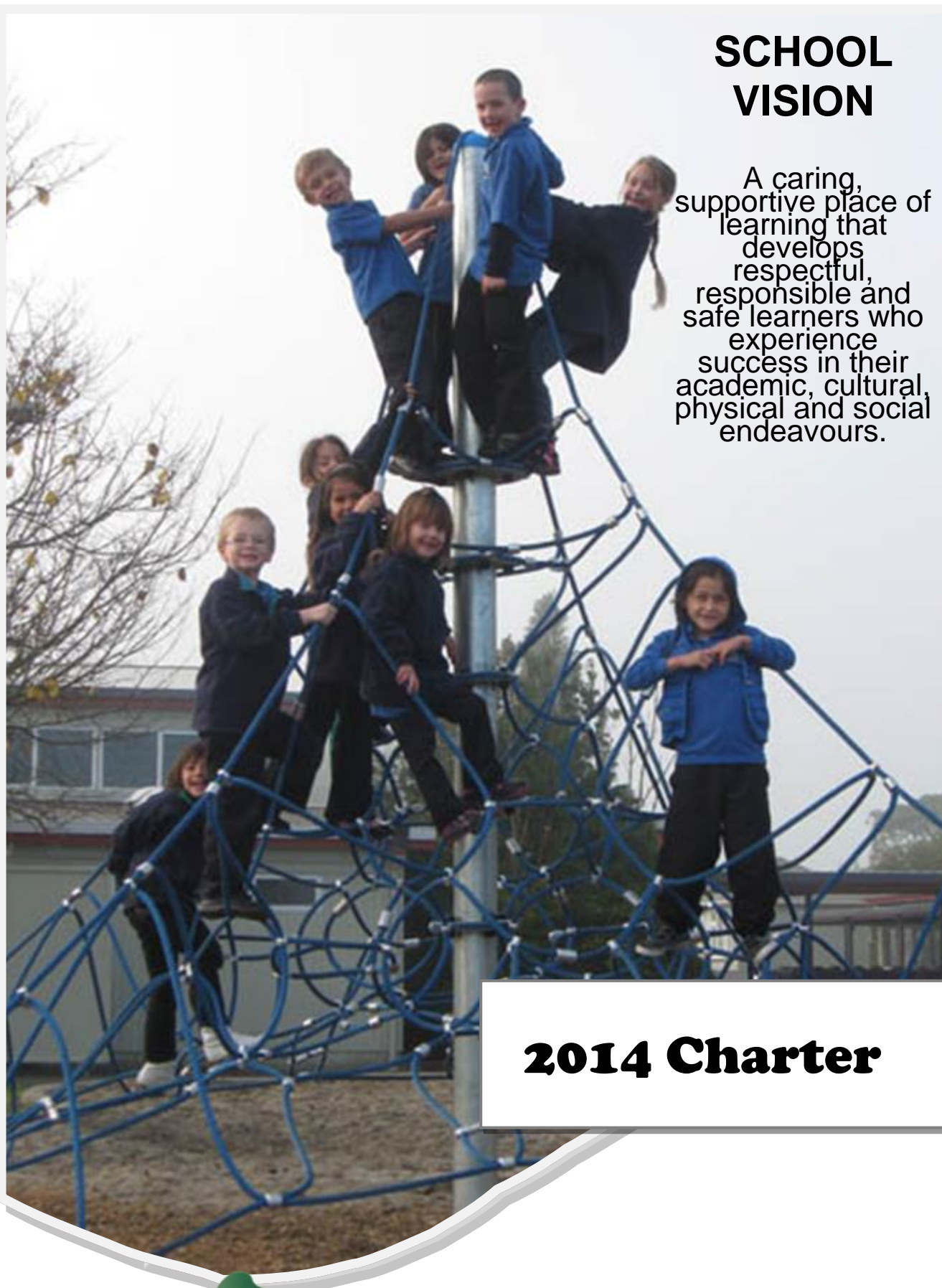


SCHOOL VISION

A caring,
supportive place of
learning that
develops
respectful,
responsible and
safe learners who
experience
success in their
academic, cultural,
physical and social
endeavours.



