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## Our School Community

Timaru Christian School has undergone a significant amount of growth in a variety of ways over the past few years. In 2016 we extended our class levels so we now offer a Christian Education for Years 1-10. In 2017 TCS became a signatory to the Education (Pastoral Care of International Students) Code of Practice 2016, welcoming our first two international students in Term 4. At the start of 2018, TCS was granted a maximum roll increase which raised the roll cap to 145. With approximately 14 cultures represented in our wider school family, and a large number of students who understand two or more languages, we celebrate the diversity of God's people.

We are a non-denominational Christian school so we have families who attend a wide range of Christian churches in our area.





## Our School's Vision and Values

### Vision and Values

Our school's vision is that we become 'Christ-centred learners with servant hearts'. It is something that we want to have modelled by everyone – board members, teachers, parents and students.

Our school's values are 'Love and Grace through Servanthood, Truth and Perseverance'.

Our symbols represent each of these vision and value qualities:

 <p><b>"Christ-centred"</b> Christ is at the centre of what we do</p> <p>The cross is a symbol of Christ, recognised around the world. The writing in the centre is the Japanese translation of 'Christ'</p>	 <p><b>"learners"</b> We are all learners together</p> <p>The writing in the centre is Chinese for 'student, scholar, learner, trainee, apprentice, novice'.</p>	 <p><b>"Servant Heart"</b> The servant heart of Christ is our ultimate example.</p> <p>The symbol in the middle is an African symbol for 'help me and let me help you'.</p>	 <p><b>"love"</b> We show God's love by the way we act and the things we say.</p> <p>The heart is an internationally recognised symbol of love. The intertwined hearts represent the love we share with others.</p>
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 <p><b>"Grace"</b> We show grace to others because God showed grace towards us.</p> <p>The stalk is an African symbol which reminds us that food is needed for life and that it is God who provides that nourishment for us.</p>	 <p><b>"Servanthood"</b> Choosing to put others before ourselves</p> <p>The bowl and towel reminds us of when Jesus put himself in the position of a servant as He washed His disciples' feet.</p>	 <p><b>"Truth"</b> It is through God's Word that we find truth.</p> <p>This African symbol means 'God is King' and symbolises the majesty and supremacy of God.</p>	 <p><b>"Perseverance"</b> It is through perseverance that we can develop the gifts and talents we have been given. striving for excellence.</p> <p>This Polynesian symbol is used to express courage, dominance, and willpower.</p>
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## Our facilities

Our school is located at 10 Quarry Road, the former site of an intermediate school in Timaru. We occupy the middle level of the three-storey building, one room in the third storey and two rooms in a separate part of the school. A number of other organisations also utilise our site including Timaru Christian Preschool, Air, Army and Sea Training Corps, a music school, a counselling office and a Toy Library.

We have a large grass area which contains a soccer field, another large playing space, a playground, fitness trail, berry gardens, chicken coop, vegetable garden, orchard and greenhouse.





## **Class, Syndicate and House Groups**

Each class has one to two class levels in it. This year our classes are as follows: Year 1/2, Year 1/2, Years 2/3, Years 4/5, Year 6, Years 7/8, Year 9/10. Each class ranges in size from 10-22.

Our junior classes (Years 1-6) are referred to as our 'Teina' team. Teina means 'little brother or sister'. Our senior classes (Years 7-10) are our 'Tuakana' team. Tuakana means 'big brother or sister'. It reflects the sense of community and family that we enjoy at our school.

All students are put into House Groups – Blessing, Honour, Glory and Power. These groups compete for points in sports competitions and tournaments during the year. Older students also assist with supervision and orientation of younger students within their house groups.

## **Cultural Diversity at TCS**

We value the many different cultures represented at our school, with families from over 14 different countries.

As we teach our students about the diversity of God's creation, we encourage students to value their own and others' cultures. We do this in a variety of ways:

- Our school song has a chorus which celebrates the many languages in our school community.
- Whakatauki are displayed in the hallways and related to Scriptures that are relevant.
- Our school's vision and values icons consist of symbols from a variety of cultures.
- Pattern boards displaying patterns from a variety of cultures are displayed around the school.
- Teachers incorporate basic Te Reo commands into the classroom programme. If parents wish for their child's understanding of Te Reo to be extended, we will make every effort to do so.
- Students in Year 5/6 attend a Marae experience every second year, where possible.



