

MATIPO PRIMARY SCHOOL CHARTER

MISSION STATEMENT

The purpose of Matipo School is to educate the children of our community to the best of our ability, to their utmost potential.

We do this in a positive, caring, learning environment and aim to develop the whole child-physically, emotionally, intellectually, socially and culturally.

Children are seen as individuals and we aim that each child may grow to be the best person that they can be and that they may help others to do the same.



SHARED VISION

1. In this school the most important thing is the children and their learning. We are a child centred school. We are here for the children.
2. We are fair and equitable
 - as good employers
 - to parents
 - to children and their learning needs.
3. We welcome parental and community participation and involvement.
4. We provide a balanced curriculum with variety, enrichment, encouragement and challenge to meet the needs of all pupils.
5. Our expectations of children include:
 - positive self esteem
 - self discipline
 - good manners
 - tolerance
 - respect
 - co operation
 - social and cultural awareness

CONSULTATION

The Board has consulted with our Maori Community through our Maori Education Plan Standing Subcommittee and to our whole community via initial newsletter (for input) and then by advertising the draft version for public scrutiny, input and feedback.

The School also consults with parents on a bi-ennial basis for feedback on aspects of School operations and on a needs basis for items or developments of importance.

There is consultation with staff, BOT and community in the drafting of this charter.

VALUES

- MANA** – to develop pride, dignity and values in our children and staff.
- AROHA** – to encourage our children to love and care for each other, our school and our environment.
- WERO** – to provide opportunities for children to accept and succeed with the challenges of learning and of taking part in a wide range of school activities.
- KIA KAHA** – to encourage our children to stand tall and be proud to stand tall and proud of themselves, their achievements and their school.

MAORI LANGUAGE

Provision is made for the teaching of Te Reo in all areas of the school on a regularly weekly basis. Additionally, the School employs a tutor to provide extra Te Reo for those children whose parents wish it. Aspects of Maori culture are included across the curriculum and a Maori culture group also operates.

Should a parent request further resourcing Maori, the School would make provision for this by dual enrolment with the Correspondence School.

LOCAL GOALS

1. To provide the best environment, equipment and materials to enable children to learn.
2. To provide a balanced curriculum with variety, enrichment, encouragement and challenge to meet the needs of all pupils.
3. To provide all children with opportunities for success and enjoyment.
4. To develop self-esteem, social and cultural awareness in all children-self-discipline, manners, tolerance, respect and co-operation.
5. To encourage community support and involvement in the school.

PROCEDURAL INFORMATION

The School Charter and Operations Plan is ratified by the Board of Trustees in February and sent to the Ministry of Education with the target variance report.

Samoan

A weekly Samoan language class was started in 2008.

February 2009

OUR SCHOOL'S AIMS

Aims are broad statements of intended outcomes. Aims highlight each of the main areas in which the school expects to demonstrate performance and achievement in relation to the Government's national educational guidelines.

NAG 1 Curriculum Delivery

Implement teaching and learning programmes based upon the essential learning areas and skills. The emphasis will be on the National Education Priorities:

1. Curriculum success for all
2. Numeracy and literacy
3. Assessment
4. Students at risk
5. Special Abilities
6. Maori achievement
7. Safe learning environment

Monitor and assess student progress against the Achievement Objectives. Maintain individual records and report to the Community and MOE on student achievement targets.

NAG 2 Reporting, Self-Review and Community Consultation

Document and maintain an on-going programme of reporting, self-review and community consultation.

NAG 3 Personnel

To promote high levels of staff performance by being a good employer.

NAG 4 Finance and Property

Allocate funds to reflect school's priorities and monitor and control expenditure. To ensure annual accounts are prepared and audited.

To follow conditions of an asset management agreement and implement a maintenance programme for a safe, health learning environment for students.

NAG 5 Health and Safety

To comply with legislation and provide a safe physical and emotional environment for students and staff.

NAG 6 Legislation

Develop systems to comply with all current legislation through policy and procedure.

OUR SCHOOL'S OBJECTIVES

Objectives outline how the aims will be implemented through the Policies, Strategic Plan, Annual Plan and Curriculum Plan.

NAG 1 Curriculum Delivery

Each year the Board through the principal and staff will develop, revise or confirm its curriculum plan. The plan will set our specific objectives for curriculum delivery and content, and be matched against the strategic plan priorities.

