes with appropriate professional development.

4. Better Use of Student Achievement Information

A systematic approach to assessment is employed that ensures evidence of progress and achievement of students, and is used to inform next teaching steps and programme priorities for the future.

5. Improving Outcomes for Students at Risk

By using effective assessment practices to identify and monitor students who may be at risk. Special learning programmes that cater for individual needs are developed. This may be for extension or remedial purposes.

6. Improving Maori and Pasifika Outcomes

Identification of Maori and Pasifika students to be made at enrolment. By using effective assessment practices to identify and monitor students who may be at risk.

Achievement of Maori students will be reported to the Maori community.

Achievement of Pasifika students will be reported to the Pasifika community.

7. Reporting

Students' achievements are reported on using a variety of methods. This includes BOT curriculum reports, written reports twice yearly to parents, as well as twice yearly teacher / parent conferences, and reports to the community, including specific reports to Maori and Pasifika communities. Information is relevant and specific to the group being reported to and will be in plain language against the National Standards.

New Zealand's cultural diversity and the unique position of Maori Culture	Education Act: Our charter is required to meet these aims: <ol style="list-style-type: none">1) developing for the school policies and practices that reflect New Zealand's cultural diversity, and the unique position of Maori culture; and2) The aim of ensuring all reasonable steps are taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo maori (Maori language) are provided for fulltime students whose parents request it.	All school policies and plans will be implemented in ways that are sensitive to the cultural backgrounds, values and needs of individual children and their families, within the principles of the Treaty of Waitangi. In consultation with the school's Maori whanau/families the Board will develop and make available its policies, plans and targets for the advancement of the achievement of Maori students, as required by the National Education Guidelines.
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PROCEDURAL INFORMATION

Date for lodging copy of updated Charter/Annual Plan: 1st March each year

Date for lodging copy of Annual Report: 31st May each year

SUPPORTING DOCUMENTATION FOR CORE SCHOOL BUSINESS

The following documentation continues to support us in improving student achievement and teacher/school programmes:

- School Policies
- Curriculum Plans
- Assessment Plans
- Assessment Records
- Reporting plans (to parents, BOT and community) including National Standards reporting
- Teacher/Teacher Aide programmes of work
- Staff Appraisals

The following documentation will support us in developing good management practises and effective school systems

- School Policies
- School Procedures
- Governance and Management Plans
- Job Descriptions
- Annual Budget
- Ten Year Maintenance Plan
- Catholic Education Policy One Capital Works Plan
- Health and Safety Procedures
- Board of Trustees Overview
- Asset Replacement Register

The Strategic Planning and Annual Planning sections of this Charter are designed to raise student achievement (with particular emphasis on Maori/Pasifika students) and to improve school practices.

STRATEGIC PLANNING

At Stella Maris School, strategic planning is based around seven main sections, each of which relates to the National Administration Guidelines (NAG's) as follows:

Section 1. Special Character	– NAG 6
Section 2. Student Learning – Engagement, Progress and Achievement	– NAG 1 & 2
Section 3. Effective Teaching	– NAG 1 & 2
Section 4. Leading and Managing the School	– NAG 2 & 3
Section 5. Governing the School	– NAG 3, 4, 5 & 6
Section 6. Safe and Inclusive Culture	– NAG 5
Section 7. Engaging Parents, Whanau and Community	– NAG 2 & 5

OUR AIMS

1. Special Character

As a Christ centred community continue to teach the approved Religious Education Programme, and witness the Marian Values. Develop and strengthen the relationships between our School, Parish and the wider Catholic Community.

2. Student Learning – Engagement, Progress and Achievement

All students are actively engaged in their learning in order to make progress and achieve to their full potential in all areas of the New Zealand Curriculum, with a particular focus on reading, writing and mathematics as evidenced by the National Standards.

3. Effective Teaching

All students are provided with motivated, highly skilled and knowledgeable teaching staff that is reflective and flexible in order to meet the needs of their learners. Teaching needs to be in line with current best practice and reflective of our school values.

