



NORFOLK

SCHOOL

School Charter 2018 - 2019

Section 1: Introduction

Norfolk School's shared vision is 'Together we achieve our potential'.

Teachers, support staff, board members, parents, caregivers and outside agencies work together with a common purpose, our learners. Our responsibility is to support learners to achieve their potential, where they follow the path that best suits their learning aspirations.

The Unique Features of the Norfolk School Community

Norfolk Community Culture:

Norfolk School is the centre of the community. Even though everyone comes from a wide geographic area, the school connects everyone with a common purpose, our student learners.

Norfolk School has a unique culture that is characterised by learners who act as citizens of a connected community. Adults in the community are also aware of their moral responsibility to provide the best learning environment for learners. This is evident by positive home and school partnership that is focused on 'what is best for students'.

Norfolk School is a U4 Full Primary School (Yr 1-8, Decile 9). The school is organised into six classrooms. Norfolk School is zoned and has a growing roll of approximately 160 students. The school was last reviewed by ERO in 2013, where it was placed on a 4-5 year review cycle.

The Norfolk School Values

► Norfolk Community Values:

- **Respect:** For others regardless of race, religion, individual differences. Friendly and respectful in the way we speak to each other. Manners for old and young. Genuine towards others.
- **Compassion:** We look out for each other. Caring. Supportive. Considerate of others. Friendliness, helpful, trusting. Community spirit. Generosity and fairness. Empathetic. Down to earth.
- **Honesty:** Being as one community, telling the truth, and being honest about our actions.
- **Pride:** Being the best we can be. Happy, positive, and confident people. High expectations on how people act. High standards of teaching and learning. Self-belief. Being proud. Positivity. High standard of behaviour.
- **Responsible:** For your own actions.
- **Integrity:** Commitment towards the well being of other people, through moral actions.

Recognising New Zealand's Cultural Diversity

Recognising New Zealand's Cultural Diversity:

- a. Norfolk School recognises the importance of New Zealand's cultural diversity and the unique position of Maori culture. The Board demonstrates its recognition of New Zealand's cultural diversity through:
- b. Consultation with our Maori parents and community on charter development each year.
- c. Prioritising Maori achievement.
- d. Reflecting the unique place of Maori within our policy documentation and curriculum statements.
- e. The continuing development of policies and practices, which reflect New Zealand's cultural diversity.
- f. Providing all students with experiences and understandings in cultural traditions, language and local history.
- g. The development of a curriculum delivery plan, which incorporates Te Reo and Tikanga Maori.

Review of Charter and Consultation

The Board of Trustees will lodge a copy of this updated Charter with the Ministry of Education by 1st March each year.

The school community have been and will continue to be regularly consulted about the school's strategic direction through:

- Community Consultation Meetings (Strategic Planning and Visioning)
- Online Community surveys (Strategic Planning and Visioning)
- Māori Community Consultation Hui (Termly in 2018)

Parents will be informed of student's progress against the New Zealand Curriculum Learning Progressions. Parents will receive an interim written report in the middle of the year and a summative written report in December. A summary of school-wide National Standard results will also be made available through the school newsletter and website.

Each year, targets to improve student achievement against National Standards will be identified by:

- a. Analysis of school-wide assessment data.
- b. Information gathered through curriculum reviews.
- c. In order to achieve goals, the Board of Trustees will support school leadership to provide appropriate professional development so that significant change can potentially be achieved.

Guiding Principles

“The principles set out below embody the beliefs about what is important and desirable in school curriculum - nationally and locally. They underpin all school decision-making. These principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward looking and inclusive, and affirms New Zealand’s unique identity. The principles relate to how curriculum is formalised in our school; they are particularly relevant to the processes of planning, prioritising and review.

Norfolk School’s Curriculum is consistent with these eight statements:

High Expectations: The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Treaty of Waitangi: The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundation of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga.

Cultural Diversity: The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people.

Inclusion: The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

Learning to Learn: The curriculum encourages all learners to reflect on their own learning processes and they learn how to learn.

Community Engagement: The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.