There will be school wide analysis of student achievement data and achievement targets.

NAG 2 Reporting, Self-Review and Community Consultation

The Board will document and maintain an on-going programme of reporting, self-review and community consultation. Reports from reviews will form the basis for deciding priorities for school development and improvement.

This will involve:

Consultation with parents, staff and any others in respect to the Charter, Strategic Planning, Annual Action Plan and Student Achievement Targets.

Developing policies and practices that reflect New Zealand's cultural diversity, and the unique position of Maori culture.

NAG 3 Personnel

In consultation with staff, the Board will prepare policies to reflect its commitment to being a good employer. Policies will be reviewed regularly and revised as necessary. Staff will be appraised against the professional standards.

NAG 4 Finance and Property

The Board will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts. The Board will prepare and implement an on-going plan of property maintenance and development

NAG 5 Health and Safety

The Board will implement an on-going plan, for the provision of safety and hygiene. The BOT will consult with the community regarding the schools Health Programme. School-wide behaviour management plans and systems will foster children's emotional well being and place emphasis on the school's core values.

NAG 6 Legislation

The Board will develop systems to comply with all current legislation through policy and procedure.

MATIPO PRIMARY SCHOOL STRATEGIC PLAN 2008 - 2010

NAG 1 : Curriculum and Pupils

STRATEGIC GOALS	2008	2009	2010
<p>1. To raise levels of school achievement in literacy, numeracy and of Pacifica pupils</p>	<p>a) That 90% of Year 6 children are reading at or beyond chronological age b) That 90% of Year 6 children are successfully achieving at Stage 6 Numeracy or beyond c) That 85 % of Year 4 children are reading at or beyond chronological age d) That our average six year reading level be Level 10 e) That our Pacifica children are at same level of achievement as for the whole school cohort at Year 6.</p>		
<p>At the end of 2008</p>	<p>95% of Year 3 children, 98% of Year 4 children, 98% of Year 5 children and 96% of Year 6 children were reading at or above C.A.</p> <p>100% of Year 6 Pacifica children were reading at or above C.A.</p>		
<p>2. <u>Classroom Practice</u> All teachers will demonstrate</p> <ol style="list-style-type: none"> a) strong engagement with children. b) maintain high quality classroom environment c) Run inclusive and reflective classrooms d) demonstrate a commitment to improving professional knowledge and skills e) provide good formative feedback f) implement best practice in literacy numeracy and inquiry learning 	<p>2. <u>Classroom Practice</u> All teachers will demonstrate</p> <ol style="list-style-type: none"> a) strong engagement with children. b) maintain high quality classroom environment c) Run inclusive and reflective classrooms d) demonstrate a commitment to improving professional knowledge and skills e) provide good formative feedback f) implement best practice in literacy numeracy and inquiry learning 	<p>2. <u>Classroom Practice</u> All teachers will demonstrate</p> <ol style="list-style-type: none"> a) strong engagement with children. b) maintain high quality classroom environment c) Run inclusive and reflective classrooms d) demonstrate a commitment to improving professional knowledge and skills e) provide good formative feedback f) implement best practice in literacy numeracy and inquiry learning 	<p>2. <u>Classroom Practice</u> All teachers will demonstrate</p> <ol style="list-style-type: none"> a) strong engagement with children. b) maintain high quality classroom environment c) Run inclusive and reflective classrooms d) demonstrate a commitment to improving professional knowledge and skills e) provide good formative feedback f) implement best practice in literacy numeracy and inquiry learning

