



**Karapiro  
School**  
*Together we grow*

## School Charter 2019



Karapiro School  
School ID Number 01764

Period: 2019 – 2021

*2019 Karapiro School Charter: Consulted with school community February 2019*

### **Mission Statement**

Whakatupu tahi tatou. Together we grow.

### **Vision Statement**

Karapiro School will be a safe and happy environment where all learners are supported by dedicated staff, families and community to continually strive, persevere and achieve their very best, in all aspects of learning.

### **Core Beliefs**

After consultation with the students, teachers and community, the following shared beliefs were agreed. Through inquiry-based programmes, Karapiro School will:

- Provide an engaging, fun, holistic and balanced school curriculum designed to meet the needs, interests and abilities of students academically, socially, physically and emotionally.
- Present opportunities to challenge the children to succeed to their potential and celebrate their talents.
- Nurture a sense of belonging, self-esteem, confidence, perseverance, responsibility and resilience for their own actions and learning.
- Empower students to become motivated, future focussed, quality individuals who are life-long contributors.

### **Core Values**

After consultation with the students, teachers and community the following values were agreed as being most highly valued: Programmes at Karapiro School, including the Virtues Project will encourage and develop: Respect, Honesty, Responsibility, Self-Management, Confidence, Excellence, Cooperation, Creativity, Enthusiasm and Commitment.

### **Cultural Perspectives**

Karapiro School will celebrate and honour the cultural backgrounds of all members of its school community. Our school will also recognise the unique position of Maori within New Zealand society and promote bicultural practices. It will provide students with experiences and understandings in a range cultural traditions, language and local and national histories.

EOTC experiences (including camps, trips and noho marae) will provide a rich opportunity to explore our multicultural and bicultural heritage. Students will participate in class Te Reo programmes and cultural assemblies.

### **Health and Safety**

Karapiro School and the Board of Trustees is committed to providing a safe and healthy work environment for its students, workers, volunteers, contractors and visitors. This commitment extends to ensuring that our operations do not place members of the public at risk of injury, illness or property damage.

The Board will take all practical steps to comply with relevant health and safety legislation, standards and codes of practice and will work to actively promote healthy and safety initiatives and to eliminate, isolate or minimise hazards.

### **Key Competencies**

After consultation with the students, teachers and community the following Key Competencies were agreed as vital in terms of providing a framework for learning at Karapiro School. The competencies are our interpretation of the key competencies identified in the New Zealand Curriculum.

We have used a play on the word “awesome” which we describe as “oarsome” to celebrate the fact that we are located near the rowing capital of New Zealand and that successful rowing involves many of the competencies we are working towards.

**At Karapiro School we believe all learners will be oarsome:**

#### **Communicate - oars**

Oarsome communicators...

- Listen actively and courteously.
- Speak concisely with clarity, confidence and expression.
- Think about what they say.
- Use a range of communication tools.
- Share their ideas and listen to the ideas of others.

**At Karapiro School we believe all learners will be oarsome:**

#### **Self manage - oars**

Oarsome Self managers...

- Feel confident and give things a go.
- Have their learning tools ready.
- Get started, stay on task and get the job finished.
- Know their strengths and their goals.
- Plan and organise their learning.
- Keep on trying their best.

**At Karapiro School we believe all learners will be oarsome:**

#### **Explore - oars**

Oarsome Explorers...

- Plan, search, discover, share and reflect.
- Are curious and ask insightful questions.
- Know how to research using a range of information tools (such as books, internet, experts, surveys, graphs etc...)
- Look and listen carefully.

**At Karapiro School we believe all learners will be oarsome:**

**Contribute - oars**

Oarsome Contributors...

- Listen, understand and share.
- Support and consider other people and their ideas.
- Accept challenges and take risks.
- Actively participate in lots of groups, sometimes as leader.

**At Karapiro School we believe all learners will be oarsome:**

**Think - oars**

Oarsome Thinkers...

