

School Charter
Strategic and Annual Plan for
Good Shepherd School
2018 – 2020



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SECTION ONE: BACKGROUND



Good Shepherd School is a decile 7 Catholic primary school catering for children in Years 1-6 with a current roll of approximately 240.

The Sisters of St Joseph established the school a year after Monsignor Gillan of St Benedict's Parish purchased the five acres at the end of Telford Avenue. Good Shepherd School celebrated its Centenary in November 2012.

Good Shepherd School is a place where Christ is at the centre of our community and the Christian values of respect, care and honesty provide the foundation for us to build on our strong Catholic character.

The school is well supported by parents' involvement through the Parent Teacher Association (PTA) and the Board of Trustees (Board). In addition to this, parents also participate in a range of other ways such as coaching sports teams, accompanying students and staff on trips and camp, working bees and gardening. The Board is committed to providing high quality education and facilities with well-maintained physical resources.

Our school delivers *The New Zealand Curriculum* through comprehensive teaching and learning programmes and, together with a professional, dedicated and approachable team of teachers, ensures a supportive and dynamic learning environment.

The school's **motto** is 'Together we Learn and Care' and our values are at the centre of all we do. This best reflects the special place that is Good Shepherd School.

Good Shepherd School Charism

The model of Jesus the Good Shepherd is at the core of our charism. It is through this charism that we pay tribute to the Sisters of St Joseph of the Sacred Heart who founded our school over one hundred years ago. Of particular importance to Good Shepherd School is St Mary of the Cross MacKillop, who co-founded the order while living out the example of the Good Shepherd.

Our school motto, 'Together We Learn and Care', reflects the vision of our founding order to educate those in need, and the care personified by Jesus the Good Shepherd. Virtues give us the strength to do what is right (New Zealand Catholic Bishops Conference, 2014) and our core school values of *Respect, Care* and *Honesty* are drawn from these virtues.

Vision Statement

Good Shepherd School provides a Catholic environment in which students become critical and creative thinkers who are positive in their own identities and who contribute to the global community.

Good Shepherd School Vision for Year 6 students leaving the school is that they:

- Have a personal relationship with God and grow in the knowledge of Jesus the Good Shepherd, living and experiencing his values on a daily basis.
- Are motivated, active seekers, users and creators of knowledge; critical and creative thinkers; and informed decision makers.
- Are resilient, positive in their own identity and have a sense of belonging to their community.
- Are global citizens.

SECTION TWO: DIVERSITY

Recognition of the Cultural Diversity at Good Shepherd School

Good Shepherd School embraces the diverse cultures within our community and makes each child proud of their cultural heritage and values. The school continues to develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori.

As at 2016 our families and staff have identified themselves as coming from a number of cultural groups. Good Shepherd School provides ESOL programmes to meet children's learning needs. Our school values the diversity of our cultures through teaching programmes and special celebrations.

Māori Student Engagement and Achievement

We will continue to take all reasonable steps to promote Te Reo Māori me ona Tikanga (Māori language and protocols). Should a parent request instruction in and through Te Reo Māori me ona Tikanga the school will undertake to contact the local Kura Kaupapa and introduce the parent to the Principal in order for the child to gain instruction in and through Te Reo Māori me ona Tikanga.

The school will provide bicultural religious education in consultation with the Kura. The following Iwi are represented at Good Shepherd School as at November 2017:

· Ngāpuhi · Ngāti Awa · Ngāti Porou · Ngāti Raukawa · Ngāti Tūwharetoa · Ngāti Whātua · Te Roroa

What we are trying to achieve:

1. To create an environment that reflects New Zealand's heritage and the partnership envisioned in the Treaty of Waitangi, Te Tiriti o Waitangi.
2. To develop teaching programmes that recognise the skills and needs of Māori students.

How we are going to get there:

1. Consultation with our Māori parents and whānau every two years. Next formal consultation set for 2018.
2. Professional development for teachers in Te Reo Māori me ona Tikanga is on going.
3. Recognise and report annually on Māori student achievement separately.

