



MURRAYS BAY
— PRIMARY SCHOOL —

Strategic Charter 2021



Contents

1.	Statement of Commitment
2.	Murrays Bay School Description
3 - 5.	Our Mission, Vision and Core Values
6.	Measures of Success
7.	Community Consultation Timeline
8.	Strategic Plan - Goal 1 - Student Agency
9.	Strategic Plan - Goal 2 - Well Being
10.	Strategic Plan - Goal 3 - Cultural Responsiveness
11.	Annual Plan
12.	National Administration Guidelines
13.	Curriculum Achievement Target 2020 - Mathematics

1. Statement of Commitment

In accordance with Sections 61-64 of the Education Act 1989, this Charter sets out the aims, purposes and objectives of Murrays Bay School.

The Board of Murrays Bay School has created this Charter through a process of consultation with: Parents of students (via surveys, focus groups and meetings).

Staff of the school (via focus groups and meetings).

Special community groups (via discussions).

The Ministry of Education (via its documentation and training).

The Board of Murrays Bay School hereby commits that it will take all reasonable steps to ensure:

- **That Murrays Bay School is governed and managed for the purposes set out in this Charter, in accordance with the National Education Guidelines and all relevant Acts of Parliament.**
- **That the school and its students and community achieve the aims and objectives set out in this Charter.**

Hayden Iles
Principal, Murrays Bay School

Ratified at Board of Trustees Meeting on: 24th February 2021.

Ratified: Michael Frith - BOT Chairperson

For the Minister of Education

Date: March 1st 2021 Murrays Bay Primary School



2. Murrays Bay Primary School Description

Murrays Bay Primary School is a contributing primary state school located in the East Coast Bays on Auckland's North Shore City, with a roll of up to 800 students who make up 32 school classes. The school is in an area with a decile rating of 10. The ethnicity of the students is mainly New Zealand born European/Pakeha 35%, Chinese 33%, Other European not born in NZ 14%, Korean 7%, NZ Maori 3%, Pasifika 2%, Indian 2%, MELAA 3% and a range of other minority groups.

Murrays Bay Primary School serves a stable, well-educated community where many families own their own homes. The community is interested in the school and has high expectations of the school's performance.

Murrays Bay Primary School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture. In recognising the unique position of Māori culture, Murrays Bay Primary School will take all reasonable steps to provide professional development in Tikanga (*Māori culture*) and Te Reo Māori (*Māori language*) for all staff; and instruction in Tikanga (*Māori culture*) and Te Reo Maori (*Māori language*) for all students. Extra support for extended programmes in Te Reo Māori will be accessed for those parents who request it.

Murrays Bay Primary School promotes:

The acquisition of core literacy and numeracy skills

REAL Learning - **R**elevant, **E**ngaging, **A**uthentic **L**earning - multidisciplinary approach to the delivery of the curriculum

Innovative learning practice

Murrays Bay School Values - RESPECT

Promotion of 'Whole School Wellbeing' - Including Zones of Regulation and the Pause, Breathe, Smile programme

Inclusive practice

Positive transition to school

Play-based learning

GaTE programme (Gifted and Talented Education programme)

The Roots of Empathy programme

Catering for future learning encouraging the use of digital learning tools; BYOD for Years 3 to 6

Tikanga / Te Reo Maori / Kapa Haka

The Waterwise Program for water safety skills

Kāhui Ako (Community of Learning)

3-5 Vision, Mission, and Values

Ignite - Innovate - Connect

Vision

‘To unlock the uniqueness and potential in every student through an innovative and engaging curriculum’

Mission Statement

‘We ignite learning through innovation and connect with the world around us’

Values:

Resilience

Empathy

Self-belief

Persistence

Excellence

Community

Tolerance

Resilience:

I can pick myself up and carry on.

I bounce back when things don't go my way.

Empathy:

I understand and care about how other people are feeling.

I try to see things through other people's eyes.

Self Belief:

I believe in myself and my abilities.

If I set my mind to things anything is possible.

Perseverance:

I keep trying and never give up.

I have grit and determination.

