



# Pāterangi SCHOOL



## STRATEGIC PLAN 2023-2025

DEVELOPED BY THE PĀTERANGI SCHOOL BOARD OF TRUSTEES (February 2024)



# Pāterangi SCHOOL

Pāterangi School (est. 1876) is a rural school minutes from the town of Te Awamutu, nestled under the gaze of Mount Pirongia

## Our Community

Paterangi is a thriving rural community located 8 minutes from the Te Awamutu township and 25 minutes from Hamilton.

Paterangi has a deep history that back to the New Zealand land wars when in 1864 during the advance of the General Duncan Cameron, the fortified Pa stood strong against a far superior army.

We still acknowledge this important part of our country's history today with our school song and the line "Paterangi, he pa kaha rawa o Aotearoa" or "Paterangi, the strongest pa in New Zealand".

As a rural community we have many important traditions and links to our neighbouring areas. We are a proud member and contributor to the Waipa District.

## School Community

Paterangi was founded in 1876 and is steeped in the traditions of Rural New Zealand life. A full primary school, Pāterangi School is a country school that nurtures and supports students through our diverse and holistic curriculum. We focus on growing great 'well rounded' tamariki. We are proud and protective of our ability to use our local environment to enhance learning opportunities - We have 'bush school', we run the Garden to Table programme, we value and participate in a variety of sports and Ag Day is a highlight on our calendar. We are proud to be an Enviro-School and this continues to be a huge focus for us.

Our values based curriculum encompasses a wide range of skills and strategies important in growing tamariki who are Steadfast and Courageous in their Learning Journey. We have specialist teachers to teach the Arts, Music, Drama and Dance. All children participate in our Resilience Curriculum and we live and breathe our Values of Respect, Responsibility, Perseverance and Integrity.

We are Pāterangi and we are proud of who we are and what we achieve.





# Pāterangi School



## Our Values

**Whakaute**  
**Respect**  
I care about myself and my belongings  
I care for others, property, our community and the environment

**Ngākau Pono**  
**Integrity**  
I am truthful to myself  
I treat others the way I want to be treated  
I am committed to being the best I can be

**Manawhenui**  
**Perseverance**  
I never give up  
I strive to take on challenges  
I am courageous in my learning  
I am a problem solver

**Haepapa**  
**Responsibility**  
I own my own decisions and actions  
I am in charge of my own learning and behaviour

## How We Learn



## Our Vision

Steadfast and Courageous in our Learning Journey



OBJECTIVES	1	2	3
	<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau



STRATEGIC GOAL

Strengthen Cultural Intelligence

Akonga having the ability to effectively navigate and live in diverse cultural settings, demonstrating understanding, adaptability and respectful communications across different cultural contexts

STRATEGIC INITIATIVES

- 1a Deepen our understanding of akonga Identity, Language and Tikanga
- 1b Grow our values programme to reflect community and whānau voice
- 1c Develop and Implement Leadership opportunities for our tamariki, especially our Year 7 and 8 tamariki (Tuakana-Teina)
- 1d Continue to deepen kaiako and BOT understanding of Te Tiriti o Waitangi. Whakapapa of ToW and Law.

STRATEGIC OUTCOME

An inclusive learning community that respects cultural diversity

OBJECTIVES	4	5
	<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable



STRATEGIC GOAL

Develop a responsive, inclusive local curriculum

A curriculum that is relevant and purposeful for all akonga. It will reflect and honour Te Tiriti o Waitangi.

STRATEGIC INITIATIVES

- 2a Develop a historic timeline of Pāterangi and share with tamariki some of the well known stories readily available (in time, using the stories gifted from Ngāti Apakura and Ngāti Hikairo
- 2b Deepen Kaiako understanding and improve opportunities for greater Ākonga Agency and Student Engagement
- 2c Te Mātaioho: The Refreshed NZ Curriculum will be implemented

STRATEGIC OUTCOME

All akonga achieving success

OBJECTIVES	4	5
	<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable



STRATEGIC GOAL

Strengthen Social and Emotional Intelligence

Akonga having the skills and ability to navigate social situations effectively while recognising, managing and empathising with their own and others' emotions.