Pasifika Student Engagement and Achievement

The following Pasifika countries are represented at Good Shepherd School: Tongan, Samoan, Fijian, and Cook Island Maori.

What are we trying to achieve:

1. To create an environment that reflects New Zealand's cultural diversity.
2. To develop teaching programmes that recognise the skills and needs of Pasifika students.

How we are going to get there:

1. Consultation with our Pasifika parents and students every two years. The next formal consultation is set for 2018.
2. Professional development for teachers on the Ministry's Pasifika Education Plan.
3. Recognise and report annually on Pasifika student achievement separately.





Students with Special Education Needs

Good Shepherd School welcomes all learners into our community. We are committed to their engagement in all school activities and to their progress and achievement.

What are we trying to achieve:

1. To be a fully inclusive school where learners with special education needs are supported to come to school, are engaged in all school activities and achieve against *The New Zealand Curriculum*.

How we are going to get there:

1. Working closely with the families of students with special education needs, and outside support agencies.
2. Professional development for teachers on catering for the needs of all students.

SECTION THREE: STRATEGIC PLAN

Introduction

The Good Shepherd School Board aims to provide the best possible learning environment for our students, give them a strong foundation in the Catholic faith and ensure they are ready for future learning. The Board aims to ensure a strong community network to support the children, staff and the families of the school. The Board has, in consultation with the school community, identified strategic goals for the period 2016 – 2019 in the following areas:

1. Special Catholic Character.
2. Independent Learning.
3. Sustainability and Environmental Awareness.
4. Wellbeing.

These focus areas will be reviewed and revised after our next consultation with the school community, which will take place in 2020.

Each year the school will develop an annual plan to ensure it is meeting the strategic goals. The annual plan makes up part of the strategic plan and can be found under Appendix One of this document.

Good Shepherd School will ensure a focus on national priorities as well as identifying specific school priorities. In meeting these priorities, the school undertakes to work within the National Administration Guidelines framework.

The Board will document and maintain an ongoing programme of reporting, self-review and community consultation over a five-year period. These reports will form the basis for deciding priorities for school development and improvement. The charter, strategic plan, annual plan, student achievement and learning programmes will be reviewed annually. Our school's Catholic Character will be reflected in all aspects of the school's life and will be a consideration in the setting of all goals.



Strategic Goal 1: Special Character

Our students develop a personal relationship with God and grow in knowledge of Jesus the Good Shepherd, living and experiencing his values on a daily basis.

Strategic Programme	Current Reality	2018 Initiatives	2019 Initiatives	2020 Initiatives	3 Year Outcome
Review of one dimension of Catholic Special Character	- Requirement from Diocese - Regular review happening	Review of Religious Education Measures of Success Recommendations inform 2019 planning	Review of Catholic Community Measures of Success Recommendations inform 2020 planning	Review of Pastoral Care Measures of Success Recommendations inform 2021 planning	Regular review of three dimensions of Catholic Special Character ensure sustainable process of continuous improvement
Implementation of previous year's review of on dimension of Catholic Special Character	- Reviews happening on cyclical basis - Recommendations informing forward planning	Implement Recommendations from 2017 review of Pastoral Care Measures of Success 2018 planning reflects recommendations of 2017 review	Implement Recommendations from 2018 review of Religious Education Measures of Success 2019 planning reflects recommendations of 2018 review	Implement Recommendations from 2019 review of Catholic Community Measures of Success 2020 planning reflects recommendations of 2021 review	Regular review of three dimensions of Catholic Special Character ensure sustainable process of continuous improvement

Strategic Goal 2: Independent Learning

Our students are provided with a stimulating learning environment that allows them to develop to their individual potential.

