

## Charter 2017-19

### Motto

“Be all you can be”  
“*Whaia te matauranga*”

### Mission Statement

“Inspiring our students to believe in themselves and realise their potential within our rural community, so they can move forward as confident, contributing members of society.”

*“Toi tu te mana, Toi tu te whenua, Toi tu te tangata”*

### Vision

“Oropi School exists to educate our students through experiential learning and personalised opportunities, in doing so we guide them to know their strengths. Our rural school caters for children from Year 1 to 8, developing leadership and a sense of tuakana-teina (close, co-operative, mutually-respectful relationships) across the school. A place where children can be children, take considered risks, exploring new ideas and have a sense of excitement about their own life-long learning.”

### Values

Excellence  
*Hiranga*

Respect  
*Whakanui*

Responsibility  
*Takohanga*

## Our School Community

We are a Decile 9 school situated approximately 13km up Oropi Road from SH29, Tauranga. Our school roll continues to increase. We have had an enrolment zone put in place since Term 4 2015. Our roll is expected to peak around 320 children in 2018 before stabilising at around 260-300 children from age five to thirteen years (Year 1-8). We have twelve full time class teachers, four part-time teachers and seven part time support staff. The location of our school affords both staff and students a tranquil rural environment in which to work and learn. Our students are provided with extensive outdoor areas in which to engage in co-operative play and participate in a variety of sporting codes. Children in our district experience the benefits of a rural lifestyle, combined with the opportunities presented within the urban areas of Tauranga and Mount Maunganui.

Our students display a positive attitude towards school and learning, participate enthusiastically in all our varied components of the school programme, and are encouraged to strive for their personal best in all their endeavours. Our staff display a high level of professionalism in their delivery in a range of quality learning experiences. We are able to address individual learning needs effectively as all students are known due to our rural school environment. The school has a pro-active, open-minded approach to school improvement focused on catering for and responding to individuals equitably. Staff are kept up to date with strong professional development opportunities and provide regular, meaningful reporting of student achievement to families. Children feel like they are part of a team and close community in a school our size and we can often offer opportunities for mixed age group interaction which is socially very good for children. Peer pressure is minimal due to timely intervention and excellent management of behaviour in the school. All children can be children in our context. With our current roll numbers, we can offer an excellent range of programmes and opportunities, allowing all children to be able to participate.

We have strong beliefs about the role of primary school education which is to enable a rich range of learning opportunities so our children can make informed decisions about their future learning pathways and be effectively engaged and 'switched on' to lifelong learning. Philosophies relating to innovative learning environments (ILEs) reflect our current position of what is valued in the way our school operates. Discovery learning and project based inquiry, language learning and Interculturalism form a basis of our innovations in learning opportunities at Oropi School. This means our learning opportunity capacity is constantly evolving beyond the single cell classroom context, to now include such opportunities as outdoor learning contexts and connections with outside experts. This can occur because we have a well-established trust based culture and environment that allows freedom and flexibility, without needing to be heavily rule and procedure bound.

Our school is governed by a focussed and forward thinking Board of Trustees, and supportive parent groups. There is a cohesiveness between all stake holders in the school through our future focus, strategic intent and strategic direction. This ensures quality teaching and learning can occur because everyone is on a clear journey together. This means we have effective governance that makes strategic, informed and planned provision for

quality resources, teaching aids, equipment and property. This is first and foremost achieved by informed understandings about student achievement across the school for the Board, as set out in the “Summative Assessment Framework” and “Data and Assessment Timeline”.

At Oropi School, we offer a unique environment for our children to be a part of because:

- Children are in a peaceful, semi-rural school environment where individual needs are identified and catered for. It is not one size fits all
- There are many regular opportunities for all children in year zero through eight to interact together
- We are a rural school within close proximity to the town centre and associated resources
- We offer modern, up to date and dynamic learning environments with excellent resources
- We identify learning needs quickly and have procedures and resources in place to meet a range of learning needs
- Communication between home and school is excellent and we have a very supportive community
- We have a lot of extra programmes on offer outside of classroom programmes: Support Programmes in Literacy & Numeracy, an Extension and enrichment programme, a variety of Education Outside the Classroom experiences for all age groups (including Camps for Y3-8), Music Tuition and a range of sporting opportunities. 2<sup>nd</sup> Language learning occurs in Mandarin and Te Reo Maori.