Excellence:

I strive to do my best even when things get tough.

I work hard to achieve my goals.

Community:

I connect with and support my whanau, my school and the wider community.

I look after and care for all people.

Tolerance:

I am patient, understanding and accepting of difference.

I accept ideas, behaviours and feelings that are different from mine.

RESPECT underpins all of these values

6. Measures of Success

The outcomes we want to achieve

We are successful when:

- Our school is a fun, safe and engaging place to learn.
- Our school and community (students, staff and parents) demonstrate our school values.
- Our students are learning and achieving the objectives of either the New Zealand Curriculum for their age, or their IEP (Individual Education Program).
- Students understand and articulate where they are at and where they are going on their learning journey.

- The school is recognised by our students, staff, parents and the wider community as an excellent place to learn, work and grow.
- The school's academic and operational performance consistently rates highly in internal and external reviews.
- Our students demonstrate a positive awareness of local, national and global citizenship.
- Our students are mindful digital citizens.
- Our students have a positive attitude to learning.
- Our staff and parents have a meaningful say in important school issues.
- The school demonstrates that it makes highly effective use of its available resources.
- Our community feels proud of their own cultural heritage and diversity is celebrated.
- Our students are strong in their own identity and culture.

7. Community Consultation Timeline

Consultation will be undertaken on the following dates:

Group	Details	Dates
All school families	<p>Video Session - Outline of the NZ schooling system with specific references to our school. Translated into Korean and Mandarin. Led by ESOL team and SLT.</p> <p>Information sessions led by ESOL team and SLT. Translated into Korean and Mandarin. Outline of Literacy teaching in NZ schooling system with specific reference to out school.</p> <p>Information sessions led by ESOL team and SLT. Translated into Korean and Mandarin. Outline of Maths teaching in NZ schooling system with specific reference to out school.</p>	<p>Link on website and reference given to new parents on enrolling their children</p> <p>Term 1 Literacy (Wednesday 3rd March 2pm-3pm & 6pm-7pm)</p> <p>Term 3 Maths (Thursday 19th Aug 2pm - 3pm & 6pm -7pm)</p>
All school families	Surveys to include parent and whānau voice in the 2021/22 curriculum review and development (Led by Jo Robson Leading Learning and AP)	Date TBC (Term 2)

Māori/Pasifika Consultation Group	Whānau Consultation Hui - conversations based on understanding of curriculum and reporting & assessment. Led by Hayden, Paul, Leon & Claire	Term 2 Thurs June 17th at 3.15pm - 4.15pm Term 4 Thurs 4th Nov at 3.15pm - 4.15pm Dates subject to change
New families to our school.	Parent education evenings to be held: Parent Orientation Meetings for parents of new 5 yr olds	As required throughout the year
All school families: reporting	Written information to be shared with parents about class routines and expectations. Meet the Teacher / Goal setting Goal Setting Conferences and Collaborative Report. End of Year written reports	Term 1 (End of Week 2) Term 1 (Week 5 Wed 10th/Thurs 11th March) Term 2 (Week 10 Wed 7th/Thurs 8th July) Term 4: Week 9 Date TBC
All school families: events	Cultural Day Twilight Festival Matariki Festival Mid Bays Kāhui Ako Performing Arts Festival Passion Project week (Odd Years) \$5 Fairs	Term 1 2021 Term 1 2021 Term 2 2021 Term 2 2021 Term 3 2021 Date TBC

	Carols On The Court	Term 4 2021
--	---------------------	-------------

8. Murrays Bay School Strategic Goals 2019 - 2021

- **Student Agency:** The student having the power or capacity to make choices in a learner-centered environment. A key focus of student agency is responsibility; to self, to others and to the environment.

Strategic Goal 1: To build the capacity of our students to own and be responsible for their own learning.

Sub goals:

1. Encourage students to take greater control over their own learning through nurturing and coaching.
2. Design learning for students where they are given more choice, responsibility and 'say' over their learning.
3. Develop curricula that is culturally responsive and pedagogically engaging.

