



**Royal Oak
Primary School**

Charter

Vision Statement

Manaaki, Whakaute, Whakamana
Care, Respect, Empower

Royal Oak Primary School's charter clearly sets out the board aims and actions to improve student achievement. The charter is clear and concise, and allows parents, whānau and the community to easily understand and engage with the school's vision and values.

The charter includes:

- Strategic goals, annual aims and planned actions for Māori students achieving educational success as Māori.
- Strategic goals, annual aims and planned actions for students with special education needs.
- Alignment between the strategic and annual sections.

The board has included reference to the National Administration Guidelines (NAGs) which shows parents, whānau, the community and staff how it intends to meet its responsibilities.

The student achievement targets are well set out. They reference the relevant strategic goals and annual aims included in the charter.

The charter includes a summary of the baseline data to support the student achievement targets. The targets focus on those students who need targeted support in order to be at or above expected levels.

Core Values

We all aspire to be the best we can be. Our vision is brought to life by valuing and celebrating Care, Respect and Empower in the following ways:

Manaaki Care	Whakaute Respect	Whakamana Empower
Community Atawhai Arohatanga	Empathy Inclusivity Diversity	Student agency Resiliency Future focus

Mission Statement

Creating a broad range of opportunities for curious, creative, critical thinkers who continue to learn and make a positive difference in their world.

Obligations to the Ministry of Education

The school acknowledges its obligations to the Government and the Ministry of Education under legislation and guidelines that include the National Education Goals, National Administration Guidelines and Educational Priorities.

Cultural Diversity

With the support of Tapasa and our diverse multicultural community, the school recognises and acts on the national education priorities and is committed to responding to cultural diversity and to improving the learning outcomes for all students. The board will ensure annual consultation with our community.

Māori Consultation

With the support of Ka Hikitia and local Māori in the community, the board will ensure annual consultation and reporting to make known its policies, plans and targets for improving Māori achievement.

Te Reo Instruction

The school recognises the need to integrate aspects of te reo and tikanga Māori into teaching and learning programmes. The school does not provide immersion instruction in te reo and tikanga, however, parents may be directed to local schools providing bi-lingual education, especially te kura kaupapa Māori O Nga Maungarongo.

Charter Consultation

The Board will document and maintain an ongoing programme of reporting, self-review and community consultation over a three-year period. Reports from reviews will form the basis for deciding priorities for school development and improvement. This will involve open and frank communication and consultation with parents, staff and all stakeholders in respect to the charter, strategic planning, annual planning and student achievement.

Assessments

The Board will take all reasonable steps to adhere to the Ministry of Education's curriculum levels. Reports to parents will be undertaken twice a year with reference aligned with assessments regarding curriculum levels.

Cultural Diversity and Māori Dimension

The unique position of Māori culture

We develop and promote an awareness of tikanga Māori and te reo Māori in order to provide the means for fostering better cultural understanding of the Treaty of Waitangi.

Ka Hikitia – Managing for Success: The Māori Education Strategy 2013 – 2017 and Phase 3 and Beyond: Ka Hikitia 2018 – 2022 are integral to staff professional discussion and underpin school operations.

New Zealand's Cultural Diversity

All cultures within the school are valued and accepted through active encouragement of an inclusive school culture and ethos. Staff members ensure that students from all cultures are treated with respect and dignity and actively work towards maximising the potential of each student.

Tapasa (2018) is an integral part of staff professional discussion and underpins school operations.

What reasonable steps does the school take to incorporate tikanga Māori (Māori culture and protocol) into the school's curriculum?

School Celebrations reflect Māori culture through greetings in Māori and waiata;

Special visitors and new staff are welcomed to the school through a formal Powhiri led by our school's kaumatua, Michael White;

Our curriculum provides components of tikanga Māori as appropriate;

School leaders support staff to focus on the integration of te reo into everyday language usage;

The school has a kapa haka group that takes a prominent part in school and community functions;

The school has a Roopu Rangatahi group of Māori students who meet to share tikanga and celebrate their unique place in New Zealand society;

The school embraces the concept of tuakana/teina.