- Think about what they see and hear.
- Solve problems.
- Brainstorm and think outside the square.
- Think about what other people think.
- Reflect about why they think the way they do.

*The stronger your oars  
the faster and further you go!*

Students have developed a visual representation of learning at Karapiro School. This picture includes reference to school strategic aims such as high achievement, quality curriculum programmes, goal setting, key competencies and values. The students' interpretation is closely aligned with the school logo. Our mission statement, 'whakatupu tahi tatou, together we grow' is central to both images. Staff are continuing to develop ways to use the image to enhance student agency of their learning.

# Learning at Karapiro School



**Balloons**  
Our goals and our dreams for the future.

**'Oarsome' Learners**  
Think-oars  
Contribute-oars  
Explore-oars  
Communicat-oars  
Self manage-oars

**Stones - Kara Virtues**  
Respect  
Responsibility  
Honesty  
Cooperation  
Confidence  
Excellence  
Commitment  
Creativity  
Enthusiasm  
Self Discipline



**Maunga**  
High Achievement & Growth

**River - Awa**  
7 Learning areas (waves)  
Languages  
Maths  
Science  
Social Science  
Technology  
The Arts  
Health and Physical Wellbeing

**People - Tangata**  
Students  
Staff  
BOT  
Family - Whanau  
Communities

*Whakatupu Tahi Tatou - Together we Grow*



**Karapiro  
School**  
Whakatapu tahi tatou

## **1.1 School Description**

Karapiro School is a rural primary school located near Lake Karapiro, eight kilometres south of Cambridge. Karapiro is an area with a strong sense of community. There is a positive relationship shared between our community and our school with the activities of the school well anticipated and supported, for example 'Ag Day', school camp, school production and prize giving, book character day, cultural celebrations, community working bees, senior ski camp, school disco/dance and 'Electives'. The Ministry of Education 'Kiwisport' funding goes towards the cost of our school swimming programme.

In 2019 we have a number of property projects planned, including upgrading our carpark, fencing the school driveway and upgrading classrooms.

Our school provides a caring, supportive and holistic learning environment in which a well-balanced programme of academic, cultural, arts and sporting opportunities is delivered by a skilled and dedicated staff.

Our school is set on attractive, well maintained grounds featuring light and spacious classrooms, a library/community room, a modern purpose built administration block, resource rooms and wireless ICT infrastructure. The school has a solar heated swimming pool, extensive covered decking, sports field, adventure playgrounds and access to the nearby community hall. The school vegetable gardens and nursery enable our students to participate in sustainable environmental initiatives such as the *Trees for Survival* programme and *Enviroschools*. The Karapiro School Playgroup meet fortnightly at school and form part of the school 'Transition to School' programme.

Karapiro School works together with our local schools to improve achievement outcomes for students across the community. Karapiro School is a member of Cambridge Rural Schools and we meet for sports events with our local rural schools throughout the year. Karapiro School is a member of the Asian Language Learning in Schools group known as Cambridge Fusion and classes at Karapiro School receive weekly tuition in Mandarin.



## **Section 2 Strategic**

### **Section 2.1 Strategic Overview**

#### **CURRICULUM** NAG1

- Achieve high standards of student success in all curriculum areas, with a focus on Literacy & Mathematics & Science
- Curriculum design provides engaging targeted learning programmes for all learners
- School programmes are inclusive of students with special education needs and they receive the support they need to reach their goals
- Maintain developments improving responsiveness to Maori learners
- Build relationships with Raukawa Trust Board & Community Marae
- Promote collaborative practices to support ILE
- Participate in ALLIS
- Promote environmental sustainability

#### **FINANCE & PROPERTY** NAG4

- School budget meets the learning needs of our students
- Review 5YA and 10YPP agreements with view to future directions
- The learning environment is modern, attractive, safe and well maintained

#### **SELF REVIEW & COMMUNITY** NAG2

- Actively promote and provide regular opportunities for our community to be together i.e. school picnic, school camp, playgroup, curriculum information sessions, reporting to parents, Ag Day, Yr 5&6 ski trip
- Effectively communicate and consult with school community (newsletter, social media, email)
- Execute policy/procedure self-review schedule

### **KARAPIRO SCHOOL VISION STATEMENT 2019-2021**

Karapiro School will be a safe and happy place where all learners are supported by dedicated staff, families and communities to strive and achieve their very best, in all aspects of learning.

