



# **Charter 2017**

**(Approved 22 February 2017**

**Amended 5 April 2017)**

# Introduction

## Our school

Plimmerton has been home to families for hundreds of years. In earlier times it was known as Taupō and inhabited by Ngāti Toa and Te Rauparaha. Its proximity to the city of Wellington (25km by motorway), and to Porirua (6km), means that it has all the advantages of city life, yet retains its own coastal community flavour.

Plimmerton School is a Year 1 to 8 primary school with about 500 students. Its ethnic makeup is approximately 12% Māori, 82% NZ European, 2% Pasifika and 4% Asian.

We are proud to have a professional, collaborative staff team, interested and involved parents, a supportive Board of Trustees, and an active Parent Teacher Association.

The school is set close to the sea on a large bush-covered site with expansive grounds. Facilities include 24 classrooms, a hall, an Arts Centre, a heated covered swimming pool, library and an attached Technology Centre. The school is very well equipped with modern equipment, teaching aids and technology.

## Cultural diversity

Plimmerton School respects the diverse ethnic and cultural heritage of people living in New Zealand, and acknowledges the unique place of Māori. The school fosters participation and success of Māori students through Māori educational initiatives consistent with the principles of the Treaty of Waitangi, such as instruction in tikanga Māori and Te Reo Māori. The school enjoys a good relationship with Hongoeka Marae. An iwi representative is co-opted to the Board of Trustees. A kapa haka group supports the practice of powhiri for welcoming new families and staff to the school.

The school acknowledges that there may be times when parents ask for further instruction in Te Reo Māori for their children, particularly if those students have already developed a higher level of knowledge and ability. All requests will be considered by the Board of Trustees, with guidance from the Ministry of Education. The board will take reasonable steps to provide further instruction, within the constraints of:

- availability of personnel with the requisite skills and qualifications;
- financial viability; and
- availability of accommodation within the school.

## Consultation

The Charter is reviewed annually by the Board of Trustees. The current strategic plan was updated in 2015 following a workshop with teachers and input from student board data and voice, parent survey (2015), staff survey (2014), staff exit interviews, and the school's 2014 Education Review Office (ERO) report. Parents were invited to comment on the strategic plan via the school's website. Input was sought from iwi via the Board of Trustees iwi representative.

# Strategic section

This section sets out Plimmerton School’s strategic direction and general priorities. **This will be updated during 2017 following community consultation and after consideration of new Ministry of Education planning and reporting requirements to be introduced in 2017.**

## Our vision/mission

*To provide a learning environment that prepares children for life*

This means that we:

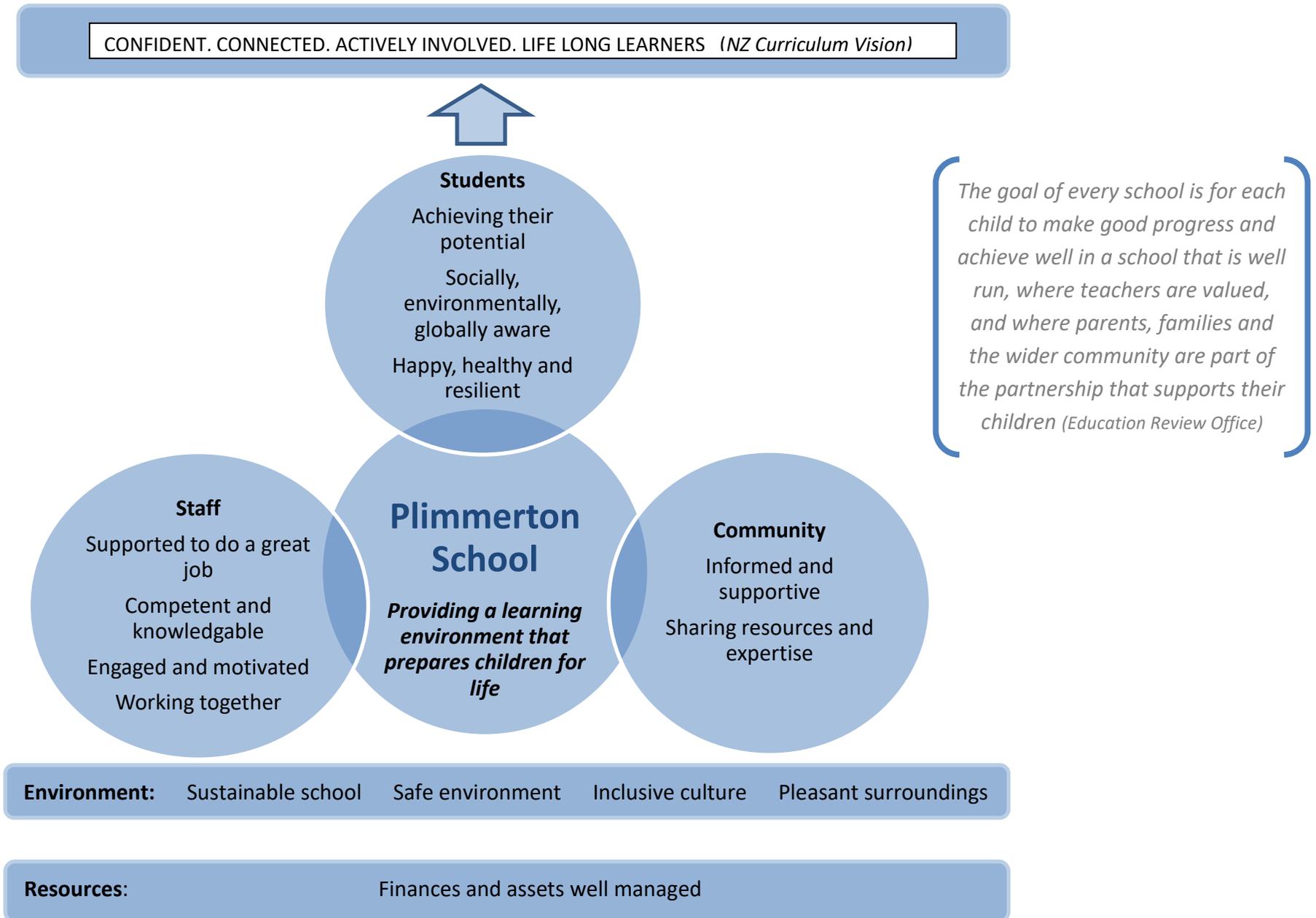
- instil a love of learning
- challenge, motivate and expand minds
- are creative, innovative and have the courage to change
- equip learners with skills and tools for the future
- inspire all within a culture of respect.

## Our values

<b>R</b> esilience	<b>E</b> nergy	<b>S</b> ustainability	<b>P</b> ride	<b>E</b> xcellence	<b>C</b> ollaboration	<b>T</b> rust
<ul style="list-style-type: none"><li>• We strive to build inner strength</li><li>• We accept help and support</li><li>• We bounce back</li><li>• We know our strengths</li><li>• We take risks</li></ul>	<ul style="list-style-type: none"><li>• We are passionate</li><li>• We get excited</li><li>• We project enthusiasm</li><li>• We inspire</li><li>• We have fun</li><li>• We pour ourselves into what we do</li></ul>	<ul style="list-style-type: none"><li>• We understand good practice</li><li>• We think about and act for the future</li><li>• We acknowledge the past</li><li>• We value our resources</li></ul>	<ul style="list-style-type: none"><li>• We stand together</li><li>• We value diversity</li><li>• We commit to collective agreements</li><li>• We walk the talk</li><li>• We play our part</li><li>• We do our best</li><li>• We are accountable</li></ul>	<ul style="list-style-type: none"><li>• We have high expectations</li><li>• We are innovative</li><li>• We ask the hard questions</li><li>• We are open to new ideas</li><li>• We embrace change</li><li>• We evaluate</li><li>• We are life-long learners</li></ul>	<ul style="list-style-type: none"><li>• We learn from each other</li><li>• We share our knowledge</li><li>• We contribute ideas</li><li>• We offer resources</li><li>• We look to others</li></ul>	<ul style="list-style-type: none"><li>• We communicate</li><li>• We listen</li><li>• We are supportive</li><li>• We are respectful</li><li>• We are constructive</li><li>• We operate with good intent</li></ul>

