

LOWER MOUTERE SCHOOL



Lower Moutere School
"To be the best that we can be"



MOE PROFILE : 3200

The Charter

-Index-

- 1 Introduction
 - 1.1 Governance
 - 1.2 Education Act Section 75/76, Section 65
 - 1.3 Statement of Commitment
 - 1.4 Background to our school
 - 1.5 National Education Priorities
 - 1.6 Cultural Diversity
 - 1.7 Procedural Information
- 2 Strategic Plan
 - 2.1 Goals, core values and beliefs
 - 2.2 Strategic direction 2016 - 2018
- 3 Annual Plan: specific methods & actions
- 4 Annual Report
- 5 Operating Structure
- 6 Strategic Plan Consultation Process

From the Chairperson and Principal

Welcome to Lower Moutere School-

At Lower Moutere School, we want to equip our students with the personal skills and values that will enable them to be well rounded and respectful contributors to society, and have a desire to be a learner for life. We continually strive to provide excellent educational opportunities to support teaching and learning. We want to provide staff and students with excellent work conditions and resources. We want our school to nurture and model the shared beliefs and values of the communities that we serve.

Our charter documents these goals. It is a 'living' document that we can update and reflect on regularly. It is a public statement to our parents, staff and students of our commitment to achieving these goals. It is also a 'measuring stick' for us to review and report on our progress towards meeting these goals.

The charter also documents our statutory requirements. It helps ensure that all National Educational Guidelines are being met. Yet, it is forward looking and innovative - it reflects the uniqueness of our school and our communities. It is based on a strong desire to ensure that our school always reflects our students needs.

The future, whilst unknown, is an exciting journey. We are proud and privileged to be major players in the development and preparation of our future generations.

Signed:

.....
Chairperson - Lower Moutere School Board of Trustees

.....
Chris Bascand - Principal



Introduction

Governance

The board is entrusted to work on behalf of the stakeholders. It emphasises strategic leadership rather than administrative detail and ensures that it complies with legal and policy requirements. Enhancing student achievement is its focus.

Management

The board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal. [For detail see Operational Policies]

Education Act 1989, Section 75 and 76, and Section 65

The legal responsibility of the Board of Trustees is determined by Section 75 of the Education Act 1989:

s.75 Boards to control management of schools -

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

s.76 Principals -

(1) A school's principal is the board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal -

(a) Shall comply with the board's general policy directions; and

(b) Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

s.65 A board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

Statement of Commitment

Section 61 of the Education Act 1989 states that the '*purpose of a school charter is to establish the mission, aims, objectives, directions and targets of the board that will give effect to the Government's national education guidelines and the board's priorities, and provide a base against which the board's actual performance can later be assessed*'.

The Charter will indicate the board's commitment to:

- Developing policies and practices that reflect New Zealand's cultural diversity and the unique position of Tikanga Maori;
- Taking all reasonable steps to provide instruction in Te Reo Maori and Tikanga Maori;
- Establishing a realistic and meaningful long term strategic direction and ensuring this is followed by the development of a detailed annual plan that show clearly how long term goals will become a reality;
- Monitoring and reporting on student achievement against the NZ curriculum objectives; school targets; and National Standards (as required by Section 9 of the Education (National Standards) Amendment Act 2008); and
- Effectively managing all school resources - including human resources - assets, liabilities, finances, and property.