What steps are taken to discover the views and concerns of the school's Māori community?

The school consults regularly (at least once a year) with the Māori community through representatives of the local whanau.

The school leaders consult with the school kaumatua and other respected elders.

Māori student leaders are valued and take significant lead in the school.



Board of Trustees Schedule 2020

Meeting	Policy	Curriculum Report	By	Focus
1 Thurs 27/03		Curriculum Planning	School Management Team	Charter and Strategic Plan
2 Thurs 02/04	NAG 4	Initial Assessments	Senior Leadership Team	Annual Report
3 Thurs 21/05	NAG 5	Learning Support	Lynne, Jill	Community Consultation
4 Thurs 25/06	NAG 6	Achievement Data	Senior Leadership Team	Kāhui Ako
5 Thurs 27/08	NAG 7	Mathematics	Sandra and team	
6 Thurs 24/09	NAG 8	Local curriculum Development	Robyn, Felicity, Vicky, Jill	Self-Review
7 Thurs 29/10	Int Studs	Literacy/Te Reo	Lynne, Anne Marie, Kirsty	Financial Planning
8 Thurs 26/11		Achievement Data	Senior Leadership Team	Budget Charter and Strategic Plan

	2020	2021	2022
Key Focus	Literacy/Te Reo	The Arts	Mathematics
Review	Mathematics	Literacy/Te Reo	PE/Health
Monitoring	Active Inquiry/eLearning	Mathematics	Literacy

Specific targets for 2020

By the end of 2020:

Target 1: 75%+ at or above in Reading for Maori students.

Target 2: 75%+ at or above in Reading and Mathematics for Pasifika students.

Target 3: To lift Year 6 (2020) Writing from 69% at or above to 75%

2020 - 2022
Strategic Plan

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* <http://nzcurriculum.tki.org.nz/> including the *NZ Digital Technologies* <https://education.govt.nz/assets/Documents/Ministry/consultations/DT-consultation/DTCP1701-Digital-Technologies-Hangarau-Matihiko-ENG.pdf>

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

- Develop and implement teaching and learning programmes:
 - To provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum
 - Giving priority to student achievement in literacy and numeracy, especially in years 1-8;
 - Giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - Student achievement in literacy and numeracy, especially in years 1-8; and then to
 - Breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum*
- On the basis of good quality assessment information, identify students and groups of students and develop and implement teaching and learning strategies to address the: needs of
 - Who are not achieving
 - Who are at risk of not achieving
 - Who have special needs (including gifted and talented students) and
 - Aspects of the curriculum which require particular attention.
- In consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students.

Curriculum Review Plan

Literacy	<p>Needs-based professional development (for new teachers) and programme review</p> <p>Professional development in literacy to meet specific needs including for learning support staff</p> <p>Ongoing literacy leadership</p> <p>Students have ownership of their learning and know steps to achieve the next learning progressions</p> <p>Effective focus on digital literacy</p> <p>Focus on target students and tracking data</p> <p>Focus on oral language skills development</p> <p>Focus on regular reading and writing moderation and data analysis to accelerate progress</p> <p>Strong ESOL practices through ESOL withdrawal programmes and ELAs supporting tamariki in class</p>
Numeracy	<p>Focus on target students and moderating/tracking data</p> <p>Needs-based professional development and programme review</p> <p>PL to focus across the school: (Champions 2019/All Stars 2020) on the inquiry/problem solving approach to mathematics</p> <p>Students have ownership of their learning and know steps to achieve the next learning progressions</p> <p>Effective focus on digital literacy</p> <p>Use of inquiry practices to develop strand knowledge and strategy</p> <p>Use of talk moves when teaching mathematics</p> <p>Ongoing mathematics leadership from a mathematics specialist teacher</p>
Science, technology, social science (Active Inquiry)	<p>Ongoing integration in planning</p> <p>Ongoing development in environmental science</p> <p>STEM development</p> <p>Using Active Inquiry to develop student agency</p> <p>Effective focus on digital literacy and development of the NZ Digital Technologies document</p> <p>Development and implementation of the local curriculum</p>
Health and Physical Education	<p>Provision of regular quality physical activity programmes that develop movement skills for all students</p> <p>Regular school wide fitness</p> <p>Review sport programme in Year 5/6 and participation in field days</p> <p>Digital citizenship development</p> <p>Positive Play breaks</p> <p>Consistency of Positive Relationships (PB4L)</p> <p>Wellbeing, including Circle Time and the Bounce Back programme</p>
The Arts	<p>Development and strengthening of Arts leadership</p> <p>In-school development of the Arts using in-school facilitation (lead teachers)</p> <p>Continuation of itinerant music teachers, including a focus on string instruments – violin, cello and ukelele</p>