4. Leading and Managing the School

To have a consultative leadership team that communicates a clear, consistent educational vision that delivers measureable outcomes consistent with the schools vision, the needs and aspirations of our community, inclusive of Maori/Pasifika, and our strategic plan.

5. Governing the School

To have an effective Board of Trustees that is consultative, responsive and who provide a clear vision and strategic direction and monitor outcomes against these goals.

6. Safe and Inclusive Culture

To provide a safe physical and emotional environment where all students, staff and other members of the school community feel valued and respected regardless of their individual cultures and circumstances.

7. Engaging parents, Whanau and Community

To provide opportunities for all our parents, whanau and school community to actively engage in an inclusive and non-threatening environment.

STRATEGIC PLAN AIMS AND OBJECTIVES

As a result of community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self-review process the board has identified the following strategic aims;

Student learning and Effective Teaching are grouped together as they are interdependent.

AIMS	2016 Outcomes	2017 Outcomes	2018 Outcomes
Special Character As a Christ centred community continue to teach the approved Religious Education Programme, and witness the Marian Values. Develop and strengthen the relationships between our School, Parish and the wider Catholic Community.	<ul style="list-style-type: none"> All Teachers will continue to be committed to regular Religious Education P.D. Teachers will be encouraged to participate in formal P.D. pathways with a view to accreditation update. Evidence of Special Character will be demonstrated in all aspects of school life. 	<ul style="list-style-type: none"> All Teachers will continue to be committed to regular Religious Education P.D. Teachers will be encouraged to participate in formal P.D. pathways with a view to accreditation update. Evidence of this will be demonstrated in all aspects of school life. 	<ul style="list-style-type: none"> All Teachers will continue to be committed to regular Religious Education P.D. Teachers will be encouraged to participate in formal P.D. pathways with a view to accreditation update. Evidence of this will be demonstrated in all aspects of school life.
Student Learning – Engagement, Progress and Achievement All students are actively engaged in their learning in order to make progress and achieve to their full potential in all areas of the New Zealand Curriculum, with a particular focus on reading, writing and mathematics as evidenced by the National Standards.	Mathematics <ul style="list-style-type: none"> Ongoing targeted PD for teachers. Student monitoring and measuring to be central to data analysis and teaching and learning programmes. Differentiated planning for all students identified as below National Standards. Consolidation of numeracy programme. Evidence of data driven teaching programmes. National standards data will be evident in the school's numeracy programme. National Standards monitoring and reporting continued. Moderation of assessments by teachers. Continue to provide support for targeted groups. Maths lead teachers to support teachers. Develop a secure number knowledge in all students. 	Mathematics <ul style="list-style-type: none"> Ongoing targeted PD for teachers. Student monitoring and measuring to be central to data analysis and teaching and learning programmes. Differentiated planning for all students identified as below National Standards. Consolidation of numeracy programme. Evidence of data driven teaching programmes. National standards data will be evident in the school's numeracy programme. National Standards monitoring and reporting continued. Moderation of assessments by teachers. Continue to provide support for targeted groups. Maths lead teachers to support teachers. Develop a secure number knowledge in all students. 	Mathematics <ul style="list-style-type: none"> Ongoing targeted PD for teachers. Student monitoring and measuring to be central to data analysis and teaching and learning programmes. Differentiated planning for all students identified as below National Standards. Consolidation of numeracy programme. Evidence of data driven teaching programmes. National standards data will be evident in the school's numeracy programme. National Standards monitoring and reporting continued. Moderation of assessments by teachers. Continue to provide support for targeted groups. Maths lead teachers to support teachers. Develop a secure number knowledge in all students.

