Our Mission: Learning to think, to do, to be  
Ako ki te whakaaro, ako ki te mahi, ako kia ora ai te mauri

Our Vision: To provide a teaching and learning environment where of those involved: demonstrate respect, expect the best, achieve through opportunity, communicate actively & feel good and safe

INGLEWOOD PRIMARY STRATEGIC GOALS for 2018 - 2020

1. Effective Teaching and Pedagogy - Increasing Teachers Capacity and capability to progress and raise student achievement through inquiry process and future focussed learning.

2. Student Learning - Ensure our students develop and strengthen their dispositions needed to make progress and achieve success

3. Citizenship - Through our REACH Values we strengthen and support all akonga using our REACH values to be courageous, self confident and flexible learners with a strong work ethic and positive attitude.

4. School Culture - Celebrate Aotearoa as a Bicultural nation - Embed and value diversity and accept differences.

5. Leadership and Governance - Implement programmes of self-review and continued self-development for board, staff, students and whanau.
The Inglewood Primary School Strategic Goals are aligned to the National Aims, which are:

- All students are able to access ‘The New Zealand Curriculum’ as evidenced by progress and achievement

- Students can set their own learning goals and know what to do to achieve them. Teachers’ practice is responsive to students’ needs including cultural needs.

- Maori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Maori. Whanau are engaged in supporting their children’s learning.

- Students with special educational needs are supported in their learning so they can progress in relation to ‘The New Zealand Curriculum’ and fully participate in and contribute to their school and community.
Equality doesn’t mean Equity
### 1. Effective Teaching and Pedagogy - Increasing Teachers Capacity and capability to progress and raise student achievement through inquiry process and future focussed learning.

<table>
<thead>
<tr>
<th>WHAT WE WILL DO (AIMS)</th>
<th>KEY OUTCOMES</th>
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<tbody>
<tr>
<td>1. Ensure that a Future Focused Curriculum is driven by students learning partnerships that enables them to be curious, innovative and engaged about their learning.</td>
<td>1. Student Agency will be well developed as will learning dispositions that enable students to be curious, innovative and engaged future citizens.</td>
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<td>2. Flip the curriculum around so the values and key competencies of the New Zealand Curriculum are the drivers of a Future Focused Curriculum Programme.</td>
<td>2. Students will learn to problem solve big ideas associated with Sustainability and Globalisation. They will also be able to communicate effectively in a social and/or digital medium through big idea concepts of enterprise and financial literacy.</td>
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<td>3. Move from a knowledge base curriculum to a Big Idea Curriculum that is based around the key concepts of Citizenship, Globalisation, Enterprise, Financial Literacy and Sustainability including reviews and modification of Technology Education Programme</td>
<td>3. Every member of the Inglewood Primary Team is contributing to the strategic direction of the school.</td>
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<td>4. IPS is developing as an innovative learning school within the</td>
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4. Review and modify the technology education, so it is focussed on the future work competencies needed for students.

5. ‘Spiral of Inquiry’ is a process for building collaborative teacher practice and shared pedagogy across the school, explicitly around learning dispositions, making thinking visible and differentiation. This will be embedded into teacher's daily practice in teaching learning at Inglewood Primary School (IPS). The inquiry model around shared pedagogy and increasing capacity is also a foci of the Te ‘Kahui Ako o Kohanga Moa - Inglewood Community of Learning.

6. The Board of Trustees will support the teaching team by building their understanding of what is going well with teaching and learning, and why, and what is not going well and why.

7. High quality ‘Internal Evaluation’ enables a school to develop ideas for the future (strategic thinking) and keep improving. ‘Internal Evaluation Processes’ will be embedded into leadership practice at IPS.

8. Development of school wide monitoring and analysis systems used within internal evaluation processes by School Leadership provides the BoT with high quality information, in a timely and ongoing way, that supports decision making.

9. The core curriculum areas of Literacy and Mathematics will be regularly evaluated in order to ensure best practice across IPS.

10. The transition process from Early Childhood to Year 1 will be regularly reviewed to meet the changing needs of new students starting at IPS. We will review the Te Whariki and NZC blend, operating in our New Entrant Room. Transitions are also a foci within our Inglewood Community of Learning Achievement plan.

