

Ōropi School 2017 Annual Plan

FOCUS A: Linking to our 2017-2019 Charter – Futures Perspective

What is important for Oropi School in ten years' time so we can achieve our Motto, Vision, Mission and Values?

- Ensuring our outdoor and green spaces enable sustainable solutions and learning contexts outside of the classroom
- Being a school that has flexible learning opportunities in a variety of indoor and outdoor learning spaces at any one time
- Operates a high trust model that allows and enables freedom, flexibility, imagination and creativity; minimal playground rules and behaviour management structures; children taking considered risks in their play and learning; and children taking ownership for their decisions, actions and freedoms.
- Enabling collaborative teaching and learning contexts, with mixed age group learning opportunities and social engagement
- Maintaining and growing our play-based-discovery programme, and project based inquiry learning opportunities throughout all levels of the school, Years 1-8
- Being a school that embeds Te Whariki (Early Childhood Curriculum) and NZC (the New Zealand Curriculum) throughout the school
- Managing our roll effectively to ensure the environmental and social character of the school is not lost
- Embedded culturally responsive dispositions in leadership, teaching and learning programmes
- The school being known for: Discovery and play based learning, Languages programme (Maori and Mandarin), Intercultural programme
- Having a nurturing, inclusive and equitable context for all learners and community members
- Being a school that makes meaningful connections with local, national and international contexts that foster a sense of self and place for the community

<p>Today's way of doing <i>Second Language Learning Programme</i> <u>Intervention programmes:</u> Reading Recovery, Rainbow Reading, Lexia Core, In-class support High Trust contexts</p>		<p>Tomorrow's way of doing <i>Discovery and Play Based Learning</i> <i>Outdoor Learning Contexts (Kokako Garden)</i> <i>Individualised Inquiry and Project Based Learning</i> Seamless links between all national curriculum frameworks Mixed age/ability groups for learning</p>
<p>Today's innovations <i>Discovery and Play Based Learning</i> <i>Outdoor Learning Contexts (Kokako Garden)</i> <i>Individualised Inquiry and Project Based Learning</i> Seamless links between all national curriculum frameworks Mixed age/ability groups for learning</p>		<p>Residual Assets <i>Second Language Learning Programme</i> <u>Intervention programmes:</u> Reading Recovery, Rainbow Reading, Lexia Core, In-class support High Trust Contexts</p>

Our Key Actions

Short Term (1-2 years)	Mid Term (2-5 years)	Long Term (5-10 years)
<ul style="list-style-type: none">• Writing and Mathematics Strategic Objectives• Strategic Objective 4• Vision, Mission and Values Self-Review• Ensuring resourcing needs are being catered for with the establishment of 12 classrooms	<ul style="list-style-type: none">• Consolidating the Discovery Learning and Individualised Inquiry Learning programmes• Future proofing our car parking and related Health & safety needs	<ul style="list-style-type: none">• Future proofing our building and learning spaces within the school, including outdoor learning contexts

Our Key Challenges

Short Term (1-2 years)	Mid Term (2-5 years)	Long Term (5-10 years)
<ul style="list-style-type: none">• Use of Multipurpose space as a classroom• Managing the school roll	<ul style="list-style-type: none">• Classroom and building needs to cater for our ongoing roll growth which is likely to peak 2019-2020• Managing the school roll	<ul style="list-style-type: none">• Maintaining and developing green space and outdoor learning contexts• Shared building space needs for our whole school and extra programmes

Our Key Measures

Short Term (1-2 years)	Mid Term (2-5 years)	Long Term (5-10 years)
<ul style="list-style-type: none">• Data analysis of in student achievement levels in Literacy and Numeracy, particularly with a focus on Year 3-5• Community Consultation	<ul style="list-style-type: none">• Seeing, understanding and analysing key patterns in our enrolment intakes	<ul style="list-style-type: none">• Making sure our environment and context reflects the values of our community (including getting regular feedback on this)

FOCUS B: Student Achievement & Curriculum Development

Strategic Intent: To accelerate progress in Literacy and Numeracy through an innovative and engaging localised curriculum for all children so they can access, find out, experience, and develop their passions, talents and interests. Fostering life-skills and key competencies to develop the whole child (academic and social dispositions) are a central element of this. The ultimate purpose of this approach is so our learners can leave Oropi School at the end of Year 8 knowing who they are, and what their strengths and passions are to lead them into successful lives beyond Year 8.