Coherence: The curriculum offers all learners a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Future Focus: The curriculum encourages learners to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation”.

(The New Zealand Curriculum, Ministry of Education, 2007, p10).

Developing a Future Focused Way of Teaching and Learning

As part of the development of a Future Focused programme of teaching and learning, the Norfolk School Board of Trustees are committed to the use of the following core learning principles:

- Recognise the learners as its core participants, encourage their active engagement, self management and develop in them an understanding of their own activity as learners (“self-regulation”).
- Be founded on the social nature of learning and actively encourage collaboration between staff, learners and community through well-organised co-operative learning.
- Staff and the Board of Trustees are committed to working collaboratively through planning, teaching and assessment. The school will continue to explore and develop innovative learning environments.
- Have learning professionals who are highly attuned to the learners’ motivations and the key role of emotions in achievement.
- Promote digital citizenship and learning as an ongoing area of priority.
- Be acutely sensitive to the individual differences among the learners in it, including their prior knowledge.
- Devise programmes that demand hard work and challenge from all without excessive overload.
- Operate with clarity of expectations and deploy assessment strategies consistent with their expectations; there should be strong emphasis on formative feedback to support learning.
- Strongly promote connected learning across all learning areas so that learning is authentic to our children and our community.

Inglewood Community of Learning - Kahui Ako o te Kōhanga Moa

Norfolk School is part of the Inglewood Community of Learning - Kāhui Ako o te Kōhanga Moa. This Kahui Ako is made up of Inglewood High School, seven local primary schools - Norfolk School, Inglewood Primary, Kaimata School, Ratapiko School, Waitoriki School, St Patricks Inglewood, Egmont Village School and four early childhood centres - Inglewood Community Childcare, TopKids Inglewood, Inglewood Kindergarten, Inglewood Playcentre.



Kāhui Ako o te Kōhanga Moa

E kore e taea e te whenu kotahi te whāriki te raranga

Heoi anō mā te mahi o ngā whenu, mā te mahi tahi o ngā kairaranga

Ka oti tēnei whāriki

The tapestry of understanding cannot be woven by one strand alone.

*Only by the working together of weavers,
will such a tapestry be completed.*

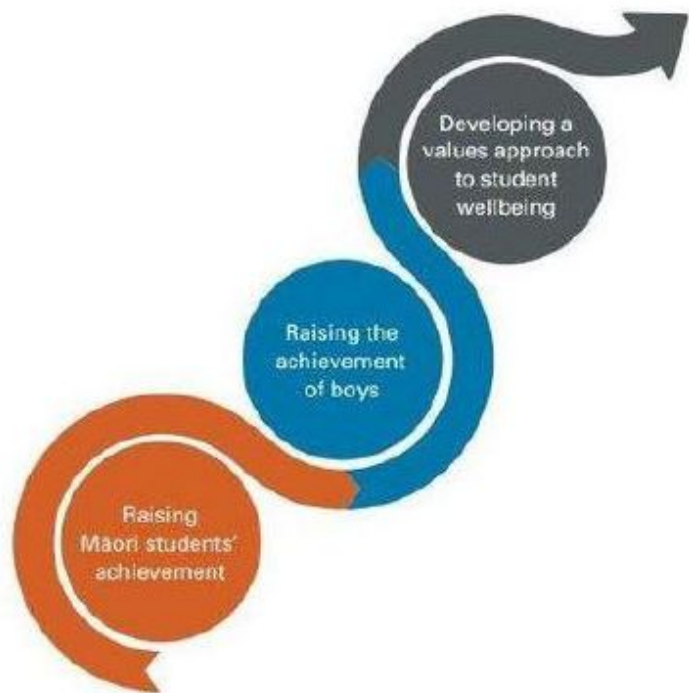
Integrate - whakakotahitia

Innovate - auahatia

Include - tāpeke

Inspire - whakaohoohotia

Kāhui Ako o te Kōhanga Moa - Inglewood Community of Learning Achievement Plan



Our Challenges

We have four identified key areas. In the first instance these will support the development of Mathematics across our iCoL as well as the improvement of NCEA endorsements in the secondary school. However, we also acknowledge that these overarching challenges and strategies will support student achievement across all aspects of the curriculum.