11. Assessment processes will be flexible and reflected on to best support learners in the classroom.

12. Resources will be focused on accelerating learning for those learners where disparity is evident.

13. Leadership will build student and teacher capability to accelerate learning.

Inglewood Community of Learning, where students are curious, innovative and engaged in their learning.

5. The Board of Trustees are able to strategically resource professional development that improves teacher practice and student learning outcomes.

6. Practising Teaching Competencies are standards for quality teaching that teachers in New Zealand must meet. The ‘Spiral of Inquiry’ and ‘Internal Evaluation Processes at IPS will be aligned to the Practising Teacher Competencies. Quality ‘Internal Inquiry’ will enable the Board of Trustees to sustain and improve learning outcomes for all learners.

7. There is no disparity between students from different ethnic or gender groups. A high proportion of students are meeting or exceeding expected levels after three years of learning.

8. Students and parents have a positive transition from Early Childhood Education to starting at Inglewood Primary School, through our ‘Mini Moa’ and Mutukaroa initiatives.

<table>
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<tr>
<th>Review</th>
<th>Nov 2018</th>
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<tbody>
<tr>
<td><strong>Raising student achievement through effective teaching pedagogy</strong></td>
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<tr>
<td>Mini Moa and Mutukaroa programmes continue to create strong transition to school from ECE, and connect parents, students and teachers to our new entrant class. This transitioning is valued by us and in 2018 introduced Learning Partnership days to build even greater connections with whānau. This opportunity for student, caregiver, teacher discussion enable all to begin the school year with a positive start and ease transition into new learning environments and personal.</td>
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<tr>
<td>Teachers at Team levels continue to monitor student progress,</td>
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specifically priority learners and evaluate teaching strategies. This helps improve teaching and achievement of our priority learners. Through further discussion around this, teachers will evaluate impact and realign teaching strategies to best fit the learner.

We actively promote teachers participating in their Professional Learning to improve practice. In 2018 all staff of IPS have been involved in Professional Learning. In January all staff were part of Karen Boyes conference, focusing on ‘Making Learning Visible’- 8 Cultural Forces of Learning. Collaborative teaching visiting schools and discussing with teachers the implication and thoughts around collaborative teaching. Principal and Associate Principal attended the NZPF conference Kathe Te Damon Ritai- Cultural Proactiveness Learning through play- our Year 1 and 2 teachers Louise Dempsey writing course,

Inquiry meetings- spiral

<table>
<thead>
<tr>
<th>Explicit Actions to be taken</th>
<th>2019 - Assessment practices Year 8 Leavers survey Student Agency/ curiosity/ 8 cultural forces clarity/ common theme around inquiry</th>
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</table>
2. Student Learning - Ensure our students develop and strengthen their dispositions needed to make progress and achieve success

**WHAT WE WILL DO (AIMS)**

1. Student Agency will be well developed with a stronger cultural voice and disposition for learning.
2. To evaluate the impact of strengthening transitions, teaching, learning and assessment in the first two years of a child’s schooling at IPS, with the aim of raising achievement using Play based Learning Strategies.
3. Use our recent PD and systems as a vehicle for teacher inquiries, collaboration and greater knowledge of assessment and moderation purposes.
4. Bridge the transition from Year 4 to Year 5 and Year 6 to Year 7. As these are identified areas of need.

**KEY OUTCOMES**

1. Teachers and Students are curious, innovative and passionate about their learning. Teachers are able to make more accurate and informed judgements on student achievement and progress.
2. Discussions between teachers, knowing the learner and identifying deficits, make connections and use strategies to bridge the gaps for learners.
3. Students will develop the learning dispositions to know their learning goals and show evidence they are achieving the ‘Signs of Success’.
4. Enhance the capacity of students to identify personal learning needs through student agency and collaboratively learn together.
5. Use of appropriate systems to identify learning and teaching points, develop consistency and use longitudinal data of learners to evaluate impact of interventions.
5. Strengthen the continued development of fluid, mixed ability collaborative learning, specific teacher workshops and student directed learning in mathematics.

6. Provide flexible learning environments that enable the development of: student agency, strong student voice and growing cultural responsiveness and developing positive dispositions for learning.

