



North East Valley Normal School
We Teach Children and Train Teachers
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Charter 2023

January 2023

THE NEW NORMAL CHARTER

We are caring, respectful, knowledgeable, confident and competent; we are prepared for life and grounded in the greater good/community. He aha te mea nui o te ao? He tangata he tangata he tangata.

WE RELATE TO OTHERS

We respect the Tangata Whenua

We respect those not like us

We don't exclude anyone

Competition is natural

Cooperation is nurtured

Negotiation is normal

Sharing of views and ideas

We give and take

WE MANAGE OURSELVES

We set our own goals and make plans

We assess ourselves

We develop strategies to overcome hurdles

We know when to change course

We know when to act

We know how to act

We know how to choose

WE PARTICIPATE AND CONTRIBUTE

We participate and contribute locally and globally

We understand how to balance rights and responsibilities

We build and support community

We help the environment

WE ARE THINKERS

We are reflective

We are responsible learners

We are creative, critical and logical

We use sound judgement and use common sense

We research, organise and evaluate knowledge

WE ARE COMPETENT COMMUNICATORS

We use cultural tools to create and communicate

We become literate across genre and media

We discover and express our identity through our culture

We use ICTs in our lives to help us communicate

Every one of us has the chance to be the best we can be now and for the rest of our lives.

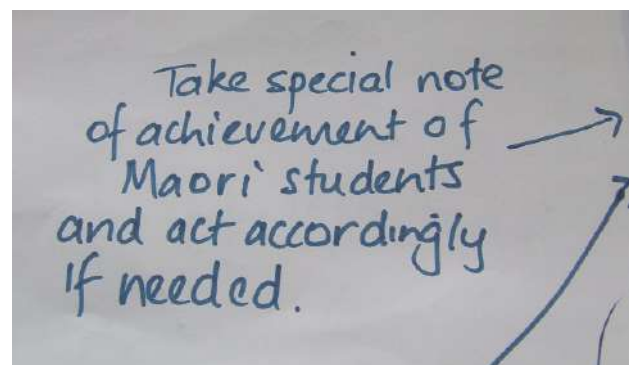


“the knowledge age”

‘All skills will become obsolete except one, the skill of being able to make the right response to situations that are outside the scope of what you were taught in school. We need to produce people who *know how to act when they are faced with situations for which they were not specifically prepared.*’

Seymour Papert, 1998

University of Otago College of Education



Description of the School

The school's community is concentrated in the distinctive geographical area known as North East Valley. It is serviced well with shops, churches, public transport, recreational areas, schools, early childhood facilities, clubs and organisations.

The area includes much flat land and well-established housing. It is also one of the main residential areas near the university. Many residents identify strongly with "the Valley" and this seems to have encouraged a high level of stability even from one generation to another.

The local community is characterized by great diversity in age, ethnic identity, economic circumstances, employment and educational background. The community, generally, sees this diversity as a positive characteristic.

The community also demonstrates a very positive feeling about itself as a friendly and caring community with a strong sense of community spirit and identity.

The school is very much a neighbourhood school in that its make-up fairly represents the local community.

Enrolment Zone

It is the wish of the trustees that an enrolment zone does not interfere with the right of whanau who see themselves as part of the Valley community to attend the Valley school. The school will make every effort to make space in the school for whanau who fit in to this category.

Special Features

The school provides teaching practice for the Dunedin College of Education student teachers. Due to its *normal school* status it attracts an additional teaching position, extra management units and some additional funding.

The school has had a growing bi-lingual unit which started in 2013 as a half day then grew to a full day then in 2017 a full week class. In 2020 this became a two classroom unit.

The school offers special tuition and peer tutoring for those for whom English is not their primary language.

Each year the school offers several occasions for parents and members of the community to attend educational, recreational or cultural events such as gymnastics displays, children's concerts and barbecues.

Relationship with the Community

The school is known as a "community school" and is seen by many in the community as a focal point. There is much positive community feeling towards the school.