Student Achievement Strategic Goals

Strategic Objectives	Problem, what needs to change	Benefits to change	How progress and next steps will be measured
<p>Writing To raise the level of achievement for students of our Year 5 and 'after 2 years of school' groups from 50% at or above to 85% at or above.</p>	<p>This will be the school's major focus. Our writing assessment tool, PACT, is a new initiative this year and the shared knowledge and confidence around using the tool needs improving. We need to ensure we have more robust professional development and staff meetings around the use and analysis of the data to inform our future teaching needs, relating to the use of PaCT.</p>	<p>A staff wide increase in confidence and accuracy in making OTJ's. OTJ judgements will become more consistent between teachers. This increase in understanding the progression of writing learning will help direct teachers practice in class.</p>	<p>Analysis of data at key Stages of the year to inform future teaching and learning programmes.</p> <p>Measuring progress effectively (that identifies, strengths, areas of needs and next steps in learning effectively).</p>
<p>Mathematics To raise the level of achievement for students of our Year 5&6 groups from 65% to 85% and our 'after three years' at school group from 70% to 85%</p>	<p>As a whole we need to further strengthen teacher's confidence and ability to formulate accurate OTJ's to inform future teaching needs. This reflects the need for our team to undergo professional development in unpacking the Mathematics standards and progression documents in more detail. The PACT tool will also be of help in doing this. We will need to research and implement a numeracy support programme for our target groups.</p>	<p>A staff wide increase in confidence and accuracy in making OTJ's. OTJ judgements will become more consistent between teachers. This increase in understanding the progression of mathematics learning will help direct teachers practice in class.</p>	

Curriculum Development Strategic Goals

Strategic Objectives	Problem, what needs to change	Benefits to change	How progress and next steps will be measured
2017 Objective 4	<p>We need our parent community to understand more clearly why we have the following programmes in place at Oropi School and why we need to continue embedding these aspects of our school curriculum further:</p> <ul style="list-style-type: none"> • Play based Learning throughout the school • Language Learning and providing more Te Reo Maori • A trust based environment with minimal playground rules 	<p>Parents and staff having consensus and shared understandings about the reasons we operate as we do and offer what we have.</p>	<p>Consulting and engaging with parent community, asking them about their understandings – enabling a process for this to occur.</p>
Area of Self-Review	<p><u>We need to consult with all community groups represented in our school to review our school:</u> Values, mission, vision, competencies, culture, behaviour management, and curriculum priorities.</p> <p>This needs to be done to ensure the above statements reflect our 10 Year aspirations for the school</p>	<p>We will have a clear direction set in order to achieve our aspirational and strategic goals in place for 2027.</p>	<p>Analysing the quality of consultation and engagement with the following stakeholder groups: students, whanau, parents, teachers, and wider community groups</p> <p><u>Decision sought:</u> To have proven engagement with all groups represented in our community to enable revised values, mission, vision, competencies, culture, behaviour management, and curriculum priorities to be implemented.</p>

