





SCHOOL CHARTER, STRATEGIC and ANNUAL PLAN

Mayfield Primary School
2023 – 2025

Principal's Endorsement	
Board of Trustees' Endorsement	
Submission date to Ministry of Education	1 March 2023

CURRENT SCHOOL DESCRIPTION



Mayfield School is a “contributing” Primary School catering for Year 1 to Year 6 children. Mayfield School is rebuilding the school roll after the effects of the pandemic. There are over 30 staff members including teachers, office staff, English Learning Assistants (ELAs), Teacher Aides, and full-time caretaker. 19% of the students are Maori, 78% Pasifika and 4% other ethnicities.

The range of socio-economic and ethnic groups in the community is wide. In the previous system, Mayfield School was categorised as decile 1A. The school enjoys a good relationship with the local community whose expectations and support of the school are encouraging.

We have te Piringa Kohanga Reo next door and a number of ECE centres nearby. The majority of our graduates transition to Sir Edmund Hillary Collegiate (SEHC) middle and Ferguson Intermediate School. Secondary schooling is

served by schools outside the immediate area, SEHC senior, Tangaroa College, Edgewater College and Ormiston College.

Mayfield School belongs to the Ōtara ō te Rererangi Kāhui Ako in collaboration with Sir Edmund Hillary Collegiate, MIT Senior High, Barnadoes, Mt Richmond School and ECE schools.

We acknowledge and are continually developing the five Cultural Capabilities needed to accelerate student achievement: (Fullan) Cultural Responsiveness and Inclusiveness: The Board of Trustees recognises the bi-cultural nature of New Zealand’s society, and the importance of the Treaty of Waitangi, and will ensure the delivery of Te Reo and Tikanga Maori at Mayfield School in the following manner:

- Tikanga Maori and Te Reo Maori integrated into all appropriate aspects of the School Curriculum.
- Students are encouraged to participate in daily karakia.
- Maori origin stories incorporated into all areas of the curriculum.
- Social Science: When focusing on New Zealand's settings, value is placed on the heritage of the Tangata Whenua.
- Actively search out expertise in the community to enhance delivery of Te Reo and Tikanga.
- Annual consultation to determine community aspirations for Maori student achievement.



- Appointment of a staff member to develop Tikanga Maori and Te Reo programmes.
- ESOL programme operating.
- Community involvement in cultural studies.
- Knowledge and understanding of other cultures is enhanced through Social Science and other Curriculum programmes.
- Involvement of wider community in special cultural studies.
- Cultural diversity reflected in governance roles.



Educationally powerful connections with whanau and the wider community:

The aim of our Home School Partnership is to enhance learning relationships between our school and our community. We acknowledge that the pandemic has been challenging but it is our intention to celebrate the pivotal role of family and aim to strengthen collaborative teaching and learning approaches between parents, children and teachers, whilst embracing cultural diversity.

As a community of learners, we foster and develop positive community relationships between our school and our community. We celebrate the pivotal role of the family / whanau and aim to strengthen learning approaches between parents, children and teachers, whilst embracing cultural diversity. Intervention programmes for students at risk are supported by strong home-school partnerships.

Students reports are shared with parents twice a year on their learning, progress and achievement, sharing evidence of their learning from a range of sources. This provides opportunity for parents/caregivers to meet with teachers formally. Reporting also occurs in the school newsletters, through korero and online platforms such as Dojo, Seesaw, Skool Loop and School Links.

Evaluative Capability:

At Mayfield School we are focusing on developing co-leadership and co-coaching in PLC groups. Curriculum Leaders are expected to develop this community of learning. Teachers use critical inquiry and problem-solving in professional practice and collaboratively inquire into the impacts of teaching practice on student learning and achievement. In this way we are responsive practitioners. Students progress is tracked and monitored on a regular basis in relation to curriculum progressions. The Board receives comprehensive student achievement data, allowing targets and budgeting to be directed to the identified areas of need.

Organisational Capability:

At Mayfield School diversity and difference are acknowledged and celebrated in an inclusive school environment. In 2023, Mayfield School is involved in the MoE led trial initiative of Inclusive Design. The school has a collaborative team approach to supporting children with learning /social/emotional /physical barriers to progress and achievement.

External support services (e.g. RTLB, RTLIT, MoE, health and dental nurses) are often sought. Identified students benefit from programmes that address their learning strengths and individual learning needs.