Strategic Programme	Current Reality	2018 Initiatives	2019 Initiatives	2020 Initiatives	3 Year Outcome
Teaching staff who effectively promote students' ownership of and participation in learning	- Principal and teacher appraisal process have identified the need for greater consistency in student ownership of their learning 67% of teachers rate themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 1 and 2	- Development of Central Catholic Community of Learning - Design and review of Good Shepherd School Curriculum Measures of Success - 95% of teachers rate themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 1 and 2.	- Development of Central Catholic Community of Learning - Implementation of Good Shepherd School Curriculum Measures of Success - 95% of teachers rate themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 1 to 4	- Sustaining of Central Catholic Community of Learning - Unique Good Shepherd School Curriculum embedded Measures of Success 100% of teachers rate themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 1 to 6	Students are active participants in their own learning Students are able to talk clearly about their learning Curriculum reflects focus on student ownership of their learning



		- 67% of teachers rate themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 3 and 4	- 67% of teachers rate themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 5 and 6		
Learning spaces that effectively provide flexibility to enhance teaching and learning	- Two classes are effectively providing flexibility to enhance teaching and learning	Investigate combining two classrooms into a flexible learning space Measures of Success Two flexible learning spaces in place	Investigate combining two classrooms into a flexible learning space Measures of Success Six flexible learning spaces in place	Investigate building of new classrooms to provide flexible learning options throughout the school Measures of Success Purpose built classrooms planned to provide flexible learning spaces	Learning spaces at Good Shepherd School effectively provide flexibility to enhance teaching and learning 90% of GSS provides flexible learning spaces
Students use a range of digital technologies to support their learning	- All classrooms have access to a range of digital technologies - Digital technologies are regularly used in classroom programmes 70% of teachers rate themselves at stage 3 or above in Dimension 1, 2 and 3 of <i>ELPF tool</i>	Targeted PLD Organisational structures Measures of Success 75% of teachers rate themselves at stages 3 or above in Dimensions 1, 2 and 3 of <i>ELPF tool</i>	Continue targeted PLD Further develop organisational structures Measures of Success 90% of teachers rate themselves at stages 3 or above in Dimensions 1, 2 and 3 of <i>ELPF tool</i>	Embed targeted PLD Measures of Success 100% of teachers rate themselves at stages 3 or above in Dimensions 1, 2 and 3 of <i>ELPF tool</i>	Digital technologies are used to support learning in all classrooms All teachers use a range of digital technologies confidently
Equity and excellence for Pasifika learners	- A range of assessment information indicates our Pasifika students do not do as well as other ethnic groups in literacy and numeracy - 29% of ESOL students are from Pasifika groups as at end 2017	- Development of Central Catholic Community of Learning - Review and further develop ESOL programmes Measures of Success National Standards data in reading, maths and writing	- Development of Central Catholic Community of Learning - Review and further develop ESOL programmes Measures of Success National Standards data in reading, maths and writing	- Development of Central Catholic Community of Learning - Review and further develop ESOL programmes Measures of Success National Standards data in reading, maths and writing	Pasifika students as a group are achieving at the same standard in literacy and numeracy as other ethnic groups



Strategic Goal 3: Wellbeing

Our students develop habits and skills to support their physical, emotional, spiritual and mental wellbeing.

Strategic Programme	Current Reality	2018 Initiatives	2019 Initiatives	2020 Initiatives	3 Year Outcome
Building of a resilient community	<ul style="list-style-type: none"> - Groups within the community have shared their thoughts on resilience - Definition of resilience co-constructed with all members of community - No specific resilience programmes in place <p>Resilience survey data collected during term 1, 2017</p>	<ul style="list-style-type: none"> - School wide programmes on resilience - Programme for wider community - parents / caregivers - Communication strategy <p><i>Measures of Success</i> Resilience survey data (to be collected end 2018)</p>	<ul style="list-style-type: none"> - Develop resilience programmes for students and whanau - Further develop effective communication processes <p><i>Measures of Success</i> Resilience survey data (to be collected end 2019)</p>	<ul style="list-style-type: none"> - Embed resilience programmes and communication processes <p><i>Measures of Success</i> Resilience survey data (to be collected end 2020)</p>	All members of the school understand the concept of resilience and demonstrate resilience in their lives



Strategic Goal 4: Sustainability & Environmental Awareness

Our students are aware of the impact of their actions on the environment and the role of sustainability in protecting it.