Student Achievement and Curriculum Development – Operational Goals

<p><u>2016-18 Charter Objective 1:</u> To consolidate our Assessment FOR and OF Learning practices across the school from Year 1-8.</p> <p>Part of this will encompass the 2014 next step as identified by ERO as part of this Objective: <i>Develop and integrate a school wide, cohesive language of learning and assessment</i></p>	<p><u>Specific Actions:</u> Operational Objectives (ongoing nature) and Strategic Objectives</p> <ul style="list-style-type: none"> • Consolidating the ability for students to take ownership of knowing and articulating strengths and next steps in their learning • Further developing our progress in tracking and showing progress in reporting to parents, the students and the Board of Trustees (implementation of the PACT tool will help support this) • Staff professional reading, dialogue and critical review of Assessment OF and FOR practices • Review mid and end of year report templates. Ensure they reflect school values and vision.
<p><u>2016-18 Charter Objective 2:</u> To review specific aspects of our literacy and numeracy programmes at the school to enable optimal progress in learning for all students</p>	<p><u>Specific Actions:</u></p> <ul style="list-style-type: none"> • Revising our description of what an effective literacy and numeracy programme needs to include at each level in our school • Reviewing our resourcing needs for the purchase of reading materials and numeracy resources • Upskill staff in good practice for raising student achievement in Mathematics, relating to target groups • Continue staff development in Jo Bolar’s Mathematics Programme • Reviewing the overall structure, vision and goals for our Numeracy programmes • Consolidate the use of the following resources in our class literacy programmes: <i>Gail Loan (Writing), Sheena Cameron (Reading), Joy Allcock (Spelling)</i>
<p><u>2016-18 Charter Objective 3:</u> To implement robust forms of target group interventions to optimise acceleration of progress for children identified by Special Educational Needs Coordinators (inclusive of children identified for enrichment and extension - the “Curious Minds” group).</p>	<p><u>Specific Actions:</u></p> <ul style="list-style-type: none"> • Reading Recovery Training (additional teacher to be trained in Reading Recovery) • Lexia Core • Rainbow Reading programme implementation • In-class targeted teacher aide support in Writing • Investigate and decide on a long term support programme for Numeracy • Digitalising reading recovery reporting and tracking of progress for these students after they have completed the programme

<p><u>2016-18 Charter Objective 4:</u> Communicating about our school learning programmes effectively with the parent and wider community to foster understanding, awareness and clear reasoning about the ‘why’ we do what we do.</p> <p>Part of this will encompass the 2014 next step as identified by ERO as part of this Objective: <i>Develop and integrate a school wide, cohesive language of learning and assessment</i></p>	<p><u>Specific Actions:</u></p> <ul style="list-style-type: none"> • Teachers communicating with parents summarising programmes of learning for each class • Celebrating learning from each class on the website, newsletter and assemblies on a regular basis • Ensuring a plan is in place for the parent-information meetings over the year about aspects of teaching and learning as indicated in survey responses as priority, eg: on Modern Learning Environments. • Reviewing how teams provide parents with clear information about progress of their child’s learning and methods of assessment • Enabling regular information, sharing, celebrating and opportunities about academic achievements • Having systems in place that ensure parents / staff are consistently given advance notice of events and that all staff in the school are aware of all events throughout the school each week. • Developing a clear, systematic framework and action plan, with timeframes, for Community Consultation and Surveying. This is to ensure meaningful data is collected for analysis that involves providing opportunities for all parties involved to clarify and share perspectives about topics. • Providing means to celebrate achievements of staff as well as students
<p><u>2016-18 Charter Strategic Objective 5:</u> To implement a Discovery Learning programme across the school, relevant to and catering for the needs of all learners at every year level across the school.</p>	<p><u>Specific Actions:</u></p> <ul style="list-style-type: none"> • Developing a plan for and building a Middle-Senior School purpose built discovery shed as part of the Kokako Garden Project that links with the needs of this age range. • Developing a Curriculum Strategy and Overview that clearly outlines curriculum coverage links and skills that are being developed through this curriculum area.