<p>3. Planning & Assessment</p>	<p>Refine and improve planning and assessment procedures</p> <p>Audit and review all assessment tools.</p> <p>Introduce cluster written language assessment.</p>	<p>Refine and improve planning and assessment procedures</p> <p>Review electronic reporting</p> <p>Ongoing training in running records and I.E.P.'s</p> <p>Astle Maths trial</p>	<p>Refine and improve planning and assessment procedures</p> <p>Review reporting formats to BOT and Community</p>
<p>4. Te Atatu Achievement Project - sustained leadership - ICT - Numeracy (cluster wide initiative)</p>	<p>Continue to seek opportunities for networking and sharing for both teachers and pupils</p>	<p>Continue to seek opportunities for networking and sharing for both teachers and pupils</p>	<p>Continue to seek opportunities for networking and sharing for both teachers and pupils</p>
<p>5. Attendance</p>	<p>Weekly attendance monitoring Termly audits Interventions as appropriate Improving School Attendance Trust as our truancy service</p>	<p>Weekly attendance monitoring Termly audits Interventions as appropriate Improving School Attendance Trust as our truancy service</p>	<p>Weekly attendance monitoring Termly audits Interventions as appropriate Improving School Attendance Trust as our truancy service</p>
<p>6. Learning Support</p>	<p>To provide learning support in literacy and NESB to children throughout the school. To provide a counselling service to parents and children To strengthen our Pacific Parents Network To investigate the Four Minute Reading Programme One Stop Shop – legal, health counselling and support for parents</p>	<p>To provide learning support in literacy and NESB to children throughout the school. To provide a counselling service to parents and children</p>	<p>To provide learning support in literacy and NESB to children throughout the school. To provide a counselling service to parents and children</p>

7. Implementation of New Curriculum Statements	Prepare curriculum plan	Continue to implement	Review
<p>8. Project Koru EHSAS, 2007-2010</p> <p>a. Assessment for Learning</p> <p>b. Leadership Development</p> <p>c. Responding to Diverse Needs</p>	<ul style="list-style-type: none"> • School system, measurement tools in writing, accuracy and validity of data • Lead teacher identified • Teaching workshops and meetings for assessment professional development • Analyse student achievement data for written language to inform teaching. • Professional Learning Groups established for Principals • Identify lead teachers and areas for development – link to appraisals • Professional development in targeted areas • School based and cluster based leadership initiatives • Leadership training for students • Audit of current procedures- share across 6 schools • Identify lead teacher and areas for development • Administer STAR test to Years 3-6 twice a year- analyse results to inform teaching and to identify diverse needs and abilities • G & T and special Needs programmes planned, delivered and monitored to meet needs 	<ul style="list-style-type: none"> • Class based teaching and learning practices • The use of data and measurement tools used to measure reading progress across the 6 schools involved in Project Koru • Audit of reporting systems • Creating systems and structures to ensure data is utilised effectively – BOT • Research and best practice in leadership • Management PLG's to link with initiatives with teachers • Staff and cluster meetings on Growing Leadership Capacity • Student Leadership training to continue and extend • Develop systems and structures to grow leadership capacity in school • Develop and run school based student leadership initiatives • Range of student leadership training opportunities – Student Council, G & T leadership, cultural leadership, classroom programmes etc. • Continue action plans developed in 2007, in collaboration with 6 schools involved in Project Koru • Consider research as it applies to best practice in meeting diverse need. • Regular termly meetings of Principals and Lead Teachers to communicate, set goals and monitor progress • Use of data and measurement tools to diagnose specific learning needs and abilities and to develop specific programming to meet needs in classrooms • Cross cluster sharing of information and best practice 	

NAG 2 : Review and Documentation

STRATEGIC GOALS	2008	2009	2010
<p>1. To maintain an on-going programme of self review</p>	<p><u>Annual:</u> Smoking Policy Protected Disclosure EEO Policy Check Teachers Registration</p> <p><u>Report of BOT on</u> Suspensions Attendance Emotional Safety Academic Standards Salary Increments</p> <p><u>Cyclical Review</u> Community Consultation Self review Legislative/Administration Maori Health P.E. } Curriculum</p> <p>Continued Parent Education Seminars Review Discovery and Endeavour Classes Review of Project Koru Implementation</p>	<p><u>Annual:</u> Smoking Policy Protected Disclosure EEO Policy Check Teachers Registration</p> <p>Health Consultation (every 18 months)</p> <p>ICT Review</p> <p>Personnell Health and Safety } Governance Arts Special Needs } Curriculum Inquiry</p> <p>Continued Parent Education Seminars Review of Project Koru Implementation</p>	<p><u>Annual:</u> Smoking Policy Protected Disclosure EEO Policy Check Teachers Registration</p> <p>Review all policies Review Financial Protocols</p> <p>Review all Schemes</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;">BOT ELECTIONS</div> <p>Property } Governance Finance } Literacy } Curriculum Numeracy }</p> <p>Continued Parent Education Seminars Review of Project Koru Implementation</p> <p>Review Curriculum Plan</p>