The school provides a welcoming environment, encouraging members of the community to participate in school life and use school facilities.

School facilities are made available to the community in various ways such as Board owned buildings used as a community centre, a community garden on site and community use of the gymnasium and other rooms. The school is fully involved in community development initiatives in the Valley.

Description of Buildings and Facilities

College Block: Built 1970, named after the College of Education, structurally strengthened 2010: A two-storey wooden building which contains:

Top floor: Contained the Reading Recovery Training Centre for Otago until recently. It includes one lecture room, and from 2019 the school library. This area is due to be updated in 2023 and will return to classrooms.

Ground floor: one senior classroom, one group teaching room also used for after school care from 2019, a resource room and toilet facilities. A sensory room was added in 2021.

Senior Classes Building: Built 1967, altered 1970, structurally strengthened 2010. A two-storey wooden building which contains two senior syndicate classrooms and a multi-purpose learning area modernised in 2021 which is the home of the bi-lingual classroom, and toilet facilities.

Administration Block: Built 1967, altered 1982. A wooden building which contains the staffroom, the principal's office, the deputy principal's office, the secretary's office, a sick bay, storerooms and toilet facilities.

The Harley Block: Built 1983, named after former head, Mr. Bob Harley. This building contains two distinct teaching spaces which host the junior and middle syndicates and enjoy spacious break-out areas. There is also a resource room used for reading recovery and toilet facilities.

Gymnasium: Built 1900, refurbished and structurally strengthened 2008, kitchen updated in 2013. A wooden building which is a basic gymnasium with toilet facilities, kitchen and storage rooms.

Relocatables:

Built 1972, refurbished 2011. Two rooms used as community rooms. The Board of Trustees retain ownership.

ESOL Department: Wooden building, formerly the dental clinic, consisting of a small classroom and a separate toilet.

Work sheds: A medium sized, garage style shed housing tools and work bench used by the caretaker. Supplied with electricity. Container used for storage.

Kiln Shed: A small concrete block shed housing an electric kiln.

Play Areas: There is a grassed area at the front of the school opposite an adventure playground. There is a large asphalted area that is surrounded by the school buildings. There are another two grassed areas, one at the rear of the school and one, which can accommodate a variety of activities, to the side of the Harley Building. There is another adventure play ground between this grassed area and the Harley Building. In 2014 the PTA re-erected the old sandpit making it weather and pest proof. The parents ran a school fair in 2015 and the money raised went towards a new playground tucked in the south west corner of the middle field. In 2019 the school built a bike track with money from the Government and subsidised by former pupil Doug Hall.

Community Gardens: A community garden was established in 2011 by a group of local gardeners.

General Goals

- To support the charter aspirations.
- To affirm and encourage the role of parents, caregivers and whanau/communities in the process of education.
- To promote the school's role as a normal school in providing guidance, support, appropriate role models and instruction for student teachers, and to maintain a close working relationship with the Dunedin College of Education.

NEV Normal Curriculum Objectives

- To continue to provide teaching and learning programmes which ensure success for all children especially in literacy and numeracy
- To provide opportunities for children to participate in a wide range of activities, including musical, sporting, cultural, artistic, scientific, mathematical, EOTC.
- To foster understanding of the bicultural foundations of NZ/Aotearoa.
- To teach children to present themselves with confidence in a wide range of contexts.
- To provide access to information and communication technologies and a range of other technologies that will enhance children's learning.
- To involve parents/caregivers in their children's learning.
- To establish links with local community organisations and/or agencies such as Ross Home, Ngai Tahu and local early childhood services.



The National Administration Guidelines (NAGs)

The revised National Administration Guidelines (NAGs) were updated on 14 December 2017. The NAGs are due to be repealed on commencement of the new strategic planning and reporting framework on 1 January 2023.

NAG 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

develop and implement teaching and learning programmes:

to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;

giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;

giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;

through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:

student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:

breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;

through the analysis of good quality assessment information*, identify students and groups of students:

who are not progressing and/or achieving;

who are at risk of not progressing and/or achieving;

who have special needs (including gifted and talented students); and

aspects of the curriculum which require particular attention;

develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and

provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

* 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.