Strategic Programme	Current Reality	2018 Initiatives	2019 Initiatives	2020 Initiatives	3 Year Outcome
Waste reduction / recycling	<ul style="list-style-type: none"> - Some recycling of paper occurring - Students encouraged to take lunch scraps home <p>Statistics from Waste Audit 2016 indicate that 74% of the waste currently going to landfill could be recycled</p>	<ul style="list-style-type: none"> - Recycling of commingled recyclables - Effective composting - Reduction in plastic food wrappers <p>Measures of Success Statistics from Waste Audit 2018 indicate that 50% of the waste going to landfill could be recycled</p>	<ul style="list-style-type: none"> - Recycling of commingled recyclables - Effective composting - Reduction in plastic food wrappers <p>Measures of Success Statistics from Waste Audit 2019 indicate that 25% of the waste going to landfill could be recycled</p>	<ul style="list-style-type: none"> - Enviroschools Programme <p>Measures of Success Statistics from Waste Audit 2020 indicate that 0% of the waste going to landfill could be recycled</p>	<p>Commitment from all members of the GSS community to reducing waste. Systems in place to reduce waste.</p>
Garden to table and healthy food and nutrition	<ul style="list-style-type: none"> - Garden Club established but few parents and students involved at the moment - Have had some 'garden to table' programmes in place in the past <p>12 students and 1 adult involved in the programme / Garden Club at the moment</p>	<ul style="list-style-type: none"> - Involvement of community - Recycling processes - Garden Club - Curriculum focus on healthy food and nutrition - Garden to Table - Life Education Caravan focus on healthy food and nutrition <p>Measures of Success 20 students and 2 adults involved in the programme / Garden Club</p>	<ul style="list-style-type: none"> - Implement Garden to Table - Curriculum focus on healthy food and nutrition <p>Measures of Success 30 students and 3 adults involved in the programme / Garden Club</p>	<ul style="list-style-type: none"> - Curriculum focus on healthy food and nutrition <p>Measures of Success 40 students and 4 adults involved in the programme / Garden Club</p>	<ul style="list-style-type: none"> - Strong Garden Club in place - Students actively participating - School wide understanding about healthy food and nutrition

APPENDIX**Annual Plan 2018**

Measure of Success Key:

Achieved

Likely to be
achieved by
end 2018Will not be
achieved in
2018**STRATEGIC GOAL 1: Special Character****Strategic Programme:** Review of one dimension of Catholic Special Character**3 YEAR OUTCOME:**

Regular review of three dimensions of Catholic Special Character ensure sustainable process of continuous improvement

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Review of Religious Education	All stakeholders involved in reviewing GSS provision of Religious Education	Recommendations inform 2019 planning	<ul style="list-style-type: none"> * Set up board subcommittee to plan review * Conduct review * Report to Proprietor 	SC/JH SC/JH/ BOT BOT	Term 2 Term 3 Term 4	

Strategic Programme: Implementation of previous year's review of on dimension of Catholic Special Character**3 YEAR OUTCOME:**

Implementation of previous year's review of on dimension of Catholic Special Character

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Implement Recommendations from 2017 review of Pastoral Care	Recommendations from 2017 review of Pastoral Care are implemented	2018 planning reflects recommendations of 2017 review	<ul style="list-style-type: none"> * Re-establish the cultural leaders role for 2018 * Establish networking morning teas to support ethnic minorities in the school 	SLT SLT SLT/all	Term 1 Term 1 and	

			<ul style="list-style-type: none"> * Use whole school resources to create a Pumanawa style learning of our cultures * Look into a restorative practice model to investigate how it best meets the needs to GSS * Use the Bullying Prevention Team to follow up on students who identify themselves as being bullied. * External Review (2016) Evidence of Prayer and Liturgical across the school in workbooks 	<p>teachers</p> <p>DRS team</p> <p>Bullying Prevention Team</p> <p>DRS team</p>	<p>ongoing</p> <p>Term 1</p> <p>Once a term</p> <p>TOD and ongoing</p>	
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STRATEGIC GOAL 2: INDEPENDENT LEARNING