	Regular music specialist teaching Development of Drama programmes Dance festival alternating annually Acorns/Oaks: 2020 Acorns in Term 3
Other languages	Continuation of Te Reo classes (Years 2-6) Focus on incidental Te Reo opportunities at all year levels More consistent use of Te Reo across all curriculum areas
Assessment and Aggregation	Needs-based programme review Continuation of school-based computerised student achievement recording Curriculum levels monitored effectively to support improvement in student outcomes Review the reporting programme

Strategic Goal 1 Denotes link to Kāhui Ako Achievement Challenge	<i>To further develop effective pedagogy and student agency within innovative learning environments through future-focused learning and digital literacy.</i>		
	2020	2021	2022
Strategic action 1.1 Develop effective schoolwide collaborative practices	Learners are confident and feel a positive connection to their teachers and their teams. Every individual is unique, accepts diversity and thrives in a variety of communities. Everyone is valued and there is a strong sense of community connectedness. The digital curriculum is embedded and an integral part of learning with scaffolded support, with a strong focus on digital citizenship. Parents are strongly connected to their child's learning through online platforms, such as, Office 365 and SeeSaw. Students have growing agency and schoolwide collaboration is significantly developing. Students identify their next learning steps and take the lead when sharing with teachers and whanau. (Learning progressions) Creative problem solving, critical thinking is a strong focus for curriculum delivery. The Board invests significantly in a range of purposeful technology to meet the learners' needs across all curriculum areas. The eLearning cycle is embedded in all classroom programmes. Continue to upskill staff with digital skills. Full engagement in play-based learning pedagogy for Year 0-2 tamariki, moving on through the school via passion projects	Students leading and designing their own learning. Students use digital technology to modify and redefine their learning. Creative problem solving and critical thinking is integral to teaching and learning. Technology is freely available to enable students to select suitable tools to support their learning. There is highly functioning agentic learning evident across the school. The Board continues to invest in relevant technology. Full engagement in play-based learning pedagogy for Year 0-2 tamariki, moving on through the school via passion projects and free thinking (with a focus on taking action) Talk Moves is strongly embedded in all learning environments. Collaborating with a wider audience including our kura in Te Iti Kahurangi. Provide continual additional resourcing for play-based learning.	Students leading and designing their own learning. Students use digital technology to modify and redefine their learning. Creative problem solving and critical thinking is integral to teaching and learning. Technology is freely available to enable students to select suitable tools to support their learning. Furniture and flexible spaces allow technology to be accessed and utilised. There is highly functioning agentic learning evident across the school. The Board continues to invest in relevant technology. Full engagement in play-based learning pedagogy for Year 0-2 tamariki, moving on through the school via passion projects and free thinking (with a focus on taking action)
Strategic action 1.2 Develop an environment where student agency is integral to teaching and learning			
Strategic action 1.3 Develop understanding of and enable student-led inquiry (including play-based learning)			
Strategic action 1.4 Continually build capacity for a future-focused curriculum through creative and innovative approaches			
Strategic action 1.5 Embed digital literacy as an integral part of teaching and learning.			
			All actions from 2020 and 2021 to be embedded.

