

CHARTER

Silverdale Normal



Drafted by: Staff and Board of Silverdale Normal School	Approved by Board and Whānau on: March, 2018
Scheduled Review Date: February 2019	Version: 1

VISION |

“Making a Positive Difference”

To inspire, ignite and influence our students and their families in being life-long learners

Our mission is to support our students and their families in determining their own futures.

PHILOSOPHY |

It takes a village to raise a child – we believe that many people working toward the same goal for our learners will lead to success



SCHOOL CONTEXT

Silverdale Normal School was founded in 1964 and is situated on Silverdale Road in Hillcrest, Hamilton.

We are a contributing school catering for students from Year 0 - 6. Our students live relatively close by, in the surrounding area. Many of our Senior Students will go to Berkley Normal Middle School or Peachgrove Intermediate School when they graduate from Silverdale Normal School. We continue to build on our close relationship with the University of Waikato with student teachers regularly in our school.

We pride ourselves on knowing who Ngati Haua - Mana Whenua are and how our school fits within Waikato-Tainui. We have a diverse school community and believe knowing who we are locally will lay sound foundations for who we are globally, Our strong connections with Waikato University also means we have learners from all around the world. This helps provide a rich learning environment in which respect for self, respect for others and respect for our environment underpins every interaction.

All actions at Silverdale Normal School are centred on doing the best for our learners. During 2015-2017 we had considerable opportunities to evaluate how effective and responsive our learning environment is in creating success for all our learners. This evaluation has allowed us to set our strategic direction for 2018-2021. Our direction will be founded on our core principles of Whanaungatanga, Manaakitanga, Mahitahi and Ako.

Each student, parent and whānau
at Silverdale Normal School can expect:

- a whānau learning environment
- a culture of care and respect
- a responsive curriculum

Baseline Data or School Context

Students' Learning

Silverdale Normal School is a relatively small urban school. In our school we have approximately 36% Maori, 28% NZ European and around 6% Pasifika, and 30% of other cultures.

Our roll is ever changing, 19% of our students have been at Silverdale for 3+ years, 32% for 2+ years and 58% for 1+ years.

The aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Māori(Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it.

School Organisation and Structures

Class composition:

Junior Team

Room 6 /7 New Entrant
 Room 8 Year 1
 Room 1 Year 1 / 2
 Room 2 Year 1
 Room 17 Year 2 / 3
 Room 3 Year 2 / 3
 Room 4 Year 2 / 3
 Room 16 Year 3 / 4

Senior Team

Room 9 Year 4 / 5
 Room 14 Year 4 / 5
 Room 13 Year 5 / 6
 Room 12 Year 5 / 6
 Room 11 Year 5 / 6

Leadership Structure:

Team Leader - Junior
 Team Leader - Senior

DP - FEDU. Teaches 0.2
 DP - Curriculum. Teaches 0.4
 Principal

Review of Charter and Consultation	<p>Leadership actively involves students, parents, whānau and the community in reciprocal and collaborative learning-centred relationships</p> <p>Leadership seeks out the perspectives and aspirations of students, parents and whānau, and incorporates them in the school's vision, values, goals and targets</p> <p>(Uses as a measure of success) Leadership sets and relentlessly pursues a small number of goals and targets that relate to accelerating the learning of students who are at risk of underachievement.</p> <p>Allocation of resources (for example, staffing and time) is clearly aligned to the school's vision, values, goals and targets.</p> <p>Leadership uses a range of evidence from evaluation, inquiry and knowledge building activities for the purposes of selecting, developing and reviewing strategies for improvement.</p> <p>The aim of developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.</p>
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STRATEGIC DIRECTION