NAG 3 : Personal and Professional Development

STRATEGIC GOALS	2008	2009	2010
<p>1. <u>Ongoing:</u></p> <p>Project Koru T. A. P. Literacy/assessment Polynesian/Maori initiatives Distributed Leadership</p> <p>2. Annual Professional Development emphasis</p>	<p><u>Ongoing:</u></p> <p>Project Koru T. A. P. Literacy/assessment Polynesian/Maori initiatives Distributed Leadership</p> <p>ICT /Media The Arts Inquiry Team Building</p>	<p><u>Ongoing:</u></p> <p>Project Koru T. A. P. Literacy/assessment Polynesian/Maori initiatives Distributed Leadership</p> <p>ICT /Media Literacy Revisit Formative Assessment Communication</p>	<p><u>Ongoing:</u></p> <p>Project Koru T. A. P. Literacy/assessment Polynesian/Maori initiatives Distributed Leadership</p> <p>ICT /Media Maori Pacifika Numeracy</p>
<h3>NAG 4 : Finance and Property</h3> <p>1. To allocate finance to reflect and support the practices and direction of the school</p> <p>2. To develop and maintain school facilities to reflect our operations and property plan</p>	<p>Prepare Budgets Building activities</p> <p>Implement 5 y Property Plan Dental Clinic Conversion Covered playground Project Painting: Rooms 10,11,12,13 Replace Rm 11 furniture</p>	<p>Prepare Budgets</p> <p>Painting: Rm 17,1,2 Boiler House</p>	<p>Prepare Budgets Replace computers</p> <p>Painting; Senior Block</p>

NAG 5 : Health and Safety

STRATEGIC GOALS	2008	2009	2010
<ol style="list-style-type: none"> 1. Maintain implementation of Healthy Food choices. 2. Maintain Pandemic Plan and Supplies 3. Annual Hazards Register identification and remedy 4. Building W.O.F requirements 5. Promote active transport solutions/Walking School Bus 6. On-going playground and electrical wiring checks 7. To comply with legislation to provide a safe physical and emotional environment for children 	<p>Maintain implementation of Healthy Food choices. Maintain Pandemic Plan and Supplies Annual Hazards Register identification and remedy Building W.O.F requirements On-going playground and electrical wiring checks To comply with legislation to provide a safe physical and emotional environment for children</p> <p>Set up 'One Stop Shop' concept (wrap around social services)</p>	<p>Maintain implementation of Healthy Food choices. Maintain Pandemic Plan and Supplies Annual Hazards Register identification and remedy Building W.O.F requirements On-going playground and electrical wiring checks To comply with legislation to provide a safe physical and emotional environment for children</p> <p>Review Truancy Services</p>	<p>Maintain implementation of Healthy Food choices. Maintain Pandemic Plan and Supplies Annual Hazards Register identification and remedy Building W.O.F requirements solutions/Walking School Bus On-going playground and electrical wiring checks To comply with legislation to provide a safe physical and emotional environment for children</p>

NAG 6 : Legal and Administration Development

STRATEGIC GOALS	2008	2009	2010
<p>1. To comply with all legislative and reporting requirements.</p> <p>2. To enhance the School's profile in the Community</p>	<p>Length of school day year Attendance March/July Returns NESB verification Emergency Procedures</p> <p>Pre-school liaison New school pamphlet Informative meetings for prospective parents Involvement in community projects/WCC etc Participation in cluster events Web writing group Information to Real Estate, Plunket, pre school groups</p>	<p>Pre-school liaison New school pamphlet Informative meetings for prospective parents Involvement in community projects/WCC etc Participation in cluster events Web writing group Information to Real Estate, Plunket, pre school groups</p>	<p>Pre-school liaison New school pamphlet Informative meetings for prospective parents Involvement in community projects/WCC etc Participation in cluster events Web writing group Information to Real Estate, Plunket, pre school groups</p>