# Provision for supporting an inclusive school culture that ensures progress and achievement for students with special education needs

We understand and value that it is our school's role to ensure we identify, support and foster the needs of all our students to the best of our ability:

- Who are not achieving
  - Who are at risk of not achieving
  - Who have special needs
  - Who have aspects of the curriculum which require particular attention
  - Who are gifted or talented in areas of the curriculum (something about success for Maori as Maori) Culturally inclusive practices. For example, we make sure that when we are identifying giftedness in a child, we consider Maori world view on this
- So that they can reach their potential and experience success and a sense of achievement in their learning and interactions with others
- We implement a range of teaching, learning and assessment strategies to find out and address their needs

## Culturally responsive practices in our approach for students with special education needs

- We do not assume one type of cultural response is necessarily the one right way of responding to and assessing the needs of these learners. For example, when implementing strategies to support any Māori learners who may be a part of one of the above groups, we endeavour to consider a Māori world view response so “Māori students can enjoy and achieve education success as Māori” *Ka Hkitia Accelerating Success, 2013-17, MoE, Wellington, NZ*
- Consideration of different cultural perceptions on needs and valid assessment strategies is valued. For example, in honouring our bi-cultural heritage in relation to identifying gifted and talented students, we consider the “components of Māori concept of giftedness” *Gifted & Talented Students, MoE, Wellington, NZ, 2012*
- Senior Management, teachers and support staff take into consideration Māori and minority culture world views in the curriculum areas relevant to the special educational need/s being addressed.
- Addressing needs based on honouring Indigenous and minority culture knowledge around the applicable subject skill and knowledge is also important. For example, in the Sciences - honouring the Māori world view on scientific method.

A culturally responsive approach that effectively provides provision for students with special educational needs will require pro-actively engaging with outside agencies, support people, iwi, whanau, and other groups AND will consider a variety of assessment techniques, materials, research and professional readings that can best represent and help staff to understand these cultural perspectives.

## How will we do this?

1. By maintaining and nurturing what we value as our school culture: a school environment where every child is known by all staff, where we encourage mixed age group interaction and where children have opportunities to care for and support each other. Staff modelling a strong collegial and collaborative environment to this is key.
2. Parent involvement and communication, including surveying families about their child's needs
3. Using effective identification and testing strategies, catering for the individual with a belief "one size does NOT fit all".
4. Regular, ongoing and well recorded monitoring strategies through our SMS - as informed by our Assessment framework set at the beginning of each year. This process is overseen by one of our Senior Management Team members with the role of SENCO
5. Effectively and regularly engaging with outside agencies for support and advice
6. Careful, justified and informed consideration and use of resources and support material
7. Self-reviewing our processes each year – making use of the Ministry Rubric to be reviewing in our cyclical programme of self-review how we are catering and providing for students with special education needs
8. Data is analysed in terms of ethnicity

## Specific interventions and Support programmes the School will operate

**An enrichment and extension programme "Curious Minds"** where the teacher-in-charge identifies talented and gifted students using the most up to date methodologies (as currently informed by the Gifted & Talented Booklet put out by the MoE in 2012). This teacher will have programmes of learning in place for students to extend and compliment the class programme as consulted with the class teacher in specified curriculum areas, with an overview for the year established that aims to offer a rich and broad range of learning opportunities.

### **Reading Recovery** Programme for 6 year olds

**Part-time teacher** hours put in place for a teacher to support the class teacher of target groups in the school (to compliment and enrich the class teacher's programme) using tools such as the ALiM programme and Rainbow Reading.

**Part time teacher aide hours** in place to support specified targeted children, which will be partly Board funded and external agency funded hours.

## **Cultural Diversity and Māori Dimension**

### **How our school will reflect New Zealand's cultural diversity**

Children, from every culture, deserve the best education possible. Oropi School prides itself on acknowledging the different cultures that compose its school population. We will reflect NZ's increasingly multicultural society, particularly the cultures represented in our school, by providing students with a range of opportunities to celebrate their own cultural identity and the diversity of other cultures.

### **How our school will reflect the unique position of the Māori culture**

We understand, value and appreciate the values of the Treaty of Waitangi. This will be achieved through Te Reo and tikanga being integrated in classrooms and in whole school activities and programmes. It is important children display empathy towards Maori culture, protocol and language both in and out of the class. We will incorporate Te Reo and Tikanga Māori as follows:

- Sequential learning of Te Reo Māori from Year 1-8
- Bilingual signage around the school.
- Considering traditional layout of Marae and building design when remodelling or making alterations in the buildings or grounds.
- Incorporating traditional Maori designs into décor.
- Considering Māori culture and customs when meeting and welcoming or fare-welling, visitors and newcomers to the school (Powhiri, karanga, waiata, food customs) or the opening of new buildings.
- Considering the place of karakia and blessing of food at appropriate times or occasions. (E.g. karakia to start the day/week or begin a meeting).
- Ensuring that local legends and stories or local "heroes"/personalities are remembered and become part of our school and local heritage.
- Learning our whakapapa and using it appropriately, encourage pride in individual identity.
- Use of Māori language frequently and incidentally in addition to more formal teaching and learning of Te Reo in classrooms
- Acknowledge and possibly celebrate events in the Maori calendar e.g. Matariki.
- Learn and perform waiata, stick games, haka etc.
- Incorporate aspects of Tikanga and Te Reo in class led assemblies, at the school gala day (eg: Hangi)
- Consider Māori custom and protocol when using local resources from the environment, e.g. flax.

- Create a relationship with our Māori community and families that will enable discussion and feedback from them relating to tikanga and customs. (They will feel able to approach us and advise in the event that we are doing anything that may be contrary to custom or even offensive)
- Ensuring Māori families are involved in all school community consultation processes, particularly in relation to the Charter, in a form and forum designated by the Māori community

If a parent requests a higher level of Te Reo Māori and Tikanga Māori the staff and family will explore opportunities that may include one or more of the following:

- Dual enrolment with the correspondence school.
- Provide further opportunities through the child's classroom activities through taped resources, computer programmes and resources etc.
- Using local resource people who are willing to assist and who have the expertise.
- They may be assisted to seek advice etc from local Kura kaupapa
- Discussions and meetings with other schools that offer greater levels of Māori Medium education
- Discussions and meetings with external Māori Advisors for guidance and support

# Student Achievement & Curriculum Strategic Planning

## Futures Perspective

### What is important for Oropi School in ten years' time?

- 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

## Strategic Intent

### Key Goal

To accelerate progress in learning through the school curriculum for all children so they can access and know their passions, talents and interests to develop successfully and remain engaged in learning beyond Year 8.

## Strategic Objectives

(To achieve the Key Goal)

1. To consolidate our Assessment FOR and OF learning practices across the school from Year 1-8.
2. To review specific aspects of our Literacy & Numeracy programmes at the school to enable optimal progress in learning for all students
3. 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).
4. Communicating about our school learning programmes effectively with the parent and wider community to foster understanding, awareness and reasoning.
5. To implement a Discovery Learning programme across the whole school, relevant to and catering for the needs of all learners at every year level across the school.

## Strategic Planning

(To achieve Objectives 1-5)

	2017	2018	2019
<b>1</b>	<p>Ensuring Strategic Objectives in place for the Annual Plan in Reading, Writing or Mathematics for key Target Groups</p> <p>Children being able to articulate their strengths and needs</p> <p>Further develop our strategies for tracking and showing progress by:</p> <ul style="list-style-type: none"> <li>• Further developing tools for measuring and reporting on progress for target groups and their specific programmes</li> <li>• Investigating options for a new report format to replace existing that is aligned with PACT or ETAP</li> </ul> <p>Extending the use of PaCT to Mathematics as well as Writing.</p>	<p>Ensuring Strategic Objectives in place for the Annual Plan in Reading, Writing or Mathematics for key Target Groups</p> <p>Further develop our strategies for tracking and showing progress by:</p> <ol style="list-style-type: none"> <li>Implementing the use of the PACT for Reading across the school</li> <li>Consolidating tools for measuring and reporting on progress for target groups and the specific programmes they are involved</li> </ol> <p>Implementing options for a new report format to replace existing that is based in ETAP or PACT and connected to data entries into these tools</p>	<p>Ensuring Strategic Objectives in place for the Annual Plan in Reading, Writing or Mathematics for key Target Groups</p> <p>Consolidating and reviewing the new report format link to one of our digital Student Management Systems</p> <p>Consolidating the use of PaCT for all of Literacy and Numeracy</p>
<b>2</b>	<p><u>Numeracy:</u></p> <p>Reviewing resourcing needs across all class and year levels. <i>Reviewing curriculum delivery methods across all year levels.</i></p> <p>Reviewing knowledge and strategy teaching and learning requirements across the school. <i>Reviewing curriculum coverage needs across all year levels.</i></p> <p>Reviewing our assessment of and for</p>	<p><u>Numeracy:</u></p> <p>Full implementation of resourcing needs across all class and year levels. <i>Full implementation of revised curriculum delivery methods across all year levels.</i></p> <p>Full implementation of revised knowledge and strategy teaching and learning requirements across the school. <i>Full implementation of revised curriculum coverage needs across all year levels.</i></p> <p>Full implementation of revised assessment</p>	<p><u>Numeracy:</u></p> <p>Consolidation year for points from 2017</p> <p><u>Literacy:</u></p> <p>Implementation of needs identified in 2017 review</p>