NAG 2

Each board of trustees, with the principal and teaching staff, is required to:

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;

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;

on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:

in plain language, in writing, and at least twice a year; and

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;

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.

NAG 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and

be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

allocate funds to reflect the school's priorities as stated in the charter;

monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and

comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5

Each board of trustees is also required to:

provide a safe physical and emotional environment for students;

promote healthy food and nutrition for all students; and

comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

NAG 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

NAG 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under National Administration Guideline 7.



The NEGs

NEG 1

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

NEG 3

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NEG 5

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

NEG 6

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

NEG 7

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 8

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

NEG 9

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in te reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

The Statement of National Education and Learning Priorities (NELP)

In early 2018 the Government set out its objectives for the education work programme – these have been updated to encompass what New Zealanders told us was important to them.

The objectives for education set the context for the NELP, and outline the things Government will focus on to improve outcomes and wellbeing across the education system.

OBJECTIVE 1: LEARNERS AT THE CENTRE

- Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Priority 2: Have high aspirations for every learner/ākongā, 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

- Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs
- Priority 4: Ensure every learner/ ākongā gains sound foundation skills, including language, literacy and numeracy.

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

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

OBJECTIVE 4: FUTURE OF LEARNING AND WORK

- Priority 7: Collaborate with industries and employers to ensure learners/ ākongā have the skills, knowledge and pathways to succeed in work

OBJECTIVE 5: WORLD CLASS INCLUSIVE PUBLIC EDUCATION

- Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only).



Trustee Code of Ethics

The board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall:

1. Maintain and understand the values and goals of the school.
2. Ensure the needs of all students and their achievement are paramount.
3. Be loyal to the organisation and its mission.
4. Publicly represent the school in a positive manner.
5. Respect the integrity of the principal and staff.
6. Observe the confidentiality of non-public information acquired in their roles as trustees and not disclose to any other persons such information that might be harmful to the school.
7. Be diligent and attend board meetings prepared for full and appropriate participation in decision making.
8. Ensure that individual trustees do not act independently of the board's decisions.
9. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board.
10. Avoid any conflicts of interest with respect to their fiduciary responsibility.
11. Recognise the lack of authority in any individual trustee or subgroup of the board in any interaction with the principal or staff.
12. Recognise that only the chairperson can speak for the board.
13. Continually self-monitor their individual performance as trustees against policies and against any other current board evaluation tools.
14. Be available to undertake appropriate professional development.

The Board of Trustees accepts the following:

The principal is the professional leader of the school and is responsible to the board of trustees. The responsibilities of the principal will be stated in another document held by the school and available for public inspection.

The Principal's Code of Conduct

The principal in carrying out his or her stated duties will:

1. ensure that the needs of children and their learning are given full consideration when planning, developing and implementing teaching programmes.
2. demonstrate a commitment that each student is entitled to an education which challenges him/her to achieve personal standards of excellence and to reach full potential.
3. abide by any statutory obligations.
4. reflect the spirit and the objectives of the charter.
5. demonstrate a commitment to the belief that each student is of equal value and is entitled to an education which respects each student's dignity, rights, and individuality.
6. respect the integrity of staff, members of the board of trustees, parents and students
7. be committed to the continuing personal and professional growth and development of staff.
8. work co-operatively with the school staff.
9. respect confidentiality by keeping information on students from people who have no right to it.
10. not vote in board of trustees decisions in relation to the Principal's employment.
11. have an understanding and commitment to the elimination of sexism and racism both with respect to equal educational opportunities and equal employment opportunities.
12. exercise responsibility in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.

School Culture

The culture of North East Valley Normal School is well established and based on three pillars: respect, responsibility and safety.