7. Students participate and extend their personal growth in learning in a variety of experiences within Education Outside The Classroom opportunities.

6. The concept of ‘Whanau Learning’ ensures all learners have a sense of belonging at Inglewood Primary School. They have a strong sense of cultural identity in knowing their families past, and how their time at IPS can support their future life choices.

7. Use appropriate digital tools to strengthen the home and school partnership e.g. Seesaw etc.

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<td>Teachers continue to develop their own pedagogy, through both in school and out of school Professional Development, such as Longworth Education (Play-based learning), Cultural Proactiveness, Palmerston North NITs and SICOL trip, Curriculum development, Louise Dempsy (writing), and Incredible Years. This helps to enhance and develop the programmes they run in their classrooms to benefit their learners. Teachers as a whole school looked towards ensuring students have a sense of belonging and ownership of their learning, which took place under the umbrella of Tūragawaewae. Across the school students were making connections with where they are from and what makes them and their places special. Through observations, assessment and classroom tasks teachers have continued working on developing overall teacher judgements to find the best fit, and to prepare their next steps in learning. Using moderating within teams as a tool to ensure more accurate OTJ’s across levels, and encouraging teacher discussion around next steps and students learning. Students have continued to work in flexible learning environments giving them a chance to learn in ways that are comfortable and</td>
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benefit the way that they like to learn. Pukehaupapa have had a successful Year working in a collaborative learning environment. Moa iti teachers have worked hard to create a play-based learning space for our New Entrant students. It has been a success having our New Entrant students staying tagged with the same teacher for the whole year.

Opportunities for Education Outside the Classroom have been successful in giving students more opportunities to learn through doing, such as the creation of the bike track, gardens, worms, playground designs.

To assist with the transition of students within the school we have ‘Speed dating’ where the teachers meet with next year’s teacher to discuss the students. We have Year 6 information day and information evening, Year 2’s have time around the back towards the end of the year. Learning Partnership Day at the beginning of the year is very successful to get to know whanau and students. Camps that take place at the beginning of the year engage students with their new teachers and peers. Year 5 students will help introduce Year 4 students into the Senior school.

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<td>To further students success in learning in the transition years, develop ways to help students be prepared for the next step in learning as they move to a new year group, and new curriculum expectations. Moving into collaborative learning environments in Term 2, and making this change successful for Year 3-6 students. Developing the transition system from one Year group to the next. To further develop the use of See-Saw in the classroom to promote positive home and school relationships for students learning.</td>
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3: Citizenship - Through our REACH Values we strengthen and support all akonga using our REACH values to be courageous, self confident and flexible learners with a strong work ethic and positive attitude.

WHAT WE WILL DO (AIMS)

1. *Teaching and learning programmes across all levels will reflect the school’s Mission and the REACH values.*

2. *Staff to continue with PB4LSW Professional Development and use collated SWIS data to identify trends and to continue to develop systems reflecting REACH values.*

3. *Ensure our school culture is safe for all students.*

4. *Teachers will create a classroom environment that supports the development of higher order thinking skills, problem solving strategies and encourages risk taking in conjunction with REACH. Students know they are cared for, respected and valued as a member of class.*

5. *Encourage and strengthen the home– school partnership, parental involvement in school activities, coaching, reading assistance etc.*

6. *Maintain regular formal / informal reporting opportunities to parents/caregivers, including student led conferences, progress achievement reports, Mutukaroa Parent surveys, School, team, class*

KEY OUTCOMES

1. *There is an identifiable and agreed school values and belief system with clear consistencies that are being reinforced and have a visible presence.*

2. *All staff will demonstrate PB4LSW Strategies and follow established systems and induction process. Teaching and learning programmes are effectively resourced and maintained with flexible provisions in line with REACH.*

3. *Students feel comfortable in their class to take risks with their learning, are self confident, are developing positive disposition towards learning and feel valued.*

4. *The school community feels welcome in the school and has the opportunity to become involved in, and contribute to, the life of the school. Parents/caregivers and the community are well informed regarding the school’s activities, progress and achievements through digital medium.*

5. *Teachers adapt programmes where required and respond to the changing needs of students where appropriate. Students are actively engaged in the learning and reflective process.*

Crafted February 2018
newsletters, ringing lists, new parent contact, Mini Moa programme, new family afternoon teas. The inquiry model around To evaluate the impact of strengthening transitions, is also a foci of the ‘Te Kahui Ako o Kohanga Moa - Inglewood Community of Learning.

