



School Charter

Strategic and Annual Plan for

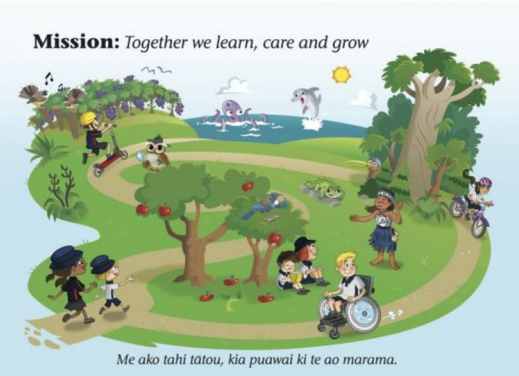
Huapai District School

2017 - 2020

Principal's' endorsement:	February 2017 Updated 28.04.17
Board of Trustees' endorsement:	20th February 2017
Submission date to Ministry of Education:	1st March 2017

Huapai District School 2017 - 2020

Introductory Section - Strategic Intentions

Mission Statement	Together we learn, care and grow Me ako tahi tātou, kia puawai ki te ao marama			
Vision	‘Engage, Extend, Empower			
School Values	Being responsible Compassion	Thinking Commitment	Respect Communication	Participating and contributing
Principles	We want to prepare our children for the world today and in the future so they feel great about themselves as people, leaders and lifelong learners . The following 10 points are the foundation upon which we will build our learning environment. <ul style="list-style-type: none"> ● We are all learners, we are all leaders. ● The working relationship between teacher, student and family is critical to success. ● Strong values, high expectations and a positive attitude are critical to learning success. ● Having strength in numeracy, literacy and being competent communicators is important in our community. ● We use a framework for teaching and learning based on the inquiry cycle. ● We aim to empower children to take responsibility for their own learning and personalise learning so that children's' individual needs are catered for. 			

- Positive attitude, personal growth, effort and high achievement should be promoted, recognised and celebrated.
- We are a learning community which acknowledges that great learners are self-managers, researchers, collaborators etc.
- We want to acknowledge, appreciate and celebrate difference.

Baseline Data

National standards data (students operating at or above)

	2013	2014	2015	2016	Target
Writing				81%	85%
Boys	71%	74%	71%	73%	
Girls	85%	86%	86%	88%	
Māori	65%	78%	78%	71%	
Reading	85%	86%	88%	88%	88%
Boys	82%	83%	88%	88%	88%
Girls	82%	83%	88%	88.5%	88%
Māori	67.5%	74%	80.5%	83%	83%
Paciifica					76% (/17)
Maths				88%	88%
Boys	85%	79%	87%	87%	
Girls	80%	80%	83%	80%	85%
Māori	81%	72.5%	80%	81%	85%

<p>Review of Charter and Consultation</p>	<p>In light of a change of Principal this charter reflects in part the continuation of the Board charter goals and also the formation of review and restructuring for planning 2017 - 2020.-</p> <p>This Charter has been based on the three broad areas:</p> <ol style="list-style-type: none"> 1. Student achievement 2. Support for the quality of learning and teaching outcomes 3. Management arrangements: Physical, financial structural and organisational <div data-bbox="1579 225 2033 687" style="float: right; border: 1px dashed lightblue; padding: 10px;"> </div>
<p>Key Goals</p>	<p>There are three primary goal we will focus on in 2017:</p> <ol style="list-style-type: none"> 1. Building a strong school culture (to include collaboration, behavioural management and creativity). 2. Building of “whole child” programmes, assessments and reporting. 3. Improving systems and processes.
<p>Māori Dimensions and Cultural Diversity</p>	<p><i>Huapai District School is committed to the kaupapa Maori of whanaungatanga (kinship through relationships) and aims to celebrate the diversity of all cultures. Whanaungatanga is practiced through people being ‘tika’ (doing the right thing by others), being ‘pono’ (being honest, having integrity), and through ‘aroha’ (being compassionate) in their interactions and relationships with others. Our kaupapa Maori underpins our Charter/Kawenata and our goal is to incorporate Te Reo Maori into everyday learning.</i></p>