AIMS	2016 Outcomes	2017 Outcomes	2018 Outcomes
Student Learning – Engagement, Progress and Achievement cont...	Reading and Writing <ul style="list-style-type: none"> School wide focus on writing to lift writing achievement in line with reading achievement. National Standards monitoring and reporting continued. Monitoring, measuring and moderation of achievement to be central to data analysis and teaching and learning programmes. Literacy target group established. Reading Recovery Programme. P.D. in place for teachers to enable support of targeted learning programmes. SMS (Assembly) used for tracking. 	Reading and Writing <ul style="list-style-type: none"> School wide focus on writing to lift writing achievement in line with reading achievement. National Standards monitoring and reporting continued. Monitoring, measuring and moderation of achievement to be central to data analysis and teaching and learning programmes. Literacy target group established. Reading Recovery Programme. P.D. in place for teachers to enable support of targeted learning programmes. SMS (Assembly) used for tracking. 	Reading and Writing <ul style="list-style-type: none"> School wide focus on writing to lift writing achievement in line with reading achievement. National Standards monitoring and reporting continued. Monitoring, measuring and moderation of achievement to be central to data analysis and teaching and learning programmes. Literacy target group established. Reading Recovery Programme. P.D. in place for teachers to enable support of targeted learning programmes. SMS (Assembly) used for tracking.
Effective Teaching All students are provided with a motivated, highly skilled and knowledgeable teaching staff that is reflective and flexible in order to meet the needs of their learners. Teaching needs to be in line with current best practise and reflective of our school values.	<ul style="list-style-type: none"> Staff will use peer mentoring to inform own practice. Peer Coaching to be continued this year. Induction programmes for coaching and peer mentoring for new staff. Coaching programme develops reflective teachers and promotes our learning community. Teaching as inquiry used to inform teacher practice. Mokeyhu Team joins Huruhuru Team working with facilitator Emma Kingston with key focus on Self Direction in learning 	<ul style="list-style-type: none"> Staff will use peer mentoring to inform own practice. Peer Coaching to be continued this year. Induction programmes for coaching and peer mentoring for new staff. Coaching programme develops reflective teachers and promotes our learning community. Teaching as inquiry used to inform teacher practice. Matikao Team joins Mokeyhu and Huruhuru Teams working with facilitator Emma Kingston with key focus to be determined. 	<ul style="list-style-type: none"> Staff will use peer mentoring to inform own practice. Peer Coaching to be continued this year. Induction programmes for coaching and peer mentoring for new staff. Coaching programme develops reflective teachers and promotes our learning community. Teaching as inquiry used to inform teacher practice.
Leading and Managing the School To have a consultative leadership team that communicates a clear, consistent educational vision that delivers measureable outcomes consistent with the schools vision, the needs and aspirations of	<ul style="list-style-type: none"> Lead Teachers for Mathematics to lead teachers to ensure planning and assessment consistency. Principal appraisal carried out externally. School Vision, School-wide Expectations 	<ul style="list-style-type: none"> School Vision, School-wide Expectations and Implementation Guidelines. Leadership team operating as distributed leadership model. Principal and AP's have opportunities for professional development in leading 	<ul style="list-style-type: none"> Principal and AP's have opportunities for professional development in leading and management. Leadership team willing and able to take on new initiatives to raise student achievement and engage our