We recognise, value and cater for the diverse abilities and needs through our special needs, accelerate, cultural and ESOL programmes. Ministry funding is used to develop programmes for students with moderate special education needs. Students verified with high or very high needs receive Ongoing Resourcing (ORS). Some of our Learning Assistant (LA) components are also used for Literacy and Mathematics Support groups.



Mission

To build transformative learners who collaborate, build new understandings, use ICT as tools for learning, are self-regulated and be innovative problem solvers in the local, wider and global community.



Values

At Mayfield we do the right thing because it is the right thing to do. Our four core values are:

- Relationships
- Resilience
- Responsibility
- Respect

Vision

Mayfield aims to be a school:

- * with a strong ink to children's learning needs
- * who works with family/whanau to develop young people who are connected, confident and actively involved lifelong learners.
- * that grows student achievement through the delivery of an effective targeted curriculum
- * that honours the Treaty of Waitangi and the tangata whenua
- * where children, staff and family/whanau are accepted for who they are
- * where our diversity and differences are celebrated for the richness they bring to our school
- * with a safe and inclusive culture where student and staff well-being flourish
- * where teacher learning is valued as much as student learning
- * where opportunities are provided to ensure that teachers have a clear knowledge and understanding of the academic, physical and social needs of the children and staff.

Our Values	Strategic Goals	Strategic Outcomes	Core strategies for achieving goals
	<p>1. Learning</p> <p>Learning is enriched and extended to accelerate success in student achievement for all</p>	<p>Progressing student achievement through:</p> <ul style="list-style-type: none"> • effective and high-quality teaching practice in all classrooms • Robust evaluative capability lifts individual and collective capacity • Integrated Mayfield Primary School Curriculum through Learn to Learn. • Celebration of cultural diversity enhancing success • Engage in new PLD initiatives ‘ <ul style="list-style-type: none"> - Aotearoa NZ Histories - Digital Fluency - Inclusive Design - StepsWeb - Curriculum Refresh 	<ul style="list-style-type: none"> • Purposeful, relevant opportunities for teacher development to improve pedagogy and knowledge and skills enabling voice and agency triggering high levels of curiosity, divergent thinking, creativity, risk taking. • Responsive learning through deliberate, consistent and effective assessment practices, self review and Teaching as Inquiry, Collaborative Teacher efficacy • Digital fluency skills used effectively in a variety of contexts of learning • Equity and excellence supporting all students to stand strong in their worlds. • Te reo and tikanga Maori integrated into daily learning interactions
	<p>2. Environment</p> <p>Enable and empower students within a safe and caring our environment</p>	<ul style="list-style-type: none"> • Personal growth and development continues to be nurtured • Emotional wellbeing is nurtured and Developed • Physical environmentally sustainable community continues to reach our local and wider environment • Inclusive environment enables access to every aspect of the curriculum. 	<ul style="list-style-type: none"> • Healthy Active Learning (HAL) is integral to everything across the curriculum building strength of character within each individual • Environmental award achieved through the principles of enviro (sustainability) • Create a safe and nurturing environment where increasingly realistic achievement expectations build mana, rights and dignity.
	<p>3. Partnerships</p> <p>Enriching partnerships between home, school and local community raising student achievement</p>	<ul style="list-style-type: none"> • Effective communication, active engagement consolidating our learning community. • Learning partnerships with parents/whanau • Encourage and foster parent voice and agency • Attendance, Induction, Transition processes effect positive social, emotional, physical and 	<ul style="list-style-type: none"> • Use of digital and other forms of communication with increasing effectiveness for interactive learning and feedback. • Increased opportunities for involvement in Literacy and Numeracy workshops supporting learning of their tamariki. • Relationships with Kahui Ako ECE, external agencies provide opportunity for improved pathways. • Induction process for students, parents and staff effects a positive and ‘knowing’ culture.

		academic outcomes	
	Leadership Build leadership capabilities and collective strength by growing knowledge and skills continually improve teaching and learning.	<ul style="list-style-type: none"> • PLD opportunities support and grow an effective and collaborative lead team including leaders across school. • Leadership continue to build capacity to effective evaluation practices raising student achievement • The BoT uses best governance practices to ensure student progress and well being of staff and children 	<ul style="list-style-type: none"> • Research, review and develop best leadership practices • Succession plan leadership through a range of opportunities • Development of strong evaluative practices at leadership level filters to teacher and student levels. • The BoT commits to upskilling in governance practices