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2017 - 2020
Student Achievement	Build a strong school culture. (Key Goal)	Develop clear values, understandings and expectations of our school culture. Pursue collaboration as a key strategy for improvement. Increase the capacity for creativity and innovation. Increase Te Ao Maori & Tataiako principles in the school. Implement PB4L (positive behaviour for learning) strategies.
	Achieve our National standard targets.	Increase the number of students operating above expected. Reduce the number of children operating below standard. Participate in and benefit from Community of Learning (COL) initiatives to improve student achievement.
	Focus on a 'whole child' philosophy to achieve the highest possible individual success, achievement and personal growth. (Key Goal)	Build further a "real life learning" inquiry based framework. Begin developing learner dispositions.
Support for the quality of learning & teaching outcomes	Build a compelling, coherent and clear vision.	Review, refine and embed the school vision..
	Provide high quality professional development.	Intentionally promote professional development.
	Provide ongoing value add performance management processes.	Review and enhance the performance management processes to influence professional growth.
	Provide wider opportunities.	Increase the arts opportunities in the school.

		<p>Increase sporting and leadership opportunities in the school.</p> <p>Improve the EOTC opportunities for students.</p> <p>Improve the classroom learning resources and management.</p> <p>Increase specialist programmes and resourcing in the school.</p>
<p>Management Arrangements: Physical, financial, school structures and organisation</p>	Physical	<p>Complete the 16 classroom block with appropriate resourcing.</p> <p>Implement phase of school development plan to include staffroom, administration and classrooms.</p> <p>Upgrade and modernise remaining classrooms.</p> <p>Investigate options for school hall improvements.</p> <p>Review and upgrade the school IT infrastructure.</p>
	Financial	<p>Increase parent support of school donations.</p> <p>Establish a school Parent / Teacher Network (PTN).</p> <p>Increase income streams.</p>
	Structural	<p>Reposition the school office as an administration centre.</p> <p>Increase the roll, status and success of the Montessori unit</p> <p>Broaden, enhance and develop leadership.</p>
	Organisational (Key Goal)	<p>Review the school assessment and reporting framework</p> <p>Improve, document and centralise school systems and processes</p> <p>Improve communication systems.</p> <p>Establish new school management system (Linc Ed).</p>

Annual School Improvement Plan – “on a page”

Domain	Strategic Goal	Key actions.	Short Report
Student Achievement	Build a strong school culture. (Key Goal)	We will focus on: Values, collaboration, creativity, innovation and individuality. Te Ao Maori, “real life learning” and PB4L	We have a strong relational culture and positive tone amongst staff, there is opportunity to build on this and see the student culture more consistent.
	Achieve our national standard targets Writing 83% (15% above, 15% below) Reading 88% (30% above) Maths % (% above, % below)	We will... review (8 weekly) names and data school wide increase number of students operating above and below.	We will intentionally increase the focus to individual accountability and ownership of progress and achievement.
	Focus on a ‘whole child’ philosophy. (Key Goal)	We will focus on: Learner dispositions and real life learning contexts.	We see focussing on the whole child will compliment the rich curriculum we want to offer our children.
Support for the quality of learning & teaching outcomes	Build vision, a creative staff culture, provide high quality professional development and meaningful performance management for staff. Wider opportunities for children.	Refine the vision, pursue collaboration. Lift the arts, sports and wider opportunities for children.	Being specific and clear in the development of a culture that enables a collaborative and creative environment is the key goal for 2017.
School Organisation and Structures	Physical Modernisation of buildings and resources. Financial Improve schools funds. School structures Plan for significant roll growth, improve systems and processes. (Key Goal) Organisation Develop leaders	16 classroom block, scope new buildings, modernise existing rooms, improve class resources. Increase parent donations and income streams, reduce expenses. Roll change of office to administration centre, introduce better systems and processes. Lift Montessori roll and broaden leadership capability. Improve and centralise documentation, change the school SMS, improve communication options.	The school has a lot of buildings and %YA funds under development. School finances are strained and systems and processes require significant review and improvement. The roll growth over the next three years will be significant requiring change and development in leadership roles, systems and processes and school structures.