1 Raising Achievement through Shared Pedagogy: Developing shared pedagogy across the community focussing on increasing kaiako capacity to progress and raise achievement in all areas.

2 Raising Achievement through Enhanced Transitions: Developing key strategies to ensure successful transitions into, between and within ECE, primary, secondary, and tertiary/workforce as well as between levels within ECE, primary, secondary and tertiary .

3 Raising Achievement of Akōnga with Additional Learning Needs: Facilitating better access to services for priority and targeted ākongā internally and externally.

4 Whānau and Iwi Partnerships: Fostering learning partnerships with whānau.

Norfolk School staff are committed to continuing our professional learning to develop quality learning practices in all learning areas. Maths PLD started in 2017 and will continue with the Kahui Ako in 2018. Internally, we are undertaking writing development this year as well. Innovative, future focused learning environments remain a focus with an aim to provide quality, individualised learning programmes. (Norfolk Strategic Goals 1, 2, 3)

We are building strong links with early childhood centres and maintain a strong relationship with Inglewood High School to ensure smooth transitions with our learning partners. (Norfolk Strategic Goal 5)

We continue to look for opportunities to strengthen links with external services to benefit our tamariki. (Norfolk Strategic Goal 4)

Strong whānau partnerships have always been a major focus area for Norfolk School and this continues to be at the heart of our purpose. (Norfolk Strategic Goal 5)

Strategic Goals 2018

Strategic Goal 1

To continue to develop future focused methods of teaching and learning so that student engagement and accelerated learning progress is maximised for all learners.

Strategic Goal 2

To continue to accelerate learning in numeracy and literacy across the school.

Strategic Goal 3

To provide authentic STEAM (Science, Technology, Engineering, Arts and Mathematics) learning opportunities using a student centered inquiry learning approach.

Strategic Goal 4

To foster student wellbeing throughout the school so that every learner can feel safe, valued, included and accepted for who they are.

Strategic Goal 5

To maintain strong community partnerships that reflect Norfolk School's unique culture and rural setting so that the needs of the students remain at the heart of all that we do.

Strategic Goals 2018

Strategic Goal 1

To continue to develop future focused methods of teaching and learning so that student engagement and accelerated learning progress is maximised for all learners.

2018

- Visit Palmerston North schools with the SICOL on March 9th to learn about their systems and lessons in their journey.
- Develop consistent use of Seesaw up to Year 4.
- Develop use of digital tools such as Seesaw and Blogs to enhance links between home and school.
- All staff continue to develop skills to utilise digital technologies such as google docs.
- All staff to continue exploring ways to work collaboratively with other teachers to move towards hub based learning settings rather than single cell classrooms.
- Coordinate some teacher release time to allow teachers to plan, assess and discuss teaching practice together.
- Provide additional release for collaboration if staffing allows.
- One on one teacher coaching, led by the Deputy Principal will form a basis for teacher inquiry. This will focus around FF methods of teaching and learning for each teacher and team.
- Through community consultation and staff review, begin the revisioning process for the school to define our vision for the next 3-4 years.

2019

- Review and set targets for Future Focused methods of teaching and learning next steps leading on from progress made in 2018.
- Identify professional learning needs and make arrangements for providers of these.
- Establish teacher inquiry based on next steps for each individual teacher.

2020

- Review and set targets for Future Focused methods of teaching and learning next steps leading on from progress made in 2019.

Annual Plan 2018 - Goal 1: To continue to develop future focused methods of teaching and learning so that student engagement and accelerated learning progress is maximised for all learners.