Improvement Strategies	2023 Actions	Timeframe	IC
	Formation of Curriculum Action Team (CAT): <ul style="list-style-type: none"> • roles and position of the CAT to be revisited (Literacy, Numeracy, Health & Wellbeing, Sports & PE, Digital Technologies) • support across all Teams • meet regularly to share and plan feeding back at Team level. • Reports to the BOT 		
	Maths PLD is sought building upon the 2022 PLD continuing to focus on: <ul style="list-style-type: none"> • improving pedagogy, content knowledge and teaching of Mathematics • Continue reinforcing other Maths strands- content knowledge and pedagogy • Maths OTJs – monitored, collated analysed and progress plan • Development of a Maths Curriculum Team (MCT) –utilising staff strengths • Maths resourcing audit 	Ongoing 2023 Term 1	Sunita Numeracy Team
			Teachers with support from

	<p>Healthy Active Learning (HAL) PLD continues to strengthen teacher knowledge and understanding teaching character building:</p> <ul style="list-style-type: none"> • modelled and co-taught with new teachers • observations with feedback from facilitator and peers. • Transference of skills across all teaching and learning 		<p>Team leaders, PLD facilitators of Maths</p>
	<p>Pedagogic Learning Groups (PLG) i.e. teacher practice moving from instructional to guided (triggering high levels of curiosity, divergent thinking, creativity; risk taking; voice and agency).</p> <ul style="list-style-type: none"> • Deliberate opportunities for teacher collaboration to build depth of pedagogy i.e. teachers actively engage Talk Moves when interacting with each other; then transferring those skills to practice: • teachers as learners alongside their each other and their children. • questioning supports thinking (much more than simple recall) • encouraging elaboration of ideas or more detail (thinking in different ways) • challenging each others thinking • giving reasons, justifying; negotiating their position and changing their mind • answers are justified, followed up and built upon rather than merely received • feedback which informs and leads thinking forward as well as encourages • contributions which are extended rather than fragmented • classroom organisation, climate and relationships which make all this possible. 		<p>Within school expertise</p>
	<ul style="list-style-type: none"> ○ Regular reflections shared with leadership team (Teaching as Inquiry) i. ○ collaboration with peers seeking feedback 	<p>Ongoing</p>	<p>Senior Leaders, colleagues with PLD facilitator/s, teams</p>
	<p>PLD –use of data with a focus on impact and effectiveness of teaching:</p> <ul style="list-style-type: none"> • Close monitoring of disparity, progress and acceleration (longitudinally and short term) using a wider range of evidence 	<p>Ongoing</p>	<p>Team Leaders monitor student</p>

	<ul style="list-style-type: none"> • Review current monitoring and tracking system for early identification. • Increased learning opportunities for all teachers to maximise their use of the data to identify gaps and needs • a range of evidence to form an OTJ including use of effect size, scatter graphs etc • developing greater use Running Records, e-asTTle, PAT and STAR evidence for learner progressions • using the available data to inform and justify planning and teaching • Make best use of EDGE for assessment, planning and teaching • Ongoing reviews re approach to assessment to maintain consistency and clarity 		progress and PLD for teachers
	<p>Monitoring and evaluating students who are “working towards” their Year level expectations (NZC).</p> <ul style="list-style-type: none"> • at teacher level - teachers regularly checks formal and informal evidence, questioning and discussing to seek understanding of shifts. • at Team level – being open to learning, receptive, challenging. Student achievement data is available for sharing • at leadership level - when the data has enabled SMS reports to be produced or when Team leaders bring discussion to the Team. 	<p>Ongoing</p> <p>At least 2x per term</p>	<p>Team leaders with teachers</p> <p>Then each leader with Team teachers</p>
	<p>Analysis of data to inform progress and achievement narratives</p> <p>Classes shared MPS Charter 2023 – 2025</p> <ul style="list-style-type: none"> • Tuakana teina becomes a strong part of teaching and learning. • Evidence to be available to support the narrative i.e. examples of good practice or children’s work. • Draft reports given to DP to be finalised. • CATs leader to deliver report to board. 		
	<p>Strong focus on:</p> <ul style="list-style-type: none"> • monitoring assessment for learning (formative assessment practice) i.e. goal setting, learning intentions, success criteria, next learning steps that are collaboratively developed with students; displayed and measured 	Ongoing	<p>Team and Curriculum Leaders</p> <p>Peer to peer</p>