Teaching Beliefs

- Literacy and numeracy are core business at the school.
- Emphasis is to be given to the acquisition of knowledge, skills and processes appropriate to each essential learning area in the integrated curriculum, inclusive of cultural, scientific, technological and physical experiences.
- Regular monitoring of children's progress and assessment of achievement is essential, both for reporting purposes, and so that teaching programmes may be responsive to learning needs.
- Assessment criteria and teacher expectations are to be made explicit to the pupils, with the understanding that children learn best when given regular and constructive feedback within this framework. Attention is to be given towards success for Maori, Pasifika, Special Needs, ESOL and Gifted and Talented children.
- Children are encouraged to
 - take responsibility for their learning and behaviour
 - be constructively involved in decision-making processes
 - to develop lifelong attitudes to learning and to social interactions
- Planning curriculum content and delivery is to take into account expressed wishes of the community through the consultation process, especially in relation to the teaching and learning of attitudes, skills and values that promote Hauora (well-being), spiritual, emotional and physical health and the resilience necessary for connectedness to community and citizenship.

Success for Maori

The expectation of North East Valley Normal School in relation to success for children identifying as Maori is:

- That these children will achieve at the very least commensurate with Pakeha peers in all areas of the curriculum. Children achieving below expected levels will become the focus for learning assistance programmes, most particularly in the core areas of literacy and numeracy.
- School wide assessments will be differentiated for gender and ethnicity.
- The school will consult with local Maori and Huirapa where appropriate, and is part of the cluster of schools in the north end of Dunedin who meet regularly for hui and to discuss educational aspirations particular to Ngai Tahu.
- Throughout the school, emphasis is to be given to Maori perspectives and the

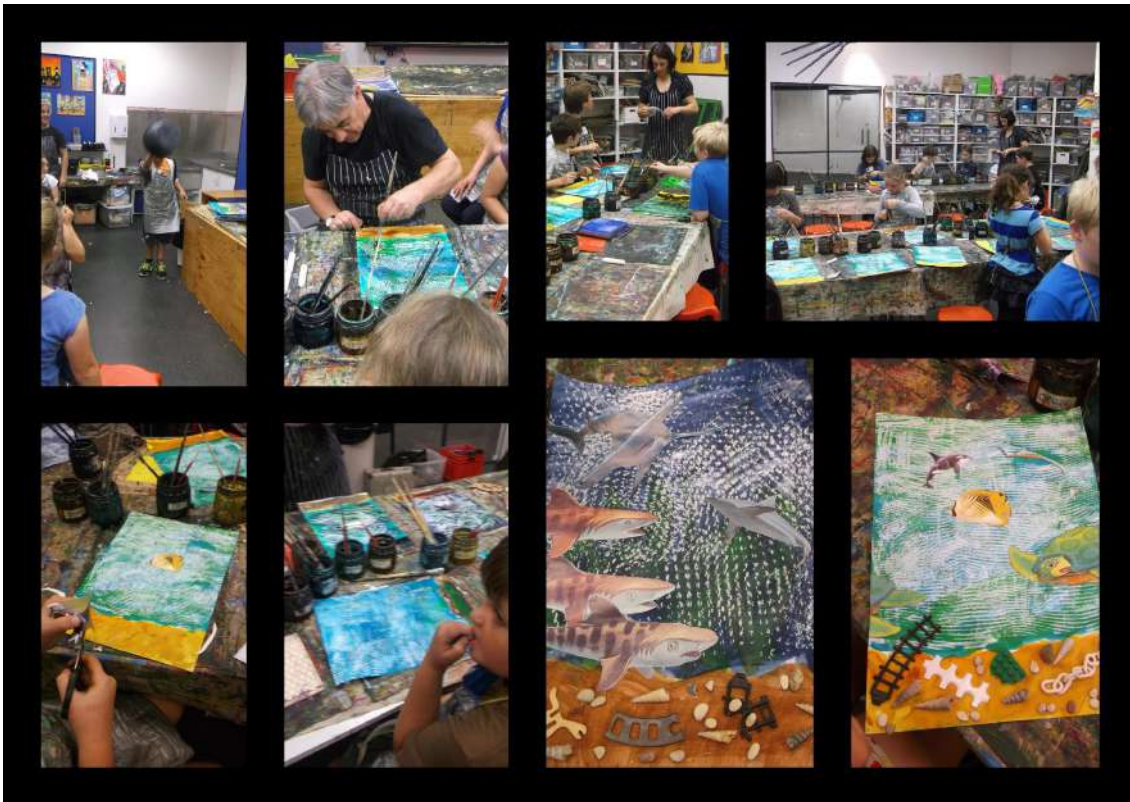
understanding and use of Tikanga and Te Reo Maori.