Improvement Plan - Domain: Student Achievement

Strategic Goal Build a strong school culture. (Key Goal)			
Annual Goal(s)			
<ol style="list-style-type: none"> 1. Develop clear values, understandings and expectations of our school culture. 2. Pursue collaboration as a key strategy in improvement. 3. Increase the capacity for creativity and innovation. 4. Increase Te Ao Maori & Tataiako principles in the school. 5. Build further a “real life learning” inquiry based framework. 6. Build positive behaviour for learning (PB4L) strategies. 			
Baseline data			
<p><i>All staff have been individually interviewed (November 2016) to ascertain priority, needs and successes.</i></p> <p><i>Student welfare survey will be introduced in March 2017</i></p> <p><i>Baseline data on understanding of collaboration has been conducted (March 2016).</i></p>			
Current status: We have a positive and strong relationally based culture. This forms the foundation for the pursuit of providing rich, powerful and significant opportunities for both staff and students. The school has identified 7 school values - these need to be reviewed and reduced.			
Key Improvement Strategies (Reference Michael Fullan)			
<ol style="list-style-type: none"> 1. <i>Commitment to staff.</i> 2. <i>Connecting staff with purpose.</i> 3. <i>Building capacity.</i> 4. <i>Seeing working and learning as the same.</i> 5. <i>Transparency.</i> 6. <i>Systems that learn.</i> 			
When	What (examples)	Who	Indicators of Progress
1. In 2017 we will develop clear values, understandings and expectations of the school culture by...			
On going	Modelling, presentations and discussions around what’s important, what’s worth fighting for and what makes a great culture.	John Petrie	School philosophy and pedagogy recorded and linked to PPR (Performance Planning and Review)

On going	Review and develop further indicators, metaphor, graphics & icons of school values	John Petrie & T/Leaders	Publications and documentation with links to induction, performance management and public profile.
2. In 2017, we will develop our collaborative skills by ...			
On going	Reposition the working environment for collaboration through "horizontal" teams, shifting to MLE environments and review of organisation and physical structure to enable collaboration	Anna S John Teachers	On going development, documentation and self review evident
On going	Continuation of external facilitation and professional development	Collaboration Team - Anna & John	Nikki Urlich contracted to support on going review and development
On going	Review and develop collaborative systems and processes to address planning, assessment, communication and student management	Anna S John	Options and structures trialled and documented for development.
3. In 2017, we will develop creativity and innovation by ...			
On going	Permissioning risk taking and a "have a go" culture and mindsets.	Leadership	Sharing, celebration and promotion of cultural indicators.
Term 2	Review the curriculum framework with view to enabling higher levels of creativity and individuality	John Petrie & SLT	Review conducted, recommendations advanced and improvements implemented.
	Creating a culture of "telling stories".	John Petrie	Intentional focus on seeing stories of success, challenge and change told, recorded and culturised.
4. In 2017, we will increase Te Ao Maori & Tataiako principles in the school by ...			
On going	Provide professional development opportunities for staff of Tataiako and Ka Hikitia	Anna Taione	On going staff development and support. Increased staff confidence evident.
On going	Strengthen the school's relationship and involvement with Whiti Ora o Kaipara.	John BoT	Regular communication, connection and involvement in the school.
Term 1	Extend the Kapa haka opportunities for children, with increased performances and participation in wider cultural events and activities	Anna Taione	On going success and broadened involvement and opportunities
Term 2	Investigate options for in school Te reo instruction	John	Class based instructional programme
5. In 2017, we will build further a "real life learning" inquiry based framework by ...			

Term 1 & 2	Review the existing Inquiry model, overview and effectiveness	John Petrie & Team	Review conducted, recommendations advanced and implemented
Term 1	Bring in outside professional development (Lane Clark) to open up alternative views, seed possibilities and challenge current mindsets.	John	Initial workshop (13/4) with view to future involvement and development.
6. In 2017, we will bring the positive behaviour for learning (PB4L) strategies into the school (over three years) by ...			
On going	Form a PB4L Team to attending training. To include parents, support staff	Jilleen /John (Coach) Allyson(Lead Tcher)	Team participating in workshops, with outworking back at HDS and community
On going	Review school reward and recognition processes	PB4L Team Jilleen / Allyson	Existing systems reviewed and improved. New innovations adopted
On going	Engage and communicate with community	PB4L Team Jilleen/ Allyson John	Documentation, consultation and communication in place
On going	Participate and complete PB4L obligations and reporting.	PB4L Team Jilleen/ John Allyson	Surveys, reports and data tracking in place and operating
<p>Monitoring: <i>Review and reporting to feed into twice termly Board and staff reports.</i> <i>Monthly reviews of Key holders and Team Leaders with Principal</i></p>			
<p>Resourcing <i>PB4L 6 staff, 1 Board member, 2 parents, 1 coach (Jilleen) 1 lead Teacher (Allyson) Budget \$10 000 (MOE grant)</i> <i>Lane Clark - staff professional development budget \$5000</i> <i>Development of icons and visuals \$2000</i> <i>Leadership resources \$500</i> <i>Nikki Urlich - Core Education \$5000</i> <i>Google conference \$4 000</i> <i>Tutor and in class support \$4000</i></p>			