Section 60A of the Education Act 1989 clarifies the National education guidelines as comprising the following:

(a) **national education goals**, which are -

- (i) statements of desirable achievements by the school system, or by an element of the school system; and
- (ii) statements of government policy objectives for the school system;

(aa) **foundation curriculum policy statements**, which are statements of policy concerning teaching, learning, and assessment that are made for the purposes of underpinning and giving direction to -

- (i) the way in which curriculum and assessment responsibilities are to be managed in schools;
- (ii) national curriculum statements and locally developed curriculum;

(b) **national curriculum statements** (that is to say statements of -

- the areas of knowledge and understanding to be covered by students; and
- (ii) the skills to be developed by students; and
- (iii) desirable levels of knowledge, understanding, and skill, to be achieved by students, - during the years of schooling);

(ba) **national standards**, which are standards, in regard to matters such as literacy and numeracy, that are applicable to all students of a particular age or in a particular year of schooling;

(c) **national administration guidelines**, which are guidelines relating to school administration and which may (without limitation) -

- (i) set out statements of desirable codes or principles of conduct or administration for specified kinds or descriptions of person or body, including guidelines for the purpose of section 61;
- (ii) set out requirements relating to planning and reporting including -

- (A) scope and contents areas, where appropriate;
 - (B) the timeframe for the annual update of the school charter;
 - (C) broad requirements relating to schools' consultation with parents, staff, school proprietors (in the case of integrated schools) and school communities, and the broad requirements to ensure that boards take all reasonable steps to discover and consider the views and concerns of Maori communities living in the geographical area the school serves, in the development of a school charter;
 - (D) variations from the framework for school planning and reporting for certain schools or classes of schools, based on school performance;
- (iii) communicate the Government's policy objectives;
 - (iv) set out transitional provisions for the purposes of national administration guidelines.

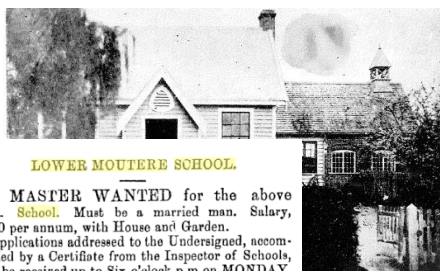
In accordance with this section of the Education Act therefore, the Lower Moutere Primary School Board of Trustees undertakes to support all initiatives to achieve the aims and aspirations of the school's community, and to take full account of the National Education Guidelines.

The Charter incorporates the school's strategic plan and the annual targets for improving student learning outcomes. The needs of students will be the focus of the school. The Board of Trustees will monitor progress toward meeting the goals and objectives set out in this plan, and provide support to ensure optimum learning outcomes in an emotionally and physically safe environment.

The Board of Trustees will ensure that all students are given an education that enhances and challenges their learning and respects their individual needs and dignity. The curriculum will be designed to allow students to achieve personal standards of excellence and to reach their full potential, and achieve success.



The School and its Community – who we are.



LOWER MOUTERE SCHOOL.

A MASTER WANTED for the above School. Must be a married man. Salary, £100 per annum, with House and Garden. Applications addressed to the Undersigned, accompanied by a Certificate from the Inspector of Schools, will be received up to Six o'clock p.m. on MONDAY, the 17th instant.

The Duties of the School will begin on the 1st proximo, or as soon thereafter as possible.

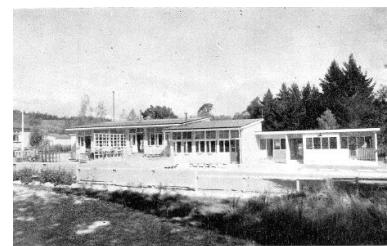
HENRY ALEX. TARRANT,

Chairman of Committee.

Lower Moutere, August 1st, 1874. 1272



THE PRESENT TOP BLOCK, BUILT 1928, 1949, 1951.



THE LOWER AND ADMINISTRATION BLOCK. BUILT 1922, 1954, 1956.

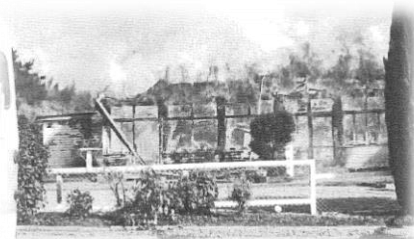
Lower Moutere School is a co-educational full primary school. Established in 1857, the school and community have had a rich and varied history. The school is nestled in the lower Moutere valley, just to the south of Motueka.