- Where it is the expressed wish of parents/caregivers of a child identifying as Maori that Te Reo is the language of instruction, consultation would be entered into with Huirapa Marae (Karitane).
- Ka Hikitia will guide delivery to Maori children.

Assessment and Identification of Groups of Students in Need of Further Support

The school will make use of assessment information to identify:

- those students who are not achieving
- those students who are at risk of not achieving
- those students who have special needs, including those who are gifted and talented and those for whom English is an additional language.





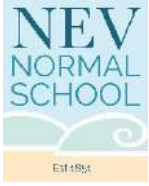
POLICY REVIEW PLAN QUADRENNIAL OVERVIEW

North East Valley Normal School

(Updated February 2018)

	YEAR 1 2022	YEAR 2 2023	YEAR 3 2024	Year 4 2025
TER M 1	Annual Plan & Charter; Teacher Registration; Police Vets School Vision & Values; Health Consultation; Pasifika Perspectives Reading; Achievement; Mental Health Issues;	Annual Plan & Charter; International Students; Health & Safety (b); Teacher Registration; Police Vets; ERO Reflections ESOL; International Students Arts; Assessment	Annual Plan & Charter; Policy & Self Review; Policy Writing & Development; Teacher Registration; Police Vets; School Vision and Values; Special Needs; GATE; Health Consultation Social Studies; SEG Grant,	Annual Plan & Charter; Teacher Registration; Police Vets; ERO Sports, PMP Maths
TER M 2	Policies: Teaching the Curriculum; After School Care Reading; Consultation: Communication with home including school events & assembly	Policies: Health and Safety (a); Visit Junior Classrooms Library Arts; Values of the NZC;	Policies: Personnel; Visit Middle Classrooms Swimming; Rainbow Class. Social Studies	Policies: Documentation & Self Review; After School Care Sex Ed; ICT Maths; Values of the NZC
TER M 3	Property 5YA 10YPP; Visit Senior Classrooms; Homework Priority Learners; ICT Principles of the NZC; Technology	Property 5YA 10YPP; Community Centre; Community Garden Priority Learners; EOTC Science	Property 5YA 10YPP Priority Learners; Enviroschools; Health and PE; Principles of the NZC	Property; Visit Junior Classrooms Priority Learners Writing
TER M 4	Budget; Finance; Check pay rates; Review Cleaning & Caretaking PB4L Technology; Key	Budget; Finance: Check Pay Rates Maori Perspectives; Te Reo Science; Appraisal System	Budget; Finance: Fundraising; Check pay rates. Reading Recovery. Health and PE; Key Competencies	Budget; Finance; Check Pay Rates Writing; Key Competencies;

	Competencies			
<p><i>Key: Responsibility to review - Black = BoT; Red = Teacher in Charge; Blue = Senior Staff</i></p>				



Strategic Plan 2023

The Statement of National Education and Learning Priorities (NELP) will inform some of our strategic planning.

In early 2018 the Government set out its objectives for the education work programme – these have been updated to encompass what New Zealanders told us was important to them.

The objectives for education set the context for the NELP, and outline the things Government will focus on to improve outcomes and wellbeing across the education system.