Improvement Plan - Domain: Student Achievement National Standards - Writing

Strategic Goal

- Increase the number of students operating above expected.
- Reduce the number of children operating below standard.
- Participate in and benefit from Community of Learning (COL) initiatives to improve student achievement.

Achievement Target *83 % of our students will achieve 'at' or 'above' in writing.*

Increase the % of children achieving above expected to 15%

Reduce the % of children operating below expected to 15%

Specific target groups.

Maori *75% of Maori students will be achieving at or above expected, with 25% operating above (17 students in total).*

Boys *78% of boys achieving At or Above national standards.*

Baseline data 2016 results.

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	10	2.2%	81	17.5%	309	66.6%	64	13.8%	464
Māori	1	1.9%	14	26.4%	32	60.4%	6	11.3%	53
Pasifika	2	11.1%	4	22.2%	11	61.1%	1	5.6%	18
Asian	1	2.7%	3	8.1%	25	67.6%	8	21.6%	37
European/Pākehā/Other European	4	1.2%	55	17.0%	222	68.5%	43	13.3%	324
All other ethnicities including MELAA (not published)	2	6.3%	5	15.6%	19	59.4%	6	18.0%	32
Male	7	2.8%	58	23.8%	188	67.5%	15	6.1%	248
Female	3	1.4%	23	10.8%	143	65.8%	49	22.5%	218

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0		4	5.0%	72	90.0%	4	5.0%	80
After 2 years at school	0		9	16.4%	35	63.6%	11	20.0%	55
After 3 years at school	0		9	20.5%	28	63.6%	7	15.9%	44
End of Year 4	1	1.6%	8	12.7%	51	81.0%	3	4.8%	63
End of Year 5	7	8.0%	23	26.1%	47	53.4%	11	12.5%	88
End of Year 6	2	3.4%	17	28.8%	31	52.5%	9	15.3%	59
End of Year 7	0		5	12.2%	27	65.9%	9	22.0%	41
End of Year 8	0		6	17.6%	18	52.9%	10	29.4%	34

Key Improvement Strategies

1. Regular review of student achievement and progress (Team Leaders)
2. Improve moderation, data literacy and content knowledge (Team Leaders)

	Actions needed to achieve targets	Led by	When
1	Baseline data by room supplied to teachers	Barbara	February
2	All teachers aware of baseline data, target groups and goals.	Team Leaders	February
3	Review assessment data of students and determine 'next steps' for learning	Team Leaders	February
4	Confirm school strategy and actions to be applied & understood	Barbara	February
5	Initiate moderation meetings	Team Leaders	March
6	Teachers monitor progress of target students	Teachers	8 weekly cycle
7	Report progress of target students	Teachers	8 weekly cycle
8	Required actions/resources determined to support learners	Team Leaders	8 weekly cycle

9	Progress report and review	Team Leaders	8 weekly cycle
10	BOT informed of progress towards 2017 writing targets	Principal	Termly
<p>Monitoring 8 weekly cycle (IDD) identify issues and gaps. Summary of observations to be recorded in staff performance management files. Data assessment points will focus discussion and reflection.</p>			
<p>Resourcing <i>Team Leaders commitment to ensuring 8 weekly reviews (IDD) occur with staff. Recorded in performance management.</i></p>			

Improvement Plan - Domain: Student Achievement National Standards - Reading

Strategic Goal **Reach our targets**

Achievement Target *88 % of our students will achieve 'at' or 'above' in reading.
Increase the % of children achieving above expected from 26.5% to 30%*

Baseline data 2016 results.