- Parents are encouraged to speak to their children in their native language at home to ensure they maintain a strong sense of their family's culture.
- Students in Year 7-8 are taught a second language on a weekly basis. Students in Years 9 and 10 have the option of learning a second language. In the past the languages taught have included Te Reo, NZ Sign Language, and Spanish.
- We hold Multi-cultural days to promote an understanding of different cultures at our school.
- Students are encouraged to pray in their first language.
- If a family asks for more teaching of Te Reo for their child, we can access resources to assist with this.



## **Statement of Faith including Cornerstone Approach**

The 'Special Character' of Timaru Christian School sets it apart from other schools, having begun its life as an independent school in 1996. In 1998 the proprietor of the school (North Haven Ltd) entered into a partnership with the Crown enabling it to teach the New Zealand Curriculum from a Biblical worldview. The proprietor delegates all proprietor responsibilities to the Timaru Christian School Trust which was originally formed to establish the school.

### **Statement of Faith – what we believe**

1. I believe in the one true and living God, eternal in three persons, Father, Son and Holy Spirit, the Creator of heaven and earth.
2. I believe that the Holy Scriptures are the only inspired and infallible written revelation of God to man and the supreme authority in all matters of life and faith.
3. I believe that man was created in the image and likeness of God, to have dominion over the earth and to do all things to the glory of God.
4. I believe that all have sinned, falling short of the glory of God, and come under His righteous judgement.
5. I believe in Jesus Christ, the only begotten Son of the Father, conceived of the Holy Spirit, born of the virgin, crucified, died and was buried. On the third day He was raised from the dead. He ascended into heaven and sits at the right hand of God the Father and will personally return in glory to judge the living and the dead.
6. I believe by God's grace, through the work of the Holy Spirit, we are saved if we turn from our sin and believe in Jesus Christ as our Lord and Saviour.
7. I believe in the bodily resurrection of all mankind to the eternal blessedness of the saved and everlasting punishment of the lost.
8. I believe in the on-going work of the Holy Spirit to equip, inspire, empower and encourage God's people to witness and work in faith.
9. I believe in one holy universal church, of which Christ is Head. He draws together the Body of believers by His Spirit and Word, through faith and unity of purpose to further the Kingdom of God.
10. I believe in God-centred education providing the foundation of all learning, teaching the Lordship of Christ in our world.
11. I believe that God has given parents the responsibility to train their children according to His Word, and therefore acknowledge that the school is an extension of the home.



At Timaru Christian School we have developed the Cornerstone Approach to our teaching and learning programmes. It ensures that everything is based on a Christian Worldview.


All topic units have four key elements: Vocabulary, Special Character/Tikanga, Inquiry, Presentation. We believe that by covering each of these aspects, we are developing skills and understanding in our students which are important to our school community.

Planning and Assessment documents all incorporate the Cornerstone Approach to ensure we are consistent across all levels.






## Strategic Plan


<b>Vision:</b> Christ-centred learners with servant hearts	<b>Timaru Christian School</b> <b>Strategic Long-term plan 2018-2020</b>			
	<b>2018</b>	<b>2019</b>	<b>2020</b>	
<b>Strategic Goal One:</b> <ul style="list-style-type: none"><li>To have a Biblically-embedded curriculum</li></ul>	<ul style="list-style-type: none"><li>Continue to develop the Year 9/10 programme to ensure coherence across the school and that it is based on a Christian Worldview</li><li>Develop a shared understanding of the school's Statement of Faith, vision and values qualities and how they should be taught and evaluated across the school</li></ul>			
<b>Strategic Goal Two:</b> <ul style="list-style-type: none"><li>To have strong community partnerships</li></ul>	<ul style="list-style-type: none"><li>Develop partnerships with Christian schools outside of our local area</li><li>Develop partnerships with other local schools and ECEs through membership in the Kahui Ako</li></ul>	<ul style="list-style-type: none"><li>Develop partnerships with other local schools and ECEs through membership in the Kahui Ako</li></ul>	<ul style="list-style-type: none"><li>Develop partnerships with other local schools and ECEs through membership in the Kahui Ako</li></ul>	
<b>Strategic Goal Three:</b> <ul style="list-style-type: none"><li>To have motivated, enthusiastic learning and discipleship</li></ul>	<ul style="list-style-type: none"><li>Whole school community actively involved in learning</li><li>Students and teachers critique situation from a Christian worldview</li><li>Develop effective and meaningful assessment procedures across all curriculum areas</li><li>Strengthen moderation (ERO recommendation)</li></ul>	<ul style="list-style-type: none"><li>Senior Students assist with discipleship in Teina</li><li>Students direct learning more within the classroom</li><li>Develop effective and meaningful assessment procedures across all curriculum areas</li><li>Strengthen moderation (ERO recommendation)</li></ul>	<ul style="list-style-type: none"><li>Develop effective and meaningful assessment procedures across all curriculum areas</li></ul>	




