

Heaton Normal Intermediate School

Charter 2018

Description of the School

Heaton Normal Intermediate School is a decile 9 school situated in the suburb of Merivale, Christchurch. There are 557 students including 4 international fee paying students. There are 290 students in Year 7 and 267 students in Year 8. 45% of the students are females and 55% are males. The school was established in 1948 for boys only and 1952 for girls and boys. Students contribute from over 20 different schools throughout the Christchurch area but with 79% coming from Elmwood Normal, Paparoa Street, St Albans, St Albans Catholic and Waimairi Primary Schools. 69% of students are New Zealand European, 14% New Zealand Māori, 2% Pasifika, 2% British/Irish, 1.5% Korean, 2% Indian, 2% Japanese and 7.5 % from other cultures.

Classes are grouped into six houses, Otahuna, Elmwood, Rhodes, Purau, Lansdowne and Tikao. There are three classes in 2 Year 7 houses and 4 classes in the third house and three classes in each Year 8 houses making a total of 19 classes. Staff and students in each house, work collaboratively under the professional leadership of a house leader. Each house selects student leaders who have a range of responsibilities around the school. There are seven specialists, teaching food and fibre technology, wood technology, visual art, digital technologies, performing arts, science, physical education and te reo Māori.

As a Normal School, Heaton has a special role in supporting preservice teacher training providers, the College of Education at the University of Canterbury and New Zealand Graduate School of Education (NZGSE). All teachers regularly provide mentoring for student teachers/teacher interns from both providers.

Our vision

In partnership with families and our community, to develop students who are confident, respectful and motivated lifelong learners who can meet challenges, take responsibility for themselves and contribute to our global community.

We will do this by developing our students to be global citizens who are:

- **Aware of the wider world and understand their own role as world citizens**
- **Respectful and value diversity**
- **Act to make the local community and the world a more equitable and sustainable place**
- **Take responsibility for their actions as local and world citizens**

Heaton Community Values

Excellence:

Aiming high, striving, hard work, persistence, resilience

“If you are going to achieve in big things, you develop the habit in little matters. Excellence is not an exception it is a prevailing attitude.”

Colin Powell

Diversity:

Tolerance, empathy, justice, inclusiveness

“We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.”

Jimmy Carter

Integrity:

Honesty, responsibility, respect, fairness, accountability, courage

“The time is always right to do what is right.”

Martin Luther King Jr

Creativity:

Openness, wonderment, fun, intuition, risk taking, originality, excitement

“ The creative is the place where no one has ever been. You have to leave the city of your comfort and go into the wilderness of your intuition.

What you’ll discover will be wonderful. What you will discover is yourself.”

Alan Alda

We do this by:

- **Being role models for our students through our relationships and actions**
- **Ensuring there are learning opportunities across all areas of the school for students to explore and develop their personal values**
- **Ensuring all our school systems, procedures and ways of doing things are consistent with our values**

Our beliefs as educators, that underpin all educational programmes, processes and school organisation

- Teaching programmes and school organisation are equitable, responsive and mindful of the special characteristics and needs of students in their early adolescence
- Learning programmes and opportunities are purposeful, authentic and connected to real life in order to engage all students
- The physical environment of the school is safe and ensures there are a range of outdoor, PE and sport activities for students in their early adolescence
- Learning spaces are flexible, healthy and purpose built so that they provide the opportunity for a range of ways of effective teaching and learning: traditional class of 30 students, larger group of 60-90 students, small groups of 3-5 students and individual students
- An emphasis, school wide, on supporting the pastoral care needs of students is recognised as being essential for students' well being, sense of belonging, successful learning and personal development
- There are high expectations for learning and behaviour of all students whatever their abilities and needs
- Literacy and mathematics skills are taught to the highest possible level for each student and through all curriculum areas
- The deep learning competencies of communication, creativity, critical thinking, character, collaboration and citizenship are taught through all curriculum areas and by all teachers

- All students are supported to become independent, responsible learners and contributors to our school, local and global communities
- All students engage in regular physical exercise and are encouraged to develop lifelong habits of healthy nutrition and living
- Class and specialist teachers collaborate in order to optimise learning experiences and ensure success for all students
- The knowledge and skills specific to science, technology, visual art and performing arts are taught to our students through a combination of specialist teaching and class/specialist teacher collaboration
- Students experience a curriculum that reflects New Zealand's bicultural heritage and its multicultural society
- Digital technologies are accessible to every student and are strategically used for effective learning and communication

Key Strategic Goal 2018- 2020

Heaton is a sustainable and equitable school community that develops globally responsible learners.