7. Teachers and students will be actively involved in goal setting, reflection and self-evaluation, involving student, teacher and Whanau.

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| Our school REACH programme continues to be well implemented in the classrooms throughout the school. During the first 6 weeks of Term 1 classes focus on our values, what they look like, sound like and feel like when learning and IPS. As the year progresses classes continue to focus on REACH as part of their weekly reflections and class discussions. This is consistent across the school, however can be seen to be used differently across cohorts. Our consistencies are also seen through our school assemblies where students are given their REACH certificates that are earned in and out of the classroom for displaying our REACH expectations, and the 100’s club is a well sort after certificate to achieve by the end of the year. After reflections in 2017 this year the Junior School implemented a REACH rewards system that celebrated their REACH achievements at the end of each term. This has been successful in giving the younger students a closer goal to aim for, and then restarts at the beginning of the following term.

REACH Leaders/PB4L/RATS:

This year we have had another two staff members attend Incredible Years Training, which works alongside our school REACH teaching and learning. This programme helps staff to look for ways to apply Positive Behaviour for Learning strategies in their classrooms, aligning with REACH.

Our school community are well informed of all events that are happening and are encouraged to come and participate where possible. The use of the school website and facebook page ensure parents are able to access all communication, as with emails and the
implementation of See-Saw, and Dojo within the school. Mutukaroa continues to give parents access to discuss their child and their child's learning, as well as providing the evidence of learning, and helping them set goals to assist at home.

Teaching staff continue to develop their learning programmes to meet the needs of the students in their classes. Through Team, Leaders, and Staff hui teachers are able to discuss and reflect, get ideas to use and apply, for students in their classes and teams. They have access to professional development to help gather new information and further their pedagogy.

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<td>To give parents and community further access to information we are looking at having an app developed, which will link all communication and school information together.</td>
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<tr>
<td>To send a letter by email to make a big deal about how many whanau members have joined on See-Saw. This will happen over a few days then those who have not joined will be sent a ‘thank you for joining my See-Saw’ video made by the students to encourage those parents who have not yet joined to access it. Then finally to ask parents in who have not joined at help them load it to their phones. This will ensure that all information, photos, learning experiences and messages will be available for all whanau.</td>
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<tr>
<td>To ensure that new staff members are inducted specifically for our REACH program.</td>
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<tr>
<td>Apply to have those teacher who are not yet trained in Incredible Years to attend this professional development.</td>
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Crafted February 2018
4: School Culture - Celebrate Aotearoa as a Bicultural nation - Embed and value diversity and accept differences.

WHAT WE WILL DO (AIMS)

1. To continue to enhance and be aware to be Culturally Proactive to all students. ii. To explore a future focused way of teaching that is based around the concept of Tikanga Maori Values and the relationships between learners and whanau.
2. Make changes to the teaching and learning programmes in order to reflect identified needs resulting from the analysis made. Bilingual use for all curriculum areas.
3. Staff are to use and understand Tataiako (Cultural Competencies for Teachers of Maori Learners) alongside the Standards of the Teaching Profession (STP) or the Graduating Teacher Standards (GTS) during the Teaching as Inquiry process.
4. Staff professional development / resources to support and improve personal knowledge and correct pronunciation in Te Reo Maori
5. Gather data beginning, middle and end of year using Measurable Gains Framework
6. Ensure our parents/whanau feel engaged in their child/children’s learning journey promoting the success of Maori students & encourage Whanau in school as experts working alongside staff
7. Maori Achievement Collaborative; An active commitment to advancing the progress and success of Maori students. Strengthen the partnership of our whanau and school communities.