## Annual Plan 2018

<b>Vision:</b> Christ-centred learners with servant hearts		<b>Annual Plan – Strategic Goal 1</b> <i>To have a Biblically-embedded curriculum</i>							
Baseline Data (why the goal was chosen)	Annual Goals and Targets	Actions to Achieve (How will we know)	Lead by:	Time Frame					
				2018 – Term				Year	
				1	2	3	4	2019	2020
In Term 4, 2015, the Board developed a new vision and values. It is significantly different to the previous mission/vision and values and so we need to inform the school community and implement it in order to achieve our strategic aims which are related to that vision. With new staff joining the teaching and support teams, from a variety of backgrounds, it is important we are consistent in our application of the school's values and vision.	<ul style="list-style-type: none"><li>Develop a shared understanding of the school's Statement of Faith, vision and values qualities and how they should be taught and evaluated across the school</li></ul>	<ul style="list-style-type: none"><li>Work through the two values (Love and Grace in 2018), considering what they mean and look like within a school context.</li><li>Determine what changes need to be made to our teaching and learning programme, and to procedures/policies etc (action plan).</li><li>Evaluate action plan. Determine next steps.</li></ul>	BR	√	√	√	√	√	√
			BR / Staff	√				√	√
			BR / Staff	√			√	√	√
	<ul style="list-style-type: none"><li>Continue to develop the Year 9/10 programme to ensure coherence across the school and that it is based on a Christian Worldview</li></ul>	<ul style="list-style-type: none"><li>Back-map from NCEA Level One back to Years 10 and 9, connecting with Year 7/8 expectations eg I Can's/ Learning Outcomes etc</li></ul>	GP/ RG/ BR	√	√	√	√	√	√




<b>Vision:</b> Christ-centred learners with servant hearts	<b>Annual Plan – Strategic Goal 2</b> <i>To have strong community partnerships</i>									
Baseline Data (why the goal was chosen)	Annual Goals and Targets	Actions to Achieve (How will we know)	Lead by:	Time Frame						
				2018 – Term				Year		
				1	2	3	4	2019	2020	
Being isolated from other Christian Schools (nearest Christian school is in Ashburton), it is important that we make a conscious effort to make connections with other Christian Schools in the NZACS network so we can share knowledge and encourage one another.	<ul style="list-style-type: none"><li>Develop partnerships with Christian schools outside of our local area</li></ul>	<ul style="list-style-type: none"><li>Each class will select a Christian School to communicate with over the year. Teachers will work to make that connection.</li><li>Students and teachers will find a way to develop a relationship with that school throughout the year.</li><li>Principal and Deputy Principal will attend the NZACS Leadership Conference in Rotorua in April.</li><li>Teachers will visit ACS (Ashburton Christian School) during their retreat at the start of the year.</li></ul>	Staff  Staff BR/GP  Staff	√  √ √  √						
As a member of the Timaru South Kahui Ako, we will be aiming to developing partnerships with other locals schools and ECES to achieve the achievement challenges (yet to be determined).	<ul style="list-style-type: none"><li>Develop partnerships with other local schools and ECES through membership in the Kahui Ako</li></ul>	<ul style="list-style-type: none"><li>Contribute to Kahui Ako discussions, providing information, sharing ideas, attending meetings etc as determined by the Lead Principals.</li></ul>	Staff	√	√	√	√	√	√	√