STRATEGIC INITIATIVES

- 3a Develop and Implement our own Pāterangi Resilience Programme
- 3b Our kura is a safe and happy place to work and learn
- 3c Develop a Graduate Profile for Pāterangi School ākonga

STRATEGIC OUTCOME

An inter-connected learning community that can successfully work together



## STRATEGIC GOAL 1

### *Strengthen Cultural Intelligence*

#### **Actions**

- Purekireki Visit for whole school over the year
- Overnight Marae hui for Year 7/8 leaders
- Develop a Māori Leadership Ropu
- Develop skills and capability across the whole school to carry out Mihi Whakatau
- Develop expectations/protocols around when the whole school would carry out powhiri/mihi whakatau
- Consult with whānau to find out what we can do to make the school environment and processes more welcoming to Māori.
- Grow the values programme to include Manaakitanga (kindness)
- Deepen kiako understanding of Te Tiriti o Waitangi
- Matariki Breakfast
- Develop Student Leadership/Council
- Karakia – Develop whole school process and expectations (Starting with staff in 2024)
- Build a Karakia kete
- Develop an understanding of Kingitanga – Support staff to learn about its importance, the history and the Reo.
- Develop understanding and awareness of Ngati Apakura and Ngati Apakura as our local iwi.
- Establish whole school Kapahaka
- Whānau Picnic
- Whānau Hui – termly

## STRATEGIC GOAL 2

### *Develop a responsive, inclusive local curriculum*

#### **Actions**

- Consult with whānau to find out what we can do to ensure our Māori can see themselves reflected in the curriculum and classroom.
- Develop and implement the framework, structures and systems that support teachers to improve outcomes for all ākonga
- Our kaiako to be ready to effectively implement the new New Zealand Curriculum (refresh) by 2026
- Kaiako implementing 3 hours of Reading, Writing and Maths in an integrated approach.
- Consult with parent community on Health and P.E Curriculum.
- Prioritise and establish a Curriculum Leader Unit holder to lead specific strategic focus according to community consultation – in 2024, Science, Technology and STEAM will be the focus for this role.

## STRATEGIC GOAL 3

### *Strengthen Social and Emotional Intelligence*

#### **Actions**

- DP to develop leadership plan for Year 7/8 across schools
- Get a team together to work on creating a programme for kaiako to discover the guiding principles of the Resilience Project.
- Create Student Social Media Team – to report and document all school events.
- Look for parent support in marketing and communications (newsletters etc)
- Grow the values programme to include Manaakitanga (kindness)
- Have Meralyn work with kaiako on the foundations and background of Te Whare Tapu o te Ngākau Māori



# Strengthen Cultural Intelligence – Measurement Framework

## INITIATIVE

## Progress Indicators

## How will we measure Success?

### 1a Deepen our understanding of ākonga Identity, Language and Tikanga

Purekireki Visit for whole school over the year and in 2025, O-Tāwhao and Waipapa Marae

Develop expectations AND protocols around when the whole school would carry our powhiri/mihi whakatau

Understand and Use Poutama Reo Document to improve Te Reo

Develop a Māori Leadership Ropu across the whole school so tamariki have a sense of belonging and connection to whānau

Tamariki learning specific school-wide waiata and kapahaka (even via videos) to support powhiri and mihi whakatau

Māori and Pacific ākonga will achieve equitable outcomes in Reading (within 5% of ALL students)

All tamariki have been officially welcomed onto a marae within two years

All staff and board have an understanding of how we welcome new whānau and embed it into our 'norm'

- Senior Leadership Team will unpack document
- Kaiako Te Reo proficiency will be analysed using the Poutama Reo Survey

Numbers attending Te Ropu will increase  
Whānau will support our kura by attending Te ropu Hui

The whole school will be able to welcome any new whānau with appropriate tikanga. All tamariki know the protocols.

Student Achievement Data

### 1b Grow our values programme to reflect community and whānau voice

Tamariki valuing and working towards and demonstrating Manākitanga

Communicate with community (and tamariki) WHY Manākitanga has been added to the values programme – develop key indicators

The Values programme will include Manaakitanga (kindness)

- All stakeholders know that the kura listen and act upon feedback
- Tamariki regularly displaying Manākitanga – Class Charts

### 1c Develop and Implement Leadership opportunities for our tamariki, especially our Year 7 and 8 tamariki (Tuakana-Teina)

- Overnight Marae hui for Year 7/8 leaders
- Build relationships with other local rural schools and discuss and build opportunities together
- Develop a leadership programme for our Year 7 and 8 tamariki
- Attendance at National Young Leaders' Day etc

- Stronger connections with local iwi – Our tamariki know who our local iwi (survey)
- Increase in events run by School Leaders
- Student voice about leaders
- Leaders feel confident and have the skills to run and organise events.