9. Murrays Bay School Strategic Goals 2019 - 2021

- **Wellbeing:** Wellbeing is vital for student success and is strongly linked to learning.

Strategic Goal 2: To promote the wellbeing of all students and staff across our school.

Sub goals:

1. Enable our students to confidently have effective and positive transitions within and across learning environments.
2. Develop our students' emotional-regulation skills and strategies incorporating principles of a growth mindset.
3. Consciously make decisions that allow staff to be effective practitioners whilst maintaining a work-life balance.
4. Demonstrate a caring pedagogy that values and honours diversity

5. Organise the environment (for example, grouping students and designing tasks) to develop inclusive learning communities.

10. Murrays Bay School Strategic Goals 2019 - 2021

- **Cultural Responsiveness:** culture can be visible and invisible. Visible culture can include behaviours and practices such as language, dance, food and music. Invisible culture includes perceptions, attitudes, values and beliefs, world views and morals.

Strategic Goal 3: To develop a culturally appropriate and responsive context for teaching and learning.

Sub goals:

1. Encourage community members and whānau to become more involved in our students' education and be given a significant voice in making important school decisions related to programmes.
2. Develop pedagogy which promotes self-regulation, metacognitive strategies and thoughtful learner discussion.
3. Recognise and celebrate learners' identities, languages, abilities and talents.

School Targets 2021:

1:School Values:

For the MBPS community to have full understanding and demonstrate consistently our School Values.

2:Mathematics:

To maintain having 50% of students achieving above the expected curriculum level in Mathematics.

3:Literacy:

To investigate the impact of 'Learning Through Play' on Oral Language development in Junior classes to see if it has an impact on achievement in Reading and Writing.

11. Annual Plan

Goal One: To build the capacity of our students to own and be responsible for their own learning.

	IMPLEMENTATION	MEASURE/INDICATORS
1.1 Encourage students to take greater control over their own learning through nurturing and coaching.	Provide leadership opportunities: <ul style="list-style-type: none"> - Student government - Whanau group leaders - Kapa haka leaders - Class representatives - Eco-warriors - Peer mediators - Monitors eg. PE shed, road warden, librarians - Sports teams 	By the end of 2021: <ul style="list-style-type: none"> - All leadership roles are fulfilled across the school - Student-led initiatives have taken place eg. multi-days run by student government, ā cultural day
1.2 Design learning for students where they are given more choice, responsibility and 'say' over their learning.	Students have direct input into the content and direction learning takes: <ul style="list-style-type: none"> - Respect and encourage the spirit of independence in learning - Passion project - Real learning - Genius hour - Play-based learning - 'Teachable moments' are acted on - \$5 Fairs 	<ul style="list-style-type: none"> - Real Learning planning/records reflect student ideas/input (adjustment to be made to Real Learning tracking document).
	Universal Design for Learning (UDL) <ul style="list-style-type: none"> - Introductory Professional Development for all staff in UDL - Create displays and visuals for UDL around the school - UDL PLG - Regular time in team and staff meetings for discussions on how UDL is being implemented 	<ul style="list-style-type: none"> - Evidence of UDL principles being used in classrooms (multiple means of representation, multiple means of expression, multiple means of engagement)