#### **HEALTH & SAFETY** NAG5

- Maintain a happy, safe and inclusive culture and learning environment for everyone at Karapiro School
- Monitor Health & Safety procedures and Hazard & Maintenance register
- Staff and student hauora and wellbeing is a priority

#### **LEGISLATION** NAG6

- Attendance is monitored through electronic registers
- Comply with MOE directives (number of half days open)
- Staff & student privacy maintained (Privacy Act 1993)
- School procedures support the Vulnerable Children's Act (2014)

#### **HUMAN RESOURCES** NAG3

- Employ, retain & nurture high quality teaching & support staff
- Build teacher capability through teaching as inquiry
- All staff participate in high quality performance management appraisals, linked to student achievement targets
- All staff participate in high quality professional learning and development opportunities linked to student achievement targets and career pathways
- New staff and students are effectively welcomed & inducted into Karapiro School

#### **SCHOOL CHARTER**

NAGs7&8

- School charter is reviewed by all stakeholders and updated annually
- Annual targets are set following AOV of end of year data
- The charter is submitted to MOE by 1 March
- The annual report & AOV is submitted to MOE by 31 May

## Section 2.2 Self Review Overview

Review Focus Area	2019	2020	2021
<b>Curriculum</b>			
Curriculum	Mathematics  Science	Technology  (Digital Technology)  English - Reading	The Arts  English - Written Language
<b>Reporting to Parents</b>	Mid year written reports EOY written reports Learning journals Student led conferences	Mid year written reports EOY written reports Learning journals Student led conferences	Mid year written reports EOY written reports Learning journals Student led conferences
<b>Reporting to Board</b>	Mid year and end of year (including AOV) student achievement data of NAG1 Literacy & Mathematics Mid year and end of year student achievement data of annual goals	Mid year and end of year (including AOV) student achievement data of NAG1 Literacy & Mathematics  Mid year and end of year student achievement data of annual goals	Mid year and end of year (including AOV) student achievement data of NAG1 Literacy & Mathematics  Mid year and end of year student achievement data of annual goals
<b>Governance</b>			
Policy/Procedure Review	Finance Behaviour Management	Health & Safety Planning & Reporting Curriculum & Assessment Student Achievement	Employer Responsibility Learning Support BOT Standing Orders Community Consultation Performance Management Appraisal
Property	Review 5YA / 10Y PP	Annual review	Annual Review
Community Consultation	Health Survey	Community Survey/ Consultation	Health Survey
Strategic Plan/Charter	Review Annually	Review Annually	Review Annually

## Section 3. Annual 3.1 Annual Plan Overview

### **CURRICULUM** NAG1

- Develop new SENCO role
- ALiM2 and Maths PLD for staff
- Review Ka Hikitia / Tataiako / Pasifika Education Plan to improve responsiveness to Maori / Pasifika learners
- Promote collaborative practices through curriculum planning & shared roles & responsibilities
- Continue to build teacher capability through teaching as inquiry
- Provide rich & authentic learning experiences including use of ICT, BYOC & the Arts
- Embed the 'Virtues Project'
- Promote student agency & leadership opportunities
- Provide opportunities for the development of cultural competencies
- Review mathematics curriculum
- Review Science curriculum

### **FINANCE & PROPERTY** NAG4

- Monitor monthly accounts & prepare accounts for auditor
- Prepare new 5YA and 10YPP agreements with MOE
- Move towards MLE/ILS plans learning spaces for senior students

### **SELF REVIEW & COMMUNITY** NAG2

- Promote & support Karapiro Playgroup
- Plan regular community events & activities
- Develop transition to school programme in liaison with local early childhood centres
- Hold community curriculum information sessions
- Review & update policy/procedure as per self-review schedule
- Engage community, student council and staff for consultation of school charter
- Education Review Office (ERO) review in 2019