2014 Charter



**Mangakahia
Area School**



MANGAKAHIA AREA SCHOOL TE KURA TAKIWA O MANGAKAHIA

Mangakahia Road
Titoki PDC, Titoki, Whangarei
Phone: 4331-702 Fax: 4331 714
E-mail: admin@mangakahia.school.nz
Website: www.mangakahia.school.nz
School ID: 18

Principal: Jacqui Tyrrell MA (Hons), Grad Dip Teaching (Sec), Grad Dip TESSOL, Grad Dip Ed
Board of Trustees Chairperson: Susan Henderson

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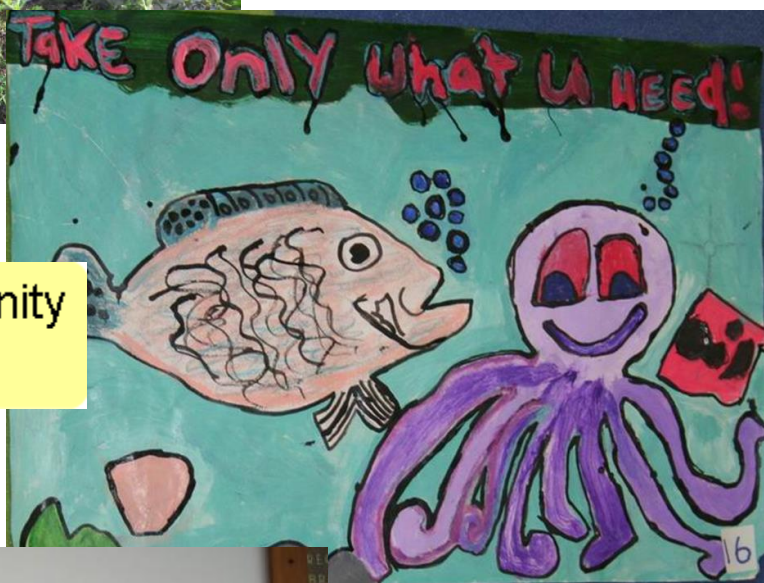
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Our Values