OBJECTIVE 1: LEARNERS AT THE CENTRE

- Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and community to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
- Comment: Our internal policies, the Teaching Council Code, leadership and our school culture dictate our approach to ensure children are at the centre of our work. We continue to work on cultural competence and making our school more inclusive. We will expect the very best of our children and teachers.**

OBJECTIVE 2: BARRIER FREE ACCESS

- Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
- Comment: We use the learning support register, formerly called the priority learners' report, to keep track of those learners most in need of attention. The Board of Trustees supports these learners by paying for teacher-aides to work alongside the teachers. We continue to focus on solid tried-and-true foundation in literacy and maths at the junior and middle school level.**

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

- Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
- Comment: We continue to support Te Roopu Manaaki but we also will continue to encourage a more bi-cultural approach in our School and community. Staff are encouraged and supported to continue on their learning journeys.**

OBJECTIVE 4: FUTURE OF LEARNING AND WORK

- Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
- Comment: This is not too relevant to our setting although our participation in the Otepoti ki te Raki Community of Learning gives us opportunities to participate in strengthening learning pathways across our local community.**

OBJECTIVE 5: WORLD CLASS INCLUSIVE PUBLIC EDUCATION

- Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)
- Comment: Again, this is not altogether relevant to us but we have a part to play in research and developing an indigenous pedagogy especially in initial teacher education but also to the wider Otago University.**

Areas of Strategic Interest	BOT Action	School Management Action	Teachers & Other Staff Action		
Documentation Self-review and Administration Governance	Continue to implement 4-year review cycle. Trustees to attend STA training. Implement enrolment zone processes.	Continue to implement 4-year review cycle. Imbed SMS. Implement enrolment zone processes.	Continue to implement 4-year review cycle. Further SMS use.		
Charter	Review Charter late 2022.	Inform Charter review.	Staff provide input into Charter and other planning docs.		
Employer Responsibilities		Ensure all have JDs, Police checks and registration where applicable. Use the child protection procedures when employing.	Teachers ensure registrations are up-to-date.		
Improve safety, look and function of the property:	Undertake minor work as identified in the annual BoT property review. Ensure there is adequate teaching space for the roll. Complete renovation of the College Block upstairs area.	Ensure minor works completed as scheduled by BoT. Work with the Ministry and with the school's property consultant to advance property projects.	<table border="1"> <tr> <td>Assist in ensuring the school is a healthy and safe environment by being proactive and involving children in keeping the place safe and clean.</td> </tr> <tr> <td>Assist in ensuring the buildings and windows are secure and the resources are kept safe.</td> </tr> </table>	Assist in ensuring the school is a healthy and safe environment by being proactive and involving children in keeping the place safe and clean.	Assist in ensuring the buildings and windows are secure and the resources are kept safe.
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Engagement in learning and Curriculum	Continue to strengthen Te Roopu Manaaki Class. Support struggling children and their families. Fund teacher assistants to help those priority learners identified by the teaching staff. Work on universal design for learning (UDL) practices. Focus on Covid related progress losses, especially in reading. Begin implementation of Government NELPs .	Support Te Roopu Manaaki Class. Continue to address attendance and lateness. Continue PB4L tier 2 process. Maintain networks of helping agencies. Manage teacher assistants and volunteers to help those most in need. Consistently apply UDL practices. Focus on reading advancement - bring in parents to enhance reading. Continue to review EOTC for seniors. Begin implementation of Government NELPs and other Government reforms. Grow Te Roopu Manaaki, lobby for pathways beyond primary for te reo speakers, make contact with Te Pa ECE	More closely monitor and follow up on lateness and non-attendance. Classroom implementation of the PB4L tier 2 process. Clearly focus on priority learners. Be inclusive and adapt the curriculum for those who find learning difficult. Focus on reading for 2021; engage and partner with parents at the first contact. Organise some parent meetings around reading.		
NEV Community Project, the NEV community and the kahui ako.	Promote community development. Support the community centre and the community garden. Promote the school as an integral part of the community and ensure its facilities are available to the community. Promote a collegial and collaborative atmosphere in the Valley education centres. Collaborate with North Dunedin learning	Represent BOT & school in promoting better living in NEV. Ensure the school is represented in the Valley associations and groups (eg Open Vue, The Project, etc). Promote the Project initiatives and events. Engage fully with the kahui ako.	Be involved in the community and use the community resources in the teaching programmes. Support sporting and cultural events and teams.		