<b>Vision:</b> Christ-centred learners with servant hearts	<b>Annual Plan – Strategic Goal 3</b> <i>To have motivated, enthusiastic learning and discipleship</i>								
Baseline Data (why the goal was chosen)	Annual Goals and Targets	Actions to Achieve (How will we know)	Lead by:	Time Frame					
				2018 – Term				Year	
				1	2	3	4	2019	2020
Students do not learn in isolation so it is important that we work with the whole school community to ensure we are all contributing to their learning. It also reflects the practice of many of the cultures represented within our school.	<ul style="list-style-type: none"><li>Whole school community actively involved in learning</li></ul>	<ul style="list-style-type: none"><li>Ask parents/school community which skills/knowledge they have that they could share with the school.</li><li>Create a school community profile sheet and match names to upcoming studies / focus areas. Teachers aim to bring in expert at least once per term.</li><li>Reading Information Evening – showing parents what they can do to help their child in reading at home.</li></ul>	BR  Staff  BR/Staff	√					
It is important that our students are equipped to explain what they believe and why by the time they leave at the end of Year 10. Our Apologetics programme assists with this in Years 7-10 but it is important that students are critical about what they are seeing and hearing from an early age. They need to be taught those skills in an explicit manner.	<ul style="list-style-type: none"><li>Students and teachers critique situation from a Christian worldview</li></ul>	<ul style="list-style-type: none"><li>Discuss, as a staff, the importance of critiquing from a Christian worldview. What would it look like etc?</li><li>Create some useful prompting questions that can be used in the classroom across all topics.</li><li>Display and use those questions on a weekly basis.</li><li>Evaluate the ability of selves and students in achieving the target.</li></ul>	BR / Staff	√	√	√	√		





<b>Vision:</b> Christ-centred learners with servant hearts	<b>Annual Plan – Strategic Goal 3 continued</b> <i>To have motivated, enthusiastic learning and discipleship</i>									
Baseline Data (why the goal was chosen)	Annual Goals and Targets	Actions to Achieve (How will we know)	Lead by:	Time Frame						
				2018 – Term				Year		
				1	2	3	4	2019	2020	
Our 2017 ERO Review team recommended that we prioritise specific areas for improvement, include deep investigation and rigorous sense-making processes. By doing so within the context of assessment, we will be able to better determine meaningful next steps for our students.	<ul style="list-style-type: none"><li>Develop effective and meaningful assessment procedures across all curriculum areas</li></ul>	<ul style="list-style-type: none"><li>Determine what we need to assess and justify why.</li><li>Determine where the information will be gathered from.</li><li>Determine how we will use that assessment information.</li><li>Determine how we will record that information over time.</li></ul>	BR / Staff	√	√	√	√	√	√	
				√	√	√	√	√	√	
				√	√	√	√	√	√	
				√	√	√	√	√	√	
Our 2017 ERO Review identified that moderation within our school could be strengthened further. By doing so, we would gain a better shared understanding of expectations of our students and assist one another in setting future goals for students.	<ul style="list-style-type: none"><li>Strengthen moderation (ERO recommendation)</li></ul>	<ul style="list-style-type: none"><li>Set up a plan for moderation across subjects, across the school year.</li><li>Take part in moderation 1-2 times per term.</li><li>Based on feedback/evaluation, create a moderation timetable future years.</li></ul>	BR/Staff	√						
			RG/WH	√	√	√	√			
			BR/Staff				√	√	√	



<b>Vision:</b> Christ-centred learners with servant hearts	<b>Annual Plan – Strategic Goal 3 continued</b> <i>To have motivated, enthusiastic learning and discipleship</i>								
Baseline Data (why the goal was chosen)	Annual Goals and Targets	Actions to Achieve (How will we know)	Lead by:	Time Frame					
				2018 – Term				Year	
				1	2	3	4	2019	2020
Data at the end of 2017 showed that students in Year 1 were not achieving at their expected level. 45.5% of students (5 out of 11 students) were reading below their expected level and 63.6% (7 out of 11 students) were not writing at the expected level at the end of 40 weeks at school. Those students need to experience accelerated learning and processes need to be put in place to ensure this does not occur in the future. There were a variety of reasons for this result; behavioural issues were a significant cause.	<ul style="list-style-type: none"><li>By the end of the year, all Year 2 students will be reading at their expected level.</li><li>By the end of 40 weeks at school, all students will be achieving at their expected level in Reading and Writing.</li></ul>	<ul style="list-style-type: none"><li>Year 2 students will be split among 3 classes</li><li>Term-by-term goals will be set up with expectations of specific achievement targets for students in Years 1-3 eg sight words, spelling words, reading level etc</li><li>Term goals will be reviewed, evaluated and support provided as required through teacher professional development and resourcing</li><li>Senior teacher will observe in the junior classrooms and provide feedback to the teachers on programme delivery.</li><li>Using information from Understanding Behaviours and Responding Safely workshops (completed in 2017), develop school-wide plan for managing challenging behaviour.</li></ul>	BR  GP  GP  GP  BR/Staff	√  √  √  √  √	  √  √  √  √	  √  √  √  √	  √  √  √  √	        	        