## Where we want to be

*Achieving our vision requires our students, staff and community to work closely together, supported by a positive environment and the right resources*



## What we are going to focus on

Our strategic goals and actions aim to address the gap between where we are now and where we want to be in the future.

Focus area	Goals	Strategic actions 2017 - 18
<b>Students</b>	<p>Improve outcomes for all students, with a particular focus on priority learners</p> <p>Continue to improve student resilience and respectful relationships</p>	<ul style="list-style-type: none"> <li>• Embed and consolidate digital learning strategy</li> <li>• Annual staff and community refresher of behaviour responsibility model</li> <li>• Strengthen self-esteem, personal responsibility, resilience and social skills programmes</li> <li>• Incorporate more student voice</li> <li>• Use data to reflect on practice and target interventions</li> <li>• Implement extension programmes for students showing talent in one or more area</li> <li>• Implement and extend a programme of sequential te reo me tikanga Māori learning that will be available to all students as they progress through the school</li> </ul>
<b>Staff</b>	<p>Develop and grow digital learning capability</p> <p>Attract and retain high quality staff</p> <p>Maintain or improve staff engagement</p>	<ul style="list-style-type: none"> <li>• Embed and consolidate digital technology use strategy through professional development</li> <li>• Implement induction programme and handbook for new staff</li> <li>• Focus on incorporating best practice/ teaching as enquiry</li> <li>• Promote collaboration between syndicates</li> <li>• Refresh strategic plan annually</li> </ul>
<b>Community</b>	<p>Maintain strong community engagement</p> <p>Formalise collaboration with local preschools, schools and college</p> <p>Continue to grow relationship with Hongoeka Marae</p>	<ul style="list-style-type: none"> <li>• Continue to work with the North Porirua Community of Learning to establish achievement challenge</li> <li>• Develop closer relationship with secondary school(s) we contribute to formalise transition along the education journey – from pre-school to college</li> <li>• Expand opportunities for consultation and cooperation with Māori community</li> <li>• Consult with the school community to develop a new strategic plan</li> </ul>
<b>Environment</b>	<p>Continue to provide a safe and healthy environment that promotes high self-esteem and responsible, respectful and right choices</p>	<ul style="list-style-type: none"> <li>• Maintain Environmental/Sustainability Development project</li> <li>• Review health and safety policy procedures in line with new 2015 Health and Safety Act</li> </ul>
<b>Resources</b>	<p>Maintain efficient management of the school's assets and finances</p>	<ul style="list-style-type: none"> <li>• Annual budget developed and targeted towards strategic goals</li> <li>• Sufficiently resource the Digital Strategy</li> <li>• Commence planning for next 5YPP with priority on upgrade of Rooms 7, 8 &amp; 9.</li> </ul>

# Annual section

This section sets out our targets and specific actions for 2017.

## Focus area: Students

### Strategic goals

- Improve outcomes for all students, with a particular focus on priority learners
- Continue to improve student resilience and respectful relationships

#### Objective 1: Reading

##### Baseline data/rationale:

93% of Plimmerton School students achieved at or above the National Standards in reading in 2016. This result fell short of the target of 94% set for the year. It is worth noting that 96% of Year 8 leavers were at or above the standard. The number of English for Speakers of Other Languages (ESOL) students along with our high level special needs students makes 95% of students an aspirational target for 2017. The targeting of groups of students that are close to the border of being below or at the standard to bolster overall school achievement proved effective in 2015 and 2016 this area will be repeated in 2017. A higher proportion of students do not reach the standard in their first year (25%). This is a typical pattern and is reflective of the range of prior reading exposure and pre-schooling that students experience before starting school. Reading recovery has been effective to support the majority of these students and will continue to be maintained.