Target	Expected Outcome:	Specific Actions:	Responsibility:	Timeframe:	Budget:
School leaders take part in the SICOL PLG group to build leadership skills.	Enhanced collaboration between leadership team, teaching staff and support staff.	DP and AP to attend seven PLG sessions throughout the year- participate on professional discussions and reading, share learnings and next steps with our leadership team at Norfolk. Develop personal goals which will form an ongoing inquiry for 2018.	Andrew, Lorraine and Melisa	Throughout 2018	\$2700
Visit Palmerston North Schools with the SICOL Cluster on March 9 th to see Future Focussed practices in other schools.	Gain an insight into schools that utilise range of collaborative and innovative teaching methods. Discuss and evaluate our learning for the Norfolk School context.	Principal to coordinate the trip on March 9 th with other SICOL Principal's	Andrew	Teacher Only Day - Friday March 9th	\$
All staff develop skills to utilise digital technologies such as google docs, Seesaw and Blogs through leadership from the Deputy Principal and individual teacher strengths.	Enhanced use of digital technologies to enable links between home and school. Increased motivation and capabilities in staff and students.	Regular staff workshops led by Deputy Principal and any teachers with skills that can benefit others at Team and Staff development meetings. Kerrin Smillie to lead Digital/future focussed programmes 1 day per week in middle/senior classes. She will teach alongside classroom teachers to help upskill staff and students together.	Lorraine, All Staff.	Monthly	\$13000 budgeted for ICT equip
All staff to explore ways to work collaboratively with other teachers to move towards hub based learning settings rather than single cell classrooms.	Professional reading and research around collaborative systems. Enhanced collaboration and between staff and students.	Partner teachers work together to plan and coordinate teaching workshops across classrooms beginning with one session per week in Term 1 and increasing these each term. Melisa and Scott, Lorraine, Kerrin and Elizabeth, Avon and Stephen	Andrew, Lorraine, Melisa, Avon, All Staff	Throughout 2018	
Coordinate teacher release time where applicable and possible to allow teachers to plan, assess and discuss teaching practice together.	Collaborative planning, assessment and discussion between teachers.	Where possible, Deputy Principal /teachers to coordinate their CRT release along with collaborative partners to allow collaboration, discussion and planning together. Principal to lead school singing every 2nd Friday to allow partner teachers to reflect on their ongoing inquiry.	Andrew, Lorraine, Junior Team Leader, All Staff	Throughout 2018	
One Teacher inquiry to be based around FF teaching and learning development.	Enhanced collaboration between classrooms and teachers to include teacher and student led workshops across classrooms	All teaching staff to include one professional learning inquiry around the development of FF Teaching and learning practices as part of their performance management programme. Review this inquiry regularly in team and staff meetings and as part of the Performance Management cycle	Andrew, Lorraine, Melisa, Avon, All Staff	Throughout 2018	

Strategic Goals 2018

Strategic Goal 2

To continue to accelerate learning in numeracy and literacy across the school.

2018

- Analyse 2017 National Standards Data to identify specific targets for Reading, Writing and Maths
- Priority Learners groups identified from National Standards Data - interventions planned and progress tracked and reviewed
- Develop a new tracking system based on NZC Learning Progressions (due to National Standards being abolished)
- Junior Team Leader and DP to lead numeracy and literacy development through staff coaching, staff development meetings and team/individual teacher goals.
- One Teacher inquiry to be based around numeracy or literacy development with a Future Focussed emphasis.
- Relevant outside professional learning explored to meet identified needs of teaching staff - Explore Kahui Ako PLD opportunities to collaborate with other schools.
- Data reviewed termly to monitor progress.

2019

- Analyse 2018 National Standards Data to identify specific targets for Reading, Writing and Maths
- Prepare 2019 Annual Plan collaboratively with input from staff and Board of Trustees.

2020

- Analyse 2019 National Standards Data to identify specific targets for Reading, Writing and Maths
- Prepare 2020 Annual Plan collaboratively with input from staff and Board of Trustees.

Annual Plan 2018 - Goal 2: To continue to accelerate learning in numeracy and literacy across the school.