Wairua / School Spirit
Valuing community sustainability

Kotāhitanga / School Unity
Valuing integrity and respect

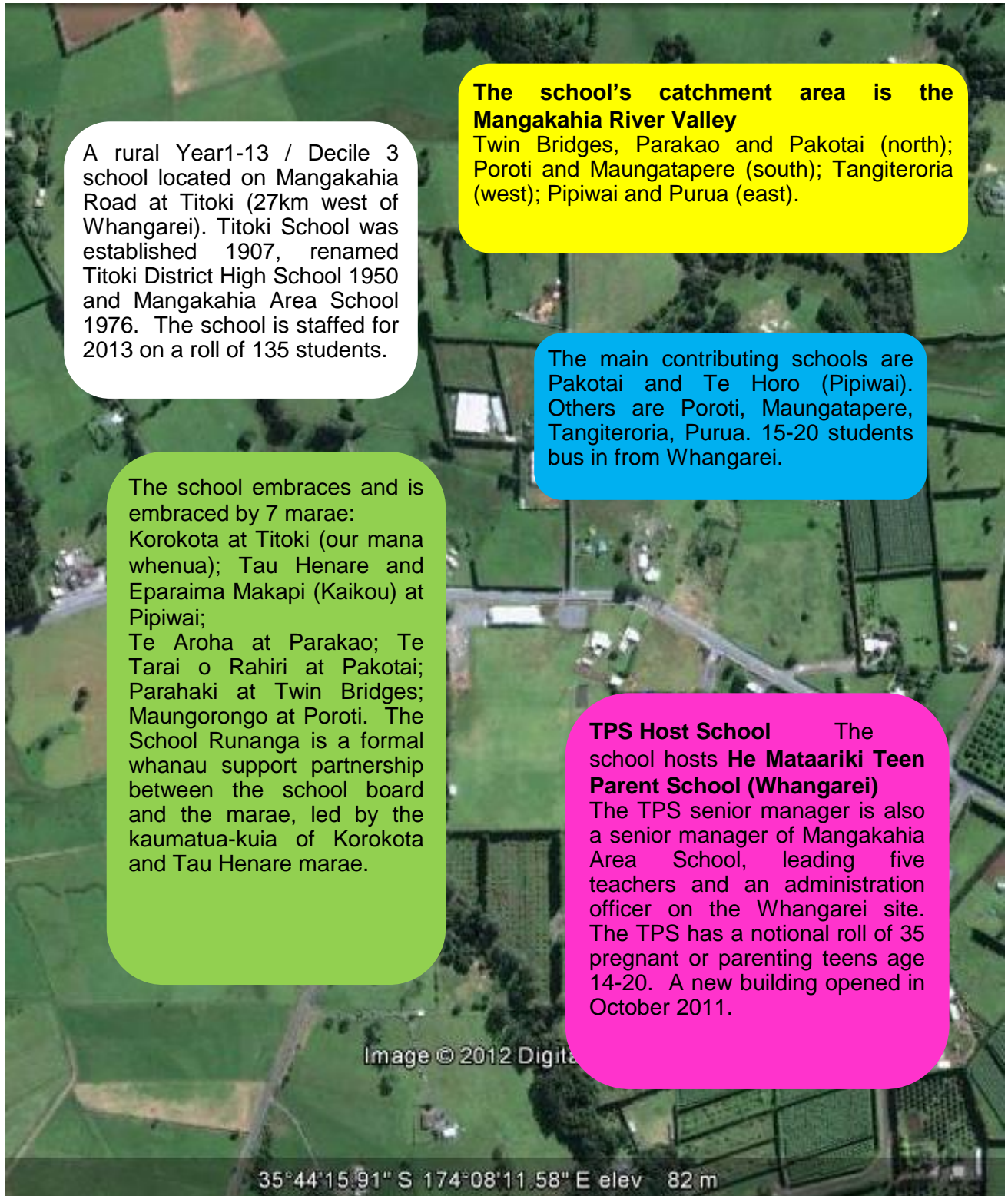


Whanaungatanga / School Family
Valuing diversity and equity

Matauranga / School Education
Valuing excellence, innovation, inquiry, curiosity.



Our Community



School - Community Links

Titoki: Playcentre, Christian Fellowship, Store, MAS Runanga, Kapa Haka Awhina,
Mangakahia: Landcare Group, Sports Complex, Gardening Club, Lions Club, Mangakahia Charitable Trust, Alternative Education Consortium, Sport Northland
Te Taitokerau: Runanga o Ngati Whatua, Runanga o Ngatihine, Runanga o Ngapuhi

Inclusive School Checklist 2014

Present

	Item	Done at Mangakahia Area School by:
School wide culture (the way a school welcomes learners, and the feel of the school)	The school welcomes all learners and makes sure their transitions into school is smooth and well planned	Enrolment process includes interview by Senior Leader Pastoral or Assistant Principal, welcomed by form or year level teacher. New student placed with 'buddy student' in same year level Senior students informed of new students and effort made by them to touch base each week for the first five weeks
	The school fosters a caring, safe and respectful whole-school environment and shares this with the wider school community	Participation in PB4L contract.
	The school fosters the identity, language and culture of all learners	MAS is a bicultural school (Maori and NZ European). Staff professional learning will continue or occur in 2014 around local tikanga and the use of te reo Maori. Written language including signage occurs in English and te reo Maori when possible.
	The school has processes for identifying and supporting the needs and aspirations of Maori learners with special education needs and their whanau	Via enrolment process. All families and whanau regardless of culture/ethnicity invited to meet with the Principal to discuss their goals and aspirations for their children.. Start of year Whanau BBQ occurred on Tuesday 18 th February. Weekly Syndicate meetings (Primary and Secondary) discuss special education needs of students. Fortnightly Pastoral Care meetings (consisting of Public Health Nurse, RTLB, Social Worker in School, Deans, and senior managers) discuss special education needs of students.
School leadership (The strength of its leaders)	The school's leaders foster inclusive values, establish clear expectations, and model desired behaviours.	School vision, values and expectations discussed on first two Teacher Only Days by Principal to staff. School vision, values and expectations have been discussed with family/whanau via 2014 Family Information Booklet, newsletters and face to face meetings.
	The school's leaders create a safe physical and learning environment.	Staff duty roster in place for interval and lunchtimes. Supervised activities available at lunchtimes and intervals in Term 1. All classes have co-constructed a classroom behaviour agreement which is displayed on the wall of their respective class. A fair, co-constructed and consistent behaviour management system and processes has been created between the school's leadership and the staff. The system and processes have been discussed with all students. Whanau/family are informed of the system and processes via newsletters throughout Term 1. Assemblies role play positive behaviour and outcomes involving situations of conflict. Schoolwide Social Skills programme to commence no later than Term 2. Whanau Teachers are taking a far greater pastoral role in 2014.
	The school's leaders create a collaborative environment that supports teachers and encourages collective responsibility for learners.	Weekly professional learning sessions for staff. This year each staff member will be part of a professional learning group where they are working on an individual teacher as inquiry project. Weekly Syndicate meetings (Primary and Secondary).
	The school's leaders support teacher inquiry and development	Weekly Syndicate meetings (Primary and Secondary). Specialist Teacher actively seeks and informs teachers of professional learning opportunities.