Tauranga Peninsula Community of Learning (CoL) Strategic Links

This will be revised during Term 1 2017 but at this point the following statements capture the link between the Oropi School Annual Plan & CoL

Initial Strategy-Building Phase of the CoL for 2017

- Co-constructing a culturally responsive and relational pedagogical approach in all aspects of each school's strategy and operations
- Developing common understandings, beliefs, philosophies and structures
(especially about Ka Hikitia, Tataiako, Pasifika Education Strategy, Tauranga Moana Iwi Education Strategies, and linking Te Whariki-NZC-Te Marautanga o Aotearoa)
- Unpacking the information about priority groups to gain meaningful understandings about what the data is telling us
- Building knowledge of our community (strengths and needs)
- Finding out capabilities and understandings in all schools
- Sharing each school's 'story', strengths, innovations and needs across the community
- Creating the strategy to address our needs and aspirations
- Begin to implement new innovations & programmes and consolidate existing ones to promote engagement across the community

Connection building, engaging and consulting

It is the role of our Lead Teachers in 2017 to facilitate processes to enable these connections with the CoL and individual schools to be effective:
All school staff, All ākonga, Early Childhood sector, Tauranga Moana Iwi, Pasifika groups, Special Education Services, RTLB, Universities, Parents, Whanau.

Triennial Self-Review School Curriculum and Strategic Planning

Year 1 (2018)	Year 2 (2019)	Year 3 (2017)
Focus Literacy/Numeracy Health, PE & EOTC	Focus Literacy The Arts Assessment	Focus Numeracy Social Sciences & Science <u>Strategic Planning Consultation:</u> Values, mission, vision, competencies, culture, behaviour management, NZC priorities
Ongoing		Methodology
Languages, Maori & Intercultural Dimension Individualised Inquiry and Discovery (Play based) Learning Programmes Provisions for students with Special Education Needs (included Curious Minds Programme - GATE) Year 7&8 programmes Reporting to parents, BOT and community Pre-school and High School Partnership programmes Staff Appraisals Student Achievement data analysis and collection Ministry of Education Initiatives and strategies Community-wide Consultation for foci		Staff Appraisals Staff Meetings Resource spending allocation including establishing priorities Professional Development Targeted “leadership of” and “staffing responsibility” areas in relation to self-review foci Student achievement data analysis related to foci Using a variety of community consultation feedback methods (surveys, meetings, phone calls, face-to-face meetings)

Management/Governance/BoT Self Review Cycle

	Term 1	Term 2	Term 3	Term 4
Year 1 (2016)	Health & Safety	BoT Induction and Code of Conduct Governance Policy and Trustee Remuneration & Expenses	Review of BoT member roles and responsibilities Child Protection	Responsibilities of, Professional Expenses of, and Appraisal of the Principal
Year 2 (2017)	BoT Meeting format and content Communication systems	Employer responsibility and Employee Management Community Consultation	Finance and Assets	Submissions to Board Legislation / Administration
Year 3 (2018)	School Buses	Privacy of Information & Protected Disclosures	Animal Welfare	

Governance and Operational **Procedures** reviewed are aligned with when the 'Parent Policy/ies' is being reviewed according to the above **Policies reviewed when they relate to Governance, Operational, or School Curriculum and Strategic Planning as outlined above** **Some of the above areas of review have more than one Policy associated with it that needs review** (eg: Health & Safety related policies include Harassment and Bullying, Drug Use and Misuse, Student Behaviour; Employer responsibility includes Staff Leave Policy, Staff Discipline and Staff Appointments)

Māori and Intercultural Perspective

(See Cultural Diversity and Maori Dimension statements 2017-19 Charter)

Part A: Maori dimension goals

To continue work on the 2014 next step identified by ERO as part of this Objective:

Continue to build teacher competencies to consistently integrate and model Te Reo Māori as a normal part of everyday conversations with students

AND

- As a staff, have consensus on the beliefs and philosophy we have about second language learning, its benefits and relationship with Innovation Learning practices.
- Enabling our school context and environment to reflect anti-bias learning opportunities that focus on Interculturalism as opposed to “learning about” other cultures

