School Charter
Strategic and Annual Plan for
Bayfield High School
2022-2025

Principals' endorsement:	Mark Jones
Board of Trustees' endorsement:	Fiona Clarkson
Submission date to Ministry of Education:	

Mission Statement	Within a caring, coeducational environment, provide a range of learning experiences and promote positive social and ethical values.
Vision	That our students will gain the learning, personal and leadership skills necessary to go forward as well-qualified, confident, lifelong learners. Bayfield High School will promote personal excellence, enabling all students to achieve their full potential in all areas.
Values	As part of our involvement with the PB4L initiative, Bayfield has identified four core values that are central to our culture of developing good capable people. These were further developed through our whanau Hui. Whakaute Mana Tangata Manaakitanga Kounga/Kairangi Respect Integrity Service Excellence These four values are at the core of our restorative practice and our relationships for learning.
Principles	Bayfield High School is an inclusive "mid-decile" co-educational school catering for Year 9 – 13 students. Its current roll includes approximately 550 local students and 6 International fee-paying students. The school caters mainly for young people from Otago Peninsula, Waverley, Anderson's Bay and South Dunedin areas but in recent years there have been enrolments from all over Dunedin City and the wider region, including Waitati, Mosgiel and Brighton. Significantly increased enrolments in recent years indicate that the school continues to have a strong reputation for quality education. Bayfield is proud of its ability to cater for a wide diversity of student needs and our student centred approach ensures that all students have the opportunity to experience success. We are proudly co-educational and fully believe in the benefits of co-education for developing good people. The success of our students, at and beyond school, supports our belief that young men and women thrive in a co-educational environment. At Bayfield our teaching programmes are responsive to individual student needs and provide a wide range of learning opportunities for all students. We value and continue to build on our respected position as a collaborative and contributing member of the wider educational community. Our school values, established in 2012 as part of the School Wide Positive Behaviour for Learning (PB4L) project, are used throughout the school to underpin and inform our pastoral care processes, academic goal setting, a school wide system of recognising student excellence, and our expectations of both students and staff. We see ourselves as a school which is future focused and encourages well-founded and innovative pedagogy. Our

	expectation is that everyone at Bayfield High School will continually seek to improve on our already high level of student achievement and progress. Our regular rigorous self-review and quality assurance processes are designed to encourage the ongoing delivery of a quality, up-to-date education.
Māori Dimensions and Cultural Diversity	Bayfield High School continues to develop procedures and practices that recognise New Zealand's cultural diversity. Central to this development is our commitment to the unique position of Māori and Māori culture. In recognising the unique position of Māori, we continue to develop our skills and programmes to ensure that we embrace both Tikanga and Te Reo Māori. In addition, significant work continues to be undertaken to develop the connection the school has with its Māori community. The involvement of our Kura Whānau in all aspects of our operations is something that we continue to aim for and have an active Whānau Hui programme.
Our Graduate Profile	At Bayfield we believe in the importance of holistic education and have based our approach around our core values. By the end of Year 13 we expect our graduates to develop and demonstrate key characteristics. These are highlighted in the table under each of our core values.

Bayfield High School Graduate Profile

Hauora/well-being			
Whakaute Respect	Mana Tangata Integrity	Manaakitanga Service	Kounga/Kairangi Excellence
Open minded and accepting of diversity. Participation in bi-cultural New Zealand. Kindness and empathy. Positive communication with others.	Honesty and doing the right thing. Strong values and sense of self. Being true to what is important to you.	Community focussed. Showing initiative. Willing to contribute. Putting others first.	Critical thinking and problem solving. Love of learning. Self-motivation and the ability to reflect and make changes. Doing the best you can.
Resilience			

National Education and Learning Priorities	The Statement of National Education and Learning Priorities (NELP) set out the Government's priorities for education that will ensure the success and wellbeing of all learners. They are embedded throughout this document and have been referenced in both the strategic goals of the Annual Improvement Plan as well as the individual action plans. The seven priorities that apply to Bayfield High School are;

	Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
	Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures
	Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
	Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
	Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
	Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
	Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

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		Baseline Data or School Context		
Students' Learning	Students in Years 11 – 13 at Bayfield work towards the National Certificate of Educational Achievement (NCEA) and University Entrance (UE). The historical pass rates are shown below as percentages.			