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	11	2.4%	44	9.5%	288	61.8%	123	26.5%	464
Māori	1	1.9%	8	15.1%	31	58.5%	13	24.5%	53
Pasifika	4	22.2%	1	5.8%	11	61.1%	2	11.1%	18
Asian	2	5.4%	1	2.7%	19	51.4%	15	40.5%	37
European/Pākehā/Other European	3	0.9%	28	8.6%	208	63.8%	87	26.9%	324
All other ethnicities including MELAA (not published)	1	3.1%	6	18.8%	19	59.4%	6	18.8%	32
Male	5	2.0%	25	10.2%	182	65.9%	54	22.0%	248
Female	6	2.8%	19	8.7%	124	56.9%	69	31.7%	218

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0		15	18.8%	48	57.5%	19	23.8%	80
After 2 years at school	1	1.8%	2	3.6%	29	52.7%	23	41.8%	55
After 3 years at school	0		4	9.1%	31	70.5%	9	20.5%	44
End of Year 4	1	1.8%	6	9.5%	50	79.4%	6	9.5%	63
End of Year 5	6	6.8%	12	13.8%	57	64.8%	13	14.8%	88
End of Year 6	3	5.1%	5	8.5%	40	67.8%	11	18.6%	59
End of Year 7	0		0		21	51.2%	20	48.8%	41
End of Year 8	0		0		12	35.3%	22	64.7%	34

Key Improvement Strategies

- 1 Regular review of student achievement and progress (Team Leaders)
2. Improve moderation, data literacy and content knowledge (Team Leaders)
3. Targeted intervention programmes (quick60, Lexia - class based).
4. Use of computer based resources to increase engagement and mileage for boys.

	Actions needed to achieve targets	Led by	When
1	Baseline data by room supplied to teachers	Barbara	February
2	All teachers aware of baseline data, target groups and goals.	Team Leaders	February
3	Review assessment data of students and determine 'next steps' for learning	Team Leaders	February
4	Confirm school strategy and actions to be applied and understood	Barbara	February
5	Initiate moderation meetings	Team Leaders	March

6	Teachers monitor progress of target students	Teachers	6 weekly cycle
7	Report progress of target students	Teachers	8 weekly cycle
8	Required actions/resources determined to support learners	Team Leaders	8 weekly cycle
9	Progress report and review	Team Leaders	8 weekly cycle
10	BOT informed of progress towards 2017 Reading targets	Principal	Termly
	Specific Actions to improve reading.		
	Targeted Teaching in classes		
	Regular review through IDD (Instructional data discussion) strategy		
	Focussing on progress.		
Monitoring 8 weekly cycle (IDD) identify issues and gaps. Summary of observations to be recorded in staff performance management files. Data assessment points will focus discussion and reflection.			
Resourcing <i>Team Leaders commitment to ensuring 6 weekly reviews (IDD) occur with staff. Recorded in performance management.</i>			

Improvement Plan - Domain: Student Achievement National Standards - Maths

Strategic Goal **Reach our targets**

Achievement Target *88 % of our students will achieve 'at' or 'above' in maths.
Increase the % of children achieving above expected to 20%*

Specific target groups.

75% of all Pacific student working at or above by the end of the year.

85% of all Maori students working at or above by the end of the year.

Baseline data 2016 results.

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	8	1.3%	69	14.9%	303	65.3%	86	18.5%	464
Māori	1	1.9%	9	17.0%	28	52.8%	15	28.3%	53
Pasifika	2	11.1%	3	16.7%	13	72.2%	0		18
Asian	1	2.7%	2	5.4%	23	62.2%	11	29.7%	37
European/Pākehā/Other European	2	0.6%	55	15.4%	239	67.1%	60	16.9%	356
All other ethnicities including MELAA (not published)									
Male	3	1.2%	28	11.4%	156	63.4%	59	24.0%	246
Female	3	1.4%	41	19.2%	143	66.8%	27	12.6%	214

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0		3	3.8%	68	85.0%	9	11.3%	80
After 2 years at school	0		5	9.1%	39	70.9%	11	20.0%	55
After 3 years at school	0		6	13.8%	32	72.7%	8	13.8%	44
End of Year 4	1	1.6%	7	11.1%	49	77.8%	6	9.5%	63
End of Year 5	3	3.4%	24	27.8%	48	52.9%	14	16.1%	87
End of Year 6	1	1.7%	14	23.7%	33	55.9%	11	18.8%	59
End of Year 7	0		5	12.2%	21	51.2%	15	36.8%	41
End of Year 8	1	2.9%	5	14.7%	14	41.2%	14	41.2%	34