Cross curricula	Te Reo	Tikanga	Connections/Organisational success
<p>Maximising opportunities for children to learn about the bi-cultural heritage of NZ and the Bay of Plenty region through our Social Sciences and Literacy curriculums (eg: ensuring children are knowledgeable about the Treaty of Waitangi, social structures, increase knowledge about waka & iwi and events of historical significance).</p> <p>Building capacity of knowledge about our Local district to be a school-wide 2017 focus.</p>	<p>To ensure consistency and a sequential plan is in place with the delivery of Level 1-2 Te Reo across the school.</p> <p>That this outline clearly shows differentiation across year levels so it is clear what Te Reo we want the ‘Oropi learner’ to know by the end of Year 8 and progression from Y1-8 is clear and sequential.</p> <p>To ensure children and staff continue to build on and practice correct pronunciation.</p> <p>To strengthen waiata as a regular component of school culture and that all Oropi children are familiar with common waiata they can sing collectively.</p>	<p>Coordinating a Marae trip for all children in the school.</p> <p>Multicultural festival.</p> <p>Enabling more areas of our property and, signage and written communication to reflect our bi-cultural heritage.</p> <p>Continue to grow the capacity of our Kapa Haka Group.</p> <p>Opportunities to learn about cultural traditions, customs, protocol and history for each class, every term to complement the Te Reo programme.</p>	<p><u>To ensure:</u> A staff member is leading our Maori dimension strategies and initiatives.</p> <p>Financial provisions are made to allow for initiatives to be implemented, resources purchased, and required professional development to be in place for staff.</p> <p>To strengthen support networks that enable initiatives to occur such as a Marae trip, electives programme and kapa haka. Especially with local iwi.</p> <p>Inviting groups to visit, perform, share or work with Oropi students.</p>

Part B: Intercultural dimension

Cross curricula	Language	Culture	Connections
<p>Maximising opportunities for children to learn about the increasingly diverse cultural makeup of:</p> <ul style="list-style-type: none"> • The Bay of Plenty • New Zealand • Our locally based links with overseas cities, countries and cultures through export industries, business, sister cities and other cultural connections <p>To provide opportunities for children to learn about and from some of the cultures represented in NZ and the Bay of Plenty region that are different to their own through our Social Sciences and Literacy curriculums.</p>	<p>Children engaging in basic conversations in Maori, and Mandarin (modern Chinese), for everyday situations.</p> <p><i>Children developing a greater empathy, awareness and understanding for other cultures.</i></p> <p>Staff participation in language learning (Mandarin and Maori) as professional development, through participation in lessons administered by the Languages Lead Teacher. This will also include building teacher capacity to teach Mandarin with a Task Based approach in the school.</p> <p><i>The lead teacher will develop an overview of the programme for 2017 (Mandarin and Maori), with colleague and leadership input so that linkage between other subject areas can be achieved.</i></p> <p>Further development and consolidation of Language Progressions for Mandarin and Maori from Year 1-8.</p> <p><i>Providing extension and enrichment programmes in Mandarin for linguists and native speakers of Mandarin.</i></p>	<p>Learning about festivals, events, history, traditions and customs during Term 2-3 Inquiry that leads to the festival – of cultures represented in our school with a focus on Maori and Chinese culture.</p> <p><u>That we are embedding the promotion of cultural competencies:</u> Empathy, curiosity and respect by:</p> <ul style="list-style-type: none"> • Defining as a staff what cultural competencies we need for interacting and preparing them for the Asian Century. • Determining what professional development teachers require to be culturally competent. • Providing digital and face-to-face opportunities and platforms for children to interact with other cultures. <p>Hosting a Chinese Festival, hosted by the ALLiS Cluster Schools (Oropi, Tauriko, TBC)</p>	<p>Maintain and strengthen links with school groups in Nanchang – epals, exchange programmes.</p> <p>Enabling a link with another school in a different region in China, along with a link for each of our 12 classes via email, skype and internet.</p> <p>Investigate project based, virtual, collaborative learning opportunities between Oropi students and a group of students from an Asian school or cultural group.</p> <p>Providing opportunities for the Board of Trustees, staff and Oropi community to learn about why we have an Asia Readiness programme in the school and how this is a part of our needs in preparing students for their future.</p> <p><u>Resource Development:</u> Public launch of website for Mandarin Language Learning and Chinese Culture; as developed by our ALLiS Cluster (Oropi, Tauriko, TBC) TGF Chinese (Tauranga Global Futures website)</p> <p>Being a Teacher Led Innovation Fund for 2018 to ensure the sustainability of our Intercultural Dimension.</p>