### Curriculum Review and Development

	A (2020)	B (2021)	C (2018)	D (2019)
<b>Curriculum Development</b>	Reading Scripture The Arts	Maths Written Language	PE/Health Social Sciences	Science Technology Learning Languages
<b>Curriculum Review</b>	Term 2 - PE/Health Term 3 - Social Sciences	Term 2 – Science Term 3 – Technology	Term 2 – Reading Term 3 – Scripture The Arts	Term 2 – Maths Term 3 - Written Language Learning Languages



### Policy review timetable

<b>Operational Policies</b>	<b>Last Reviewed</b>	<b>Next Review</b>
Health and Safety	Term 2, 2016	Term 2, 2019
Cybersafety	Term 3, 2016	Term 3, 2019
Personnel	Term 3, 2017	Term 2, 2020
Privacy	Term 4, 2017	Term 4, 2020
Finance and Property	Term 4, 2017	Term 4, 2020
Protected Disclosure	Term 2, 2015	Term 2, 2018
Reporting to the Board	Term 2, 2015	Term 2, 2018
Responsibilities of the Principal	Term 2, 2015	Term 2, 2018
Curriculum	Term 3, 2015	Term 3, 2018
Equal Employments Opportunities Policy	Term 3, 2017	Term 3, 2020
Creative Commons Copyright Policy	Term 1, 2016	Term 1, 2019
Child Protection Policy	Term 2, 2016	Term 2, 2019
International Student Policy	Term 2, 2017	Term 2, 2018
International Student Refund Policy	Term 2, 2017	Term 2, 2018
International Student Fee Protection Policy	Term 2, 2017	Term 2, 2018

<b>Governance Policies</b>	<b>Last Reviewed</b>	<b>Next Review</b>
Governance Definition	Term 1, 2017	Term 1, 2020
Meeting Process	Term 1, 2017	Term 1, 2020
Relationships	Term 3, 2016	Term 4, 2019
Role Definition	Term 3, 2016	Term 4, 2019
Committee Principles/Delegations	Term 4, 2017	Term 4, 2020





Board Orientation	Term 3, 2015	Term 3, 2018
Trustee Register	Term 3, 2015	Term 3, 2018
Board Review	Term 4, 2015	Term 1, 2019
Triennial Review Procedure	Term 4, 2015	Term 4, 2018
Code of Conduct	Term 3, 2015	Term 3, 2018

### **Procedure review timetable**

<b>Curriculum – NAG 1</b>	<b>Last Reviewed</b>	<b>Next Review</b>
C1 Special Character Education	Term 3, 2015	Term 3 2018
C2 Assessment	Term 3, 2015	Term 3, 2018
C3 Cultural Diversity	Term 1, 2017	Term 1, 2020
C4 Special Needs including Remedial, GATE, ESOL	Term 3, 2017	Term 3, 2020
C5 Health Education – every two years	Term 2, 2017	Term 2, 2019
C6 Homework	Term 1, 2015	Term 1, 2018
C7 EOTC	Term 4, 2016	Term 4, 2019
C8 Curriculum	Term 3, 2015	Term 3, 2018
C9 Cybersafety	Term 3, 2016	Term 3, 2019

<b>Strategic Planning / Self-Review / Reporting – NAG 2</b>	<b>Last Reviewed</b>	<b>Next Review</b>
RPR1 School Planning and Reporting	Term 4, 2015	Term 4, 2018
RPR2 Curriculum Review	Term 2, 2015	Term 2, 2018
RPR3 Reporting to Parents and the wider community	Term 2, 2015	Term 2, 2018