	<p>Students are able to talk about their learning and reflect on their own thinking and learning processes.</p> <ul style="list-style-type: none"> - Teachers will allow time for class discussion, 1:1 conferencing for students to understand the results of their assessments and the outcome and impact on their learning. - Students need to be aware of where their current level of learning is, and where their expected level of learning should be. Student-led conferences are structured for students to share their learning and goals. - Links with mediated learning: #Thinking 	<ul style="list-style-type: none"> - Assessments to be shared with students and discussed in depth. - Students can articulate where they are at with their learning and where they need to go next. - Rubrics are created for key curriculum areas.
	<p>Mediated learning is used in a range of curriculum areas across the school.</p> <ul style="list-style-type: none"> - Mediated learning for Murrays Bay Primary School is implemented across the school. - Professional development for teachers, ongoing as needed. 	<ul style="list-style-type: none"> - Mediated learning evident in classroom practice, planning and reflections. - Students articulate what they have learnt and how they can apply it.
<p>1.3 Develop curricula that is culturally responsive and pedagogically engaging</p>	<p>ESOL programme is aligned with classroom programmes</p> <ul style="list-style-type: none"> - ESOL assessments are systematic, comprehensive and meaningful to the learners - Regular discussions between ESOL teacher and teacher aides and classroom teacher - Professional development for staff in ESOL teaching - ESOL in-school Kāhui Ako leader - ESOL PLG - PD for staff about the TALL and GROW programmes - Ongoing PD for key Teacher Aides, including planning time with the ESOL team 	<ul style="list-style-type: none"> - Professional learning has been delivered to staff - ELLP assessments show progress - Students graduating from the ESOL programme - Teacher Aides feel supported and well equipped to teach their ESOL students
	<p>Build on learning strategies and styles from other language and cultural backgrounds</p> <ul style="list-style-type: none"> - Allow students to write in their first language - Cultural day (Term 1) - Regular opportunities to share own culture - Staff to develop a deeper understanding of the 'invisible culture' of our students; perceptions, attitudes, values and beliefs, world views and morals. 	<ul style="list-style-type: none"> - Evidence of students writing in their home language. - Engagement and celebration - Strengthened relationships with whanau - Manaakitanga
	<p>Produce outward focused learners who enhance our community</p>	<ul style="list-style-type: none"> - Links with the community are

	<ul style="list-style-type: none"> - Meaningful learning - linked to passions or community or events. - Learning programmes that use expertise within the community 	strengthened: more community involvement in school and students connecting out of school.
--	---	---

Strategic Goal 2: To promote the wellbeing of all students and staff across our school.

	IMPLEMENTATION	MEASURE
2.1 Enable our students to confidently have effective and positive transitions within and across learning environments	Effective transition processes are in place for students who join our school. <ul style="list-style-type: none"> - Twice termly orientation meeting for the parents of all new students - Create stronger links with ECEs - Regular visits to our main feeder-ECEs - Individual interviews with parents at enrolment - School visits for new entrants - Graduated transitions to school where needed - Information about new students (not new entrants) is sought from previous schools - Twice yearly parent information sessions about schooling in New Zealand. - Picture book about Murrays Bay School to be created and given to local ECEs. - Kāhui Ako Transitions workstream. 	By the end of 2021: <ul style="list-style-type: none"> - Number of parents attending transition meetings. - Parent voice - System established for Year 1 teachers to visits ECEs
	Effective transition processes are in place for students moving within our school. <ul style="list-style-type: none"> - Pluto for class placements - Gathering class placement information from parents - Time is set aside for teachers to share information about students. - Special needs register is updated to include students with moderate learning or behaviour needs who need specific information to be shared. - Class visit to following year's teacher in December - Sharing information about priority learners - Inclusion of the following year's teacher in IEP meetings - Extra visits to next year's teacher for students who need additional transition support eg. students with special needs - Conversations with parents about priority learners and 	<ul style="list-style-type: none"> - Parent satisfaction with the process of class placements (collect data from placement form sent in November - include "do you feel consulted on your child's class placement?") - Students are settled at the beginning of the year - Teachers have the information they need to provide for the students in their class