##### Annual goals and targets - by the end of 2017:

1. **95% of all students** as a whole will be achieving at or above the National Standards in Reading
2. The **7 Māori students who were achieving below** the National Standards in Writing at the end of 2016 will achieve at or above the National Standards.
3. The **27 students who were achieving below** the National Standards in Writing at the end of 2016 will achieve at or above the National Standards.
  - a. Kōwhai Syndicate: 11 Students
  - b. Mana Syndicate: 5 students
  - c. Hongoeka Syndicate: 6 students
  - d. Taupō Syndicate: 5 students

Actions	People	Timeframe	Success indicators
<ul style="list-style-type: none"> <li>• Give high priority to the provision of Reading Recovery and continue to employ an additional Reading Recovery teacher (part time)</li> <li>• Implement annual Curriculum Achievement Action Plan (CAAP) to develop and provide support to tier 2 and 3 students to raise achievement</li> <li>• Purchase new resources as needs identified.</li> <li>• Refine internal moderation practice</li> <li>• Induction for new staff on assessment tools and teaching practices</li> <li>• Review the parent tutor reading programme (PARTS)</li> <li>• Gather, collate and analyse summative data in November</li> </ul>	<p>Jill Symonds (Literacy Leader) Rosemary Oxnam Helen Grindey-Siriman English Committee Team Leaders</p>	<p>Feb - December</p>	<p>Results as per targets</p>

## Objective 2: Writing

### Baseline data/rationale:

90% of students achieved at or above the National Standards in Writing at the end of 2016. This exceeded the target of 87% and represented a 3.5% improvement on 2015 school wide achievement. We will continue to strive for school wide improvement and this will be best achieved by targeting groups of students who are either just below the standard or those who have just met the standard and are at risk of falling below. The Accelerated Literacy Learning (ALL) professional development undertaken from 2014-2016 has led to a reduction in students below the standard. The ALL strategies will be expanded into Hongoeka and Taupō syndicates.

### Annual goals and targets - by the end of 2017:

1. **92% of all students** as a whole will be achieving at or above the National Standards in Writing
2. The **9 Māori students who were achieving below** the National Standards in Writing at the end of 2016 will achieve at or above the National Standards.
3. The **35 students who were achieving below** the National Standards in Writing at the end of 2016 will achieve at or above the National Standards.
  - a. Kōwhai Syndicate: 5 Students
  - b. Mana Syndicate: 7 students
  - c. Hongoeka Syndicate: 11 students
  - d. Taupō Syndicate: 12 students

Actions	People	Timeframe	Success indicators
<ul style="list-style-type: none"> <li>• Continue our Literacy Development in 2017 by consolidating ALL strategies and systems in Kōwhai and Mana Syndicates and extend these into Hongoeka and Taupō syndicates.                             <ul style="list-style-type: none"> <li>• Maintain strategies developed through ALL eg. Frontloading, engagement, knowledge of the learner, explicit teaching, student agency, collaborative planning and teaching, build oral language skills, close monitoring and regular goal setting, use of high interest resources and relevant contexts.</li> <li>• Provide in class support by way of expert observations and coaching</li> <li>• Release time to visit good models of teaching writing</li> <li>• Review results and programme effectiveness to produce recommendations for improvement</li> </ul> </li> <li>• Monitor and refine the use of the writing matrix, and review assessment tools (eAsTTle)</li> <li>• Induction for new staff on assessment tools and teaching practices</li> <li>• Purchase new resources as needs identified.</li> <li>• Implement annual Curriculum Achievement Action Plan (CAAP) to develop and provide support to tier 2 and 3 students to raise achievement.</li> </ul>	Jill Symonds/Kate Excell (Project Leaders) Rosemary Oxnam English Committee Team Leaders	March - December	Results as per targets