	2018	2019	2020	2021*
L1 - all	**81.7**	**76.0**	**79.8**	**76.8**
L 1 Māori	**60.0**	**78.6**	**75.0**	**70.6**
L1 Pasifika	**100**	**75.0**	**100**	**100**
L1 Dec 4-7	**75.2**	**71.5**	**76.5**	**74.1**
L2 All	**84.4**	**84.5**	**90.4**	**85.3**
L2 Māori	**86.7**	**77.8**	**92.3**	**77.3**
L2 Pasifika	**100**	**33.3**	**100**	**100**
L2 Dec 4-7	**80.1**	**78.7**	**83.9**	**80.8**
L3 All	**70.6**	**72.0**	**79.1**	**78.3**
L3 Māori	**77.8**	**72.7**	**71.4**	**69.2**
L 3 Pasifika	**-**	**100**	**-**	**100**
L3 Dec 4-7	**66.3**	**65.4**	**73.1**	**71.4**
UE All	**54.4**	**54.7**	**59.3**	**56.6**
UE Māori	**44.4**	**45.5**	**42.9**	**30.8**
UE Pasifika	**-**	**-**	**-**	**-**
UE Dec 4-7	**47.2**	**44.2**	**51.6**	**49.1**

Students' Learning	Students in Year 9 and 10 are assessed against the New Zealand Curriculum and have consistently scored above the New Zealand average in Numeracy and Literacy. In addition, in 2020 we introduced Midyis assessments now formally known as Base9 and Base10 to identify where value is being added in our junior years. 2022 will mark the third year of this data and will provide the first full cycle of data for our Year 11 students * Draft data
Student Engagement	The foundation to ensuring that students engage in an effective learning process is to ensure that they attend school on a regular basis. In addition, the length of enrolment in a course of study also has a significant outcome on the achievement of the individual.

	Research has shown that when attendance falls below 85% student achievement can be notably impacted. The attendance rates for 2021 sit at an overall averaged attendance of 87.7%. Whilst this is greater than the 87% attendance there remains room for improvement. On closer inspection the attendance data shows little deviation based on gender or ethnicity. At Bayfield, Pakeha students are more likely to stay at school until their 17th birthday compared to their Māori peers. This disparity is something that we are continuing to work towards removing.
School Organisation and Structures	The Bayfield High School Board has the following committees: Finance, Health and Safety, Personnel, Discipline, International, Policy and Property. ICT Personal Growth Cycle The school also has a Sports Council and Arts Council which report to the Board.
Review of Charter and Consultation	This charter is reviewed in November of each year. Consultation with the school community next takes place in October, 2022.

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2022 - 2025
Student-centred learning	Improve outcomes for all students, particularly Māori, Pasifika and priority learners, through a focus on excellence in teaching and the development of learning programmes that are responsive to student need.	- Developing a culture of Māori tauira succeeding as Māori. - Identify and develop suitable processes that are able to gather student belief and feedback to inform and develop teacher practice. - Develop and resource a professional learning plan that focuses on enhancing key aspects of staff pedagogical practice to ensure that all staff have the skills to ensure success for all students. - Support staff and students to develop a culture of striving for individual excellence. - Focus on literacy and numeracy as core building blocks to all learning. - Developing the leadership capacity of staff through a targeted approach to succession planning. - Maintaining an ongoing programme of consultative self-review and evaluation with the specific intent of improving student learning, engagement and achievement outcomes.
Well-being for learning	Engage students by being a school in which manaakitanga and our core school values enhance learning by being visible and lived daily.	- Provide appropriate support for all learners and their whānau to enable personal learning goals to be met. - Continue working on student attendance through improved student engagement and support. - Utilise the schools Cultural Narrative to understand our whakapapa and foster a sense of belonging in the future. - Identify barriers to senior students remaining in the school to the end of Year 13 and develop appropriate strategies to mitigate these. - Reinforce and galvanise Tier 1 and 2 PB4L processes with new staff. - Develop into an effective Tier 3 PB4L school as appropriate. - Support students to develop the appropriate self-management skills required for effective learning. - Be a place where students and their whānau feel they belong