	<ul style="list-style-type: none"> • monitoring use of modelling books, anecdotal notes, next steps, feedback etc 		
	<p>Review:</p> <ul style="list-style-type: none"> • assessment systems and processes • Graphs including accuracy of achievement expectations against NZC levels, links to standardised testing tools and 		
	<p>Integration of Digital technology Continued PLD provided with Jacqui Sharpe to support teachers to deliberately plan and use digital technology across learning areas:</p> <ul style="list-style-type: none"> • Students use iPads / Chromebooks to collaboratively create video clips of their learning • Teachers develop proficiency using J- Touches as a collaborative learning tool • Teachers collaborate to share digital tools to create, communicate and interact. • Students presenting using digital devices. 	Ongoing	Digital Technology representatives from each Team
	<p>Team Digital Fluency leader</p> <ul style="list-style-type: none"> • Team PLD to begin development of digital curriculum • Action Plan presented and monitored <ul style="list-style-type: none"> • support at Team level • meets regularly to share and plan feeding back at Team level. • Reports to BOT 		
	<p>Contextualising the Curriculum: authentic, flexible, problem based, developing curious, inquiring minds</p>		
	<p>Review of: Health / PE curriculum</p> <ul style="list-style-type: none"> • Review team established • Plan established including working with Healthy Active Learning (HAL) • Key competencies are deliberate, evident, observable and self assessed within all contexts • Treaty of Waitangi principles, tikanga Maori • Consultation with: 		

	<ul style="list-style-type: none"> - Parents - Students - Community <ul style="list-style-type: none"> • Progress meetings with teachers for feedback • Draft plan presented to teachers • Audit resources 		
	<p>Te Reo/ Kapa haka/ Pasifika/ Kaleidoscope of Cultures (KOC)</p> <p>All students have to opportunity to learn and participate in the language and culture of Mayfield School whanau</p>		
Improvement Strategies	Actions	Timeframe	Who?
	<p>Healthy Active Learning PLD:</p> <ul style="list-style-type: none"> • Building a staff culture through HAL • Teams create their mission statement based on the ToD learnings • Revisit the mission statements regularly • Transfer learning to classroom for an HAL culture - construct Treaty Statement with students. • Student voice: Is our school a winning school yet? What do we want it to look like? 	Ongoing	Ray Singh
	<p>Student leadership:</p> <ul style="list-style-type: none"> • Establish School Student Councillors (Year 6) • Deliberate and regular teaching across the school for the Tuakana Teina programmes so that student leadership continues to develop • Buddy Reading programme to be continued and enriched. • Road Patrols, Fruit and Front Gate Monitors to be appointed and trained. 	Term 1	Principal DP
	<p>Celebrating successes:</p> <ul style="list-style-type: none"> • Caught using our School Values Awards (PB4L) • Principal's Awards • Dojo system 	Ongoing	Principal

	<ul style="list-style-type: none"> • AC – Attendance Champion 		
	<p>Monitor emotional wellbeing and social skills growth using the information to strengthen the SENCO programmes</p> <ul style="list-style-type: none"> - Concerns shared with SENCO - Communicate regularly with parents /whanau - Engage external agencies where appropriate 		
	<p>Create a safe and nurturing environment:</p> <ul style="list-style-type: none"> • The PB4L values are displayed and highly visual in any setting. • Remodel PB4L displays in classrooms – useful and utilised • Recognise PB4L in action at any time and voice that. • Continue to build the mana of every child and staff member in our school: recognise them as individuals, provide support and acknowledgement for effort. • Maintain the mana of every person. 	PB4L Team	Trish H.
Inclusive environment enables access to every aspect of the curriculum.	<p>Enrich our supportive learning environment within the wider school & local community</p> <ul style="list-style-type: none"> • Unpack the end of 2023 Inclusive Practices Survey outcomes planning for next steps to strengthen our inclusive environment. • Well Being Survey to be undertaken within the Health and PE Review (gather parent /whānau, student and staff voices) • HAL helps to establish an inclusive culture through character building • Use the information from surveys to make changes or adaptations to our environment • Continue to monitor wellbeing through the behaviours and needs of our more vulnerable children. 	Term 1	Ling Monica
	<p>Consider our classroom and playground environment for ways to meet the needs for all learners</p> <ul style="list-style-type: none"> • Continue to adapt the environment to engage and encourage learning (what suits the learner rather than the teacher) 		