The school has for a long time, been the focal point of the community, with the pioneer settlers starting the school two centuries ago. These people assisted the Education Board to fund the building of the first school - originally made of mud and clay - bringing us to the fine buildings and facilities that we celebrate today. In 2017, the school is 160 years old.

The school roll sits in a position where there is a stable 8 staff entitlement. This is a reflection of the growing popularity of the area, and performance of the school. The grounds are immense, consisting of 2.3 hectares of land. A proportion of the school property is playing field. The school has 6 blocks of buildings - housing classrooms (8), a library and administration area. The school has a hall and heated pool on site. During 2017, a major redevelopment of the school has seen upgrading to most buildings.

The most memorable event that has occurred at the school is the large fire - April 7, 1990. An electrical fault is believed to have been the cause, resulting in the school losing 4 classrooms, reading recovery room, toilets and caretakers room. This event remains topical for many still today.

The students attending the school come from a large geographical area and a proportion of the students travel to school each day by bus. The school provides high quality educational opportunities for its students and as a result is well supported by the communities it serves. Because of the reputation the school has developed (and confirmed by a recent ERO report - 2014) the board is able to attract high quality staff.



The school is well resourced in many facets. Literacy, maths and physical activity, we believe are the 'core business' of our primary school, therefore we are well resourced in this area. Each year, significant funds are set aside to ensure that the teaching and learning needs in this area, are supported. Because of the growing demands in ICT, the school ensures that both staff and students maintain an 'up to date' approach, keeping abreast of student and changing needs. All classrooms are 'wireless' and blended learning is evident in all we do.

An active fundraising committee are continually seeking ways to generate extra revenue for the school, and regularly gift sums of money to the school, to support student learning or enhance the environment.

National Education Priorities

Lower Moutere School recognizes the Government's National Education Priorities:

<p>Success for all...</p> <p><i>We provide child centred programmes based on the revised NZ Curriculum (2007). Student's individual needs are catered for and children are encouraged and assisted to achieve to the best of their ability.</i></p>
<p>A safe learning environment...</p> <p><i>A safe emotional and physical environment is maintained by the monitoring, and regular review of school policies, procedures and practices.</i></p>
<p>Improving Literacy and Numeracy...</p> <p><i>Staff are committed to improving Literacy and Maths. Emphasis is placed upon both areas when developing long term plans, setting budgets, providing professional development, and in curriculum reviews to the Board of Trustees.</i></p>
<p>Better use of student achievement information...</p> <p><i>Summative and formative assessment is used to inform teachers of next-step teaching and learning steps and programme priorities for children's future. Diagnostic and assessment tools are used to supplement teacher assessment to provide timely, specific and appropriate feedback.</i></p>
<p>Improving outcomes for students at risk...</p> <p><i>Students who are at risk academically are identified through formative and summative assessment. Adaptations are made to their learning programmes. Students who may be at risk in other ways are identified through formal and informal means (such as observations). Special learning programmes that cater for individual needs are developed using internal and external resources and agencies. This may be for remedial or extension or acceleration purposes.</i></p>
<p>Improving Maori & Pasifika student outcomes...</p> <p><i>Identification of Maori & Pasifika students is made from the time of enrolment. Students academic needs are sensitively and accurately monitored and recorded. The results of achievement are reported to the Board of Trustees in a discreet manner that ensures that no student is identified in the process.</i></p>
<p>Reporting...</p> <p><i>Lower Moutere School reports to the communities that it serves on all aspects of students achievements, through the following ways... community assemblies, parent information evenings, parent/teacher/student interviews, fortnightly newsletter, notes or phonecalls from teachers, local newspaper, twice yearly 'plain language' written reports and cyclic curriculum reporting to the Board of Trustees.</i></p>

The school integrates the National Educational Goals and National Education Priorities at Governance and Operational levels by giving them full consideration when planning school developments or school/class programmes. Literacy and numeracy are currently recognized as curriculum priorities in years 1-10, (see strategic goals). Achievement results are carefully analysed each year to identify students or groups of students at risk. Planning ensures that strategies are put in place to improve

achievement outcomes. Career education is integrated into our Years 1 to 6 programmes and taught specifically from Year 7.