Target	Expected Outcome:	Specific Actions:	Responsibility:	Timeframe:	Budget:
Analyse 2017 National Standards Data to identify specific targets for Reading, Writing and Maths.	Focus areas identified and strategies for improvement identified for Annual Goals	-Identify target areas that require specific attention. -Form Priority Learners groups to track and cater for with specific interventions. -Plan teaching interventions/ support that we can put in place to accelerate achievement of these learners.	All Staff	Term 1 2018	
Provision of part time teachers to work within teams to support with enrichment and acceleration.	Accelerated achievement for identified target learners.	A specialist teacher will work with identified numeracy and literacy target groups twice per week for 45 minutes each session.	All Staff	Reviewed termly	Staffing 1.0 in additional teacher support
Redesign our systems for monitoring student achievement to move away from National Standards Based to NZ Curriculum levels and Learning Progressions based	An accurate, reliable tracking system that can be used to monitor progress of individuals and groups.	Leadership and whole staff to develop learning progression tracking systems for reading, writing and maths. These will form the basis of reporting to the BOT over time. DP and Junior Team Leader to work with outside providers to develop a new parent reporting format.	DP and Junior Team Leader with all staff	2018	\$1000 for report format design
Team Leaders to lead Numeracy and Literacy development through staff coaching, workshops and team goals.	Continual focus on numeracy and literacy teaching through staff development and team meetings.	Within teams, Deputy Principal and Junior Team Leader identify literacy and numeracy focus areas to develop with our staff. Possible areas for development: -specific strand areas for focus -assessment and moderation	Junior Team Leader and DP		
One teacher inquiry to be based around Numeracy or literacy development within the future focused pedagogy of the school.	Improved practice achieved around identified focus areas for each teacher.	Teachers select one relevant numeracy or literacy goal to focus on to enhance their teaching practice.	All Staff	Reviewed termly	
Relevant outside workshops/facilitators explored to meet identified needs of teaching staff.	Improved practice achieved for all teachers	Team and whole staff development meeting discussions and development. Explore Kahui Ako PLD opportunities which may be collaborative with other local schools.	Principal, DP and Junior Team Leader		\$3000 PD Budget available
Data reviewed termly to monitor progress.	Reflection on the efficacy of intervention programmes for our priority learners.	Review progress on targeted priority learners each term to monitor progress. Share progress data with BOT	Principal, All Staff	Termly	

Strategic Goals 2018

Strategic Goal 3

To provide authentic STEAM (Science, Technology, Engineering, Arts and Mathematics) learning opportunities using a student centered Inquiry Learning approach.

2018

- Impact Environmental Project- Term 1
- Continue to build a strong School Environment team from local community members to help guide school gardens and environment projects.
- Build partnerships with local resource people from Taranaki Regional Council, DOC, NPDC to help develop our Norfolk School Riverside Ecosystem walkway project.
- Actively explore learning opportunities outside the classroom.
- Adventure playground development - supported by the Home and School.
- Linking Gardens to classroom learning more seamlessly with teaching staff looking for opportunities to link the environment to learning programmes.
- Explore and develop Play Based Learning Opportunities in the Junior Team
- Build on Electronics and Digital Learning opportunities explored and embraced by staff and learners
-

2019

- Review school environment plan to date and set new targets for 2020.
- Implement new Digital Technologies curriculum in preparation for 2020.

2020

- Review school environment plan to date and set new targets for 2020.

Annual Plan 2018 - Goal 3: To provide authentic STEAM (Science, Technology, Engineering, Arts and Mathematics) learning opportunities using a student centered Inquiry Learning approach.