	<p>how we can best support their learning at school and home</p> <ul style="list-style-type: none"> - Priority learner information tracked on etap from year to year. - Kāhui Ako Transitions workstream. 	
	<p>Effective transition processes are in place for students moving out of our school.</p> <ul style="list-style-type: none"> - Student information is passed to new schools as requested. - Year 6 student information is shared with the Dean from Murrays Bay Intermediate School - Year 6 students visit Murrays Bay Intermediate School in Term 3. - Meeting between the primary and intermediate school SENCos - RTLB transition programme - Extra visits to the intermediate for students who need them - Information is shared on Pluto for the intermediate school - Kāhui Ako Transitions workstream. 	<ul style="list-style-type: none"> - Students feel confident about starting at a new school - The new schools have the information they need to provide for the students
<p>2.2 Develop our students' emotional-regulation skills and strategies incorporating principles of a growth mindset.</p>	<p>Implement Zones of Regulation across the school</p> <ul style="list-style-type: none"> - Kahui Ako in-school leader of wellbeing to coordinate the implementation - Regular PD for staff - Create/purchase resources for classrooms/school - UDL/ZoR PLG - Information available for parent community. - Access external experts to support eg. RTLB, OT, MoE. 	<ul style="list-style-type: none"> - ZoR is visible and being modelled in classrooms and across the school. - Students understand the different zones and are able to articulate how they are feeling. - Students are able to apply strategies to adjust their zone.
<p>2.3 Consciously make decisions that allow staff to be effective practitioners whilst maintaining a</p>	<p>Continue to implement time-efficient systems to reduce teacher workload</p> <ul style="list-style-type: none"> - Written reports (mid-year discussion document, end of year formal report) - Focus meetings on student learning rather than admin - Focused professional development - Streamlined assessment processes 	<ul style="list-style-type: none"> - Meeting minutes reflect a focus on student learning. - Learning leaders will lead PD with their teams in key strategic development areas.

work-life balance.		
2.4 Demonstrate a caring pedagogy that values and honours diversity	School Values <ul style="list-style-type: none"> - Explicit teaching of what the new values mean to us in our environment, posters to go up in classrooms. - Decisions related to teaching and learning are based around the vision of the school. - Develop a school-wide understanding of what each value looks and sounds like at different levels of the school. 	<ul style="list-style-type: none"> - Progress towards students understanding of values is recorded in etap - See and hear the values in day to day interactions. - Rubrics have been created - Develop signage of values - displayed around the school. - Values information shared in newsletters.
	Behaviour expectations are positive, clear and consistent <ul style="list-style-type: none"> - Clear induction process for all new staff members - Staff encourage positive intrinsic motivation for our students - Links to values - Parents understand the behaviour expectations - Positive behaviour reminders are made at assemblies etc. - School-wide focus on respect 	<ul style="list-style-type: none"> - New staff know school expectations - Kāhui Ako 'wellbeing at school' data
2.5 Organise the environment (for example, grouping students and designing tasks) to develop inclusive learning communities	Collaborative Practice <ul style="list-style-type: none"> - Collaboration takes place between teachers, regardless of classroom environment - Sharing of best practice between teachers - Utilising resources in the community eg. intermediate school - Connecting with other schools and teachers 	<ul style="list-style-type: none"> - Collaborative inquiry - Evidence in planning - Links have been created and are established between schools - Evidence in Appraisal Connector

	Inclusive Learning Communities <ul style="list-style-type: none"> - Acceleration of students where appropriate - Adapted curriculum/differentiation for students who need an alternative - Creating opportunities for Gifted and Talented students to work together - Utilising UDL principles to allow students to showcase their abilities - Flexible and mixed-ability groupings - Zones of Regulation - All students' needs are taken into account and catered for in EOTC eg. camps, waterwise, athletics, school trips. 	<ul style="list-style-type: none"> - Evidence in planning - Evidence in Appraisal Connector - Gifted and Talented students have had regular sessions working together - Evidence of planning and necessary adaptations on RAMs
--	---	--

Strategic Goal 3: To develop a culturally appropriate and responsive context for teaching and learning.		
	IMPLEMENTATION	MEASURE By the end of 2021:
3.1 Encourage community members and whanau to become more involved in our students' education and be given a significant voice in making important school decisions	Whanau and community are consulted <ul style="list-style-type: none"> - Focus group: Maori/Pasifika - Survey - Information sessions - Student conferences - Informal discussions - Social media; blogs, Facebook - PTA - Board of Trustees 	<ul style="list-style-type: none"> - Feedback from surveys - Focus groups have met regularly as per consultation timeline - Monitoring social media - Goals in the strategic plan are being achieved (BOT)
	Keep whanau informed about modern schooling and pedagogy in New Zealand <ul style="list-style-type: none"> - Movie clips on school website - Shared information evenings with local schools eg. Netsafe - Teacher meetings, student conferences. - Newsletter/ App/ Facebook - PTA - Workshops for newly immigrated families - Links with CNSST - Use of translators for informal discussions - Having translations of information available - WeChat 	<ul style="list-style-type: none"> - Workshops have been held - Communication home reflects the diversity of our community - Communication is regular and targeted - A relationship with CNSST is established
3.2	Digital Technologies/#Thinking	<ul style="list-style-type: none"> - Increased accuracy