Strategic Programme: Teaching staff who effectively promote students' ownership of and participation in learning

3 YEAR OUTCOME:

Students are active participants in their own learning

Students are able to talk clearly about their learning

Curriculum reflects focus on student ownership of their learning

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Engagement in Central Catholic Community of Learning (CoL)	<p>Professional development in line with CoL objectives well established.</p> <p>WST inquiry has informed teaching practice</p>	67% of teachers rate themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 1 and 2	<ul style="list-style-type: none"> * Appoint Within School Teacher (WST) * Liaise with Across School Teacher (ACT) to develop Theory of Improvement * Disseminate learning from Toopu project to all teachers * Investigate and engage in professional development targeted at achieving goals of CoL 	<p>BOT</p> <p>ACT/ WST/ JH</p> <p>SLT/ WST AST/WST SLT/all teachers</p>	<p>Nov 2017</p> <p>Term 1</p> <p>Term 1 & ongoing</p> <p>Term 1 & ongoing</p>	

Design and review of Good Shepherd School Curriculum	Good Shepherd School Curriculum is captured in a clear learning model	The Good Shepherd Learning Model supports teachers in planning and bringing together KCs, PB4L, cyber safety, inquiry model	<ul style="list-style-type: none"> * Develop a clear inquiry model * Develop a resource bank of ideas to support teachers in focusing and extending thinking through inquiry * Develop a Good Shepherd Learning Model that reflects our unique community 	SLT/all teachers	Term 1 and throughout 2018	
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Strategic Programme: Learning spaces that effectively provide flexibility to enhance teaching and learning

3 YEAR OUTCOME:

Learning spaces at Good Shepherd School effectively provide flexibility to enhance teaching and learning

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Investigate combining two classrooms into a flexible learning space	GSS has made progress in investigating and setting up flexible learning spaces	One flexible learning space is established	* Further develop closer collaboration between Year 3 and 4 teachers	SLT/ KV/ JO	Term 1, 2018	•
		One flexible learning space has been investigated	* Investigate and purchase furniture for new space	BOT/ SLT	Terms 2-4, 2018	

Strategic Programme: Students use a range of digital technologies to support their learning

3 YEAR OUTCOME:

Digital technologies are used to support learning in all classrooms

All teachers use a range of digital technologies confidently

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Targeted PLD	Teachers have engaged in PLD in using digital technologies in classrooms	75% of teachers rate themselves at stage 3 or above in Dimension 1, 2 and 3 of ELPF tool.	<ul style="list-style-type: none"> * Self evaluation against ELPF tool * Access appropriate PLD for teachers 	All teachers SLT	Term 1, 2018 Term 1, 2018	
Organizational structures	Reference to use of digital technologies is embedded in organizational structures at GSS		<ul style="list-style-type: none"> * Include reference to e-learning in planning * Build focus on digital technologies into appraisal process * Use 'buddy classes' to support development of basic computer skills in students 	All teachers SLT All teachers	Term 1, 2018 and ongoing	

Strategic Programme: Equity and excellence achieved for Pasifika learners

3 YEAR OUTCOME:

Pasifika students as a group are achieving at the same standard in literacy and numeracy as other ethnic groups



Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/
Central Catholic Community of Learning	CoL is well established with <i>Across School</i> and <i>Within School</i> facilitators working with classroom teachers	<p>CoL Target: Writing By the end of 2018 we aim to achieve 90% to At or Above the standard, which means we will move 73 boys and 81 Pasifika students from Below the standard to At or Above the standard. Currently it is 82%</p>	<ul style="list-style-type: none"> * Develop Job Description for In-school facilitator * Appoint In-school facilitator * Build focus on Pasifika learners into teaching as inquiry process * Disseminate Toopu project throughout all classrooms 	<p>SLT</p> <p>SLT All teachers</p> <p>In-school facilitator</p>	<p>By end 2017</p> <p>Term 4, 2017</p> <p>2018</p> <p>Term 1, 2018</p>	
ESOL programmes	Effective ESOL programmes are in place to support classroom teachers	<p>CoL Target: Mathematics By the end of 2018 we aim to achieve 90% to At or Above the standard, which means we will move 165 students from Below the standard to At or Above the standard. Currently it is 84%</p> <p>GSS Student Achievement Target 2018: By the end of 2018, 17% of students in Years 2-6 will be achieving Above the National Standards in Mathematics. To achieve this target, the 16 students who are achieving Above the standard at the end of 2017 will need to stay Above, and 11-12 students who were achieving At3 in November 2017 will need to move to Above the standard.</p>	<ul style="list-style-type: none"> * Ongoing review ESOL programmes * Establish ESOL programmes to meet needs of students * Schedule regular monitoring of progress of ESOL students in team PLGs and whole school meetings 	<p>MB/JH MB/JH</p> <p>MB/JH SLT/MB</p>	<p>Ongoing</p> <p>Term 1, 2018</p> <p>Term 1, 2018 and ongoing</p>	•



STRATEGIC GOAL 3: Wellbeing

Strategic Programme: Building of a resilient community

3 YEAR OUTCOME:

All members of the school understand the concept of resilience and demonstrate resilience in their lives

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
School wide programmes on resilience	Programmes in resilience being delivered consistently across all classes	Resilience survey data (to be collected end 2018)	* Administer survey on resilience for students * Incorporate focus on resilience and key competencies in curriculum review and design	SLT SLT	Term 1 Term 1-4 2018	
Programme for wider community - parents / caregivers	Wider community involved in discussions about resilience		* Schedule Home/School partnership meetings focused on resilience	SLT	Terms 2 and 3	
Communication strategy	Regular communication between home and school regarding resilience		* Design website page around Student Wellbeing covering different areas. * Involve PTA in discussions about resilience * Report regularly through the school newsletter * Insert information on resilience programmes onto school website	SLT	Ongoing 2018	

STRATEGIC GOAL 4: Sustainability & Environmental Awareness



Strategic Programme: Waste reduction / recycling

3 YEAR OUTCOME: Commitment from all members of the GSS community to reducing waste.

Systems in place to reduce waste

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Recycling of commingled recyclables	Effective waste reduction/recycling system is in place in appropriate areas of school	Statistics from Waste Audit 2018 indicate that 50% of the waste going to landfill could be recycled	* Set up leadership team	Wastewise team	Beg 2018	•
Effective composting	School effectively separating waste for composting bins and worm farms		* Discuss ongoing maintenance of hungry bins and compost with parent volunteers	Wastewise team	Beg 2018	
Reduction of plastic food wrappers	Students bringing in fewer processed foods for lunches		* Develop action plan with leadership team	Wastewise team	Beg 2018	

Strategic Programme: Garden to table and healthy food and nutrition

3 YEAR OUTCOME:

- Strong Garden Club in place
- Students actively participating
- School wide understanding about healthy food and nutrition

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Involvement of community	Garden Club is well established with involvement from both students and parents/caregivers. Students are able to talk about healthy food and nutrition	20 students and 2 adults involved in the programme / Garden Club	* Insert regular updates in newsletter * Invite involvement from parents/caregivers * Create a page on website focusing on no waste lunches and how we recycle at GSS * Keep the Gardening Club Blog up to date	Wastewise team	Beg 2018	
Garden Club			* Appoint parent coordinator * Include teacher leadership role in Responsibilities/ Delegations	Wastewise team	Terms 3 and 4	



			2018 * Strengthen student leadership role focused on sustainability			
Curriculum focus on healthy food and nutrition			* Evaluate as part of Health and Physical Education curriculum area	SLT/ all teachers	Term 1	
Garden to Table			* Investigate Garden to Table initiative for GSS * Gauge parent support to offer Garden to table programme in 2018	Wastewise team	Terms 3 and 4	