	and free thinking (with a focus on taking action)		
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Strategic Goal 2 Denotes link to Kāhui Ako Achievement Challenge	<i>To continue to build an inclusive and nurturing community with an increased focus on wellbeing and culturally responsive practices.</i>		
	2020	2021	2022
Strategic action 2.1 Develop our schoolwide focus on wellbeing	<p>Strength focus is developed and a common language used for both staff and students. Background knowledge of cultural practices and in depth knowledge of families is continued and embedded.</p> <p>Celebrate cultures and inclusivity by connecting with families and tapping into expertise from the cultures within our communities.</p> <p>Provide PL to develop a common understanding of unconscious bias. Continue with resilience teaching and using the Bounce Back Programme as a tool. Students feel accepted, enjoy positive relationships with their peers and teachers, and are active, visible members of the learning community.</p> <p>Staff foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive. Teachers have high expectations of all learners. The climate is inclusive, positive, and celebrates difference.</p> <p>Teaching and learning relationships are built on mutual trust, respect, and an ethic of care.</p> <p>Inclusive and respectful language acknowledges diverse perspectives and different ways of behaving, feeling, and knowing learning contexts.</p>	<p>Inclusive and culturally responsive practices are continued, enriched and embedded. Staff and students look for opportunities to extend best practices.</p> <p>Investigate other tools to build resiliency and emotional and social literacy (hauora). Show our knowledge of and response to unconscious bias – continue to value resilience teaching by using a range of supportive tools.</p> <p>Robust reflection and deepening understanding of our own unconscious bias. Reflect upon and unpack the strategic plan for wellbeing.</p>	<p>Inclusive and culturally responsive practices are continued and enriched. Staff and students look for opportunities to extend best practices.</p>
Strategic action 2.2 Develop our schoolwide understanding of inclusive education			<p>All actions from 2020 and 2021 to be carried through to 2022.</p>
Strategic action 2.3 Consistently implement the positive acknowledgement system to reinforce school expectations			
Strategic action 2.4 Build on our bi-cultural experiences and develop the knowledge of the unique place of Māori			
Strategic action 2.5 Embed our schoolwide culturally responsive practices and create an awareness of unconscious bias and its impact.			

	Finalise a strategic plan for wellbeing focused on the 6 ways of wellbeing. Investigate ways of connecting with community regarding wellbeing. Tapasā PL for staff.		
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Strategic Goal 3 Denotes link to Kāhui Ako Achievement Challenge			
<i>To continue to explore opportunities to provide a future focused curriculum</i>			
	2020	2021	2022
Strategic action 3.1 Provide a variety of opportunities to ensure all students can experience success	Continue to explore and implement programmes that add additional opportunities for success. Design and implement local curriculum which is ever evolving relevant to our school and linked to the Kahui Ako, with a focus on involvement in social action. Build on the current programmes where possible. Music specialist programme for all students. Itinerant music teachers, such as, Lewis Eady, Violin and Cello classes. Instrumental and choral groups provided by the music specialist. Parent skills embraced for support in these activities. Dedicated STEM/Enviro Science teacher (released .4). School-wide Physical Education/sport lead teacher (.2 release). Dedicated te reo teacher (.4 release). Kapa Pasifika, Roopu Rangatahi provided by the te reo teacher. Investigate opportunities for Te Reo PL. Gifted and Talented programmes, such as Tournament of Minds, EPro8, Otago	Build on opportunities based on the 2020 review. Review 2020 programmes and budget for/reallocate staffing for dedicated STEM and Environmental Science teacher (fully released). PL for classroom teachers to develop classroom based STEM programmes. Local curriculum embedded as a learning pathway. Further develop active citizenship through our local curriculum, environment and community. Respond to the results of the review of the reporting system and develop accordingly. Develop reporting systems that are relevant and meaningful to tamariki and whanau.	Build on opportunities based on the 2021 review. Review 2021 programmes and budget for/reallocate staffing for dedicated STEM and Environmental Science teacher (fully released). Local curriculum embedded as a learning pathway. Current, relevant reporting system embedded in practice. All actions from 2020 and 2021 will be embedded.
Strategic action 3.2 Maintain high quality in all additional learning programmes			