### **Annual Plan Overview – 2019**

#### Strategic Aims:

**Aim 1:** Karapiro School will achieve high standards of student success in all curriculum areas, with a particular focus on **Science (Goal 1)**

**Aim 2:** Karapiro School staff report high levels of **wellbeing** at school and receive good support from their employer (**Goal 2**)

**Aim 3:** Karapiro School will achieve high standards of students success in all curriculum areas, with a particular focus on **Mathematics (Goal 3)**

### **HEALTH & SAFETY** NAG5

- Maintain a happy, safe & inclusive school culture & learning environment for everyone at Karapiro School
- Staff appreciation practices
- Monitor & action hazard & maintenance register
- Complete building & other compliance checks
- Car park upgrade completed
- School fencing project complete

### **LEGISLATION** NAG6

- Personnel files are secured & archived (Privacy Act 1993)
- Ensure compliance with Child Protection policy & procedures
- Review Police Vetting procedures

### **HUMAN RESOURCES** NAG3

- Employ, retain & nurture high quality teaching and support staff
- All staff participate in high quality performance management appraisal opportunities, linked to student achievement targets
- Provide teachers with in professional learning opportunities linked to student achievement targets
- New staff and students are effectively welcomed & inducted into Karapiro School
- Develop staff code of conduct
- Beginning teachers engage in a robust advice & guidance programme
- All teaching staff hold current teaching practice certificates
- Grow leadership capability of senior teachers

### **SCHOOL CHARTER**

NAGs7&8

- Review charter (all stakeholders) & update
- Complete AOV 2018 with whole staff
- Set annual charter targets with whole staff & Board based on AOV
- Submit charter, AOV and achievement data to MOE by 1 March 2019

## 3.2 Annual / Strategic Plan Overview for Karapiro School 2019 2019 Targets

### Strategic Aim 1

We aim to achieve high standards of student success in all curriculum areas, with a particular focus on **science**.

### Annual Aim

#### GOAL 1 1.1: To improve student achievement in science.

By studying Science our students will:

1. Develop an understanding of the world, built on current scientific theories
2. Learn that science involves particular processes and ways of developing and organising knowledge and that these continue to evolve
3. Use their current scientific knowledge and skills for problem solving and developing further knowledge
4. Use scientific knowledge and skills to make informed decisions about the communication, application and implications of science as these relate to their own lives and cultures and to the sustainability of the environment (NZC)

Due to the focus on National Standards over the past decade, there is a need to develop a new Science Curriculum Implementation Plan, that is informed by a set of baseline student achievement data. We have an opportunity to understand the current teacher capability in teaching science (including barriers to teaching science) and to construct an informed approach to student learning in Science. In 2019 we will complete the second phase of a school inquiry into teaching and learning in science.

In 2018 teaching staff engaged in in-house PLD and completed a survey of their teaching practices. Students participated in the University of Canterbury Great Kiwi Science Competition. At the end of end-of-year teachers' overall teacher judgement, derived from non-specific assessment tools, evidence of past Science Curriculum teaching practices and pedagogy at Karapiro School have emerged with the following (OTJ) results:

- 39% of students school-wide are achieving below the expected level across the Science curriculum
- 47.9% of students school-wide are achieving at the expected level across the Science Curriculum
- 9.6% of students school wide are achieving above the expected level across the Science Curriculum

Based on a review of the 2018 work and an analysis of the variance of the student achievement data, we have set the following targets for 2019:

### Targets

- 1.2** Karapiro School has a current Science Curriculum Implementation Plan
- 1.3** Karapiro School teachers have improved teacher capability including the confidence to plan, teach and assess effectively in Science across the curriculum strands
- 1.4** 65% of students will be working within their expected curriculum level across all strands (The Nature of Science, Living World, Planet Earth & Beyond, Physical World, Material World) of the Science curriculum at the end of the year