Participating and Engaging

School-wide systems and processes (The way the school runs)	The school has processes for identifying learners with special education needs and their strengths	Enrolment process including forms and feeder school information.
	The school is clearly willing to adapt the school's physical environment, as well as its systems and processes, to meet the needs of learners with special education needs.	Leadership team takes a flexible approach toward school physical environment, its systems and processes to meet the needs of students.
	The school identifies, uses, coordinates and manages the services and support available to learners with special education needs.	Weekly Syndicate meetings (Primary and Secondary) discuss special education needs of students. Fortnightly Pastoral Care meetings (consisting of Public Health Nurse, RTL, Social Worker in School, Deans, and senior managers) discuss special education needs of students. Leadership team knowledgeable of MoE services and resources available for students with special education needs.
	The school has school-wide systems for planning, monitoring and reporting on the presence, participation, engagement, progress and achievement of learners with special education needs.	eAR and pastoral data collection via MUSAC. Senior Leader Pastoral and Assistant Principal have specific responsibilities (Yr9-13 and Yr1-8 respectively) on reporting to the Principal on the presence, participation, engagement, progress and achievement of learners with special needs..
	The school uses data to inform decisions, problem solve and monitor school-wide practices.	eAR and pastoral data collection via MUSAC. Data website to be constructed in 2014 to house aggregated and analysed school data and reports.
	The school regularly evaluates teaching practice using good-quality school-wide systems and uses data to improve teaching quality for learners with special education needs.	Appraisal System. Informal weekly Principal classroom observations throughout the school. Self review and co-construction around improving teaching quality for learners with special education needs via schedule PLD meetings on a Tuesday throughout the year.
Parent, whanau and community connections (The strength of its relationships)	The school partners with parents, families and whanau regarding their child's learning and achievements.	Home-school reporting. Student and Whanau Conferencing. Positive feedback to home via phone calls, texts, letters, values postcards, certificates, monthly newsletter.
	The school respects, values and uses the knowledge parents have of their child's needs, learning, development and achievement.	Enrolment process including interview upon enrolment. On-going frequent contact with whanau/families. Invitation of whanau/families into classroom/learning environment for their input.
	The school taps into the expertise within its community and the special education sector to understand the best way for learners with special education needs.	Enrolment process including forms and feeder school information. Communication to wider community via Community Newsletter regarding requests for expertise/knowledge. Leadership team knowledgeable of MoE services and resources available for students with special education needs, and maintains regular communication with MoE when students present.

Learning and Achieving

The knowledge and skills of its teachers	The teachers promote an achievement-orientated culture and have high expectations of all learners, providing challenges that stretch learning.	Student expectations poster situated in every class. NCEA/National Certificate students have an achievement tracker for every course/learning area they are enrolled in. Weekly student assemblies emphasise an achievement orientated culture and provides recognition via certificates and rewards for achievement and efforts to achieve.
	Teachers are skilled at using the NZC and Te Marautanga o Aotearoa to meet the learning needs of all learners, inside and outside of the classroom.	Teacher professional learning via Tuesday PLG sessions, Syndicate meetings, learning area/association cluster meetings, NZQA best practice workshops.
	The classroom learning programme is planned to provide each child with learning experiences and challenges that relate to their interests, needs and goals.	Professional learning around schemes and unit design in Syndicate meetings. Sharing of qualitative and quantitative data around student interest, needs and goals via MUSAC. Student input into course design/topic selection.
	Support staff have the knowledge and skills to work within the classroom programme alongside the teacher.	Teacher aid/learning support assistant training prior with RTLB/GSE prior entry into classroom. Teacher aid meeting with whanau/family and student prior entry into classroom.
	Teachers develop constructive and respectful relationships with learners and with others involved in their learning.	PB4L and He Kakano professional learning contracts no longer current but ethos and practice consolidating and embedding in school community in 2014.
	Teachers inquire into the impact of their teaching on learners.	Student surveys, use and interrogation of data. Feedback from whanau/family sought.
	All children take part in a full range of experiences outside the classroom.	Students all encouraged to take part of school events e.g. Show Day, Athletics and Swimming Sports, Mangaz Got Talent etc. Students all encouraged to take part of EOTC activities.