Human Resources

Staffing

(2017 Framework attached)

Professional Development

Whole Staff:

Priorities:

- Assessment (incl. PACT)
- Play Based Learning (particularly middle-senior school)
- Culturally Responsive Pedagogy and Leadership
- Teaching as Inquiry methodologies

Other:

- Asia Awareness and 2nd Languages
- Whole staff workshop/conference to attend in relation to one of the priorities
- Teacher Only Days (January, Term 2, Term 3)
- Weekly staff meetings focused on Strategic Goals and Self-review areas
- Visiting schools in relation to strategic goals
- Individualised opportunities for attending courses based on a strategic goal area and individual professional goals/responsibilities.

Senior &/or middle Management:

- Weekly/fortnightly meetings
- WBOP AP/DP membership
- Principal Cluster & WBOPPA Meetings
- AsiaNZ membership
- SENCO Training opportunities
- NZEALS Membership
- Appraisal Framework for Senior Management

Principal – needs as identified through appraisal in consultation with Chairperson

AP & DPs – Management release for Higher Duties. Providing necessary guidance and support for these additional roles in light of Andrew’s CoL Lead Principal Role.

Other:

In-house lead teacher workshops for Strategic Goals 1-6
Using lead teachers and outside experts

Senior Leadership Team Professional Development around leadership, coaching and mentoring

2017 Special Programmes

- Swimming Tuition
- Life Education
- Music programme
- Beach Education
- Puberty (Y7&8)
- Y3-8 Camps

Performance Management

(As outlined in attached 2017 Appraisal Cycle)

Improving Student Achievement

Our overall aim is for 100% of children at all levels to be working at or above the National Standards in Reading, Writing and Mathematics. The '2017 Achievement Targets' table on the next page outlines expectations at each year level which are aligned with the National Standards. We use Term 4 student achievement data to make decisions about target groups in order of priority based on the overall aim for the beginning of the following year as outlined below. However, after Term 1 assessments have been carried out, adjustments are made if required to prioritise year, gender and ethnicity groups.

Analysis of assessment data in Reading, Writing and Mathematics is done using the following forms of assessment tools to inform our Overall Teacher Judgement (OTJ):

Reading	Writing	Mathematics
<ul style="list-style-type: none"> • e-asTTle (Year 4-8) • Running Records (Year 1-3 +for children below expected levels in Year 4-8 if applicable) • OTJ (Overall Teacher Judgement) • National Standards documents & Literacy Progressions • SEA and 6 Year Nets for Junior School 	<ul style="list-style-type: none"> • e-asTTle Writing • PAT Spelling, Punctuation & Grammar • Moderation meetings • OTJ (Overall Teacher Judgement) • SEA and 6 Year Nets for Junior School • National Standards documents & Literacy Progressions 	<ul style="list-style-type: none"> • e-asTTle (to allow more inclusion of knowledge based testing) • GLOSS, JAM • Diagnostic Interviews on entry to school • Teacher designed testing using the NumPa framework and curriculum documents for other strands • OTJ (Overall Teacher Judgement) • National Standards documents & NumPa framework booklets

NOTE: When a Stanine result is produced, we use the Assessment Resource Maps and Raw Scores of the test to make the decision about meeting National Standards. As outlined in our Charter, we are phasing in the use of PACT which will replace some and be added to our data collection methodologies.