Cultural Diversity - Maori Responsiveness Plan

The Board takes all reasonable steps to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language). Consultation with whanau, through hui, provides clear direction for the school.

When developing policies and practices for the school every endeavour is made to reflect New Zealand Cultural diversity and the unique position of the Maori culture.

The school supports the achievement of the students identified as Maori.

- all Maori students who are having difficulties are to be given extra help through additional programmes to ensure Maori students are given opportunities equal to non Maori.

As well, the following existing measures are to be fully maintained across the whole school. They are:

- the present teaching staff continue to be encouraged and fully supported with professional development to extend their current abilities in Te Reo
- the components of Tikanga Maori and Te Reo Maori integrated into all appropriate aspects of the school curriculum.

If a Whanau requests a higher level of Tikanga and / or Te Reo Maori than is at present evident in our school's Maori programme the staff and family will discuss and explore the following options: -

- Further explain the existing programmes
- Further extend the existing programmes if & as appropriate
- Consult with the Resource Teacher of Maori - Parklands School
- Provide in school support & resources to further enhance the inclusion of Te Reo and Tikanga within the child's classroom
- Explore other schools who may offer programmes closer to their expectations
- Other negotiated actions

Procedural Information

The planning year for the board will be from 1 January to 31 December.

The annual report is lodged with the Ministry of Education by March 1, each year.

School vision and values.

The school has consulted with the parent and wider community over the Vision and Values, for all at our school. We have the following 'vision' for all who are associated with our school...



"To be the best that we can be"

Respectful – Learners



Strategic goals

- To ensure that our students are achieving at or above expected levels for their age through the school curriculum especially in literacy and numeracy BY providing the best possible learning environment and developing strong links with our school community.

Our vision has a strong focus on learning, coupled with an equal focus on citizens who know how to inter-relate with others. This brings a strong culture of respect into our school, which strengthens our pride and 'belonging' at Lower Moutere.

The school vision sets the strategic direction for us here at Lower Moutere School. It stands for what we wish to achieve over the next 3 -5 years.

Through our school based curriculum documentation, we bring these skills alive in our teaching and learning programmes.



OUR EXPECTATIONS

As a result of our reviewed vision and strategic goals for our school, we have outlined our expectations of all stakeholders at our school.

Our teachers will...

- Respect all students, parents and staff
- Encourage students to take risks and challenge themselves, to see what they believe they can do.
- Meet the individual needs of the students and accept the differences of each student
- Be enthusiastic, positive, smile LOTS and be fair and consistent – role models
- See all opportunities to ensure students experience challenging and exciting learning environments
- Welcome all students, parents and visitors, and listen openly to any concern.
- Model that we too, are learners, and that we can achieve what we set out to achieve.
- Demonstrate through our own behaviours, respect for ourselves, others and our school, in a professional way.



Our students will...

- Respect all students, parents and staff
- Be prepared to learn and actively participate in all adventures and opportunities that occur in their school day
- Be friendly to all
- Be positive about what they can do, and believe that they 'can do' – to develop resilience.
- Be growing managers of their learning who are engaged and risk takers
- Be supportive of others – be an encourager





Lower Moutere School
"To be the best that we can be"


Our parent community will be encouraged to...

- Respect our school and support education
- Be respectful towards our school and our resources
- Ensure students attend school daily
- Take part in supporting the school to achieve our vision
- Be loyal and supportive, and communicate with the school
- Be encouraging of their children to become more independent
- Encourage their children to be successful in all areas of their life
- Support their children at home with home learning activities
- Support their child's learning by being interested in and be an active participant in their child's learning.