Teaching, Learning and Pedagogy at MAS

The Board of Trustees will ensure that the New Zealand Curriculum is fully delivered at Mangakahia Area School (MAS). The Principal and all those in the MAS learning community will ensure that the Vision, Principles, Values and Key Competencies are enacted throughout the Learning Areas and all learning spaces both formally and informally.

Effective pedagogy in all learning spaces is of paramount importance. All staff will be mindful of

- Creating a supportive learning environment
- Encouraging reflective thought and action
- Enhancing the relevance of new learning
- Facilitating shared learning
- Making connections to prior learning and experience
- Providing sufficient opportunities to learn

Fundamental to the above bullet points is the strengthening of communities of practice for all teaching staff at MAS. All teachers belong to a professional learning group and perform teaching as inquiry as part of their professional learning and appraisal.

All teacher's culturally inclusive practice is further contextualised with a future focus increasingly manifested in blended digital technology learning environment.

Policies and practices that reflect New Zealand's cultural diversity and unique position of the Maori culture

The school embodies key Treaty of Waitangi principles of Partnership, Protection, Participation, as set out in the Maori Achievement Policy and procedures.

Policies

The Board of Trustees in association with its wider community, staff and students has an established cycle of review in terms of policies. In this cycle of review policies pertaining to New Zealand's cultural diversity and the unique position of Maori culture is included.

Practices

The Principal in association with its wider community, staff and students has included within the MAS Annual Plan annual objectives that reflect New Zealand's cultural diversity and unique position of the Maori culture by way of:

- A focus on Maori achievement and success by Maori students.
- Staff professional development around tikanga and te reo Maori.
- School culture e.g. where tikanga is appropriate in day to day operations of the school (such as saying a karakia for example prior a special morning tea or lunch)
- Communications e.g. using te reo Maori increasingly throughout the school in terms of day to day communications, school signage and other communications such as newsletters
- Curriculum e.g. ensuring that units of study in Years 1-10 address New Zealand's cultural diversity and unique position of Maori culture
- School culture e.g. where the identity, language and culture of all learners is fostered; staff have high expectations of every student, the school culture is values driven (every classroom has the Values poster displayed and it is frequently referred to).

Instruction in tikanga Māori (Māori culture) and te reo Māori

Years 1-8

Instruction in tikanga Maori and te reo Maori occurs at each level within Years 1-8 at Mangakahia Area School.

Years 9-10

At Mangakahia Area School every student has the opportunity to receive 2 hours per week of instruction in tikanga Maori and te reo Maori per term for all four terms of the school year.

Years 11-3 / NCEA Levels 1-3

Levels 1, 2 and 3 te reo Maori is offered for just over four hours per week (five 50 minutes periods per week) for all weeks of the academic year.

General Government Policy Objectives

The Board aims to meet all legal requirements. The Board's objectives are to

- meet all board charter requirements
- meet all Ministry of Education requirements
- meet relevant NZ legislation requirements

National Education Guidelines Checklist for MAS

Component	Manifested at MAS via:	Status
National Education Goals	See below	See below
Foundation curriculum policy statements Foundation curriculum policy statements are statements of policy concerning teaching, learning and assessment that are made for the purposes of underpinning and giving direction to: <ul style="list-style-type: none"> • the way in which curriculum and assessment responsibilities are to be managed in schools • National Curriculum statements and locally developed curriculum. 	Curriculum design, scheme construction, curriculum delivery, classroom pedagogy, staff professional learning. Assessment policy and procedures including senior management responsibilities.	Established and on-going
National Curriculum Statements The National Curriculum statements describe achievement objectives for students including: <ul style="list-style-type: none"> • the areas of knowledge and understanding to be covered by students • the skills to be developed by students • desirable levels of knowledge understanding, and skill, to be achieved by students during the years of schooling. 	Curriculum design, Schemes, curriculum delivery, classroom pedagogy, staff professional learning	Established and on-going
National Standards National Standards aim to lift achievement in literacy and numeracy (reading, writing, and mathematics) by being clear about what students should achieve and by when.	Year 0-8 junior curriculum design, delivery MAS National Standard policy and procedures, assessment of National Standards for reading, writing and mathematics. Reporting. Parent conferencing.	Established and on-going
National Administration Guidelines	See below	See below