KEY OUTCOMES

1. Maori will be identified in the target groups (Literacy, Numeracy) to assist them increase achievement (as stated in Ka Hikitia)
2. In professional discussions using the Teaching as Inquiry framework, staff understand how each of the Tataiako competencies link with the RTC or GTS.
3. Professional development and guidance is being made available for staff together with an increased understanding of Effective educational leadership and response to learning
4. Whanau hui to be bi-annually (where Ka Hikitia – Accelerating Success 2013-2017 summary will be discussed)
5. Whanau are consulted regarding the education and progress of Maori pupils informally / formally. (Whanau hui, sports events, cultural events (kapa haka festival), Student Led Conferences)
6. Our Kapahaka group will perform to communities and in cultural festivals. School powhiri
7. Teachers and students value, respect and understand the diverse cultural, emotional and physical needs of their peers.
8. A positive learning partnership is established with parents whanau, hapu, iwi and local marae. They know how well their
8. Class environments and programmes will visually reflect bicultural heritage e.g. displays, art work with cultural influence, use of Te Reo.
9. Curriculum plans to include elements of Tikanga Maori, New Zealand’s and local history.
10. Consultation with Maori parents/whanau & community.
11. Activities to involve the expertise of local Maori community.

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<tr>
<td>Year 3-8 data for Maths shows that 39% of our Maori learners are working below the expected curriculum level, 61% are working at or above the expected curriculum level.</td>
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<td>Reading shows that 16% of our Maori learners are working below the expected curriculum level, 84% are working at or above the expected curriculum level.</td>
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<tr>
<td>Writing shows that 18% of our Maori learners are working below the expected curriculum level, 82% are working at or above the expected curriculum level.</td>
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<tr>
<td>All Year 1 Maori learners are working within the expected curriculum level for all areas.</td>
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<tr>
<td>All Year 2 Maori learners are working within the expected curriculum level for Maths and Writing. 57% of these students are not at the expected reading age.</td>
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<tr>
<td>Positive actions working the comprehensive Plan as designed by the Cultural Proactiveness team have been made throughout 2018.</td>
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<tr>
<td>Staff and Board have a common understanding of Hautu, Tataiako, and Ka Hikitia documents. Te takanga o te wa is another highly regarded and utilised document as we navigate and plan our Local Based Curriculum.</td>
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<tr>
<td>Professional Development for both Board of Trustees and Staff has</td>
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Crafted February 2018

been facilitated by Kathe Tawhiwhirangi - Perry CORE Ed and
Damon Ritai - Regional Maori Achievement Collaborative
Facilitator.

Our Within School Teacher for the Kahui Ako o Kohanga Moa,
Andrew Birchler has held 1 - 1 sessions with all Scale A Teaching
Staff, discussing their Inquiry and Practice. Online Teacher
Portfolios have been set up for each teacher to provide a common
place of reflection and evidence of meeting the Professional
Teaching Standards as set down by the Education Council.

Our Kapahaka ropu (group) did not perform at Kapa Haka festivals
this year due to Whaea Marcelle finishing her Pre Teaching
requirements, however the ropu have performed at our Powhiri for
new students each term and also for sporting exchanges when
required and our School Mini Gala.

We planned a whanau hui for term 4, however this was postponed
until term 2 2019.

Karen Patterson is a member of our local Kōhanga Moa Marae
Committee, which has strengthened partnerships with iwi and hapu
associated with our area. This partnership has been evidence with
Kōhanga Moa Marae Trustees and Kaumatua supporting our kura
in various hui, production, hangi and hui regarding whakairo for our
new buildings. Board Member Tash Allerby has also been
instrumental in getting esteemed NZ/ Taranaki Artist Rangi Kippa
to assist with the designs.

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<th>Explicit Actions to be taken</th>
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<tr>
<td>To look at the Curriculum Document Level 1 and 2 in regards to Reading Overall Teacher Judgements, are they working within the</td>
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</table>
5: Leadership and Governance - To implement programmes of self-review and continued self-development for board, staff, students and whanau

WHAT WE WILL DO (AIMS)

1. Focus on raising student achievement of all learners - accelerate progress of identified target learners.
2. Internal Evaluation process utilising ERO guidelines
3. Educational Leadership reflection and evaluation
4. Further develop curriculum development and evaluate plans with involvement of individual curriculum areas setting goals, tracking outcomes and reporting. Documents to be updated progressively throughout the year in relation to the Annual Plan.
5. Continued development of Performance Coaching Systems and reflective practices of staff (including Targeted group of students in maths through Narrative assessment, Tracking students in Reading and Writing, Teacher personal and Professional targets, deep reflective practice in relation to professional development – H. Bell/R. Gainsford.)
6. Include parent / caregiver, student and community consultation in this process