Strategic Goals	Core Strategies for Achieving Goals 2018 – 2020	School Voice Consultation ongoing	
<p style="text-align: center;">STUDENT LEARNING</p> <p>Ensure all students are able to experience a responsive curriculum, effective teaching, and opportunity to learn</p>	<ul style="list-style-type: none"> Students, parents, whānau and community participate and learn in a caring, collaborative and inclusive learning communities 	<ul style="list-style-type: none"> A. Relationships are respectful and productive; difference and diversity are valued. Instructional organisation, task design, modelling, and grouping practices develop community and promote active learning B. The learning community is characterised by respect, empathy, relational trust, cooperation and teamwork 	<p>A and B:</p> <p>Decrease of recorded incidents (eTAP recordings) Clear shared behaviour management practice in action Unpack respect etc (values of class) look, sounds like where they are, how to use T1 Observe/mode/scaffold →T4 Independent Observations of acceptance, (S) managing themselves better</p>
	<ul style="list-style-type: none"> Effective culturally responsive pedagogy supports and promotes student learning 	<ul style="list-style-type: none"> C. Student identities and whānau and community knowledge, language and culture are represented in curriculum materials and the enacted curriculum. D. The curriculum makes connections to learners’ lives, prior understandings, out-of-school experiences and real-world contexts. 	<p>C. and D.:</p> <p>Observation of culture/lang represented in CReg. wall displays Showcase number of parents increase each term Assembly links to cultures Cultural displays that represent the cultures in our school Authentic lesson/learning experiences/relevant to our community More rich tasks/problem solving/hands on learning evident in planning and classroom (S) transferring skills in all contexts</p>
	<ul style="list-style-type: none"> Students, parents, whānau and community have effective, sufficient and equitable opportunities to learn 	<ul style="list-style-type: none"> E. In each learning area students engage in cognitively challenging and purposeful learning opportunities that relate to real-life contexts, issues and experiences. F. Students are given explicit instruction in learning strategies (such as goal setting, self-monitoring and deliberate practice) that enable them to take control of their learning, develop metacognitive skills, self-regulate, and develop self-efficacy and agency. 	<p>E and F:</p> <p>Authentic lessons, learning experiences, relevant to our community, More rich tasks, problem solving, hands on learning - evident in planning. S transferring learning in all contexts. An induction programme for new students to learn the Silverdale way. S articulating goals and explaining learning journeys (S) know terminology of goal and how to verbalise goals + next steps. Reflect on goals Parents involvement Student led conference Evidence in planning</p>

<p>Ensure all students are engaged in educationally powerful connections and relationships</p>	<ul style="list-style-type: none"> ● School and community are engaged in reciprocal, learning-centred relationships 	<ul style="list-style-type: none"> ● A. Parents, whānau and the community are welcomed and involved in school activities as respected and valued partners in learning. ● B. Taking a strengths-based approach, leaders and teachers recognise and affirm the diverse identities, languages and cultures of parents, whānau and the community, and actively engage and participate in all aspects of school life. 	<p>A: Numbers and variety increase as the year goes on, responses from parents + whaanau, Observations/photos of open day (DATA ANALYSIS), Student engagement will go up - more people/parents attended, Document (newsletter archive) coming up events, Meet the teacher informal, (S) led quiz/game nights, Exploration pathways, Assembly Disco, grandparents days, informal event in class eg. Lego club, Cultural days</p> <p>B. More parent involvement, More student engagement (observations), Surveys, Showcase learning, Parent feedback/(S) feedback, Wider range of activities available, Database of parents strengths, Pathways, Inquiries, Problem solving, Whaanau encouraged to share important aspects of their culture in classrooms, FOOD/SPORT, Send text (eTAP), School billboard advertising upcoming events. Notice board at entrance ways, See saw, class blogs, Parent/teacher conversations, Math/literacy/game night or open day night, Parent vs (S) trivia night (S) hosted Sharing days for inquiry, Term assessment, Student led conference, Targets aligned to literacy/math - aligned to individual strengths</p>
	<ul style="list-style-type: none"> ● Communication supports and strengthens reciprocal, learning-centred relationships 	<ul style="list-style-type: none"> ● C. A range of appropriate and effective strategies is used to communicate is used to communicate with and engage parents, whānau and community. ● D. Students, parents, whānau and teachers have shared understandings of curriculum goals and the teaching and learning process, and engage in productive learning conversations. 	<p>C. and D. See saw, class blogs, Sharing days for inquiry, Student led conferences, flexible timing of conferences,</p> <ul style="list-style-type: none"> ● T1 informal conferencing ● T2 mid term report ● T3 student led conference ● T4 end of term report <p>Communicating through <u>text</u> to ALL parents through eTap (using our computer)</p>
	<ul style="list-style-type: none"> ● Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners 	<p>E. Teachers, parents, whānau and community engage in joint activities and interventions to improve learning and/or behaviour.</p> <p>F. The school proactively identifies and draws on community resources to enhance student learning opportunities, achievement and wellbeing.</p>	<p>Whaanau having a visual presence in the school, support learning as experts, transition programme for new families, open lines of communications. identify community resources (people/places), pathways, Senior school exploring pathways, Timely communication - email, ph and text. Shared expectations and procesess, New parents - expectations,</p> <p>S voice for assessment and learning programmes , class communications, community resources each term, Developing lists of resources in community.</p>