	<p>Maths and school based opportunities based on staff strength and availability, and based on students' identified strengths and talents.</p> <p>Intervention programmes.</p> <p>Review and implement programmes with input from students.</p> <p>Review the quality of the programmes and their outcomes for students.</p> <p>Review reporting process and investigate real time reporting across the curriculum.</p>		
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Strategic Goal 4 Denotes link to Kāhui Ako Achievement Challenge	<i>To develop mathematical practices using an inquiry-based approach to provide contextual authenticity.</i>		
	2020	2021	2022
Strategic action 4.1 Develop a staff-wide understanding of the inquiry approach to mathematics.	Use school based mathematics leaders to provide ongoing support and continue the development alongside the facilitator. Extend the groups of teachers trialling the approach across the school, to include all teachers.	Embed the programme across all classes. Trial the inquiry based approach in other curriculum areas, in particular, literacy. Any new teaching staff to be upskilled with the inquiry based approach in mathematics.	Embed the programme across all classes. Trial the inquiry based approach in other curriculum areas, in particular, literacy. Continue to upskill any new teaching staff with the inquiry based approach.
Strategic action 4.2 Building the capacity within the staff to implement the approach.	Review the ROPS mathematics curriculum documents to incorporate the inquiry based approach and strengthen current programmes and strand based assessment.	Review assessment practices in mathematics. Review/reflect on pre/post data – have we made a difference with this new pedagogy?	All actions from 2020 and 2021 will be embedded. Respond to 2021 reflection/review and develop relevant, needs based approaches and programmes.
Strategic action 4.3 Provide resources to enable the effective implementation of the approach.	'Talk Moves' is strongly embedded in all learning environments. Flexible grouping and authentic problems underpin all mathematics programmes. Invest in resources (\$10,000), and staffing (Sandra Powell .6), to support the development of the inquiry based pedagogical approach in mathematics.	Continue to provide staffing resource to support the programme.	

Royal Oak Primary School Strategic Plan

NAG 2: SELF REVIEW

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

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

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

<i>Strategic direction</i>	2020 - 2022 Priorities
Develop and monitor the school's strategic and annual plans in all areas of the school's operations	Review the strategic plan. Establish the annual/action plan
Ensure an ongoing programme of self-review	Review policies/procedures on a cyclical basis Review curriculum statements and procedures Staff development on curriculum statements Continue online appraisals
Report to parents/caregivers on the achievement of individual students	Three-way/Student-led conferences Re-evaluate assessment procedures and standardised assessments Curriculum and achievement reporting programme to meet relevant curriculum levels Home/school communication for student well being Showcase afternoons
Communicate and consult effectively, and appropriately, with the community	Community/Māori/Pacific Island/Indian/Chinese community consultation Newsletters/notices/website/SeeSaw New Parent and educational update meetings
Undertake Board of Trustees training and development	Board training (as required) on selected aspects of trusteeship New Board training on all aspects of trusteeship (as required) Board review strategy development

Royal Oak Primary School Strategic Plan**NAG 3: PERSONNEL**

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

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

<i>Strategic direction</i>	2020 - 2022 Priorities
Implement procedural frameworks which promote high levels of staff performance (Performance Management)	<p>Appraisal/coaching procedures for all staff (teachers, support staff)</p> <p>Review of appraisal procedures and development of online portfolios for teaching staff</p> <p>Development of professional reading and reflection programme, including coaching, with teaching staff</p> <p>Teachers will take an active part in collaborative online forms to discuss and develop practices in order for the appraisal process to continue to raise capability</p> <p>Planned classroom/team leadership, observations and guidance as required</p>
School staffed in a manner that reflects the priorities stated in the school's curriculum	<p>Monitor staff usage to avoid overstaffing</p> <p>Employ additional teaching and support staff, appropriate to the budget, to facilitate special programmes including music specialist, STEM/Enviro Science and Te Reo</p> <p>Ensure that school is staffed fully each day</p>
Ensure that a professional development plan is in place that will equip staff to deliver quality teaching and learning (whole staff focus)	<p>Establish a programme for Board of Trustees training</p> <p>Prepare a staff development programme which includes staff appraisal processes</p> <p>Provide professional development in line with strategic priorities</p> <p>Ensure there is sufficient budget allocation to meet staff/BOT development needs</p> <p>Provide a global perspective in professional development</p>
Establish systems that ensure the Board of Trustees fulfils its role as a 'good employer'	<p>Comply with the law relating to employer responsibility (in liaison with NZEI and NZSTA)</p> <p>Prepare job descriptions for all staff (by mid March)</p> <p>Provide forums for discussion and reflective feedback</p> <p>Establish a strong understanding of the difference between governance and management and the impact that can have on school operations</p>