OUR STRATEGIC PLAN ... WHERE WE ARE GOING...

	STRATEGIC GOALS	2018 – 2019 – 2020	WHAT THIS WILL LOOK LIKE
 <i>SG 1-To provide the best possible learning environment for all our students</i>			
<p>Effective teaching and learning...</p> <p>To provide enjoyable learning experiences that stimulate students to strive for personal excellence relative to their individual abilities, in an environment that nurtures self esteem, encourages positive attitudes, and provides opportunities that help remove barriers to learning.</p> <p>Student learning, progress & achievement</p> <p>To monitor, record and report on each child's progress and achievements with the prime effects of enhancing their learning, provide accurate 'easy to understand' information to parents, and helping the</p>	<p><i>SG1-1 Classrooms reflect the school vision—begin to embed 'to be the best we can be' across all practices in the school – in teacher conversations and actions, reflected in students attitudes and responses.</i></p> <p><i>SG1-2 Explore and embed 'Effective Practice' pedagogy – what does this look like at Lower Moure School?</i></p> <p><i>SG1-3 The Board of Trustees is focussed on a strategic vision for improved student outcomes</i></p> <p><i>SG1-4 Assessment practices provide meaningful evidence of achievement and progress and provide the basis for determining next step</i></p> <p><i>SG1-5 Continue to develop a flexible and responsive curriculum that reflects the Lower Moure community</i></p> <p><i>SG1-6 The Principal with Deputy Principals work collaboratively towards goals and targets that will accelerate student achievement.</i></p> <p><i>SG1-7 The Board of Trustees are focused on strategic vision for improved student outcomes.</i></p> <p><i>SG1-8 Student achievement expectations are explicit and clearly</i></p>	<p><i>2018- 2019</i></p> <p><i>2018</i></p> <p><i>2018 - 2020</i></p> <p><i>2018 - 2020</i></p> <p><i>2018 - 2020</i></p> <p><i>2018 - 2020</i></p> <p><i>2018 - 2020</i></p>	<p><i>We will have a learning culture in the school where students are intrinsically motivated to do the best that they can, consistently. The staff, with excellent support from the Board and our families, will drive this.</i></p>

school to gauge the effectiveness of the instruction provided.	<i>articulated – and assessed against the curriculum levels.</i>	2018 - 2020	
 SG 2 - To ensure our students are achieving success in all areas of the curriculum			
Engaging Curriculum To ensure that our students are achieving success in all areas of the school curriculum, and making good use of the resources in our local area.	<i>SG 2 - 1 Provide digital tools that will support deep learning experiences</i> <i>SG 2 - 2 Develop a flexible and responsive curriculum</i> <i>SG 2 - 3 Students experience success in their schooling</i> <i>SG 2 - 4 Evaluate and purchase resources that engage the learner and impact on learning</i> <i>SG 2 - 5 Explore and implement pedagogies for integrated learning</i> <i>SG 2 - 6 Deepen staff and student understandings in using the SOLO framework</i>	2018 - 2020 2018 2018 - 2020 2018 - 2020 2018 - 2019 2018 - 2019	<i>Each year, the Board through the Principal and staff, will develop, revise or confirm its curriculum goals. As part of the triennial review, all curriculum areas will be reported on and reviewed, where necessary.</i>
Cultural diversity and responsiveness Recognise and value Taha Māori & cultural diversity. Work with whanau to promote inclusiveness and strengthen commitment to Te Tiriti o Waitangi.	<i>SG 2 - 7 Ensure that the staff are aware of the cultural needs and diversities of our students from other cultures, and respond in a respectful and appropriate manner to meet their unique needs.</i> <i>SG 2 - 8 Develop teacher confidence and competence with te reo, tikanga and te ao Māori (the world of Māori)</i> <i>SG 2 - 9 Ensure that Lower Moutere School reflects our cultural communities both visually and aesthetically</i> <i>SG 2 -10 Lower Moutere School curriculum and teaching practices make connections to students' lives and prior understandings</i> <i>SG 2 - 11 Actively seek the perspectives and aspirations of our whanau</i>	2018 - 2020 2018 - 2019 2018 2018 -2020 2018 - 2020	<i>Te Reo Maori and Tikanga Maori is incorporated through the curriculum for all. Students know of the uniqueness of the Maori culture in New Zealand. Whanau will feel welcomed. Students and whanau views are reflected in our practices and interactions. Evidence of Tikanga art and signage. All students have a sense of belonging. Maori are achieving success as Maori.</i>