	<p>practices in Mathematics across all strands and year levels. <i>Educating all staff on the principles and delivery of the ALiM programme.</i></p> <p><u>Literacy:</u> Consolidating the use of the “Gail Loan” resource for the teaching of Writing across the school. <i>Consolidating the use of the “Sheena Cameron” resource for the teaching of Reading across the school.</i> Consolidating the use of the “Joy Allcock” resource for Spelling across the school. <i>Purchasing of Readers for all year levels based on a needs analysis, due to roll growth.</i></p>	<p>‘of’ and ‘for’ practices in Mathematics across all strands and year levels. <i>Continuing with the delivery of an ALiM intervention across the school</i></p> <p><u>Literacy:</u> General review of our teaching and learning methods for all year levels in Reading, Writing and Mathematics</p>	
<b>3</b>	<p><u>Reviewing the following interventions:</u></p> <ol style="list-style-type: none"> <li>“Curious Minds” for Enrichment and Extension programme</li> <li>Rainbow Reading for small groups across the school as a reading support programme</li> <li>ALiM programme for small groups</li> <li>Lexia Core</li> </ol>	<p><u>Consolidating the following interventions:</u></p> <ol style="list-style-type: none"> <li>“Curious Minds” for Enrichment and Extension programme</li> <li>Rainbow Reading for small groups across the school as a reading support programme</li> <li>ALiM programme for small groups</li> <li>Lexia Core</li> </ol>	<p><u>Analysing the effect of the revised intervention strategies and carry on implementation or alter:</u></p> <ol style="list-style-type: none"> <li>“Curious Minds” for Enrichment and Extension programme</li> <li>Rainbow Reading for small groups across the school as a reading support programme</li> <li>ALiM programme for small groups</li> <li>Lexia Core</li> </ol>
<b>4</b>	<p>Having a systematic approach over the year for priorities in which to address with the parent community, making considered decisions about the best way to communicate our ideas (eg: written, presentations, digital, shared experiences), inclusive of opportunities for surveying and feedback</p>	<p>Revise our approaches and implement new innovations if appropriate</p>	<p>Consolidating and sustaining a cyclical approach in the way we communicate about teaching and learning at Oropi School with our parent community</p>
<b>5</b>	<ul style="list-style-type: none"> <li>Junior School (Y0-3) consolidation phase</li> <li>Middle School (Y4-6) implementation phase</li> </ul>	<ul style="list-style-type: none"> <li>Junior School review phase</li> <li>Middle School consolidation phase</li> </ul>	<ul style="list-style-type: none"> <li>Junior School growth phase</li> <li>Middle School review phase</li> </ul>

	<p>Throughout all phases, each team will be responsible for considering how planning, assessment and curriculum coverage will be done, along with documenting and sharing information and philosophies about the programme</p>	<ul style="list-style-type: none"> <li>• Senior School (Y7-8) implementation phase</li> </ul> <p>Throughout all phases, each team will be responsible for considering how planning, assessment and curriculum coverage will be done, along with documenting and sharing information and philosophies about the programme</p>	<ul style="list-style-type: none"> <li>• Senior School consolidation phase</li> </ul> <p>Throughout all phases, each team will be responsible for considering how planning, assessment and curriculum coverage will be done, along with documenting and sharing information and philosophies about the programme</p>
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## Self-Review 2017-19

### School Curriculum and Strategic Planning

Year 1 (2018)	Year 2 (2019)	Year 3 (2017)
<b>Focus</b> Literacy/Numeracy  Health, PE & EOTC	<b>Focus</b> Literacy  The Arts  Assessment	<b>Focus</b> 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)

## Specific Achievement Targets (reviewed and set annually)

### Overall aim:

For 100% of children at all levels to be working at or above their expected levels in all areas

We will have a focus on measuring the value added rate of progress

Measurement and analysis of school wide data will be done against the following chart which is 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 50% lesson time	Stage 5-6 50% lesson time	Stage 6 40% 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, <b>1p</b>	Level 1p, <b>1a</b>	Level 2b, <b>2p</b>	Level 2p, <b>2a</b>	Level 3b, <b>3p</b>	Level 3p, <b>3a</b>	Level 4b, <b>4p</b>	Level 4p, <b>4a</b>