Actions (continued from previous page)	People	Timeframe	Success indicators
<ul style="list-style-type: none"> <li>• Continue to develop and refine effective teaching and learning practices, including:               <ul style="list-style-type: none"> <li>• ICT used for to motivate, model &amp; develop skills</li> <li>• Teachers model writing and children taught in groups according to assessment information gathered</li> <li>• Continue to develop our use of Yolanda Soryl Phonological knowledge resources</li> <li>• Models of quality writing used</li> <li>• Digital story-telling will be used for motivation and extension</li> </ul> </li> <li>• Refresher on use of Plimmerton School spelling and phonics programmes</li> <li>• Investigate best practice in developing spelling skills</li> <li>• Continue to develop and refine internal moderation practices</li> <li>• Gather, collate and analyse summative data in November</li> </ul>			

## Objective 3: Maths

### Baseline data/rationale:

89 % of students achieved at or above the National Standards in Mathematics in 2016. This result missed the 2016 target of 90%. This result was comparable to the 88% result from 2015. There appears to be a higher proportion of students not meeting the standards in Year 8. 72% of Māori students were at or above the National Standards in Mathematics in 2016. This is the learning area that needs shows the greatest discrepancy for Māori and non-Māori learners. Specific support and whanau engagement for Māori students is also likely to improve the overall result. We believe that by targeting groups of students who are just below the standard or at risk of falling below we will improve the overall school achievement.

### Annual goals and targets - by the end of 2017:

1. **90% of all students** as a whole will be achieving at or above the National Standards in Mathematics
2. The **12 Māori students who were achieving below** the National Standards in Mathematics at the end of 2016 will achieve at or above the National Standards.
3. The **45 students who were achieving below** the National Standards in Mathematics at the end of 2016 will achieve at or above the National Standards.
  - a. Kōwhai Syndicate: 7 Students
  - b. Mana Syndicate: 10 students
  - c. Hongoeka Syndicate: 10 students
  - d. Taupō Syndicate: 18 students

Actions	People	Timeframe	Success indicators
<ul style="list-style-type: none"> <li>• Develop project with Julie Roberts (NZCER)                             <ul style="list-style-type: none"> <li>• Initial investigation and identification of development needs - observations, achievement data, professional discussions</li> <li>• Develop action plan with links to teacher inquiry, and success outcomes</li> <li>• Implementation with ongoing evaluation</li> <li>• Information and project updates for parents and community</li> </ul> </li> <li>• Implement annual Curriculum Achievement Action Plan (CAAP) to develop and provide support to tier 2 &amp; 3 students to raise achievement</li> <li>• Purchase additional maths resources where needed.</li> <li>• Review assessment tools &amp; refine assessment criteria to ensure consistent assessment practice</li> <li>• Refine internal moderation practice</li> <li>• Induction for new staff on assessment tools and teaching practices</li> <li>• Provide parent information on effective teaching approaches in mathematics</li> <li>• Gather, collate and analyse summative data in November</li> </ul>	Kate Excell Jill Symonds Maths Committee Team Leaders Julie Roberts - NZCER	Feb -December	Results as per targets  Assessments to show improvement in overall performance across school

## Objective 4: Digital teaching and learning

### Baseline data/rationale:

In 2015 Plimmerton School launched a new digital strategy that aimed to achieve high levels of motivation and engagement for all students through the use of I.C.T. (refer 'Plimmerton School Digital Learning Strategy' and 'Plimmerton School Digital Learning Implementation Plan 2016 -2017'). The digital learning strategy aims to improve the quality of student writing, improve reading performance through broadened opportunities and exposure to a greater range of genre and improve student performance in mathematics through digital exploration and practise. There has been a significant shift in the access to digital devices, and gains in student's digital fluency across the school. Students have used the devices as part of the Inquiry process to research, explore and connect with the world around them. They have also used the devices to imagine, design and create works of art. The final year of the strategy will focus on consolidation of gains made, ensuring sustainability for future years, and planning how the school will continue to develop the use of technologies to support valued student outcomes.