ANNUAL ACTION PLAN AND REVIEW 2009

NAG REFERENCE	WHAT	COST	WHO	EXPECTED OUTCOME	ACTUAL OUTCOME
NAG 1	CURRICULUM	AND	PUPILS		
1.1 Improve student literacy and numeracy	Rise in numeracy and literacy achievement	\$12,000	All Staff	90% Y6 at/above C.A. &Y2 85% Y4 at/above C.A. 90% Y6 at/above in	
1.2 Refine and review Planning and assessment	Audit and review all assessment tools Introduce Asttle Maths Trial			Stage 6 Numeracy Six Year net average Level 10 Pacifika pupils at whole school level	
1.3 All Staff demonstrate high levels of classroom practice	Strong engagement Strong classroom environment Commitment to on-going learning	N/A	SMT Assessment Leader	Better quality & understood assessment Better quality assurance systems leading to better teaching	
1.4 Te Atatu Achievement Project	Good formative feedback Best practice in numeracy, literacy and inquiry ICT, Numeracy & Distributed Leadership networks	\$1000	All Staff	Secure, safe learning environment with happy, confident children with emphasis on closely monitored learning programmes	
1.5 Learning Support System	Provide learning support, counselling, parental support for our community	\$60,000	Selected Staff Teacher Aides, Support Worker, Extra Staff, Senco SMT	Better informed staff opportunities for students Learning support leading to improved learning outcomes for targeted children	

NAG REFERENCE	WHAT	COST	WHO	EXPECTED OUTCOME	ACTUAL OUTCOME
1.6 Attendance	More consistent follow up of irregular attendance	\$300	Principal Attendance Officer	Better overall attendance	
1.7 Project Koru EHSAS	Leadership Diverse Needs Assessment	\$4,000	SMT	Enhance capacity and understanding in the 3 areas leading to better learning outcomes for children	
NAG 2	REVIEW	AND	DOCUMENTATION		
To maintain an on-going programme of self review	Annual Review Schedule Reporting to BOT Cyclical Reviews Review of Discovery Class, Endeavour Class Project Koru		Principal BOT SMT Staff	That all procedures and policies are in place. That BOT and community gets adequate and accurate information. That there is rigour in the review process leading to greater efficiencies and delivery	
NAG 3	PERSONNAL	AND	PROFESSIONAL	DEVELOPMENT	
3.1 Ongoing Professional development initiatives	Project Koru T.A.P. Literacy Assessment Distributed leadership Pacifika/Maori	\$4,000	Whole Staff Principal SMT BOT	Enhanced capacity leading to better learning systems for children	
3.2 Professional Development for 2009	Literacy The Arts NZ Curriculum	\$12,000	Whole Staff	Enhance teacher capacity and understanding in these areas	

NAG REFERENCE	WHAT	COST	WHO	EXPECTED OUTCOME	ACTUAL OUTCOME
NAG 4	PROPERTY	AND	FINANCE		
4.1 To allocate finance to reflect and support the practices and direction of the school	2009 Budget Building Projects	\$1.2	Finance Committee Building Committee BOT Staff Principal	That the school operates efficiently, us well resourced and well maintained	
4.2 To develop and maintain school facilities to reflect our operations and property plan	Implement 5 YA Room 17 Toilet lino Data Projector – Hall Razor Wire – back fence Bark renewal Foyer Re-decorated Painting: Boiler, Rooms 17,1,2	\$30,000	Building committee BOT Principal	That the projects are completed	
NAG 5	HEALTH	AND	SAFETY		
Maintenance of Healthy Food choices	Ensuring only healthy food is sold through the school		Tuckshop contractor BOT	That nutrition education for parents and children is provided and healthy food options available	
5.2 Maintain Pandemic Plan	Supplies maintained Hygiene Monitored Educational information provided		Principal and Staff	That a high level of cleanliness maintained and hygiene education provided	
5.3 Annual W.O.F. and Hazards Registers completed	Legislation and remedy complied with	\$5,000	Property Staff Principal	High level of compliance and remedy	