When completing an assessment analysis, the data is recorded in our SMS (e-tap) by teachers and then the leadership team prepare summaries that:

- Compare data from one stage of the year to another and also the previous year
- Show data analysis for each year group
- Show data analysis for each gender
- Show data analysis for all ethnicities in the school

The above methods are how we come to our decision about priority groups.

All summative data is regularly reported to the Board of Trustees according to a timeframe as outlined in the following documents:

- Summative Assessment Framework for 2017
- Data and Assessment Summary Timeline

2017 Achievement Targets Table

Our overall aim is for 100% of children at all levels to be working at or above the National Standards in Reading, Writing and Mathematics. The following summary is an outline of expectations that inform our assessment analysis and are aligned with the National Standards.

Mathematics	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	End Year 7	End Year 8
Number & Algebra	Stage 2-3 60% lesson time	Stage 4 60% lesson time	Stage 4-5 60% lesson time	Stage 5 60% lesson time	Stage 5-6 50% lesson time	Stage 6 50% lesson time	Stage 6-7 40% lesson time	Stage 7 40% lesson time
Geometry & Measurement	Early Level 1	At Level 1	Early Level 2	At Level 2	Early Level 3	At Level 3	Early Level 4	At Level 4
Statistics								
Reading	Green Early Level 1	Turquoise At Level 1	Gold Early Level 2	Chron. Age At Level 2	Chron. Age Early Level 3	Chron. Age At Level 3	Chron. Age Early Level 4	Chron. Age At Level 4
Writing	Level 1b, 1p	Level 1p, 1a	Level 2b, 2p	Level 2p, 2a	Level 3b, 3p	Level 3p, 3a	Level 4b, 4p	Level 4p, 4a

B	P	A
Beginning	Proficient	Advanced
Shows some of the characteristics at that level	Shows most of the characteristics at that level	Shows all of the characteristics at that level
Early		At
Shows some of the characteristics at that level		Shows most or all of the characteristics at that level

All 2017 Target Groups		
(Three of which are targeted more specifically as outlined in Student Achievement Strategic Goals)		
Numeracy	Reading	Writing (focus)
What the assessment data is telling us		
Informed by End of 2016 Assessment Data		
Target Groups	Target Groups	Target Groups
<ul style="list-style-type: none"> • After 36 months' boys and girls • Year 5 girls • Year 6 girls 	<ul style="list-style-type: none"> • After year 24 months' boys • Year 5 boys 	<ul style="list-style-type: none"> • After 24 months' boys • After 24 months' Maori boys and girls • Year 4 boys • Year 5 boys and girls
<p>NB: Other groups are identified in end-of-year 2016 data but these groups consist of 1 or 2 children so are not recorded above as a target group. These children will be tracked and targeted but on an individual basis.</p>		
How we will address the needs		
<ul style="list-style-type: none"> • SENCO leadership – to track and monitor children with learning needs who are not at the standards (and to support class teachers) • “Curious Minds” teacher – to provide in class support in identifying, catering for and providing action plans for the class teacher to follow to meet the needs of these children in class and to provide extra programmes in other curriculum areas as applicable • Teacher Aide in class support for Literacy and Numeracy programmes, with a focus on targeted needs • RTLB, MOE, ESOL, Speech Language funded teacher aide hours for children identified and tracked by our SENCO as needed • Supporting the classroom teachers through the Appraisal process in catering for target groups that may be in their class • Staff meetings and team meetings that facilitate discussions on assessment data • External support agencies working alongside class teachers, extra teachers and teacher aide to provide PD on programmes to be used • Clear systems in place for monitoring and tracking progress of children below and above expected levels • As a whole staff, further developing our Student Based Assessment methods so children become more self –aware of their progress and learning needs • Revising our reporting procedures for parents to better show progress over time and next steps • Specific Interventions in place for small groups/individuals: Lexia Core, Reading Recovery, Rainbow Reading 		