# Strengthen Cultural Intelligence – Measurement Framework

## INITIATIVE

**1d** Continue to deepen kaiako and BOT understanding of Te Tiriti o Waitangi. Whakapapa of ToW and Law.

## Progress Indicators

Effective leadership to lead Te Aō Māori

Develop skills and capability across the whole school to carry out Mihi Whakatau and pōwhiri

Māori akonga see their culture reflected around the walls of the classroom, the school and in everyday practices.

All kaiako teaching at least 3 hours of Te Reo, tikanga, waiata, stories, whanaungatanga...

## How will we measure Success?

Board will attend training with NZSTA and M.A.C in improving leadership of Te Aō Māori at Pāterangi School

The whole school will be able to welcome any new whānau with appropriate tikanga

Consult with Whānau to find out what we can do to our physical environment and processes to make more welcoming for Māori – implement changes based on voice

Move all tamariki from Level 6 to Level 4(b) by 2025



# Develop a responsive, inclusive local curriculum – Measurement Framework

## INITIATIVE

**2a** Develop a historic timeline of  
**Develop a historic timeline of Pāterangi and share with tamariki some of the well known stories readily available (in time, using the stories gifted from Ngāti Apakura and Ngāti Hikairo**

## Progress Indicators

Staff to investigate and research appropriate local stories/events that is appropriate for each year level.

Develop a programme around iwi and local history allows students to make a real connection to who they are. For all students, a connection to the community, land, and people of the past gives them a sense of identity, belonging, and connection to where they are now.

As part of an student led- senior inquiry, develop a timeline of important local events and historical dates of importance. Display these in the main office.

## How will we measure Success?

A framework of local stories/events for each year level will be developed

Tamariki know some of the important local stories; eg: The story of Uenuku and it's link to Ngāroto

We will have made contact with local iwi and gathered some advice on which stories are appropriate for our tamariki to learn

The office will display a timeline of important historic events and local





# Develop a responsive, inclusive local curriculum – Measurement Framework

## INITIATIVE

### **2b** Deepen Kaiako understanding and improve opportunities for greater Ākonga Agency and Student Engagement

#### Progress Indicators

Plan a series of Staff Meetings and TOD using the work of Hattie and improving Student Agency in the classroom

Introduce Passion Projects and STEAM across the school as in house PLD – Unit holder to lead and co-ordinate PLD sessions over 2024-2025 – Using peer/share and modelling best practice

Improve Student Attendance as Student Engagement increases

Develop a shared understanding and improved process of kaiako planning for ākonga

#### How will we measure Success?

Student voice in 2024 on how engaged children are in the learning process and compare at the end of 2025

Tamariki will be engaged and Kaiako will have a deeper understanding of how to facilitate and run STEAM and Passion Projects – measured by Student Voice

Monitor and track Attendance data and look for trends as Student Engagement increases

Tamariki will have their learning needs met and planned for which will lead to improved student outcomes and engagement for all tamariki – Attendance Data/Planning Evidence/Student Achievement Data

### **2c** Te Mātaioho: The Refreshed NZ Curriculum will be implemented

New Maths and English Curriculum will be understood and embedded

Undertake schoolwide Structured Literacy PLD and give kaiako the scope and sequence to enable all our learners to improve the foundation skills for literacy

Kaiako will have a clear understanding of the teaching expectations for each curriculum (including the newly mandated one hour a day for Reading, Writing and Maths)

Local Curriculum Progressions and reporting to parents that reflect the refreshed English and Mathematics

- Through planning we will see evidence of Structured Literacy
- Structured Literacy Assessments will show improvement in Literacy skills gained
- Student Achievement Data

- Local Curriculum designed
- Improved Student Achievement





# Strengthen Social and Emotional Intelligence- Measurement Framework

## INITIATIVE

## Progress Indicators

## How will we measure Success?

### 3a Develop and Implement our own Pāterangi Resilience Programme

Tamariki will have the strategies and self-awareness to solve problems and work together with others