	<p>Continue to monitor effectiveness of ESOL:</p> <ul style="list-style-type: none"> • ESOL teacher works with teachers providing PLD and guidance • Teachers implement ESOL PLD re assessment, planning and monitoring. • TA's trained to support ESOL in the classroom. Teachers plan for this. • Deliberate closer monitoring and planning is reflected in outcomes of ESOL students in the classroom. • ELLPs indicators reflected in planning for each ESOL child. 		
	<p>Learning Support Programme:</p> <ul style="list-style-type: none"> • Continue to review the Special Ed Register updating regularly Mayfield Primary School Charter 2023 - 2025 • Review of IEP /CAP management • Work closely with TA's meeting regularly • PLD for TA's identified through RTLB • SENCO meetings networking and PLD through RTLB • Upgrade the term by term profile of all support programmes and interventions • Explore additional programmes which may support those who require learning and / or behaviour support 	Ongoing	Devi
Improvement Strategies	Actions	Timeframe	Who?
Learning partnerships Parents as Partners voice and agency	<p>Digital communications are used more effectively:</p> <ul style="list-style-type: none"> • Students develop a digital portfolio of learning through Seesaw which is shared with parents /whānau • Teachers communicate regularly through Seesaw • Explore the use of digital and other forms of communication • School app upgrade • Upgrade of website • Consultation with community re options for communication 	Ongoing	All Teachers

	<p>Increased opportunities for parent /whānau involvement in learning workshops supporting learning of their tamariki.</p> <ul style="list-style-type: none"> • Parents join te reo classes once they have started • Reading Together' offered to help parents /whānau to support their children • Breakfast with Dads – sharing tips for support and be involvement in their child's learning • Develop a home learning programme linked to term inquiries, which build vocab, experiences and discoveries. 		
	<p>Focus group Parents meetings for Māori, Pasifika, New parents and others</p> <ul style="list-style-type: none"> • Invitations for each group - seeking discussion and ideas about ways we can best support parents to support their children. • New parents morning tea – getting to know each other • Plans developed with aspirations and actions to met those aspirations. 	Health & Wellbeing Group	Team
	<p>Partnership Activities:</p> <ul style="list-style-type: none"> • Invitations to parents to collect the home learning pack and participate in a mini workshop to offer suggested approaches to help parents to use the resource packs. (Teachers released during school to do this) • Grand celebration with parents for parents recognising their contribution to engaging their own students in learning: • Invitations to be part of a presentation afternoon with their child to share the success of the parents home support. 	Health & Wellbeing Team	Team
Attendance, Induction, Transition processes effect positive social, emotional, physical and academic	<p>Attendance tracked for patterns, trends and procedures</p> <ul style="list-style-type: none"> • Review our current system • Identify the responses to our trends from the attendance • Consider the types of engagements / relationships with families and external agencies within our current practice. • Student / parent voice – how we can improve 	Ongoing	Office Senco

outcomes	<p>Review our Induction process: Seek new staff feedback re:</p> <ul style="list-style-type: none"> - Current induction programme • Development induction programme <ul style="list-style-type: none"> - Before, within 2 weeks, follow up - Systems and processes i.e. PB4L; accessing information, assessment and reporting practices etc. - PCT induction and mentoring programmes - Support i.e. appropriate PLD , monitoring, • Review of staff handbook 		
	<p>Transition:</p> <ul style="list-style-type: none"> ❖ Strengthen relationships with local ECE's including visits to them or to Mayfield Primary School. ❖ New parent focus group (includes parents of children moving between schools) to provide feedback and recommendations on current transition process ❖ Transition plan from the focus group response. ❖ Open Days for all to showcase our school. ❖ Invitations to attend any events, which might occur pre starting e.g. book Week, Cultural Days etc. ❖ Review of our Information Pack. ❖ Website updates on our processes for transition. ❖ Review of information that follows 'exiting' children. 	Ongoing	DP SENCO
Improvement Strategies	Actions	Timeframe	Improvement Strategies
PLD opportunities support and grow an effective and collaborative lead team including leadership across the school	<p>Leadership practices Develop and enrich leadership capability</p> <ul style="list-style-type: none"> • Influences related to student achievement. • Building sustainable, collaborative practice through discussion; decision making; review; voice and agency (evaluative capability) 	Ongoing	Principal DP
	<p>Succession plan leadership through a range of opportunities:</p> <ul style="list-style-type: none"> • Development of Innovation Teams (Its) i.e. Curriculum, Digital, Partnerships 		