Finance & IT	Property, Health & Safety <small>(See 2016-18 Charter & Capital Plan for overall aims of property development for this period)</small>	Community Partnerships <ul style="list-style-type: none"> • Marketing • With the Oropi Community • With other schools and pre-schools
<p><u>Linked documents:</u></p> <ul style="list-style-type: none"> • 2017-19 Capital Spending Plan • 2017 Budget <p>Exploring business sponsorship opportunities and having a clear plan in place about school sponsorship (policy and procedures).</p> <p>Maintaining level of ICT hardware in the school with a goal of a 1:2 ratio of computers for Year 5-8 and 1:4 ratio for Y1-4.</p> <p>Priority resourcing needs will be classroom furniture and teaching & learning material to cater for roll growth.</p> <p>Increase Capital Reserves fund in 2017</p> <p>Continue on path of ensuring a cyclical maintenance fund to enable funding a school re-paint in 2018-19. The school is no longer in a maintenance programme with Programmed Maintenance Services.</p>	<p><u>Sun Smart Policy:</u></p> <ul style="list-style-type: none"> • Ensure all children have wide brim hats • Plan for further shaded areas and further purchasing of shade sails in late 2017. <p><u>Environmental waste management & sustainability</u></p> <ul style="list-style-type: none"> • Implement a zero-waste lunches rubbish policy • Investigate alternative energy source solutions <p>Engaging with a Project Manager for the implementation of our 2017-2022 Five Year Agreement Property Plan</p> <p>Modular Classrooms Project</p> <p>Senior Playground re-instatement in another location once the 2x Classrooms are in place.</p> <p>Monthly building and water checks overseen by Caretaker and office staff</p> <p>Review systems for termly evacuations & drills</p> <p>Maintaining the physical appearance of the school, continuing to add creative elements to outdoor spaces, enhancing our environment.</p> <p>Maintain Health & Safety Committee structure and reporting/reviewing processes as per the 2016 review</p> <p>Ensure all Health & Safety procedures are aligned with our parent policies.</p>	<p><u>Communicating:</u></p> <ul style="list-style-type: none"> • Enrolment zone & roll management • Website – review and update • Open Days, Learning Celebrations • Weekly Newsletter • Class Assemblies • Written Reporting • Oropi News <p><u>Maintaining & strengthening</u></p> <ul style="list-style-type: none"> • Discovery Learning programme • Links with Playgroup • Transition programme for NEs • Links with High Schools • Y7&8 programmes & KRSA & Tall Poppies • Promotional opportunities through local national & international media • Business partnerships/sponsorship <p><u>Other:</u></p> <ul style="list-style-type: none"> • International Student capabilities and marketing to continue • Creating inter-school &/or cross-sector groups for professional dialogue in relation to strategic goals, focused on teaching & learning

Capital Items summary

PROJECT	MOE Funded	BOT RESERVES	GRANTS	FOS/PTA
SHARED				
Outdoor Classroom - "Kokako Garden" (including Senior School Shed)		\$10,000	\$15,000	
ICT Equipment		\$5,000	\$5,000	\$5,000
Roll Growth Classroom Resources provision	Complete funding of playground + \$8,000 F&E	\$10,000		
Senior Playground re-design and reinstatement				
Library Books		\$2,000		
PE Gear		\$2,000		\$5,000
Camps Subsidy		Operational cost		
Furniture		\$5,000		
Ministry funded projects				
Roll Growth Classrooms Stage 3 2017	\$500,000			
OTHER				
Gully Maintenance (R&M)		\$2,000		
Car Parking re-design (needs analysis)		\$2,000		
TOTALS	\$508,000	\$38,000	\$20,000	\$5,000