- In teams will work on developing our own version of The Resilience Project
- Manākitanga will be added to our Values Programme

### 3b Our kura is a happy and safe place to work and learn

We retain quality teachers

We maintain a culture of manaaki

We retain students and maintain our roll

- Number of staff leaving - analysed by Exit Interviews
- Staff Well-Being Survey
- Internal Accountability Assessments (Manaaki Focus) through conversations and student/parent voice
- PB4L Data
- Number of students leaving and reasons analysed
- School roll remains stable
- Out of Zone Enrolments tracked

### 3c Develop a Graduate Profile for Pāterangi School ākonga

Staff Meetings to work collaboratively on creating a Graduate Profile and progressions for our Tamariki using Te Whare Tapu o te Ngākau Māori (Working with MAC Facilitator)

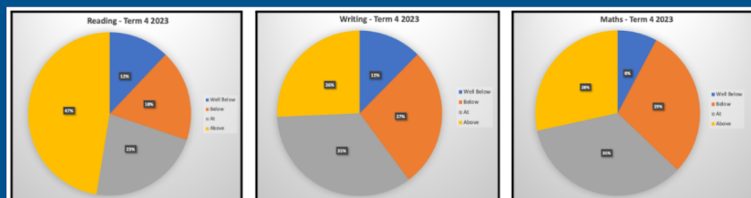
Tamariki will understand the skills and dispositions in our Paterangi Graduate Profile and work towards the dispositions

We will have a simple framework to help guide ākonga, kaiako and whānau with knowing their next steps in improving in the values and dispositions of our community

# Pāterangi School

## Annual Implementation Plan 2024–2025

### Baseline Data



Year	Term	Total Students	# of students attending (% of days)				% of students attending (% of days)			
			90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
2022	4	153	73	55	19	6	47.7	35.9	12.4	3.9
2023	1	128	74	34	15	5	57.8	26.6	11.7	3.9
	2	134	45	57	21	11	33.6	42.5	15.7	8.2
	3	122	54	43	19	6	44.3	35.2	15.6	4.9
	4	124	63	38	20	3	50.8	30.6	16.1	2.4

### Strategic Initiatives

- Create an internal PLD plan for teachers (based on the work of Hattie) and aimed at improving Student Agency and Engagement in the classroom
- Curriculum Leader to develop a plan to introduce and embed STEAM and Passion Projects in the classroom
- Develop a shared understanding and structure to support kaiako in their planning for ākonga
- Meralyn Te Hira (MAC) to facilitate and work with staff to improve te reo and understanding of te ao māori – to connect with our māori tamariki
- Implement Structured Literacy to lift achievement and engagement
- Understand and embed Te Mātaioho – With a focus on English and Maths
- Establish Student Council, Manukura, Kapahaka and our Māori Leadership Ropu
- Promote our kura within the community

### Expected Outcomes

- Ākonga will enjoy the learning process and Student Achievement will improve
- Increase number of children at MLL 4B
- 40% of our Below and Well-Below students will make accelerated progress
- Kaiako will have the skills and knowledge to focus on improving student engagement
- Kaiako will have the skills and knowledge to improve Student Agency
- Kaiako know, understand and plan using the new refreshed curriculum documents
- Māori Students feeling included and their culture valued (Student Voice)
- Student Achievement Data will improve as a result of greater Kaiako curriculum knowledge and student engagement
- Community engagement is increased
- Increased positive wider-public perception of our kura and what we do (roll growth)

### Evaluation

In Term 4, 2023 Our Māori Student Achievement was...

	Reading	Writing	Maths
<b>Above</b>	<b>52%</b>	<b>37%</b>	<b>31%</b>
<b>At</b>	<b>24%</b>	<b>19%</b>	<b>24%</b>
<b>Below</b>	<b>17%</b>	<b>41%</b>	<b>41%</b>
<b>Well Below</b>	<b>7%</b>	<b>4%</b>	<b>3%</b>

On March 1st, 2024 our roll is **101**



# Ongoing School Operations, Governance and Management

All documentation outlined continues to be reviewed.