Guiding Principles

- A healthy environment is critical to every aspect of life. It provides us with our basic needs, clean air, clean water, food and a safe place to live, learn, work and play.
- The sustainable development of our local and global environment enhances the long term economic, social and environmental well-being of people and communities by promoting social justice, equality of opportunity and ensuring the protection of our natural and cultural environment.
- The principles of sustainability are embedded in all aspects of the natural, social, cultural and economic environment of our Heaton school community. Students, staff and community learning and activities promote understanding and authentic action to ensure sustainability of our local and global environments.

In particular:

Food and Drink

Our school are suppliers of healthy, local and sustainable food and drink, showing strong commitment to the environment, social responsibility and maximising our use of local suppliers.

Energy and water

Our school is a model of energy efficiency, renewal energy, water conservation, insulation, rainwater harvesting and grey water recycling.

Travel and traffic

Our school promotes sustainable travel, where vehicles are used only when absolutely necessary. We promote travel by less polluting and energy efficient methods.

Purchasing and waste

Our school promotes waste minimisation and the use of sustainable procurement, using goods and services with high environmental and ethical standards from local sources where practicable thus promoting reducing, reusing, repairing and recycling.

Building and grounds

Our school is designed and built in ways that visibly demonstrate an operational sustainable environment to everyone who uses our school. Through the design, planting and learning spaces of our physical grounds we want to bring students closer to the natural world, to increase their knowledge and to capture their imaginations in outdoor play as early adolescents.

The school has a sustainable IT infrastructure.

Inclusion and participation

Our school promotes social inclusion enabling all students to participate and succeed fully in school life and encouraging a life long respect for human rights, freedoms, cultures and creative expression.

Local well being

Our school supports activities that improve the natural environment and quality of life for local people.

Global dimension

Our school develops our students as responsible, global citizens who are prepared to act to improve the lives of people living in other parts of the world.

2018 Action Plan to Support Our Overarching Goal

Teaching excellence (Nag 1 and 3)

All teachers are supported to be ongoing learners, striving for personal excellence in their teaching.

- Recruitment
- Appraisal process
- Collaborative teaching- Teaching as Inquiry
- Professional development
- Implementation of New Pedagogies for Deep Learning
- Staff well-being

Student achievement (Nag 1 and 5)

All students are successful and engaged learners.

- Reading targets
- Writing targets
- Maths targets
- Māori student achievement
- Pasifika student achievement

- Learning Support
- ESOL students
- Gifted and talented
- Student well-being and personal development
- Inquiry topics
- BYOD

Community Involvement (Nag 1,2,3,4, and 5)

Heaton staff are active partners with parents, whānau, local schools and the local and global communities in the ongoing learning, personal and social development of our students.

- Community consultation and communication for 2018 (reporting to parents, uniform, homework, extension classes) Elmwood Club, kāhui ako
- Whānau hui (see Māori achievement)
- Fono (see Pasifika achievement)
- Students support for the local and global community

Safe physical and emotional environment (Nag 4 and 5)

Heaton is a sustainable, innovative, well-maintained, attractive and safe physical and emotional learning environment for students, staff and the community. The BOT is committed to ensuring the health and safety of all students, staff and contractors by providing a safe environment bound by the Heaton values.

- Building and learning spaces design and materials for sustainability
- Grounds designed for students in early adolescence
- Healthy food
- Waste and water management
- Finances and resourcing
- Health and safety practices
- Policy reviews
- IT infrastructure

Teaching Excellence

Area	Outcomes	Actions	Review
Recruitment Who: Principal Senior staff BOT	All staff employed at Heaton are ongoing learners, global thinkers, highly competent in their roles and excel as team players and leaders.	Advertise positions at Heaton using a range of strategies to ensure we are attracting highly capable staff. Ensure leadership pathways within the school and provide coaching and mentoring to develop team and leadership capacity.	
Appraisal Who: Principal Senior staff	The teachers and support staff appraisal processes ensure all staff are highly competent and have a range of professional learning opportunities to develop in their roles.	In consultation with teachers, implement revised appraisal process based on the new Education Council Code of Professional Responsibility and Standards for the Teaching Profession. Staff of concern, because of they do not meet the standards and expectations	