National Education Goals

NEG	Manifested at MAS via:	Status
<p>NEG 1 The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.</p>	Curriculum design and delivery. Reporting on achievement and self review Yr1-13.	Established and on-going
<p>NEG 2 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.</p>	Diagnostic testing, formative assessment, RTLB, SWIS, Deans, Form Teachers, Subject Teachers	Established and on-going
<p>NEG 3 Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.</p>	Implementation of NZC.	Established and on-going
<p>NEG 4 A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.</p>	Association with Play Centre	Established and on-going
<p>NEG 5 A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.</p>	Curriculum design and delivery. Curriculum is balanced in Yr9-10. Priority is given to literacy and numeracy, science and technology and physical activity in Yr1-10. All sciences, technology and Physical Education available as subjects for Levels 1-3.	Established and on-going
<p>NEG 6 Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.</p>	Classroom pedagogy, Specialist Teacher, staff professional learning, appraisal process, individual learning programmes, formative assessment, use of achievement data and analysis in curriculum design and delivery, reporting of student achievement data to family/whanau, senior leadership team and Board.	Established and on-going
<p>NEG 7 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.</p>	Special needs register established. Deans, Form Teachers, Subject Teachers, RTLB, GSE. Individual student support plans.	Established and on-going
<p>NEG 8 Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.</p>	Delivery of NCEA. Careers guidance and education Yr7-13.	Established and on-going.
<p>NEG 9 Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.</p>	Ka Hikitia Strategy. He Kakano programme. Curriculum provision regarding education in tikanga and te reo Maori.	Established and on-going.
<p>NEG 10</p>	Social Studies curriculum teaching and learning.	Established and

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.		on-going.
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National Administration Guidelines

NAG1	System/Process/Procedures	Status
(a) i. 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.	Curriculum design and delivery Yr1-10, classroom pedagogy, annual Scheme review and renewal.	Established and on-going
(a) ii. develop and implement teaching and learning programmes giving priority to student achievement in literacy and numeracy , especially in years 1-8;	Curriculum design and delivery Yr1-8. Review of literacy and numeracy curriculum delivery and pedagogy in Yr 1-8. Professional learning via Team Solutions for Y9-13 teachers regarding literacy..	Included in 2015 Annual Plan
(a) iii. develop and implement teaching and learning programmes giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.	Specialist physical education teachers delivery regular quality physical activity to Yr1-10 (two hours per week for the entire academic year). Wide range of physical activities including swimming.	Established and on-going.
(b) i. 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	National Standard assessment practice. Review of National Standard assessment practice required.	Included in 2015 Annual Plan
(b) ii. 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 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 <i>The New Zealand Curriculum</i> or <i>Te Marautanga o Aotearoa</i> ;	Curriculum design and delivery; assessment policy, practice and procedures. Assessment of student need, survey of student interests.	Established and on-going.
(c) i. on the basis of good quality assessment information, identify students and groups of students who are not achieving ; and (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum	Assessment monitoring and reporting of junior and senior school to senior leadership team; teacher professional learning, curriculum design, individual learning programmes.	Established and ongoing
(c) ii. on the basis of good quality assessment information, identify students and groups of students who are at risk of not achieving ; and (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum	MUSAC. Curriculum design and delivery.	Established and on-going
(c) iii. on the basis of good quality assessment information, identify students and groups of students: who have special needs (including gifted and talented	GATE register established, and tracking of at risk students implemented.	Established and on-going

students); and (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum		
c) iv. on the basis of good quality assessment information, identify students and groups of students aspects of the curriculum which require particular attention ; and (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum	Junior and Senior curriculum design	Annual Plan Objective – Scheme Review
(e) 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; and	Community consultation/communications visits out in the community, liaison with Tangata whenua. Professional Learning Development via Team Solutions working with iwi, meet the Principal BBQ, family/whanau meetings with Principal regarding goals and aspirations for tamariki.	Established and on-going
(f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.	Career education and guidance processes. Career education. Recording career conversations in MUSAC.	Established and on-going

NAG2	System/Process/Procedures	Status
(a) 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, National Standards, assessment and staff professional development;	Strategic Plan	Established and on-going
(b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes , including evaluation of information on student achievement; and	BOT policy review cycle Plans and Programmes review linked to student achievement analysis at various stages in the academic year.	Established and on-going.
(c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.	Home-school reporting process. Reporting to stakeholder groups e.g. iwi.	Established and on-going.