	organisations and the partners of the kahui ako.		
College of Education	Provide support to initial teacher training (ITE) in Otago. Promote the notion of the normal school.	Lead Master of Teaching & Learning programme. Support the local ITE providers. Participate in normal and model schools locally and nationally. Promote and lobby for quality ITE at local and national level.	Implement practice-based teacher training. Support teacher trainees fully and on behalf of the profession.
Strengthen the school roll	Govern the school in such a way as to allow all children to know they belong and they will reach their potential. Ensure the school is the best option for primary education in North East Valley.	Manage the school in such a way as to allow all children to feel they belong and they will reach their potential. Promote the school to the community through engagement, especially in the ECEs; and the community and city.	Teach wonderfully. Care for the children and their families. Be loyal to the children and the school.
Grow the school's Environment focus	Promote environment issues in school & valley. Fund PD in environmental issues. Support Community Garden on site. Support the Harakeke Project.	Promote environment issues in school & valley. Continue involvement in EnviroSchools movement particularly the award scheme. Provide release for enviroschools teachers.	Support the enviroschool squad. Reduce, reuse and recycle more.
Continued Implementation of the National Curriculum (NZC) and ensure the curriculum reflects the local context and the Digital Curriculum	Support the deepening of understanding of the National Curriculum (NZC).	Sharpen the focus on the National Curriculum (NZC). Implement the 2020 revised local curriculum as per the curriculum framework contained in the 4-year review. Encourage teachers to be experimental and innovative. Ensure the Digital Curriculum is in place. Focus on topical areas including maths and Aotearoa histories.	Refresh our approach to teaching the National Curriculum (NZC). Be innovative and experimental. Use the Digital Curriculum. Use the 2020 revised local curriculum document.
Make ICTs available to all teachers and pupils	Budget for ICT growth. Implement the Digital Curriculum.	Replace older hardware; Implement the Digital Curriculum.	Continue moving some learning to the digital world in line with the new Digital Curriculum.
Maintain above average levels of progress and achievement particularly in Literacy and Numeracy	Fund teacher-aides where need is greatest. Fund reading support where necessary. Fund extra teacher when new entrant roll grows.	Closely track priority learners. Closely track reading 2023.	Report all results each term to senior managers; Focus on reading progress 2023.
Continue to deepen pedagogical approach to learning	Fund PD for refreshing the curriculum.	Arrange suitable in-school and out-of-school PD for staff.	Attend PD.
Community of Learning (CoL)	Support the CoL Otepoti ki Te Raki. Encourage the CoL to find pathways for te reo speakers.	Agitate for the most needy. Lobby for better pathways for te reo speakers.	Work collaboratively with other CoL members.

Current property goals:

2020	2021	2022	2023
+ Refer to the 4 year review	+ Refer to the 4 year review	+ Refer to the 4 year review	+ Refer to the 4 year review

<p>cycle. +Refer to 5yrpp and 10yrpp.</p> <p>Some projects:</p> <ul style="list-style-type: none"> + Institute an ICT spending regime + Explore better use of space in senior blocks. + Deal with drainage issue by the community rooms. + Tidy up the boiler performance. + Continue to purchase and install heatpumps. 	<p>cycle. +Refer to 5yrpp and 10yrpp.</p> <p>Some projects:</p> <ul style="list-style-type: none"> + Lighting upgrade - to LEDs. + Upgrade administration area. + Spend the \$170k (approx) from Govt - SIPs. + 5-minute parks on North Road. + Heatpumps, Harley Block, Juniors. 	<p>cycle. +Refer to 5yrpp and 10yrpp.</p> <p>Some projects:</p> <ul style="list-style-type: none"> + Asphalt. 	<p>cycle. +Refer to 5yrpp and 10yrpp.</p> <p>Some projects:</p>
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