CURRICULUM	PERSONNEL	FINANCES	PROPERTY	HEALTH AND SAFETY
<p><b>Key school documents that inform the Paterangi School Charter relating to Curriculum include:</b></p> <p>New Zealand Curriculum School-based Curriculum Plans Student Reports Associated Policies Paterangi School Strategic Plan Teachers Planning / Assessment folders Cumulative Record (Edge) Learning Journals Parent Information Booklet Learning Assistance Register Attendance Registers Admission / Withdrawal Register ERO Report</p>	<p><i>Key school documents that inform the Paterangi School Charter relating to Personnel includes:</i></p> <p>Job Descriptions Performance Agreements Staff Appraisals Staff Professional Development Programme Personnel &amp; Curriculum Policies Paterangi School Strategic Plan Appropriate Collective Agreements</p>	<p><i>Key school documents that inform the Paterangi School Charter relating to Finances include:</i></p> <p>Annual Budget 10 year Property Plan SUE Reports Assets Register Annual Reports Auditors Reports Associated Policies &amp; Procedures Paterangi School Strategic Plan</p>	<p><i>Key school documents that inform the Paterangi School Charter relating to Property include:</i></p> <p>10 Year Property Plan 5 Year Property Schedule Maintenance Schedule Property Occupancy Document - Insurance - Associated Policies Paterangi School Strategic Plan</p>	<p><i>Key school documents that inform the Paterangi School Charter relating to Health and Safety include:</i></p> <p>Accident Register Hazard Register Swimming Pool Maintenance Booklet Maintenance Schedule Evacuations Procedures Associated Policies Paterangi School Strategic Plan</p>

## Annual Operations Summary 2021

### NAG 1 – CURRICULUM

#### Ongoing Annual Commitments and Review

Key school documents / processes that inform Paterangi School

Curriculum include:

- New Zealand Curriculum
- School-based Curriculum Plans
- Student Reports
- Associated Policies
- Paterangi School Strategic Plan
- Teachers Planning / Assessment folders
- Cumulative Record (Edge)
- Parent Information Booklet
- Learning Assistance Register
- IEPs
- SENCO
- Attendance Registers
- Admission / Withdrawal Register
- ERO Report
- whānau Consultation / surveys

### NAG 2 – SCHOOL OPERATIONS

#### Ongoing Annual Commitments and Review

Key school documents / processes that inform Paterangi School

Curriculum include:

- School wide achievement reports to BOT and community
- Parent Teacher meetings
- Student led assemblies
- EOTC opportunities throughout year
- Review policies
- Review Procedures

### NAG 3 - HUMAN RESOURCE

#### MANAGEMENT

#### Ongoing Annual Commitments and Review

Key school documents / processes that inform Paterangi School

Curriculum include:

- Letters of Appointment
- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Staff Professional Development Programme
- Personnel & Curriculum Policies
- Paterangi School Strategic Plan
- Teacher's Collective Agreement
- PD linked to PB4L
- Induction Pack
- Relievers Folders
- Police Vetting

### NAG 1 – CURRICULUM

#### 2020 Areas of Focus

- Restorative Practice
- PB4L
- New School Curriculum
- Tataiako- cultural competencies
- Kahikitia Understandings
- Digital technology Implementation
- SENCO Processes
- True Inquiry (Spiral)

### NAG 2 – SCHOOL OPERATIONS

#### 2020 Areas of Focus

- Updating Policies
- Use of Hautu
- New Reporting System
- PLD -external provider
- Student-led conferences

### NAG 3-HUMAN RESOURCE MANAGEMENT

#### 2020 Areas of Focus

- Staff folders
- Induction process and resources
- Relievers Folders
- Teachers sharing and seeing others practice
- Succinct channels of communication, utilizing the