Royal Oak Primary School Strategic Plan**NAG 4: FINANCIAL AND PROPERTY MANAGEMENT**

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

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

<i>Strategic direction</i>	2020 - 2022 Priorities
Allocate funds to reflect the school's strategic and annual plans	Approve a budget to reflect the school's priorities (March) Think and act with vision and strategy in financial preparation
Maintain internal procedures for monitoring finance and expenditure	Monitor monthly spending and report to the Board Prepare annual accounts for audit (by March annually)
Continue to develop an efficient programme of maintenance for school buildings and facilities	Maintain exterior paintwork - to be done in 2020 Repair and refurbish furniture as required Replace classroom and office furniture as required Strategically use 5YA to develop ILEs 2020: Totara and Kauri Rooms
Develop school facilities which reflect the priorities stated in the charter/strategic plan	Refer 10-year Property Plan Classroom modernisation Extra funds allocated at the end of 2019 (\$393,000 – to be used within 2 years) – look at a structure to support learning through play in Cutfield's Corner
To ensure resources provide optimum learning conditions for all stakeholders	Provide classroom resources that are relevant to the learning programme Continue to provide and build up digital literacy tools Continue and extend BYOD in the Oaks 2020 Budget to include for \$10,000 for mathematics resources to support the mathematics PL and pedagogy.

Royal Oak Primary School Strategic Plan**NAG 5: HEALTH & SAFETY**

Each Board of Trustees is also required to:

- Provide a safe physical and emotional environment for students
- Promote healthy food and nutrition for all students, and
- Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

<i>Strategic direction</i>	2020 - 2022 Priorities
To provide a safe physical and emotional environment for students and staff and ensure that the school is compliant with all aspects of health and safety legislation	Through delegation to the Principal: Regularly review health and safety policies and procedures Communicate procedures with all staff and stakeholders Review and maintain hazard register Maintain on-going safety checks (playground equipment etc) Meet building Warrant of Fitness requirements Ensure compliance with worksite health and safety requirements Review and update student personal (family, medical etc) records Provide a caring and medically appropriate health room

Royal Oak Primary School Strategic Plan**NAG 6: ADMINISTRATION**

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

<i>Strategic direction</i>	2020 - 2022 Priorities
To develop systems to comply with all current legislation through policy and procedures	Through delegation to the Principal: Monitor student attendance through marking of electronic attendance registers, follow-up of notable absences and use of truancy services (as required) Coordinate the length of the school day and the school year in accordance with legal requirements

Royal Oak Primary School Strategic Plan NAG 7: CHARTER	
Each Board of Trustees is required to complete an annual update of the school charter, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.	

<i>Strategic direction</i>	2020 - 2022 Priorities
To update the school Charter annually	Annual review of the Charter to reflect the school's changing needs Ensure Charter and Strategic Planning are completed in a timely fashion Consultation with stakeholders (as required)

Royal Oak Primary School Strategic Plan NAG 8: ANALYSIS OF VARIANCE	
Each Board of Trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.	

<i>Strategic direction</i>	2020 - 2022 Priorities
To analyse student achievement outcomes against goals set and report variance to the Secretary for Education	Through delegation to the Principal: Set goals/targets for student achievement and school directions, measure outcomes at the end of the year and report any variance