### Annual goals and targets:

By the end of 2017

- 1) Plimmerton School students in Years 1-8 will have regular daily access to a connectable digital device at school
- 2) All teachers will have a high level of capability in using the available digital devices available to support learning
- 3) The use of digital devices will improve student engagement and the quality of student mathematics programmes

Actions	People	Timeframe	Success indicators
<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Allocate digital devices</li> <li>• Promote Cyber-Safety and digital citizenship expectations</li> <li>• Update use and permission agreements</li> <li>• Align server structure and move to cloud-based storage</li> </ul> <p>Term 1 - Term 2</p> <ul style="list-style-type: none"> <li>• Develop ICT resources replacement/purchasing strategy</li> <li>• Identify further devices needed to support and extend student outcomes identified in the digital strategy - eg. Robotics, electronics. Integrate into replacement /purchasing strategy</li> </ul> <p>Throughout year</p> <ul style="list-style-type: none"> <li>• ICT staff development focussed on use of digital technologies to enhance teaching and learning in mathematics</li> <li>• Support induction of new staff</li> <li>• Formation, training and deployment of "Tech Angel" teams</li> <li>• Ensure timely technical support and assistance</li> <li>• Flow of information to parents and regular Parent Information Evenings</li> </ul>	<p>Andy Tate - Project Leader, Andrew Brown, ICT Team</p> <p>ICT Team &amp; Principal</p> <p>Andy Tate - Project Leader, Andrew Brown, ICT team</p>	<p>Feb-December</p>	<p>Results as per targets</p>

## Objective 5: Success for Māori as Māori

### Baseline data/rationale:

The proportion of Māori students achieving national standards (at or above) in 2016 was comparable to 2015. However there is still a difference to address between the outcomes for Māori and NZ European/European students - Reading: 88% for Māori students, 94% for NZ European/European students; Writing: 78% for Māori students, 92% for NZ European/European students, Maths: 72% for Māori students, 91% for NZ European/European students. This difference is most evident in mathematics.

### Annual goals and targets:

- 1) To raise the achievement of Māori students (all levels) in Mathematics to be commensurate with other students at Plimmerton School.
- 2) To improve the use and understanding of the Plimmerton School Pōwhiri progression

Actions	People	Timeframe	Success indicators
<p>To raise the achievement of Māori students (all levels) in Mathematics to be commensurate with other students at Plimmerton School</p> <ul style="list-style-type: none"> <li>• Identify target students and develop specific improvement strategies at class level</li> <li>• Maintain ongoing student monitoring of Māori students in achievement and engagement</li> <li>• Include Tataiako (cultural competencies for teachers of Māori learners) in mathematics PLD inquiries – Wānanga/Whanaungatanga/Manaakitanga/Tangata Whenua tanga/ Ako</li> <li>• Te reo Māori and Māori contexts to be evident in mathematics</li> <li>• Maintain high expectations for Māori learners</li> <li>• Special consideration to be given to cultural sensitivities and learning style of Māori students</li> <li>• Full staff noho with PD on cultural competencies and supporting Māori learners in maths</li> </ul>	<p>Angela Rongonui Team Leaders Classroom Teachers</p>	<p>Feb -December</p>	<p>Results as per targets  Assessments to show improvement in overall mathematics performance across school</p>
<p>To improve the use and understanding of the Plimmerton School Pōwhiri progression</p> <ul style="list-style-type: none"> <li>• Continue to support and grow the pōwhiri progression and school-wide protocol</li> <li>• Tuakana-teina model utilised to support the learning and teaching of te reo me te tikanga Māori.</li> <li>• Board of trustees to have training in pōwhiri protocol</li> <li>• Students to be able to recite their mihi, and feel confident in doing this.</li> </ul>	<p>Angela Rongonui Team Leaders Classroom Teacher</p>		