our community (especially Maori/Pasifika) and our strategic plan.	<p>implemented.</p> <ul style="list-style-type: none"> Principal and AP's have opportunities for professional development in leading and management. 	<p>and management.</p> <ul style="list-style-type: none"> Principal appraisal carried out externally. 	<p>community.</p> <ul style="list-style-type: none"> Principal appraisal carried out externally.
AIMS	2016 Outcomes	2017 Outcomes	2018 Outcomes
<p>Governing the School</p> <p>To have an effective Board of Trustees that is consultative, responsive and who provide a clear vision and strategic direction and monitor outcomes against these goals.</p>	<ul style="list-style-type: none"> Revised School Charter and annual plan completed and implemented. Ensure self-review process is robust and has integrity. Engage staff BOT, community and students in self-review processes. Policy and Curriculum Review using the triennial review cycle. Create action plan following any review. BOT Review using the triennial review cycle. Planning undertaken for BOT elections. 	<ul style="list-style-type: none"> Revised School Charter and annual plan completed and implemented. Ensure self-review process is robust and has integrity. Engage staff BOT, community and students in self-review processes. Policy and Curriculum Review using the triennial review cycle. Create action plan following any review. BOT Review using the triennial review cycle. Carry out community survey. 	<ul style="list-style-type: none"> Revised School Charter and annual plan completed and implemented. Ensure self-review process is robust and has integrity. Engage staff BOT, community and students in self-review processes. Continue triennial review cycle. Create action plan following any review. BOT Review using the triennial review cycle.
<p>Safe and Inclusive Culture</p> <p>To provide a safe physical and emotional environment where all students, staff and other members of the school community feel valued and respected regardless of their individual cultures and circumstances.</p>	<ul style="list-style-type: none"> Gather specific data from community consultation group around belonging and safety. Review how well we are communicating our policies and practices to our stakeholders 	<ul style="list-style-type: none"> Gather specific data from community consultation group around belonging and safety. Review how well we are communicating our policies and practices to our stakeholders 	<ul style="list-style-type: none"> Gather specific data from community consultation group around belonging and safety. Review how well we are communicating our policies and practices to our stakeholders
<p>Engaging Parents, Whanau and Community</p> <p>To provide opportunities for all our parents, whanau and school community to actively engage in an inclusive and non-threatening environment.</p>	<ul style="list-style-type: none"> Whanau consultation meeting to be held. Pasifika consultation meeting to be held. Divergent Learners consultations meeting to be held. School website regularly updated. Regular liaisons with local early childhood centres 	<ul style="list-style-type: none"> Whanau consultation meeting to be held. Pasifika consultation meeting to be held. Divergent Learners consultations meeting to be held. School website regularly updated. Regular liaisons with local early childhood centres 	<ul style="list-style-type: none"> Whanau consultation meeting to be held. Pasifika consultation meeting to be held. Divergent Learners consultations meeting to be held. School website regularly updated. Regular liaisons with local early childhood centres

Review Cycle

Area	Title	Review Leader	Freq	Year One 2016				Year Two (2017)				Year Three (2018)			
				Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Board	Annual Plan	PRC	Annual	Feb			Nov	Feb			Nov	Feb			Nov
Charter	Charter	PRC	Annual	Feb				Feb				Feb			
Curriculum Plan															
	Content	Principal	Annual	Mar-RE	May-Arts Jun-PE	Aug-Conc ept Sep-Englis h	Nov-Math s	Mar - R.E.	May-Arts; Jun-Tech	Aug-Math ; Sep-Eng	Nov-Sc	Mar-math s	May-RE Jun-P.E./ Healt h	Aug-Sc Sep-SS	Nov-Engli sh
	Assessment & Evaluation.	PRC	Triennial									Mar			
	Reporting To Parents.	PRC	Triennial											July	
Curriculum Policy	Home Learning	PRC	Triennial					Feb							
	EOTC	PRC	Triennial			Aug									
	Curriculum Delivery	PRC	Triennial									Mar			
	Divergent Learners	PRC	Triennial										May		
Personal	Coaching for P.M.	PRC	Triennial									Mar			
	Special Character	PRC	Triennial				Oct								
	Student Health	PRC	Triennial			Aug									
	EEO	PRC	Triennial						May						
	Equal Educational Opportunity	PRC	Triennial							Aug					
	Employee	PRC	Triennial											Aug	

	Assistance Programme														
	Police Vetting	PRC	Triennial	Apr											
	Staff Professional Development	PRC	Triennial									Feb			
	Staff Appointments	PRC	Triennial	April											
	Harassment	PRC	Triennial				Nov								
	Staff Leave	PRC	Triennial							Sep					