		• Increase engagement with parents and caregivers by developing improved vehicles for communication. • Continue to regularly review the junior diploma programme used to engage Year 9 and 10 students to ensure that it remains fit for purpose. • Increase cultural awareness for students and staff by embedding tikanga Māori across the school. • Use positive reinforcement programmes alongside restorative justice. • Develop senior student skills through leadership training and peer support programmes. • To continue to support and grow our whānau hui to enable it to contribute to the school. • Develop well-rounded students through the support and funding of a strong extra-curricular programme within the constraints of the pandemic response.
Pathways for learning	To support all our students on their education journey through Bayfield by providing the appropriate programmes and strategies to meet their needs	• Annually review the programmes of learning in the junior school to promote engagement in learning and to provide the skill set required to succeed at NCEA. • Continue to increase flexibility of programme options where possible to enable the learning pathways to be responsive whilst providing a broad and balanced curriculum. • Develop a coherent pathway of learning and achievement by strengthening strong relationships with feeder schools and tertiary providers. • Develop and resource a professional learning plan that focuses on enhancing key aspects of staff pedagogical practice to ensure that all staff have the skills to ensure success for all students.
An environment for learning	Develop and maintain our school environment to ensure that all our students and staff are able to thrive	• Providing a student-centred learning environment through strategic use of property funding. • Develop the Learning Support Centre to better serve its students. • Develop an appropriate international student's centre in preparation for the renewal of a strong International Programme. • Develop and enhance an authentic culturally-based learning environment based on our Cultural Narrative. • Carefully manage the building programme so that the best outcomes are achieved in developing an environment for learning within the confines of the available resources.

		• Continue to develop the school facilities with a focus on providing a welcoming and safe environment that encourages and contributes to a healthy learning environment. • Ongoing development of best practice Health and Safety processes.
Be connected	Be a place of belonging for our students, their whānau, and the wider community	• Develop strong relationships with local hapū and iwi. • Communicate key Board matters to the school community regularly. • Communicate and consult widely and transparently. • Increase engagement with parents and caregivers by developing improved ways of communication. • Maintaining an ongoing programme of consultative self-review and evaluation with the specific intent of improving community engagement and achievement outcomes.

Annual School Improvement Plan – SUMMARY for 2022

Domain	Strategic Goal	Target	Short Report
Student-centred learning AP 22/ NELP Priorities 2, 3, 4 & 6	Develop and resource a professional learning plan that focuses on enhancing key aspects of staff pedagogical practice to ensure that all staff have the skills to ensure success for all students. Increase the focus on numeracy and literacy as core building blocks to all learning.	To see a real terms reduction in the number of PB4L entries. Accelerate the performance of at least 75% of the CSI identified students in Year 10 and 11. At least 50% of Year 9 students demonstrate 'Added Value' using Base9.	
Well-being for learning AP 22/ NELP Priorities 1, 2 & 5	Develop cultural awareness for students and staff by embedding tikanga Māori across the school and creating a culture of belonging.	All teaching staff participate in planned PLD to enhance culturally responsive practice. Remove the Level 1 NCEA differential between Maori and whole cohort data. Develop strategies to ensure that all students at Bayfield feel safe and valued.	
Pathways for learning AP 21/04	Continue to increase flexibility of programme options where possible to enable the learning pathways to be responsive whilst providing a broad and balanced curriculum.	Improve the retention rate of Year 12 into Year 13 for male students to further reduce the small number of Year 12 males who leave without a suitable destination.	

NELP Priorities 2, 3 & 7		Improve the performance of male students at Year 12 to be equal to that of other decile 7 schools.	
An environment for learning AP 21/05 NELP Priorities 1, 2, 3 & 5	Carefully manage the building programme so that the best outcomes are achieved in developing an environment for learning within the confines of the available resources. Develop and enhance an authentic culturally based learning environment.	12 learning spaces are refurbished and /or established during the year. Whānau Rōpu are engaged in developing the environment. All school blocks have proposed names.	
Be connected AP 21/05 NELP Priorities 2,3 & 5	Develop strong relationships with our local hāpu and iwi.	For our local hāpu and iwi to be active participants in the development of the school.	