Property considerations

Fit for purpose - communication

10YPP considerations, school hall??

Finance considerations

PLD budget

Leadership growth in student leaders budget

Policy

- Health, safety
- Curriculum
- ICT – Digital

<p>SCHOOL ORGANISATION AND STRUCTURE</p> <p>Ensure all students experience leadership that promotes and increases equity and excellence</p>	<ul style="list-style-type: none"> Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence 	<ul style="list-style-type: none"> A. Leadership seeks out the perspectives and aspirations of students, parents and whānau, and incorporates them in the school's vision, values, goals and targets. B. Leadership sets and relentlessly pursues a small number of goals and targets that relate to accelerating the learning of students who are at risk of underachievement. C. Leadership uses a range of evidence from evaluation, inquiry and knowledge building activities for the purposes of selecting, developing and reviewing strategies for improvement. 	<p>A: Survey parents, students - Yr 4 up and whaanau - Rongohia te Hau- Term 1 Initial parent conversations - knowing our Learners new format. Parent survey - reporting - term 1 ? Term 2 -begin student voice</p> <p>B. SLT meet regularly to discuss behavioural concerns and plans for learning - assign a SLT member to meet with teacher for follow up. One SLT member to build relationships with home as well as teacher. Target created from 2017 data in literacy or maths as whole school target. SENCO register - Abby. Friendship for life/rocks and water</p> <p>C. Pause, prompt, praise Inquiry - Nic, (SLT) Janice (T) and Latoia (LA) with External Facilitator - Hannah. Review of Rongohia Te hou - survey .</p>
	<ul style="list-style-type: none"> Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing 	<ul style="list-style-type: none"> D. Leadership ensures that efficient and equitable management routines are in place and consistently applied. E. Leadership involves students in the development of an environment that supports their learning and wellbeing. 	<p>D. Appraisals linked to CP and RP, Personal goals set from here. Critical buddies to be set up. Video self - analyse, Shadow coaching</p> <p>E. Student voice A, Year 6 leaders, student council thoughts</p>
	<ul style="list-style-type: none"> Leadership builds collective capacity to do evaluation and inquiry for sustained improvement 	<ul style="list-style-type: none"> F. The school curriculum is coherent, inclusive, culturally responsive, and clearly aligned to the NZC. G. Leadership establishes the expectation that teachers will learn how to improve their teaching by engaging in collective inquiry into the effectiveness of current practice. 	<p>F. T.O.Ds - external facilitators CR and RP, collaborative planning - Alana</p> <p>G. CR and RP continuum formed as staff, opportunities for critical buddies, observations, T.O.Ds - building on CR and RP</p>
<p>Property considerations</p>			