		Leadership team's knowledge, knowing they will seek further clarity from experts on our behalf.
<p><u><b>NAG 4 – PROPERTY AND FINANCE</b></u></p> <p><u>Ongoing Annual Commitments and Review</u></p> <p>Key school documents / processes that inform Paterangi School Curriculum include:</p> <p><u>Property</u></p> <ul style="list-style-type: none"> <li>● 10 Year Property Plan</li> <li>● 5 Year Property Schedule</li> <li>● Maintenance Schedule</li> <li>● Property Occupancy Document</li> <li>● Insurance</li> <li>● Associated Policies</li> <li>● Paterangi School Strategic Plan</li> </ul> <p><u>Finance</u></p> <ul style="list-style-type: none"> <li>● Annual Budget</li> <li>● Budget Monitoring and Reviews</li> <li>● SUE Reports</li> <li>● Assets Register</li> <li>● Annual Reports</li> <li>● Auditors Reports</li> <li>● Associated Policies &amp; Procedures</li> <li>● Paterangi School Strategic Plan</li> <li>● School Audit</li> <li>● Engagement with Education Services</li> </ul>	<p><u><b>NAG 5 – HEALTH AND SAFETY</b></u></p> <p>Key school documents / processes that inform the Paterangi School Curriculum include:</p> <ul style="list-style-type: none"> <li>● Accident Register</li> <li>● Hazard Register</li> <li>● Swimming Pool Maintenance Booklet</li> <li>● Maintenance Schedule</li> <li>● Evacuations Procedures</li> <li>● Associated Policies</li> <li>● Associated Procedures</li> <li>● Paterangi School Strategic Plan</li> <li>● Physical Education Curriculum</li> <li>● Cluster Sporting Events</li> <li>● Safety Drills</li> <li>● Police Vetting</li> </ul>	<p><u><b>NAG 6 – LEGISLATIVE REQUIREMENTS</b></u></p> <ul style="list-style-type: none"> <li>● Term dates available to community</li> <li>● Policies are kept up to date</li> <li>● Policies available to public</li> <li>● School information on Website</li> <li>● Roll Returns</li> <li>● Reporting to the Ministry of Education</li> <li>● Truancy Reporting</li> </ul>
<p><u><b>NAG 4 – PROPERTY AND FINANCE</b></u></p> <p><u>2020 Areas of Focus</u></p> <ul style="list-style-type: none"> <li>● Implement five year property plan</li> </ul>	<p><u><b>NAG 5 – HEALTH AND SAFETY</b></u></p> <p><u>2020 Areas of Focus</u></p>	<p><u><b>NAG 6 – LEGISLATIVE REQUIREMENTS</b></u></p> <p><u>2020 Areas of Focus</u></p> <ul style="list-style-type: none"> <li>● School Enrolment scheme investigation</li> </ul>



<ul style="list-style-type: none"> <li>● School Environment - Tidy Up, Freshen Up</li> <li>● New Spaces, creative learning spaces</li> <li>● Additional Teacher Aide employed from BOT funds</li> <li>● Senior Playground upgrade</li> </ul>	<ul style="list-style-type: none"> <li>● Review and make policies and procedures more robust</li> <li>● Tag and Testing solutions</li> <li>● School Health Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Board working calendar</li> </ul>
<b>NAG 7 - COMMUNITY</b>	<b><u>NAG 8 – ANNUAL ANALYSIS OF VARIANCE</u></b>	
<u>COMMUNITY INVOLVEMENT / SCHOOL EVENTS</u> <ul style="list-style-type: none"> <li>● Rural Roses Cluster Involvement</li> <li>● Junior Athletics</li> <li>● Out of school trips</li> <li>● Year 7/8 camp &amp; Y5/6 camp</li> <li>● Sports at Lower Waipa Events level and Waikato Competitions– swimming, cross country, athletics, sevens.</li> <li>● Agriculture day / group day</li> <li>● Marae visit</li> <li>● Grandparents Day</li> </ul>	<u>COMMUNITY INVOLVEMENT / SCHOOL EVENTS</u> <ul style="list-style-type: none"> <li>● Various sport events</li> <li>● Entertainment groups –including Kapahaka and visiting groups</li> <li>● School picnics and social occasions, e.g. potatoes</li> <li>● End-of-year prize giving</li> <li>● Senior and Junior trips</li> <li>● School performance (Term 2)</li> <li>● Matariki Events (Term 2)</li> <li>● Fundraising (e.g. Jump Off)</li> </ul>	<u>GOVERNANCE AND MANAGEMENT</u> <ul style="list-style-type: none"> <li>● BoT Training as needed</li> <li>● Board news to community</li> <li>● Reporting on the NZC levels.</li> <li>● Charter Review.</li> <li>● Enhance and celebrate strong relationships with whānau.</li> <li>● Principal to be appraised by external appraiser.</li> <li>● Appraisal systems refined practice consolidated</li> </ul>