 S.G. 3 - COMMUNITY PARTICIPATION~ ENGAGING FAMILIES			
Community Partnership To regularly inform and encourage the involvement of the communities we serve, in respect to the plans, achievements and celebrations, and seek views / feedback for direction and initiatives.	<p><i>SG 3 - 1 The school engages with the parent community to share pedagogical practice within the school and research that influences the school curriculum</i></p> <p><i>SG 3 - 2 ICT will be a tool for home / school links and student achievement.</i></p> <p><i>SG3 - 3 The immediate and wider community are regularly informed of events and information relating to the school, using the most appropriate format.</i></p> <p><i>SG3 - 4 Continue to support the Kahui Ako - Motueka</i></p>	<p>2018 - 2020</p> <p>2018 - 2019</p> <p>2018 - 2020</p>	<p><i>We will ensure that we comply with all legislation that relates to our school</i></p> <p><i>We will maintain positive and effective relationships with students, parents, preschools and the wider Lower Moutere community.</i></p>
LEADING, MANAGING & GOVERNING (GUARDIANSHIP) <i>To be the best that we can be!</i>			
Self review - internal / external To regularly review progress towards the achievement of the schools aims and objectives so that future directions can be planned and priorities set for ongoing improvement and development.	<ul style="list-style-type: none"> ☆ <i>Implement goals from 2017 internal review and end of term internal reviews</i> ☆ <i>Curriculum review - triennial plan</i> ☆ <i>ERO review - prepare for visit</i> ☆ <i>Implement goals from 2017 review and end of term internal assessments.</i> ☆ <i>Our self review programme is ensuring that both BOT governance (guardianship) and school management, are ensuring an environment of review and refinement are improving outcomes for all.</i> ☆ <i>Review School Vision 2019</i> 	<p>2018</p> <p>2018 - 2020</p> <p>2018</p> <p>2018</p> <p>2018 - 2020</p> <p>Prepare 2018 2019</p>	<p><i>The Board has a triennial schedule for the review of policies, procedures and practice along with the annual review of annual goals. Reports from the reviews form the basis for deciding priorities for school improvement.</i></p>
<i>We will employ the best qualified staff to meet the needs of the school, who model being respectful contributors to society, and wish to</i>			

<i>contribute to a learning environment where we focus on being the best we can be.</i>			
Personnel To be a good employer, to provide the environment and conditions that are needed to attract and retain quality staff and maintain high quality performance, and to have an environment that nurtures strong team spirit in all levels of school operation.	<ul style="list-style-type: none"> ☆ Personnel procedures for review ☆ Review current Appraisal procedure and introduce new TRC. ☆ Personal Development programmes for staff ☆ EEO report ☆ Leadership opportunities for staff are further developed across the school. ☆ Teachers are self managing requirements around Professional Standards and Tataiako. ☆ Consult staff on work environment & improvements ☆ Leadership opportunities for staff are further developed across the school. ☆ Maintain current staffing levels to ensure we can maintain to offer the same high quality level of education ☆ Staff well into cycle of gathering evidence for registration 	2018 2018 2018-2020 2018 2018-2020 2018-2020 2018-2020 2018-2020 2018-2020 2018-2020	The Board will have procedures that reflect the commitment to being a good employer. These will be reviewed as part of the review process. Each year, the Board will receive an EEO report.
<i>We will prioritise funding to best serve the strategic goals of the school, to support student learning</i>			
Finance To ensure that responsible management of the schools finances with priority given to providing the best possible resources for students, staff, teaching and learning.	<ul style="list-style-type: none"> ☆ Budget set with school /student priorities identified and resourced. ☆ Operate within the set budget - reviewing at mid year. ☆ Capital works finance - 5YA. ☆ Prepare annual accounts for audit 	2018 - 2020 2018 - 2020 2018 - 2020 2018 - 2020	The Board and Principal will prepare an annual budget to fund the schools curriculum, personnel, property and administrative activities.
<i>We will maintain high quality buildings and grounds to provide the best physical environment for our staff, students and community - we will have pride in our exciting learning environment.</i>			
Property To provide a well maintained, attractive, safe and hygienic	<ul style="list-style-type: none"> ☆ Continue to investigate funding sources for enhanced property, ensuring we have a great learning environment. ☆ Grounds development ☆ Community voice 	2018 - 2020 2018 - 2020 2018 - 2020	The Board will comply with the conditions of any asset management agreement, and prepare and implement an