KEY OUTCOMES

1. Review all assessment data, half yearly and yearly. Discuss at teacher, team, middle, senior leaders and BOT strategies and next steps. Curriculum leaders lead analysis discussion, develop future learning needs.
2. A school programme of evaluation and development focusing on school improvement, responses to change and the meeting of identified needs is in place, including the Hautū resource for BoT.
3. Principal and Associate Principals participation with –Laura Snowden regarding Leadership Inquiry.
4. Middle leaders with Principal – Internally leadership inquiry using specific texts.
5. A curriculum evaluation schedule is developed, implemented and itself reviewed on a regular basis. Staff to updates of documents throughout the year.
6. Participation in professional conversations and the 4MWT process, Teacher Inquiry processes and procedures, Teacher Inquiry Portfolios with reviews of teaching pedagogy and evidence around targeted students included in Appraisal Systems.
7. Staff reflecting and refining personal and professional goals.
8. Parents, caregivers and the community are provided with a variety of opportunities to contribute towards the school review processes.
9. School policies, procedures and practices and evaluation are updated on a cyclical, planned and regular basis.

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<tr>
<td>Internal Evaluation with regard to Appraisal and Attestations are now undertaken with Middle, Senior and Within School Teacher for our Kahui Ako o Kohanga Moa to a satisfactory level, we can however further develop systems to incorporate 360 surveys with staff as teachers and also, middle leaders and Within school teacher to gain explicit feedback. School Policy and Procedures are currently undertaken by the Principal and one or two Board Members, greater understanding and input from BoT is required moving forward. Principal and Associate Principal have a rigorous Appraisal system utilising Laura Snowden and it is recommended that her services are again utilised in 2019 as Karen takes on the Lead Principal Role of Kahui Ako after her Sabbatical ending April 14 and also Ben has duties of Acting Principal from term 1 and also .4 from May 2019 to May 2020.</td>
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<td>Engage the services of Laura Snowden for 2019 for Principal and Associate Principal.</td>
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<td>Explore a 360 survey to utilise with all staff and various Leaders</td>
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<tr>
<td>Engage the BoT more in the Policy and Procedure review process</td>
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**LEGAL REQUIREMENTS:**
The Inglewood Primary School (IPS) Board of Trustees will meet all the legal requirements associated with the implementation of this charter. This includes:

1. **Submission:** Submit this charter, the analysis of variance other documents where required to the Ministry of Education in electronic by 1 March each year.
2. **Reporting:** When submitting, provide an analysis of variance against the directions, priorities and targets that were set for that year in the
Inglewood Primary School Board of Trustees will:

1. Develop, for the school, policies and practices that reflect New Zealand’s cultural diversity and the unique position of Māori culture.
2. Ensure 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 request it.

The IPS Charter will include:
Strategic aims for the next three years, an annual plan and learning priority targets for the current year. In addition to this, the BoT utilises the Measurable Gains Framework from the Maori Achievement Collaborative to reduce disparity in the school.

As part of the Charter obligations, the IPS Board of Trustees will include, on an annual basis, a Internal Evaluation Programme in the IPS Charter that...

1. Aims to meet general government policy for all schools as stated in the National Administration Guidelines (NAGs), as well as specific policy objectives applying to IPS.
2. Sets the board’s directions, priorities and targets for the management of the school and the board’s capability, resources, assets, and liabilities. This includes human resources, finances, property, and other ownership matters. The Board aims to align the above points to the strategic growth and improvement of teacher practice and student learning outcomes.

The following key documents support the implementation of the IPS Charter:
- IPS Board of Trustees meetings, finance, audit, SUE reports, property, self review and health and safety folders
- IPS professional development folder that includes reference to leadership, team leaders and staff meetings as well as associated professional development
- IPS personnel folders that links appraisal and child protection processes, as well as practising teaching competencies and annual performance agreements to the IPS Charter
- IPS locked filing cabinet, which includes all historical personnel and stand down and suspensions files.