<b>B</b>	<b>P</b>	<b>A</b>
<b>Beginning</b>	<b>Proficient</b>	<b>Advanced</b>
Shows <b>some</b> of the characteristics at that level	Shows <b>most</b> of the characteristics at that level	Shows <b>all</b> of the characteristics at that level

<b>Early</b>	<b>At</b>
Shows <b>some</b> of the characteristics at that level	Shows <b>most or all</b> of the characteristics at that level

## Operational Strategic Planning for 2017-19

### Health & Safety

- Gully maintenance
- Termly evacuation drills and procedures + checks
- Maintaining Sun Smart Procedures & Policy and making improvements as and when required/able
- Bus procedures reviewed and checked twice yearly, with bus duty teachers monitoring, reviewing and responding weekly to needs and issues
- Health & Safety Register maintained, reviewed and reported on regularly (reports available for significant incidents using the H&S Register). This includes a register in the sick bay for minor incidents with children. Reporting to the Board of Trustees of incidents in the H&S Register is a requirement.
- Property checks & monthly building checks (maintaining Building Systems Manual) (Caretaker)
- Maintaining building code compliance
- Caretakers equipment and space needs checked four times per year
- Implementing a system for all staff to be able to inform the Board of Trustees about any Health & Safety matters or suggestions to ensure they have a voice.
- To build on our current Health & Safety management so it is updated and in line with the new Health & Safety Act April 2016 in order to provide a safe workplace for all.

### Property and Resourcing Goals 2017-2027

#### Improved:

#### Focus –

- **Improved parking for staff, visitors and parents**
- **Improved safety at the front of the school for children at the beginning and end of the school day during pick-up and drop-off times**

#### Other –

- Flexible building space and usage
- Covered walkways and outdoor teaching space for all weather conditions
- Establishing and maintaining an effective student green space ratio
- Implementing alternative power sources in the school for such facilities as the pool heating system and electricity usage
- Maintaining and extending our adventurous play space, native bush areas, large field space and resources there, our traditional look
- Staying current with technology changes and space for ICT resourcing needs
- Effluent field needs to ensure it meets capacity of a growing roll (to be achieved in 2016)
- Furniture renewal cycle in place for classroom and administrative furniture needs
- Curriculum resource needs – as according to the cyclical curriculum self-review plan
- School pool used in Term 1 and 4 of each year

**Human Resources (staffing, professional development, performance management)**

Additional staffing to Classroom teacher entitlement:

*Teacher Aide & part-time staffing components in place for -*

- a. Literacy & Numeracy support programmes
- b. "Curious Minds" programme
- c. Reading Recovery
- d. RTLB & MOE funded hours for individual students
- e. ESOL provision and training
- f. Management release for teachers with areas of responsibility
- g. Languages (Maori and Mandarin) and The Arts Programme
- h. In-class teacher-aide support
- i. Provision in place for roll growth staffing during the year if required

See staffing summaries each year. Depending of staffing allocation each year, this may require additional Operations Grant funding.

Professional Development:

- Whole staff foci based on needs identified in Annual Planning.
- Allowance for a cyclical balance of individual and collective professional development needs
- Staff meetings focused on Annual Plan specified goals

Performance Management:

- Appraisal system for teaching staff linked with Charter foci and individual professional goals, overseen by Principal, Deputy Principal, Assistant Principal and Junior School Team Leader
- Appraisal of support staff focused on individual professional goals and annual attestation by the Principal.
- Establish & maintain professional learning community link with other schools.

**Finance and IT**

- Continued commitment to ICT Hardware replacement and renewal (completed by ICT Lead Teacher)
- Implementation of revised fundraising plan.
- Investigating business sponsorship opportunities.
- Use of Education Services
- Surplus Budget for 2017-2019 (to ensure a capital reserve is in place for future possible needs beyond 2017 once our SPG and Roll Growth building is complete)
- Furniture and classroom resource purchasing to reflect the growing roll needs

## **Community Partnership** (also related to our Strategic Objective Goal 5)

### Marketing & Local Community:

- Roll management with Enrolment Zone
- Continue school website development
- Revise Prospectus and Enrolment material for domestic and international students
- Media promotion – Oropi News, Flyers and wider BoP through newspaper and radio
- Learning celebration evenings, information evenings, regular community consultation, reporting to parent’s on the strategic plan in place and progress being made
- Linking with small businesses and local expertise

### Local community:

- Otanewainuku Kiwi Trust
- Website
- Weekly newsletters
- Contribution to Oropi News
- Class Assemblies
- Learning Link sessions
- Parent-teacher meetings
- Written reporting x2 per year
- Linking the school with community through events linked to children’s learning