## Objective 7: Promoting and Celebrating our School Values

### Baseline data/rationale:

This objective supports the following Strategic Aims:

- **Students:** Continue to improve student resilience and respectful relationships
- **Environment:** Continue to provide a safe and healthy environment that promotes high self-esteem and responsible, respectful and right choices

The Plimmerton School RESPECT values were developed after community consultation in 2015. They have been promoted through the school, through posters and regular values instruction programmes in all classrooms in 2015 and 2016. The values are often referred to in classroom programmes and connections to them are actively planned for by each syndicate in topics of work. Many students use the language of the values when discussing their or others behaviour.

### Annual goals and targets:

- a) To further promote and celebrate the school values
- b) To evaluate students understanding of the school values and how they are applied in the school

Actions	People	Timeframe	Success indicators
<p>Promote and celebrate the school values through systems to reward and acknowledge students demonstrating them in class and in the playground, e.g.</p> <ul style="list-style-type: none"> <li>• Promote school values, expectations and connecting positive behaviours through signage, posters, and digital apps eg. Class Dojo App,</li> <li>• values certificates in Assemblies,</li> <li>• values stories in the newsletter,</li> <li>• house points based on values demonstrated, etc.</li> </ul>	<p>Senior Staff Classroom Teachers All Staff</p>	<p>May -December</p>	<p>Students demonstrating the school values are routinely acknowledged and celebrated.</p>
<p>Evaluate students understanding of the school values and how they are applied in the school through:</p> <ul style="list-style-type: none"> <li>• Student interviews</li> <li>• Student survey – eg NZCER’s “Well-Being at school” survey or “Me and My School” survey</li> </ul>	<p>Principal and DPs</p>	<p>Term 3</p>	<p>The school and board have a good understanding of how students interpret and apply the school values.</p>

## Focus area: Staff

### Strategic goals:

- Develop and grow digital learning capability
- Attract and retain high quality staff
- Maintain or improve staff engagement

<b>Annual goals:</b>			
1) To provide staff with quality targeted Professional Development in 5 key projects with designated leadership to ensure confident competent staff			
<b>Rationale:</b>			
The face of education is continually changing and teachers need targeted professional development in to be confident, competent and effective and to be prepared to take on new initiatives			
Actions	People	Timeframe	Success indicators
<p><b>Project 1 – Mathematics Development</b> To improve achievement in mathematics. To implement syndicate based teacher inquiry into accelerated learning and improved teaching practice in mathematics.</p> <p><b>Project 2 – Digital Learning</b> To consolidate the Digital Strategy, upskill staff accordingly and develop Digital Learning strategy for 2018 and beyond.</p> <p><b>Project 3 – Literacy Development</b> To improve student achievement in literacy. To sustain practices and strategies developed through the ALL project in Kōwhai and Mana syndicates and extend these into Hongoeka and Taupō and share lessons learned.</p> <p><b>Project 4 - Success for Māori as Māori</b> To continue to develop the te reo, kapa haka and tikanga Māori programmes and the Pōwhiri progression. To support staff to embed cultural competencies focus in math development inquiries.</p> <p><b>Project 5 – Sustainability</b> To progress the sustainable schools’ plan and further develop projects in the school.</p>	<p>Project Leaders: Kate Excell, Julie Roberts NZCER</p> <p>Team Leaders:, Andy Tate, Andrew Brown.</p> <p>Leader: Jill Symonds</p> <p>Leader: Angela Rongonui</p> <p>Leader: Carole Shaw</p>	<p>February - December</p>	<p>Staff upskilled</p> <p>Coordinated approach to school priorities</p> <p>Effective teaching and school targets reached</p>

**Strategic goals:**

- Maintain strong community engagement
- Formalise collaboration with local preschools, schools and college
- Continue to grow relationship with Hongoeka Marae