		<p>of Heaton, are quickly identified and support plans with clear goals, expectations and timeframes are put in place.</p> <p>External expertise used to support staff of concern when necessary.</p>	
<p>Collaborative teaching</p> <p>Who: Principal Senior staff</p>	<p>Teachers work collaboratively in their house teams, focusing on the achievement and engagement of every student in their house.</p> <p>Teaching team inquiries focus on improving the achievement of a group of students in each house, identified by the team as being below the achievement level expected in either reading, writing or maths.</p>	<p>The ERO model of Learner-Focused Evaluation Processes and Reasoning is used as the model for teaching as inquiry.</p> <p>All teachers participate and contribute collaboratively to a teaching team inquiry (6 teams)</p> <p>Each team reports twice a year to other teams about the process of their targeted group of students.</p>	

	<p>Specialist teachers are collaborative members and of these teams.</p> <p>As a result of the Master Planning process, learning spaces are designed to provide more flexible teaching and learning options for teachers and students.</p>	<p>At the end of the year, each team provides evidence about the learning process (or why progress has not occurred) of their targeted group of students.</p>	
<p>Professional Development</p> <p>Who: Principal senior staff external coaches/mentors</p>	<p>PD for 2018 has 3 key focus areas:</p> <p>Teachers continue to develop the skills of effectively working collaboratively.</p> <p>Teachers report electronically, using Linc-Ed, about students' learning progress to parents/whānau</p>	<p>Teachers are provided with support to achieve PD outcomes through a range of PD opportunities.</p> <p>Teacher reflection and action to achieve the PD outcomes, are evaluated as part of the Appraisal Process.</p> <p>The individual PD needs of teachers and support staff are provided for, as required and within budget constraints.</p>	

	Teachers integrate the New Pedagogies for Deep Learning framework into the second Inquiry Learning topic and teachers begin to develop a Learner's Profile for each student based on the 6Cs from NPDL.		
New Pedagogies for Deep Learning (NPDL) Who: Principal Senior staff External coaches/mentors	Teachers successfully integrate the philosophy and framework of NPDL into the second Inquiry Learning topic and begin to incorporate the philosophy and framework into other learning areas.	PD and support is provided for all teachers by CORE Education and senior staff. Teachers are given a range of opportunities for collaborative planning, sharing of ideas and reflection/evaluation of outcomes for students using NPDL.	

<p>Staff well-being</p> <p>Who: Principal Senior staff Health coordinator BOT</p>	<p>All staff feel supported and valued as members of the Heaton team by the principal, senior management, BOT and the school community. Workload for staff is continuously monitored.</p> <p>The MOE/Health Sector, Mental Health initiative to support students and families in Christchurch is available for our school community in 2019.</p>	<p>The NZCER Staff Well-being Survey is conducted and results analysed in Term 2. An action plan to further support staff is implemented as a result of the outcomes of the survey.</p> <p>The staff social committee supports the well-being of staff through the organisation of social events.</p> <p>The BOT publish the Code of Responsible Community Behaviour to our school community.</p> <p>Discuss the Mental Health Initiative with our local primary schools and ascertain if Heaton is required to be a member of a Kāhui ako to access this resource.</p>	
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Student Achievement

Area	Outcomes	Actions	Review
<p>Reading targets</p> <p>Who: Literacy lead teacher Learning support team LRC coordinator Teachers Principal</p>	<p>To accelerate the progress of 32 or 11% of Year 8 students who are achieving below expected level in reading.</p> <p>In particular: Males: 22 or 15% of all Year 8 males</p>	<p>Identify ways to engage males in reading</p> <p>Teaching team inquiries on boys' reading</p> <p>Closely tracking the learning progress of these students using Linc-Ed</p> <p>Target the purchase of books and other reading material that engages males, in particular graphic novels</p> <p>Invite male authors to share their experiences with boys in reading and writing</p>	