Key Improvement Strategies

1. Regular review of student achievement and progress (Team Leaders)
2. Improve moderation, data literacy and content knowledge (Team Leaders)

	Actions needed to achieve targets	Led by	When
1	Baseline data by room supplied to teachers	Barbara	February
2	All teachers aware of baseline data, target groups and goals.	Team Leaders	February
3	Review assessment data of students and determine 'next steps' for learning	Team Leaders	February
4	Confirm school strategy and actions to be applied and understood	Barbara	February
5	Initiate moderation meetings	Team Leaders	March
6	Teachers monitor progress of target students	Teachers	8 weekly cycle
7	Report progress of target students	Teachers	8 weekly cycle
8	Required actions/resources determined to support learners	Team Leaders	8 weekly cycle
9	Progress report and review	Team Leaders	8 weekly cycle
10	BOT informed of progress towards 2017 Maths targets	Principal	Termly

<p>Monitoring 8 weekly cycle (IDD) identify issues and gaps. Summary of observations to be recorded in staff performance management files. Data assessment points will focus discussion and reflection.</p>			
<p>Resourcing <i>Team Leaders commitment to ensuring 8 weekly reviews (IDD) occur with staff. Recorded in performance management.</i> <i>Contract with Lucie Cheeseman (Maths Matters) 3 days \$4500, 10 days release \$2500</i></p>			

Improvement Plan - Domain: Student Achievement

Strategic Goal

Focus on a 'whole child' philosophy to achieve the highest possible individual success, achievement and personal growth.
(Key Goal).

Annual Goals

Begin developing learner dispositions and real life learning contexts.

Baseline data *There is not data collected for this new initiative.*

Current Status There is a wide range of activity within the school aimed at the "whole child".

Key Improvement Strategies

Identify the qualities and characteristics of a great learner.
 Shift teacher practice to pursue more meaningful and real life learning contexts.

When	What (examples)	Who	Indicators of Progress
1. In 2017 we will begin to develop learner dispositions as a means to powerful learning, by...			
Term 2+	Connecting learning, thinking and inquiry as a set of learning behaviours.	John Team Leaders	Draft development of desired learner behaviours
Term 2+	Explore professional readings, dialogue and understandings of what makes a great learner.	John Team Leaders	Draft development of desired learner behaviours

Monitoring

*Review and reporting to feed into twice termly Board and staff reports.
 Monthly reviews of Key holders and Team Leaders with Principal*

Resourcing

*Reference Material \$500.00
 Release for specific identified staff \$500.00*

Improvement Plan - Domain: Support for the quality of learning & teaching outcomes

Strategic Goals

1. Build a compelling, coherent and clear vision
2. Provide high quality professional development.
3. Provide ongoing value add performance management processes.
4. Provide wider opportunities for students.

Baseline data

To be reviewed for impact and value add.

Current Status The school has a documented vision, that provides the framework for future development and promotion. The opportunity to review the vision is consistent with a change in Principalship.

Key Improvement Strategies

Build from what is already in place
Review and refine as necessary

When	What (examples)	Who	Indicators of Progress
1. In 2017, we will review and refine the school vision by...			
On going	Begin the process of revisiting and re establishing the school vision.	SLT	Plan developed and initial framework of consultation established.
On going	Review documentation, induction and supporting structures to enable the school vision.	SLT	Supporting documentation in place. Staff engagement and promotion in classrooms evident and outworked.
2. In 2017, we will intentionally promote professional development. by ...			
On going	Resourcing and engaging high quality professional development opportunities	SLT	Budget will reflect commitment to professional development.
Within year	Encourage further personal professional development opportunities.	John	Evidenced through staff performance management files.
On going	Developing options to fund innovation for staff.	BoT	Framework established with funding to be promoted to staff for 2018.
On going	Developing a leadership structure to inspire developing leaders.	John	Resourcing, workshop and mentoring programme in place.
3. In 2017, we will review and enhance the performance management processes to influence professional growth by...			