Area	Title	Review Leader	Freq	Year One 2016				Year Two (2017)				Year Three (2018)			
				Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Finance	Financial Management	PRC	Triennial					Mar							
	Theft and Fraud Prevention.	PRC	Triennial									Feb			
	Credit Card	PRC	Triennial	Feb											
	Order and Reimbursement							Feb							
	Allocation of Units	PRC	Annual				Nov				Nov				Nov
Other	Supervision of children	PRC	Triennial			Aug									
	Health & Safety	PRC	Triennial					Mar							
	Animal Welfare	PRC	Triennial			Aug									
	Complaints	PRC	Triennial	Mar											
	Child Abuse	PRC	Triennial		May										
	Emergency Procedures	PRC	Triennial								Nov				
	Enrolment	PRC	Triennial				Oct								
	Privacy	PRC	Triennial		Jun										
	Protected Disclosure	PRC	Triennial							Aug					
	Venue Hire	PRC	Triennial							Sep					
	Gift	PRC	Triennial		Jun										

	Treaty of Waitangi	PRC	Triennial							Aug					
	Behaviour Management	PRC	Triennial	Mar											
	CRT	PRC	Triennial								Nov				
	Environment	PRC	Triennial											Aug	
	ICT	PRC	Triennial			Sep									
	Policy Review	PRC	Triennial	Feb											
	School Uniforms	PRC	Triennial						Jun						
	Anti-Bullying	PRC	Triennial										May		
	Critical Incident Plan	PRC	Triennial	Mar											

PRC = Policy Review Sub-Committee

STELLA MARIS SCHOOL ANNUAL PLAN 2016

Special Character

As a Christ centred community continue to teach the approved Religious Education Programme, and witness the Marian Values. Develop and strengthen the relationships between our School, Parish and the wider Catholic Community.

How will this happen?	Who is responsible	Cost	When will it be done?
Religious Education Programme taught throughout the school	DRS & Teachers	Nil	All Year
Religious Education Professional Development for Teachers	DRS	Nil	All Year
Photo Board at St Johns Church	Principal	Nil	All Year
Students, staff, and parents groups involved in wider Catholic community.	All	Nil	All Year
Special Character aspects evident in the school environment, all planning and policy, and the day to day life of the school.	Principal/DRS/Teachers	Nil	All Year

OUTCOME:

Teach and witness the Gospel Values of Jesus Christ and enhanced the relationships between our School, Parish and the wider Catholic Community.

Student Learning – Engagement, Progress and Achievement

All students are actively engaged in their learning in order to make progress and achieve to their full potential in all areas of the New Zealand Curriculum, with a particular focus on reading, writing and mathematics as evidenced by the National Standards

Effective Teaching

All students are provided with a motivated, highly skilled and knowledgeable teaching staff that is reflective and flexible in order to meet the needs of their learners. Teaching needs to be in line with current best practice and reflective of our school values.

OUTCOME:

In mathematics all students show progress in achievement in relation to National Standards, especially those in the national target group of Maori and Pasifika and those identified as at risk from 2015 data.

National Standards Target

<i>Move 50% of all students who are below National Standards (2015 – 14% - 36 students) in Mathematics, including 50% of Maori students who are currently below National Standards (2015 – 22%-5 students) to “At” or “Above”</i>			
Maths	Teachers	Nil	All year
How will this happen?	Who is responsible	Cost	When will it be done?
All teachers to identify and work on areas of improvement in mathematics teaching using a ‘Teaching as Inquiry’ Model. This will be facilitated by the Mathematics Lead Teachers.	Principal. Numeracy Lead Teachers. Teachers.	Release days for Numeracy lead Teachers	All Year
Collaborative teaching in mathematics from years 3 -8.	Teachers	Nil	All Year
Mathematics group set up with Teacher to provide remedial programme targeting students working below the National Standards.	O Hobman	Nil	All Year
Analysis of mathematics data used to improve teaching and learning for all children. This will be evident in planning and will be school-wide.	Teachers	Nil	All year
OUTCOME: In reading and writing all students show progress in achievement in relation to National Standards, especially those in the national target group of Maori and Pasifika and those identified as at risk from 2013 data.			
National Standards Target <i>Move 50% of all students who are below National Standards in Writing (2015 – 12% - 31 students), including 50% of Maori students (2015 – 26% - 6 students), to “At” or “Above” the standard.</i>			
Reading and writing	Teachers	Nil	All year
How will this happen?	Who is responsible	Cost	When will it be done?
Daily writing in class & deliberate acts of teaching.	Teachers	nil	All year
Ongoing moderation and professional discussion in teacher meetings	Leadership Team	\$3,500	On-going
Teacher Aides to work in class alongside identified children.	Teachers	nil	All year
Formative assessment teaching and learning.	Teachers	nil	All year
Reading Recovery to support, “reading to write.”	Senco	nil	All year
PMP (Perceptual Motor Programme)	Senco	nil	Term 2-3
Effective Teaching			
To further embed the use of the school teaching and inquiry procedure. To further develop a habit of reflecting, learning and refining	Huruhuru and Mokeyhu teams/Emma	.1 staffing	All Year