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Improvement Plan - Domain: Student-centred learning. AP 22/01

Strategic Goal

- Develop and resource a professional learning plan that focuses on enhancing key aspects of staff pedagogical practice to ensure that all staff have the skills to ensure success for all students.
- Increase the focus on numeracy and literacy as core building blocks to all learning.

Baseline data and **Annual Target**

	2018	2019	2020	2021
Total PB4L entries	**2966**	**2702**	**1866**	**2150**
1st July Roll	560	565	563	566
Entries per 1000	5296	4782	3314	3798

66% of 2021 Year 9 cohort finished the year at or above the expected reading level. 45% of 2021 Year 9 cohort finished the year at or above the expected level for Numeracy.

47% of 2021 Year 9 cohort made the expected or better than expected gains using Base9.

2022 Target - Standardised entries to be below 3400 per 1000 because of improved engagement.

2022 Target - 50% or higher for Base9 and Numeracy gains.

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Term 1	Review the PB4L process with the staff and the use of KAMAR as a recording tool.	JN	Staff are entering all incidents in KAMAR.
	Identify key areas requiring staff skill development using student achievement data.	SLT	A programme that supports the needs of the staff to develop sound practice focusing on student achievement outcomes is developed.
	Source appropriate PLD for the new HoD's.	TN	New HoD's attend suitable PLD.

		Identify key student groups for intensive support to promote accelerated learning.	TN	Curriculum support groups are identified at Year 10/11. At risk students are identified in Year 9 using the initial Base9.
		Develop a framework for the implementation of the MST role.	TN/JN/TH	MST is able to work in the range of classes at Year 9 in a suitable approach that keeps students connected to their class.
		Complete application for extension of the CFPLD on cultural competency.	JN	Application made.
		Identify key students and implement 'Buddy Reading' programme.	WA	Buddy reading in progress.
		Termly PB4L data analysis is reported to the Deans. Key foci for development / intervention are identified.	TA	Reports produced and shared with Deans. High points and low points identified.
	Term 2	Identify key students in Year 9 to work with the MST	TN/DG/TH	Key groups are identified and receiving support.
		Use internal expertise to develop teacher capacity in data harvesting and analysis.	JN	Staff development is provided.
		Evaluate progress made in reading and numeracy using mid-year asTTle data and teacher OTJ's. Adjust curriculum support intervention groups accordingly.	TN/DG/WA/JN	Data is analysed.
		Increase the profile of literacy and numeracy skills with the school community eg have regular articles in the Friday Newsletter.	JN/DG/WA/BG	Articles are provided.

		School assemblies are used to promote the school values.	JN/BY/TA	Every assembly makes note of the values.
Term 3		Maths and English learning areas adjust learning programmes based on the midyear data.	TN/DG/WA	Programmes are adjusted.
		Identify key students in Year 10 to work with the MST role.	TN/DG/TH	Groups are identified and working with the MST.
		Identify students who would benefit from 'one to one' literacy development work with key teaching and support staff.	WA/Deans	Students receive the support required.
Term 4		End of Year asTTle and Base9 data is obtained for the Year 9-10 cohorts. Key groups are identified for the start of the 2023 academic year.	TN/WA/DG/JN	Groups are identified.
Monitoring: Reviewed fortnightly by SLT and termly by staff and Board.				
Lead / Reporting. TN/TA				

Improvement Plan – Well Being for Learning. AP 22/02

Strategic Goal

Develop cultural awareness for students and staff by embedding tikanga Māori across the school and creating a culture of belonging.