Actions to achieve targets	Led by	Budget	Timeframe
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		\$ or FTE	
Staff review 2018 AOV of Science data to set 2019 targets	Principal		Feb 2019
Establish TIC Science curriculum	Principal & staff		Term 1
Review inquiry overview to incorporate science/maths/literacy integration	Principal & DP		Term 1
Review assessment schedule 2019 [to include PAT Science, ARB's NZCER & University of Canterbury Science Competition]	Principal / TIC Teachers Y 4,5,6	\$1000	February/March As per schedule
Liaise with eTap to update SMS to capture student progress & achievement data for 2019	Principal / TIC		Term 2
Draft Science implementation plan [including AO's, fundamental science concepts, 'big ideas', dispositions and inquiry learning links to mathematics & literacy]	Principal		By end of Term 4
Engage and consult with local resources [including whanau group, House of Science] for science resources and teacher PLD	TIC	\$500	Ongoing
Consult on science curriculum with student council to capture & use student voice	Principal / TIC		Term 3
Staff engage in professional development in -house including professional readings: BES, ERO reports, NZCER publications and online material	Principal / TIC	\$500	Ongoing
Consider GATE programmes for Science focus	SENCO / TIC	\$100	Ongoing
Provide parents, families & whanau with curriculum information to enable their support with next learning steps, i.e. parent information session, learning journal info	BOT, Principal, teachers		Term 4
Analyse mid year and end-of-year data to inform progress and planning for the following year	Principal & staff		Terms 2 & 4
Report AOV of 2019 targets to BOT	Principal, DP		Term 4
Select student to receive new 'ThinkWater Science Award' for 2019	Principal & staff		Term 4

## Annual Aim 2

**Aim 2:** Karapiro School report high levels of **wellbeing** at school and receive good support from their employer

### **GOAL 2: 2.1: The Board of Trustees ensures school staff experience high levels of wellbeing and they feel nurtured and supported in their employment roles at Karapiro School**

In 2017 workplace stress and staff wellbeing <sup>1</sup> were topical aspects of health & safety for employers in New Zealand. All employers have a responsibility under health and safety legislation and under the Education Act (NAG5) to ensure employees are physically and emotionally safe at work. The Karapiro School Board of Trustees takes its responsibilities as employer seriously and strives to employ, retain, develop and nurture quality teaching and support staff.

In 2017 the Board set a wellbeing goal for 2018 because Karapiro School had experienced a period of rapid change including change of staff, school roll growth (including an influx of students with a range of special education needs), participation in the Cambridge Community of Learners (CCoL) and legislative changes (for example Education Review Office (ERO), Health & Safety and National Standards).

In December 2018 the goal was reviewed and actions and outcomes analysed. The principal achieved an upgraded and functional workspace for staff. At the beginning of 2019 the Principals' Wellbeing Survey <sup>2</sup> was released. Staff met to review the Staff Wellbeing Policy and to set goals for 2019. It was agreed to continue this goal as a charter target goal for the 2019 year because of the difficulties faced by staff due to the situation with the Board of Trustees.

#### Targets

**2.2** By December 2019 the Karapiro School Board of Trustees will have information to inform them of the wellbeing of their employees

**2.3** Staff feel safe, nurtured, engaged and supported in their individual employee roles at Karapiro School

Actions to achieve targets	Led by	Budget \$ or FTTE	Timeframe
Staff appreciation – TOD, Morning Tea, Pink Breakfasts,	Principal	\$1000 pa	Ongoing
Staff complete wellbeing@school Teacher Survey (NZCER)	Principal	Free 2018	April, September
Staff complete tailored workplace stress survey (google forms)	Principal, DP		Term 2

<sup>1</sup> <https://campaigns.nzei.org.nz/time/principals-wellbeing/#burnout>  
<http://educationcentral.co.nz/school-survey-finds-high-stress-levels-and-staff-struggles/>