environment for working and learning, and to continual to develop/improve on the facilities, as resources permit. We will celebrate a place of pride.	☆ <i>Maintain the school to a high standard - to ensure the investment made by the Ministry is respected.</i>	2018 - 2020	<i>on-going plan of property maintenance and development, including the provision of safety and hygiene.</i>
<i>We will take pride in our school and aim to ensure that this is a school that maintains and extends an exciting, dynamic and challenging environment, in a safe and respectful setting.</i>			
Health & Safety We will provide a safe physical and emotional environment for everyone who is at our school.	☆ <i>Health and Safety checks - monthly and annual audit</i> ☆ <i>Argest compliance schedule - monthly</i> ☆ <i>Building Warrant of Fitness</i> ☆ <i>Electrical Appliances compliance</i>	<i>2018 -2020</i> <i>2018 - 2020</i> <i>2018 - 2020</i> <i>2018</i>	<i>We will have an environment where the emotional, cultural, physical and sexual safety of students, staff and community is paramount.</i>

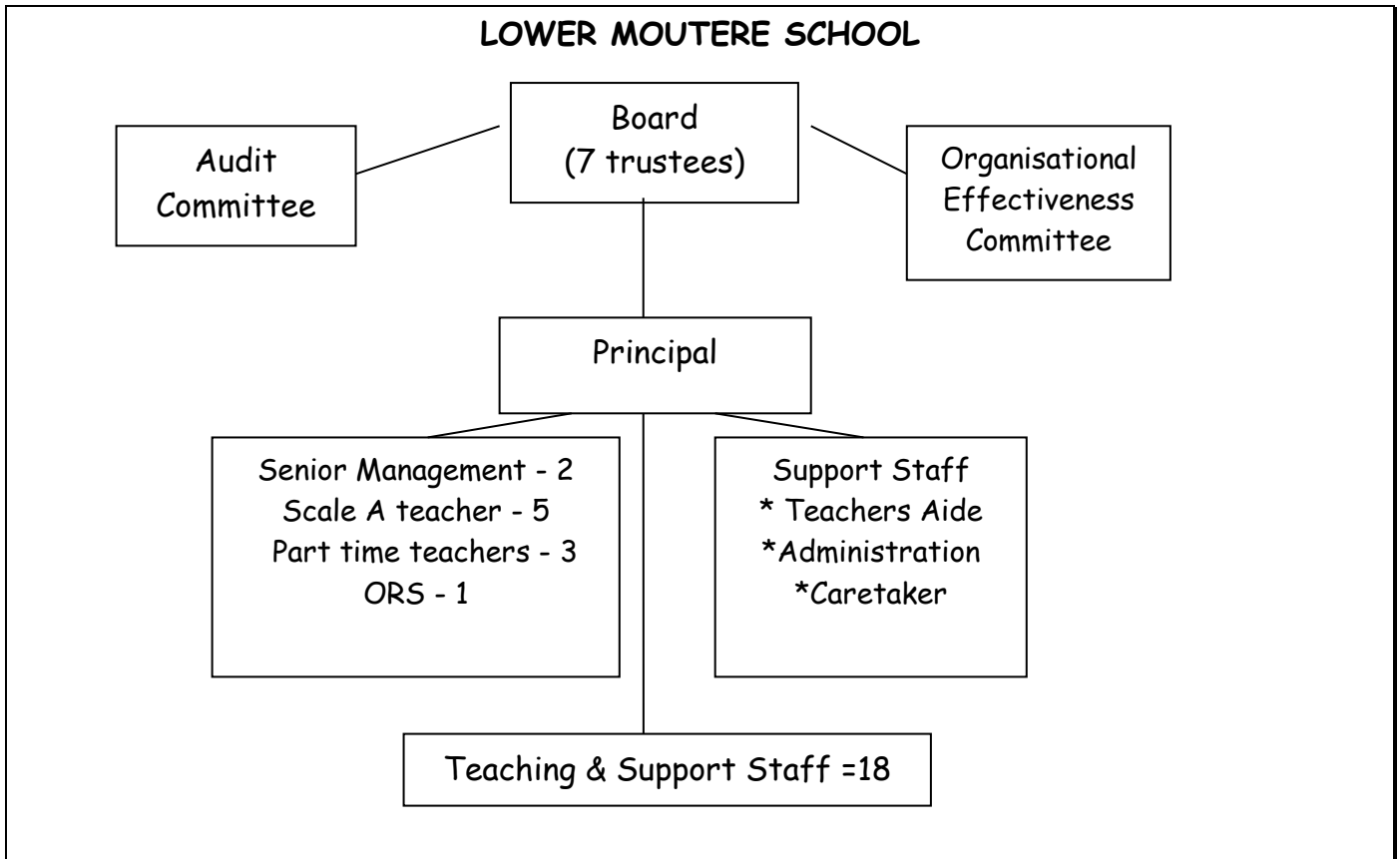
Annual Plan (Organisational Plan)

Supporting Documentation

These annual plans are supported by documentation found in the Management Operations Manual including:

- School Curriculum Plan
- Professional Development Plan
- Performance Management Programme (including Principal and Staff Appraisal processes)
- EEO Plan
- Annual budget
- 10 year Property Plan