<p><b>Annual goals:</b></p> <ol style="list-style-type: none"> <li>1. Work with Porirua North Community of Learning (CoL) to develop and implement achievement plan.</li> <li>2. Redevelop Charter for 2018 to meet revised Education Act requirements, including undertaking staff and community survey to gather information on community priorities and aspirations.</li> <li>3. Carry out community consultation on schooling options for North Porirua Schools.</li> </ol>			
<p><b>Rationale:</b></p> <p>The Community of Schools will attract additional funding to permit collaboration and sharing of best practice to enhance student learning in all schools.</p> <p>A revised charter with community input will provide the Board with quality information for strategic planning and direction.</p> <p>The community has an opportunity to share views on future schooling options in North Porirua.</p>			
Actions	People	Timeframe	Success indicators
<p><u>Community of Learning</u></p> <ul style="list-style-type: none"> <li>• Agree upon a Learning Challenge/develop plan/gain MoE approval</li> <li>• Allocate leadership roles and distribute resourcing</li> <li>• Develop plan for 2018 to commence work on challenge</li> </ul>	<p>BoT Principal</p>	<p>Throughout Year</p>	<p>An active Community of Learning is working together to improve teaching and student learning outcomes</p>
<p><u>Revised Charter</u></p> <ul style="list-style-type: none"> <li>• Consult staff, students &amp; parents on desired student outcomes, and aspirations</li> <li>• Engage in information and training on new MoE charter requirements</li> <li>• Draft charter for community and staff feedback</li> <li>• Finalise new charter and annual plan for 2018</li> </ul>	<p>BoT Principal</p>	<p>Terms 2-4</p>	<p>A new charter is developed for 2018 that is compliant with MoE requirements, reflects the views of the community, and gives direction to the board and school for the next 4 years.</p>
<p><u>Schooling Consultation</u></p> <ul style="list-style-type: none"> <li>• Information on schooling options is provided to staff and parents</li> <li>• Feedback is gathered via survey, hui and public meetings</li> <li>• Feedback is collated and provided to the MoE</li> </ul>	<p>BoT Principal</p>	<p>Terms 1 &amp; 2</p>	<p>The community has an opportunity to influence MoE schooling plans.</p>



**Strategic goals:**

- Maintain efficient management of the school’s assets and finances

**Annual goals:**

- 1) Annual budget developed and targeted towards strategic goals
- 2) To resource the Digital Strategy and develop a sustainable digital asset strategy
- 3) To develop a new 5YA plan for capital property improvements and projects in the school.

**Rationale:**

The schools digital strategy has been a major investment in student learning, equipment and teacher capability. Resources need to be used efficiently to achieve the best possible educational gains. The school needs to plan how digital technology assets can be managed and the level of resource sustained or improved.

The school’s current 5YA ends in July. A priority is reviewing the current property condition and development needs and developing a new 5YA to ensure the plan is ready for approval in July 2017 and projects can be commencement at the earliest possible time.

Actions	People	Timeframe	Success indicators
<p><u>Digital strategy</u></p> <ul style="list-style-type: none"> <li>• Provide effective project leadership</li> <li>• Provide quality targeted professional development for teachers</li> <li>• Ensure cost effective and timely technical support</li> <li>• Develop equipment buying plan to focus on sustainability of device ratios and innovative technologies</li> </ul>	<p>Andy Tate/Andrew Brown ICT Committee</p>	<p>Term 1 – Term 4</p>	<p>As sustainable resourcing plan for learning with digital technology is developed</p>
<p><u>Property Planning</u></p> <ul style="list-style-type: none"> <li>• Tender for and appoint property consultant</li> <li>• Complete property review to identify structural and building integrity needs, and desired learning space improvements</li> <li>• Develop 5YA and 10YPP property plans that are approved by MoE</li> <li>• Tender for and appoint property project manager for the 5YA</li> </ul>	<p>Mike Forrest Contracted consultant MoE</p>	<p>Term 1 – Term3</p>	<p>5YA approved by the MoE and property project manager appointed</p>