Target	Expected Outcome:	Specific Actions:	Responsibility:	Timeframe:	Budget:
Continue School Environment Developments.	Enhanced outdoor environments for play and learning	-Utilise Home and School Fundraising to begin development of the natural outdoor playground area plan that was designed in 2017 by Carina McQueen.	Principal, Staff, Home and School and whanau	Beginning Term 1	Nil (donated time from Carina)
Build partnerships with local resource people from Taranaki Regional Council, DOC, NPDC and ETET (Eastern Taranaki Environmental Trust)to help develop our Norfolk School Riverside Ecosystem walkway project.	A strong network of local experts who we can call on for assistance, guidance, resources and teaching programmes around our unique school environment.	-Staff make contact with local experts from Taranaki Regional Council, DOC, NPDC and ETET (Eastern Taranaki Environmental Trust)	All Staff	Term 1 onwards	Nil
Utilise outdoor education opportunities available to the school.	Field trips, excursions and outdoor adventures adding motivation and building student engagement.	Actively seek opportunities to explore learning opportunities outside the classroom. Utilise parent/community expertise for assistance with risk management on trips that have challenging environments.			
Develop an environmental action group to enable students to take ownership of our school and wider environment.	-Increased awareness of our impact on the environment and action to improve this. -Increased pride and ownership of our school environment.	To have groups that are actively responsible for areas within the school. They will have support from staff, parents and community experts. Examples are garden group, chickens, gorge and recycling.			
Explore and develop Play Based Learning Opportunities in the Junior Team	-Increased student engagement leading to student agency -increased self management, increase in skills to relate well with others. Critical, creative and thinking.	-Classroom Teacher to provide materials to explore creative ideas. Act as the coach, play alongside. Place invitations to explore.	Junior Team Leader	All Year	\$2000 STEAM Budget
Build on Electronics and Digital Learning opportunities explored and embraced by staff and learners	-Increased use of digital technologies across the school -Increased student engagement and ownership in digital learning	-Specialist teacher employed .2 to explore and help staff to develop Future Focused and digital capabilities across the school. -Opportunities followed to develop staff knowledge and understanding of the new Digital Curriculum	Kerrin Smillie, All Staff	All Year	\$2000 STEAM Budget

Strategic Goals 2018

Strategic Goal 4

To foster student wellbeing throughout the school so that every learner can feel safe, valued, included and accepted for who they are.

2018

- Staff, student and whanau development of Growth Mindset with a focus on resilience, persistence and GRIT.
- Using practices that foster and promote student wellbeing. e.g, circle time, growth mindset focus, restorative chats, Sociograms, Student Wellbeing Survey (NZCER)
- Restorative practices development included in staff development meetings and support provided for individual teachers as required.
- Principal to support teachers to conduct Circle Time class conferences with individual teachers/classrooms.
- Provide education/information for parents and whanau via newsletter, facebook and in school opportunities.

2019

- Review efficacy of restorative interventions and programmes to date.
- Establish next steps and goals for restorative practices within the school.
- Provide ongoing education/information for parents and whanau.

2020

- Review efficacy of restorative interventions and programmes to date.
- Establish next steps and goals for restorative practices within the school.

Annual Plan 2018 - Goal 4: To foster student wellbeing throughout the school so that every learner can feel safe, valued, included and accepted for who they are.

Target	Expected Outcome:	Specific Actions:	Responsibility:	Timeframe:	Budget:
Ongoing in-house development developing the use of restorative language to resolve issues.	Consistent restorative conversations used by staff when dealing with classroom and playground issues. Children will also be encouraged to use restorative problem solving.	-Through staff development meetings, staff to be provided with restorative language training and tools. -Revisit the efficacy of these strategies, along with sharing successes at staff development meetings.	Principal, All Staff	All Year	NA
Sociograms to be completed by the principal in Term 1 and Term 4 to monitor social dynamics in each classroom and identify at risk individuals.	A clear idea of social dynamics which exist in each classroom so that positive relationships can be fostered and maintained with staff support.	Principal to conduct Sociograms with each class and partner classes within the first three weeks of term 1. Patterns identified and strategies devised with classroom teachers to improve inclusion of isolated individuals.	Principal, All Staff	Term 1, Term 4, 2018	NA
NZCER Student Wellbeing @ School Toolkit to be carried out at the end of Term 1	An overall picture will be created to gauge the general wellbeing of our children and areas identified for improvement and targeting	-Register for the NZCER Wellbeing @ School toolkit -Train staff in the self review process -conduct student surveys mid Term 2 (as per NZCER Guidelines) -Analyse data and utilise this in future planning interventions as well as providing information for our BOT and community	Principal, All Staff	All Year	
Principal and Lyndsey Marment to support teachers to conduct Circle Time class conferences with individual teachers/classrooms.	Circle time used consistently across the school to promote group problem solving and positive relationship skills.	Principal to timetable sessions with teachers to lead circle time in classrooms with the eventual goal of the teachers leading circle time in their own classes. Term 1 - Principal/Lyndsey led. Term 2 - Principal/Lyndsey supported Term 3 - Teacher independent.	Principal, All Staff	Term 1 onwards	NA
Leadership and Citizenship across the school	Student voice is heard and acted upon throughout the school so that students feel ownership and pride in their school.	-Opportunities to tap into specific skills and interests of students of all levels will be sought and staff encouraged to take leadership of these. e.g. Environmental group, mural groups, sports groups, technology groups.		Term 1 onwards	NA