Finance considerations

Policy

- Health and safety
- Curriculum

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<p style="text-align: center;">PERSONNEL</p> <p>Ensure all students experience governance and leadership that work collaboratively and strategically to improve outcomes for all in the community</p>	<ul style="list-style-type: none"> The board actively represents and serves the school and education community in its stewardship role 	<ul style="list-style-type: none"> A. The board ensures the school curriculum is inclusive and responsive to local needs, contexts and the environment, and enables all students to become confident, connected, actively involved, lifelong learners. B. The board builds relational trust and develops culturally responsive relationships with the school community to ensure active, reciprocal communication with, and participation in, the life of the school. 	<p>A. SLT/teachers to deliver to the BOT what the curriculum looks like. Interactive classrooms - bring the classroom into the BOT. Aligning the BOT agenda to the strategic plan. Bringing students, teachers etc to meetings to present.</p> <p>B. Increasing BOT opportunities to connect with the wider community. Advertising when the BOT meetings are on. Having a report in the newsletter after each meeting. Profiles in the newsletter - BOT members</p>
	<ul style="list-style-type: none"> The board scrutinises the effectiveness of the school in achieving valued student outcomes 	<ul style="list-style-type: none"> C. Student learning, wellbeing, achievement and progress is the board's core concern. Trustees access a range of quality student data and evaluative information, including the perspectives of students, parents, whānau and community, and use it to support: <ul style="list-style-type: none"> ~ their understanding of what is going well, and why, and not well, and why ~ identification of priorities and targets, based on analysis of trends, patterns and progress ~ the asking of challenging questions about planning and process ('What difference will this make for students, and how will we know?') 	<p>C. Staff voice - updates and reports delivered and prepared by team leaders to the BOT. Development on understanding data - NZSTA Developing a Silverdale Normal reporting - to the community. Parent meetings/written reports</p>
<p>Property considerations</p>			

Finance considerations

Policy

- Health and safety

Improvement Plan - Domain: STUDENT LEARNING

Strategic Goal

Ensure all students are able to experience a responsive curriculum

Annual Goal

- Students, parents, whānau and community participate and learn in a caring, collaborative and inclusive learning communities

Annual Target *Where do we want to be at the end of 2018?*

The focus is on [student outcomes](#).

- Relationships are respectful and productive; difference and diversity are valued. Instructional organisation, task design, modelling, and grouping practices develop community and promote active learning
- The learning community is characterised by respect, empathy, relational trust, cooperation and teamwork

- Effective culturally responsive pedagogy supports and promotes student learning

- Student identities and whānau and community knowledge, language and culture are represented in curriculum materials and the enacted curriculum.
- The curriculum makes connections to learners' lives, prior understandings, out-of-school experiences and real-world contexts.

- Students, parents, whānau and community have effective, sufficient and equitable opportunities to learn

- In each learning area students engage in cognitively challenging and purposeful learning opportunities that relate to real-life contexts, issues and experiences.
- Students are given explicit instruction in learning strategies (such as goal setting, self-monitoring and deliberate practice) that enable them to take control of their learning, develop metacognitive skills, self-regulate, and develop self-efficacy and agency.

Baseline data

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Key Improvement Strategies A and C

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see? (eg Note measurable changes in leaders' and teachers' behaviours and in student outcomes).</i>

A Term 1 - 4	Develop a strong sense of community with positive relationships and positive engagement	SLT Team Leaders Teachers	<ul style="list-style-type: none"> ● Increase parent attendance at events ● Increase parent/whānau involvement in classroom programmes. ● Decrease in student behaviour notifications ● Increase in “ positive” teacher communication with home
C Term 2-4	Student’s language, culture and identity is celebrated	SLT Team Leaders Teachers	<ul style="list-style-type: none"> ● Evidence of culture and language represented in classrooms ● Teaching and planning links to students’ cultures ● Increase in parent involvement in classrooms ● Decrease in student behaviour notifications
<p>Monitoring <i>How are we going – check student outcomes every term</i> <i>Where are the gaps? What needs to change if this is not working?</i></p> <p>A- Student voice captured around cultural responsiveness and analysed</p> <p>C-</p>			
<p>Resourcing <i>How much money and time is needed? Who will help us?</i> Copy from finance section above PLD opportunities - Sivina etc</p>			

Improvement Plan - Domain: STUDENT LEARNING

Strategic Goal

Ensure all students are engaged in educationally powerful connections and relationships

Annual Goal

- School and community are engaged in reciprocal, learning-centred relationships

Annual Target *Where do we want to be at the end of 2018?*
The focus is on [student outcomes](#).