<sup>2</sup> <https://campaigns.nzei.org.nz/time/principals-wellbeing/get-report/>

Every staff and admin meeting begins with a H&S check in [including review of timetabling and staff organisation i.e. teacher duties]	Principal		Ongoing
Each term, staff are updated on EAP support procedures [Health & Safety]	Principal	\$1000 pa (approx)	T1,2,3,4
Staff are engaged in a range of optional social activities together	Principal		Ongoing
A H&S procedure for staff wellbeing is reviewed with the staff	Principal, DP		T3,4
Judy Dixon engaged to continue Virtues Project PLD	Judy Dixon, Principal	\$500	T2,3
Staff wellbeing is a focus for Teacher Only Day	Principal	\$1000	June
Staff use 'Recharge 100' (Andrew May) Recovery Toolbox	Principal		T1,2,3,4
Analyse end-of-year data to inform progress and planning for the following year	Principal, DP		Term 4
Report outcomes of targets to BOT	Principal, DP, BOT		Term 4

### Annual Aim 3

We aim to achieve high standards of student success in all curriculum areas, with a particular focus on **mathematics**.

#### **GOAL 3                    3.1: To improve student achievement in mathematics.**

By studying Science our students will:

1. Develop an understanding of the world, built on current mathematics theories
2. Improve their dispositions towards learning in mathematics
3. Demonstrate accelerated progress and achievement across the mathematics curriculum

In December 2018 staff analysed the analysis of variance of mathematics data in Years 3-6. Whole the maths data was comparable to trends in previous years [in regards to data in Add/Sub] 50% of students were below or well below in Prop/Ratios, across the school. 57% of Maori students were at or above in Prop/Ratios and 43% of Maori students were well-below.

In 2019 our focus will be on increasing achievement levels by developing accelerated learning plans in each class to capture Maori students and other students who are at risk of underachieving. The school will provide targeted learning support including ALiM, target learning groups, in-class learning support and ongoing professional development for teachers. The school will apply for ALiM2 and MOE professional development hours for mathematics PLD.

#### **Targets**

- 3.2** Karapiro School has a current Mathematics Curriculum Achievement Plan [CAP]
- 3.3** Karapiro School teaching and support staff have improved capability to plan, teach and assess accelerated learning in mathematics
- 3.4** By the end of 2019 Maori learners will accelerate their learning to achieve at their expected end of year curriculum level [Prop/Ratios]
- 3.5** By the end of 2019 all learners in Years 3-6 will achieve at their expected end of year curriculum level [Prop/Ratios]

<b>Actions to achieve targets</b>	<b>Led by</b>	<b>Budget \$ or FTE</b>	<b>Timeframe</b>
Staff review 2018 AOV data to set 2019 targets	Principal		Feb 2019
Complete MOE PLD Journal application for extension to Maths PLD	Principal & TIC		By 15 Feb 2019
Review inquiry overview to accommodate Mathematics targeted learning groups	Principal & TIC		Feb
Review assessment schedule 2019 [to include PAT Maths x2 Years 3-6]	Principal / TIC Teachers Y 3,4,5,6	\$1000	Feb / November Week 4
Liaise with eTap to update SMS to capture student progress & achievement data for 2019	Principal / TIC		Term 2

Review CAP plan [including AO's, fundamental mathematics concepts, 'big ideas', dispositions and inquiry learning links to science & literacy]	Principal		By end of Term 4
Engage with MOE PLD [90 hours MOE] through regular scheduled staff meetings	Principal & teachers	50 hours	Ongoing
Release TIC Maths to attend ALiM training, PLD planning and in-class support [12- 15 days]	TIC	1 FTTE	Ongoing
Consult on maths curriculum with student council to capture & use student voice	Principal / TIC		Term 3
Staff engage in professional development in -house including professional readings: BES, ERO reports, NZCER publications and online material	Principal / TIC	\$500	Ongoing
Engage and consult with local resources [including whanau group,] for mathematics understandings, resources and teacher PLD	Principal / teacher	\$500	Ongoing
Teachers engage in a mathematics appraisal goal focused on their accelerated learning groups and targeted planning	Teachers		By end of 2019
Consider GATE programmes for mathematics focus	SENCO / TIC	\$100	Ongoing
Provide parents, families & whanau with curriculum information to enable their support with next learning steps, i.e. parent information session, learning journal info & learning progressions	BOT, Principal, teachers		Term 4
Analyse mid year and end-of-year data to inform progress, milestone planning and planning for the following year	Principal & staff		Terms 2 & 4
Report AOV of 2019 targets to BOT	Principal, DP		Term 4