- 5 year Property Programme
- Health and Safety Management Policies and Procedures
- Special Needs Programme
- Management procedures including those for:
 - Complaints [STA News May 2000]
 - Child protection [refer NZSTA Helpdesk]
 - EOTC [MoE Guidelines 2002]
 - Health & Safety [NZSTA/ACC material]
 - Compulsory Police vetting [STA Link 2002/14 & 2002/18]
 - Protected Disclosures [NZSTA Admin Advice 2001/1]
- Appropriate Ministry circulars, Gazette notices, NZSTA Administrative Advice

Operating Structure



Total teaching staff at 1 July 2018 = 11

Total non-teaching staff at 1 July = 7

Expected changes during the strategic period.

The school has experienced roll growth however this year (2018) indicates a stable roll and no extra staffing. There may be slight change in the Teacher Aide hours.

[Refer to MOE Staffing Entitlement - received annually in September]

Strategic Planning Process and Consultation 2017-2019

Board of Trustees Lower Moutere School

<u>Process</u>	<u>Date 2016</u>
----------------	------------------

This Charter consultation process was undertaken in 2015.

Charter Consultation 2015

Board of Trustees	On-going
Maori Community	Completed every second year. Next consultation March 2017
Health consultation	Completed every second year October 2016 – next 2018
School Parents	On-going
School Staff	On-going
MOE email address	Charters.nelson@education.govt.nz
Chairperson:	Eric Gardner
Date:	February 2018
Principal:	Chris Bascand