<p>Writing targets</p> <p>(refer to end of 2017 Literacy report to BOT)</p> <p>Who: Literacy team leader Learning support team All teachers Principal</p>	<p>To accelerate the progress of the 63 or 23% of Year 8 students who are achieving below expected level in writing. In particular:</p> <p>Males: 46 or 31% of all Year 8 males Māori students: 12 or 35% of all Year 8 Māori students</p>	<p>Teaching team inquiries focused on boys' writing Use of external mentor for PD to increase teaching capability</p> <p>Closely tracking the learning progress of these students using Linc-Ed</p> <p>Target school resources that support the learning of these students</p> <p>Support teachers to collaboratively plan units of work to raise teacher capability</p>	
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<p>Maths targets</p> <p>Who: Maths lead teacher Learning support team All teachers Principal</p>	<p>To accelerate the progress of Year 8 students who are achieving at early curriculum Level 3 (9 students) and Level 3 (56 students) to at least the next level.</p> <p>To increase the number of Māori students achieving at or above curriculum Level 4 with a particular focus on the 13, Year 8 students who are currently working at early Level 3 (3 students) and Level 3 (10 students).</p> <p>To continue to improve the moderation process within and between Year levels so that all teachers have a shared</p>	<p>Continue with the Year 7 and Year 8 curriculum teams to plan, assess and monitor progress across year 7 and 8</p> <p>Continue to develop more assessment strategies and exemplars to use across the school to help with levelling and moderation</p> <p>Use teacher aides in the classrooms to work with students who need to accelerate their progress to be at the expected level</p> <p>Continue to interchange across Year 8 houses with two smaller classes and a teacher aide to work with this identified group of students</p>	
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	understanding of what each curriculum level looks like, especially early Level 5 and above.		
Māori students' achievement Who: Te reo coordinator Principal Deputy Principal All teachers	<p>Māori students who are achieving below expected level in reading, writing and maths are targeted for accelerated learning programmes (see above for outcomes)</p> <p>Māori whānau consider Heaton is meeting the needs of their tamariki as Māori</p> <p>Māori students are achieving success in all areas of learning and school life</p>	<p>Develop Strategic Plan for Māori success as Māori after Term 2 hui</p> <p>Providing accelerated learning programmes for Māori students who are achieving below the expected level in reading, writing, and maths student</p> <p>Te reo Māori programme for all Year 7 students</p> <p>Support the continued development of a strong kapa haka</p>	