Term 1+	Review the existing performance management processes	John SLT	Report tabled of current status and recommendations for improvement.
On going	Ensure an evidence, reflective and data based aspects are incorporated.	John Team Leaders	Links to the school SMS and compliance with PTC requirements operating. Upskilling of team leaders
4. Increase the arts opportunities in the school.			
On going	Build further the arts (to include dance) programmes and extension opportunities.	Renee Stacey	Evidenced through performance and participation
Term 2+	Build further tuition opportunities.	Renee	Data demonstrates increased tuition opportunities (Goal 200 involved in tuition). Increased revenue.
On going	Increase performance opportunities.	Arts Team	Students involved in performing.
5. Increase sporting and leadership opportunities in the school			
On going	Build further the sports opportunities for children.	Maree	Profile, structures and opportunities developed further.
On going	Centralise and build further the sporting and representation opportunities for children.	Maree Sports Team	Consistent and well structured events occurring with a team supporting Maree.
Term 3	Establish a sports academy that focuses on extension and leadership development.	Maree	Students involved in camp as a trial in 2017.
6. Improve the EOTC opportunities for students			
Term 1 & 2	Review programme content and focus, extending the opportunities for children	Traci Anna John	Philosophy, framework and organisation in place and promoted.
Term 1 & 2	Review the documentation, risk mitigation and documentation process	Traci Anna John	Documentation, policies and Board involvement achieved.
7. Improve the classroom learning resources and management			
Term 1 & 2	Modernisation of class furniture and equipment	John T/ Leaders	Furniture reviewed options, improved and installed
Term 2	Review and Improve the junior school resources	Emily / Tracy	Physical resources for years 1 & 2 dramatically improved
Term 2	Review resource room management	Barbara Cathy Gray	Major cull and tidy of resource areas achieved. Management of areas reviewed and improved.
Term 3	Investigate opportunities for the establishment of a PMP programme (Perceptual motor Programme)	Jilleen	Applications successful, resources purchased and programme operating
8. Increase specialist programmes and resourcing in the school			

On going	Develop staff confidence in science through specialist modelling and mentoring	Traci	Structure in place and operating to support staff.
On going	Build science capability and knowledge in students Years 5 - 8	Traci	Sequential programme in place supporting improved capability -links to Inquiry “sciencethink” model.
Monitoring			
<i>Review and reporting to feed into twice termly Board and staff reports.</i>			
<i>Monthly reviews of Key holders and Team Leaders with Principal</i>			
Resourcing			
<i>Sport 0.4 Management and extension release</i>			
<i>Science) 0.2 Professional development support, modelling and mentoring</i>			
<i>Arts 0.4 Management and extension release</i>			
<i>Additional personnel (Physical Education Assistant)</i>			
<i>Modernisation of Furniture \$120 000 (3 year lease)</i>			
<i>Upgrade of Year 1 & 2 resources \$20 000</i>			

Improvement Plan - Domain: Management Arrangements: Physical, Financial, School structures and Organisation

Strategic Goal Physical

Current Status The school is undergoing major property development. 16 new classrooms will open in March, scoping for new buildings has been approved to proceed. The school is likely to achieve significant roll growth over the next two years. 5YA funding start this year. Modernisation and upgrading that was delayed is now to proceed.

When	What (examples)	Who	Indicators of Progress
Complete the 16 classroom block with appropriate resourcing			
March	MLE Project completed and occupied	BoT	Site occupied
March	Furniture and equipment purchased and installed	John	Product in place
March	Health and Safety procedures reviewed to accommodate changes	John	Procedures updated and in operation
Implement phase of school development plan to include staffroom, administration and classrooms			
June	Scope approved for phase 2 of development ie new classrooms, admin and staffroom.	BoT John	Plan and approval in place
June	5YA completed and approved	BoT John	Plan and approval in place
Upgrade and modernise remaining classrooms			
Nov	Design approved and contracts let for modernisation programme	Bot John	Plan and process in place
Investigate options for school hall improvements			
Nov	Conceptual plans in place	Bot John	Options incorporated into 10YP. Concept plan in place
Review the school IT infrastructure & Hardware			
Term 3	Audit and upgrade proposal actioned	Barbara Entity	Documented report and recommendations
Term 3	ICT and e learning plan reviewed with recommendations recorded	Anna Barbara John	Plan reviewed and recommendations agreed.

Improvement Plan - Domain: Management Arrangements: Physical, Financial, School structures and Organisation

Strategic Goals Financial

Current Status The school faces significant financial costs to resource the property development, greater investment in resourcing learning resources is required. Income streams and local fund raising is lower than expected.

Increase parent support of school donations.
 Establish PTA.
 Increase income streams.