practice.			
To enhance and further develop collegial relationships in teams and within the Catholic Schools cluster.	Huruhuru and Mokehu teams/Emma	3,500	All Year
To explore self direction.	Huruhuru and Mokehu teams/Emma	Nil	All Year
To embed the use of progressions in classes; in reading, writing and maths.	Huruhuru and Mokehu teams/Emma	Nil	All Year
Develop collaborative practice that promotes “Future Focused” teaching and learning.	Team Leaders/Teachers	Nil	All Year

Leading and Managing the School

To have a consultative leadership team that communicates a clear, consistent educational vision that delivers measureable outcomes consistent with the schools vision, the needs and aspirations of our community (esp Maori/Pasifika) and our strategic plan.

How will this happen?	Who is responsible	Cost	When will it be done?
To embed formative practice school wide.	Leadership Team	nil	All Year
Continue school wide moderation of OTJ's	Leadership Team	nil	All Year
Develop the depth of the inquiry process	Leadership Team	Nil	All Year
Continue Team Leaders Initiative	Leadership Team	Nil	All Year
Professional Development for all staff with Mathematics and Literacy a priority	Leadership Team	\$3,500	All Year
Implementation of Curriculum guidelines and plan	Principal & AP & Team Leaders	Nil	Nov

OUTCOME:

A clear, consistent educational vision that delivers measureable outcomes consistent with the schools vision, and the needs and aspirations of our community.

Governing the School

To have an effective Board of Trustees that is consultative, responsive and who provide a clear vision and strategic direction and monitor outcomes against these goals.

How will this happen?	Who is responsible	Cost	When will it be done?
Review of our Charter as per our Triennial Effectiveness Review Programme. This will involve community consultation.	BOT	Nil	June - Nov
Self Review is carried out as per the Triennial Review programme	Policy Review Com	Nil	All Year
Improvement Action Plan continues to be implemented	Principal	Nil	All Year
OUTCOME: An effective Board of Trustees that is consultative, responsive and who provide a clear vision and strategic direction and monitor outcomes against these goals.			
Safe and Inclusive Culture To provide a safe physical and emotional environment where all students, staff and other members of the school community feel valued and respected regardless of their individual cultures and circumstances.			
How will this happen?	Who is responsible	Cost	When will it be done?
Survey parents using inclusive Practices Community Survey	Principal	Nil	June
Self Review of Communication to community	Principal	Nil	Nov
Review of Health and Safety procedures	Principal/Teachers	Nil	All Year
OUTCOME: A safe physical and emotional environment where all students, staff and other members of the school community feel valued and respected regardless of their individual cultures and circumstances.			
Engaging Parents, Whanau and Community To provide opportunities for all our parents, whanau and school community to actively engage in an inclusive and non-threatening environment.			
How will this happen?	Who is responsible	Cost	When will it be done?

Maori Community Consultation Meeting	Principal	Nil	June 16
Pasifica Community Consultation Meeting	Principal	Nil	June 16
Divergent Learners Parent Consultation Meeting	Principal	Nil	June 23
School Website regularly updated	Principal	Nil	All Year
Café Stella – information to parents	Principal	Nil	Termly
OUTCOME: Opportunities for all our parents, whanau and school community to actively engage in an inclusive and non-threatening environment.			