## **Section 4. Procedural** 4.1 Documents Informing the Karapiro School Charter

<p style="text-align: center;"><b>Human Resources:</b></p> <p><i>Key School documents that inform the Karapiro School Charter relating to human resources include:</i></p> <ul style="list-style-type: none"> <li>▪ Job Descriptions</li> <li>▪ Performance Agreements</li> <li>▪ Staff Performance Management Appraisal Policy and Procedures</li> <li>▪ School Parent Information Booklet</li> <li>▪ Staff Professional Development</li> <li>▪ Roles and Responsibilities Schedule</li> <li>▪ Accidents and Medical Register</li> <li>▪ Personnel and Curriculum Policies</li> </ul>	<p style="text-align: center;"><b>Finances:</b></p> <p><i>Key School documents that inform Karapiro School Charter relating to finances include:</i></p> <ul style="list-style-type: none"> <li>▪ Annual Budget</li> <li>▪ 5 / 10 Year Property Plan</li> <li>▪ SUE Reports</li> <li>▪ Assets Register</li> <li>▪ Auditors Reports</li> <li>▪ Associated Policies and Procedures</li> <li>▪ Monthly financial reports</li> <li>▪ Treasurers financial reports</li> <li>▪</li> </ul>												
<p style="text-align: center;"><b>Health &amp; Safety:</b></p> <p><i>Key School documents that inform the Karapiro School Charter relating to health and safety include:</i></p> <ul style="list-style-type: none"> <li>▪ Strategic Plan</li> <li>▪ Annual Operational Plan</li> <li>▪ Hazards Register</li> <li>▪ Maintenance Schedule</li> <li>▪ Evacuations &amp; Lockdown Procedures</li> <li>▪ Student Support Programmes and Procedures</li> <li>▪ Associated Policies</li> </ul>	<p style="text-align: center;"><b>Property:</b></p> <p><i>Key School documents that inform the Karapiro School Charter relating to property include:</i></p> <ul style="list-style-type: none"> <li>▪ 10 Year Property Plan</li> <li>▪ 5 Year Property Schedule</li> <li>▪ Maintenance Schedule</li> <li>▪ Hazards Register</li> <li>▪ Health and Safety Procedures</li> <li>▪ Evacuation Procedures</li> <li>▪ Insurance Documents</li> <li>▪ Associated Polices</li> </ul>												
<p style="text-align: center;"><b>Curriculum:</b></p> <p><i>Key School documents that inform the Karapiro School Charter relating to curriculum include:</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">▪ New Zealand Curriculum</td> <td style="width: 33%;">Long term, weekly and lesson plans</td> <td style="width: 33%;">Ka Hikitia / Tataiako / Pasifika Education Plan</td> </tr> <tr> <td>▪ Curriculum Implementation Plans</td> <td>Assessment record books</td> <td>SMS – e-Tap</td> </tr> <tr> <td>▪ Student Individual Achievement Learning Journals</td> <td>Student Cumulative Files</td> <td></td> </tr> <tr> <td>▪ Associated Policies</td> <td></td> <td></td> </tr> </table>		▪ New Zealand Curriculum	Long term, weekly and lesson plans	Ka Hikitia / Tataiako / Pasifika Education Plan	▪ Curriculum Implementation Plans	Assessment record books	SMS – e-Tap	▪ Student Individual Achievement Learning Journals	Student Cumulative Files		▪ Associated Policies		
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