Baseline data and **Annual Target**

Level 1	2018	2019	2020	2021
Whole Cohort	81.7	76.0	79.8	76.8
Maori	60.0	78.6	75.0	70.6
Differential	-21.7	+2.6	-4.8	-5.2

2022 Target – All teaching staff participate in planned PLD to enhance culturally responsive practice.

2022 Target - Remove the Level 1 NCEA differential between Māori and whole cohort data.

2022 Target – Reduction of 20% in the NZCER survey for students who feel unsafe.

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Term 1	Gather student voice on "Why/What is it that makes students feel unsafe"	TA	Student feedback is gained.
	Working with Potama Pounamu PLD facilitators, develop with the staff, an achievement criteria for what good cultural responsiveness looks like in our classrooms.	JN/Staff	Achievement criteria are developed.
	Identify 10 staff to work in pairs to carry out cultural practice audit team.	JN	Team is created.

Term 2	Use the Rongohia te Hau process led by Potama Pounamu to complete an initial audit of the current classroom cultural competency.	PP (PLD) / Audit team	Audit carried out.
	Collate student voice feedback and implement key changes that could be made to make a short term impact.	TA	Interventions are identified.
	Using the midyear data, identify students at risk of not achieving NCEA Level 1. Provide data to the Deans and Whānau liaison so that Whānau can be contacted and Whānau Education Action Plans (WEAPS) can be developed.	TA/DN/WP/Deans	Key student group is identified.
	Identify / develop systems that allow students to report fears and concerns in an ongoing and 'risk free' manner.	TA/JN	System in place and being used.
	Provide feedback to students at school assemblies.	JN/TA	Feedback provided regularly.
	Encourage student council to be involved in overseeing the student feedback system.	TA	Students participating.
Term 3	Student progress against the personalised WEAPS is monitored by the Deans and Whānau liaison person. Adjustments are made to programmes where required.	Deans/WP	WEAPS in place and being used to inform change.
	Me and My Schools survey is carried out in Year 9 and 10. Similar surveys for Year 11-13 are developed and carried out.	JN/TA	Surveys developed and completed by students.

		Student voice is fed back through the senior leaders and school council.	TA	Feedback is given.
	Term 4	NCEA Level 1 progress is evaluated and students at risk of not achieving are provided with individualised learning programmes. Where necessary these reflect the goals and targets identified in the individual WEAPS for the Māori students.	TA/DN/Deans/WP	Individualised programmes are in place.
		Student voice data is analysed for areas for further development.	TA/JN	Improvements are identified.
Monitoring: Reviewed fortnightly by SLT and termly by staff and Board.				
Lead / Reporting. TA/JN				

Improvement Plan – Pathways for learning.   AP 22/03

Strategic Goal/s

- Continue to increase flexibility of programme options where possible to enable the learning pathways to be responsive whilst providing a broad and balanced curriculum.

Baseline data and **Annual Target**

Level 2	2018	2019	2020	2021
BHS Male	80.0	80.8	83.3	78.8
Decile 7 Male	82.5	80.5	85.2	83.9
Differential	-2.5	+0.3	-1.9	-5.1

2022 Target – Improve the performance of male students at Year 12 to be equal to that of other decile 7 schools.

2022 Target – Improve the retention rate of Year 12 into Year 13 for male students to further reduce the small number of Year 12 males (7) who leave without a suitable destination.

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Term 1	Identify male students at risk of not achieving (via Year 11 results; teacher feedback)		List of students to work with prepared.
Term 2	Using the Flexi-time timetable period, begin developing IEPs with identified students		Plans completed – master list provided to staff. Students have copy of own plan.

Term 3	Implement specific mentoring /goal setting with identified students (those at risk and those considering leaving)		By the end of term, students considering leaving can answer the question "What are you doing next year" with "Return to school"; "I will be working at X"; "I have applied for X course at X" Staff allocated to students (perhaps SLT) – goals are reviewed. Start Credit Club (after school) and at least one extra unit standard completed.
Term 4	Provide Tertiary/Employment sessions with Year 12 boys looking at leaving (use outside providers such as Select Personnel who are in the school for flexi-time anyway)		Clear plans identified for students for 2023.

Monitoring: Reviewed fortnightly by SLT and termly by staff and Board.

Lead / Reporting. DN/BY

Improvement Plan – An environment for learning. AP 22/04

Strategic Goal

- Carefully manage the building programme so that the best outcomes are achieved in developing an environment for learning within the confines of the available resources.
- Develop and enhance an authentic culturally based learning environment.