- Parents, whānau and the community are welcomed and involved in school activities as respected and valued partners in learning.
- Taking a strengths-based approach, leaders and teachers recognise and affirm the diverse identities, languages and cultures of parents, whānau and the community, and actively engage and participate in all aspects of school life.

- Communication supports and strengthens reciprocal, learning-centred relationships

- A range of appropriate and effective strategies is used to communicate is used to communicate with and engage parents, whānau and community.
- Students, parents, whānau and teachers have shared understandings of curriculum goals and the teaching and learning process, and engage in productive learning conversations.

- Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners

- Teachers, parents, whānau and community engage in joint activities and interventions to improve learning and/or behaviour.
- The school proactively identifies and draws on community resources to enhance student learning opportunities, achievement and wellbeing.

Baseline data *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

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Key Improvement Strategies - B and C

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing;</i>	Who	Indicators of Progress <i>What will we see? (eg Note measurable changes in leaders' and teachers' behaviours and in student outcomes).</i>
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	<i>PLD; routines that need changing; assessment practices</i>		
B Terms 1-4	Teaching and learning creates opportunities for ako	Team Leaders Classroom teachers	<ul style="list-style-type: none"> ● Teachers who know their learners ● Learners taking on teaching roles in the classrooms ● Students will recognise their qualities and themselves and their classmates ● Increase in student engagement ● Decrease in behavioural notifications ● Increase in parents/whaanau in classroom programmes. ● Increase from developing to integrated on the CR and RP contiuem.
C	Strong communication between home and school	Classroom teachers	<ul style="list-style-type: none"> ● Increased positive communication between home and school ● Increased numbers of parents/whaanau at school events ● Decrease in behavioural notifications ● Increase in parents/whaanau in classroom programmes.
<p>Monitoring <i>How are we going – check student outcomes every term</i> <i>Where are the gaps? What needs to change if this is not working?</i></p> <p>B-</p> <p>C-</p>			
<p>Resourcing <i>How much money and time is needed? Who will help us?</i></p>			

Improvement Plan - Domain: Leadership

Strategic Goal

Ensure all students experience leadership that promotes and increases equity and excellence

Annual Goals

- Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence

Annual Target

- a. Leadership seeks out the perspectives and aspirations of students, parents and whānau, and incorporates them in the school's vision, values, goals and targets.
- b. Leadership sets and relentlessly pursues a small number of goals and targets that relate to accelerating the learning of students who are at risk of underachievement.
- c. Leadership uses a range of evidence from evaluation, inquiry and knowledge building activities for the purposes of selecting, developing and reviewing strategies for improvement.
- d. Leadership ensures that efficient and equitable management routines are in place and consistently applied.
- e. Leadership involves students in the development of an environment that supports their learning and wellbeing.
- f. The school curriculum is coherent, inclusive, culturally responsive, and clearly aligned to the NZC.
- g. Leadership establishes the expectation that teachers will learn how to improve their teaching by engaging in collective inquiry into the effectiveness of current practice.

- Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing

- Leadership builds collective capacity to do evaluation and inquiry for sustained improvement

Baseline data *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

After conducting observations across our whole staff we have recognised that we are currently at developing our culturally responsive and relational pedagogy. With 65% within developing CR and RP and 35% within integrated CR and RP. We are targeting having a 30% shift from developing to integrated, which will put our staff at 65% integrated and 35% developing.

Key Improvement Strategies C, D, and F.