<b>Employment and Personnel – NAG 3</b>	<b>Last Reviewed</b>	<b>Next Review</b>
PS1 Appointment Procedure	Term 3, 2017	Term 3, 2020
PS2 Appraisal	Term 3, 2016	Term 2, 2019
PS3 Beginning Teachers	Term 1, 2017	Term 1, 2020
PS4 Management Units	Term 4, 2017	Term 4, 2020
PS5 Complaints	Term 3, 2015	Term 3, 2018
PS6 Protected Disclosure	Term 2, 2015	Term 2, 2018
PS7 Staff Leave	Term 1, 2017	Term 1, 2020
PS8 Classroom Release Time	Term 4, 2017	Term 4, 2020
PS9 Teacher Registration and Police Vetting	Term 3, 2015	Term 3, 2018
PS10 Personal Grievance	Term 2, 2017	Term 2, 2020
PS11 Staff Laptops	Term 2, 2017	Term 2, 2020

<b>Finances - NAG 4i</b>	<b>Last Reviewed</b>	<b>Next Review</b>
F1 Monitoring Expenditure	Term 2, 2017	Term 1, 2018
F2 Credit Card	Term 1, 2015	Term 1, 2018
F3 Gifts	Term 1, 2015	Term 1, 2018
F4 School Expenses	Term 1, 2015	Term 1, 2018
F5 Travel Expenditure	Term 1, 2015	Term 1, 2018
F6 Financial Management	Term 2, 2017	Term 1, 2018



<b>Property - NAG 4ii</b>	<b>Last Reviewed</b>	<b>Next Review</b>
PP1 School Security	Term 2, 2016	Term 2, 2019
PP2 Asset Register	Term 2, 2016	Term 2, 2019
PP3 Property Maintenance	Term 2, 2017	Term 3, 2019

<b>Health and Safety – NAG 5</b>	<b>Last Reviewed</b>	<b>Next Review</b>
HS1 Care and Management of Children	Term 3, 2015	Term 3, 2018
HS2 Supervision of Students	Term 1, 2016	Term 1, 2019
HS3 Staff Health and Safety	Term 2, 2016	Term 2, 2019
HS4 Sun Safety (as per policy)	Term 2, 2016	Term 4, 2019
HS5 Harassment	Term 4, 2015	Term 4, 2018
HS6 Evacuation Plan	Term 4, 2017	Term 4, 2020
HS7 Disaster and Crisis Management Plan	Term 3, 2016	Term 3, 2019
HS8 Pandemic Management	Term 3, 2016	Term 3, 2019
HS9 Head Lice	Term 2, 2015	Term 2, 2018
HS10 HIV and infectious diseases	Term 4, 2016	Term 4, 2019
HS11 Food and Nutrition	Term 3, 2015	Term 3, 2018
HS12 Positive Guidance (Behaviour Management)	Term 4, 2017	Term 4, 2020
HS13 School Closure	Term 2, 2017	Term 2, 2020
HS14 Separated Parents	Term 1, 2017	Term 1, 2020
HS15 Visitors	Term 2, 2016	Term 2, 2018
HS16 Abuse Reporting Procedure	Term 4, 2017	Term 4, 2020
HS17 Accidents, Illness and Injury	Term 4, 2017	Term 4, 2020
HS18 Administering Medicines	Term 2, 2016	Term 1, 2019



HS19 Bicycles	Term 1, 2017	Term 1, 2020
HS 20 Smokefree Schools	Term 1, 2017	Term 1 2020
HS 21 Search and Retention	Term 2, 2017	Term 2, 2020

<b>Legislation – NAG 6</b>	<b>Last Reviewed</b>	<b>Next Review</b>
LR1 Enrolment	Term 4, 2015	Term 4, 2018
LR2 Attendance	Term 3, 2016	Term 4, 2018
LR3 Privacy Guidelines	Term 4, 2017	Term 4, 2020

<b>Other</b>	<b>Last Reviewed</b>	<b>Next Review</b>
O1 Parent Helpers	Term 2, 2016	Term 4, 2018
O2 Uniform	Term 4, 2015	Term 4, 2018