When	What (examples)	Who	Indicators of Progress
Increase parent support of school donations.			
February	Promote and improve engagement	BoT	% reports of payment (2016 - 62%)
On going	Continue promotion and monitoring	John	Publications and promotion
Establish Parent Teacher Network (PTN).			
Feb	Build the fundraising arm of the school	John	Parent group operating positively and productively, Systems and documentation in place
Term 1	Build the community connection arm of the school	John	Involved in events, class representatives in place with guidelines
Increase income streams			
On going	Review existing streams for improvement and opportunities	John / Stella	Review and document changes / recommendations
Term 2+	Look for and develop new income streams in the school	John	Options considered and potentially implemented
On going	Improve International student options	John /	Documentation and structure reviewed. Fee Paying students attending.

Improvement Plan - Domain: Management Arrangements: Physical, Financial, School Structures and Organisation			
Strategic Goals		School Structures	
Current Status			
When	What (examples)	Who	Indicators of Progress
Reposition the school office as an administration centre.			
On going	Review & Improve systems and processes to accommodate a school of 750	John OPs staff	Improved systems and structures within the admin centre
	Increase capability in use of technology and management systems for higher efficiency	Ops staff	Efficiencies evident in staff skill sets and systems
On going	Implement improved and more rigorous performance management processes	John / Ops staff	Staff reviews and documentation confirm growth and improvement.
Increase the roll, status and success of the Montessori unit			
June	Increase the roll of the Montessori classroom	Claudine John	Review, promotion and roll increased.
June	Working with the Trust Board to develop a plan that addresses marketing, promotion, programme, student management and resourcing.	Trust Brd Claudine John	Development plan in place.
Broaden, enhance and develop leadership.			
Term 2 +	Review existing leadership structures and implement improvements	John	Links to performance management, performance review and personal development goals

Improvement Plan - Domain: Management Arrangements: Physical, Financial, School Structures and Organisation			
Strategic Goals		Organisation	
Current Status			
Review the school assessment and reporting framework			
Improve, document and centralise school systems and processes			
Improve communication systems.			
Establish new school management system (Linc Ed). (Key Goal)			
When	What (examples)	Who	Indicators of Progress
Review the school assessment and reporting framework			
On going	Review and reduce the school assessment overview	Barbara	Review and rationalise the assessment overview
	Implement assessment programmes for “whole child”	Barbara	Develop measures for “soft data”
	Review and replace the existing reporting programmes and approach	Barbara	Reviewed and radical shift to reduce workload, increase quality and frequency.
On going	Develop digital capability to manage and operate more efficiently.	Barbara / SMS team	Staff able to record, access and upse data efficiently and effectively.
Improve, document and centralise school systems and processes			
On going	Centralise documentation	John	Access and supporting documentation in place and value add
Term 1 & 2	Review and develop further the processes for Induction.	John	A programme with supporting documentation will be drafted with view to implementation for new staff for Term 3.
June	Improve school systems and processes with view to reducing frustration and improving efficiency	John	Systems and processes reviewed and improved. Changes documented.
Improve communication systems.			
On going	Increase parent engagement	John Leadership	Volunteers, positive parent feedback and involvement increased

On going	Increase ease and consistency of high quality communication	John	Increased frequency and consistency
Term 3	Review and improve supporting information for parents	John	Enrolment documentation improved.
Term 2	Mobilise all communication and web activity.	John, Anna, Sam	Reviewed and changed to mobile friendly
Establish new school management system (Linc Ed). (Key Goal)			
Feb	Relocate the school management system to Linc Ed	Barbara SMS team	Implementation plan in place and operating. Staff supported in developments
Term 2	Lift reporting capability for parents and staff	Barbara SMS Team	Implement a 3 year development plan for improved reportings with view to on line access in real time.
Term 1	Develop higher consistency, management and centralisation of the school management systems.	John	Develop staff capability and value and understanding of the school SMS.
<p>Monitoring</p> <p><i>Review and reporting to feed into twice termly Board and staff reports.</i></p> <p><i>Monthly reviews of Key holders and Team Leaders with Principal</i></p>			
<p>Resourcing</p> <p><i>SMS 8 days release \$2000</i></p> <p><i>Website update or review \$4000</i></p> <p><i>Health & Safety audit and documentation \$3000 (estimate)</i></p>			