NAG REFERENCE	WHAT	COST	WHO	EXPECTED OUTCOME	ACTUAL OUTCOME
<p>5.4 Playground and wiring checks undertaken</p> <p>5.5 To provide safe physical and emotional environment for children</p>	<p>Playground and wiring checks undertaken</p> <p>Physical checks Counselling Health Services Teacher engagement</p>	<p>\$1,000</p> <p>\$8,000</p>	<p>Caretaker</p> <p>Principal Staff Caretaker BOT</p>	<p>High level of compliance and remedy</p> <p>That our children are happy, secure and protected</p>	
NAG 6	LEGAL	AND	ADMINISTRATIVE		
<p>6.1 To comply with all legislative and reporting requirements</p> <p>6.2 To enhance school's profile in the community</p>	<p>All legislative and reporting requirements met</p> <p>Pre –school liaison Information meetings for parents</p> <p>Involvement in community activities Web writing School info to community groups</p>	<p>\$1,500</p>	<p>Principal</p> <p>Principal A.P. BOT Staff</p>	<p>High degree of compliance</p> <p>Information distributed School profile maintained/heightened</p>	



MATIPO PRIMARY SCHOOL ANNUAL PLAN SUMMARY 2009

NAG 1

Curriculum

Raising Achievement
Specialist teaching options
in Library and Computer
Project Koru – Leadership
- G & T
- Diverse
Needs
Attendance Audit
Planning & Assessment
refinement
Quality Assurance tracking
Learning Support System
NZ Curriculum Development

NAG 2

Self Review/Documentation

Governance: Self Review
Personel, Health & Safety
Check teacher Registrattion
Reports to B.O.T.
Community Consultation

NAG 3

Personnel/Professional Development

The Arts
Koru - Diverse Needs
Literacy
NZ Curriculum
Asttle Trial

NAG 4

Finance & Property

Painting: Boiler
Block R17,1,2
Re-bark playgrounds
Room 17 toile lino
Data Projector – hall
Razor Wire – back fence
Bark renewal
Foyer re decoration

NAG 5

Health & Safety

Hazards identification
Electrical Checks
Building WOF
Healthy Food choices
Health Consultations

NAG 6

Legal Requirements

Charter & Reporting
Requirements
Check: Teacher registration
Revise: Smoking Policy
Protected Disclosure
Policy
Reporting to BOT:
Suspensions
Attendance
Emotional Safety
Academic Standards
Salary Increments
School Dates: T 1 2Feb – 9 Apr
T 27Apr – 3 July
T 3 20 July – 25 Sept
T4 12 Oct – 15 Dec

COMMUNITY PARTNERSHIP

Pacifika Parents Network	'The Family Centre'
After School Care	(one stop shop)
Music Education Centre	Parent Education theme
Parent Seminars	Pre-school liaison
School Support Group	Learning Expo Days
Community Consultation	

Matipo Primary School

Analysis of Variance For the Year ended 31st December 2008

Variance Reporting

Target 1: Literacy

That 90% of Year 6 children read at or above C.A.

-96% achieved this target

That 85% of Year 4 children read at or above C.A.

-98% achieved this target

That our average six year net level be Level 10

-achieved

That Year 6 Pacifica children are at the same achievement level as the rest of the cohort
group