	<p>Priority learner plans to support the holistic development of each Māori student, are completed and shared with the whole staff at the end of Term 1 and then reviewed in Term 4.</p> <p>Māori students consider they are successful students at Heaton</p>	<p>Develop Cultural Narrative for Heaton, lead by Corban (Ngai tahu), with students, staff and the community, as part of the Master Planning process</p> <p>Provide extension te reo Māori programme for students</p> <p>Two hui are held, one in Term 2 and another in Term 4</p> <p>Te reo coordinator to seek regular feedback from Māori students about their learning and sense of belonging in the school as Māori students</p> <p>Ongoing PD to continue to raise aware and capability</p>	
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<p>Pasifika achievement (12 students)</p> <p>Who: ESOL coordinator Principal All staff</p>	<p>All Pasifika students are achieving success at Heaton</p> <p>Priority learner plans are developed for all Pasifika students for same outcome as for Māori students</p> <p>Pasifika parents consider Heaton is meeting the needs of their children</p> <p>Staff are aware of the cultural and personal needs of each Pasifika student</p> <p>Pasifika students consider they are successful learners at Heaton</p>	<p>Accelerated learning plans as required</p> <p>Priority learning plans are completed in term 1 and reviewed in Term 4</p> <p>Fono held</p> <p>Feedback sought from Pasifika students regarding their feelings of success at Heaton</p> <p>Ongoing PD for staff about the cultural needs of Pasifika students</p>	
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Learning Support	<p>Students with ORs (3 students) or high health needs (2 students) funding achieve learning success</p> <p>Students who are achieving well below the expected level in reading, writing and maths achieve learning success</p> <p>The Learning support team provides programmes in collaboration with class teachers for students who need accelerated learning</p> <p>The Learning support team supports the well-being and success of students at risk of not achieving</p>	<p>IEPs are held twice a year for all ORs and high health needs students and other targeted students</p> <p>The Learning support team work collaboratively with class teachers to optimise student achievement</p> <p>The Learning support team provides and coordinates PD for teachers about the effective teaching of students with learning difficulties</p> <p>The Learning support team works with students who are at risk of not achieving by providing a range of social programmes</p>	
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<p>ESOL</p> <p>(14 students)</p> <p>Who: ESOL coordinator Deputy principal Principal All teachers BOT</p>	<p>The ESOL department is resourced such that all ESOL students are provided with English language support to meet their individual learning needs</p> <p>To ensure learning success for every ESOL student, to enable them to gain a strong foundation on which to build a successful future in New Zealand</p> <p>Our staff and students continue to develop an awareness and understanding of our multicultural society</p>	<p>All ESOL students receive support and achieve success in English language learning</p> <p>Our learning programmes reflect the cultural diversity and needs of our students from other cultures</p> <p>One school wide inquiry unit each year focuses on supporting students and staff to value, respect and understand the richness of our cultural diversity</p>	
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<p>Gifted and talented</p> <p>Who: Gifted and talented coordinator Principal All teachers</p>	<p>Gifted and talented students are identified by parents, teachers and self identification</p> <p>These students are provided with extension and enrichment programmes and experiences in and out of the classroom to meet their learning and personal needs</p> <p>Professional development in differentiating the curriculum to meet the needs of gifted and talented students is ongoing for all teachers</p>	<p>For 2018 and 2019, students were identified as Year 6 students for placement into one of our 3 extension classes</p> <p>The Gifted and talented register is developed at the beginning of the year</p> <p>Extension class teachers meet regularly to share programmes and ideas</p> <p>Extension and enrichment opportunities are provided based on the needs of students and the resources of the school</p>	
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<p>Student well-being and personal development</p> <p>Who: Principal Senior staff All staff BOT Parents/whānau</p>	<p>There are effective pastoral care practices throughout the school, which ensure students' well-being is constantly monitored.</p> <p>Action plans are put in place, with parents/whānau to support students with well-being needs.</p> <p>The Heaton vision, values and curriculum are aligned to ensure authentic response to and engagement of all students.</p> <p>All students are safe and informed digital citizens.</p> <p>Students at risk of not achieving through social, personal and/or learning needs are quickly</p>	<p>There is an ongoing focus on ensuring the culture of the school is a safe, positive and supportive learning environment for all students, to ensure success as learners and to build persistence and resilience.</p> <p>The Safe Learning Environment policy is implemented by all staff</p> <p>A team coordinates support for students who are identified as being at risk of not achieving because of behaviour, attendance, social or personal issues</p> <p>Me and My School Survey (NZCER) is completed by all students in Term 2 and</p>	
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	<p>identified and the appropriate support is put in place.</p> <p>Students have choice and a strong voice in their own learning and the organisation of the school</p>	<p>strengths and areas for improvement are identified</p> <p>There is an action plan put in place to address areas for improvement</p> <p>The principal surveys all Year classes about their transition to Heaton. Any common themes are communicated to staff and the BOT</p> <p>Systems are in place to recognise and respond to individual high risk issues eg. staff have been trained in recognising and responding to indicators of possible abuse</p> <p>There is a constant and</p>	
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		<p>authentic focus at class, house and school level on our Heaton values and what it means to be a member of our Heaton community</p> <p>All students successful complete the Digital Citizenship programme taught by class teachers and the LRC coordinator</p> <p>Collate student involvement in extracurricular activities</p>	
Inquiry learning topics	<p>The three, in depth school wide Inquiry learning topics are developed around our vision of sustainability. In particular, sustainability of:</p>	<p>Teaching teams seek input from students and parents/whānau in the planning of Inquiry learning topics</p> <p>Students development of the 6Cs are embedded in the</p>	

	<ul style="list-style-type: none"> • The natural environment • Culture • Personal/social relationships 	Inquiry learning topics	
BYOD and e-Learning	<p>All students are able to bring their own devices to school to support their learning. Devices are available for students who do not bring them to school</p> <p>Heaton teachers are knowledgeable about the use of devices as effective learning and communication tools and have protocols in place for the safe use of devices</p> <p>Year 8 students have the choice to learn about</p>	<p>A teacher has been appointed to oversee the network and technical aspects of the safe use technology</p> <p>A team of teachers are providing ongoing PD for teachers about how to use programmes/procedures for effective teaching with devices</p> <p>Staff are trained in the use of Linc-Ed for administration and to report to parents/whānau</p>	

	<p>Digital technologies with a specialist teacher Linc-Ed is embedded in the school as our student management system</p> <p>The IT infrastructure is robust, reliable and meets the needs of students and staff</p>	<p>The LRC coordinator continues to develop the LRC as an effective multipurpose learning centre for use by all students and staff</p>	
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Community Involvement