<p>Develop pedagogy which promotes self-regulation, metacognitive strategies and thoughtful learner discussion</p>	<ul style="list-style-type: none"> - Application has been made for MoE PLD in 2020. Awaiting approval. - #Thinking / DT integrated into classroom curriculum practice. - Explicit teaching of thinking skills - Focus on the thinking skills of comparison, categorisation and orientation in space - Continue to develop teachers' understanding and practice of mediated learning - #Thinking/Digital Technology Curriculum PLG 	<p>from students when problem solving</p> <ul style="list-style-type: none"> - Increase in student confidence when problem solving - Digital Technology curriculum is being implemented across the school.
<p>3.3 Recognise and celebrate learners' identities, languages, abilities and talents.</p>	<p>Provide opportunities for our learners to share and celebrate their culture visibly</p> <ul style="list-style-type: none"> - Cultural day - Assembly performances - ESOL shared lunch - Matariki Festival - Onepoto Festival - Mid-Bays Kahui Ako performing arts festival - Promote international language and culture weeks - Inviting community members to share their culture eg. dance, music, speakers - Classroom programmes reflect the cultures of the students within the class - Focus groups - Marae visits - Entering Mandarin and Korean speech competitions - Allowing students to write in their home language in class - Provide opportunities for participation and competition in sport - Language weeks. To include Maori and Chinese. - PD for staff in key languages of the school eg. Mandarin. 	<ul style="list-style-type: none"> - A variety of performances have occurred throughout the year - Attended Mid Bays - Attended Onepoto - Focus groups have been met with as per schedule - Students are entered and participate in the speech competitions - Examples are evident of writing in home languages - A wide variety of sports teams have been run throughout the year. - Classroom environments reflect the many cultures in our class, including activities and language

	<p>Recognise and develop our understanding of the 'invisible' components of culture</p> <ul style="list-style-type: none"> - Further exploration of the Tataiako document - Teaching of Tikanga and Te Reo Maori through a part-time teacher - Professional development about the predominant cultures of our school - Parent consultation - Focus on developing strong working relationships between teachers and parents 	<ul style="list-style-type: none"> - All staff are involved in learning about other cultures - All families will feel their culture is valued within the school - Feedback from focus groups
--	--	---

N.B. The school is fully compliant with all NAG and legal requirements as outlined in this document.

12. National Administration Guidelines

The Board of Murrays Bay School undertakes the following specific commitments in respect of the National Administration guidelines:

National Administration Guideline 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

1. develop and implement teaching and learning programmes:
 1. to provide all students in years 1–10 with opportunities to progress and achieve success in all areas of The National Curriculum;
 2. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;
 3. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;
2. through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:
 1. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:
 2. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;

3. through the analysis of good quality assessment information*, identify students and groups of students:
 1. who are not progressing and/or achieving;
 2. who are at risk of not progressing and/or achieving;
 3. who have special needs (including gifted and talented students); and
 4. aspects of the curriculum which require particular attention;
4. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
5. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
6. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

National Administration Guideline 2

Each board of trustees, with the principal and teaching staff, is required to:

1. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
2. maintain an ongoing programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;
3. on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:
 1. in plain language, in writing, and at least twice a year; and
 2. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
4. on the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

National Administration Guideline 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

1. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
2. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

National Administration Guideline 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

1. allocate funds to reflect the school's priorities as stated in the charter;
2. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
3. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

National Administration Guideline 5

Each board of trustees is also required to:

1. provide a safe physical and emotional environment for students;
2. promote health food and nutrition for all students; and
3. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

National Administration Guideline 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

National Administration Guideline 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

National Administration Guideline 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under National Administration Guideline 7.