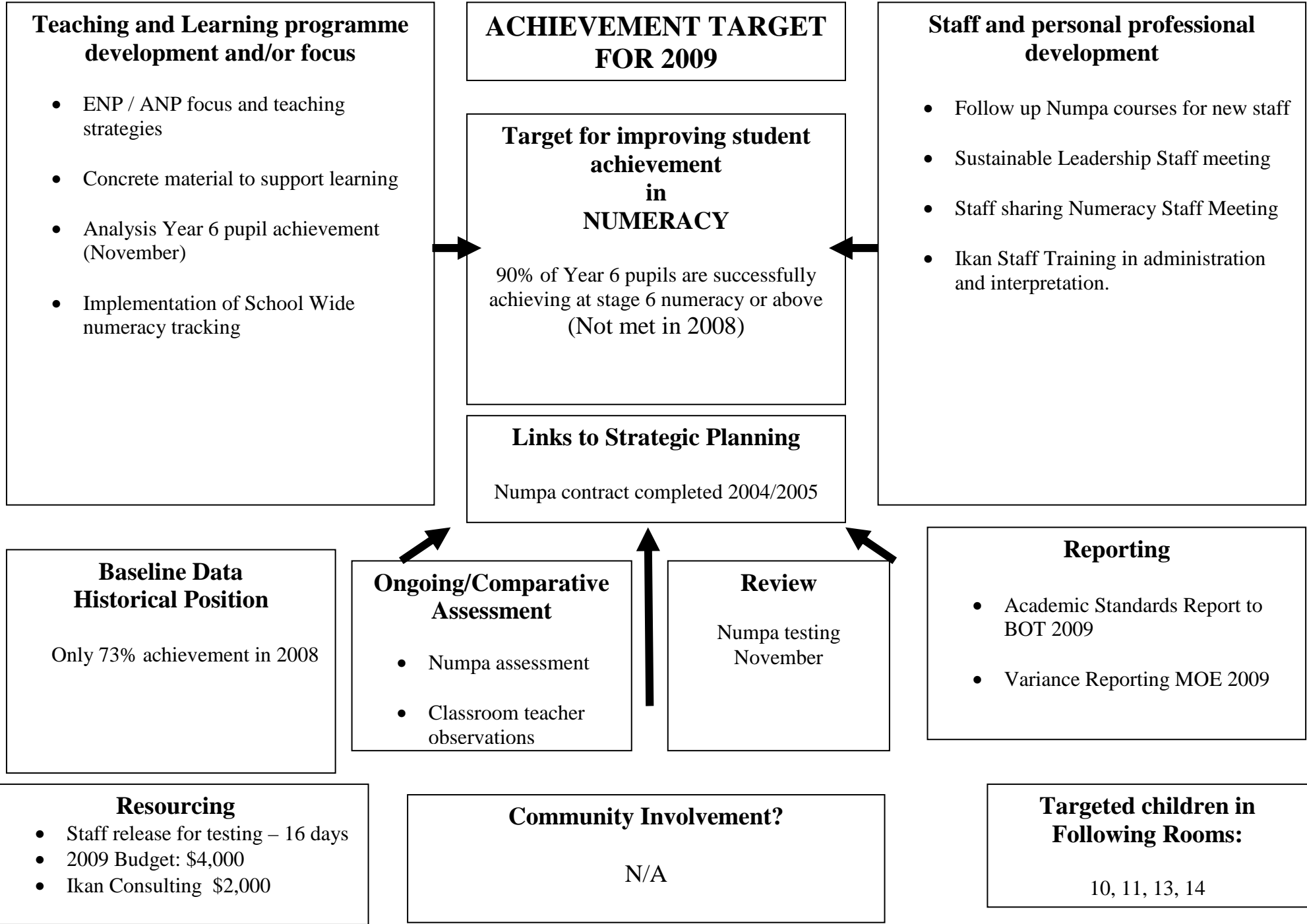
-100% were reading at or above C.A.

Target 2: That 90% of Year 6 pupils are successfully achieving at Stage 6 numeracy or above.

-this goal was not met with only 73% of year 6 pupils successfully achieving at stage 6
and above.

This contrast with 88% of Year 5, 81% at Year 4 and 94% of Year 3 children
successfully achieving at their level.

This is a very disappointing result and one which we can not explain



Teaching and Learning programme development and/or focus

- Critical Literacy Skills guidelines
- Close Literacy tracking
Probe used for Year 3-6
- Close Planning Sheets used
- Parent Reading Schemes
- Fastpacs for failing readers
- Targeted teacher aide support

ACHIEVEMENT TARGET FOR 2009

Target for improving student achievement for LITERACY

- * That 90% of Year 6 children are reading at or above chronological age
- * That 95% of Year 4 children are reading at or above chronological age
- * That our average six year net level be level 11
- * That our Year 6 Pacifica children are at the same level of achievement as for the whole school cohort.

Staff and personal professional development

- Literacy mentor in junior school
- Staff sharing Literacy Staff Meeting
- Running record development
- Writing tracking development

Links to Strategic Planning

To raise standards of achievement in Literacy

**Baseline Data
Historical Position**

92% School wide achievement
In 2008

Ongoing/Comparative Assessment

- Burt
- Running records
- P.A.T.
- Probe

Review

November Testing

Reporting

- Academic Standards Report to BOT 2008
- Variance Reporting MOE 2008

Resourcing

- Staff Release – 32 days
- Budget: \$8,000

Community Involvement

- Polynesian Reading Meeting
- Parent Reading Meeting

Targeted children in Following Rooms:

All rooms