Area	Outcomes	Action	Review
Community consultation and communication Who: BOT Principal All staff	Our school community has the opportunity for feedback about extension classes, homework and reporting to parents in order to inform future decision making by the BOT and staff. Māori whānau has the opportunity for feedback and input about the achievement of their tamariki	The BOT surveys our community about the benefits and negatives of extension classes, homework and what they would like us to report about students' learning. Hui and fono are held in Term 2. More information is gained about access to the 2019 Mental Health resource for schools and if necessary the principal organises meeting	

	<p>Pasifika families has the opportunity for feedback and input into the achievement of their children</p> <p>Heaton will gain access to the Mental Health resource either as a stand alone school or as a kāhui ako</p> <p>The BOT will update the community once a term but governance matters</p> <p>Parents/whānau will receive electronic feedback about their child's learning process at least 3 times in 2018.</p> <p>This will be followed by face to face interviews on 2 occasions</p>	<p>with local principals/BOT with local BOTs.</p> <p>BOT update to community in newsletter, week 2 of each term.</p> <p>Teachers work towards reporting meaningful information to parents/whānau about their students learning. The first report is mid Term 2, with an interview to follow.</p>	
Students contribution to	Students make a significant contribution to	All students are encouraged to participate in the 40 Hour	

<p>the local, national and global environments</p> <p>Who:</p> <p>Principal Teachers Students</p>	<p>The 40 Hour Famine and gain the Gold award for the school.</p> <p>Student leaders support at least 3 local/national organisations and at least two global organisation eg. Fair trade.</p>	<p>Famine as a school wide commitment to a global issue.</p> <p>Student leaders, students and/or staff identify local/national/global organisations to support.</p>	
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Safe physical and emotional environment

Area	Outcomes	Actions	Review
Sustainable buildings Who: BOT Principal Caretaker	Our refurbished buildings are designed and built to be sustainable. Our students see the principles of sustainability in action through the buildings in which they are learning.	A key focus in the master planning process is for the design and building of sustainable learning spaces in order to model the principles of sustainability to our students and community. The BOT ensure the architect for the refurbishment who can deliver building design based on the principles of sustainability.	

Sustainable natural environment Who: BOT Principal Caretaker All staff	<p>The main field can be used for all of the year for a range of activities. The school is landscaped in a way that supports the natural environment and meets the learning and playing needs of students in their early adolescence. The school develops an extensive vegetable garden and orchard with produce contributing to the food technology programme and the canteen menu.</p>	<p>The main field is re-laid so that there is an even surface and good drainage. A 3 year landscaping plan and programme is developed. As part of this an area of the school is identified to be the where the vegetable garden and orchard are placed. The foods teacher develops a programme with students which uses school produced, local, healthy food and drink. The canteen manager a plan to sell food to students which use school produced, local and healthy food and drink</p>	
Healthy food	The canteen menu contains only healthy	The current canteen menu is reviewed and unhealthy	

Who: Canteen manager Principal Food technology teacher Health coordinator	food and drinks. Students are encouraged to bring a healthy lunch to school in sustainable wrapping	options are replaced with healthy ones Student leaders develop a campaign to encourage healthy lunches	
Sustainable waste and water management Who: BOT Principal Caretaker All staff	There are systems in place to minimise grey water waste and as much as possible, to recycle/reuse paper and container products	A system for minimise grey water waste is designed by the school's architect as part of Master planning. Staff and students actively recycle and reuse paper and container products	
Sustainable finances and resourcing Who:	The management of the finances of the school ensure equity for students and staff and prudent decision making	Solutions and Services are continued to be used to support the effective management of the budget. BOT, principal and staff	

Executive officer Principal BOT		have input into decision making about the use of school finances	
Health and safety practices Who: BOT Principal Health coordinator caretaker	The BOT and the principal ensure the school is a safe and healthy environment for students, staff and the community	Health and safety procedures are followed at all times. The Health and safety committee meet once a term to identify any issues and to ensure the procedures are being followed	
Policy reviews Who: BOT Principal	The school docs policy schedule is completed for 2018	Policies up for review are scheduled as part of each BOT meeting	
Sustainable IT infrastructure Who:	In conjunction with Master planning, the design of the IT infrastructure of the school is future focused	Decisions about the IT infrastructure are made based on the future needs learning and communication needs of the students, staff	

BOT Principal IT lead teacher	and sustainable both financially and structurally	and community	
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