Strategic Goals 2018

Strategic Goal 5

To maintain strong community partnerships that reflect Norfolk School's unique culture and rural setting so that the needs of the students remain at the heart of all that we do.

2018

- *Consultation - strong focus on cultural responsiveness and future focused learning programmes
- *Utilise local Marae, Library, Town Hall and Sports clubs/facilities.
- * Community Consultation re: School gardens, outdoor classroom and river ecosystem walkway
- *Increase BLOG/Facebook/seesaw use and feedback
- *Continue to develop and strengthen relationships with ECE's, Kindy and Daycares and Inglewood High
- *Maintaining strong collaboration across schools in our ICOL cluster and SWRINK collaborative partnership.
- *New Entrant parent events, preschool visits, transition focus- further develop communication pathways.
- *Make connections with our Home and School parent group that link to our strategic plan.
- *Seek parent/whanau input for future direction of strategic goals 1-4

2019

- Provide opportunities for our parent community to give feedback about the operations of the school
- Continue to develop and strengthen relationships with ECE's, Kindy and Daycares and Inglewood High
- Maintaining strong collaboration across schools in our ICOL cluster and SWRINK collaborative partnership.

2020

- Provide opportunities for our parent community to give feedback about the operations of the school

Annual Plan 2018 - Goal 5: To maintain strong community partnerships that reflect Norfolk School's unique culture and rural setting so that the needs of the students remain at the heart of all that we do.

Target	Expected Outcome:	Specific Actions:	Responsibility:	Timeframe:	Budget:
Consultation - strong focus on cultural responsiveness and future focused learning programmes.	Strong community involvement and input into the life of the school and the strategic direction of the school.	Regular opportunities for community to have input in school. -Maori Consultation Hui - Termly -School environment meetings- Termly -Meet the Parent evening - Term 1 -Grandparents morning visit - Term 1 -Community picnics - Term 1 and 4 -Show Day - Term 4 -School Sports days - Swimming Sports, Cross Country, Athletics, Tabloid Sports	All Staff	All Year	N/A
Utilise local Marae, Library, Town Hall and Sports clubs/facilities.	Strong links with community organisations and facilities.	Whole school visit to Parihaka - Tuesday March 6th -Term 1	All Staff	All Year	N/A
Increase BLOG/Facebook/seesaw use and feedback to inform next steps and programmes.	Enhanced communication and parent involvement through the use of digital applications.	Staff continue to explore the use of digital technologies to enhance connections with parents and whanau at home.	All Staff	All Year	N/A
Continue to develop and strengthen relationships with ECE's, Kindy and Daycares and Inglewood High	Smooth, low stress transitions to school for all new entrants and their whanau as well as a smooth transition to High School for Year 8's.	-Junior Team leader to re-develop the new entrant transition process as well as parent/whanau education sessions that provide best coverage of all our new entrant families and best outcomes for these children.	Junior Team Leader, Helene, Andrew	All Year	\$500
Maintaining strong collaboration across schools in our ICOL cluster and SWRINK collaborative partnership.	Continue our working relationship with our Kahui Ako partners in developing our shared goals.	-Participation in all ICOL strategic meetings -Development of ICOL Leadership structures	Andrew, All Staff	All Year and beyond	Allocated ICOL PLD hours
Seek parent/whanau input for future direction of strategic goals 1-4	Plan for and seek student, parent, whanau and staff input on the future focus of Norfolk School - rebranding and revisioning.	-Redesign Health Education programme based on results from Biennial Health survey and parent input meeting in T1 -Plan and implement community input opportunities to gauge stakeholder voice on the what priorities our community has for our future learners.			