<i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see? (eg Note measurable changes in leaders' and teachers' behaviours and in student outcomes).</i>
C Term 2-3	Inquiry into lack of engagement in literacy.	Janice Latoia Nic Parents	Pause, Prompt, Praise indicators and outcomes. Targeting up to ten students and parents/whaanau. <ul style="list-style-type: none"> - parents come to programme - students more engaged in literacy - able to monitor themselves in literacy - accelerated progress for targeted students
D Term 2-4	Performance management aligns with culturally responsive and relational pedagogy.	Michael Nic Alana Team Leaders	Observation to shadow coach - with SLT, Team Leaders developing our CR and R practice Indicators of progress - shifts from developing to integrated practice. <ul style="list-style-type: none"> - students more engaged in learning - students have a strong sense of belonging - increase in parent and whaanau engagement
F Term 1-4	Collaborative school- wide teaching and planning	Michael Nic Alana Teachers	Strong links to CR and RP throughout teaching and learning programmes. Indicators of progress - shifts from developing to integrated practice. <ul style="list-style-type: none"> - students more engaged in learning - students have a strong sense of belonging - increase in parent and whaanau engagement
Monitoring <i>How are we going – check student outcomes every term Where are the gaps? What needs to change if this is not working?</i> C - D - F -			
Resourcing <i>How much money and time is needed? Who will help us?</i>			

External facilitators developing school wide CR and RP .
 Release time for team leaders (regular observations and hui with SLT and their teams)

Improvement Plan - Domain: Personnel

Strategic Goal

Ensure all students experience governance and leadership that work collaboratively and strategically to improve outcomes for all in the community

<p>Annual Goals</p> <ul style="list-style-type: none"> • The board actively represents and serves the school and education community in its stewardship role 	<p>Annual Target</p> <ul style="list-style-type: none"> • A. The board ensures the school curriculum is inclusive and responsive to local needs, contexts and the environment, and enables all students to become confident, connected, actively involved, lifelong learners. • B. The board builds relational trust and develops culturally responsive relationships with the school community to ensure active, reciprocal communication with, and participation in, the life of the school.
<ul style="list-style-type: none"> • The board scrutinises the effectiveness of the school in achieving valued student outcomes 	<ul style="list-style-type: none"> • C. Student learning, wellbeing, achievement and progress is the board’s core concern. Trustees access a range of quality student data and evaluative information, including the perspectives of students, parents, whānau and community, and use it to support: <ul style="list-style-type: none"> ~ their understanding of what is going well, and why, and not well, and why ~ identification of priorities and targets, based on analysis of trends, patterns and progress ~ the asking of challenging questions about planning and process (‘What difference will this make for students, and how will we know?’)

Baseline data *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

The BOT has identified a need for developing in the following ways:

- Relational trust with the school and community
- Understanding and interpreting school wide data, vision and goals
- A greater awareness of what’s happening in the classroom

Key Improvement Strategies A, B and C

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see? (eg Note measurable changes in leaders' and teachers' behaviours and in student outcomes).</i>
Term 1 - 4 2018	B. Building relational trust with the school and community	BOT members, staff and community	<ul style="list-style-type: none"> - Heightened visibility of BOT, parents know and interact with BOT members - Advertising when the BOT meetings are on. - Having a report in the newsletter after each meeting so that community knows what decisions are being made. - Profiles in the newsletter - BOT members
Term 1 - 4 2018	C. Developing a shared understanding around interpreting school wide data, vision and goals	BOT, NZSTA	<ul style="list-style-type: none"> - Staff voice - updates and reports delivered and prepared by team leaders to the BOT. - Development on understanding data - NZSTA - Developing a Silverdale Normal reporting schedule - to the community. Parent meetings/written reports
Term 1 - 4 2018	A. Developing a greater awareness of what's happening in the classroom for our BOT members	BOT members, Team leaders, curriculum leaders, staff, students.	<ul style="list-style-type: none"> - SLT/teachers/students to deliver to the BOT what the curriculum looks like. Interactive classrooms - bring the classroom into the BOT. - Aligning the BOT agenda to the strategic plan.
<p>Monitoring <i>How are we going – check student outcomes every term</i> <i>Where are the gaps? What needs to change if this is not working?</i></p> <p>A -</p> <p>B -</p> <p>C -</p>			
<p>Resourcing <i>How much money and time is needed? Who will help us?</i></p>			