	<ul style="list-style-type: none"> • Build leadership capability within the IT's • Development of Evaluation Teams taking lead roles leading to 'we know' • Recognise initiative linked to accelerating achievement • Mentor roles offered for PCT's 		
Leadership continue to build capacity to effective evaluation practices raising student achievement	<p>Leaders with all teachers</p> <ul style="list-style-type: none"> • Fostering Collaborative Teacher Efficacy through powerful learning conversations at leadership and syndicate levels • Regular critical analysis ensures Review of Assessment and Reporting including: <ul style="list-style-type: none"> - current assessment tools, procedures for consistency of implementation, timelines - maximising use of ASSEMBLY for reports; PAT longitudinal reports tracking disparity. - Closer monitoring of 2109 Targets • Review of BOT reports 	Ongoing	Principal DP Team Leaders Curriculum Leaders
	<p>Professional Growth Cycle (PGC)</p> <ul style="list-style-type: none"> • Goal setting (professional) linked to evaluative capability at leadership and teacher levels • Opportunities for observation and feedback based on evidence and new learning • Collaboration with peers / Innovation Groups / Evaluation Team 	Ongoing	Principal
The BoT uses best governance practices to ensure student progress and well being of staff and children	<p>The Board of trustees governs within the Board of Trustees Framework ensuring:</p> <ul style="list-style-type: none"> ○ wellbeing of its staff, ○ appropriate resourcing ○ continued monitoring of progress and achievement. <ul style="list-style-type: none"> • The Board as an entity regularly reviews its performance 	Ongoing	Board
Develop effective Leadership capacity, capability and	<ul style="list-style-type: none"> • Principal appraisal - Action recommendations • PGC – Professional Growth Cycle (all) • Continue Maths PLD at leadership level and distribute 		Board

consistency across all levels of leadership i.e. BoT, principal, senior leadership, teachers.	leadership to syndicate level to all teachers (PLD yet to be confirmed)		
Provide and embed professional learning opportunities supporting teachers to enhance effective practice and lead learning	<ul style="list-style-type: none"> • Continue Maths PLD • Continue HAL PLD –all • Oral Language • Incredible Years • ESOL for TA's 	Ongoing	Principal DP
Strengthen appraisal system linking Tataiako to standards for the teaching profession	<p>Continue with PGC cycles</p> <ul style="list-style-type: none"> • Establish professional and personal goals 2023 		
Mentor programmes for: <ul style="list-style-type: none"> • 2 PCTs 	<ul style="list-style-type: none"> • PCT's and their mentor teachers to attend PLD with local PCT network. • Mentor teacher to provide ongoing support and written progressive reports. 	Ongoing	Teachers Leaders

Self Review and Documentation

Implement the Board Governance Manual		Board
Engage the Board in ongoing professional development and training		"
Provide effective self- review of school policies and procedures		"
MOE Reports: To review and provide direction with regards to NAG 7 and 8 reports		"
Board Triennial Elections process completed within the legal guidelines The new board is duly elected into office.		"

Property

<p>Manage and review the capital works and maintenance initiatives outlined in the school's 5YA / 10 YPP.</p> <p>Maintain an efficient building maintenance programme</p> <p>Monitor and review the long term maintenance plan</p>	
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Nag 4:1 Finance -

To ensure funds are allocated to reflect and support the school's strategic and operational plans

Monthly reports are completed showing income and expenditure current position.

All financial audits completed

Health and Safety

Complete Property
Health and Safety audits

Principal with Property Manager and MoE / school liaison Watershed
Property Management Group

Carry out emergency
evacuations i.e. fire,
earthquake, lockdown,
gas and chemical leaks

Emergency procedures reviewed and shared with all staff.
Consultation with emergency services as required.

Each Term

Health and Safety
checks of the playground
and building are carried
out

Boiler checks made – annual certificate
Classroom checks and maintenance – audit checklist available

Security systems
maintained

Regular alarm monitoring completed ensuring smoke alarms and fire
alarms are checked.
Any security incidents which require intervention i.e.
police, fire, medical are reported to the board.

School cleaning meets
health and safety
standards

General report book available for concerns to be fed back
General checks made regularly
Carpet clean

Incident reports
completed

All notifiable incidents have been reported to WorkSafe
NZ with recommendations followed

Curriculum Refresh Timeline