Baseline data and **Annual Target**

Bayfield has a number of building projects currently open. These projects involve funding from various initiatives eg SPID's, SIP's, Rationalisation etc. In addition 2022 will see the commencement of another 5YA.

2022 Target – 12 learning spaces are refurbished and /or established during the year

2022 Target - Whānau Rōpu are engaged in developing the environment. All school blocks have proposed names

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Term 1	Open the newly developed Art facility.	JN/Board	Facility open and in use.
	Finalise a new 5YA with the Ministry of Education.	JN/Board	New plan adopted.
	Oversee the current collection of building projects ensuring that the individual projects remain coherent with each other.	JN/Board	Projects progress.
Term 2	Open the new Learning Support Centre (we need a name).	JN/Board	Facility open and in use.
	Identify and contract project management for the new 5YA.	JN/Board	Project Manager appointed.

	Develop concepts for the new 5YA projects.	Project Manager	Concepts are developed and reviewed with key staff.
	Investigate the possibility of replacing the 'Caretakers shed' with something more fit for purpose and cost effective in terms of maintenance.	JN/Board	Costings are obtained and business case is developed for Ministry permission.
Term 3	All current building projects are completed.	JN/Board	Projects are completed and facilities in use.
	Tenders are sought for D block development under the new 5YA.	JN/Board	Tenders are received.
	For the school and the Whānau Hui group to work together on developing the schools physical environment as per Te Tūruapō ō te Kura Tuarua ō Bayfield.	JN/KA/WP	The school site starts to reflect its local environment and culture.
	B2 and B12 are internally painted.	JN/JO	Rooms are painted and in use.
Term 4	D Block development is initiated.	JN/Board	Work commences.
Monitoring: Reviewed fortnightly by SLT and termly by staff and Board.			
Lead / Reporting. JN/BY			

Improvement Plan – Be connected. AP 22/05			
Strategic Goal • Develop strong relationships with our local hāpu and iwi.			
Baseline data and **Annual Target** **2022 Target** – For our local hāpu and iwi to be active participants in the development of the school.			
Key Improvement Strategies			
When	**What (examples)**	**Who**	**Indicators of Progress**
Term 1	Review and adopt Te Tūruapō ō te Kura Tuarua ō Bayfield – The Bayfield Māori Vision Document developed by the Whānau Hui.	SLT/Staff/Board	Document circulated to staff and feedback sought.
Term 2	Provide the Whānau hui with the initial finding from the Rongohia te Hau classroom audit. Seek their feedback on the development of strategies to make improvements if any are required.	JN	Feedback provided and improvements identified.
	For individual whānau contact to be made by the Whānau liaison person.	JN/WP	Liaison position starting to be embedded in the school culture.
	Re-arrange the planned visit to the Marae to unpack the Bayfield Cultural Narrative.	JN	Narrative is unpacked and in use.
Term 3	For the school and the Whānau Hui group to work together on developing the schools physical	SLT/KA/WP	School site starts to reflect the cultural environment of New Zealand.

	environment as per Te Tūruapō ō te Kura Tuarua ō Bayfield.		
	Whānau liaison works with individual Whānau on the developed Whānau Education Action Plans (WEAPS)	WP	WEAPS are being used to support rangatahi.
	For the Cultural Narrative to be shared with our community.	JN/WP/KA	Community awareness grows.
Term 4	Whānau hui hold a celebration event to acknowledge the progress that has been made.	Whānau Hui WP/KA	Celebration event takes place.
Monitoring: Reviewed fortnightly by SLT and termly by staff and Board.			
Lead / Reporting. JN/Board			

Other 2022 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	**Short Report**	**Finance**	**Short Report**
Initiate new 5YA.		Develop new income stream for 2023 by redeveloping our international programme post pandemic.	
Personnel	**Short Report**	**Community Engagement**	**Short Report**
Continue with the review of the leadership structure within the Arts learning area. Develop the profile of the school so that there are good fields of applicants for all positions.		Promote the Board elections to the community developing expressions of interest into actual candidates.	