NAG2A	System/Process/Procedures	Status
(a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year;	Home-School Reporting. Parent conferencing.	Established and on-going
(b) report school-level data on National Standards in the board's Annual Report	Annual Report process	Established and on-going

NAG3	System/Process/Procedures	Status
(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	Board cycle of policy review. Recruitment and appointment process and procedures. Support for all staff. Staff Induction. Staff performance management. Principal's performance management and appraisal.	Established and on-going
(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.	See immediately above.	Established and on-going

NAG4	System/Process/Procedures	Status
(a) allocate funds to reflect the school's priorities as stated in the charter;	BOT financial planning process	Established and on-going
(b) 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	BOT financial management, Annual Account preparation and audit, long-term property & finance plans, operation within annual budget, school-agency-business partnerships, resources well managed	Established and on-going
(c) 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.	Asset management Maintenance Plan	Established and on-going

NAG5	System/Process/Procedures	Status
(a) provide a safe physical and emotional environment for students;	EOTC policy and procedures.	Established and on-going
(b) promote healthy food and nutrition for all students; and	Delivery via Health and Physical Education curriculum.	Established and on-going
(c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.	Compliance with legislation.	Established and on-going

NAG6	System/Process/Procedures	Status
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.	School year timetable planning, attendance procedures and monitoring.	Established and on-going

NAG7	System/Process/Procedures	Status
Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.	Charter Process	Established and on-going

NAG8	System/Process/Procedures	Status
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.	Analysis of Variance process	Pending

Context for Strategic Planning

The Vision Cascade

Vision (the picture what our future school looks like)



Aims (what we are working toward) – the Vision broken down into two components



3-5 year strategic goals come out of the Aims/Vision (need Goals to make vision happen). Goals are big tasks that we need to achieve to make our vision happen. Goals materialise over time, they are contained within the 3-5 Year Strategic Plan. You work toward them.



Annual Objectives are the small bites each year, itemised in the Annual Plan, that when completed will tick off each goal. Objectives are SMART (specific actions, measurable, achievable and realistic given our resources, and time-bound). A number of objectives will need to be achieved to reach a goal.

The Vision, Aims, Goals and Objectives are **supported and enabled** by MAS fulfilling the NEGs (National Education Guidelines) and NAGs (National Administration Guidelines). It is a “given” that the NEGs and NAGs are fulfilled.

2014 MAS Annual Plan

Student Achievement Targets 2014

It is the aim of the Board, the wider community, staff and students that all students achieve at or above the national standard.

2014 Charter checklist

1.	The aim of developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.	✓
2.	The aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it.	✓
3.	A long-term strategic planning section that establishes your board's aims and purposes.	✓
4.	A long-term strategic planning section that establishes for the next 3 to 5 years your board's aims, objectives, directions and priorities for intended student outcomes, your school's performance and use of resources.	✓
5.	A long-term strategic planning section that includes any aims or objectives that designate your school's special characteristics or its special character.	✓
6.	An annually updated section that establishes for the relevant year your board's aims, directions, objectives, priorities and targets relating to intended student outcomes, your school's performance and use of resources.	✓
7.	An annually updated section that sets targets for the key activities and achievement of objectives for the year.	✓
8.	Your board's aims, objectives, directions, priorities and targets for student achievement, including the assessment of students against any national standard.	✓
9.	Your board's aims, directions, objectives, priorities and targets for your board's activities aimed at meeting general government policy objectives for all schools, being policy objectives set out or referred to in national education guidelines, and specific policy objectives applying to your school.	✓
10.	Your board's aims, directions, objectives, priorities and targets for the management of your school's and board's capability, resources, assets, and liabilities, including human resources, finances, property and other ownership matters.	✓
11.	All annual or long-term plans (or a summary or reference to them) your board is required to have or has prepared for its own purposes.	✓

